

Louisiana Developmental Disabilities Council
Planning Committee
April 19th, 2023

BAMBI POLOTZOLA: Good morning, everyone. This is the federal fiscal year 2024 action planning committee meeting for the Louisiana Developmental Disabilities Council. And we will go ahead and get started. First, we'll do the mandate. Are we going to show that on the screen or how do y'all want?

EBONY HAVAEN: Share it on the screen. Everybody should have one in their packet too.

BAMBI POLOTZOLA: Then I should look. Do I need to read it or?

EBONY HAVAEN: You can.

BAMBI POLOTZOLA: Is that what we're supposed to do?

EBONY HAVAEN: I was going to go through it as examples.

BAMBI POLOTZOLA: Cause I'll be talking enough.

EBONY HAVAEN: Let me get it shared. Hold on one second.

BAMBI POLOTZOLA: And I don't see where we do the attendance. But I guess I should just say while you're pulling that up, we do have a quorum with myself, Libby Airhart, Angela Harmon, Erick Taylor and Jill Hano in attendance.

EBONY HAVAEN: So the mandate is in your packet. So the mandate is according to the DD Act, and it states that councils are to engage in advocacy, capacity building, systems change activities that promote self-determination, independence, productivity, integration and inclusion of people with developmental disabilities in all facets of life. So as we're going through the plan and you all are creating new activities, we want to make sure that each initiative either falls within advocacy, capacity building or systems change. And I'm not going to read those to you guys, but examples, if you want examples of advocacy goals, if look in goal three are advocacy activities. Goal three has a lot of advocacy activities and we have a copy of the current plan in your packet as well. So we look at goal three activities 3.1.2 through 3.1.5

are all advocate for. So those are examples of advocacy goals or activities that are in the current plan. Capacity building, the examples of those are in goal two. The IAG training first responders 2.2.1 and Niagara, the emergency preparedness training 2.2.2, those are examples of capacity building. And then lastly, systems change...

AMY DEAVILLE: A lot of our systems change efforts usually in the plan are usually written as (inaudible) we're talking about some systems change.

BAMBI POLOTZOLA: The goals like LaCAN and Partners.

AMY DEAVILLE: No. LaCAN and Partners are self-advocacy. So your systems change activities would be if you look like goal two and goal three, things that are like advocate for this, advocate for that. Those are typically your systems change types of activities. That's not necessarily what it has to be or has to be written, just examples in our current plan.

EBONY HAVAEN: And restrictions on the use of funds. So as we are planning Amy will be keeping track of the amounts of funding that you guys allocate for different activities. But the restriction is no supplanting. Can't supplant federal funds to replace nonfederal funds and we can't fill in gaps. The council funds can't be used to duplicate or replace services for individuals with disabilities and their families. And then any conflicts of interest, just make sure you refrain from participating in the decision of goals regarding a council contract to a recipient or the member knows or should have known he or she has a conflict of interest. So just keep those in mind as we're talking about different activities that you guys want to add for the 2024 action plan. Does anybody have any questions about the mandate or the review of restriction of funds?

BAMBI POLOTZOLA: So our next item on the agenda would be our review of the budget. And just to note, all of these documents that you refer to is in the packet is also online, correct?

SPEAKER: Yes.

AMY DEAVILLE: So for everyone here you should all have a sheet that looks like this. So this is the

budget. Now what the amounts that are listed here are what are in our current fiscal year 2023 plan. That's allocated out currently. This year have a little bit more money to allocate out so we're going to work on allocating out 722,000-dollars whereas last year we had 700,000. So this just gives you a starting off point. This tells you the activities that we have now that were assigned amounts of money in our current fiscal year 2023 plan. So it gives us a starting point to work for in 2024. The ones that are marked in red are activities that the staff feel like were not really getting where we need to be with these activities, and it might be time to end them. The one caveat to that is going to be 3.1.1 which is the LAPIE alliance funding for 40,000-dollars. We cannot continue to fund them because they're receiving state general funds now with the Post Secondary Inclusive Education Fund. So our federal funds cannot go towards the same things that they're doing for that. So that one will have to drop off. And I think that's it. I have a sheet. I'll continue to update things as things are allocated.

BAMBI POLOTZOLA: A couple things. Thank you, Amy. I want to encourage our committee members to please ask questions. If y'all have any type of questions about this, it's important we ask questions. The 670,000 that's towards the bottom, the total obligations for continuing projects. Is that of what's in the list or what's in the list minus the red?

AMY DEAVILLE: No. That's what's in the current list. The whole list plus what's in the red.

BAMBI POLOTZOLA: Okay.

AMY DEAVILLE: And then there was that one last year, the Youth Leadership Forum. The new activity for 30,000-dollars. Those two totals combined got us to the 700,000.

BAMBI POLOTZOLA: Got you. So the 670 and the 30 gets us to the 700 from last year?

AMY DEAVILLE: Yes.

BAMBI POLOTZOLA: Okay. So whatever we take out of this plus an additional 22,000 would be kind of what we can do on maybe new projects.

JILL HANO: Twenty-two thousand. Where?

AMY DEAVILLE: So it's not on this. But this year we have 722,000-dollars that we can allocate to

contracts whereas last year it was 700,000.

JILL HANO: You did just say that. I'm sorry, Bambi.

BAMBI POLOTZOLA: No. That's okay. Thank you for asking that question. Okay. Any other questions about this budget document?

ERICK TAYLOR: The ones that's in red that y'all saying that y'all not getting funded, I mean, y'all don't think y'all need to fund it no more?

AMY DEAVILLE: And as we work through the plan, we'll tell you why. But for all of those we've funded them for multiple years and so we're kind of getting to the point where we feel like we've reached the most we're going to get out of those activities.

ERICK TAYLOR: What you mean get the most out of the activities?

AMY DEAVILLE: So like for videos and visual materials. And again, we're going to talk more about it as we hit each one of these activities. But just for example, videos and visual materials. We have, our contractor has put out videos. We share them. They don't get a ton of views. They're visually appealing. I think they tell good stories, and they have good information, but they're not really doing a whole lot in terms of getting a lot of views and making a lot of change.

ERICK TAYLOR: So that's dealing with the YouTube station?

EBONY HAVAEN: So they're archived on the council's YouTube page so you can go and view them. I think one of the ideas that they had for this year was taking some of the clips from the videos that they have and making other videos with them, clips. But they're all archived on the council's YouTube page so you can access them at any time.

ERICK TAYLOR: And board members help me out so I can get a good understanding. So is it when you type it all in is it being shown more on the page? Say like if I type something in that I'm looking in the area y'all working in is y'all being pulled up with that or not being pulled up with that?

HANNA JENKINS: No. It's not more. We just noticed some of the videos that are very good videos, but they've only been viewed 40 something times after

the 48 times it's been viewed not even half the video's been watched. That was where we shared on social media, YouTube and the website, but they're just not getting the traction that we were hoping to get.

SPEAKER: I have a question. So how do you get that information out? Like I know talking with certain parents they're not aware of these videos. Parents that are in the school system, you know. And I'll say oh, you can go on here, but if I wasn't in this room they probably wouldn't know. So I think that's probably part of it. The marketing side of it. No one knows they're readily available.

JILL HANO: I find that more and more comes up during these council meetings. Which is to nobody's fault. I just think that, in my opinion, and I'm just a peon-- now I lost my train of thought.

AMY DEAVILLE: And we're going to have a lot more time to debate that.

JILL HANO: Okay. I'm sorry.

AMY DEAVILLE: No. That's fine.

ERICK TAYLOR: Do y'all kind of understand what I'm saying?

SPEAKER: Yes.

ERICK TAYLOR: Pushed more to where I think we'll get more views if they're being pushed more that where people would know what's going on. And being an advocate of the board if I say go here and they see it more then we'll get more views and then that would, where the help. Not knowing this is open for the public, but not knowing that it's out there then we can't get it where we need to get it.

BAMBI POLOTZOLA: Any other questions about the budget? Okay.

ERICK TAYLOR: No. I'm good.

JILL HANO: I'm sorry. I talked out of turn.

BAMBI POLOTZOLA: No. Please ask questions.

JILL HANO: I'm sorry I interrupted you.

BAMBI POLOTZOLA: Okay. So we'll go onto our next item which is review of recommendations for council standing committees. And that is in your packet. And you have the Self Determination and Community Inclusion Committee and the Education and Employment Committee. So that person for self-determination. Who is the staff person for that? Oh, Brenton.

BRENTON ANDRUS: So for self-determination and community inclusion under objective 1.1.1 there was a recommendation to establish an initiative that would educate and train individuals with intellectual developmental disabilities on voting awareness. Also under objective 1.1 they wanted to continue the current initiatives which was the videos and visuals project? And ensure that there were videos specific to voting and accessibility. And they wanted to continue the supportive decision-making training. And then under objective 2.2 continue the first responder training and the emergency preparedness and response training initiative.

BAMBI POLOTZOLA: Okay. Any questions about those?

ERICK TAYLOR: The emergency response training. When you said as training people to know how to?

BRENTON ANDRUS: That one is specific to more so like emergency managers and people that are responsible for developing the plans for people with disabilities to be prepared in emergencies. So this is with Niagara University. So they've done, it's usually a two-day training. It's two full days. You can attend a half day training on the very end. Which typically that half day training people with disabilities might be more interested in that one because it's kind of more of an overview. But a lot of the times at the full day trainings we get emergency managers, support coordinators or provider agency representatives that are there that are helping others kind of develop their plans in emergencies.

ERICK TAYLOR: I have another question on that. That's basically training them all to handle people with disabilities or that's?

BRENTON ANDRUS: No. So the first responder training is dealing with first responders is going to be more kind of that sort of interaction. How you should interact with people with disabilities and be prepared when you do have to engage with them when you're responding to something. The emergency preparedness and response training there is some conversation about how to interact with people. That's not the primary focus necessarily. It's based more on needs and how to be prepared to support those needs during emergencies.

ERICK TAYLOR: I got a lot of questions, but I'm just asking the questions. I understand you're saying it's basically talking to them basically what their needs. But I think...

BRENTON ANDRUS: Well, there's a lot of materials too. It's more of an interactive conversation. And there's a lot more, at least in the emergency preparedness training there's a lot, there's a big manual that you get when you participate. It has everything you need, pretty much, to develop your plans. Because the idea is you're not just training that individual, that individual is going to take that information back to their entire organization and revamp their entire organization's plans and thought processes and how they are prepared.

ERICK TAYLOR: Got you.

BAMBI POLOTZOLA: Any other questions about those? And we'll delve deeper into these, but just kind of overiewing right now. And then the education and employment committee.

EBONY HAVAEN: So I don't know if you all remember from the last council meeting the Education and Employment Committee, they had a very robust discussion and they didn't make any recommendations, but the full council decided to make the recommendation that you see on the screen and in your packets. And that's to add an activity to contract with an entity to assist with building the capacity of advocacy regarding education and employment.

BAMBI POLOTZOLA: Any questions about that? Okay. So those are our recommendations from our committees, our standing committees. Now we're 34 minutes ahead of schedule. Good job, guys. So first thing is our discussion of goal one. And just to remind you goal one is if you look at our plan you can see all of the goals and activities listed there. So we're going to be talking about goal one which is self-advocacy and advocacy leadership. And so the first contractual item listed is Partners in Policymaking. It's activity 1.1.1. And I guess as we go through when I call out each activity is a staff person going to just give a quick like synopsis and then we have a discussion about it? Is that going to be the process?

SPEAKER: Sure.

BAMBI POLOTZOLA: Okay. So Partners in Policymaking.

EBONY HAVAEN: And so the synopsis is probably like the status report that's included in your packets, we'll probably just give y'all just an overview of what we have in the status report and then if you guys have questions. Because that status report is going to have staff recommendations for each activity.

BAMBI POLOTZOLA: So everyone knows this. You guys all have this? So Partners in Policymaking, the staff recommends that we continue this activity at the current funding level which is 90,000-dollars for the next fiscal year due to the increased costs associated with inflation due to the hotel expenses and travel. Do we have any questions about Partners? I guess I have a question. How many people do we have in the current class? Do y'all have this in here?

HANNA JENKINS: The current class--.

JILL HANO: Thirteen.

HANNA JENKINS: There's 13 participants in the current class.

BAMBI POLOTZOLA: Okay.

AMY DEAVILLE: There were more accepted, and the number dropped.

JILL HANO: Because I was reading the status report last night and I was confused because it said 20 people were accepted, 15 accepted and then 13 started.

HANNA JENKINS: Yes. So basically, we accepted 20. Of those 20 before the class started five of them backed out. And then the class started, it was supposed to start with 15 and we had two no-shows the day of.

JILL HANO: And the two that were no-shows didn't show up in February and March.

HANNA JENKINS: Well, it's required in Partners that you be there at the January session and were to continue. And so some situations came up and they were unable to attend January, so we encouraged them, they were great applicants, we encouraged them to reapply and hopefully maybe attend another year. So that's why we're at 13 at the moment.

JILL HANO: Thank you.

BAMBI POLOTZOLA: So historically, Partners, this is a big drop.

HANNA JENKINS: Historically from what I know we would normally accept 25 applicants and so there would be a no show of five to ten.

BAMBI POLOTZOLA: I don't think that's accurate. You didn't have seven people drop from a Partners class that I ever remember.

JILL HANO: My class in 14 started off with like I think 15 of us. So like that was a small class ten years ago.

HANNA JENKINS: I know this year we had accepted less off the front end because we were having some staff changes with the coordinator, we weren't sure of the budget what we were going to be able to afford. So that's why we accepted 20 as opposed to accepting 25.

BAMBI POLOTZOLA: Right. I remember that.

HANNA JENKINS: And I think, just from personal opinion, I think because so much has changed going back in-person we had more people that were not as flexible as pre-Covid life. They realized it was going to be a lot more of a commitment with family and childcare, things like that.

BAMBI POLOTZOLA: Right.

HANNA JENKINS: But yeah, we're definitely making goals to accept more. Have more alternates this year. And hopefully get the process started a little bit earlier.

BAMBI POLOTZOLA: I thought that was probably the case. I think we need to just really pay attention to that because it is a different time than it was, you know, before Covid. Cause this is a big investment. I mean, the one thing about 90,000-dollars if divide that by 20 people, then that's a different per person investment you're making than 13. So I think looking at it from that standpoint. And then I can also remember prior to Covid that we had 30, 35 applicants. So when we selected 25 applicants it was people who were like that was a privilege that you were selected out of, you know. So maybe just some more awareness. I don't know. Engaging.

EBONY HAVAEN: Like with the new coordinator, I don't know if everyone knows Rebecca Fruge, but she is a Partners graduate. She's very passionate about Partners and I think she's going to do a very good job marketing it. Just probably even better than we were

able to because we were going through the transition last year, we weren't able to put as much into the advertisement for Partners. We reached out to other agencies, but I feel like we didn't have nearly as many applicants as they've had in the past. But I do believe with Rebecca in place there's going to be more of a marketing for Partners and outreach with alumni trying to get alumni active again and helping to recruit new people to apply for Partners. So I do think it's going to get better.

BAMBI POLOTZOLA: Yeah. I don't know when my last meeting's going to be, but it's going to be, I only have one or two more meetings so for people who are going to continue like to really push that. I just want to get that dialogue on the table that that should be our expectation. We should have 35 applicants and, you know, we shouldn't have anybody dropping out because we have 25 people who feel privileged that they were selected. Of course, sometimes you have a major health issue or something like that. But that should be where we get back to that should be the expectation because it's so important that the strength of our council is that really intense training people get through Partners. And now we have the Youth Leadership Forum which I think is going to be a great benefit to that too.

JILL HANO: And then I always felt that Partners is such a good, like or Partners graduates are such a good pool for council members.

BAMBI POLOTZOLA: Yeah. Okay. So our next-- are there any more questions about Partners? Okay. Do we now need to decide on the budget or wait and go through all of it and then decide on how we want to do?

EBONY HAVAEN: I think last year they decided on each one.

AMY DEAVILLE: So we don't have to go back.

SPEAKER: Who is in charge of the payroll for that individual?

EBONY HAVAEN: The coordinator? So the contract is with Families Helping Families Crossroads.

ANGELA HARMON: I have one question too. As far as you're saying any recruiting new members, once again, if I run across parents, I mention it to them. A lot of people are just not aware. I think can we spend

more money of this to do more marketing about it because people don't really know that Partners exist in certain communities and populations. Because I found out from (inaudible). I had never heard of Partners before. When I had it, she said have you ever been to Partners. Do you know about Partners. No. You should look into it. That's how I found out about Partners. I didn't know anything prior to or anyone else (inaudible). So I think sometimes the main thing is we're not reaching every group, you know, or community, or people, parents that really want to do this. They do provide the childcare on the weekend which is awesome. So that's all I have to say.

ERICK TAYLOR: That's mine too. We need to basically do more advocating.

ANGELA HARMON: Yeah. More outreach or something.

ERICK TAYLOR: Need to be pushed out there where they can know and not always searching. Some parents don't understand what they looking at, so it's not interesting to them.

EBONY HAVAEN: So I know like, just to answer your question, Angela. The 90,000 is mostly for like travel, hotel expenses and the speaker cost. And so she wouldn't be able to use that 90,000 for marketing. We're dependent on Rebecca as part of her job task to make sure she's reaching out to every region where there's alumni. And I think she has a plan that she's going to implement once this current class that she has graduates when she has more time in July, she's going to dedicate more time to building up that alumni network, making sure the alumni are active in all the regions so they can do outreach to parents and let them know about Partners. I think it's going to get better.

ANGELA HARMON: Because you had so many people drop out of the class, that extra money I was wondering could she spend that on that. On marketing for the following year and even reach out--.

BAMBI POLOTZOLA: The best marketing is us, is alumni. So it's really to connect, build that network. But I think it's a good point. Because one of the issues we've had historically, just imparting all my experience here, is that we've had a lot of people in certain regions that have gone through Partners, and not gotten, not because of (inaudible), were not

applicants in certain regions and certain demographics. It was very heavily, if you look at the list of people who's graduated from Partners it's very heavily moms. And so we're going to reach out to other moms. So there has to be some strategic planning in how do you outreach to people who are different than the alumni because you'll then just continue to get the same type of people in the same regions, the same kind of role. So I think we as alumni need to help her. While she's getting paid, we really need to engage and help her in that.

EBONY HAVAEN: I think she has a plan. I don't know like if y'all talked about it, Hannah, like her plan to reach alumni for marketing and to like target alumni in all the regions. I think we talked about it when she first started. But I don't think she's had time to dedicate to it because she started in December and then the class started in January, so she's been dedicating most of her time.

BAMBI POLOTZOLA: Any other questions? Okay. So what is the will of the committee? The staff has recommended that we keep this item budgeted at 90,000-dollars. And if the will is to keep that in there, again, it's not a final decision. At the end we'll go through and make sure we're still okay with all the recommendations. But as of right now are you guys okay with keeping that 90,000 for Partners?

SPEAKER: Yes. Is that going to go towards the 2024 year also?

BAMBI POLOTZOLA: Yeah. It will be for the next year. We've already funded this year.

SPEAKER: So if we have a new individual that's already in place that's going to make lots of changes from the past, I think the 90,000 is fair.

BAMBI POLOTZOLA: Okay. I don't think we need a motion right now. We'll make a motion at the end. So we'll go ahead and keep the 90,000. Okay. The next item is activity 1.1.2 which is LaCAN. We're all familiar with LaCAN.

BRENTON ANDRUS: So this is the council's advocacy network. So if you are signed up, which I think most of you in this room are, for any of our alerts or information that we push out and stuff that's coming from LaCAN, this is where you get the alerts about

things we're doing at the capitol, yellow shirt days, what we're advocating for. This is kind of the group of folks that help the council push its agenda forward, if you will.

And so right now this is funded at 215,000-dollars. We have leaders in every region when we were at full capacity. Right now we are still missing a leader in region nine which is the North Shore area. And we've been trying to fill that position for a few months now. More than a few months. Almost a year. And not much interest. It has been an issue we're having, basically. The rest of the regions are full. It's just region nine that we're having trouble with now. Back in the day LaCAN used to be funded at 250,000-dollars and we bumped it down over the years to 215. We're recommending bumping it up to 250 for a few reasons. One is if you look at some of the average part-time salary rates out there, like I went looked at Zip Recruiter, Talent.com, a few things you use for job searches. In Louisiana your average part-time salary is anywhere between 23,000 on the low end. About 22,000 is your average. If you're looking at median the low end is 23,000. The high end is 44,000. Right now in this fiscal year our leaders at part-time, which is about 25-hours a week, although I would say most of them probably tell you they work more than that, are making between 15 and 19,000-dollars. And so the previous year before that it was more like 15 to about 18,000.

And so what we're trying do, which is also the wishes of the council back in 2016, which a lot of you were probably not here, some of you were. Whenever we merged our networks, we used to have two different networks for advocacy. We had our home and community-based side, and we had our education side. It didn't make sense to really have two so we kind of merged them together. And the intent of the council at that time was to offer more competitive wages for our leaders. Whenever it comes to part-time and this type of work it's kind of hard to use the term living wage because I don't know with the funding that the council gets that we can ever get to that point. But we certainly can provide a more competitive wage for our leaders. That is the big trouble we're having whenever we do have

vacancies, which happens from time to time. Starting is like 1200-dollars a month, that's not much considering the amount of work you have to do. Most of our leaders, if not all, have at least two or three jobs that they're currently working. And we do try to offer, when funding is available, like incentive payments. So the better you are at your job you might get some additional funding at the end of the year. And so that can kind of helps offset, but it still doesn't get us close to the average that we're trying to get to.

In previous years I tried to do roughly like a 3 percent COLA adjustment. I kind of tried to follow-- and COLA is the cost of living, I'm sorry, increase. And so I kind of try to base it off of what the state is doing at the time for state workers just to get an idea of what sort of percentage rate they have out there. Another thing that we do is we try to do things incrementally as far as our leaders' salary. So one is we have some leaders that have been here 26 years. And so most of our leaders once they get hired, they start off at one area and we kind of bump them up until they get to veteran year kind of pay which is after a few years. So we've been able to increase salaries over the years which is why we're kind of getting to the point where we're maxing out at our 215 because we have had turnover in our leaders. And not saying that I anticipate turnover coming, but we do have leaders that have been around for a really long time. They might want to retire one day. I don't know. That hasn't been said that they're going to do that, but that's something I'm trying to anticipate coming. Where we have a new group that's going to want to replace our veteran leaders at some point.

We also need to offer a more competitive wage when you're first starting out. Our travel costs have increased. Just a few years ago we were paying 50-cents a mile. Now I think it's 63-cents a mile. Sixty-five cents. We'll have to change that for the reports. So, for instance, if I bring in a leader for yellow shirt day yesterday from Shreveport or Monroe that's 300-dollars right there just for that one trip. And that's a yellow shirt day at the capitol and we have anywhere between 10 and 20 of them a year

sometimes. So travel costs, luckily with Covid we didn't really have a whole lot of travel costs, but I anticipate this year and future years to go up. Just like all your pocketbooks ours have been hit too. Computers are a lot more expense. Four-hundred bucks that used to get you a good laptop that does the basics. Now those are 6, 7, 800-dollars. So those are things I anticipate coming which is why we're trying to bump up that extra 15,000.

SPEAKER: That extra 15,000, would do what to the LaCAN leaders' pay?

BRENTON ANDRUS: So right now the extra 15,000 it would let me do that 3 percent cost of living adjustment for our veteran leaders. We have a few newer leaders-- sorry. I have one leader that I would bump up to veteran leader pay which would be a couple 100 bucks a month for me to bump them up to that veteran leader pay. And then we have a new leader that I would need to bump up because she's been here for a year so that would let me bump her wage up by about 100-dollars, I think. And we have that vacancy in region nine. I haven't fully figured out yet what we could make that offering salary. Cause again, if I bump that one up then I have to start looking at everyone else and kind of where they fall. But I'm hoping we can bump up the monthly salary for the new position that is open. That would also add additional-- sorry. Fourteen hundred-dollars would go into our supply budget. Part of that supplies also is not necessarily just computers and things, but if we have additional funding, I would like to start researching some professional development opportunities for the leaders. So right now we don't pay if they want to go to conferences. And we don't pay if there's some kind of training for something that they have out there. So this would give me wiggle room to be able to start some sort of application process where they could ask if they want to attend some of these things.

SPEAKER: Is it overall pay or is it different by region?

BRENTON ANDRUS: No. It's the same across regions depending on how long you've been here. Like once you get to that veteran, all my veteran leaders have been here, at this point all of our veteran leaders have

been here five plus years. Some in the 20 plus years. They're all at the same. It's not based on region.

BAMBI POLOTZOLA: So there's a top pay?

BRENTON ANDRUS: There is, yes.

BAMBI POLOTZOLA: You anticipated we could increase this if we increase that top pay?

BRENTON ANDRUS: I'm looking to increase everyone's pay is essentially what I'm trying to do.

SPEAKER: That's a given.

BRENTON ANDRUS: And then also try to have additional to do the incentive pay that I had talked about. So everybody across the board you kind of have this pay. But if you're hustling and putting in more work than the others you have that opportunity to make more. Which some people do. I've had people that have made almost 3500-dollars extra in a year just from that incentive pay because they get people to the table at the capitol. They get people to the roundtables. They see all their legislators. Those are the types of things that I reward, especially now because since Covid those things have become a lot more difficult.

SPEAKER: So you had the incentive pay before this extra 15?

BRENTON ANDRUS: Yes. It has gone down. So at one point in time we had an extra like 20,000 in incentive pay and it's bumped down by probably a good 9,000.

SPEAKER: But if we're losing two of these why can't we do more?

BRENTON ANDRUS: Losing two of?

SPEAKER: I'm sorry. Losing these four that were in red, right?

AMY DEAVILLE: Well, potentially. So the one thing that I would say is you put 250,000-dollars, 249,000-dollars is a state threshold. If you go over that amount, we open up a different type of RFP contractual process. So I believe that the council has always tried to keep all contracts under that.

JILL HANO: Two forty-nine.

AMY DEAVILLE: Yeah. Two-fifty sets off a new standard of what you have to do for contracts.

SPEAKER: Even if we did 245, we're still under the 250.

AMY DEAVILLE: Correct.

SPEAKER: And it at least would entice people to

continue to want to hold a part-time position that they're not working part-time for.

BRENTON ANDRUS: One thing I will say there usually is money on the table that's left, and it varies from year to year that we do try to use up once we get to that spot. For instance, with this budget I always have to plan for the worst for things like travel and hope for the best, right. Because I can't really predict how much traveling we do in a year. But so usually what we try to do is if there is travel left at the end of that travel year that we can move over to the incentive payments and try to use that as more money that we can try to pay them. But salaries are the one thing that I know for sure. Like I know how much that's going to cost me. The other stuff it's kind of hit or miss and whatever's left at the end we try to predict that so we can send more over to the leaders. But also some leaders might have more travel cost than others. So let's say a big barrier we've had lately has been rentals. So leaders have not been able to get a rental in their region, so they haven't come to different things that we host because they haven't been able to get here. So for leaders that have been able to get here I can give them that remaining travel budget (inaudible).

JILL HANO: Rental for what?

BRENTON ANDRUS: Like a rental vehicle. If they need a rental to get down here.

ERICK TAYLOR: I'm going to ask this question. The region nine, do you think that's what's some of your problem?

BRENTON ANDRUS: I always think pay is the problem or a big problem. Because, again, you also have people that are working two or three jobs doing this one. Then we run into issues of I need you here for this meeting, you've got another job, you're doing this and that. And I'm not going to lie, I'm not saying I'm a stickler, but LaCAN's your priority when you're my LaCAN leader. I need you here if something has happened. And so then we start running into those issues. So it would be nice if we can give them more money. Not saying that they would quit those other jobs, but they certainly wouldn't be as reliant on other sources of income if we're able to bump them up.

And to be honest most of the leaders that we have, well, looking at the list I would say all leaders, they're not doing it for the money. They're doing this on their own time anyway. This just helps them be paid for work they're already trying to do and gives them a bit more resources to do things that they're passionate about. I think we all know that this isn't going to be something that they're going to get a full-time paying job out of. We understand that. We also have limits within what we can spend at the council too. But we can make it more enticing. Now if we do hit that 250 max that we're talking about that does kind of tie my hands for future increases. Once I hit the top, I hit the top and I can't pay any more than that.

SPEAKER: So the adding the extra 15,000 that would increase just the minimum payment of extra 700-dollars a year? Is that what you were saying? Or an extra 700 a month?

BRENTON ANDRUS: No. So, for instance, I think the lowest paid leader I have at this point, cause they are new, this would bump them up by 100 bucks a month. So we're looking at 1200-dollars extra a year for them with that 1500.

SPEAKER: You've got to do more than that.

BRENTON ANDRUS: The others, like one leader from last year to this year had a 15 percent jump because I'm trying to move her to veteran status. So move things up that way. And the rest would just be a 3 percent based on the cost-of-living adjustment. Which I can do more if y'all give me more. But that's not for me to decide.

SPEAKER: The money that you would, the increase you're talking about increasing the wages, but how much money would it cost for like conference and personal development? So how much would you spend?

BRENTON ANDRUS: It really depends. So some of the conferences we're kind of tied in that it isn't a situation of where I would anticipate being able to say oh, yeah, you want to go to that conference in California and send you over there. These are things maybe virtual conferences. Conferences that are here. So in the past there's been maybe like more of a 300-dollar registration fee that we've done before when we were able to. Or it might be something where I can

pay your registration fee and for your gas mileage to go from Shreveport to Baton Rouge to get to that conference or different things like that. We're also bound by some of the state travel regs. If you're just going there for a day, I can't pay your food and your lodging and all that anyway. But we can try to pay for some of those things.

As far as other personal development it's going to depend. I know in the past, for instance, when we've done staff trainings here at the council or whenever some of our FHF centers have done trainings they may have paid 12, 1500-dollars for training to be developed and train all of their staff. That, I honestly have not done a lot of research on yet because I never had the money to do that. I mostly focus on the money that if we do increase it would go to salaries to see what I could do there. But then, hopefully, I would have some to be able to do some of those professional developments. Because right now we do about two trainings a year for them and it's stuff we put together. But we're not trained trainers, if you will. We do our research. We try to put something together. But it would definitely be more bang for your buck if we could get someone in that we could develop something specific to their needs that this is what they do. And I think there would be more benefit to our leaders. If not every year at least maybe every other year.

SPEAKER: Thank you.

JILL HANO: I have a question, Brenton. What qualifies veteran leader status?

BRENTON ANDRUS: Right now we start looking at about once you've, I think it's five years. Once you get to five years, we pretty much start making sure that you're getting paid what our veteran leaders are getting paid.

JILL HANO: Do we have a lot of veterans?

SPEAKER: I thought you had said one.

BRENTON ANDRUS: Oh, no. I have one that's going to move into that status.

SPEAKER: But you have others?

BRENTON ANDRUS: But I have others that have been here.

JILL HANO: Because in my-- I've been on the council for a while now so cause I think I've through

the years seen turnover in every region.

BRENTON ANDRUS: Yeah. We've pretty much been stable in all regions except for, so one and ten we've had a lot of turnover. But our current leader has been here I guess about a year now. Region four we used to have turnover, but that has not occurred in quite some years now. And we've pretty much been stable everywhere until region nine recently because our leader became the FHF director there. Typically when we do have turnover though you can look at is it more an urban or rural area. And that's going to determine (inaudible). So when I get vacancies in one and ten, region two is also new, she's been here not quite a year yet. And the issue we're having in region nine, urban areas, very difficult to hire people. More rural areas I don't have that much challenge. But those people also stick around quite some time.

BAMBI POLOTZOLA: Do we have any more questions on this?

SPEAKER: So like the LaCAN leader, are you like the supervisors of the LaCAN leaders?

BRENTON ANDRUS: I'm the manager of the program. Rekeesha and I spend probably-- well, not probably. More than half of our days on LaCAN. That's our baby.

SPEAKER: Is there somebody below you?

BRENTON ANDRUS: Rekeesha is the monitor. And so she's more of the direct contact with the leaders on the day to day, minute to minute.

AMY DEAVILLE: And there's a fiscal agent.

BRENTON ANDRUS: Oh, there is a fiscal agent. Correct.

AMY DEAVILLE: It runs through an FHF center.

SPEAKER: That is their employer?

BRENTON ANDRUS: Yes.

JILL HANO: That's Crossroads.

AMY DEAVILLE: No. That one is Southwest.

BRENTON ANDRUS: Until 2016 all LaCAN leaders contracted directly with the council. But now they are an employee of the contract holder which is FHF of Southwest.

SPEAKER: (Inaudible).

BRENTON ANDRUS: You just say what you want, and I figure out how to make it work.

BAMBI POLOTZOLA: We're at 215. The council

recommends we go up to 230. The max we can go up to because of state requirements would be 249.

SPEAKER: I'm even comfortable with doing 240 because 700-dollars a year is just not that enticing.

BRENTON ANDRUS: If I base it off of paid cost of living rates it doesn't end up turning into anything once you consider the inflation cost of everything.

JILL HANO: I make 8-dollars an hour at a job I love so, I mean.

SPEAKER: But if you made 12-dollars at the job you love you might would love it that extra much more.

JILL HANO: I was kidding.

SPEAKER: I would probably go with 240 because I still think that we have an opportunity in the following year if we need to increase again, we can to increase again.

SPEAKER: Plus includes personal development.

BAMBI POLOTZOLA: Is everybody okay with just penciling in that recommendation? Okay.

JILL HANO: Can we get...

BAMBI POLOTZOLA: What's that, Jill?

HANNA JENKINS: She's taking a second.

BAMBI POLOTZOLA: Oh, okay. Can't see you.

JILL HANO: Can we get a copy in black and white that says what specifically the money for this current 215,000 goes to?

HANNA JENKINS: The current budget?

JILL HANO: Yeah.

BRENTON ANDRUS: That would be (inaudible) I guess if y'all want to provide that.

JILL HANO: I know that might not be feasible.

AMY DEAVILLE: Can I get back to you?

JILL HANO: (Inaudible).

BAMBI POLOTZOLA: Okay. So we'll move to the next item which is activity 1.1.3 which is advocacy events. And the staff recommends that we continue at that funding level of 30,000 and that's basically for the roundtables. And just to note the roundtables happen every year before the legislative session. And we've been doing them virtually, but next year they'll be held in-person with a virtual option. And they want to keep it at 30,000. Any discussion on that?

SPEAKER: If we're doing okay with 30,000...

ERICK TAYLOR: I think it's fine to keep it at

that.

BAMBI POLOTZOLA: Okay. So keep it at 30,000. Is that the consensus? Okay. That was easy.

The next item is activity 1.1.5 and that is video and visual materials. Okay. That's a contract we currently have with O'Neill Communication. They created videos and those videos are listed in the recommendation document that we have. The videos are on the council's website and on the YouTube page. The staff recommends discontinuing this activity for fiscal year 2024. As Amy said earlier the participation has been low. And also if y'all look at the list they've created a lot of the videos and a lot of the topics.

SPEAKER: We get to keep those videos and we can just market.

ERICK TAYLOR: I think we need to do more marketing. I think it would raise up more if we wouldn't do more marketing on it and people will know more about that. So I think that's one thing we should try to keep cause people knowing more about it.

SPEAKER: But I don't think that videos and visual materials, that marketing budget would not come out of that. It's just like the production and videos. Not the housing or anything like that. We own the videos is what they're saying.

ERICK TAYLOR: We own them, but to get more things pushed out.

SPEAKER: Where would the marketing come into play?

EBONY HAVAEN: So that would be on our end. And we've pushed them out. We pushed them out through LADDC news. We've pushed them out on social media, our Twitter and our Facebook accounts.

SPEAKER: So basically video and visual materials, that has nothing to do with marketing. That has only to do with what we were paying that entity.

EBONY HAVAEN: To create them.

SPEAKER: And we don't want to do it any longer.

EBONY HAVAEN: That's what our recommendations were. We recommended that you all, because they've done a lot of the videos that you guys wanted. If you look at the list on the side, they've done a lot of those. And like Amy said, they're really good videos.

BAMBI POLOTZOLA: Are we asking like our Families Helping Families to push them out? I mean, I know like

I'm thinking we can put in our newsletter that goes out. Just thinking of other ways we could be able to market it.

EBONY HAVAEN: I don't think we've asked the Families Helping Families centers to push them out.

BAMBI POLOTZOLA: So maybe just remind, like I'm being reminded okay, I'm going to make a note that we put something in our newsletter.

SPEAKER: So y'all are going to do the marketing, is what you're saying?

AMY DEAVILLE: That's currently how it stands.

HANNA JENKINS: Unless you would like a more robust marketing strategy.

AMY DEAVILLE: Then that would be a separate contract.

SPEAKER: What about like outreach like to the children's hospitals or the big hospitals (inaudible).

SPEAKER: Yeah. Like even the schools. In the hospitals you're going to find most of those kids who have severe disabilities and developmental disabilities and things like that. So why not like...

SPEAKER: Even like the parent magazine that you can get free at the clinic.

SPEAKER: Like case managers that deal strictly with like the peds floors. And at least giving them a resource to say hey, look. Not sure you know because that is part of their job.

JILL HANO: Cause this is becoming, this issue is the same issue as Partners in Policy. Like where do we market. How do we market. Like I think FHF does a good job. Like Ms. Nicole Flores, do you market PIP as well as the videos?

NICOLE FLORES: Definitely.

JILL HANO: Okay.

NICOLE FLORES: But it needs to be equal across the board.

SPEAKER: If we get rid of that 36,000-dollars is there an opportunity to possibly contract somebody to do it for six months or to do at least--

HANNA JENKINS: A campaign or something.

SPEAKER: Like a strategic plan to do some sort of marketing outreach to gather the resources and the information that needs to be done with a 36,000-dollar budget.

EBONY HAVAEN: So you guys can change this activity.

BAMBI POLOTZOLA: I think we already have the network. To contract with some outside entity to market it, like it really is like you send it out to-- I mean, I think it's an easy thing to reach out to, you know, ask OCDD to send it out to their support coordinators, send it out to your LGE, to Department of Education, ask them to send it out to all the special ed directors. Brenton.

BRENTON ANDRUS: I'm not saying you're wrong. We do that stuff.

EBONY HAVAEN: I was just going to say we did it for Partners.

BRENTON ANDRUS: So, for instance, I was just talking about how I can't find a leader. I send it to these people. I get no interest. These videos, we send it to people. There hasn't been much interest. I don't know do we have the network to push it out that we do. So I don't know if there's a bigger problem in that the network isn't interested or they're not getting it and people are saying they sent it. I don't know where the breakdown is.

SPEAKER: But I know we say we do a lot of it on Facebook, but you got a lot of older people that don't do Facebook or internet the way we do internet. So and I think it's older people raising grandkids or they're raising--

BAMBI POLOTZOLA: But this isn't going to be here. You have to get on the internet to watch the video.

SPEAKER: Right. To know they're there is what I mean.

JILL HANO: And also-- I'm sorry, Brenton.

BRENTON ANDRUS: Go ahead.

JILL HANO: Also, I heard someone say (inaudible). If I uttered the words PIP to my support coordinator, she probably would look at me like I had three heads. So I don't know if that's the norm or. But so there's that issue with support coordination too.

ERICK TAYLOR: I understand you on that too. You can give it, but we just need to market. But we can give it to them, but the support coordinators are acting like they don't even know what you're talking about. But we still need to push it where parents know

what's out there. What's needed. What's for them, the information that they need. But we need to figure out a way where we can push it where it's out there. Now can we put this on this corner, can it be put in newspapers where they put all that junk in my mailbox. Can we put it somewhere in there?

AMY DEAVILLE: That junk mail cost money.

ERICK TAYLOR: Just saying.

SPEAKER: I never see anything about us, and I know they do a magazine once a year that's a parents' special needs addition, but I've never seen anything about the DD Council or LaCAN. I don't know how much that cost. (Inaudible).

BAMBI POLOTZOLA: So I have a question for the staff. So like the goal it says produce and disseminate videos and then kind of list what those things are. We don't need to produce anymore videos, I don't think. We have a pretty good list, and you look at the list they're going to be meeting all those. So what we need though, it seems like in the conversation in order to disseminate. And so for the council, I guess for the staff, I mean, can that just be like one of our goals with no money behind it and just continue to push it out in our social media, our emails, ask our people that we contract with like Families Helping Families and others to push that out as they can through their sources? Would that be appropriate?

HANNA JENKINS: That's totally doable with the no money. If someone would try to say about putting it into a magazine that would be print would obviously need--

BAMBI POLOTZOLA: But I don't know how you would put print a link to a video.

HANNA JENKINS: I'm thinking more of like if Partners, if you're trying to get the Partners application out and you wanted to have printouts and have them posted different places.

EBONY HAVAEN: There would be money tied to it.

BAMBI POLOTZOLA: But that's not what we're talking about. We're talking about these videos.

SPEAKER: Does everyone in here, do you guys share on your social media pages yourselves, like each council member or, you know, cause when I go on the site, I don't see a lot of--

EBONY HAVAEN: I share alerts on my personal Facebook page. Now if every council member is doing that.

HANNA JENKINS: One of these videos has seventeen views.

BAMBI POLOTZOLA: So then we have to say, if we're going to say as a council, we put in the plan just say for 1.1.5 we take out the produce and, the first two words and just do disseminate videos and other visual materials featuring information then that is on the council members. We're saying that this is our goal. It's on us. It's on the staff to give it to us in a way that we can then put it on their Facebook page. But we have to do it whatever capacity we can. I think that's something that needs to be stressed as well. It's our goal.

JILL HANO: That person, like can someone define the word disseminate.

SPEAKER: Share it.

JILL HANO: I was just curious.

BAMBI POLOTZOLA: Yeah. I think we need to use the language. I think Jill has a point. We need to use language that everybody understands.

JILL HANO: Just curious. Not trying to make a point, but that is a good point, Bambi.

BAMBI POLOTZOLA: So change the goal to help produce and disseminate and put the first word as share. I think share is the simple language that everybody understands. Plain language.

JILL HANO: I like advertise.

EBONY HAVAEN: Can we, and this is just a suggestion, take out the topics? Cause, I mean, we know what they are. We have them on the YouTube page. Just to make the goal shorter or the activity shorter. Okay.

JILL HANO: So these five videos you're going to do in FY 23, correct? All right.

ERICK TAYLOR: So we're going to draft, disseminate.

BAMBI POLOTZOLA: Just take out the money out the budget. Well, basically it's not taking it out. Technically it's that we're not going to put it in the budget. There's no funding for this activity.

Okay. Our next item will be supported decision-

making which is activity 1.1.6. And so what this is a contract with the Arc of Louisiana. They are training individuals with disabilities, their families and professionals on supported decision-making process. They've trained 86 self-advocates, 262 parents and 346 professionals. They're trained, the professionals trained include both legal and medical professionals. The Arc has mentored and currently mentoring nine self-advocates through the process of supported decision-making. Staff and the contractor feel this activity has reached its full potential. Although there was a recommendation from the committee to continue the staff and the contractor, which is the Arc, are recommending to discontinue this activity. Any discussion? Do you guys want to take that recommendation and not fund this activity again?

JILL HANO: Is there any like more specific reason why?

AMY DEAVILLE: So Kelly Monroe with the Arc, so when she and I talked about it she said they feel like they've really approached training on this topic in lot of different ways. They've trained families, gone after people in the legal profession, people in the medical profession to try and hit all the different angles that they can. So they've done all of that training. This is currently the third year of the contract. So they just, you know, they don't know another new way to approach it and they feel like, you know, they've hit as many people as they're going to hit on this.

EBONY HAVAEN: And I think currently they're doing the People First, like they're currently training the chapters across the state so they feel like, like Amy said, they hit as many areas as they possibly can.

BAMBI POLOTZOLA: I guess the real issue though is can people, if someone wants to put in supported decision-making, what do you call it, it's a plan, it's a legal document.

EBONY HAVAEN: It's notarized.

BAMBI POLOTZOLA: Yeah. So where does someone go to get information if they say they want to do that. I think that's where we're kind of at. These people have a resource.

AMY DEAVILLE: And the training materials that they

have are going to be available.

EBONY HAVAEN: On their website. And so part of our contract was that they put the handbook on their website, and I think they're going to continue that page. So they'll still have access to the handbook and even sample examples of notarized agreements with supporters. They'll still have those documents that will be available to them.

BAMBI POLOTZOLA: Okay. So is everyone in agreement with the recommendation to not have that activity? So we're taking out the entire activity, right?

AMY DEAVILLE: Correct.

BAMBI POLOTZOLA: Okay. So our next activity is activity 1.1.9 and that is the Louisiana Youth Leadership Forum. And, of course, you guys know that is a new initiative and it's going to be a three night overnight training program for high school age individuals with developmental disabilities. It includes career awareness and leadership development. And they are, the Louisiana YLF is also receiving 15,000-dollars from the Louisiana Department of Health. Is that right, or is it Department of Education?

EBONY HAVAEN: Department of Education.

BAMBI POLOTZOLA: Yeah. I thought it was education. And may receive funding from Louisiana Rehabilitation Services depending on the delegates selected to participate. Then the program will take place at UL in Lafayette. YLF is only accepting 13 delegates for 2023 which is the summer and would like to increase the number of delegates to include more people and the number of days as well. So we're already funding, for this summer we funded the 30,000 so what we're talking about is for 2024. Okay.

JILL HANO: So okay. I'm sorry.

EBONY HAVAEN: So in your packets the coordinator for the program is here, Ms. Lillian DeJean. And she included some information about the current applicants, the current staff that they have for the YLF that's coming up in July. And then she also included information about why they want to ask for extra funding and what that funding would go towards. Lillian, do you want to come to the table and present to the committee?

LILLIAN DEJEAN: Hey, everyone. So I know the big question here will be why are we asking for more funding when we haven't even had our first forum yet. And this is the dual answer. But in a nutshell additional funding would help us achieve goals of long-term sustainability and expansion of the program. When YLF was planned under the DD Council our ad hoc committee had decided that our goal would be to expand the program every year so we can reach more youth in our state. And currently Louisiana has one of the smallest YLFs in the country as far as the duration of camp and also how many delegates we accept. And that's because of funding. We will not be receiving any funding from LRS this year because our delegates have to be LRS consumers. We have received around 26 applications for delegates across the state. Not a single one of them are LRS consumers. So we will not be receiving funding from LRS. And we have a goal of expanding the program. And expanding the program also lends to long-term sustainability as well. We know that sustainability in the past has been an issue for Louisiana's YLF. It disappeared for 15 years because of a lack of sustainability plan. And this extra funding would also help us sustain the forum because we would be able to do things like accept more delegates, expand the duration, pay our staff members, which is incredibly important. One of the reasons why YLF ended in 2005 was a lack of volunteer staff and burnout. We want to prevent that on the front-end.

And also, we would like to get accreditation from the American Camp Association. We want to run a high-quality camp. Personally I want to be one of the best YLFs in the country, but we can't do that until we have the funding to do that. And so with the American Camp Association they provide technical support, training and guidance. And so we have been networking with UL for research, ADA guidance--

JILL HANO: With who?

LILLIAN DEJEAN: UL, their research department. And also Med Camps of Louisiana to follow that standard as we make sure that (inaudible). So I'm happy to take any questions.

BAMBI POLOTZOLA: So I have a question, Lilly, about LRS. You said that they are not LRS consumers?

LILLIAN DEJEAN: Correct.

BAMBI POLOTZOLA: Are they not, I mean, they should be age eligible for preETS, right?

LILLIAN DEJEAN: Correct.

BAMBI POLOTZOLA: So why aren't they?

LILLIAN DEJEAN: That is an LRS question about, an LRS outreach question. Because we have pulled individuals from across the state with a variety of disabilities and our 26 applicants not a single one of them has been an LRS consumer.

BAMBI POLOTZOLA: But I guess my question is is either to you or the contractor, like have y'all had discussions with LRS? You say they're not currently consumers, but they can become consumers. Like they should be able to be able to become consumers, right?

LILLIAN DEJEAN: They aren't able to become consumers. LRS will only fund campers who are currently LRS consumers. It's not potential consumers, it's current consumers. In actuality this is a three-day summer camp. And so we know that youths are in high school, and we know that that's a challenging time for families and to ask them to go through the incredibly lengthy and burdensome process of applying for LRS. I do plan to suggest that to our delegates with the goal of having some become LRS consumers, but I do not anticipate our delegates becoming consumers by July.

BAMBI POLOTZOLA: But it's not a lengthy process to be a preETS consumer. A lot of high school students are preETS consumers. So I guess just need some clarity on that. Like once you get out of preETS and you're in the, I forgot what they call it, but basically the voc rehab, the more adult then that is a lengthy process because you have to develop an employment plan. What do they call that, individualized employment plan. But for preETS it's not a lengthy process.

LILLIAN DEJEAN: I definitely plan to, you know, conduct outreach with our delegates and suggest that they be in touch with LRS and utilize the resources. I can't (inaudible) as coordinator.

BAMBI POLOTZOLA: So I guess my question is though when you reached out to LRS, and I'm sure you've had discussions, I would hope that LRS would say let's get

these young people who want to be leaders into preETS. Like that discussion didn't happen?

LILLIAN DEJEAN: At the committee we had the executive director on the LAYLF planning ad hoc committee that fell under the DD Council. We had the LRS executive director sitting on this committee. I had multiple conversations about utilizing preETS funding for YLF. That has not transpired currently.

BAMBI POLOTZOLA: So by that you mean you haven't had more conversation since then?

LILLIAN DEJEAN: We have had multiple conversations. The statement that I continue to receive is that the only funding that they would be able to provide is funding for singular campers that are in their preETS program. So it's not a funding of YLF as a whole, but it would be funding specific campers who are LRS consumers. And as of today none of our applicants are consumers.

BAMBI POLOTZOLA: And so did LRS say, okay, here's a process, here's some streamlined process to get these applicants to be preETS qualified?

LILLIAN DEJEAN: Not at this moment.

BAMBI POLOTZOLA: So, I mean, I have a problem with that. Like our state agency gets federal funding that could help fund that. So for us to give more money like I feel like LRS needs to do what they need to do to streamline this process, right.

LILLIAN DEJEAN: The dilemma with LRS, because the original plan for YLF is that we would receive funding from three resources. Louisiana Developmental Disability Council, Department of Education and LRS. Department of Ed funding has transpired. You guy's funding of 30,000 has also transpired. But LRS was always the wild card simply because we knew that LRS has a lot of restrictions around what they can fund. Federally they are a lot more restrictive and there's a lot more nuances to their funding than say DD Council or LDOE. And so we are able to be a lot more flexible with DD Council funding or LDOE funding. And that also benefits YLF as well to get more funding from DDC because we can be more flexible with the funding.

Additionally, it would benefit the DDC to fund this forum because the conversation that I heard today very frequently is outreach. Getting more diversity.

Getting more self-advocates. Getting programs of interest. We can only take 12 delegates. We've received 26 applications which is more than (inaudible) can say. Most of these applications heard of YLF through word of mouth. So we know that there is significant interest from our community. And we also had more staff applications. That demonstrates significant interest. And we also have excellent ethnic diversity. Our staff is supposed to be 11 out of 14 have developmental disabilities. And our gender diversity is actually better. And so YLF is going to be a feeder program for Partners in Policymaking because YLF is supposed to be a steppingstone into PIP and a feeder program for youth. So for us to expand our program also means we help you guys expand your program as well. And so asking for more funding we can just expand that and send our graduate delegates who have an excellent bases of advocacy over to y'all's program so we can get a firmer foundation of advocacy and get high-quality advocates.

JILL HANO: Can I just say I've never been more proud of you in my life.

LILLIAN DEJEAN: Thank you, Jill.

SPEAKER: And Lillian, can you just tell me just cause I may have not been listening one time. The 45,000-dollars that is obviously to do the room and board for the three days and then what else?

EBONY HAVAEN: To (inaudible) as to why give YLF more funding, at the bottom that bolded stuff. I'm sorry, Lillian, I'm answering.

SPEAKER: That's for the additional funding.

EBONY HAVAEN: Oh, you're asking for current funding?

SPEAKER: Yeah. The 45,000-dollars.

EBONY HAVAEN: It's 30.

JILL HANO: And then I thought I saw-- okay. Never mind.

LILLIAN DEJEAN: So I did not provide a budget right now as far as our expenses because they are constantly evolving especially as we are in our first year. However, a lot of our funding goes towards things like lodging, catering. Also transportation to and from the council. We're having to charter a bus which is significantly expensive. We are pulling

speakers from out of state to make sure that we have the highest quality speakers and 100 percent of our speakers are people with disabilities. We are having nursing staff to make sure that all of our campers have the support they need especially if they have medical complexities. And we are planning the rest of our staff is volunteer for the most part. But our nurses we wanted to make sure we had a good nursing staff. Background checks. Custom supplies like identifying the (inaudible). So whenever we're at camp if we see someone let's say in a turquoise T shirt walking across the street, we can immediately identify that camper and say you're not supposed to be going there. They need a staff member, right. Name tag holders. Speakers. Also this pay does fund a coordinator position. There would be no way that you could have a YLF without a coordinator because this is a significant amount of work. Also that AC accreditation that we're hoping to accomplish. But it is a standard that we are aiming to reach because we aim to hold ourselves accountable and create the highest quality program that we can.

BAMBI POLOTZOLA: Any other comments?

ERICK TAYLOR: I have a couple. If they fund them, she said they currently not with LRS, if they get qualified with them what happens then? If I'm making any sense.

SPEAKER: The camp association, don't you have to be up and running for a specific amount of time before you can apply for that?

BAMBI POLOTZOLA: But wait a second. Erick was asking a question first I think before about if someone is an LRS client in preETS what will LRS pay for.

LILLIAN DEJEAN: They would specifically pay for that camper. They would pay that bit of their lodging, that bit of their catering. I don't know how we would breakdown certain costs, surplus costs. It is frankly ridiculously complicated. Let's say we had one camper that had LRS funding that would (inaudible) a lot of the things we are funding for the entire camp.

SPEAKER: But the travel costs would probably be a big, right?

LILLIAN DEJEAN: Yeah. We go by state rates so, for instance, UL's lodging is by state rates. So we would have to look into the request. Like apply state

rates and we have to have considerations like wheelchair accessible buses. So there are a lot of special considerations that we, frankly, need to be flexible.

ERICK TAYLOR: What I was saying too, and thank you, what I was saying too if they qualified are y'all still going through them and try to get them qualified? What happen then once we put the extra funding on it? If I'm making sense. What goes on then if y'all still going to go through them and then we put the extra funding what happened then?

LILLIAN DEJEAN: I think if we just had LRS and DD funding we would have extra funding. I think any LRS funding that we would get would come (inaudible) simply because of the application process for LRS. And also at camp we have a program, what's called Twilight. And it's like a giant game of Life. And so each state agency has a booth like LRS. And we also have booths like housing and transportation where we discuss well, do you want to live with your parents your whole life. Do you want to get an apartment, a house. Here are your options. And so we invite all of our state agencies to come and present and talk with our delegates about what they offer so they can understand their resources. So we would definitely invite LRS to come. And hopefully solicit interest from our delegates to become an LRS consumer. My personal prediction is that either we will not receive funding from LRS, or it would be after camp. Which isn't super helpful.

JILL HANO: It's helpful for 24.

LILLIAN DEJEAN: (Inaudible).

HANNA JENKINS: FY 24, that's next year.

LILLIAN DEJEAN: Oh, I thought you said a total of 24 people. I'm sorry.

HANNA JENKINS: I think you were saying the funding would help with next year's class.

JILL HANO: Yes. Pretend if LRS decides to join after the fact. If LRS joins after the fact then this, their funding would go towards the FY 20 or the 2024 YLF.

LILLIAN DEJEAN: Actually, no. Their funding is delegate dependent.

BAMBI POLOTZOLA: But they'll reimburse Families

Helping Families.

JILL HANO: For 2024

HANNA JENKINS: Would it operate like, in Partners world is how I'm thinking of it, if two of the applicants happen to be LRS recipients after the fact Families Helping Families would be reimbursed just for those two participants. So it may end up being 500-dollars that Families Helping Families gets reimbursed after the camp. So it wouldn't as much help--

JILL HANO: Now I'm confused on what I was trying to say. Like never mind. Bambi, continue.

LILLIAN DEJEAN: It's definitely a complicated one. And I think the trouble too is that we have to report back to our funders, reasonably so. With LRS their funding is super restrictive. So if they say this 500-dollars go towards lodging after the fact we've already paid for lodging. And if they say okay, so here's 500-dollars for, you know, Roger to go to camp in 2023 and this is his lodging, my understanding, at least, is we do not roll those funds over to the next camp.

BAMBI POLOTZOLA: It would be reimbursing, though. You would be paying for it, and they would be reimbursing you for what you paid for. Not you, but you know what I'm saying. The entity.

LILLIAN DEJEAN: Yeah. I guess.

HANNA JENKINS: So you wouldn't be able to plan too much in advance for your budget. It would be more like Partners at the end we're like oh, here's an extra 500-dollars you just got. So it wouldn't necessarily help the following year, but it may help with recruiting.

LILLIAN DEJEAN: Yeah. It would kind of be a nice treat at the end. But we cannot plan it into our budget. We are functioning as if we don't have these funds because as of right now we don't, and we don't want to overshoot.

JILL HANO: So Bambi, correct me if I'm wrong. But didn't I hear you say something about because LRS is not reliable funding then we should stick with one, with the 30,000 because I was thinking because LRS is not reliable funding we should increase the YLF budget even more.

BAMBI POLOTZOLA: No. That's not what I was saying.

JILL HANO: Oh, I'm sorry.

BAMBI POLOTZOLA: I mean, I fully support raising it to 45,000. What I have a problem with is allowing LRS who has an obligation to spend 15 percent of their budget on preETS which this population would be preETS. They have trouble spending their money and it seems like, and we need to get with Melissa, but they always have trouble spending the amount that they're required to by law. So I would expect LRS to be going above and beyond to figure out a system that would allow this to be paid. And that would just be more funding for YLF because I want to see it grow and be as big as Lillian can manage. So that's my only contention is that LRS, they need to figure out how that can happen. And also is that these people that are going to YLF, they need to utilize, LRS needs to be something that is meaningful and helpful in their lives as they have employment. So if we can't figure this out or they can't figure this out, that's a problem for these young people going forward. So it's something that's complicated, but it needs to be figured out because it's not going to be any easier whenever them and their parents are trying to figure it out on their own. If that makes sense. Does that make sense? So I'm for the 45,000. I know how wonderful this is going to be.

JILL HANO: I'm sorry that I misconstrued your--

BAMBI POLOTZOLA: No. I'm sorry that I probably wasn't clear.

JILL HANO: You probably were. I probably just forgot what you said. But that makes more sense to me than what I'm interpreting it so I'm very sorry. Because I know she wants it the most and then you're probably third component than Ms. Nicole.

BAMBI POLOTZOLA: Yeah. I would say Nicole is probably the second, than me.

JILL HANO: And also, Nicole, how do you say your last name, please.

BAMBI POLOTZOLA: Well, we did have another question, and I think it was going to be achieving the American Camp Association accreditation. So we can answer that.

NICOLE DEJEAN: My name is Nicole Dejean and so my

role at Families Helping Families Acadiana is special projects. So I handle a lot of policies and procedures and the YLF creation of manuals, forms, things like that that we're going to need to send out to, already sent out and that we need to send out to delegates, to staff, that sort of thing. And in the creation of some of these forms that a lot of these are standards across the country for residential camps but also residential camps for individuals with medical complexities and disabilities. And so that brought us to Med Camps of Louisiana and also the ACA, American Camp Association. And for the country as a whole ACA sets the standard for best practices. Specifically for residential camps. So they offer a lot of their forms on their websites. And these are things like photo releases. You know, understanding of risks. Now we're in a post Covid, but we still have a Covid release, a communicable diseases release. Slip and fall. All these kinds of things that also will fall under our liability insurance. But we want to make sure that on the front end everyone is really clear about what they're signing up for. Everybody has all the information that they need. And ACA does an amazing job of being very comprehensive with this. And again, setting best practices so you can offer the highest quality experience for not only your staff, but for your campers.

So in that research, like I said, we got to Med Camps. Had amazing conversations with the executive director and the camp director for Med Camp of Louisiana. They have offered, I mean like uncensored support for YLF. They expressed that they want to partner with us. So we are a referral source for them, and they are a referral source for us. The really cool thing is one of the things that they push because they are an ACA accredited camp is they push the accreditation process. (Inaudible) that camp to the highest standard. So one of the things that you go through when you go through the accreditation process is they do site visits. They send a team down to your camp whether you have your own physical facility or if you're like us that will be functioning on a university campus. They do document reviews. They do staff training. I mean, they go from A to Z. But the

amazing thing is their site, one of their site visitors is a camp director for Med Camp of Louisiana. So she would be on our regional team if we were to pursue this accreditation. So again, she has offered uncensored, you know, we've had full access to all of their forms. We've had full access to all their processes. Any support from their medical staff. We've been provided with anything we could possibly need. But we want to have our own processes and procedures specific to YLF that uphold ACA standards but also adhere to the culture of YLF. So that's why, you know, the goal for that accreditation is so important so we can marry those two. But to answer your question, Libby, my understanding and the information they provided to us was we could start this process and they encourage us to start this process as soon as YLF is up. So when we get this first year under our belt, we start the process. Because it can be a six month to an eighteen-month process depending on how complex or how much support we need. They suggested that ours wouldn't be that lengthy because we don't have a facility. So they're not going to have to look at our facilities for accessibility and safety and all the what ifs. Does that answer your question, Libby?

BAMBI POLOTZOLA: So after the first year?

NICOLE DEJEAN: Yeah. And I think you can actually start the process before the first year but because we're mid stride now would not be the time. Do you have any other questions about that process?

LILLIAN DEJEAN: (Inaudible) because we are essentially building the program from scratch. But in the midst of all that keeping in mind that it needs to be sustainable.

BAMBI POLOTZOLA: Okay.

NICOLE BANKS: I just wanted to ask what was the total cost of the accreditation process? Like is it a cost related to the accreditation or just a process?

NICOLE DEJEAN: So the initial, you have an annual membership that ranges, again. Everything is kind of on a sliding scale not because of your income, but the size of your camp. The need that you have. The total population we serve. So like the Med Camp runs 15 to 20 camps is going to have a higher (inaudible). We're going to have a smaller initial accreditation phase

fee, but we will have an annual membership fee that we will have to pay. That includes maintaining their standards. And again, their site visits. Anything like we realize they have a crisis line. If we have a crisis at camp, we can access that crisis line and will walk us through that process and how to handle it. So it fluctuates and we'll be able to provide that as soon as we get enrolled, and kind of start talking to them and get an estimate what that would cost. It's not specific.

NICOLE BANKS: (Inaudible).

JILL HANO: The fee for what? I'm sorry.

NICOLE DEJEAN: Membership.

BAMBI POLOTZOLA: Okay. Any other comments or questions? So we are, currently we're funding this item for 30,000 and the council's recommending and the contractor is asking for an increase of 45,000. What is the will of the committee?

ERICK TAYLOR: I just want to make sure LRS step up and they behind it like they should. I don't see no problem with it, but they need to step up.

BAMBI POLOTZOLA: So and just a reminder, we fund Partners at twice the amount of what they're asking for and they are going to have 13 delegates which is more than half of-- actually it's the same amount that we have with Partners and we're giving, not giving, Partners is putting up 9,000-dollars to train 13 people. And they actually want to do more than 13 next year and extend the days. So, I mean, if you want to compare apples to apples then this is a reasonable request.

JILL HANO: Yeah. That's a good point. But what did you say about funding from Department of Education?

LILLIAN DEJEAN: We have 15K currently from Department of Education. But that's for 2023.

ERICK TAYLOR: I think it should go..

AMY DEAVILLE: Forty-five thousand?

ERICK TAYLOR: Yes.

BAMBI POLOTZOLA: Everybody agree with the request of 45,000? Okay. Thank you, Ms. DeJean. So the next item is activity 1.2.1 which is People First. Currently we're funding People First at 25,000 and the staff recommends to continue this activity and the funding. And so do we have any discussion about People

First?

JILL HANO: And People First is also one of our DD Act mandated activities, right?

AMY DEAVILLE: No. It's not mandated.

JILL HANO: My bad.

AMY DEAVILLE: People First is a self-advocacy network. Typically what they do is they use the funding that we provide them (inaudible). The last few because of Covid they haven't always been able to do that, so they looked for other opportunities. What they tried to do is have a lot of training opportunities and learning opportunities for their members. So we usually put a conference on every year. They did some information about voting and the voting systems that are being recommended a couple months ago. So they'll do a variety of different trainings. But what they have usually typically used the money from the DD Council for is a conference.

EBONY HAVAEN: If you look in this you guys will get the status of planned activities tomorrow for January 1st to March. So they are planning their annual training for June. They've gotten the keynote speaker and so they'll be utilizing some of that funding for the conference or the annual training that they're going to have in June.

BAMBI POLOTZOLA: Do we have ongoing activities? Like don't they have chapters or something?

JILL HANO: Every time I go to People First I'm very confused as to what it is. But I was always under the impression that the mandate isn't necessarily People First, but our capacity building activity is the organization or activity that falls under our mandated capacity building is a People First activity because that is an organization that provides self-training for people and individuals with DD. But I could be wrong.

AMY DEAVILLE: Right. So you're right. It does hit a mandate of ours that we have to have activities that are developing self-advocates leadership. But we do that in our other activities too. So Partners also does the same thing. YLF does the same thing.

JILL HANO: Okay. You're right.

AMY DEAVILLE: So there's not a requirement that you have multiple activities that do that. You just have to have an activity that does that, and we have

that. So this does hit that too.

JILL HANO: Okay.

AMY DEAVILLE: But it's not required that it has to be this one. If that makes sense.

ERICK TAYLOR: So what they're asking?

AMY DEAVILLE: To stay the same, 25,000-dollars of funding. Just like they got last year.

BAMBI POLOTZOLA: And what does the contract say that they have to do this annual training, is that their contract? This is all through a contract, right? So they have some deliverable. What is the deliverable?

AMY DEAVILLE: That they provide technical assistance and training. So you're right. It doesn't have to just be an annual conference. It can be the chapters too. Which they do the chapters. I also do not believe we are their sole funder. So they receive funds. Typically what they use the money for are the bigger. (Inaudible).

BAMBI POLOTZOLA: I guess the question goes to like what the impact. Was that in our report like how many people they've trained or those type of things?

EBONY HAVAEN: So in the last status report for the trainings that Amy just talked about, the voting trainings, there are numbers in there. And I think Kelly spoke on that. She said that was like a big training. They had a great turnout. Even better than they thought. But yes, for that June conference they will give us numbers and we will report that back to the council in July.

BAMBI POLOTZOLA: Can you come to the table just so the mikes can pick you up for the video.

NICOLE BANKS: Okay. For the council and leadership training, that budget of 15,000--

BAMBI POLOTZOLA: Wait. We're not to that one yet.

NICOLE BANKS: I thought that's what y'all was talking about.

EBONY HAVAEN: 1.2.1

BAMBI POLOTZOLA: So what's the will of the committee? Want to keep it at 25 or make a change?

JILL HANO: Where are we some.

BAMBI POLOTZOLA: On People First, 1.2.1.

ERICK TAYLOR: (Inaudible).

BAMBI POLOTZOLA: That's right. Just the same.

ERICK TAYLOR: Basically done what they need to do. Asking for no more, no less.

SPEAKER: They're utilizing it for the training.

BAMBI POLOTZOLA: We can always go back once we finish and make adjustments. At this point do y'all want to just keep it the same?

SPEAKER: Yes.

JILL HANO: Do you know when the last time they got an increase?

AMY DEAVILLE: I don't know that information.

EBONY HAVAEN: We would have to look back at some other plans.

JILL HANO: Okay.

AMY DEAVILLE: I was (inaudible), but I don't know when's the last time that amount changed.

JILL HANO: Okay.

BRENTON ANDRUS: I know at some point in the last eight years it changed. I remember that, but I don't remember when.

BAMBI POLOTZOLA: Okay. So we'll move to our last one under our first goal. And that is council and leadership training which is activity 1.2.3. And that is council members participation in training and educational opportunities continue to be supported. Excuse me. And the staff recommends that we continue to budget for 15,000 for this.

AMY DEAVILLE: Fifteen thousand was a bump up from last year. I think in previous years it was probably around 7,000. The actual in-person conferences and activities, those opportunities have really gone down because of Covid. Tomorrow I'll tell people the disability policy seminar is coming up soon. It's virtual, but if anybody's interested in attending it, we can make that happen. We are also going to be using some of this money for diversity, equity and inclusion training that will be happening soon for council as well. So that's why it's there. It's there for training opportunities as they come up. There have not been a lot of in-person training opportunities lately. Covid really killed a lot of that. But they'll come back.

BAMBI POLOTZOLA: What about, I know you used to have the conference you went to in DC every year, the national conference.

AMY DEAVILLE: The disability policy seminar was always in DC.

BAMBI POLOTZOLA: I went one year.

BRENTON ANDRUS: ACDD conference.

BAMBI POLOTZOLA: We used to always have a staff person and a council member that would go.

JILL HANO: What we had here is 2019 awards we went to in DC.

EBONY HAVAEN: It was in New Orleans.

BRENTON ANDRUS: July 2019 was the one in New Orleans that NACDD did. They go to a different place every other year. So it's DC one year and then they go somewhere else then DC again.

BAMBI POLOTZOLA: Okay. So are they doing one this year?

AMY DEAVILLE: They are.

BAMBI POLOTZOLA: Is somebody going?

AMY DEAVILLE: I was going to go, and the previous chair was likely going to go.

BAMBI POLOTZOLA: Okay.

AMY DEAVILLE: We're now kind of in a weird chair situation because it's right before a new chair would take place.

BAMBI POLOTZOLA: Right. I mean, I know I went one year, and I've never been chair. I know one year me and Shawn went to DC. That's why I always thought it was in DC. But I knew somebody would go from the council.

EBONY HAVAEN: I think last year the planning committee increased this amount because they wanted to expand it outside of council leadership. They wanted other council members to be able to participate. So it was at 7,000. They increased it to 15,000. So, I mean, if you're interested.

BAMBI POLOTZOLA: Okay. So are you guys okay with this 15,000-dollars? There's like a lot of opportunities to spend that. Go ahead.

NICOLE BANKS: Well, since I'm like the acting chair I'm very interested in going to that conference. Like I'm going to put me out there. I'm interested in going and I know there are some other ones. There's one in Florida about like the chairperson of the DD Councils. They have conference of that going on in Florida. So there are different conferences that this

money can go towards.

AMY DEAVILLE: That's the same, the NACDD conference.

NICOLE BANKS: Okay.

JILL HANO: And I think we either changed this in 21 or 22. But we used to have two separate activities for trainings and then we made it one. But what is, like what are we calling council leadership? Cause like council leadership to me, is like cause to me I tend to think council leadership and this is just my like personal opinion. Council leadership is the executive committee. So where would money fall to staff and then any other, like why do I get to go, and Bambi doesn't?

AMY DEAVILLE: So staff don't come out of plan contract money.

JILL HANO: That's right.

AMY DEAVILLE: They come out of our regular budget. So if staff would travel for something it doesn't come out of these contractual amounts. I came during Covid so how decisions were made about who got to attend what conference, I don't know. My best guess is the chair decided. Like people would say if they were interested and the chair determined who.

BAMBI POLOTZOLA: I think when I went, I was the like chair maybe of the education committee at that time. Kind of went-- and I wanted to go. And also, I think it was about developing leadership also. So there was some decisions about, you know, like who was going to be moving into roles and that type of thing because that was really important. And that's one thing that we haven't, Covid really has been detrimental I think to the council in having that development of-- you okay? Okay. I thought I said something offensive.

JILL HANO: Sorry.

BAMBI POLOTZOLA: So I think that it's been detrimental of not being able to get that leadership training and developing new leaders. And so I think we really need to be thoughtful in who will be the next chair, who will be on the next executive committee and how do we prepare them.

JILL HANO: Okay.

BAMBI POLOTZOLA: That's my advice, I would say.

It's not just a trip somewhere. It's about who's taking--

JILL HANO: Which is pivotal and that is exactly, I think that is much needed. Because even like Robert's Rules training and I just think that's of upmost importance.

BAMBI POLOTZOLA: Okay. So this is our last item in goal one and I think we'll be able to break for lunch. So if we have a decision on the recommendation is to keep it at 15,000. Is that what you guys want to keep it there? Okay. We'll keep it at 15. And we will now-- man, you guys are so good. Like we're perfect on time. So we'll break for lunch, and we'll come back at one for discussion of goal number two.

BAMBI POLOTZOLA: Hi, everyone. Welcome back to the planning committee for the DD Council. We are on discussion on goal two of our plan. And the first item we will be discussing is the first responder training which is 2.2.1. So 2.2.1 is first responder training. We're currently contracted with Interaction Advisory Group. And we have contracted with them for three consecutive fiscal years to conduct in-person and virtual trainings for first responders. Let's see. Since the start of the contract in October of 2020 a total of 940 first responders, which includes law enforcement, and community members have been trained. And then 276 first responders and community members have been trained this year so far. And so the response has been tremendous. So the staff recommends continuing this activity for the fiscal year 2024. The budgeted amount of 80,000-dollars.

BRENTON ANDRUS: I will say this initiative also has impacted our neighboring state, Mississippi. Because apparently, I can't remember the sheriff's office out there, somewhere in Northern Mississippi found out what we are doing here and actually reached out to this contractor for trainings for them. Obviously, it's not at our expense. But they heard about what he's doing here and asked him to start doing some trainings for them there.

If you continue this contract, we'll probably not focus on virtual trainings. Because there really hasn't been, once Covid kind of took a backseat virtual

trainings really haven't done well. It's mostly been in-person trainings. Virtual trainings, when he tries to have them, he either has to cancel them because folks aren't registering or just a couple people register. It's been more successful, the in-person trainings, which is what would more than likely will occur moving forward. And there are a lot of trainings lined up for the rest of this year. So there's been eight trainings so far, but he's got trainings coming up in LaFourche Parish, Terrebonne Parish, St. Tammany Parish. Plaquemines Sheriff was already done, but now the fire department wants their whole agency trained. And St. Charles Parish. And all of those that I listed, it's not just hosting in that area, it's an entire agency training so their entire force will be trained. So it will be multiple trainings held at those locations.

BAMBI POLOTZOLA: It seems like he's made, enrolled with those law enforcement agencies because he's making those contacts to do those trainings which is like a key part of what needs to happen.

BRENTON ANDRUS: He spends a lot of time between November, and I would say probably February, maybe even March focusing more on trying to build those relationships. Because we typically don't have trainings in that timeframe. Two reasons, one with all the holidays folks aren't interested in hosting the trainings. And then two, right after the first of the year a lot of these agencies are doing their mandated annual trainings so they're not booking things that's not mandated of them. So once those are resolved then they usually start doing trainings with him.

BAMBI POLOTZOLA: Are they building any type of capacity like as far as like are they doing train the trainers? Do we have anything that we know?

BRENTON ANDRUS: I'll have to ask the contractor exactly if he's gotten any feedback yet. But the idea is you're training these people so they can implement their own policies within. So I don't have information on the impacts of that.

BAMBI POLOTZOLA: Any other questions about this? Go ahead, Erick.

ERICK TAYLOR: So you're basically saying if we keep this, you're going to take off the computer stuff,

the virtual.

BRENTON ANDRUS: Probably. I'll speak with the contractor to get his thoughts on if he thinks he should even continue to offer any virtual trainings. But for the most part I think in-person is probably more bang for your buck than virtual.

JILL HANO: I have a question. Okay. So what did the FY23 contract say, how many trainings were in the original contract for how much money?

BRENTON ANDRUS: The contract that he currently has is 18 trainings for the 80,000.

JILL HANO: And so--

BRENTON ANDRUS: He originally started out with 12, I think, but it was at 50,000.

JILL HANO: Okay. And then so how many trainings would you put in to determine how many trainings to put in the contract?

AMY DEAVILLE: So we usually work with the contractor to decide what they think they can do given the amount of money that we have for them to use. So in this particular instance if he's having to travel for trainings in-person the number of trainings might go down because some of those, some of the 18 that he's doing now are virtual. But the tradeoff is they're all in-person trainings and he's been getting better results, more attendance from the in-person trainings.

JILL HANO: Like cause I know that council members, and I don't know if I'm reading the status report wrong or not, or I'm just being too picky or what, but. And I know that like as a council member the contracts are done in-house, but is there any way I can see like a write-out maybe like okay, this much money, like a write-out of like the contractor's plan?

AMY DEAVILLE: For next year?

JILL HANO: Yeah.

AMY DEAVILLE: Yeah. We have conversations with him.

JILL HANO: Okay. I don't know what I just asked. I can't think.

BRENTON ANDRUS: I mean, it sounds like you're asking for their contract. You have this amount of money, and this is what they say they're going to do with that money.

JILL HANO: Yeah. But that's not what.

ERICK TAYLOR: Is the training hands-on or the trainings, does he basically?

BRENTON ANDRUS: He's the trainer. He's former law enforcement. He does all the trainings. So he usually has a self-advocate with him in the trainings as well so they can talk about their experiences. He's also a parent so he's well rounded in a lot of disability related topics, so he brings that knowledge to the trainings. And it is a very interactive training.

BAMBI POLOTZOLA: Very dynamic speaker.

BRENTON ANDRUS: Yeah. He is a dynamic speaker. He also does a lot of, I forget what he calls it, but there's a way that he's been able to incorporate like survey type stuff into the trainings that he's doing. So the law enforcement officers or the first responders will be there with their phone, they'll respond anonymously to things, and you'll get immediate results on the screen of what their experiences are and what they've talked about, and he can use that as his talking points in that session.

I haven't mentioned it this year, but actually last year one of the updates I gave there were law enforcement-- which they should not do, but they did, and he helped them because they reached out. But they were on a call and had an issue-- I can't remember the exact, but they were unfamiliar with what to do and they called him after-hours at his house, and he took the call and partnered with the sheriff to be able to talk those guys through what they should be doing. So there's a lot of hands-on training that goes into this. And based on the feedback most of the participants really can relate. Like I said, he is former law enforcement and so it's very different when you're being trained by someone that you consider your own than if we just brought in someone who did not have that personal or professional experience.

ERICK TAYLOR: So at first he started with, what was that?

BRENTON ANDRUS: I don't remember how much his previous contract was.

JILL HANO: Cause I specifically remember last planning committee it went from--I think cause I did the AIG and Niagara together and I think in 22 they were both 20,000.

BRENTON ANDRUS: It started out with 50,000 and then it was bumped up to 80,000 last year, I believe.

JILL HANO: Okay.

ERICK TAYLOR: So he asking us-- what is he asking?

BRENTON ANDRUS: He didn't ask for anything, no additional funds. He's just basically going to do what he can do with however much money. Obviously, he doesn't want you to cut funding to his initiative. But he's not asking for an increase. We're not asking for an increase.

ERICK TAYLOR: So he's not asking for an increase.

BRENTON ANDRUS: And this is one of the ones that was a recommendation from self-determination to continue.

ERICK TAYLOR: I don't see nothing wrong with it. Like you're saying the computer thing. This is where I'm confused at and y'all can probably help me. You're saying basically hands on. What kind of training is it, that's what I'm saying? Is it talking training? That's what I'm confused.

BAMBI POLOTZOLA: Activity based training. They might do some activity, but like maybe scenarios.

BRENTON ANDRUS: Yeah. I mean, there's a lot of scenarios. That's part of what that concept that I was talking about getting the surveys, immediate results of the surveys he's doing within the training. It's a lot of scenario-based situations that are being pulled up so immediately he'll know what you're thinking about how you should respond. Or when he's quizzing them on do you actually know what a developmental disability is. He can pull up and see, kind of gauge their understanding of each topic before he moves on. He doesn't want to leave that topic until he feels like the room understands what's going on. So that's part of the interactive training that it is.

ERICK TAYLOR: So it's not physically hands on, the training and stuff like?

BRENTON ANDRUS: No. He's not riding in the car with them, going out on calls, that kind of stuff. That sort of physical interaction.

ERICK TAYLOR: Okay. And he got more support from people physically than a virtual.

BRENTON ANDRUS: Yeah.

BAMBI POLOTZOLA: Any other comments about this?

Y'all want to go with the recommendation of continuing it at 80,000 or change it? Come on. Wake up from lunch. Okay. So we'll get to the next item. Wait. What did you say? Did you say something, Erick?

ERICK TAYLOR: I don't really much know what's about what's going on to keep it at 80,000.

BRENTON ANDRUS: Well, part of it is travel. So he's not from here. He's in Alabama. He lives in North Alabama. So every training he comes here to do, it's not within a day's drive, he has to get hotels, he has to feed himself. Now the way he does his contract we just give him a set each month, so he has to figure out the travel on his own, but that's all factored into his monthly cost.

BAMBI POLOTZOLA: We can always, Erick, once we get to the end if we want to adjust the dollar amount we can once we get to the end see what we want to do.

BRENTON ANDRUS: So you're looking at about 4,000-dollars or so per training event that he does. That's materials, all of his technology, all of this transportation, lodging for each training.

ERICK TAYLOR: At the end just go from there.

BAMBI POLOTZOLA: Yeah. We can do that. Okay. So the next item under goal two is activity 2.2.2 which is emergency preparedness and response. That is contracted through Niagara University. They do emergency preparedness and disability training in Louisiana. The participation in this initiative has been unmatched in any other state. Which makes sense with our rate of disasters. But since the start of the contract 352 participants have attended the training in fiscal year 2021. And 95 attended the in-person trainings. And they're going to actually be hosting a training in Monroe and Shreveport first week of May?

BRENTON ANDRUS: Yep.

BAMBI POLOTZOLA: And then they're going to be doing one in Houma. And maybe Lake Charles. This contract year?

BRENTON ANDRUS: So those aren't set yet, but they're looking at options, probably in September, to do two more trainings. So his contract is up to five trainings, and I think he's shooting for completing five of them. We've done Baton Rouge already. We'll have Monroe done. We'll have Shreveport done in a

couple weeks. And so I think he's looking at coming in September and hitting two areas so he's looking at the Houma Thibodaux area because they requested for him to go there. New Orleans has been requesting him to go back. I know Lafayette is one of the areas we asked him to look into. We've made some connections recently in Lake Charles because that's another area that we wanted him to hit. So those kind of are some additional areas that he's looking at to see what he can get set. It's going to be based off the participation we get in that area as far as from emergency managers and crews can locate a facility to be able to house him for the training.

BAMBI POLOTZOLA: And the staff has recommended continuing this activity.

BRENTON ANDRUS: I think Ms. Banks has a question.

BAMBI POLOTZOLA: Yes, ma'am.

NICOLE BANKS: Thank you, chair. So when we're talking about all of those agencies (inaudible), right? Because they might have 20 people from the agency and the next one might have like 30 or the next one might have 15.

BRENTON ANDRUS: Yeah. It might. So he tries to cap the registration probably at about 50 or so people. Because then it's, I mean, number one for space. And then number two to really try to keep it an engaging training. But it's really going to depend on for participation. So I would say usually every training he's done he probably gets that many registered about ten don't show up. So probably the 35 to 40 range has been about the norm. And it depends on the area as far as who participates because it's really targeted towards anybody that's going to be involved in creating those emergency plans for people with disabilities. So I know we try to send the information out for provider agencies, support coordinators, emergency managers. So that would be any of your emergency managers like if you have Office of Homeland Security and Emergency Preparedness or Terrebonne or something.

NICOLE BANKS: Plaquemine, that's my area that they want to work in.

BRENTON ANDRUS: Yeah. There was, I can't recall who actually requested to go in that area. I don't know if it was an actual family, individual or if it

was one of the departments there. But also from these different areas they've been traveling to those trainings. So, for instance, in Baton Rouge, it wasn't just people from Baton Rouge. We had people that came from Lafayette. People from Hammond that are traveling in if it's close enough. And so that's kind of how they hear about it and bring it back to their area.

BAMBI POLOTZOLA: I mean, I think Brenton--

BRENTON ANDRUS: Bambi's been a bunch of times.

BAMBI POLOTZOLA: (Inaudible) then I went to Pineville for the half day training. But I would say, I know you're saying like it's targeted to those organizations that do response and that type of thing, but they also want self-advocates there. And not everybody. Like you have to pick and choose what you want to do. But like self-advocates and families or even like our disability organizations. You know, I know Families Helping Families Crossroads was instrumental doing one in Pineville. So it's important to have people there who have disabilities or work in the disability community. So get that information out to them as well.

BRENTON ANDRUS: And there's also, like Bambi said, the half day training, it's the last half of the second day. If you don't want to go through full training you participate in the last half which kinds of gives you a little snapshot, if you will. But it's a very intense training in that there's a lot of information, but they give you this massive binder just full of information of how to move forward, what to do, everything you need. And there is a requirement if you do participate for some individuals, it's not necessarily the requirement necessarily for family members or individuals with disabilities themselves. But there is a requirement to keep following up with Dave, is the project director, because he creates-- what's the name of that. They call it an IPAP. It's an IPAP specialist, inclusive planning and active participation specialist. And so that's pretty much his point of contact in these areas that he's training to make sure that they are following up with this training. They are trying to implement some of these policies, and they are making changes. So you get that certification if you're there for the full two days.

BAMBI POLOTZOLA: Any questions or comments about that? Okay. So it's being funded at 50,000. Do you want to continue that funding? Okay. Renoda, Erick, Jill. Y'all okay with that? Okay. All right. We got through goal two, guys. Okay. So next is our goal three. The council is recommending (inaudible). So the next item is post-secondary inclusive education. I'm sorry, activity 3.1.1. The post-secondary inclusive education alliance. So the council has been funding that for three years, is that correct? Since 2020. And but actually we can't fund this anymore because we were successful in getting funding for this to continue through the post-secondary, what do we call that fund?

AMY DEAVILLE: Post secondary inclusive education fund.

BAMBI POLOTZOLA: Act 682 of 2022. And so part of that funding, that million dollars in that fund last year. And Hopefully we'll get much more than that this year. And they are going to contract for this coordination to help other post-secondary universities or colleges to develop their programs. So I don't think there's much discussion. If y'all have questions. Like we can't fund it. But if there's a question about that. Okay.

And let's see. Then the next one is the activity 3.2.1 which is employment seminars. And that is the council contracted with O'Neill Communications for three consecutive years to do employment seminars. They focused on working together campaign and they've also worked with, held webinars and partnerships with local chambers of commerce, the side of human resource managers, LRS and Workforce Commission. They have, this year they took a deeper dive into topics including implementing storytelling formats and all of their seminars are available on the council's YouTube page. There are 12 videos averaging over an hour in length. And there will be more added right now to the current contract with them. So the recommendation is to discontinue this activity for next year because the contractor has experienced difficulties finding new panelists and developing topics to discuss. So the council is recommending we discontinue. Any discussion? Okay.

ERICK TAYLOR: Even though we discontinue we still going to try to do the advocacy of pushing that out there.

BAMBI POLOTZOLA: Yeah. Okay. So we'll go ahead and take that out of the plan. So our next item is to review the draft of the--

AMY DEAVILLE: Probably before we get to that there was...

EBONY HAVAEN: Before we get to the new stuff, Bambi, there are a couple of activities that do not have funding tied to them and the staff is recommending that we discontinue. So if we want to go back, I starred them. The first one is 2.1.2.

BAMBI POLOTZOLA: Okay. So that's Department of Education does not provide sexual education for students with intellectual and developmental disabilities. Each individual school district decides what information, if any, will be provided on sexual education. This type of training is not a requirement of school systems in Louisiana. And so this, the item was for us to advocate that the Department of Education provide appropriate sexual education to high school students with intellectual and developmental disabilities. Staff is recommending discontinuing this activity at this capacity. If the council is interested in continuing this initiative, it is recommended a contract to be entered with an outside entity that can develop an educational program for students with intellectual and developmental disabilities and offer these trainings statewide like a voluntary basis outside of school settings. Funding would need to be allotted for this initiative.

ERICK TAYLOR: Say that again.

BAMBI POLOTZOLA: So it seems like Department of Education can't mandate this to be available. Like it's not even mandated for any kids in the state. And so what they're saying is if you want to reach those high school age kids about appropriate sexual education then it would have to be done like through an outside source that then would have to somehow reach out to families of kids that are high school age to access that type of training. But discontinuing. It's whatever we.

ERICK TAYLOR: Okay. You're saying discontinue?

BAMBI POLOTZOLA: I mean, that's what y'all?

AMY DEAVILLE: So what the staff are recommending are that if you want to keep this activity in some form you need to change it because we've discussed it with the Department of Ed. We've read the law that governs sexual education in school and there isn't, it's not up to the Department of Ed. Every individual school district has to make that decision. So it is unlikely that we would be able to do that. There are a lot of school districts. It would require a curriculum to be built and then a lot of local advocacy for it to happen. So it's doubtful we could make it widespread.

ERICK TAYLOR: So we're not, I don't mean to cut you off, we're not funding this?

AMY DEAVILLE: Well, currently we're not funding anything. This was just about advocacy and finding out what we could do at that stage. But if you wanted to do something about it and you want for there to be sexual education training available to high schoolers with developmental disabilities then the council might want to consider changing the activity so that we contract with somebody who can develop a curriculum and put on these trainings and reach out to your high school aged-- well, families.

JILL HANO: Then now we're a bunch of adults offering sex ed to kids.

EBONY HAVAEN: Well, I think last year, just to give you some background, Jill, the planning committee, one of the members on the committee she was a teacher and she just felt like this was really important. She felt like talking to students, high school aged students about sexual education was really important. I mean, LDOE doesn't offer anything.

JILL HANO: Right.

AMY DEAVILLE: But most school systems do offer something for regular ed high school kids.

JILL HANO: So-- never mind.

BAMBI POLOTZOLA: We don't have to do anything right now if you guys don't feel like really passionate about it, we can just leave it there and then go through the next steps and see if we want to go back to it.

EBONY HAVAEN: I can highlight it and we can go back to it.

ERICK TAYLOR: That's what I'm thinking. We shouldn't even have to go back on it. I think it's unnecessary. The fact is, and I'm speaking (inaudible), some kids that's got disabilities wouldn't, and not-- they wouldn't understand this. And then you're like some parents, I mean, they want them taught the basics then jump to...

BAMBI POLOTZOLA: So I can give you an example. I had a-- I think this is really about sometimes about our students with disabilities are often times victimized of sexual assault. So they understand their body and understand sexuality and understand that people shouldn't be touching certain parts of their body. And also, sometimes our kids when they get to puberty, like any other kid, they want to act in a certain way, and they don't have that understanding that that's not socially appropriate to act a certain way. And so they need to understand it's okay to feel this way. It's fine. It's perfectly normal, but you can't do it in the classroom, you know. That type of thing. So I think that's where this is around. They do this at the UL Life Program. Every semester with all the kids they have like this class. They break them up into male, female and it has been wonderful for that college age population of kids that have developmental disabilities.

ERICK TAYLOR: When you explain it that way it's understanding.

JILL HANO: Way different than what I was thinking.

BAMBI POLOTZOLA: So we can go back to it and can we reword it? Okay. Go to the next one?

EBONY HAVAEN: Yeah. It's 2.3.1. So while we're not recommending to discontinue it, we are recommending that the committee consider it would make changes to that particular activity.

BAMBI POLOTZOLA: So this one is conduct research and collaborate with the Department of Health to address accessible education materials on women's health topics. And so the council will collaborate with the Office of Women Health and Community Health. This office was created last year, and the goal is to provide agency wide focus on women's health outcome through policy, education, evidence-based practices, programs and services. So the council staff would

communicate to establish such collaboration. And so the staff recommends continuing this activity but remove the research requirement as the newly developed state agency will provide necessary research. Oh, okay. I see. Conduct research. So we just want to collaborate. So take out the first three words. Y'all got enough to do. Enough to research. Okay. So everybody good with that change? The wording change? Okay.

EBONY HAVAEN: Okay. So the next one is 3.1.3.

BAMBI POLOTZOLA: So that is advocate for support structure that assures adequate understanding and skills to develop and implement IEPs, increased infrastructure of training and technical assistance provided to parents and schools simultaneously. So council staff continues to attend BESE. The advisory council on student behavior and discipline and other education boards and task forces that makes recommendations and decisions that impact students with disabilities. And then Amy talks with the executive director for diverse learning at Department of Education, Meredith Jordan. Does that monthly. If the activity is continued staff needs more guidance and specific plan to accomplish this goal. A suggestion may be to contract with a national trainer to offer statewide trainings and/or have materials developed that can be provided to individuals with disabilities and their families.

JILL HANO: Are you on 3.1.3?

BAMBI POLOTZOLA: 3.1.3. Yes, ma'am.

JILL HANO: Thank you.

SPEAKER: What does that look like? What type of material?

SPEAKER: Increase infrastructure of training and technical assistance.

EBONY HAVAEN: The wording of the activity, is that what you're asking about? That's what we're asking. Like we need more guidance on how to accomplish this particular activity because the wording is very...

SPEAKER: To me it sounds like understanding and the skill development and implement the IEPs. That's what I understand. But that's Families Helping Families. That's a big thing that they do. Assist with IEPs and teaching those families.

BAMBI POLOTZOLA: What I feel like what this is trying to do, and it was something that was at the SEAP meeting. I actually was proxy at the last SEAP meeting, and they were going over the, was it the plan, the IDEA grant application. And like they had some good ideas for like technical assistance and some training. It seemed like they could potentially be good. But my point was the monitoring was like 250,000-dollars. Monitoring across the state. That wouldn't even hire maybe three people. And so I feel like the laws already exist that this should be happening. They should have understanding. I mean, teachers should know how to develop and implement IEPs. The school systems should be making sure that's done effectively. They should be coordinating with families. Families should be integral parts. But if nobody's monitoring, that's the real problem. So I don't know if that gets to the point of this, but that's where the real hole is at. It's like the laws exist that this should be happening. It's not happening because nobody is holding the people responsible that should be. We're not doing oversight. And not in a punitive way. Like monitoring to give reinforcements and supports when you see there's weakness in what's going on in those districts. I don't know if that answers your question or solves the problem we're trying to solve.

SPEAKER: They do have the support structure in the school systems (inaudible) if the family doesn't understand what that IEP means or what their rights are.

BAMBI POLOTZOLA: So maybe what this should be is that we are advocating for increased monitoring in our school systems. Would that?

JILL HANO: But then-- I don't know.

SPEAKER: Increase monitoring of what, that they're following the rules?

BAMBI POLOTZOLA: (Inaudible) years ago there were monitoring teams that would go to districts. Yeah.

SPEAKER: Monitor what?

BAMBI POLOTZOLA: Like go pull a certain number of IEPs. Look at their policy. Look at all the different, you know, they might go in and just look at the development of IEPs. Oh, you did that right. Or you look at your test. They go out and pull certain

things. Monitor, like a quality assurance type thing. And they would have a team of people that would go and do that. And then if you see that there's a weakness then they tap into all those trainings and other opportunities that they've had in that IDEA grant application. They had some like really good type of trainings. But districts aren't going to send their people to it until like you kind of force and say you have a problem, you better access what we're offering. That's the way I see it. You might have some districts or some people that are going to do it on their own. But a lot of them they're not going to do it. They don't have to do it, they're not going to do it.

SPEAKER: But is there like a rule that said they have to do it?

BAMBI POLOTZOLA: There's laws that they're supposed to follow. Well, I think what this was probably trying to get to, trying to solve something. I don't know.

SPEAKER: The wording's still wrong if we're trying to solve something.

BAMBI POLOTZOLA: I'm saying like I think that's the overarching thing. That's why you don't have adequate understanding and development of the IEPs.

NICOLE BANKS: Can we develop like a form or something to monitor all this stuff that we're asking for, so we develop some way to monitor everything?

JILL HANO: This is monitoring mandated as the IDEA, whatever they're monitoring.

BAMBI POLOTZOLA: What does the staff think about it if we would change it to advocate for increased monitoring? I'm not sure of school districts. I'm sure there's other words that need to be in there. Would that be appropriate?

EBONY HAVAEN: Who would we advocate to, the Department of Education?

BAMBI POLOTZOLA: Yeah. The Department of Education that needs to have that, build up that system that they used to have, I think, in doing those monitoring regularly of our school districts. Like I said, all they had-- all of a sudden there was like 140,000-dollars. Three people are not going to even be able to-- if every school district they do their own self-assessment, that's all three people will be able

to do is to go through and check the paperwork, the people doing self-assessment. That's not going in and actually doing some monitoring and that type of thing. Yeah.

EBONY HAVAEN: I don't know if this came up at this meeting, but I think part of the problem is the number of staff that they have. So I know Mary has mentioned like a couple of times that they only had ten people, right.

AMY DEAVILLE: Yeah.

BAMBI POLOTZOLA: That goes to the heart of it though. Like advocating, if they don't have staff then that's what they need to do, have more staff. But the monitoring used to be you might have districts would go to each other's district. Like you had on a team. You had a Families Helping Families person that was on the team. You had somebody from another district that okay, you come in and monitor my district, I go in and monitor your district. Like they had like-- that's my recollection of it years ago. So it wasn't just LDE staff. They built this kind of like teams that would agree to go in and give feedback. And so not necessarily being punitive, just helping to assess where your needs are.

SPEAKER: I went to BESE two days ago and Meredith gave a presentation where they did talk about monitoring. And I know that they monitor, or from what they said or what she reported, they monitor two different types of districts more closely. One of them I want to say was interventions needed and then urgent interventions needed. And she did say that different, within a certain year of them monitoring it does kind of shuffle out and a new one gets put in. And it's not necessarily that they're doing something wrong, it's just that they might not be meeting the goals that the state has. So then they're getting monitored that year. So it does kind of cycle through, but I'm not sure if it's the same thing that y'all are talking about. Like monitoring the whole school system for this.

BAMBI POLOTZOLA: They definitely don't have the capacity that they used to have at all. It's a fraction. So I just feel like monitoring would cover so many of our issues. If our IEPs are not done

correctly. If we have issues of a district not complying with cameras in the classroom laws. Any type of issue that we bring up a monitoring system, capacity of the monitor could address any issue. Instructions, testing. It could do all of that. Kind of overarching.

AMY DEAVILLE: I think advocating for additional monitoring staff is fine on this level. We probably won't see much change until we bring it to a legislative advocacy level because it's going to require money.

BAMBI POLOTZOLA: So we put it here would that not be, if we put advocate for whatever monitoring, whatever other adjectives we need to put there. Would that mean, wouldn't it mean that we would advocate to BESE, Department of Education for the legislature wherever advocacy needs to occur?

AMY DEAVILLE: Yeah. But what it doesn't do is put it on the council's legislative agenda. So next year when we're making priorities somebody's got to motion for that.

BAMBI POLOTZOLA: But if it's in our plan it wouldn't?

AMY DEAVILLE: That's not typically how.

EBONY HAVAEN: Not legislatively. We can go with SEAP, we can go to BESE, we can go to those types of advisory councils and advocate for them to increase the monitoring. Just like you did at the SEAP meeting at the last one. But I think what Amy's saying is that she's doesn't think there's going to be change just from that.

BAMBI POLOTZOLA: Legislation.

EBONY HAVAEN: Yeah. And fund it.

BAMBI POLOTZOLA: Uh-huh. Well, my contention is is that-- what was it, the IDEA...

EBONY HAVAEN: Grant application.

BAMBI POLOTZOLA: Grant application. That's where the money is. Federal dollars that they could-- that's not the legislature. Like they could have done that there. I guess they still can. So yeah. I'm fine with that. So if we put it here.

AMY DEAVILLE: Let's make the change and see how far we get. And then if it comes down to, we need to try to get additional dollars in the budget we will

address that.

BAMBI POLOTZOLA: Are y'all okay with that? What do y'all think about it?

EBONY HAVAEN: Do y'all want to work on language now?

BAMBI POLOTZOLA: I'm trying to make sure everybody feels okay with that.

JILL HANO: Yeah.

EBONY HAVAEN: So we can work on new language. So it will be advocate for...

BAMBI POLOTZOLA: Adequate monitoring of local school districts. IDEA or...

AMY DEAVILLE: I'm thinking it would be more like local school districts and their IEP.

EBONY HAVAEN: But you're saying more than IEPs. You're saying everything, monitor everything. Camera and just everything.

BAMBI POLOTZOLA: Advocate for the Department of Education to-- it should be advocate for LDE to...

BRENTON ANDRUS: Maybe rethink adequate. Cause how you do define adequate.

BAMBI POLOTZOLA: Yeah.

BRENTON ANDRUS: You're saying to perform ongoing monitoring with local school districts to ensure compliance with whatever it is you want to accomplish.

EBONY HAVAEN: Local school districts compliance.

BRENTON ANDRUS: To ensure compliance with you could say special education laws or you could say all special education laws, rules or however you want to word it to encompass everything you're talking about.

SPEAKER: Education laws.

BRENTON ANDRUS: And you could say laws and policies, I guess.

BAMBI POLOTZOLA: I think we might be able to word it a little bit better, but I think that...

EBONY HAVAEN: Encompasses what you want?

BAMBI POLOTZOLA: Yeah. Is everybody okay with that? All right.

EBONY HAVAEN: The next one is 3.2.2.

BAMBI POLOTZOLA: Advocate for employment support professionals to complete high quality professional development specifically on benefits planning services for the improvement of service provisions and employment outcomes. So LRS currently has in-house

community partner work incentive counselors. And so what do they call it, CWIC, is that what they call it, to assist individuals with their SSI and SSDI benefits. Lighthouse for the Blind and LSU Human Development Center also have the WIPA programs which is work incentives planning assistance. LRS has informed the council of the difficulty LRS and Department of Children and Family Services have experienced with hiring and retaining rehabilitation counselors and disability determination examiners respectively. The council's Education and Employment Committee wrote a letter to the director of state civil service imploring him to review the current pay scales based on the current labor market with strong consideration for an increase in starting pay range for entry level positions. So the staff recommends discontinuing this activity as these services currently exist. Additionally, this issue is not, the issue is not that employment support professionals are not trained, but rather the difficulty of hiring and retaining these professionals. Okay. So there is just a recommendation to discontinue this. Are you guys okay with that? Any questions about it?

ERICK TAYLOR: I don't have no questions.

SPEAKER: The services already exist.

SPEAKER: Yeah. So they're not going to not do it.

BAMBI POLOTZOLA: Yeah. So we don't need to.

Everybody's okay with discontinuing it? Okay.

EBONY HAVAEN: The next one is 3.2.3.

BAMBI POLOTZOLA: Okay. So that's to ensure potential employers have access to information about financial incentives to hire unserved and underserved populations including people with the most substantial employment support needs in competitive, integrated individualized employment. This activity, the employment seminar, is covered financial incentives available to employers that hire unserved and underserved populations. There are videos on the council's YouTube page for the public to access. And also there's additional information in our partner agencies, the council's sister agencies, I should say, Disability Rights Louisiana and LSU Human Development Center. So the staff recommends discontinuing this activity. Any opposition to discontinuing this?

ERICK TAYLOR: So what do they actually mean?

BAMBI POLOTZOLA: So basically for employers to be able to know that there's some resources, you know, like LRS has some programs. Also there's some workforce, like tax credits you can get for hiring people who have like disabilities. People who have snap benefits. People who, veterans, like there's this whole like tax credits. So I think that's kind of all incorporated that employers, that it's incentivizing them to hire people who are low income, people with disabilities, people who are veterans. And so I think that was the goal of this to make sure employers knew that these incentives existed. And what this is saying is that we've done the videos and our sister agencies have these resources as well ongoing.

ERICK TAYLOR: If I'm wrong, Bambi, you can correct me. But that's basically like if this wasn't in place (inaudible) the people with disabilities?

BAMBI POLOTZOLA: No. It's just like if you hire someone-- I can give you an example. So like whenever I was a director for a provider agency many of our direct support workers, they may have gotten snap benefits. You fill out a form and you can get a 2500 tax credit, the business, for hiring someone who receives tax benefits and keeping them employed for a certain amount of time. Like that's an incentive to help a business, you know, want to hire people who-- and it's also to help people to get out of poverty. I remember for like a veteran who, a disabled veteran who might have been getting snap benefits it was like, I don't know, 9,000-dollars. So like it's not forcing anybody. It's incentivizing them to say hey, you can get more financial incentives to hire this person. Does that make sense?

ERICK TAYLOR: Makes sense.

BAMBI POLOTZOLA: Yeah. Okay. That's it?

EBONY HAVAEN: Wait.

BAMBI POLOTZOLA: Okay. I'm sorry. Okay. So get rid of that one.

EBONY HAVAEN: The next one.

BAMBI POLOTZOLA: So this is the share the benefits planning services to a variety of agencies and stakeholders. There are several agencies that provide this information about benefits planning. So you have

the Lighthouse for the Blind, LRS, Disability Rights Louisiana and the LSU Human Development Center. So the staff recommends discontinuing this activity. Are y'all okay with discontinuing it? Okay. Y'all okay with discontinuing, Libby, Renoda, Erick? Okay. Nicole.

NICOLE BANKS: I have a question. Are we discontinuing it, why? Is it met? Like is it already met? Like we've already done it and all that good stuff?

BAMBI POLOTZOLA: Probably a duplication.

NICOLE BANKS: Okay.

EBONY HAVAEN: Because all of those other agencies that are listed, they're already sharing the information.

NICOLE BANKS: Oh, okay.

BAMBI POLOTZOLA: And that doesn't mean that the council's not going to provide that information. Just not going to be something that's in the plan. Y'all okay with that? Okay. Then the next one.

EBONY HAVAEN: Next one is 3.2.6

BAMBI POLOTZOLA: Okay. Conduct research to-- nobody wants to conduct research.

JILL HANO: (Inaudible) of the Medicaid buy-in program. I mean, that doesn't mean anything.

SPEAKER: What is it?

BAMBI POLOTZOLA: So conduct research to examine the effectiveness and advocate to support efforts of the Louisiana Medicaid buy-in program. Staff has researched the Medicaid buy-in program, including income rates for eligibility and staff plans to advocate for Medicaid to send out more information to individuals with disabilities and their families about the program. And the staff recommends discontinuing this activity for the year.

EBONY HAVAEN: So the buy-in program is like if you are ineligible for Medicaid, you can pay a certain amount of money you buy in to it and keep the insurance.

BAMBI POLOTZOLA: But if we don't have that in Louisiana.

SPEAKER: Isn't TEFRA?

BAMBI POLOTZOLA: Well, TEFRA's for kids. This is for adults.

EBONY HAVAEN: We still have it cause I researched it. And I researched the income eligibility criteria. I don't have it on me.

BAMBI POLOTZOLA: It was discontinued for a time. So they must have re--

EBONY HAVAEN: Yeah. It's on Medicaid's website and I was able to find out some information about it.

ERICK TAYLOR: You heard what she said?

JILL HANO: For 2011.

SPEAKER: The website.

EBONY HAVAEN: Let me look at the date on it. It seems like it was still active from what I could tell.

BAMBI POLOTZOLA: The details of it. But like it was I know during the past they shut that down. But then I remember because of Medicaid expansion like there was some issue like maybe you don't necessarily need Medicaid buy-in because it was like bad whenever they cut it under the Jindal Administration. Then it was like okay, we need to get it back. But then it was like wait, because of Medicaid expansion that's covering a whole larger population of people so like I forgot all the details of it.

JILL HANO: (Inaudible) for adults?

BAMBI POLOTZOLA: No.

JILL HANO: Okay.

BAMBI POLOTZOLA: But you're saying it doesn't exist now?

EBONY HAVAEN: From the website that I looked on, it still exist.

BAMBI POLOTZOLA: Okay. So maybe we can get our Medicaid, whoever's the Medicaid representative and just make sure. And I don't know of anybody who's using it. It's basically for someone who has like really high support needs, but they make really good income. But, you know, they can't maybe not be able to access. Like they need Medicaid services because they're high needs, but they make too much to qualify for any other, even the waiver or, you know, Medicaid expansion. So this gives them an opportunity to have that insurance that they need. I mean, that was a big deal before we had Medicaid expansion, that type of thing. Okay. So we're okay with discontinuing that? Okay. Is that all the ones we need to discontinue?

EBONY HAVAEN: That's the last activity.

BAMBI POLOTZOLA: Okay. So what's our next thing?

EBONY HAVAEN: So I think Amy wanted you guys to look at the recommendations from the standing committees again because at this point we're going to have to go back and add activities because you guys did discontinue things that had funding allocated to it.

JILL HANO: So this was my question earlier. But other than YLF, did any other contractors request more funding?

EBONY HAVAEN: Not that I'm aware of.

BRENTON ANDRUS: Not specifically. I mean, I think I can only speak for the two that I had. If they get more funding, they will do more. But they didn't specifically ask. And to be clear, just because you took activities away it doesn't mean you have to add activities. You just have to figure out what to do with the money left over. You can increase funding or create new activities. We don't have a set number of activities you have to have. Whatever those dollars are we have to figure out what to do.

EBONY HAVAEN: So you guys want to go back to the standing committee recommendations?

BAMBI POLOTZOLA: I'm calculating that we have like, if we keep the dollar amounts, we have 147,000. That's right?

JILL HANO: How much, Bambi?

BAMBI POLOTZOLA: 147,000. Okay. So we'll go back to this, the committee's recommendations. And just so you know, the number under Self-determination Community Inclusion, number three, we already said we were going to do those. So and then under the number two item we are discontinuing those, right?

EBONY HAVAEN: We'll disseminate the ones we already have.

BAMBI POLOTZOLA: The only new thing was to establish an initiative to educate and train individuals with intellectual and developmental disabilities on voting awareness.

JILL HANO: I think goals cannot be altered in a yearly planning, correct?

EBONY HAVAEN: I mean, I feel like it would fit under goal one.

JILL HANO: Okay. All right.

BAMBI POLOTZOLA: So would that look like

contracting with an entity that would develop a training to help people with intellectual and developmental disabilities know their rights?

BRENTON ANDRUS: I guess that would be the clarity that we would need. As I recall we didn't get that much clarity from the committee on what you wanted this to look like.

JILL HANO: I know I recommended that, and I did not give any clarity because I didn't know what it was going to look like. But I thought that HCR 14 committee would have talked, like introduced more like what it was like for people with disabilities at voting polls. And then I was confused as to how everything worked. Like who do we, like when we need help voting, who do we get the information from. That's when I thought that for this kind of training would be like counsel to people with disabilities and something that maybe our council could provide. But as to what it looked like I have no other information for y'all.

AMY DEAVILLE: Well, I think that maybe Bambi's suggestion of like the rights is a good place to start because that gives the background knowledge and then there can be information about, you know, if you see something that's not right who you should contact. And then could maybe give some resources about how you could go about troubleshooting some issues. You know, assuming the Secretary of States Office is respondent.

BAMBI POLOTZOLA: And we have the legislation. You guys know that from you and Erick served on the task force, the disability voting task force and now we have legislation by Representative Willard that's going to, hopefully going to pass because it was the unanimous items. And then his big bill that everybody, the Secretary of States Office and disability advocates, the things that they wanted to see happen that's in that bill. So hopefully if that passes. I mean, I see the timing is really good to do something like this because we would have more access in that bill instead of having the secretary of state having an ADA coordinator. That's a big deal. I do have a question though for Tory with Disability Rights. You guys do some things around voting. I just wonder if it's a duplicate of services. Can you come to the table and answer. I'm sorry to put you on the spot. I did look

at him a while ago and kind of give him an eye.

TORY ROCCA: The voting stuff, directly what we do during most election days, not all because frankly Louisiana has a lot of elections, and we can't staff them all. We do have a hotline they can call in if they experience any voting disability issues at polling places. Before that on election day, of course our intake numbers are always available during early voting too (inaudible). We try to promote that as much as possible but of course it's hard to get the information out as much as we would like. We also do polling place inspections. We suspended them during the pandemic (inaudible), but we resumed them, and we use the ADA guidelines to inspect whether or not polling places are in compliance with the ADA. So things like doors being accessible. Pressure required to open a door. Ramps being present and ramps being the proper configuration. People being able to turn a chair around inside a hallway. Voting machines being turned on. There's a whole big thick ADA guide. We send people out to inspect polling places. (Inaudible) sometimes on the day of the election. Sometimes just afterwards trying to correct things. A lot of times it's something as simple as signage. Simply accessible signage to show people where accessible entrances is. Sometimes oddly some places don't have accessible parking. And even at public schools and that may be because there's only a certain part of the building they're using the polling place and that part of the building doesn't have accessible parking, so you need that temporary parking. And then we do a lot of voting rights advocacy. Three things. A hotline for people to call if they experience any inaccessibility issues. Inspecting polling places and voting rights advocacy.

BAMBI POLOTZOLA: So I don't think this would be a duplication of what they do. So do y'all like that activity? Thank you, Tory. I think it's good if we get this legislation passed and then we are teaching our people how to hold everyone accountable for doing what's in the law, right. And following what's in the law. Which as y'all know is important. So do we have to word it in a certain way?

AMY DEAVILLE: Yeah. We will need to word the activity. We're not going to number it now. We're

going to attach the number later.

EBONY HAVAEN: I'm assuming it would be similar to like the supported decision-making wording, the YLF wording right there, provide financial support and then however else, whatever else.

BAMBI POLOTZOLA: So like provide technical assistance and training opportunities designed to-- I don't know. To raise awareness of voting accessibility. I don't know if that's right.

EBONY HAVAEN: I was going to say if you look at the recommendation it says establish an initiative to educate and train individuals with intellectual and developmental disabilities on voting awareness.

BAMBI POLOTZOLA: Voting awareness, rights and accessibility. So it's not just like-- but you have rights and accessibility is a big part of it. Voting awareness, rights and accessibility. Okay.

AMY DEAVILLE: Now we need to attach a dollar amount to it.

BAMBI POLOTZOLA: And we have how much?

AMY DEAVILLE: We have 147,000.

BAMBI POLOTZOLA: So can we just go through and see what other activities and then we'll be able to divide that money?

AMY DEAVILLE: Yeah.

BAMBI POLOTZOLA: Okay. So that covers everything from the Self-Determination Community Inclusion Committee, right? So under education there was a recommendation to add an activity to contract with an entity that could assist with the building, with building the capacity for advocacy regarding education and employment.

JILL HANO: Can someone explain. That seems very broad.

BAMBI POLOTZOLA: It is. And the thought behind this is if you can remember years ago we had a staff person here that had a lot of knowledge about education and advocacy. And, you know, it kind of, we had turnover. And we need that capacity, someone who really understands education policies and practices and understands that kind of legislative process that could help the council and everyone, the whole community to be able to build up that capacity again. Because we're really, really struggling in education in our state and

we need that advocacy. We need a really strong advocacy network. So that was the idea behind it.

JILL HANO: Okay.

BAMBI POLOTZOLA: And I don't think it would be long-term because it is about like capacity building. So if you have somebody who has that really strong background then we should, the staff and council members should be able to learn that and then be able to take that on going forward. Am I articulating it correctly? What would be the language for that?

EBONY HAVAEN: Provide financial support. Like how would you guys want to word it?

BAMBI POLOTZOLA: Provide financial support to build capacity for advocacy regarding education and employment.

BRENTON ANDRUS: There you go. Written out for you.

EBONY HAVAEN: I think I had for objective 3.1 it's dealing with education. The objective 3.2 is dealing with employment. And so I think the reason why it's like that on the recommendations that I didn't know we were going to need to have it in both spots because objective 3.1 is only dealing with education. Objective 3.2 is dealing with employment. So if we're going to do education and employment, would we need to have it in two separate places?

JILL HANO: I would think so.

AMY DEAVILLE: It would have to be in two separate places and I'm trying to figure out how we would do it if you just want one person.

BAMBI POLOTZOLA: So, I mean, technically it could be two different goals and one entity could have both.

BRENTON ANDRUS: The current plan as written though maybe could you just have an objective and lump this under there?

EBONY HAVAEN: The goals and objectives are set.

BRENTON ANDRUS: Necessarily have to split it in multiple areas.

EBONY HAVAEN: A technical question, I don't know.

JILL HANO: Would this entail hiring a new staff member? Or what if the goal literally, or like what are we trying to do?

HANNA JENKINS: By funding it.

JILL HANO: Yes.

HANNA JENKINS: Like are we trying to hire another staff member, contracting out?

JILL HANO: Like what is the end goal?

AMY DEAVILLE: So Bambi might be able to answer the end goal question better, but it's my understanding that having an additional set of eyes who's very familiar, most specifically with the education system, who can really look at things that are coming up in meetings where maybe we need to have a stronger DE community presence for this thing at some meeting. Cause Department of Ed meetings are not really advertised. They wait till the last minute to put out an agenda. If you're not in the know, then you don't know cause they are not very well publicized.

BAMBI POLOTZOLA: I think the other part of it is is that you don't, you have to have a level of understanding of educational issues to realize oh, this is an agenda item, and it might look generic to anybody else. But someone else, oh, no. That has a big implication on kids with disabilities. Or they're putting this out there, they need to include kids with disabilities. They don't even think about those students with disabilities. And, you know, they're saying they want to give an incentive to science, to high school science teachers, y'all saying that so people need to be there giving incentives to special education teachers, you know. So that's the type of thing you need somebody who really just has a lot of in-depth understanding of it. That's the idea behind it. And it's really too much for the staff to be able to do with everything.

JILL HANO: The simple solution in my mind is to just fund whatever staff member to trainings on (inaudible). But, I mean, like again, our state plan isn't about staff members.

BAMBI POLOTZOLA: A staff member be someone that we contracted with that had the expertise. Yeah. But the hope would be that our staff could build that capacity to have that same type of expertise and know to look for those things that maybe someone who already has that expertise right now and that's how we would be building capacity is through that. Does that make sense? Okay. That's all from our committees. Was there any other ideas that we want to put into the

plan? Staff, do y'all have any outside, anything that we received from the public that we want to include? Not include, provide for consideration.

AMY DEAVILLE: I received an idea from the Arc of Louisiana about can we help outcomes for people with disabilities in co-occurring (inaudible).

BAMBI POLOTZOLA: Okay.

AMY DEAVILLE: With the goal being to train individuals, their families and caregivers on how to navigate all three systems. The behavioral health system, the developmental disability system and the Medicaid and/or managed care.

BAMBI POLOTZOLA: Okay. And so that would be done through what, developing resources, through training?

AMY DEAVILLE: Develop and provide training across the state via in-person, Zoom to individuals with co-occurrent conditions, their families and caregivers. Provide technical assistance and resources when available. Provide opportunities for individuals with co-occurring conditions, their families and their caregivers to meet with state department staff and policymakers to share critical issues and discuss what's needed to better support.

BAMBI POLOTZOLA: Okay. So what are you guys' thoughts on that?

ERICK TAYLOR: One more time.

BAMBI POLOTZOLA: So basically people who have developmental disabilities but also have behavioral health needs that this would be able to help them be able to navigate through the system.

ERICK TAYLOR: What you mean by that?

BAMBI POLOTZOLA: Like be able to know where to get the support they need. Which is very difficult. I think everybody knows somebody who like where do you go if you have a developmental disability, and you have a behavioral health need. Like often times the regular providers of services won't see you because you have both of those diagnoses.

ERICK TAYLOR: Okay. I got you. What are we trying to do with it?

AMY DEAVILLE: The proposal was for the Arc of Louisiana to provide training across the state and give people resources that are available to them and help them learn how to navigate for the three different

systems.

ERICK TAYLOR: Are we trying to add that?

AMY DEAVILLE: Right. You could add it as an activity if the committee wanted to.

JILL HANO: When you say three different?

AMY DEAVILLE: The developmental disability system, the behavioral health system and then the Medicaid or managed care.

JILL HANO: Okay.

ERICK TAYLOR: I think the more stuff we put out there that can help somebody I think that's good.

BAMBI POLOTZOLA: Okay. Where would we add that in the plan? Let's wake up, y'all. The wake-up sound.

ERICK TAYLOR: In the budget or we just adding it?

AMY DEAVILLE: Well, this particular proposal would be one you would have to fund because they are talking about doing trainings.

ERICK TAYLOR: Okay.

EBONY HAVAEN: Just remember I have 2.1.2 highlighted in case you guys wanted to do something different with that. We suggested like maybe contracting with a trainer or someone who could develop training materials for high school age students.

JILL HANO: I was thinking that this would be like a lower version of what Team Dynamics used to offer us, correct?

BRENTON ANDRUS: Correct.

JILL HANO: Okay.

BRENTON ANDRUS: Focus on minors instead of adults.

JILL HANO: Yeah.

EBONY HAVAEN: Although before we get there, let's go back to the other one.

JILL HANO: If you say so.

BAMBI POLOTZOLA: Provide funding for training. Is that training to navigate...

EBONY HAVAEN: All three systems. I don't know if that's the right wording we should have.

JILL HANO: I think we could tweak that wording.

BAMBI POLOTZOLA: Developmental disability, behavioral health and Medicaid systems. Medicaid managed care systems.

BRENTON ANDRUS: One thing to consider here, I mean we do contract with FHF centers to do these. Not necessarily do that specifically, but help individuals

and families when they come into this situation to help them navigate. That's part of the core services that we ask our centers to do. So I don't know fed wise. Well, they don't worry about FHF center contracts for our federal reporting, right. So they may not see any issues there if we have two very similar projects.

BAMBI POLOTZOLA: I mean, I see this as training, and I see Families Helping Families centers is like the practical ongoing technical assistance and support.

BRENTON ANDRUS: I mean, some do workshops that are similar. I don't want to speak on their behalf. But just reading it I'm wondering, I just want to make sure we don't get in any sort of conundrum with we're contracting with one to basically help guide parents or individuals through these situations and then contract with another to do a training on it.

BAMBI POLOTZOLA: Okay.

BRENTON ANDRUS: But I don't know. That's why I'm bringing it up. I can't say either way. I was just curious.

SPEAKER: Would having that contract limit the FHF centers ability to hold those workshops?

BRENTON ANDRUS: No. And, I mean, in our FHF contracts we don't say specifically that training has to occur so there's not a cross. And they could certainly do that training and if we would contract with someone to do this training, they could do it as well. It doesn't prohibit anyone from doing it. I was just curious about it seems kind of like a similar thing.

SPEAKER: (Inaudible).

BRENTON ANDRUS: I mean, that would be a different discussion. Then we would have to update a contract with censors to incorporate this. Then you would look at updated deliverables, updating funding, et cetera.

BAMBI POLOTZOLA: I mean, I think the issue is that, and I think part of it is that we don't have a system that has the capacity to serve. Like that's part of it. But to serve these people that have dual diagnosis, I should finish my sentence. But we do need training. People call me about issues. It just doesn't exist. Families call me and they have tapped into every system that we have with OCDD and it's just not there. I don't know. It's a problem. People with

dual diagnosis with behavioral health and DD is a big issue.

BRENTON ANDRUS: Oh, for sure.

BAMBI POLOTZOLA: And Families Helping Families, I mean, I love Families Helping Families, but I think we need to do more. I'm not saying it's to go with a proposal that we receive from another entity or get Families Helping Families to do more or whatever, but like it is a huge issue. It paralyzes entire families when you have that type of issue. Really, people can't go to work. Families fall apart from that. So it's a big issue that we need to address in some kind of way.

SPEAKER: What are other states doing?

AMY DEAVILLE: I mean, every state is different. Other states might have more of a cooperative, you know, a crossover between systems to help with some gaps. So you want to move forward with this or table it?

BAMBI POLOTZOLA: I mean, I think it needs to happen. So even if it's like, you know, this comes from a proposal from the Arc, you know, whether I can see if they can maybe be able to have an outreach to maybe to other people that the Families Helping Families doesn't have, but like work in collaboration with our Families Helping Families. I think our systems should work in collaboration to address this in some type of way. So I would say move forward maybe we decide change it, but that would be my suggestion.

ERICK TAYLOR: Like Bambi said, I'm not cutting you off, I think Ms. Bambi said it's something that needs to be done, but it's the footwork of getting it. Again, that do breakdown families and it's hard. I don't know where we go from here.

BAMBI POLOTZOLA: Okay. So y'all are in favor of adding that activity?

SPEAKER: We don't have to do the funding now, we just don't worry about attaching any?

BAMBI POLOTZOLA: Yeah. This would require funding. We would have to put a dollar amount. We don't have to decide the details of how it's done, but we need to say okay, this is how much training, what we want to put in the budget. Okay. And then do we want to go back to the sex education for high school age students?

ERICK TAYLOR: I don't see the way you worded it, we got a better understanding with it. What if we going back on that, is this being put in or is that something we're going to train somebody with?

BAMBI POLOTZOLA: Well, we did something in the past, I think it was brought up, Jill brought it up about Team Dynamics did it for adults, a sexual education type training for adults with disabilities. And so this-- and I think it was done virtually, right?

BRENTON ANDRUS: It was both.

BAMBI POLOTZOLA: It was both. Okay.

BRENTON ANDRUS: It started out in-person and moved virtual during Covid.

BAMBI POLOTZOLA: Yeah. I mean, just basically needs probably something like that being modified for that high school age.

ERICK TAYLOR: Once it was explained, I didn't get it straightened out until you. I was like we got enough issues going on. We do have people that got disability that don't know what's going on and so much is going on in the schools. I'm being honest. I'm being strictly honest with you guys. So much is going on and you don't know how much we do have cameras in place, but some places don't have their cameras where they need to be. And I'm going to just put it across the board. I had a child with a disability in the system and you just don't, they need much teaching on what's going on around them. What's happening when you explained it that way, I'm like cool, I'm for it. But at first, I was like huh-uh. But yeah, teaching on it.

BAMBI POLOTZOLA: So then we need to change that to say provide funding for training on appropriate accessible education, right? Do we just change that?

EBONY HAVAEN: We have to fund it.

BAMBI POLOTZOLA: Okay. So she's going to word that. So now we have the sex ed, the dual diagnosis training, the education, capacity-- advocacy, capacity building and the other one?

AMY DEAVILLE: Voter awareness training, the teenagers sexual education training, co-occurring disorders and the education and employment capacity building.

BAMBI POLOTZOLA: Okay. That's four things and we have 147,000-dollars.

VIVIENNE WEBB: So I think it's important to point out that most regular education kids can start learning sex ed in middle school, like seven and eighth grade. So I think we should provide this in the curriculum for all children starting in middle school like around seventh and eighth grade there are usually consent forms that go home for regular ed students. The parents can opt them, but they don't for regular ed students. I don't think this should just be high school age because children do start going into puberty before high school.

AMY DEAVILLE: Okay. So middle and high school.

VIVIENNE WEBB: Yeah.

BAMBI POLOTZOLA: Okay.

SPEAKER: Everybody approve of that?

BAMBI POLOTZOLA: He's the expert on students, right.

VIVIENNE WEBB: Also, would the training have to come from an outside source, or could we get this like into the curriculum for all students instead of just regular ed students?

AMY DEAVILLE: Can you repeat the question. I don't think I understood it.

VIVIENNE WEBB: So regular ed students have sex ed already in the curriculum for them, but we should have the same thing for all students, SPED included.

BAMBI POLOTZOLA: So is sex ed in the curriculum?

VIVIENNE WEBB: Yeah.

AMY DEAVILLE: So the law that governs sexual education in schools says that every school district has to make their own decision and create their own curriculum. Which was why our recommendation was to try to do something like this so we could still provide the training for the kids in a way that's appropriate if the parents want them to have it. But getting it mandated within the school system all cross the state is probably not going to happen.

VIVIENNE WEBB: I was just thinking like accessibility wise because like regular ed students would be able to have that in schools and so should other kids.

BAMBI POLOTZOLA: Well, I mean, technically if a school district has adopted to have sex ed training, they should have it accessible, you know, to everybody.

Does that happen? They should have access to it just like any other student.

SPEAKER: (Inaudible).

BAMBI POLOTZOLA: So what we're saying is it's going to be an outside entity. It's not going to be through the school system.

SPEAKER: If it was presented like a team workshop (inaudible) probably engaging (inaudible) because there's such a gap. (Inaudible).

BAMBI POLOTZOLA: Yeah.

SPEAKER: We tried elementary school, the activities (inaudible). Now how you would package it is the trick?

BRENTON ANDRUS: That was a concern with the last initiative we did. I don't remember if it was Team Dynamics that spoke about it specifically or if it was another contractor that was doing a proposal for it at the time. But some of the concern was you're not going to get-- cause that was my question if we could bring it to teens, not just adults. Some of the concerns were if you have teens obviously the parents would have to give consent, right. And then we would want them to be separate because they're not going to feel comfortable discussing a lot of things with their parents in the room. But then if you have parents that aren't in agreement with allowing their children to be taught this information, which, to be honest, that's a lot of parents out there, without them sitting in that room listening. And then are you really going to accomplish what you're trying to accomplish because they're not going to be comfortable engaging. There was a lot of liability issues, especially based in a very conservative state some of the stuff you talk about they were worried about some of those things. So I think like she mentioned the packaging is what's going to matter and how they do it. I mean, with my kids I'm very open, but I know there's a lot of people that aren't necessarily open to those things.

SPEAKER: Parent prospective (inaudible) just for guys or just for girls (inaudible). I don't know if approaching it through the hospitals is the way to go. Cause our parents and our families who we are trying to reach (inaudible). Something along those lines.

BRENTON ANDRUS: I took my kids to one. It was at

a hospital. We sat at the back of the room with them at the front and it just didn't go well.

SPEAKER: (Inaudible) appropriateness type things.

BRENTON ANDRUS: Yeah, but you said to touch on some things.

SPEAKER: Then we started having to worry about the whole (inaudible) and all that.

BRENTON ANDRUS: Yeah. What we did find when we did the initiative for adults we did have to, or it did expand into talking about pronouns and different things because you start having to covering everything.

SPEAKER: (Inaudible) the parents to understand that we're trying to avoid problems in school (inaudible).

BRENTON ANDRUS: You just have to get the buy-in of the parents to get the kids there. I think that's the big thing. And figure out what age group would be appropriate. Which I think if we would submit for someone to do this, they could tell us based on their experience I would imagine what age group would be appropriate.

ERICK TAYLOR: So what you're basically saying is being in there would not be, it's going to be hard or is it?

BRENTON ANDRUS: I don't really know. I just know from experience when we've done this for adults in the past, they didn't do minors for those reasons that we are talking about. There's a lot of liability. It's a very touchy subject whenever it comes to parents. And, I mean, this activity in particular they're not talking about doing it in the school so you would have to be in agreement that you would participate in this and register to go to this. It wouldn't be something that's forced on anyone to participate.

BAMBI POLOTZOLA: Okay. So we have four activities, guys, and we have 147,000-dollars left in the budget. So we have to decide do we want to do all these four new activities, how much dollars do we want to appropriate to it. We can also make adjustments to...

ERICK TAYLOR: I have a question.

BAMBI POLOTZOLA: Okay.

ERICK TAYLOR: So with this, I'm just talking. I think we shouldn't even put this in.

BAMBI POLOTZOLA: You don't want to do this

activity?

ERICK TAYLOR: I don't think we need to put this in there. And with me saying this it's going to draw a lot of concerns with certain parents, and I think we will be building things-- and this is just my opinion. I think we're going to be building things that we might not even get a touch on the subject at all. And it's not reaching where we want it to reach with kids.

BAMBI POLOTZOLA: So you just want to table this one, the one about the sex education? And that's okay because we have to stay within our budget, so we do have to prioritize. We can't do everything.

ERICK TAYLOR: I know I got some people that-- I personally think we should table it. Now I don't know how they feel, but I personally think we should table this.

SPEAKER: I agree.

SPEAKER: Yeah. It's important the necessity of it, but because we don't know what it's going to look like, what we really want from it.

BAMBI POLOTZOLA: All right.

EBONY HAVAEN: Take it off?

ERICK TAYLOR: I think we should.

BAMBI POLOTZOLA: But you did a great job of drafting that.

ERICK TAYLOR: I think we should table it.

EBONY HAVAEN: Y'all want to table it and not delete it? Y'all want to come back?

BAMBI POLOTZOLA: Delete it.

ERICK TAYLOR: We don't know what we're dealing with.

BAMBI POLOTZOLA: And the other three activities we want to add, like I said, voting, that's like we have a momentum going into it. The dual diagnosis, we know that's a critical need. And then what was the other one? Oh, the education. That's a critical need. So that's three things and we have 147,000-dollars between those three activities. Now we can also shift money from some of the things that we talked about earlier. So that's an option too. And I'm looking at the different trainings that we have done, like it's anywhere between the employment seminars were 39,000, the emergency prep was 50,000, the first responders was 80,000 so y'all can kind of see kind of the cost of

doing, you know, contracting with an entity to do trainings. The staff, do y'all have any recommendations?

AMY DEAVILLE: I don't know how much this will help you, but I would say plan out how much you want to devote to the education and employment advocacy capacity building first and then your trainings you can do after because trainings are, we can reduce the number of trainings we have to fit a budgeted amount. And that just might be a little bit more difficult with somebody who the expectation is that we spend a pretty good amount of time in education.

BAMBI POLOTZOLA: So we know with the dual diagnosis, and we know we have Families Helping Families that does some part of it, so maybe we can make that like it is maybe an additional type add-on outreach type thing. Like we kind of like more building capacity of understanding how to navigate the system, right?

BRENTON ANDRUS: I thought that was going to be the training.

BAMBI POLOTZOLA: Right. But what I'm saying we already kind of have Families Helping Families does do that from their capacity from which they're funding..

BRENTON ANDRUS: Training the training on top--

BAMBI POLOTZOLA: Right. So we already have, we're addressing it in some way, we just feel like we need to address it more.

BRENTON ANDRUS: And then how much.

BAMBI POLOTZOLA: How much would that be?

BRENTON ANDRUS: Was that in their proposal? Did they say how much?

AMY DEAVILLE: No. It didn't have a cost.

BRENTON ANDRUS: I don't know if it helps, but they did this supported decision making and that was 50,000. I don't know if that's an appropriate number to consider or not. For that training. Although, I guess y'all are on-- wait, have y'all moved back to the Arc's training or still on this?

EBONY HAVAEN: We're on this. So Amy's suggestion was to figure out how much they wanted to allocate for this first and then go back to the training activity.

BRENTON ANDRUS: Got you.

AMY DEAVILLE: But that was just my suggestion.

BAMBI POLOTZOLA: How about if we did like 87,000 for that and then that leaves us with 60,000 for the other two. Just throwing that out there. Y'all can disagree.

BRENTON ANDRUS: Also, venture like funding is higher I could understand because, at least me personally, I would have expectations that they would help write materials. It wouldn't just be we call them hey, what do you think about this. They would write (inaudible). They would help train LaCAN leaders. They would help, like they would be involved doing things outside of staff too within our advocacy.

BAMBI POLOTZOLA: Yeah. This is a big.

BRENTON ANDRUS: I don't think it's like here's our crisis hotline to call when we don't understand. They would be actively involved in something.

BAMBI POLOTZOLA: Yeah. I think if it's done the way I'm envisioning it they will earn that money. So y'all okay with 87,000 for that and that gives us 60 for the other two? Right?

AMY DEAVILLE: Your numbers are correct.

BAMBI POLOTZOLA: Okay.

JILL HANO: I don't understand what this does.

AMY DEAVILLE: Ebony, you want to stop sharing and I'll share my spread sheet so people can see this. This is the current year's planning. So that's showing the difference between you're looking at column C right here, this is what you're currently portioning out for the different things. So everything that is in green, if you can see it, that's stuff that you already discussed and pretty much assigned a dollar figure to. You did say you would look at 2.2.1 the first responder training again. And so I put in the 87,000 here and then I just divided what was left of the 60,000 so 30,000 for this training, 30,000 for the co-occurring disorders training.

ERICK TAYLOR: The one with the 87,000 is that just the amount, they just thought it?

BAMBI POLOTZOLA: They would contract with someone who has a high level of expertise in education policy navigating the education system and they would be working very, very closely with the staff and like even, you know, drafting, you know, information that we need to get out to our advocacy network hoping to

really, you know. And also like training on how they are coming up with this is what I'm looking for and this is how I identified this as an advocacy issue. For instance, if we see that BESE's going to be giving incentives to like you said the high school science teacher, like they need to be able to tell the staff I identified this for this reason, and this is the way we need to act on it.

ERICK TAYLOR: We hiring them?

BAMBI POLOTZOLA: No. It's a contract.

AMY DEAVILLE: So they would not be a staff person.

EBONY HAVAEN: And there would be employment issues too. It's not just education.

ERICK TAYLOR: Do they give us a report?

BAMBI POLOTZOLA: Yes. Every contractor gives a report. And they would be working probably closer than other contractors because it would be a very... Are y'all okay with that?

EBONY HAVAEN: Jill, you understand now?

JILL HANO: Sure.

BAMBI POLOTZOLA: Is there something else we needed to look at?

AMY DEAVILLE: When y'all were going through you had said you would maybe look at AIG's, the first responder training again. That doesn't mean you have to.

BAMBI POLOTZOLA: Okay. Do y'all want to change that? They do the first responder training, like the police and law enforcement and stuff. It seems like they're training a lot of people. Yeah. Okay. Y'all okay with keeping it like that?

ERICK TAYLOR: And that's the one that's doing the traveling and the training and all that, his expense, moving around, right?

SPEAKER: You think he needs more because he's traveling all around.

AMY DEAVILLE: So if your money's good and your activities are, all the activities are...

BAMBI POLOTZOLA: Okay. Do we have to review the draft?

EBONY HAVAEN: I have to add the funding, but I can do that. I don't have to share my screen for that.

BAMBI POLOTZOLA: Okay. So do we have to review, or do we just review, is that what we did? Yeah. We

just reviewed. I mean, we know on the record what was said. Okay. Any other questions before-- we're all good with that plan?

ERICK TAYLOR: So we're going with him with the training, the money?

SPEAKER: I guess you want to increase it or decrease?

ERICK TAYLOR: I'm good.

BAMBI POLOTZOLA: Okay. Any public comment? Okay.

AMY DEAVILLE: You need a motion.

BAMBI POLOTZOLA: Okay. So we just need a motion to approve this plan to recommend to the full council. Do y'all want to recommend this plan?

JILL HANO: Sure.

BAMBI POLOTZOLA: Jill, you make a motion?

JILL HANO: Yes, ma'am.

BAMBI POLOTZOLA: Okay. We have a motion from Jill Hano. We need a second.

ANGELA HARMON: I second it.

BAMBI POLOTZOLA: Angela seconds. Any discussion? Any public comment? Hearing none. Do we have any abstentions? Any opposition to the motion? Okay. So unanimous. And this will be presented to the full council tomorrow, is that correct?

AMY DEAVILLE: Correct.

BAMBI POLOTZOLA: And the council meeting starts tomorrow at 8:30. Okay. So if there's no other discussion the meeting can be adjourned by unanimous consent.