

Louisiana Developmental Disabilities Council
Five-Year Planning Committee
August 6th, 2025

JILL HANO: Good morning everybody. Welcome to day two of the planning committee. The time is 9:10 and our committee is back in session. So Stephanie, will you take a quick roll.

STEPHANIE CARMONA: Sure. Ayden Blunschi. Alaina Chachere.

ALAINA CHACHERE: Here.

STEPHANIE CARMONA: Angela Harmon. Tony Piontek. I'll come back to him. Robby Smith.

ROBBY SMITH: Here.

STEPHANIE CARMONA: Brooke Stewart. Erick Taylor.

ERICK TAYLOR: Here.

STEPHANIE CARMONA: Renoda Washington. Vivienne Webb.

VIVIENNE WEBB: Here.

STEPHANIE CARMONA: Karen Xu.

KAREN XU: Here.

STEPHANIE CARMONA: Jill Hano.

JILL HANO: Here.

STEPHANIE CARMONA: Tony Piontek, can you unmute and say here please.

TONY PIONTEK: Can you hear me?

STEPHANIE CARMONA: Yes. Thank you. And you have a quorum.

JILL HANO: Okay. Thank you. Continuing where we left off yesterday. I confirmed that we are on track with our agenda. So yesterday we formed our goals and we got, we pretty much wrote the description for goal two, goal one. So now we will start today by continuing that. So please just review this and then we will move on.

EBONY HAVEN: Jill, can I make a comment?

JILL HANO: Okay.

EBONY HAVEN: I just want to make sure that everybody understands like the stuff that we did yesterday. Just kind of going back to like the review of the state of the state portraits. Because I think we had a couple of questions from a few committee

members that were just wondering why we went through all of that information if the committee was going to have to take the public comment and that guide your five-year plan. So I just kind of wanted to give some background about why we went through all of that information just to make sure that all the committee members are aware and you guys just understand why we did that.

So similar to like the state of the union address that the president would give for the United States of America the state of the state portrait is what we're giving you all as a state of how Louisiana looks for people with developmental disabilities. So we wanted to focus on the areas that the federal government tells us that we have to focus on. So we went through each of the areas just giving you all background information about how does Louisiana look for housing for people with disabilities and transportation. And so all of that information is important because we are going to have to complete a comprehensive review analysis of what the state looks like. All the services no matter what area of emphasis you guys decide to tackle in your five-year plan we have to give you the information about what it looks like in Louisiana currently.

And so I just want to make sure that we're all on the same page that the information that we gave you guys wasn't like a waste of time. We want to make sure you guys have all the information but you also have to take the public's comments into consideration because if we're telling you guys there's issues in housing, which there is, there are housing issues, however, the public didn't prioritize housing. They're saying that formal and informal community supports is really what y'all should focus on. Even though housing is still important it's not a priority. It's not as important as the formal and informal community supports. Or it's not as important as healthcare. So it's all about how you prioritize things. There are issues everywhere and we were trying to make sure you guys had a clear picture of what the services and supports look like in Louisiana before we went to the public comments and the public input that we received from the forums and from the survey. Before we got there we wanted to make sure you guys understood how does Louisiana look. I just

want to make sure we're all on the same page. That everybody understands that that information that we provided for the first half of the meeting yesterday was super important. And I'm willing, if anybody is still confused about that Stephanie and I can try to answer it. If anybody has any questions about that we can try to answer. If not we can just move on. But I did want to address that.

JILL HANO: Okay. Thank you. Because I myself was very confused and I wanted to address the state of the state as well as public comment. I found myself getting overwhelmed. But I agree it was important information to have and I appreciate all the state reps that came. So thank you for clarifying that Ebony.

EBONY HAVEN: You're welcome.

JILL HANO: Stephanie, do you want to take it away because I think we're finalizing our other goals.

STEPHANIE CARMONA: Sure. So just to review yesterday, and this isn't set in stone or anything like that. We're still going to have a review of all of the goals and objectives at the end. But if there's something that you see that-- like for this first goal that we wrote yesterday if there's something that you would like to change or a wording change we can go back to that. So the new goal that we came up with yesterday for self-advocacy was people with intellectual and developmental disabilities and their families will have the information and supports needed to become leaders in their community and advocate for systems change that will positively affect the disability community. So that's where we left off yesterday was with that advocacy goal.

Moving on to goal two. So the way that I have it, the way that the agenda is we're going to do all the goals first and then go back and do the objectives after. So we'll go back and do the objectives after. So for goal two the two areas of emphasis that y'all wanted to focus on were community supports and health. Now because on the current plan that is what was focused for this past five-year plan. I went ahead and just pulled that goal off of the action plan so that way we can see it. So if we wanted to take, or if you wanted to take that goal, the current goal that we have right now and kind of change it up or if we wanted to

just completely rewrite it, that is all up to y'all. So I just wanted you to see what we have currently and then from there I can type up anything that you wanted to have for the new one.

So the current goal says to be fully participating members of the community individuals with intellectual and developmental disabilities, including those with the most challenging needs and their families, will have access to quality supports and services inclusive of affordable healthcare resources across various service delivery systems and shall be treated equally by all members of the community.

JILL HANO: Okay. Thank you Stephanie. Does anyone have anything they want to (inaudible) or anyway they want to change this, or reword it, or additions? Alaina, any suggestions?

ALAINA CHACHERE: I'll give it a shot.

JILL HANO: Thank you cause I think I'm on mute.

ALAINA CHACHERE: What about enhance community support and improve holistic health outcomes for individuals with intellectual and developmental disabilities and their families. Just a starting place.

JILL HANO: Why are we putting the word holistic in there though?

STEPHANIE CARMONA: I just typed what I heard so if you don't like it we can get rid of it.

JILL HANO: No, I was asking Alaina.

ALAINA CHACHERE: I think in my mind that's just like whole person. Maybe not like holistic. I just meant whole person and maybe that would be a better way of saying it.

HANNAH JENKINS: Holistic refers to physical, emotional and mental wellbeing.

TONY PIONTEK: I can see where that's going. Robby has a question, Jill.

JILL HANO: Robby.

ROBBY SMITH: What if instead of holistic we said something more like have complete, or not complete, that's not the right word. Say more all-around better health outcomes or something to that affect. I understand what the holistic means but I could see where it would be misinterpreted to mean herbal. That's not what we're going for I believe. I think if

we just try to say something that's kind of all-around or all-encompassing that would get our point across.

JILL HANO: Vivienne.

VIVIENNE WEBB: It means to characterize by the belief that parts of something are interconnected and can be explained only by reference to the whole. And also means in medicine characterized by the treatment of the whole person taking into account mental and central factors rather than the symptoms. That's the correct definition or correct word. Holistic is right.

ALAINA CHACHERE: I like whole person Vivienne. I like how you said whole person.

JILL HANO: Okay. Tony.

TONY PIONTEK: Thanks. I was just adding that because it just sounded better and the wording.

JILL HANO: Alaina added that.

REKEESHA BRANCH: Brenton has his hand raised.

JILL HANO: Brenton, can I take Vivienne's hand?

BRENTON ANDRUS: Sure.

JILL HANO: Thank you. Vivienne.

VIVIENNE WEBB: Thank you. So I think we should replace overall with holistic because it does encompass the idea we're trying to convey quite perfectly. That and then the first definition like the first two that pop up are correct when referring to what we're trying to get at here.

BRENTON ANDRUS: Jill, my comment was just going to be kind of just for y'all to consider when you're writing this document. You need to write this in a way where people with varying abilities can read and understand what you mean. And I think words like holistic, I mean, even words like enhance sometimes those are very complicated for folks to understand. General rule of thumb is you look at plain language and you look at like a six-grade level as far as literacy goes just to make sure that you are writing sentences and word structures that pretty much anyone can read and understand whenever they access this document. And this would really help us not only convey what we're trying to do here but prevent having to write multiple documents for multiple different abilities if you will. So if you do that now while you're writing your goals and objectives and if we continue to do that in all the work that we do I think you're going to be better off.

That's just my two cents as y'all debate sort of what you want your wording and sentences to be.

JILL HANO: I like in all aspects of whatever. Vivienne.

VIVIANNE WEBB: Synonyms of holistic include comprehensive, broad, all inclusive, integral, encompassing, global, panoramic and total.

STEPHANIE CARMONA: Is there one that somebody would specifically like?

HANNAH JENKINS: Alaina has her hand raised as well and Robby has his hand raised. Maybe they have thoughts.

JILL HANO: Alaina.

ALAINA CHACHERE: Is improve easier, more plain language than enhance? Improve community support and improve health outcomes.

ROBBY SMITH: Comprehensive was the word I was looking for and I think that's where it belongs. Improve comprehensive health outcomes for individuals.

JILL HANO: I like that Robby but then I was thinking too slow. But when Vivienne said the word broad I like that as well. It's just whatever wording sounds better. But I like this.

STEPHANIE CARMONA: I do have a clarifying question. Do we want to say improve community support or improve community supports?

JILL HANO: Pleural.

STEPHANIE CARMONA: Okay. I just wanted to make sure. Would y'all like me to read it?

ERICK TAYLOR: Yes.

STEPHANIE CARMONA: Improve community supports and improve comprehensive health outcomes for individuals with intellectual and developmental disabilities and their families. Maybe take the second improve out. Improve community supports and comprehensive health outcomes for individuals with intellectual and developmental disabilities and their families.

JILL HANO: I have a silly question. Do I have to call on staff when they have a question or do they just talk?

EBONY HAVEN: Jill, we were frozen for a second. Can you repeat that question.

JILL HANO: Does staff have to be recognized to speak as well as committee members?

EBONY HAVEN: I would say that we need to be recognized to speak. I know sometimes we do speak out of turn.

JILL HANO: No, I was just curious. No, that's not what I meant.

EBONY HAVEN: I didn't take it that way Jill. I was just saying to keep the order in the meeting, yes, staff should raise their hand and be recognized.

JILL HANO: Like you said something and then coincidentally I thought of the question. Hold on Ebony. Vivienne.

VIVIENNE WEBB: So I really want to say, I'm trying to think of how to word this, but I want to include equity in there. I tried to look up simpler words for it but nothing else equated to the word. And you can't use the word equal because those mean incredibly different things. But maybe improve community supports and comprehensive-- how do we include equity in there? I'm sorry. I'm having a hard time figuring out where to place that word exactly.

REKEESHA BRANCH: Alaina has her hand raised Jill.

JILL HANO: Well, Vivenne was in the middle of her comment.

VIVIENNE WEBB: So I think maybe improve community supports, comprehensive health outcomes and equity for individuals with intellectual and developmental disabilities and their families maybe. Do we want to put a slash between intellectual and developmental or leave it as is because it gets kind of wordy with all of the ands?

BRENTON ANDRUS: Putting it with the and is typically how it's written in most documents.

STEPHANIE CARMONA: Just a suggestion. If you think it might be too wordy we can also restructure the way that it's worded and start with intellectual. Like if we put this part first, individuals with intellectual and developmental disabilities and their families will have improved-- like something like that then it might not be so many ands right by each other. And that was just a suggestion. I can always move it back. It's up to y'all.

VIVIENNE WEBB: That's cool.

HANNAH JENKINS: Jill, Alaina has her hand raised.

JILL HANO: Oh, Alaina. Oh, my God.

ALAINA CHACHERE: People with intellectual and developmental disabilities and their families will have improved community supports and whole person care. Instead of comprehensive health. To better health outcomes. Just trying to figure out a different way to say comprehensive.

REKEESHA BRANCH: Tony has his hand raised Jill.

JILL HANO: Okay. I'm sorry. I'm not awake yet. Tony.

TONY PIONTEK: Thank you. People with intellectual and developmental disabilities and their families.

JILL HANO: Tony, while you're thinking can I just say this is just not trying to correct you but this is usually like custom people with DD and their families will blah, blah, blah.

TONY PIONTEK: Yeah. I know. I just thought I saw something that we could change. It definitely flows correctly. I just had that side thought. I was just rewording it in my mind.

JILL HANO: Okay. Take your time. You still have the floor.

TONY PIONTEK: It actually does sound better. She has her hand up Jill.

JILL HANO: But I want to give you your time. Are you done?

TONY PIONTEK: I am.

JILL HANO: Vivienne.

VIVIENNE WEBB: Thank you. So by saying whole person care to better health outcomes you unintentionally group everything you said before that with specifically health outcomes meaning you've changed the goal completely. Like the meaning of it if that makes any sense. So maybe the wording before is a little better because it's a little harder to confuse what you intend I think. And right now it seems like this only goes for health outcomes and leaves out community supports. Even though you say community supports in it it says to better health outcomes meaning it narrows it down from all community supports to community supports that would better health outcomes. If that makes sense. I know it's a little early in the morning.

EBONY HAVEN: Alaina and Brenton have their hands raised.

JILL HANO: So do we have a wordsmith in the room?
Alaina.

ALAINA CHACHERE: Can Brenton go first? He's had his hand up for a while and then I'll go after.

JILL HANO: I suppose.

BRENTON ANDRUS: I was just trying to look at some things, and also I know Vivienne had mentioned trying to include equity in there. What if you look at something, and we might have to make it more plain language, but people with intellectual and developmental disabilities and their families will have fair access to improve community supports and receive whole person care to reach better health outcomes.

EBONY HAVEN: Say it again Brenton.

BRENTON ANDRUS: People with intellectual and developmental disabilities and their families will have fair access to improved community supports and receive whole person care to reach better health outcomes. Something along that line.

JILL HANO: Yeah. Let's put that, something along that line. I like that.

HANNAH JENKINS: Alaina has her hand raised and Vivienne has her hand raised.

JILL HANO: Who was first Hannah?

HANNAH JENKINS: Alaina was first I believe.

JILL HANO: Okay. Then Alaina.

ALAINA CHACHERE: I might have misunderstood but I think I was following Vivienne. What if we swapped the receive whole person care.

STEPHANIE CARMONA: I get what you're saying.

ALAINA CHACHERE: What if we swap fair access to receive whole person care to have better health outcomes and improved community supports. Community supports we yesterday had spoken of it encompassing transportation and other things. So we can put like including and that might show maybe the equity part of maybe what or would encompass equity in the way that we just list the community supports that we had previously discussed. Like recreational, housing, transportation. Am I making sense?

BRENTON ANDRUS: Could you do that in an objective? Like cause your goal is all encompassing. Your objective is where you're going to be like all right, we want to focus on transportation, we want to focus on

this, that.

ALAINA CHACHERE: I just didn't know if it had to be in the goal.

BRENTON ANDRUS: Because the way I understand the way y'all's thought process was community support encompasses all those things so you have that listed in your goal and you then your objectives can break down the areas that you want to focus in and then it would go in your activities.

VIVIENCE WEBB: I like it. I just didn't know if we needed to include it in the goal.

HANNAH JENKINS: Vivienne has her hand raised and Erick also is considering having his hand raised.

JILL HANO: Okay. While Erick ponders Vivienne, you have the floor.

VIVIENCE WEBB: Thank you. So by equitable I don't mean like certain types of supports. I mean in the treatment of receiving such supports. For example, someone who doesn't have disabilities is not going to need the same healthcare as someone who has lots of disabilities. So they would need different things to have equal access to life in general. Which is also where I get iffy about the word fair because fair can mean a lot of things and it's a very broad word whereas equitable narrows it down. Because then you have the debate on what does fair mean. Does fair mean equal or does it mean equitable. Does it mean that everyone should have the same thing or everyone should have what they need to succeed. So maybe replace fair with equitable.

EBONY HAVEN: Jill, I have a comment. Jill, our only concern with using equitable is that it's not plain language. And so just keep in mind one of the activities you guys are engaged in in this FY26 plan is making sure that the website and all of your documents are plain language. So let's see if we can come up with another way to say equitable. I don't know if we want to say fair and equal access or if any of the committee members have any other suggestions about how you would like to maybe make that word a little bit more accessible for people with all disabilities like Brenton mentioned a little while ago.

JILL HANO: Vivienne is your hand up from earlier?

VIVIENCE WEBB: No. It's a new one.

REKEESHA BRANCH: You also have Stephanie's hand raised and Brenton's hand is raised.

JILL HANO: Hold on. Erick, do you have something to say?

ERICK TAYLOR: Can you read what we got on there now.

STEPHANIE CARMONA: People with intellectual and developmental disabilities and their families will have equitable access to receive whole person care to have better outcomes and to improve community supports.

ERICK TAYLOR: Could you read it with fair in it.

STEPHANIE CARMONA: Sure. People with intellectual and developmental disabilities and their families will have fair access to receive full person care and have better health outcomes and to improve community supports. I feel like this to needs to go.

ERICK TAYLOR: I think if we put the fair in it it would be more plain than what we got on there now.

HANNAH JENKINS: Tony, Vivienne, Brenton and Stephanie all have their hands raised. Go with your gut Jill.

JILL HANO: I want to take the committee members. Vivienne, you have the floor.

VIVIENNE WEBB: Thank you. So I'm trying to use the word equitable or equity instead of equal or fair to avoid being misconstrued. And the fact that a word that means exactly what we've been fighting for this entire time is not seen as plain language really speaks volumes to how our society is. And I think maybe if it's essential we can add a definition of equitable in there but I really don't think it's something we should take out because it means precisely what we're trying to convey here and it means exactly what we've been fighting for this entire time, equity. There's really no other substitute for the word because there is no other word that means the same thing.

Like when we were discussing it in a college class we had to take the whole fifty minutes of class time for the whole class to understand, watch several videos, have the teacher explain different metaphors for it. So I really think if you do need to explain it, explain the word but don't change the word because it makes it easier to misconstrue it. And you don't want someone seeing equal or fair and getting the wrong

idea and thinking in their minds what that means. And to them it doesn't mean the same thing as to us because to them equal means the same such as like in math.

TONY PIONTEK: Thank you Jill. I totally agree with her because it just gives a better wording of the meaning behind it. I had the same setting in high schools too. I even helped the school board to do the same thing where I graduated. They were just like us. The wording and how to express the right comprehensive words to try not to oppose but be on the same page. I feel Ms. Vivienne and hopefully all of us can enjoy the beautiful meaning of what we're doing. Thanks.

HANNAH JENKINS: Alaina has her hand raised Jill.

JILL HANO: Okay. Alaina.

ALAINA CHACHERE: This is just a concern of mine. Vivienne was explaining that they took a whole fifty minute session to understand the word equity and what it means and if one of our goals is to be writing things in plain language, which is on more of a junior high vocabulary, then maybe we could use a synonym for equitable that would be better understood by the community that we serve. Everyone has different levels of understanding, which is why we write things in plain language. And I'm just looking on my phone and there are many synonyms to equitable even if it's not a perfect word for word they are exactly the same and equal. But one of the first ones to come up is fair and that's what we've been discussing going back and forth between fair and equitable. I guess just as one could argue that fair doesn't mean equitable well, it is a synonym for it.

And in my mind if we're supposed to be writing things, or maybe not suppose, we're encouraged to write things in plain language than equitable is a word that also leaves a lot of room for discussion just as fair would too so we can round and round with it. They're both great words. And I totally understand Vivienne's stand on it and that it is important but we can't change that maybe some people won't understand what equitable means. Even if we define it for them they might not fully grasp the concept. So maybe fair, in my mind, I think we should stick with fair. I don't know if we can vote on it and then we can kind of move on.

JILL HANO: I think we can take a vote.

BRENTON ANDRUS: Can I share something that might help you guys and it might make folks happy. Or maybe not but if you don't mind before you vote I would like to share that. Jill, is that okay?

JILL HANO: Yeah.

BRENTON ANDRUS: Okay. You didn't call on me.

JILL HANO: Sorry.

BRENTON ANDRUS: The other thing that you have to consider as part of plain language is the amount of text that you have. And so we get into a situation where we're having to define everything you're creating a really big paragraph and that is something that can be complicated. A lot of what Alaina shared was something else I was going to share. But one thing you could do in this instance you can say something like people with intellectual and developmental disabilities and their families will have fair and then put in parenthesis also known equitable or some sort of reverse option that way and then continue with your sentence so you don't have to come up with an entirely new sentence of a long explanation of what equitable means. Because sometimes when it's something that simple where it is just a synonym you could do something like that, just put a parentheses and say that is or also known as. And it will still keep it shorter, allow you to maybe explain what that plain language word means or what that more complicated word means. And so that might be an option that we could do that can cover Vivienne's concern of having that word in there then also keep it more plain language friendly for folks. Because we don't have a way for someone to pull up this document and have a class to teach them what that means. I still run into a lot of people that don't understand equitable or don't even understand fair sometimes. And so you have to really try to drill into those words that are going to be very friendly for everyone. And it's not going to be a word for word translation sometimes but you have to take that into consideration when you're writing these documents. But I do think parenthesis is going to solve your problems and still get your intent across. But maybe not.

JILL HANO: Okay. Just a side bar. I pulled up the plain language guide and I saw four words I

couldn't even pronounce. So Vivienne, you have the floor. But I do like the parenthesis.

VIVIENNE WEBB: I think the parenthesis is a good idea but still we should not consider a word that is describing what we're trying to accomplish as something that isn't plain language because it is a word about our community and about us. Equal doesn't mean the same thing. But we need to use the word equitable because it is the only word that means what we're trying to accomplish and it's the only word in our language that really can get this idea across. I do love the idea of simpler words but in this case this is as simple as this word gets. And this is a word that everyone should know so maybe we should start regularly using it to try and promote everyone learning this.

It only took that class 50 minutes to learn it because that class was also screaming that autistics were monsters and shouldn't sit next to them in class and shouldn't go rot in jail or something. So that's why it took them so long to learn such a simple word. But I wouldn't assume people are too dumb or daft to understand this word or to learn this word since it's not much different from the word equal. It's only different in the sense that it means instead of zero equals zero, and three and zero aren't quite at the same place and they mean two completely different levels of support to get to where they need to be. But they can have this under equity, not equality.

EBONY HAVEN: So Jill, can I say something?

JILL HANO: Yeah.

EBONY HAVEN: I think at this point you guys should just take a vote. So I think the options are if you want to vote for fair, just changing the word out to fair. If you guys want to use equitable. Or if you want to use the parenthesis suggestion. I can go around. You guys can tell me what you prefer. Stephanie, can you actually do it? So the options are if you want to use fair just say I would like to use fair. If you want to use equitable say equitable. Or if you want to use a combination, like Brenton said, with both words, one in parentheses saying as known as you can vote for that so we can kind of move on. I think you guys are just kind of stuck.

HANNAH JENKINS: Ms. Karen has her hand up.

JILL HANO: Okay. Ms. Karen.

KAREN XU: I am not that good at English but I just wonder, just a suggestion, just wonder fully maybe is better.

EBONY HAVEN: I think we're going to run into the same issue where some council members are still going to want that other word Karen. So at this point I think it may be just best for you guys to vote.

STEPHANIE CARMONA: It will kind of be like a roll call vote. I'll call your name if you want to say fair, equitable or parenthesis. That's how I'll take the vote if everybody is okay with that. And then Jill, I'll call you last if we need a tiebreaker. I guess I don't have to if it's informal but it's up to you how you want to do it?

JILL HANO: Okay. I'll just be the tiebreaker.

STEPHANIE CARMONA: If needed. Okay. Perfect. Ayden Blunschi. Alaina Chachere.

ALAINA CHACHERE: Parenthesis.

STEPHANIE CARMONA: Angela Harmon. Tony Pointek. Would you like it to say fair, equitable or the word equitable in parentheses Tony?

TONY PIONTEK: Fair.

STEPHANIE CARMONA: Robby Smith.

ROBBY SMITH: Parenthesis.

STEPHANIE CARMONA: Brooke Stewart. Erick Taylor.

ERICK TAYLOR: Parenthesis.

STEPHANIE CARMONA: Renoda Washington. Vivienne Webb.

VIVIENNE WEBB: Parentheses.

STEPHANIE CARMONA: Karen Xu.

KAREN XU: Either way. I don't know. Maybe equitable if I have to choose.

STEPHANIE CARMONA: We had five people vote for the parenthesis. I'll go ahead and type that up and then I can read it for you. And if there's anything that needs to be changed just let me know. Do we want it to say fair or do we want it to say fair and just? I don't know.

BRENTON ANDRUS: Typically, at least based on things that Brian has been sending us for plain language, he would use equitable in this case and then in parenthesis put also known as fair.

STEPHANIE CARMONA: I understand. Thank you. So I

can go ahead and read that. People with intellectual and developmental disabilities and their families will have equitable (also known as fair) access to receive whole person care to have better health outcomes and improve community supports.

EBONY HAVEN: Do we still keep improved, the last part? We're trying to say they're going to have better community supports?

STEPHANIE CARMONA: That's what I thought. Like better health outcomes and better community supports. But I might be wrong. I'm just the person typing.

EBONY HAVEN: Were y'all trying to say, as far as the committee goes, were y'all trying to say better community supports? Like improved community supports, like the community supports will be improved or better? Because I'm just trying to make sure that we don't need (inaudible) at the end of that word.

JILL HANO: Okay. Are y'all ready? Vivienne.

VIVIENNE WEBB: Maybe take out improved because it's redundant. That way it will group better with what we previously placed in there. Since we already did say better and then we also put equitable access also known as fair. So I think it really already conveys what we're trying to get across without needing that extra word.

STEPHANIE CARMONA: I made that correction. If you would like, Jill, I can read it. People with intellectual and developmental disabilities and their families will have equitable (also known as fair) access to receive whole person care to have better health outcomes and community supports.

JILL HANO: Do we like this? All right. Cool.

EBONY HAVEN: I keep reading it over and over again. So right here where it says people with IDD and their families will have equitable access to receive whole person care. Should we take out the word receive because I don't know, that word's tripping me up. What if we take out the word receive. Access to whole person care to have better health outcomes and community supports.

TONY PIONTEK: Yes.

JILL HANO: Wait. Ebony, will you read it again because when you read it, but now I don't remember. It seems like something in the second line of the sentence

it seemed like the wording should be flipped. Okay.
Never mind. I read it wrong. Okay. Go on.

EBONY HAVEN: I just thought maybe it would be better if you guys took out the word receive. So Stephanie just took it out. To me it didn't make sense with the word receive in there. Access to whole person care to have better health outcomes and community supports. And now I'm feeling like we need to put something else. You want to have access to whole person care to have better health outcomes but what do you want to have access as far as community supports go. Like there's still something missing to me. I don't know if the committee sees that. To me it's like you have access to whole person care in order to have better health outcomes but you want to have access to what type of community supports or I don't know. Something's missing there for community supports.

BRENTON ANDRUS: Have access to whole person care and community supports to have better health and living outcomes or something like that. I think that fixes what you were talking about Ebony. I don't know if that's what y'all want.

STEPHANIE CARMONA: I can read this if you would like Jill.

JILL HANO: Yeah.

STEPHANIE CARMONA: I took into account what Brenton and Ebony suggested. So people with intellectual and developmental disabilities and their families will have equitable (also known as fair) access to whole person care and community supports to have better health and living outcomes.

ERICK TAYLOR: Yes. That will do what we need to do right there.

JILL HANO: Okay. Instead of, and when I'm reading it it looks fine, but when I'm hearing it it sounds different.

ERICK TAYLOR: Read it again please.

JILL HANO: What?

EBONY HAVEN: He asked if she can read it again.

STEPHANIE CARMONA: Oh, I'm sorry. People with intellectual and developmental disabilities and their families will have equitable (also known as fair) access to whole person care and community supports to have better health and living outcomes.

ERICK TAYLOR: Jill, that's locked in right there.

JILL HANO: Can I make one suggestion?

STEPHANIE CARMONA: Of course.

JILL HANO: Access to whole person care as well as community-- no. Yeah.

STEPHANIE CARMONA: Too many ands. I got you.

JILL HANO: The too many ands wasn't the issue but I don't know. Vivienne.

VIVIENNE WEBB: I think saying as well as makes it wordier without intending to. I think what we had before was great if we don't mind a run-on sentence. Do we want to have multiple sentences or are we good with one? That's the main thing. But I think for what we're doing what we had before should be fine. It's a lot simpler than what we had before I think.

JILL HANO: Okay. Well, whatever. That's fine.

BRENTON ANDRUS: Just to answer Vivienne's question. You could make it into two sentences if you want just as long as they're nice and concise and not long paragraphs. But you could break it up into two sentences if it sounds better to y'all that way.

JILL HANO: Just my thought because I see your concern Vivienne. But my thought process was-- I lost it so never mind.

HANNAH JENKINS: Vivienne has her hand raised. And Ms. Brenda Cosse in the public has her hand raised as well.

JILL HANO: Okay. Vivienne.

VIVIENNE WEBB: Yeah. I see what you're talking about. I just don't know a better way to phrase it that doesn't get wordy real quick. But yeah, I understand where your recommendation came from. I'm trying to think of another way.

JILL HANO: It made it more separate things. Like where community supports was different from the health aspect. But I see where it's too wordy too. So yeah, I see your point.

VIVIENNE WEBB: I get what you mean. We can do an if then statement sort of thing because it's a cause and affect sentence. I don't know how many different ways we can do it and still keep it as simple as possible.

JILL HANO: I think this does get the point across. And it's to the point. It's plain language. It gets

our point across and it's read easy so we're good. So Ms. Cosse, you have the floor.

BRENDA COSSE: Good morning and thank you for the meeting. So I see we have People First language and what it's called, plain language. And Ms. Vivienne just used another word. We need to keep it simple. When the public is looking at this information they want to just be able to simply look at it and get a simple understanding. So if we have to use more than one sentence, but not make it a whole paragraph, please do committee. Thank you.

HANNAH JENKINS: Jill, Vivienne and myself have our hands raised.

JILL HANO: Okay. Vivienne.

VIVIENNE WEBB: Thank you. Thank you Ms. Cosse. I see what you're talking about but equitable is as simple as that word gets and we do also include a word that's pretty similar to it is fair in parentheses. By putting it in two sentences I didn't mean add more to it. I meant just break it apart so it's easier to digest if that makes sense. But we also can keep it together pretty well. I just meant to break it apart in case like when you put a period at the end of a sentence your brain instinctively pauses for a bit and then continues reading which would give the reader time to process what was just said. So I didn't mean add more if that makes any sense.

HANNAH JENKINS: Hannah as also has her hand raised.

JILL HANO: I'm sorry. Jill recognizes Hannah.

HANNAH JENKINS: I just put this in chat GPT so it may simplify or it may not and you hate everything that I say but I'm happy to read it if you want another thought.

JILL HANO: Okay. First off chat GPT is?

HANNAH JENKINS: A committee member. Just joking. Sorry. Would you like me to just read it as a thought of maybe a way to make it more plain language and not too long?

JILL HANO: Yes.

HANNAH JENKINS: People with intellectual and developmental disabilities and their families will have equitable (also known as fair) access to complete person-centered care leading to better health and

stronger supports in the community.

JILL HANO: That's cool. I like that.

HANNAH JENKINS: Tony has his hand raised Jill.

JILL HANO: Tony.

TONY PIONTEK: Thanks Jill. I totally agree because it just has a more not just a meaningful, a true meaning of what we just did and addition to what we just added. Means more to the readers that will read this all over, which is everyone that will read this. That's going to be on our website for everyone to read. It's a true sense of fair and balanced of a whole description of our new goal and a creative and positive influence when people read this wherever they are.

JILL HANO: Okay. Thank you. Vivienne.

VIVIENNE WEBB: I love your use of chat GPT. I'm totally telling my professors about that because it's a good application of it and it's also kind of amusing at the same time. But I think what we came up with is a lot simpler in some ways and it reads really well. Maybe change supports to supported. Thank you.

JILL HANO: I agree with what Vivienne says but I think-- wait. The top support or the bottom support?

VIVIENNE WEBB: Bottom. People with intellectual and developmental disabilities and their families will get equitable (also known as fair) access to complete, person centered care leading to better health-- and stronger supports in the community reads well too. Since the wording did change a little I think it works now.

JILL HANO: Okay.

STEPHANIE CARMONA: A vote between those two?

JILL HANO: Yes.

STEPHANIE CARMONA: Okay. I'm just asking if everybody is kind of between the two or the second one, this is what Hannah suggested-- I had just typed up the wrong thing at first so I was fixing that. So if we're between the two wording, because the intent is the same in both, then I can do a roll call vote and you can just say first or second and that way I'll know which one you're voting for. Or abstain if you don't want to vote or you don't really know. Were you good with that Jill, or did you want to have more discussion about this?

ERICK TAYLOR: Jill, make I speak please?

JILL HANO: Of course.

ERICK TAYLOR: Can you read that again? I got something I want to speak to.

STEPHANIE CARMONA: Sure. Do you want me to read both of them?

ERICK TAYLOR: Yes.

STEPHANIE CARMONA: Sure. So the original one that was written today that was written says people with intellectual and developmental disabilities and their families will have equitable (also known as fair) access to whole person care and community supports to have better health and living outcomes. And then the suggestion from Hannah as per Chat GPT. People with intellectual and developmental disabilities and their families will get equitable (also known as fair) access to complete person centered care leading to better health and stronger supports in the community.

ERICK TAYLOR: Madam chair, I thought the people in the room that's in public was supposed to get a right to speak first?

JILL HANO: I thought so too. And Erick, I apologize a million times. I have no control. I can't see you and I am so sorry. Don't hate me. Please forgive me.

ERICK TAYLOR: No. I'm just saying that's the rules. The people that's not here then they get to speak, then the public get to speak, correct?

JILL HANO: Yes, sir. I'm sorry. I'll do better.

ERICK TAYLOR: Thank you.

TONY PIONTEK: Vivienne has her hand up.

ERICK TAYLOR: She's supposed to do that. She's the chairman.

JILL HANO: Vivienne.

VIVIENNE WEBB: I would like to note that in every single meeting document it does read to be patient because we can't always tell who raises their hand first--

ERICK TAYLOR: But the rules--

VIVIENNE WEBB: Please don't interrupt.

ERICK TAYLOR: She hasn't called your name.

VIVIENNE WEBB: You are speaking out of turn.

ERICK TAYLOR: But she didn't call your name.

VIVIENNE WEBB: She already did. That's why I'm

speaking.

JILL HANO: I really did Erick.

VIVIENNE WEBB: She did. Tony told her someone had their hand raised and Tony told her who and then she called on me and then I started speaking.

ERICK TAYLOR: But he's not the chair.

VIVIENNE WEBB: Can you please not argue over really weird stuff. This is a waste of time. I love you Erick. We're following the meeting protocols still. When someone doesn't call on you it's not personal and it's not against anyone. She can't see you. You're a tiny blot on a screen. We see you in a tiny rectangle so please do try to be patient. It's prefaced in the meeting documents, and we are virtual, some members do need a virtual accommodation so I wouldn't stick strictly to the in-person people first thing. Especially if the chair is virtual because then it's hard to tell who's in person. We can only go based off of what we can hear.

JILL HANO: Okay. Y'all, we need a break for ten minutes. It's 10:30. Can we come back at 10:40?

HANNAH JENKINS: Yes, ma'am.

JILL HANO: All right. Thank you.

(Break)

JILL HANO: Okay. I'm ready when you are Hannah, Stephanie, whoever. Please put your cameras on, those attending virtually.

HANNAH JENKINS: We need one more for a quorum. No, we're good. We have a quorum.

JILL HANO: I just wanted to remind y'all of a few virtual protocols. We can only speak twice on an issue. And also the committee members in person have to be acknowledged first and then the committee members online and then public comment. And one thing also I've noticed is when you're not, for virtual members, when you do not have the floor please have your microphone on mute. And also when someone has their hand raised staff will let me know whose hand is raised, are they online or a committee member. But only staff please. And only the chair is allowed to acknowledge someone when their hand goes up like so. So in the interest of time we have to move on. So Stephanie, please take it away.

STEPHANIE CARMONA: Thank you Jill.

JILL HANO: I don't know if it's my computer or your computer but I can only read half this document.

STEPHANIE CARMONA: I'm only showing goal two right now.

JILL HANO: No. I can read resources.

STEPHANIE CARMONA: Oh, I am not sure.

HANNAH JENKINS: Is the Zoom pulled up, Jill, or is there another screen pulled up instead of Zoom?

STEPHANIE CARMONA: Was it working before? Maybe I'll stop sharing and share again. Let's see if that fixes it. It might be a setting that you have.

JILL HANO: It's me.

STEPHANIE CARMONA: If the discussion for this goal, if we're done with that, I can go ahead and read the two and then I can take a vote for which one you prefer and then we can move on to the last goal. Does that sound good Jill?

JILL HANO: Yes. I'll ask you, you can say one or two when we vote. I'll read both of them and then I'll call your name for your vote. You can say one or two and if you want to abstain you can also abstain. Option one, people with intellectual and developmental disabilities and their families will have equitable (also known as fair) access to whole person care and community supports to have better health and living outcomes. Or option two, people with intellectual and developmental disabilities and their families will get equitable (also known as fair) access to complete person-centered care leading to better health and stronger supports in the community. And I'll go ahead and take that vote. So Ayden. Alaina.

ALAINA CHACHERE: Option one.

STEPHANIE CARMONA: Angela. Tony.

TONY PIONTEK: Number one.

STEPHANIE CARMONA: Robby.

ROBBY SMITH: I prefer number two.

STEPHANIE CARMONA: Brooke. Erick.

ERICK TAYLOR: Number one.

STEPHANIE CARMONA: Renoda. Vivienne.

VIVIENNE WEBB: Two.

STEPHANIE CARMONA: Karen.

KAREN XU: Number one.

STEPHANIE CARMONA: And number one has it with four votes.

JILL HANO: Thanks anyway Han.

HANNAH JENKINS: You're welcome Jill. I'm going to give another really good suggestion later.

JILL HANO: You mean the other committee member. What's her name?

HANNAH JENKINS: Chat.

JILL HANO: Okay.

STEPHANIE CARMONA: So I just want to make sure that I remember correctly. I have that for goal three y'all decided to just focus on education and early intervention. So we were taking the employment portion out, and please correct me if I am wrong. I just want to make sure. And I say take it out as in our current goal says individuals with intellectual and developmental disabilities will have access to quality education and inclusive and safe environments throughout all stages of life and access to self-determined, individualized, equal and gainful employment opportunities that provide competitive wages and integrated work environments. That was a mouthful. So I just want to confirm-- so that's the current one. And that includes the education and the employment. I'm just trying to remember where we landed yesterday. If we were just going to focus on education or if we still wanted to do education and employment or if there was some other thing that we were lumping with that.

HANNAH JENKINS: Alaina has her hand raised.

JILL HANO: Alaina.

ALAINA CHACHERE: Were we grouping recreation with education and early intervention?

BRENTON ANDRUS: I think yesterday y'all talked about housing, recreation and transportation would fall under community supports if you wanted to do objectives. Education would be education, employment, childcare I think typically would fit under one umbrella.

HANNAH JENKINS: Erick has his hand raised Jill.

JILL HANO: Erick Taylor, you're recognized.

ERICK TAYLOR: And we also spoke about transportation. On that we said that was already covered so we basically wanted to look at other things with the public.

EBONY HAVEN: Jill, I can help to answer that question. If you're looking at that first column in

the public input the most important was education and early intervention which is what you have up there, Stephanie. Now I don't know, like the second most important column does have employment on it so I don't know if you guys want to lump those together again like it is in the current plan or if you just wanted to focus on education and early intervention because that's the one that's in that most important column.

HANNAH JENKINS: Alaina has her hand raised.

JILL HANO: Alaina.

ALAINA CHACHERE: Do you want to take a vote to include or not include employment and then we can move on from there?

JILL HANO: Hold on. Can you elaborate? I don't want to say I wasn't paying attention but can you elaborate.

EBONY HAVEN: Yeah. So Jill, if you look at the public input document that Stephanie gave, I don't know if we can pull it back up, but in that very first column where we have the rankings that very first column is the most important things that the public ranked. So the first three are formal and informal community supports, education and early intervention, and health. So you guys have already addressed the community supports and health in goal two. What you haven't addressed is education and early intervention. I don't know if you were asking this-- or what Erick was asking was about the other categories. So in that second column where it's second most important employment is there. So in your current five-year plan you guys have that combined education, early intervention and employment combined. So I think his question, or I'm not sure whose question it is at this point, is if you all want to continue to have employment in that goal or if you just want to focus on education and early intervention because that's what most individuals from our public survey and public input said was most important.

JILL HANO: Okay. So the way I read this is some of the bold topics were twice and some weren't. Like the employment was only listed once. So I was okay with just education and early intervention since that changes it a little. I'm just so worried about repeating. It is identical. I'm okay with education

and early intervention but like I said there's really not, like we said yesterday, there's really not much going on with education or employment, sorry. I'm okay with just as it is but if we need a vote or whatever the will of the committee is.

EBONY HAVEN: So I think that was Alaina's suggestion. But I just want to let you know even if you guys keep those areas of emphasis the goal is going to change and I think that's what Stephanie was trying to say yesterday. The goal that you guys are going to create is going to be different for this five-year plan than it is in the current five-year plan. So even if y'all stick with education, early intervention and employment today you're going to come up with a different goal. If that makes sense. And I don't want to keep speaking because Tony does have his hand raised. And I think it might be a good idea if you guys vote.

JILL HANO: Okay. Alaina, anything to add to your comment?

ALAINA CHACHERE: No. I think this public input, this graph, there might be some things that are bold that only appear once. I just think just the top three are bolded for them to stand out at us too. Like education and early intervention is only there once but it's bold. I think the bold on this graph was for the top three. And then on the pages that followed the reoccurring trends were bold.

JILL HANO: So let me get to Tony and then we can take a vote. If that's okay with y'all. I'm trying to make up for lost time. Is that cool with staff?

EBONY HAVEN: Yes.

JILL HANO: Okay. Then Tony you have the floor.

TONY PIONTEK: I can understand the importance of the yellow and the blue or was that just a true intention of yellow and blue? Like being highlighted.

EBONY HAVEN: So Tony, I think Hannah was just trying to show you guys the bolded information in the charts. That was the purpose of the yellow and the blue. She was just trying to highlight which items were most important.

TONY PIONTEK: Are there any more reinforcing for the ones that were highlighted? Like how are we going to improve on those areas for us and staff?

EBONY HAVEN: So the ones that she did have highlighted you guys already have that in the goals. So the community supports and health are just what you guys finished voting on. That's goal number two. So we're on goal number three and we're trying to determine which areas do you guys want to include for goal number three. Do you want to include just education and early intervention or do you want to include education, early intervention and employment?

TONY PIONTEK: I was thinking of your second option.

EBONY HAVEN: So you like all three. Tony just voted Jill. I don't know if you want to keep that.

TONY PIONTEK: Because we're just a parish where I am. Y'all are bigger cities. If that might mean something to you staff with you Jill in the picture. I know for us in our parish housing is kind of down, employment is pretty much down. And I'm working on transportation with our region coordinator because Lafayette and Iberia Parish work together. So that's just a little extra forte like on the side for what we're trying to improve on. But I thank you for your time.

JILL HANO: Viv.

VIVIENNE WEBB: So I agree those are very important issues but I think we might be able to lump them under community supports as well. We could help with the housing issue through New Horizons maybe and have a person set as the person who identifies out of the homeless individuals who has intellectual or developmental disabilities and redirects them to services. That might help.

JILL HANO: Okay. Ms. Karen. Wait. Sorry. Vivienne, I like that idea. Ms. Karen.

KAREN XU: Thank you. I just thinking we already did the last two so the third one we just keep going to, I still think option one we will cover more issue. Employment is still very important. Disability people they get an opportunity to get employment, get some job they can become independent. Their life may be more happy and last longer. I think we still need to include that. But maybe when we change the goal words different based on the trends or what we focus on. The words maybe we follow the last one and just reword the

words to more simple and clear. Employment is really important. After 18 or 21 years the disability people for their whole life what they can do I think is very important. Even based on the public input the first three in the second, the top three in all three categories. Not just the top three as only our concerns. The oldest situation, older issue actually is people's concern but based on the different situation, different priority.

JILL HANO: Okay. Thank you. So now we're voting on something, correct?

EBONY HAVEN: Correct. So Hannah has both the options on the screen, Jill. And so we're going to take a vote. So option one will be education, early intervention and employment. Option two is just education and early intervention. So when Stephanie calls your name you can say option one or option two. Tony already voted. So Tony, we have your vote as option one because you wanted all three. So Stephanie already has your vote so she's not going to call your name. Okay. Great. Stephanie you can call.

STEPHANIE CARMONA: So option one is option one on the screen. Option two is option two on the screen. Tony, I have your vote so I'm going to move on to the next person. Alaina.

ALAINA CHACHERE: Option one.

STEPHANIE CARMONA: And because this is an unofficial vote I'm not going to call the people that aren't here if that's okay. Okay. It's not for a motion. It's just a vote for what we're doing. Robby.

ROBBY SMITH: Option one.

STEPHANIE CARMONA: Brooke's not here. Erick.

ERICK TAYLOR: Option one.

STEPHANIE CARMONA: Vivienne.

VIVIENNE WEBB: Abstain.

STEPHANIE CARMONA: Okay. Karen.

KAREN XU: Option one.

STEPHANIE CARMONA: Okay. I have five for option one so that will be education, early intervention and employment. So Jill, is it okay if I say a couple things?

JILL HANO: If I log out and log right back in do we have a quorum?

STEPHANIE CARMONA: Yeah.

JILL HANO: Okay. I'll see y'all in two minutes.

STEPHANIE CARMONA: Do you want to appoint someone to be the chair while you're gone?

JILL HANO: Alaina, please do the deed.

STEPHANIE CARMONA: Okay. Alaina, would you like me to read this? So the current goal that includes education, early intervention and employment says individuals with intellectual and developmental disabilities will have access to quality education and inclusive and safe environments throughout all stages of life and access to self-determined, individualized, equal and gainful employment opportunities that provide competitive wages and integrated work environments.

BRENTON ANDRUS: That is not plain language.

STEPHANIE CARMONA: It's a lot of words. I don't even know what I read. So I don't know if the committee, this is up to y'all, if y'all would like to try to reword this or if there's some kind of wording that you have in your mind or if you want I could just take a couple notes and we can kind of write it together. If there's things that you're like oh, I think it should include this I can write down the words. But kind of going back to what Brenton said. We just want to make sure this is accessible to everyone so keeping it in plain language and easy to understand words.

ALAINA CHACHERE: Tony.

JILL HANO: Thank you.

TONY PIONTEK: For all of us on here to really have something to begin this whole very important thought for us to keep this as individuals with intellectual and developmental disabilities is important because it gives a whole synopsis. Like a big summary. And it will describe for what we all want to do on here to make it correct and meaningful. And so I'm hoping when Ms. Vivienne just had her hand up I hope she will agree with me and others too that's pretty much a centered goal for all of us. If that would be correct and precise. I'm glad you're back on Jill. Would you think that too?

JILL HANO: I'm sorry. Thank you Tony. Vivienne.

VIVIENNE WEBB: We can have Hannah do her magic again like the last time.

REKEESHA BRANCH: We also have a hand raised in the

room. Ms. Alaina.

JILL HANO: I'm so sorry y'all.

ALAINA CHACHERE: I have a suggestion for the goals. Do you want me to read it? People with, just like you have it, intellectual and developmental disabilities will be able to learn and grow alongside their peers in schools and programs where they feel safe, included and supported. They will also have the chance to choose jobs that match their skills and interests, earn fair pay and work with people with and without disabilities.

HANNAH JENKINS: Vivienne and Tony both have their hands raised. Vivienne was first. Tony was next.

JILL HANO: I like this. Vivienne.

VIVIENNE WEBB: Thank you. So maybe replace feel with are. Other than that I think it looks good. Thank you.

JILL HANO: Okay. Thank you, Viv. Tony.

TONY PIONTEK: Thank you Jill. I would say where they are safe, included and supported. They will also have the choice to choose jobs. Not a chance but a choice to choose. You think that too, Jill?

JILL HANO: I like chance because with all due respect I don't think choice to choose is proper grammar.

TONY PIONTEK: I thought of this too Jill, if that's okay, I thought of something else. Will have the ability to choose.

REKEESHA BRANCH: And we have two hands raised Jill. We have Erick and we have Vivienne.

JILL HANO: Okay. Since Erick is in person I'm going to do Erick and Vivienne in that order.

ERICK TAYLOR: A chance is good too because then when you go on jobs and you have a disability they give you a chance to see if you can handle the job. Because you have, what you call it, that comes to the job with you, a job coach comes with you. A job coach. So I would say a chance because some people with disabilities if that job is foreign to them or if they're not comfortable with that job. Because a lot of people that have disabilities some of them don't like crowds so you have to move them around a little bit to see what's comfortable for them I want to say. So if they're not comfortable if you got people that

got disabilities that's schizophrenic that don't like to be around. So I see a chance is better because then they give them a chance to see if they can handle that. If they can't then they pull them out and try them somewhere else. But they do have an opportunity to see if they can handle that. That's why I say a chance.

JILL HANO: Can you make the print bigger Stef? Thank you. Vivienne.

VIVIENNE WEBB: I'm sorry to be particular with words again but chance and choice aren't too different in retrospect. The difference between chance and choice is that choice sounds more definite whereas chance sounds a little less sure or certain. Because while they can both be synonyms for opportunity chances don't come to everyone, choices do. So I can see where Tony is coming at with this one. But we can also just say they will also be able to choose if we want to be really simple.

REKEESHA BRANCH: Alaina has her hand raised.

JILL HANO: Alaina.

ALAINA CHACHERE: I was going to say able to choose or they will also have a choice in jobs. I like choose over chance. Because chance sounds like please give me a chance and that's not, to me, doesn't read the same as that you actually just have a choice in what you're going to do.

JILL HANO: I agree Alaina.

STEPHANIE CARMONA: Would you like me to read it Jill?

JILL HANO: Yes, please.

STEPHANIE CARMONA: People with intellectual and developmental disabilities will be able to learn and grow alongside their peers and school and programs where they are safe, included and supported. They will also be able to choose jobs that match their skills and interests, earn fair pay and work with people with and without disabilities.

HANNAH JENKINS: Robby has his hand raised.

JILL HANO: Thank you Hannah. Robby, you have the floor.

ROBBY SMITH: One tweak we might be able to look into it says they will also be provided the opportunity to choose jobs that match their skills and interests. Maybe that sounds a little more direct and definite so

it's not up to chance. Just a thought.

JILL HANO: Hold on Viv. Stephanie, can you please read this?

STEPHANIE CARMONA: Sure. With the edit that Robby suggested. People with intellectual and developmental disabilities will be able to learn and grow alongside their peers and schools and programs where they are safe, included and supported. They will also be provided the opportunity to choose jobs that match their skills and interests, earn fair pay and work with people with and without disabilities.

JILL HANO: Sorry. Vivienne.

VIVIENNE WEBB: I agree with Robby except for the fact that we do want to keep it as plain as possible and we can simplify it by replacing the opportunity with they will be able, just because it implies that there's an opportunity that every person is available to choose. They already have the opportunity if that makes sense.

STEPHANIE CARMONA: This is just a suggestion but did y'all want to-- were there further conversations Jill, or did y'all want to maybe vote on if you wanted to do the able verses have the opportunity which is the one that Robby suggested. Will also be provided the opportunity.

REKEESHA BRANCH: Tony has his hand raised Jill.

JILL HANO: Okay. Did you speak twice on this current topic? I recognize Tony. I just want to be fair. Tony, you have the floor.

TONY PIONTEK: Thank you. They will also be able to choose jobs that match their skills and interests. That's a lot more better with the wording and how to explain it and it's truly composed perfectly. It just matches so much better. Thanks Jill.

STEPHANIE CARMONA: I will go ahead and highlight that. This part right here. So that is the change. Those are the two things. If you want Jill, or anybody on the committee, I can take a vote unless everybody feels strongly one way. But it seems that y'all are between the two. Whatever is easier for y'all.

JILL HANO: Does anyone feel the need to take a vote?

VIVIENNE WEBB: I think we may want to do a vote just for the reasoning that be able is plainer language

compared to being provided the opportunity. And opportunities don't come to everyone so we also do want to be careful with our word choice. Whereas anyone has an ability to do something and saying to be able to choose. It already means what we're trying to convey, if that makes sense, but in less words. And less speaking and thinking if that makes sense.

JILL HANO: Okay. Let's take a vote. Hannah or Stephanie.

STEPHANIE CARMONA: I can do it. Option one is be able. Option two is be provided the opportunity. Is it okay if I don't read them fully since that's the only edit? If you need me to I will. It's up to the committee. I can read the second sentence only. Good suggestion. They will be able to choose jobs that will match their skills and interests, earn fair pay and work with people with and without with disabilities. Option two, they will also be provided the opportunity to choose jobs that match their skills and interests, earn fair pay and work with people with and without disabilities. So a vote for option one is that you would like the words be able. A vote for option two is that you would like the words be provided the opportunity. And I'm just going to call on the people that are present. Alaina.

ALAINA CHACHERE: Option one.

STEPHANIE CARMONA: Tony.

TONY PIONTEK: Option one.

STEPHANIE CARMONA: Robby.

ROBBY SMITH: I agree with the simplified language so I will go with option one.

STEPHANIE CARMONA: Erick.

ERICK TAYLOR: One.

STEPHANIE CARMONA: Vivienne.

VIVIENNE WEBB: Option one.

STEPHANIE CARMONA: And Karen.

KAREN XU: Option one.

STEPHANIE CARMONA: So option one. And there will be a time at the end for finalization of these but I just want to confirm everybody is okay with this wording before we move on to the next thing which is starting the objectives.

JILL HANO: This is just how I like to work. Do y'all want to go lunch now and come back and do the

objectives instead of doing them for a half hour and taking a break? Or do y'all want to keep lunch at 12 and do it like the agenda says?

TONY PIONTEK: It would actually be better for noon would you think Jill?

JILL HANO: What does everyone else think? Viv?

VIVIENNE WEBB: I'm good either way. I've been eating some cake because I'm at my mom's work and they gave her cake because tomorrow's her birthday.

JILL HANO: Now I want cake. You can't say the word cake around me. Do y'all have opinions on lunch in there?

HANNAH JENKINS: Alaina has her hand raised.

ALAINA CHACHERE: I think if you want to go now if that's what you suggest.

JILL HANO: Yes, ma'am. But it's up to y'all. That's just my suggestion.

HANNAH JENKINS: Erick has his hand raised Jill.

JILL HANO: Yes, sir.

ERICK TAYLOR: Let's vote.

STEPHANIE CARMONA: Do you want to take a vote Jill? It's informal. I can take a quick vote.

JILL HANO: I'm sorry I said anything. Let's vote.

STEPHANIE CARMONA: So Jill, do you want to break now for lunch or at noon?

JILL HANO: Whatever. Now.

STEPHANIE CARMONA: Okay. Alaina.

ALAINA CHACHERE: Now.

STEPHANIE CARMONA: Tony.

TONY PIONTEK: Now.

STEPHANIE CARMONA: Robby.

ROBBY SMITH: Now is good.

STEPHANIE CARMONA: Erick.

ERICK TAYLOR: Now.

STEPHANIE CARMONA: Vivienne.

VIVIENNE WEBB: We can do now.

STEPHANIE CARMONA: And Karen.

KAREN XU: Now.

STEPHANIE CARMONA: So everybody said now.

JILL HANO: So the consensus is that I'm a genius.

STEPHANIE CARMONA: You want to come back at 12:30?

JILL HANO: 12:30's good, right, Eb?

EBONY HAVEN: Yes.

JILL HANO: Okay.

(Lunch)

JILL HANO: So welcome back everyone. Hope y'all had a good lunch. Steph, do we have a quorum?

STEPHANIE CARMONA: Yes.

JILL HANO: Okay. Thank you. So now we will continue our planning committee. So we finalized our goals before lunch. Now we need objectives for each of our three goals that we developed. The goals are the big picture and then the objectives are goals we will use for how it will happen. We will now begin developing objectives. Objectives clearly define the necessary steps of the goal and should be marked objectives. Stef, I'll let you take it away.

STEPHANIE CARMONA: Sure. So during the orientation we talked about every goal should have two to three objectives. So under each of the goals that were just written I just wrote down objective one, two and three. That's not locking us in to say that you need to have three. I just included that there in case there are three. So I do just want to remind everybody for the self-advocacy goal, and Hannah is about to share a document that's linked. And this is linked in your agenda. It's the quick-write guide. So we're looking at the third column objectives. But if you scroll down to the second page we're specifically looking at that self-advocacy goal requirement checklist. Because we already did the goal for it but whenever we are-- we need to make sure that this goal is including activities like this.

So the way that the current plan is written it includes each of these things in a different way of writing it as an objective. And I can share that if you want to see the objectives as they are currently on the plan. But I did want to just remind you that for that self-advocacy goal it needs to include at least one of these. Funding a group led by people with disabilities. Training leaders of disabilities to train others. And helping people join cross disability or diverse leadership coalitions. If you give me one moment I can now share the original objectives.

Like what we have for the 2022/2026 for the self-advocacy goal. Because it's the self-advocacy goal, the objectives, kind of like what we talked about before. We might be able to take that wording and just

change it for the objective. There is another requirement that I forgot about until a moment ago. So I will bring that up in a minute. And I don't want to say it's a requirement. It is a suggestion by ITAC and I will share that in a moment. So these are the current objectives for under the self-advocacy goal. So this is the 2022/2026 objectives. I will read them and then we can have discussions. But also I just want to mention something that ITAC shared with staff and I will share that on the screen for an objective that could fall under this also.

So objective one, individuals with intellectual and developmental disabilities of all ages will have access to opportunities to increase their awareness and knowledge of rights as contributing members of society. Including subject matters on but not limited to advocacy, voting, exploitation prevention, financial stability and responsibilities, and decision-making. Objective two, Louisiana self-advocacy network, partner groups and citizens with intellectual and developmental disabilities will be supported in self-advocacy training, systems change advocacy and group participation on a variety of boards and commissions. So that first one is really focused on the training. And then the second one kind of hit those other two requirements which are funding the self-advocacy group and the boards and commissions one. I don't remember the wording for that one.

The note that I do want to say that we may need just another objective or somehow tie this objective in. (Inaudible) one more document that comes from ITAC. This is directly from ITAC. I'm going to zoom it in. I'm reading right here where it says special note. This note is kind of for, this was sent to like staff and this is for when we need to update our plan. And I just want to give you a little bit of background that this is in response to Covid but also a lot of other natural disasters such as in California they had all those wildfires and Hawaii they had all those wildfires. So this was a suggestion from ITAC. And with Louisiana having such a robust hurricane season they highly suggest that everybody include an objective that deals with an emergent need, natural or manmade disaster, in every work plan. Under this objective

they don't have to have activities because it's an emergent need. It says on here we can just say it's TBD, to be decided. In the event that something were to happen we can kind of change from the plan and anything else can kind of fall under this if something major happens. So I did just want to bring that up. It doesn't say like what goal it needs to go under. And I just picked this one because it is the self-advocacy so it deals with advocacy but if you feel like it goes better under education or health and community supports I just wanted to bring this up because I know I didn't talk about it at orientation but something we said today reminded me so I went to pull this document back up. And Jill, Vivienne has her hand raised.

JILL HANO: Sorry. Vivienne, you have the floor.

VIVIENNE WEBB: Thank you. I think that would fit nicely under health and community supports.

STEPHANIE CARMONA: I'll go ahead and just make a note for maybe like objective three to make sure to include that emergent under goal two. And that way when we get to there we just know that we need to fill that in if it works for everybody. These are the existing ones that are under goal one which is the self-advocacy one. Since the wording for the goal was changed I just pulled those. So if we wanted to change the wording for the objective we can do that or if we wanted to scrap the whole thing and start over it's really up to y'all. I just am trying to provide information but I don't want to overwhelm too much.

ERICK TAYLOR: So you're saying that's not in our paper?

STEPHANIE CARMONA: This is what's in the 2022/2026 but we're working on the next one which is 27 to 31.

BRENTON ANDRUS: Jill, Erick has his hand raised.

JILL HANO: Erick, you're recognized by the chair.

ERICK TAYLOR: So the one (inaudible).

STEPHANIE CARMONA: You want me to reread the objective one? So the one that is currently on the plan is individuals with intellectual and developmental disabilities of all ages will have access to opportunities to increase their awareness and knowledge of rights as a contributing member to society including subject matters on but not limited to advocacy, voting, exploitation prevention, financial stability and

responsibilities, and decision-making.

ERICK TAYLOR: I don't know if this got anything with it. You tell me to be quiet or not. At one time wasn't they trying to stop people that's got a disability where they're trying to stop us at a point where we couldn't vote?

EBONY HAVEN: I don't know if I would go so far as to say they are trying to stop people with disabilities from voting. There are just accessibility issues at polling places sometimes that make it harder for people with disabilities to vote.

ERICK TAYLOR: I'm sorry. I was trying to put something in there that's in the body of the plan.

EBONY HAVEN: So in y'all's current plan, I'll just put that out there. In y'all's current plan you guys did have an activity that addressed voting and voting rights and accessibility at polling places. So if you still want to address that we can keep it in the objective but just kind of putting it out there that y'all did address it in this plan. But if you want to keep addressing it we can.

ERICK TAYLOR: Cause the thing were I run up at, the polling place, and I'm talking about me is that they say in order for me to bring somebody in the voting booth with me they actually have to physically be on the paperwork to go in the booth with me regardless of the machines being high and the machines being low. I just feel like a person it's not enough people to be trained to handle the machines. I was trying to see if that could be something that would be put in the five-year plan that something like that is paid attention to. If y'all understanding what I'm saying.

BRENTON ANDRUS: That would be more of an activity instead of an objective or goal.

ERICK TAYLOR: Okay.

JILL HANO: I will say this that we did have, a few years ago, Brenton, we had something specific for voting as an activity and we only had it for one year because it really didn't get much, it wasn't as well received as I personally was hoping. Just throwing that out there. But Vivienne, you're recognized.

VIVIENNE WEBB: I remember that. I think it was around the time I first joined, maybe a little before,

but it was not well received at all. And that was a more progressive slate of people and with how things are right now we might want to stay within the realm of possibility. It is a very important thing to accomplish but I think it can fall under the objectives for the yearly or like be done for our yearly plan. So maybe once we have a more receptive audience than we can try it in a few years.

JILL HANO: Thanks Vivienne.

STEPHANIE CARMONA: Alaina has her hand raised.

JILL HANO: Alaina, you have the floor.

ALAINA CHACHERE: I like the objective as it reads. Just we've been going with people verses individuals with. If we just update it a little bit.

JILL HANO: So I may be overthinking this but are we going to get reprimanded by ITAC if it's so, so similar?

STEPHANIE CARMONA: ITAC doesn't look at this. ITAC is just our technical assistance. But I think what you're asking is if the federal government is going to care. I mean, we have to send it to them for approval so even though this may go to a vote to the council and the council approves it if we send it to, which was ACL, I'm not sure what they're called right now, but if we send it to our federal partners and they don't approve it then it's going to have to be updated. I don't know if that answered your question. And then Brenton has his hand raised.

JILL HANO: Okay. Brenton.

BRENTON ANDRUS: Just there's something, as far as the objective one that we currently have, it's not very plain language so I have an option you might want to consider if you're trying to keep things in that same sort of vein. But it might be a little more plain language.

JILL HANO: Okay. What you got?

BRENTON ANDRUS: Did y'all want a timeframe in your objective?

STEPHANIE CARMONA: That was ITAC's suggestion.

BRENTON ANDRUS: If you do put a timeframe I feel like in goal one your timeframe is pretty much going to be over the next five years because you're going to be doing these things pretty much every year. So I would say over the next five years people with intellectual

and developmental disabilities and their families will have chances to learn about their rights and how to be active, safe and responsible members of their community. This includes learning how to speak up for themselves and make good decisions to help improve their lives. So that is like an easy read version. It doesn't specify advocacy, voting, exploitation, financial stability. But if you put in very specific things like that then you have to do those things over your five-year plan. If you just give slightly more encompassing talking about rights and how they're going to be active in their communities and safe then you can really start targeting your activities more appropriately I guess. And you're not locked in. So we just had the conversation about voting. We had voting in there so we had to do something on voting and it wasn't the most successful initiative really. So this way you're not locked into one thing or another.

JILL HANO: Any more questions or discussion? Because I did want to mention, again, my puny, little brain, over lunch I was looking at the chart with the concepts and topic overview, area of emphasis and cost and like these proposals. I mean, this can like be a guideline to help us form our objectives I think. I saw something I really, really liked. Like someone submitted a concept. This might be more of activities for later but someone has a concept paper for Louisiana disability history and archives. That's like something that would go under quality assurance and leadership development which would go under goal one. And then that would become an objective.

STEPHANIE CARMONA: I'm sorry Jill. Can I talk real quick?

JILL HANO: Yeah. Do we have a quorum?

HANNAH JENKINS: Yes.

JILL HANO: I need a water. Alaina, can you please help?

ALAINA CHACHERE: Yes.

JILL HANO: Thanks.

STEPHANIE CARMONA: I was going to answer her question so I'm not sure if we want to wait for her to come back. Or I guess clarify what she was saying. I can talk if you just want to listen Jill?

JILL HANO: Yes.

STEPHANIE CARMONA: I didn't want to answer or give my statement--

JILL HANO: I can hear you.

STEPHANIE CARMONA: Perfect. I think that what you said is correct. One of the things that we can do when I looked at the previous five-year plan if this concept is something that y'all are interested in I do think it might be better as an activity than an objective because it would fit probably under this objective as an activity but we can include that on there saying a concept received was to include this for this many years or something like that. So then whenever the annual plan meets it could be like this is a recommendation from the five-year planning committee that they like this concept so you may want to take this into account. And I'm looking at Brenton and Ebony for confirmation to make sure I'm talking correctly about this. I'm just trying to think of the best way to do what you're saying. I do think a lot of these concepts would be an activity. They seem like a lot of trainings and pilot programs and those are more activity based than an objective.

EBONY HAVEN: I would agree with Stephanie as well Jill. But if I'm understanding what you're saying if I look at the Ticket to Work, I'm just using this as an example, if we're going to look at the concept papers. The concept paper that was submitted for the Ticket to Work education and workplace inclusion there is a statement in the chart that Stephanie included that could potentially help y'all write an objective. I think the goal or the objective of that training is to help people understand their choices, know their rights and find the right service providers. So this could help y'all build an objective if that's what you were trying to say. I'm not sure. And I'm not sure if she's there.

JILL HANO: It's what I was trying to say because as I was talking I realized that these fall under activities and our purpose is what we're trying to achieve today.

EBONY HAVEN: So if I'm looking at you used Louisiana's disability history and legacy maker's archive as an example. And so there's a statement in that second column that says that it will include

photos, videos and other records so everyone can learn about this history and become better advocates for change. You could use some of that wording to help phrase an objective if I'm understanding you correctly. So committee members, I think that's what she's trying to get y'all to do, to look at that document that Stephanie included in the packet is the concept papers document. If you guys look at some of the things that were included on that concept document it could potentially help you guys write objectives for each of these goals. And just taking the one that Jill mentioned, the Louisiana disability history and legacy, if that's something that you guys feel like would fit under goal one, which is self-advocacy and advocacy leadership. Learning about disability history could potentially help them become better advocates so that is an objective you guys could have. Like over the next five years people with IDD and their families will learn about disability history in order to become better self-advocates. It will be a different objective, Stephanie. I'm just using that as an example. I think the one that you guys have right here is fine. But I'm not the committee. But if you wanted to go into a second objective or even a third one. I don't know if you guys want to work on this second one that we have currently and rewrite that one and then have a third objective about disability history. But I think that's what Jill is trying to get the committee to do.

JILL HANO: Yes. I think yeah.

BRENTON ANDRUS: Alaina has her hand raised.

JILL HANO: Okay. Alaina.

ALAINA CHACHERE: Objective two we need to make a new one, right?

EBONY HAVEN: Yes.

ALAINA CHACHERE: What if like what Ebony was saying, what if in our second one we include something about disability history. I know we need to totally reword objective two but I think it would be a good place to put it in there.

JILL HANO: Because I also know that disability history is a big topic for YLF too. I think disability history is so important.

EBONY HAVEN: So Jill, would you like for us to try

and help the committee to put it in words, change up the wording?

JILL HANO: I would very much appreciate that.

EBONY HAVEN: Okay. I think we can start with this same wording that we did for objective one Stephanie. Over the next five years. And Brenton may have a suggestion.

STEPHANIE CARMONA: I'm going to go ahead and delete the old one if everybody's okay with that. I can read the suggestion from Brenton and then we can edit anything. Does that sound good?

JILL HANO: Yes.

STEPHANIE CARMONA: So I just deleted the one on the current plan just to get it out of the way. Objective two, over the next five years people with intellectual and developmental disabilities and their families will get support to speak up for themselves through training to become strong self-advocates, learn how to help improve the systems that support them-- wait. Training to become strong self-advocates, learning how to help improve the systems that support them, learning about disability history and having chances to join boards and groups where important decisions are made. I feel like there's weird wording in that but I understand it.

BRENTON ANDRUS: Adding in the disability history part kind of throws it off but you can use that.

EBONY HAVEN: What if you put learning about disability history with training. Will get support to speak up for themselves through training and learning about disability history to become strong self-advocates.

STEPHANIE CARMONA: Did that fix it?

BRENTON ANDRUS: If it's too wordy you can always make that another objective. You can do that as well. Or you can make the disability history another objective. It doesn't really matter.

EBONY HAVEN: I think it ties into becoming a stronger advocate.

BRENTON ANDRUS: It does. Yeah.

EBONY HAVEN: Because that was the wording that was included in here.

STEPHANIE CARMONA: And then I can read this one more time and then Karen has her hand raised. Over the

next five years people with intellectual and developmental disabilities and their families will get support to speak up for themselves through training and learning about disability history to become strong advocates, learning how to improve the systems that support them and having chances to join boards and groups where important decisions are made.

JILL HANO: Okay. Ms. Karen, you have the floor.

KAREN XU: Thank you. I just read objective three. I just wondered objective one and objective two should cover the activities we already have or keep the same or just maybe add some new. But at least just like mention the activities what we choose to do. Like objective one we have activities include like Families Helping Families. Just that kind of activity should cover that activity. And then objective two should cover the activities for that category. Right now objective two looks similar as objective one. Maybe focused on training. But looks not very clear the difference if we're matching the activities. Under older objective make it more detailed the possible activity. Maybe you do like self-advocates, just more detailed. I know we try to do plain language but we still need clear what kind of activity and what we focus on. And give a more clear guidance. Right now I feel it looks similar.

STEPHANIE CARMONA: Ms. Karen, if I speak incorrectly please let me know. But I think she was saying that it seems like both of them have to do with, like they're very similar to each other because it's about learning how to be a self-advocate and advocate for yourselves. So if we look at the activities that are underneath those objectives right now then we might be able to separate them more to say like oh, this is going to be more for like these activities so maybe using some of those words. And then objective two is more for these activities so maybe we look at those activities that we have currently and use some of those words and the objective. That's what I understood. If I am wrong please let me know.

BRENTON ANDRUS: Almost just take the second objective and have one objective for this goal. Because everything that you do currently...

KAREN XU: Focus on quality assurance and advocacy,

leadership. So maybe we need to mention leadership under something. I think LaCAN is focused on advocacy. But Families Helping Families is focused on the information of teaching or training. Under the leadership we will go to LaCAN or just any activity so we can match our objective. And the second is training for individuals. The second one focuses on individual training. Difference with LaCAN and Families Helping Families, the goals. So may be more clearly for other organizations. They provide their proposal for projects. That's how they learn that work. I just felt objective two is similar to one and not very clear what they want to do. What kind of activities they would suggest.

BRENTON ANDRUS: We could do something just like over the next five years people with intellectual and developmental disabilities will receive training on disability history, learn how to be strong advocates to help improve systems that support them. So that can encompass your LaCAN, your FHF. Which we know these will continue. And that can make way for a disability history type activity if that's what you would want to do. And then you can take on two more objectives. So one that is going to focus strictly on maybe-- one that can focus more on yourself as well. Because you can almost take that objective and put your People First under there. You can break out an objective to have the boards and leadership roles and make that a specific objective.

KAREN XU: So how about the object one we focus on the grassroot work under relationship with legislation, just like advocacy leadership. And the second one we focus on the training for individuals. All the people with disabilities know their rights and the information and they can advocate for themselves. That may be more clear, the goals. The first one just learn and know they can advocate to legislation to make a systems change. Focus on that. Second let them focus their individual training. That's how it looks much activities. Just thinking try to match the activity more clearly, the difference and objective. More clearly what we will do.

EBONY HAVEN: I think what she's saying is for objective one we should change that to more so match

LaCAN's goal. And that is to connect people to legislators, like train them on how to connect with legislators and advocate for systems change. The next one will be focused more so on training and learning about disability history. And then the third one would be more so about the boards and commissions. And I'm just trying to paraphrase Karen. If I'm not saying that right then you can definitely correct me. But we have a lot of hands raised Jill. Alaina has her hand raised and then Vivienne and then Tony.

JILL HANO: Let's go in that order. Alaina, Vivienne then Tony.

ALAINA CHACHERE: Did they just swap?

STEPHANIE CARMONA: I pulled down this part just taking what Karen said into account. That the second one was more about the advocate for so I just pulled that down to say like this seemed more like advocacy to me and this one was more about-- I don't know. Maybe I'm wrong. I feel like I got a lot at once.

EBONY HAVEN: The first one I think what she was suggesting is it be more tailored to what LaCAN's goal is. And LaCAN's goal is to connect people to their legislators and create systems change or have systems change advocacy. So we need to word it in a way where it's more so connecting...

STEPHANIE CARMONA: Policymakers.

BRENTON ANDRUS: Advocating for policies and systems that support inclusion everywhere people learn, work, live and play.

STEPHANIE CARMONA: I'm going to move this down in case we want to use this somewhere else.

ALAINA CHACHERE: I was going to suggest that we say we'll be able to instead of have the chance to.

STEPHANIE CARMONA: Will be able to connect with. Do y'all like policymakers? We may need a better word for that.

BRENTON ANDRUS: Policymakers would be more appropriate than a legislator.

STEPHANIE CARMONA: To connect with policymakers. And I'm sorry. My mind is blanking. Where am I going from there?

EBONY HAVEN: Or you can say to advocate for policies and systems. And we can wordsmith this once we get done as far as like plain language. Policies

and systems that support inclusion everywhere people learn, live, work and play. Vivienne and then Tony have their hands raised. And I think she already said you guys can go in that order.

JILL HANO: Yes.

VIVIENNE WEBB: I'm so sorry but can we hop back to what Karen was talking about. I see what she means but I really don't think that the advocating and LaCAN part goes with objective two. It looks like it's closer to objective three. Two is more about learning about disability history and the system itself so then you can get involved in the community and your policymakers, different boards and commissions. If that makes sense. So can we put things a little different? Like put the systems that support them back to objective two and put the advocating part under three. I know they're all about advocacy, they're just about different areas. I'm sorry. I would have told y'all sooner but we're trying to go in a different order.

STEPHANIE CARMONA: I'm sorry. I need clarification. I'm getting confused. So we're saying that you think we need to move this part back to one, is that correct?

VIVIENNE WEBB: Not quite. This would have been a lot easier had I told y'all before y'all just changed it. Do y'all have an undue button or can you like copy and paste something? Or like look at the history. I'm sorry. I'm trying to figure out how to make this easier.

STEPHANIE CARMONA: Over the next five years people with intellectual and developmental disabilities and their families will have chances to learn about their rights, how to be active, safe and responsible members of their community. This includes learning how to speak up for themselves and make good decisions on how to improve their lives. Objective two, over the next five years people with intellectual and developmental disabilities and their families will get support to speak up for themselves through training and learning about disability history to become strong self-advocates, learning how to improve the systems that support them and having chances to join boards and groups where important decisions are made.

VIVIENNE WEBB: So I see where Karen was talking about breaking it down and I agree with that however, the advocacy part instead of mixing it with the history, mix it with objective three if that makes sense. Activities such as LaCAN. Because learning about the systems kind of goes with disability history because you're learning about the previous systems.

STEPHANIE CARMONA: I'm sorry. I'm just not clear what you would like me to type. Do you want me to leave things how they are right now and then create another objective?

VIVIENNE WEBB: No. I agree with Karen splitting things apart but part of what went under objective two can go under objective three.

BRENTON ANDRUS: Which part do you want to put in three?

VIVIENNE WEBB: Can you hit the redo button? You went a little too far back to see what I'm talking about so it's a little harder to explain. I agree with part of what Karen did but my comment comes from right after that point before Alaina's changes if that makes sense. And I would have told y'all sooner but I had to wait so now it doesn't make sense. And I want to make it make sense but it's a little hard to convey it now because inappropriate timing.

REKEESHA BRANCH: Jill, you still have Tony's hand raised and you have Karen's hand raised.

JILL HANO: Okay. Y'all can go in that order if Vivienne was done.

VIVIENNE WEBB: Yeah. I guess.

STEPHANIE CARMONA: I'm trying to figure out what you're trying to convey. I understand that there's an order, I just don't know what you're talking about specifically and I'm trying to get there. You asked me to go back, I went back, but now I can't go back forward.

VIVIENNE WEBB: Yeah. But you went too far back by accident.

STEPHANIE CARMONA: I mean, that's a technical difficulty. I'm sorry.

VIVIENNE WEBB: It happens.

STEPHANIE CARMONA: Yeah. If you know what you're looking for if you can just let me know. And I know you're trying to go back, like I understand that you

agree with Karen. I just don't know what you need or what you would like moved where. And I'm trying to understand but I need like clarification I guess is what I'm trying to say. I need you to tell me exactly what word you want under what part.

KAREN XU: I'm sorry for the mess but actually I saw the older words. It's very clear, clear action what we should do. Like self-advocate training, systems change through participation on a variety of boards and commissions. It looks more clearer. I'm just thinking we need words to match our goals. We don't need to make a big change but to put a lot of plain words but looks not clear for what kind of target we may do.

So the first objective you put there is also okay. I think if you not mention clearly the policymaker that is also okay. Maybe you put an older one there. Also put the new suggestion there so we can compare more clearly. The objective, second one, the former one, understand advocacy importance. We work for and encourage them to work on advocacy and that kind of activities. So we just maybe focus on that. Just reword to match the goals. That's it I think. Put the older one to compare.

HANNAH JENKINS: Alaina has her hand raised and Tony has his hand raised.

JILL HANO: Alaina I need you to call on people.

ALAINA CHACHERE: Okay. So before we got with the erasing and undoing and then redoing the first objective we had added in, I think Karen was mentioning that we had added policymaking and now it's not there so maybe it's unclear what that objective is.

STEPHANIE CARMONA: So connect with policymakers to advocate.

ALAINA CHACHERE: But then I think that might have been where Vivienne was saying we put systems change somewhere else. This is where we got stuck. I think we were putting it there and Vivienne was saying it would make more sense to put it in a different objective. Maybe. I could be misspeaking. That's all I remember seeing as far as the changes. Tony, you have the floor.

TONY PIONTEK: I am actually on both sides because I'm sure y'all all know that because I do a lot with

the council and with the other group. And so there's not much of a change in both of us what our beliefs are and how we faithfully live through these concepts that we make and make our changes as well. But I know that in some way having these two will naturally help us in the long run. So we're really not as different from the other. We all have the same concept, knowledge and awareness and contributing to our whole society. In many ways we are very much alike but still representing all people with disabilities. That's how I feel.

ALAINA CHACHERE: Thank you Tony.

TONY PIONTEK: So there's really not much to change really. And this is all being positive because we all want the same principals and the same moral, belief, background for what we all want for anyone that is around us to really accept them for who they are.

ALAINA CHACHERE: Thanks Tony. I'm not really sure who had their hand up first. Karen and then Vivienne can go after.

KAREN XU: Maybe I try to give a more clearly an example you can reword. Like the people with intellectual and developmental disabilities of all ages. Almost like a former version. Just change a little bit of words but you can add or make any change. I just give an example what I want to say. So like people with intellectual and developmental disabilities of all ages we will have access to make opportunities or not, that's okay. Just to increase their awareness and knowledge as a contributing member to society. I see this is okay. We can keep that or if you have better words that's fine. Maybe just change the other parts and include learning to advocacy to make a better decision. Just that kind of work. The first one if we focus on advocacy and the second just let people learn more our needs and rights just to express that. And the second maybe focus on let people know their rights, their information. That's how the information, or maybe the first, let disabled people know their rights, what they can get their help, support. They know they get support under advocacy. So the first objective it's good. And the second maybe we just give clearly we will have advocacy network or something similar like the older ones. So not make a big change, just reword maybe more clearly.

ALAINA CHACHERE: I don't think the order really matters. Objective one is not more important than objective two or objective three. They are all I guess equal in importance. It doesn't really matter which one we put.

KAREN XU: I understand. Just try the basic rights to put it under the first. That's why I say the second you do more concrete work like a focus on the self-advocacy network. If we see the former report that's what I referenced. I also mentioned the activities we had before. That's the first time we talk about that kind of rights and focus just what we want to do. Like quality assurance, advocacy and leadership. Just mention that. And second that's how we improve the Families Helping Families and LaCAN, that kind of work. And second we may focus on the network support just like the former objective. That may be more easier. You can just go ahead and do it and see if I think it's okay. That's no problem.

ALAINA CHACHERE: I think we need to get one done and move to the next one. Vivienne, you have one more comment to make and then we can just try to get through objective one. And then we'll focus on two and if there's a third after that.

VIVIENNE WEBB: Wait, am I being called on by Alaina or am I going to wait for Jill?

ALAINA CHACHERE: Jill, are you back?

JILL HANO: Can Alaina take over for a few minutes? Something hurts really bad.

ALAINA CHACHERE: I don't mind, Jill, if that's what you want.

JILL HANO: Okay. I'm sorry.

ALAINA CHACHERE: That's okay. Vivienne, you have the floor.

VIVIENNE WEBB: It's okay Jill. I hope you feel better soon. So we need to figure out how we're going to take comments and stuff from members because I see the reasoning calling on people in the room first but it might be more effective to go in order the hands are raised to the best of your knowledge because if we call on everyone in the room first and then wait to do Zoom it kind of makes it harder for Zoom participants because by the time like you've gotten to the Zoom people the opportunity has passed and you're no longer

talking about what the person wants to discuss or point out which makes it incredibly difficult to get a point across or to try and help and be a part of the committee.

Also, the order and how everything was separated before is helpful and it almost made sense. And I understand what Karen is trying to do. She's trying to make it easier to digest and make sense. So like objective one was learning about how to advocate. Objective two was learning about disability history and the systems. And objective three would be the actual advocating part such as helping people have access to it and help them be able to do it through policymakers, boards and commissions. And I think that would make a lot of sense for the objectives.

ALAINA CHACHERE: Can you type that kind of what she just said. Just the preference of what we want objective one to cover. What we want objective two to cover. That way we can see it. Because I'm like a top-down girl so I'm only seeing the first one.

STEPHANIE CARMONA: Objective one was learning to advocate?

ALAINA CHACHERE: Vivienne, can you repeat that.

VIVIENNE WEBB: In short, yes. Like learning the ropes and how to speak up for yourself and all of that. Objective two was about disability history and the current system. Objective three was the actual advocating part. You already have most of the wording in existence, you just need to resort it if that makes sense.

ALAINA CHACHERE: And to your point, Vivienne, maybe whenever we're making adjustments to what's typed on the screen we can just copy and paste it and make the adjustment that way what we have originally said doesn't get lost. If we can try do that so we can make sure that people, we don't get stuck in that same rut.

VIVIENNE WEBB: Yeah. Thank you.

BRENTON ANDRUS: Just clarifying to address Vivienne's concerns that she first started with. I understand sometimes it can be confusing if you want to speak on something and maybe they didn't get to you but we have the virtual meeting protocols in place and so I don't think we can say in this meeting to violate protocols. But I do think for you and anyone else in

the meeting if you have concerns about the way those protocols were written to reach out to your executive committee, maybe ask if those things can be reconsidered and make proposals of maybe how you think the meeting should be run. Because they would have to be the ones to start having that conversation to change those protocols from how it's written. Because we have to be fair and practice and follow the protocols that they have set for us. And then request through those channels to have them rediscuss and possibly change if y'all have a better way that y'all would like to have the meetings. Not just who gets called on and when but any part of those protocols. It would be great to go through that committee and see if they can address those concerns.

VIVIENNE WEBB: Can I please respond to that?

ALAINA CHACHERE: Yes. But we are going to try to limit our responses to two per person.

VIVIENNE WEBB: So it's not equal or fair on me because I was blocked from coming in person. I am four hours out of town so it is not conceivable for me to drive four hours down when there's not the budget, in the council budget for me to do so. I have the emails saved and everything saying I cannot come because of the budget issues. So it's really not fair on virtual participants and it blocks access in a way. That means my voice may not be heard if I'm not acknowledged. And if we only acknowledge people in the room first based on them being in the room alone and not the order in which hands are raised it is technically discrimination because I am further away from the capitol. It's not an easy day trip for me to make. It's an entire process that takes up at least 24 hours. If meetings are in succession like this one was then it would require a hotel room which can get expensive really fast. And it was not conceivable for me to come in person nor was it plausible because my mom has work and I cannot drive due to my disability.

ALAINA CHACHERE: Thank you Vivienne.

STEPHANIE CARMONA: Going back to objective one I have a suggestion for an objective unless we are fine with this first objective and how it is worded. Another wording that we can use, which is similar, if we were to kind of go-- I'll just type it out and then

if everybody wants to move forward with it then that's fine. If not, that's also fine. Just trying to give y'all an option. So let me get back here. And then this is the suggestion for wording verses the original wording. And I can read that one. Over the next five years people with intellectual and developmental disabilities and their families will work to make sure that there are better services that help people with disabilities live in their own homes and to be active, included members of their schools and communities. I'm not sure if that helped. But kind of going back to what Karen was saying if we are thinking about like possible activities that would go under this this would be what LaCAN could go under. And it doesn't have to be the first one. It could be any of them. Just an idea.

ALAINA CHACHERE: Karen, you have the floor.

KAREN XU: Okay. I think the number one is fine. They will be able to connect to advocate to learn about their rights, how to be acting safe. Because the second one I'm afraid they mention looks like we guarantee they get to be members of or include school or communities. I just think maybe not to give some guarantees. So I think the first one is fine. That's just objective. So concrete, we have to do something, right? Just like the goals--

VIVIANNE WEBB: I'm so sorry to interrupt but Tony just walked away. Is six a quorum or is five?

ALAINA CHACHERE: Yeah. We don't have a quorum. I just wasn't sure if I was supposed to interrupt her in the middle of her sentence or to let her finish.

KAREN XU: So I'm sorry but I think objective one is fine. Under objective is also okay. Maybe just simplify is better. The meaning is okay. Maybe we spend too much time. But not too clear because we just say that's what we want to do.

ALAINA CHACHERE: Thank you Karen. Is everyone okay with objective one for our objective? We said we wanted that one to be about learning to advocate. Objective one, what we have as it stands, is everyone okay with it like that for learning to advocate?

EBONY HAVEN: I have something. I'm just wordsmithing. Will work or do we want to say advocate there? Instead of work to make sure there are better

services do we want to say advocate or no?

STEPHANIE CARMONA: I think they were getting rid of this one.

EBONY HAVEN: Oh, we're getting rid of that one.

STEPHANIE CARMONA: I don't think that's the one they want. I think it's this one.

EBONY HAVEN: I got you.

STEPHANIE CARMONA: I think they were fine with that wording unless there was something that needs to be changed.

ERICK TAYLOR: I think it's fine for number one. I think that will be fine.

ALAINA CHACHERE: Do we need to vote on it? Why don't we vote on objective one. Vivienne, I'm sorry. I didn't see your hand up. Hey, Vivienne, you have the floor.

VIVIENNE WEBB: So the rules about in person first then Zoom is about the Q and A chat in like council meetings. I'm not sure that applies to council members, does it? Can we review those rules real quick.

EBONY HAVEN: So Vivienne, I'm going to step in. This meeting isn't the time to review the virtual protocols. This meeting you guys have to focus on the five-year plan. And so we've already established the rules yesterday and this morning and so as of right now the rules are that committee members, because we're not in a council meeting, committee members who are in person are first then committee members who are online. Then members of the public, and we don't have any, but they would be next and then members of the public online.

VIVIENNE WEBB: So I believe the website may say that it's the public that that rule applies to, not the members making decisions and voting on things themselves. Can we clarify that real quick?

EBONY HAVEN: I've clarified it. So we're going to move forward if that's okay with the chair.

VIVIENNE WEBB: May I see it in writing please?

ALAINA CHACHERE: We're going to take a ten-minute break.

(Break)

ALAINA CHACHERE: Okay. It is 12:12. And just going back to Vivienne's comment or concern about what

our protocol is. This is how we've been doing it for the last day and now day and a half. I'm new, a lot of us are new. If we could just continue with how we were doing it to the best that we can trying to respect everyone, making adjustments as we need to so that we can try to get what we all came here to do today and not argue over technicalities that would be really great. Vivienne, I see your hand up.

VIVIENNE WEBB: Thank you. So I actually took the liberty to pull up and print out the teleconference/video conference meeting protocols and it doesn't even mention anything like that for even like the public and especially for council members. I understand you're new but we have a set of rules that are in place and unless it's written in the rules we technically don't really have to do it. I understand the concern but it's not efficient for running the meeting or for talking and working on things together. And I understand you may think differently or have a different opinion but it's a real barrier especially when I am being told that I should have come in person or that I should talk to the executive committee when I roll off in November. And I could not come in person because the council themselves or the staff told me there was not funds for that allocated for me to come in person. I was told no. I have the emails. So I really don't see why I should be treated any different from in person participates when I am a council member just like you and I am making decisions and trying to help here. But I can't help out and my words have no value if it's too late and you've already skipped over it because you were talking about it and everyone else got way ahead and I didn't get called on in time. I understand everyone may have their own personal feelings about it. I'm just trying to find the most effective way for everyone to get along and get this done. If anyone has any suggestions I would be open to hearing them. But as of right now I have not found in writing where that rule is stated nor have I known that it was an issue if that makes any sense. I can see how it might be that way for public comment, but it doesn't even say that in our rules for public comment.

ALAINA CHACHERE: Okay. Thank you Vivienne. As I previously suggested I think if we just don't make any

permanent edits to what it is that we're speaking about and if, Stephanie, you can make them right underneath that way we each are given an opportunity to make a comment on what we're seeing right before us so that nobody's opinion or what they want to change or what they want to share gets overlooked moving forward. And we're going to do our best to keep in the way we were doing it previously not overlooking anyone or anyone's opinions so that we can get at least one objective on the board before the day ends.

VIVIENNE WEBB: I understand and appreciate the intentions but it also sets harmful precedent if we start making rules and following those when they're not written down in concrete. I would appreciate if someone can show me where it says that I have to wait until everyone in the room has finished speaking. I don't mind waiting. It's just I'm trying to find the most efficient way for us to all communicate and it gets exceedingly frustrating when we can't communicate. Let's reference Erick earlier. He got frustrated when he couldn't communicate. Now I'm frustrated because I can't communicate. So how can we best find a solution so everyone can communicate together.

ALAINA CHACHERE: That was my suggestion. I don't hear anybody else giving a suggestion.

VIVIENNE WEBB: Right. But it sets precedent for the future and it will cause issues in the future is the thing. Not just this situation.

ALAINA CHACHERE: Well, maybe we can table it for now and just try to move forward to get something accomplished for the rest of this day.

VIVIENNE WEBB: It will come back up.

ALAINA CHACHERE: Maybe let's just try to be positive and hope that it doesn't and we can work together as a team like the committee we all are passionate about and chose to be here.

VIVIENNE WEBB: I'm trying to work as a team. You keep shutting me down.

ALAINA CHACHERE: I'm not shutting you down but it seems as though you don't want to move forward and we're trying to move forward. So we're going to try to honor everybody and respect everybody all the same. We just want to move forward if that's okay?

VIVIENNE WEBB: It's not that I don't want to move

forward. It's that we have to figure out how to communicate.

ALAINA CHACHERE: Well, no one else gave a suggestion. I suggested that we try to honor and respect everyone equally. If your hand is raised you will be called on. If Erick's hands is raised he will be called on. But for the sake of time and what we came here to do today if we can table the protocol and policy issues that you may be alluding to. I'm not aware of them. I don't know what's written. I'm not certain. If we can save that for a conversation at a later time so that we can move on and try to all work together so we can get something accomplished currently I think that's the best option that we have right now.

VIVIENNE WEBB: Okay. Thank you.

ALAINA CHACHERE: Okay. Objective one, do y'all want to vote on objective one? Do we like it as it stands?

STEPHANIE CARMONA: I know y'all voted between we have the two options and this was one of them. Are we now saying there would be edits in it?

ALAINA CHACHERE: Yeah.

STEPHANIE CARMONA: Sorry. I just wanted to clarify.

ALAINA CHACHERE: Are you guys okay with objective one or do you want to move to objective two? Angela, is that your hand raised?

ANGELA HARMON: I think we should go with objective one. Because we still have to kind of, if I'm understanding correctly, present this. So maybe if it needs to be tweaked a little bit after the fact could it be tweaked before when we vote on certain things? I just feel like, and I know I hadn't been here all morning and I apologize y'all. I feel like we're just kicking the can. I think it's fine, me personally. Thank you.

ALAINA CHACHERE: Karen, I see your hand up.

KAREN XU: I'm fine with the number. But I just wonder if we can use the question and answer, that function. Usually we use that function to input instead of waiting for a call on the talk. Looks a little bit slow. We just put in the question-and-answer function so everybody can see it and have time to answer. I was thinking communicate and not have to

take more time talking. It's maybe slow. If we have that function that's okay or we may later consider to add that function. Maybe comment any thoughts. May be still okay with something but maybe save time. I'm just thinking that.

ALAINA CHACHERE: Okay. Thank you Karen. So does anyone object to objective one as it stands? Okay. So we can move to objective two.

JILL HANO: I can take over but if I feel like I'm going to (inaudible) can I give you back the (inaudible).

ALAINA CHACHERE: Sure.

JILL HANO: Okay. And I'm sorry but thank you. Stephanie.

STEPHANIE CARMONA: Objective two, the notes that we have is that it should include learning about disability history. A draft is over the next five years people with intellectual and developmental disabilities and their families will get support to speak up for themselves through training and learning about disability history to become strong self-advocates, learning how to help improve the systems that support them. This includes learning how to speak up for themselves and make good decisions on how to improve their lives. I didn't know if we wanted to have the boards and groups. And I also have a suggestion if y'all would like a suggestion for an objective.

JILL HANO: Stephanie, were you done?

STEPHANIE CARMONA: Just give me one moment, Jill. I'm sorry. I am going to add something on to this document. The suggestion is this. And we can add the over the next five years if we would like that. But people with intellectual and developmental disabilities of all ages will have chances to learn about disability history, the service delivery system, their rights and how they can be active, contributing members of their communities. And again, that is just a suggestion. We tried to kind of look at the things that you wanted but however y'all would like to word it.

JILL HANO: Okay. Ms. Karen, you have the floor.

KAREN XU: Yeah. I think the suggestion is good. Just wonder if we need objective three just only focus on (inaudible). I don't know. I saw before the

objective two already covered, included the two under the three. Through participation on a variety of boards and commissions. But if we separate it you may also have other activities to match the number three. If you have that's okay. Just thinking trying to match the activities, what we would do to support our objective, the target. It's good, the words, the suggestions.

JILL HANO: I have a question. All right. Alaina, for the rest of the day you're in charge. But can I ask my question please?

ALAINA CHACHERE: Yes.

JILL HANO: So Steph, could you scroll up because I was dying for most of this but why do we have advocating as an objective?

STEPHANIE CARMONA: So that was just we wanted to make sure, I wanted to make sure everybody's voice was heard and these were suggestions about things that has to be in those objectives. So for objective two I wanted to make sure that we included the learning about disability history. And objective three I wanted to make sure that it included advocating because that's what I heard. And if I didn't capture that correctly please let me know. Objective one we're already done with so I just deleted that part. So right now for objective two I wanted to make sure that it included that disability history. So if you look at here and here I made sure to include that in the objective.

BRENTON ANDRUS: So this is where we would have things like Partners, Families Helping Families, youth leadership. And that first one would be more LaCAN, right?

STEPHANIE CARMONA: Yes. Correct.

BRENTON ANDRUS: Now if you have LaCAN in that first one then objective three we would be focusing more on those leadership boards and roles as opposed to advocating because advocating is in your first one.

ALAINA CHACHERE: Can you read objective two?

STEPHANIE CARMONA: Sure.

ALAINA CHACHERE: I'm sorry. Angela.

ANGELA HARMON: It's okay. I was going to say-- I'm sorry. I'm sorry I keep apologizing but because I missed the first part and I don't want to keep going back. This is basically we're still working under the

self-advocacy part of the objectives, correct? Because we haven't gotten to like community supports, stuff like that? Am I missing something? Okay. Great.

STEPHANIE CARMONA: We're writing the objectives. So the goals for those are complete, Angela, but now we're just doing the objective under goal one currently.

ANGELA HARMON: Okay. I do like your suggestion. I know we have to vote but I like the suggestion. It's more concise maybe as far as what, like you said, the actual, the things that we're advocating for, more precision. It's just not as wordy as the other one. I think it says almost the same thing but I do like the objective.

ALAINA CHACHERE: Tony.

TONY PIONTEK: Not long ago the ways and the overview of what we're all here for is by making not just our group but our principals and our values to make it more acceptable and more accepting as well on both ends. Communicating and listening. And I totally know we all feel that we're doing that to the fullest of what we're all about. That's how I look at it. And I mean, with all these greater good parts from others are truly incredible because it's a good insight, changes are good. Not as bad as we thought so that's just really how I feel. And we all should feel that way because we are a group. To make ends meet. To really stay positive. We all don't want to lose that because we are a group, we are a team. And to make things better for us many people that want the same thing that are on here for that same reason and same purpose.

ALAINA CHACHERE: Tony, I'm sorry to stop you but we don't have a quorum.

TONY PIONTEK: No, no, no. I'm just talking about what we're doing here right in front of us. Just wanted to share that.

ALAINA CHACHERE: Thank you. Are you guys good if we-- so we have our objective two as written and then we have a suggestion. Do y'all want to vote on which one we're going to go with, either option one or option two for objective two? Let's vote.

STEPHANIE CARMONA: When I call your name you can just say option one or option two. And then any words,

for example, I know before we didn't like the word we'll have chances instead of will be able to so I just put that in parenthesis so that way if there's things like that that we want to change we can change those little wordings. But if we get the main structure of it out of the way. So option one is over the next five years people with intellectual and developmental disabilities and their families will get support to speak up for themselves through training and learning about disability history to become strong self-advocates learning how to improve the systems that support them. This includes learning how to speak up for themselves and make good decisions on how to improve their lives. Option two is over the next five years people with intellectual and developmental disabilities of all ages will have chances to learn about disability history, the service delivery system, their rights and how they can be active, contributing members of their community. When I call your name please just tell me option one or option two. Jill.

JILL HANO: Two.

STEPHANIE CARMONA: Angela, if you're still on.

ANGELA HARMON: I'm here y'all. Two.

STEPHANIE CARMONA: Tony, option one or option two?

TONY PIONTEK: Two.

STEPHANIE CARMONA: Robby.

ROBBY SMITH: Option two.

STEPHANIE CARMONA: Brooke, is she on? No. Erick.

ERICK TAYLOR: Two.

STEPHANIE CARMONA: Is Renoda still on? She told me she might jump on for a moment. Vivienne.

VIVIENNE WEBB: Two.

STEPHANIE CARMONA: Karen.

KAREN XU: Two.

STEPHANIE CARMONA: Because option two, everybody voted for that one. Nobody voted for option one. So if everybody is in agreement I will delete option one. Okay. I'm going to take this highlight off. That was just to show everybody that that disability history was included there. And then I just put this in parenthesis as I said before. I don't know if y'all would like to change the wording for the will have chances. I know that that was something that was mentioned prior. So a lot of instead of will have

chances it was will be able to so I just put that in parenthesis that that was a technical change.

ALAINA CHACHERE: I do like that change to will be able to over chances. I don't know if it's reading right.

BRENTON ANDRUS: I think the intent was them learning how to be an advocate. I think it's probably how it scaled it to make it a little more simple from what we had. But, I mean, it makes sense as well what you're saying too.

STEPHANIE CARMONA: I can read it and then if it sounds weird y'all can go from there. Just let me know what edits. Over the next five years people with intellectual and developmental disabilities of all ages will be able to learn about disability history, the service delivery system, their rights and to be active contributing members of their community. I see what you're saying. So maybe are you saying like take out the and and just like this. I can reread that if you would like. Move the and here. And I can read that. Over the next five years people with intellectual and developmental disabilities of all ages will be able to learn about disability history, the service delivery system and their rights to be active, contributing members of their communities.

ALAINA CHACHERE: Does anyone have any objections to moving to objective three?

STEPHANIE CARMONA: So I'm going to go ahead and just delete this note right here. And then for objective three the first note was that it should be about advocating and then the second note was that it should be about or boards and commissions. Looking at what I just moved down here I remember taking this little part off of one of the other ones. So if you want I can come up with a suggestion for that or if anybody else has a suggestion.

ALAINA CHACHERE: Does anyone have any suggestions for objective three?

ANGELA HARMON: This is Angela. This may sound crazy. Over the next five years provide resources and support to families and caregivers for disabled individuals to join boards and groups. I don't know. Provide resources and support to the families and caregivers. I don't know. And individuals. Disabled

individuals to join boards and groups. I'm sorry.

STEPHANIE CARMONA: No. I understand what you're trying to say.

ANGELA HARMON: Provide resources and supports. I don't know if I need to say families and stuff like that.

STEPHANIE CARMONA: How does that look Angela?

ANGELA HARMON: That's fine but if y'all want to tweak that and add something additional that's fine too. That's all I have. Thank you.

It's me again. Should I say like resources, training and support or that's just too wordy?

ALAINA CHACHERE: I think you might have had that covered in objective one.

ANGELA HARMON: Okay. Thank you.

ALAINA CHACHERE: Do we need to vote on objective three? Is everybody ready? Okay. Let's vote.

STEPHANIE CARMONA: I guess we'll just do yes or no. Is that what you would like? If you agree with this. If you agree with objective three. Jill.

JILL HANO: Yes.

STEPHANIE CARMONA: Angela.

ANGELA HARMON: I'm sorry y'all. I had a phone call. Yes.

STEPHANIE CARMONA: Tony.

TONY PIONTEK: Yes.

STEPHANIE CARMONA: Robby.

ROBBY SMITH: Yes. I'm good with it.

STEPHANIE CARMONA: Brooke isn't on. Erick.

ERICK TAYLOR: Yes.

STEPHANIE CARMONA: Vivienne.

VIVIENNE WEBB: No.

STEPHANIE CARMONA: Vivienne, no. Karen.

KAREN XU: Yes.

STEPHANIE CARMONA: Karen, yes. You have six yeses, one no.

ALAINA CHACHERE: Vivienne, do you have any suggestions that you would like to make for us to update it?

VIVIENNE WEBB: Eliminate the last part where important decisions are made. I think important decisions are very subjective and anything can be important to an individual. And then one can argue everything's important. Maybe add talk to

policymakers. I don't know if we put that in another place or not. I know we did discuss it.

ALAINA CHACHERE: It might be in the first one.

VIVIENNE WEBB: Do we want to group that with objective three? Since it falls under the same realm. I know joining boards and groups helped me to be able to reach out to policymakers and those two kind of go hand in hand.

ALAINA CHACHERE: Vivienne, are you suggesting we combine the first one and the third one?

VIVIENNE WEBB: No. The first one isn't just about connecting with policymakers, if that makes sense. It's about learning the process of how to advocate, which isn't something that comes naturally to everyone so I can see how objective one and three go together. But they're still different things because three is actually advocating and reaching out and being a part of it. One is learning how to. Two different things. So maybe put the connecting with policymakers under objective three but do keep the learning part because I think educating people on how to advocate is incredibly important because not everyone knows how to or how to do it effectively.

ALAINA CHACHERE: So are you suggesting that we take the policymaker piece and move it to three but keep in objective one learning to advocate with policymakers?

VIVIENNE WEBB: Yeah. Move policymakers to three. They can still learn about policymakers in objective one but the actual doing part is in objective three.

ALAINA CHACHERE: I get what you're saying. So you're saying to have objective one specify learning about policymaking. And objective three is where they're actually advocating and connecting with policymakers.

VIVIENNE WEBB: Yeah. Since that's objective three is where you're actually joining boards and groups and getting involved in the advocating process. And one is the learning of the route of how to go about it.

ALAINA CHACHERE: Objective three would be over the next five years people with intellectual and developmental disabilities will be provided resources to connect with policymakers to advocate and support to join boards and groups?

VIVIENNE WEBB: I'm sorry. Can you write that out? It doesn't read well.

ALAINA CHACHERE: It probably needs to be reworded for sure.

VIVIENNE WEBB: The idea is there though.

STEPHANIE CARMONA: Over the next five years people with intellectual and developmental disabilities will be provided resources and support to connect with policymakers, join boards and groups.

VIVIENNE WEBB: Do we want to include commissions?

STEPHANIE CARMONA: I can. Would you like me to say boards, commissions and groups?

VIVIENNE WEBB: Yeah. Thank you.

ALAINA CHACHERE: So going back to objective one, will be able to learn about policymaking. Or learn to advocate. Are we taking out that connect with policymakers?

VIVIENNE WEBB: Maybe put the learn to connect policymakers next to learn about their rights. Like maybe after it that way it makes more sense.

STEPHANIE CARMONA: Over the next five years people with intellectual and developmental disabilities and their families will be able to learn about their rights, how to connect with policymakers, how to be active-- maybe an and right here. And how to be active, safe and responsible members of their community.

VIVIENNE WEBB: Thank you.

STEPHANIE CARMONA: If everyone is in agreement I can make those changes.

ALAINA CHACHERE: If anyone objects to the changes can you raise your hand. No one objects? We're good.

STEPHANIE CARMONA: And then if the committee would like I can remove this part. This was Vivienne's suggestion was to remove this where important decisions are made. And that was just at the end. If everyone agrees with that I can remove that or y'all can vote on it. Whatever you would like.

ALAINA CHACHERE: Does anybody object to removing where important decisions are made? If you do raise your hand so we can just take a vote. Okay. So we'll do a roll call vote.

STEPHANIE CARMONA: On just that part. So we'll say remove or keep. Over the next five years people

with intellectual and developmental disabilities will be provided resources and support to connect with policymakers, join boards, commissions and groups where important decisions are made. If you would like to keep it please say keep. If you would like to remove it please say remove. Jill.

JILL HANO: Remove.

STEPHANIE CARMONA: Angela, if you're on. Tony.

TONY PIONTEK: Yes.

STEPHANIE CARMONA: So do you want to keep this part in?

TONY PIONTEK: No.

STEPHANIE CARMONA: You would like to remove that?

TONY PIONTEK: Yes.

STEPHANIE CARMONA: Robby.

ROBBY SMITH: Remove.

STEPHANIE CARMONA: Erick.

ERICK TAYLOR: Remove.

STEPHANIE CARMONA: Vivienne.

VIVIENNE WEBB: Remove.

STEPHANIE CARMONA: And Karen.

KAREN XU: Remove.

STEPHANIE CARMONA: So all in favor for remove so I will go ahead and remove that. And then my last question is did everybody agree with the connect with policymakers here? Or is this how everybody would like it to read? And I can read it again if you would like.

ALAINA CHACHERE: Can you read it one more time to make sure.

STEPHANIE CARMONA: Sure. Over the next five years people with intellectual and developmental disabilities will be provided resources and support to connect with policymakers and join boards, groups and commissions or something. As in like it's two things. They can connect with policymakers. They're going to get the resources and support to connect and they're going to get the resources and support to join groups. And if I'm wrong again I was a math teacher, not an English teacher.

ALAINA CHACHERE: I don't know how plain language semicolons are. Or policymakers: and join boards, commissions and groups. I don't know if that makes sense grammatically. I'm not sure. Vivienne.

VIVIENNE WEBB: So because they're not two

independent clauses I don't think you can use semicolons there. I can look for an English professor if you would like. I'm not sure about that though. I do know we need a comma after policymakers if we do have that and there.

STEPHANIE CARMONA: I think I just want to make sure I understand the intent. Are we saying that you're going to, like the resources will be provided to connect with policymakers period. And also resources and support to join boards and commissions or are we saying like you should get-- I mean, I guess it means the same thing. It doesn't really matter I guess.

VIVIENNE WEBB: I see what you're talking about. The difference between the extra and and not. Is the extra and would make the ladder, the rest of it make sense. Because if you don't have that you have to repeat join a lot. Join boards, join commissions and join groups. Or you can put a slash between boards and commissions. I don't know if you want to do that though. But either way that comma still has to be there even if you do an and is what I meant. You can put the and though. That's correct I think.

STEPHANIE CARMONA: I'm going to go ahead and read this. Over the next five years people with intellectual and developmental disabilities will be provided resources and support to connect with policymakers and join boards, commissions and groups.

VIVIENNE WEBB: The comma would go before the and. Such as like how you did for the and that's before groups. Yeah, like that.

ALAINA CHACHERE: I think it looks fine. Tony's hand is raised.

TONY PIONTEK: Yes. With good understanding the knowledge and the spelling that sounds super great. There's no errors in that. Even goal two that's concrete and how we would like that. You're good.

ALAINA CHACHERE: Thank you Tony. So we can move on to goal two. Everybody's good with that? Goal two.

STEPHANIE CARMONA: People with intellectual and developmental disabilities and their families will have equitable (also known as fair) access to whole person care and community supports to have better health and living outcomes. And this is just a reminder we mentioned before in discussion that we would like one

of the objectives to include that emergent need objective. And that is a suggestion from ITAC.

ALAINA CHACHERE: Does anyone have a suggestion or would y'all like staff to give us a suggestion?

ERICK TAYLOR: Staff.

ALAINA CHACHERE: Okay. You want to give us one?

STEPHANIE CARMONA: This was a suggestion. I know that y'all were talking about like recreation as going under this for that whole person care and community support. So recreation that was just the first one that I came across. People with disabilities will have fun and safe places to play, relax and enjoy activities. This includes things like sports, games, community events and camp opportunities. I know that that was something that y'all talked about a lot yesterday was the recreation aspect. But if it is not one that y'all like you don't have to have it. It was just a suggestion. Vivienne has her hand raised.

ALAINA CHACHERE: Hey, Vivienne.

VIVIENNE WEBB: What about childcare? Parents can't put their disabled children in daycares and things like that because they can just reject them. How about we do something like people with disabilities will have safe, equitable daycare or something like that. Or like childcare or training. If we go the training route we can say training for a broader range of things as well. Not just childcare stuff but also things like doctors, teachers. Well, we already just did the teacher thing. But camp staff, staff in general for things. I think that might be a good route to go especially if we do it broadly.

ALAINA CHACHERE: My concern for having a goal or an objective set for childcare is that on the community input chart it was number eight, number seven and then number eight again on the most important, second most important and third most important. Not that it's not important.

VIVIENNE WEBB: I understand. That's why I'm lumping it with other things. The thing we need itself is training for staff but it can include staff for childcare but it can also be trainings for other adults that interact with people with disabilities. That way we'll have more facilities that are equipped to handle and accommodate people with disabilities so that they

can have safe places to play and be and exist in general.

ALAINA CHACHERE: Yeah. I don't disagree Vivienne. I was just raising a concern. If it were my community input put in childcare would have been at the top of my list because that's the life that I live. It's a huge issue for me in my house.

VIVIENNE WEBB: I agree. There was a lot of concern for that in my region and a lot of that in the community input I heard. So I'm a little shocked that it's so low on the list considering it's such a huge issue. Because childcare would easily allow parents access to work. Appropriate childcare is essential and inclusive childcare is essential. If we group it under trainings for other things that are similar that's probably one way to accomplish it.

ALAINA CHACHERE: I haven't seen the training modules or know exactly what Meredith was talking about from the Department of Education but she did mention that there was some sort of training going out to early childhood. I don't know if that goes with childcare.

VIVIENNE WEBB: I think that affects anything under education. So the schools. We could ask her for guidance on the trainings. But since it's a different area maybe we should cover it. It's a little different than school education and I don't think daycares exactly always tie to school.

ALAINA CHACHERE: Yeah. Tony, you first and then Stephanie. Oh, I'm sorry, Erick. You're behind me. What you got?

ERICK TAYLOR: I know with the childcare systems for people with disabilities in my experience dealing with my child it was an insurance because they don't want to take that risk of dealing with a child that has a disability because that's a lot of risks taking care of them and if something happens they didn't want that, how you say it, the insurance three times more than dealing with another child if I'm making sense to you. So a lot is because of that reason. If the child has a seizure or if the child get some kind of sickness. You always have to have a licensed medical person around that can take care of the child, whatever disability they got.

For example, my child used to have a feeding tube.

Everybody is not trained to use a feeding tube. It was a lot of risks. Like when the port came out we got turned down at some of the centers where they tell you go evacuate. They turned us down at three centers because they was not equipped to do what they need to do for her or me because it's a lot of risks to deal with people with medical issues. So that's why it's low at the list because a lot of people is afraid of, I hope I'm making sense, to deal with it because it's a situation where they don't want to take that chance. And a lot of people is not trained nurses. A lot of people is not trained to do that. So that's why it's at the bottom of the list. It's a shame that it's there but we just don't have doctors and medical nurses to administer medicine and stuff.

ALAINA CHACHERE: And I just want to remind everybody for the sake of time that we are going to try to limit comments to two comments per person just so that we can try to get, maybe at least get through goal number two today before we run out of time. Tony.

TONY PIONTEK: I know how y'all feel for one because y'all are parents of children and so I do recognize that for sure. And also how to place and how to make those changes to make it positive enough so that we all can act as one group but to realize what's here right in front of us. To really make a good impact of not leaving this group out because it is important to all of us.

ALAINA CHACHERE: Thank you Tony. Vivienne.

VIVIENNE WEBB: So Erick, I wasn't talking about medical. I was talking explicitly about childcare but we will address medical as well. But regular childcare it's not going to accept insurance. Medical childcare can be done through pediatricians. But it was not the same topic.

ALAINA CHACHERE: Thank you Vivienne.

STEPHANIE CARMONA: So I was just looking through, I know that for this goal the conversations yesterday were health and community supports. And so and then we're saying under those community supports that recreation was, like other things can fall under there. Not just recreation but other things. So another suggestion that I have that I hope kind of hits both of those, because I understand maybe this first one is

very much just recreation. I wasn't sure how y'all would like to word anything if y'all wanted to have one, one whatever.

So anyway, the suggestion is more broad so that way things can fall under it. So it's the second suggestion. People with developmental disabilities will get the healthcare they need including mental health and dental care and the support services that help them live, work and be active in their communities. So my hope is that that kind of encompasses what Vivienne was saying where we can include things like training for staff, for recreation and childcare and things of that nature but also hitting the health aspect of not just healthcare and preventive measures but dental care and mental healthcare.

ALAINA CHACHERE: I like that one. Just people with intellectual and developmental disabilities and their families because we also need to be able to work. And I think part of families being able to work is like directly connected to the need for childcare. Vivienne is nodding yes.

STEPHANIE CARMONA: So is everybody okay if I delete the first one since that one was maybe a little too specific?

ALAINA CHACHERE: I like maybe and play in their communities or be active. Play does seem sort of like directly related to children because we don't think of adults as playing. I like to play but I don't want it to be viewed...

STEPHANIE CARMONA: As just for kids. I understand.

ANGELA HARMON: This is Angela. I feel the same way about the play part. I don't know, this might be too wordy, too long. But maybe encourage inclusive community events. Like advocate for special programs that promote engagement and recreation on social activities, something that way. Because I feel like play makes it sound like strictly kids.

ALAINA CHACHERE: Maybe we can have different activities based off of that objective. We can have an activity that does focus on maybe for a younger demographic for camps or play activities. And then we have maybe a different activity that's more geared towards our older population.

ANGELA HARMON: Older population, yeah. That's fine. That sounds good to me. Thank you.

ALAINA CHACHERE: Does anyone object to having this suggestion as our first objective? Tony, you object? Yes, you like it or no, you don't like it?

TONY PIONTEK: I do.

ALAINA CHACHERE: Looks like we have objective one.

JILL HANO: Hey. Including but not limited to.

ALAINA CHACHERE: Does anyone object to that update? Vivienne.

VIVIENNE WEBB: So I kind of like the word play. Do we want to put live, work, play and be active in their communities because I think adults do play it just looks different. And it gets different as you grow older but recreational activities like participating in public events of some sort can look like play or even just shopping.

ALAINA CHACHERE: We could even just say have fun in their community. If that's play to you, if that's shopping. I don't know if that's appropriate, the word fun.

VIVIENNE WEBB: I think play is appropriate. I put play in my stuff all the time. Work and play.

ALAINA CHACHERE: Okay. I like it too. Not going to lie. Does anyone object to having play?

STEPHANIE CARMONA: And we're keeping but not limited to correct?

ALAINA CHACHERE: Yep.

STEPHANIE CARMONA: Would y'all like me to read the entire thing or move on to the next one?

ALAINA CHACHERE: I think we can move on to the next one. That objective addresses recreation and healthcare, right? I'm drawing a blank of what other areas of emphasis we said we would try to encompass in goal two.

STEPHANIE CARMONA: Mentioned transportation, mentioned housing but also just in general community supports.

ALAINA CHACHERE: So we have two more objectives. The areas of emphasis that we talked about was transportation, housing and community supports. So if anyone has an objective suggestion on any of the three that would be great. Tony, the floor is yours.

TONY PIONTEK: Yes. I would say we all need that

suggestion for all of us to be able to act as a group to be open to that. So that is an essential part of social work and extra amenities as we would normally say. Just don't want to say anything that, we wouldn't want to regret at all so we do want to be able to work things out to the best of our experiences as parents and more of us to be in the same area.

STEPHANIE CARMONA: I also have a suggestion for this one if you would like. I tried to make it kind of broad so that way if there were activities like the housing and the transportation they could fall under here but it doesn't box you in to where you have to do something with that if that makes sense. And I will put that suggestion up if you would like to see it.

TONY PIONTEK: And who knows, we can definitely put transportation because it's not only that but it's also if you're like myself I can bike ride to my city park and enjoy just riding around same as like in a car, same idea, same concept. I bet all the parents here would for sure understand where I'm coming from in the whole bigger picture. With young kids that would be the exception of bringing the younger kids with them and having fun like swings or whatever. But that's still the whole concept of including everybody and including with their own kids. The same idea and the same perspective.

ALAINA CHACHERE: Thank you Tony. Vivienne.

VIVIENNE WEBB: Hello. I think transportation can easily fall under both of these objectives depending on what you want to do. I do think we need to make transportation safer though to avoid losing people. Especially individuals who are disabled and self-advocates. It is currently not safe for them to drive so we could do a multitiered bill requiring inspection stickers for modified vehicles. And this could require them to get inspected before being used on the road after they've been modified. And each modification to be checked and made sure it's safe. That's one way we could go about doing it. But maybe including objectives saying people with intellectual and developmental disabilities and their families will have safeties in place or something like that. Something about making things safe because it's not always safe. And it's not the only thing that isn't

always safe. We can have other categories fall under this as well if we really wanted.

ALAINA CHACHERE: Hey, Vivienne, what if we put in the suggestion it says will have the supports they need to safely live, work and take part in. Would that kind of cover the safety aspect?

VIVIENNE WEBB: I think so.

ALAINA CHACHERE: I figured that would also cover transportation but then also other issues of safety that the community might face as well. I don't know if you like that.

VIVIENNE WEBB: I do. Thank you.

STEPHANIE CARMONA: And I can read it if y'all would like me to read this out loud.

ALAINA CHACHERE: Sure.

STEPHANIE CARMONA: People with developmental disabilities and their families will have the supports they need to safely live, work and take part in their communities including (inaudible) systems and help with daily activities.

ALAINA CHACHERE: I feel like that could cover transportation. It could cover housing. It also covers community support. And then that would leave the emergent need objective open since we need that one. Does anyone have any objections to objective two, the way that it reads? No. Okay. Will you please give us some sort of like a suggestion for the emergent need because I'm lost on that one.

STEPHANIE CARMONA: That's fine. So ITAC in response to Covid and other natural disasters within the past I want to say like two years they have suggested that we add an emergent need objective. We had it written on our plan as an activity under every goal. But they came out with a little bit of guidance so it does say either manmade-- it doesn't say like manmade natural disaster. I can't think of what I'm trying to say. If something big happens and it's not on the plan. And then also any kind of natural disaster. So like a public health emergency I guess was what I'm trying to say. Public health emergency, environmental. And then it's kind of open to interpretation though. I can share what was given to us. Please include the objective that deals with emerging needs, natural or manmade disasters, in each

annual work plan. And then for example, you don't have to come up with any activities. That's what this is saying. This is more for our reporting part. So that second and last sentence is just saying you don't have to come up with an activity or data for it because it's going to be TBD. It's just going to be to be determined depending on if something like this were to happen.

EBONY HAVEN: We gave a suggestion to the council before we realized that we couldn't change the actual plan itself and that was for y'all's current plan. We can't change that current plan so Stephanie gave a suggestion in one of the council meetings. And do you still have that suggestion?

STEPHANIE CARMONA: I believe I do. Give me one moment. My internet is moving slow. Let me see if it is still in my files. I know it is. I just need to check where it is.

ALAINA CHACHERE: Just for the sake of time would you mind if we look at objective three and start coming up with ideas?

STEPHANIE CARMONA: Of course. Not a problem.

ALAINA CHACHERE: Hey Jill.

JILL HANO: Okay. So I still don't have my bearings together but for transportation I think we need to talk about accessible Uber and Lyfts. But is that more of like an activity?

ALAINA CHACHERE: From what I'm understanding, yes.

JILL HANO: Okay. Cool. Thank you so much.

STEPHANIE CARMONA: Let me go ahead and share that. Yes, and I can go ahead and read that. So people with intellectual and developmental disabilities will be able to learn and grow alongside their peers in schools and programs where they are safe, included and supported. They will also be able to choose their jobs that match their skills and interests, earn fair pay and work with people with and without disabilities.

ALAINA CHACHERE: Hey, Tony. I see your hand raised.

TONY PIONTEK: Does this mean for all of us where we are like on our council because that's a very important question. Some more bigger cities, like what I explained before, UL Lafayette have public transportation, we don't. We're just a small parish.

And my good guess with all of you staff you all have transportation. That's no problem. And maybe most of us, I'm not sure about Ms. Viv, but most of the DD Council have ways of going back and forth. And it's not just work but it's also social play and being with family and what not. So that's kind of the reason why I'm bringing this up because it's important to where you are and where you're located. And how that transportation, the means of transportation means a lot to all of us, yes.

But depending where you are and the location most of it is buses. Unless where I live we live pretty close to UL. That's a big university so they have university buses and that's Lafayette. But we're just a parish. We never had transportation for a long time. It might be easy for all of you and what not going places and what not, doing your own thing, shopping and all the basic stuff. So I'm just throwing that out to where you may all feel the same way. You may not have not a lot of problems but you may have a little bit. For my recreation I go on my bike. That's my freedom. I get exercise and what not but that's really on my own. Just the give and take of both sides.

ALAINA CHACHERE: So objective three, the emergent need objective, this is our suggestion. People with intellectual and developmental disabilities and their families will have access to additional resources, time and/or activities based on emergent needs and issues that arise.

EBONY HAVEN: The time part I think that doesn't really make sense to me.

STEPHANIE CARMONA: I think we said time, I think that was more because like if we needed to give time to get these things. I don't remember. I'm just reading it off of here. Have additional resources, time and activities. Like if we needed to take the time from other activities or other resources to put them towards this. I think that was the intent. But I get what you're saying. It kind of reads weird.

EBONY HAVEN: I understand what Stephanie is saying that staff will need the time but if we want to do that more internally and not include it in the goal or the objective. I think that's in there because we would have to add an activity to the plan in order for us to

carry this out.

STEPHANIE CARMONA: Exactly. There's not going to be any activities under this. It would just be if this happens we can add activities. And I think that was the wording that they kind of suggested to include that to say if we need to we can provide the resources to everyone but also we can work and have like a quick meeting to create an activity based on that need. An activity on that objective if that makes more sense.

ALAINA CHACHERE: Does anyone have any objections to this suggestion for our objective three? Let's move to goal three. We might be able to roll on through.

STEPHANIE CARMONA: I'll read it and then my thoughts but I know I'm just reading what it says. So I can give suggestions for it. People with intellectual and developmental disabilities will be able to learn and grow alongside their peers in schools and programs where they are safe, included and supported. They will also be able to choose jobs that match their skills and interests, earn fair pay and work with people with and without disabilities. I was just reading the goal for y'all.

ALAINA CHACHERE: This one is, I guess, sort of more focused on education I guess. People with intellectual and developmental disabilities will have access to safe, supportive-- was this one supposed to include education?

STEPHANIE CARMONA: Yes.

ALAINA CHACHERE: To say supportive and inclusive education and skill building. I don't know if that is plain language. Opportunities at all stages of life from school through adult programs.

STEPHANIE CARMONA: And if you would like I can read that out loud. People with intellectual and developmental disabilities will have access to safe, supportive and inclusive education and skill building opportunities at all stages of life from school through adult programs.

ALAINA CHACHERE: And we could maybe do training opportunities instead of skill building. I don't know what everybody else thinks.

STEPHANIE CARMONA: I have a suggestion. Maybe even just educational opportunities. That way it doesn't have to be school related.

ALAINA CHACHERE: And inclusive educational opportunities.

STEPHANIE CARMONA: Yeah. I don't know if that would be plain language. It was just an idea. Because any kind of training or skill could be an educational opportunity for training. But if there's a better word that y'all like. I think just ending it at all stages of life. Maybe striking through this part would be more impactful only because it could include that early intervention. So like not necessarily school but those skills that kids learn like ABA and things like that. And I think all stages of life encompass those also. And Vivienne has her hand raised.

ALAINA CHACHERE: Vivienne.

VIVIENNE WEBB: I see the intention but I think the timeframe helped identify that it wasn't just school that education referred to. So maybe instead of saying school or adult programs say...

STEPHANIE CARMONA: Childcare?

VIVIENNE WEBB: I wouldn't say childcare. How do we identify earlier programs. Like we say adult programs. What would we say for younger?

STEPHANIE CARMONA: Yeah. I mean, early intervention.

ALAINA CHACHERE: What is that stage of life? I'm laughing because my brain is fried.

VIVIENNE WEBB: Do we want to say like instead of from school through adult programs maybe say from young age through adulthood or something like that?

ALAINA CHACHERE: Early childhood is a period that refers to birth from age eight. What if we say from early childhood through adult programs?

STEPHANIE CARMONA: I'm sorry. I have one more clarifying question. It's not even about that part. For the other ones I just want to make sure I have this correct. For the other objectives we said people with intellectual and developmental disabilities and their families. Are we including that here as a strictly for people with-- I just want to make sure I have it correct. I think it would just be for them but just making sure.

ALAINA CHACHERE: I think Vivienne had expressed she liked that it gave the timeframe.

HANNAH JENKINS: Plain language says young children

to adults, kids to grownups, toddlers to adults, preschool to adulthood, early learning to adult education.

ALAINA CHACHERE: Do we need to take a vote on whether or not to keep it?

STEPHANIE CARMONA: For the highlighted portion?

ALAINA CHACHERE: Yes.

STEPHANIE CARMONA: So you can tell me keep or remove.

ALAINA CHACHERE: Keep or remove from early childhood to adulthood.

STEPHANIE CARMONA: Jill.

JILL HANO: Keep.

STEPHANIE CARMONA: Angela.

ANGELA HARMON: Remove.

STEPHANIE CARMONA: Tony.

TONY PIONTEK: Keep.

STEPHANIE CARMONA: Robby.

ROBBY SMITH: Keep it.

STEPHANIE CARMONA: Erick. Vivienne.

VIVIENNE WEBB: Keep.

STEPHANIE CARMONA: Karen.

KAREN XU: Sorry. I didn't hear your question. Keep, remove?

STEPHANIE CARMONA: Yes. We're just voting if we're keeping or removing that highlighted portion.

KAREN XU: I choose keep.

STEPHANIE CARMONA: Okay. So the keeps have it. If you would like I can read it one more time or if y'all think it's good we can move on?

ALAINA CHACHERE: I think we're good. And we don't have to have three, we can have two?

STEPHANIE CARMONA: Correct.

ALAINA CHACHERE: All right. Just checking. Does anyone have a suggestion for objective two?

STEPHANIE CARMONA: I just have a thought. For the first one because of the goal and how it's worded we made sure to include education and then employment. So I would suggest that for the objective, because that first objective is education, I would maybe focus on employment for the second objective. Just so that we're hitting the goal.

ALAINA CHACHERE: Tony, you have a suggestion?

TONY PIONTEK: Yes. Would this include everyone

that's in this area what we're talking about?

ALAINA CHACHERE: I think it's an objective for the state as a whole.

TONY PIONTEK: Then with that perspective, a wide perspective having public transportation to have it in most of the bigger cities. Mine because it's UL and they already have public buses that they can go back and forth with. I would say that it's a must to have.

JILL HANO: I'm confused Alaina. I'm not reading that this is about transportation.

ALAINA CHACHERE: Well, the suggestion was that this objective be about employment but I do see from Tony's perspective they do kind of go hand in hand. It's a little difficult if you don't have reliable transportation to have employment. But this objective, we covered transportation in previous objectives under goal two I think. So this one is more so to be I think the focus on employment. But I think Tony's just expressing his need for reliable transportation.

TONY PIONTEK: The bigger cities y'all have no problem but we do as a parish. There's a big difference.

ALAINA CHACHERE: Yeah.

TONY PIONTEK: Right now we're still fighting for it but nothing has been done. That's why I'm stepping up where I live in New Iberia, Louisiana. Lafayette has no problem. It's a big campus. They have public buses and everything but we don't.

ALAINA CHACHERE: Okay. Thank you Tony.

TONY PIONTEK: Welcome.

ALAINA CHACHERE: Does anyone have a suggestion for objective two about transportation-- I'm sorry. About employment.

ERICK TAYLOR: For people with disabilities?

ALAINA CHACHERE: Yes.

ERICK TAYLOR: I'm thinking about we should have fair employment for people that's with disabilities. Be hired on a job and treated equally on the job.

STEPHANIE CARMONA: People with intellectual and development disabilities will have fair employment opportunities and will be treated equally at their job.

ALAINA CHACHERE: Vivienne, I see your hand up.

VIVIENNE WEBB: Maybe add equal pay.

ALAINA CHACHERE: I like that. How do we have it

worded in the goal? Do we put something about individuals or people with intellectual and developmental disabilities having the support to find jobs that have fair-- or to find employment opportunities that have fair pay maybe.

STEPHANIE CARMONA: Intellectual and developmental disabilities will have the support to find fair employment opportunities.

ALAINA CHACHERE: Or to find employment opportunities.

STEPHANIE CARMONA: Find employment opportunities. I don't know. I get what you're trying to say.

ALAINA CHACHERE: Vivienne.

VIVIENNE WEBB: I think I understand what you mean but at the same time we want to be really careful with the wording to not narrow it down too much. Because we do still want to promote fair pay across the board and equal or fair employment opportunities. Not just finding those select few jobs that might take us.

ALAINA CHACHERE: I like that idea.

STEPHANIE CARMONA: So to find fair employment opportunities with fair pay or do we just remove that portion?

JILL HANO: And that includes fair pay?

STEPHANIE CARMONA: Fair employment opportunities including fair pay and being treated equal. I don't know. I'm trying to see how to write this. I see the intent. I am just trying to make sure I'm wording this correctly.

ALAINA CHACHERE: Can you copy and just paste it to the bottom. I think Vivienne has another suggestion. I just want to make sure that we don't lose what we have.

STEPHANIE CARMONA: You got it.

ALAINA CHACHERE: Okay. Vivienne.

VIVIENNE WEBB: Maybe replace the support to with access.

ALAINA CHACHERE: Can we say fair paying employment opportunities?

VIVIENNE WEBB: That may make it seem like it's optional though.

ALAINA CHACHERE: I was thinking if we said fair paying employment opportunities where they are welcome, included and treated equally. That might be redundant.

VIVIENNE WEBB: But then we want everyone to be welcome everywhere because we want to promote inclusion in the community not exclusion. So maybe take out the where they are welcome part because we want everyone to have the same access to things. We should be welcome everywhere.

ALAINA CHACHERE: Do y'all want to vote on option one or option two?

EBONY HAVEN: Before you vote can I say something?

ALAINA CHACHERE: Yes.

EBONY HAVEN: Just about I like access but I also like support. And the reason I'm saying that is because in the feedback that you got in the public, from the public surveys one of the feedback was LRS does not have enough staff, it takes too long to help people. So they are the support so that would lead to activities as far as like advocacy for LRS and advocacy to help them to have more voc rehab counselors and things like that. So I think if you guys add both access and support that might be a good suggestion to address one of the things that was included in the public feedback.

ALAINA CHACHERE: Vivienne.

VIVIENNE WEBB: I agree. Access and support gets the point across nicely and is concise.

ALAINA CHACHERE: So we're leaning towards the second. Does anyone have any objections of going with the second option? Karen.

KAREN XU: I just wondered do we need necessary training. Have the support or necessary training. Put necessary training. Access and support to necessary training. Just necessary training for employment. Just add that part. Just thinking.

ALAINA CHACHERE: But if we add will have access to support and training. Access to support and training necessary. But now we're changing the objective that they're going to have access to the employment. Now it's becoming access to the training the way that it's worded.

KAREN XU: We say access to support, necessary training and employment opportunity for fair pay and equally treated. Like that.

ALAINA CHACHERE: I was thinking that the training, that was going to be like in the support for being able

to find fair, like that would be part of the support in my mind. Vivienne.

VIVIENNE WEBB: Take out the training part because it's already encompassed. I think the training part would fall under the objective as an activity. It's certainly part of it but I don't think it's necessary to include the word.

ALAINA CHACHERE: Angela.

ANGELA HARMON: So my question is I know you're trying to take out the training piece. So under access and support would that also include accommodations? Because you're trying to encourage inclusive hiring practices in the workplace you're probably going to need accommodations for some people. Or career development or customized employment. So I'm just trying to make sure that's going to be under that same umbrella, you know. And you're saying treated equally. It's like prevent discrimination. I know it has to be in plain language but it's kind of like I wasn't sure access and support was going to also mean that they have accommodations in their workplace. So what are y'all thoughts? Would that be under the same umbrella, Ebony, you think? If you're trying to make it inclusive hiring practices and workplace accommodations that would be under just supports you think?

EBONY HAVEN: I think that's talking about something different. I was saying support as in supports from LRS and, you know, places where you should get support. I think if you want to add the workplace accommodations we would have to probably put it somewhere after employment opportunities. To find fair paying employment opportunities that include all necessary accommodations or something like that. Or you could put it at the end. Where they are included and treated equally and provided all necessary accommodations. I don't know.

ANGELA HARMON: I know. I wasn't trying to add to it. If you need supports or accommodations to me that would be where you would kind of add it in for employment. I don't know. Thank y'all. I guess I'm just brainstorming.

VIVIENNE WEBB: Can we change equally to equitable and we can put something in parenthesis if necessary. And then before we added the training part I assumed

access and support included training and accommodations because accommodations and trainings would provide access and support. So if we do want to make it less wordy that is a way we can go.

ALAINA CHACHERE: I kind of agree with Vivienne. I think training would kind of fall under the supports that you might need to find fair employment and the accommodations could also fall under the support that you need.

ANGELA HARMON: (Inaudible) could we include that under supports? Could it go under that umbrella? But I didn't know if we needed to mention it or it's kind of a given.

ALAINA CHACHERE: When we started earlier in the day we were trying really hard to simplify these objectives to not be very wordy and be in plain language. So I think that might be whenever you're suggesting to add it the rest of us are saying we're trying to take it out just because we've been having to do that for every objective because they get long and then we have to cut them down.

ANGELA HARMON: And that's fine. I was just kind of curious would that consider supports. That's all. Accommodations is going to be considered supports in this particular objective. Even if it's not named I think that's what you're telling me, right? That would include supports like accommodations, correct?

ALAINA CHACHERE: I believe so.

ANGELA HARMON: Okay. That's fine. That's all I wanted to make sure that was understood. Thank you.

ALAINA CHACHERE: Vivienne. And then we kind of have to get back to limiting the amount that we each speak.

VIVIENNE WEBB: I think we can safely take out necessary training and the accommodations part since access and support encompass a lot of different things. We don't have to limit it.

STEPHANIE CARMONA: So did y'all want to-- I'm sorry Vivienne. I know I deleted that whole thing. I just had copied the original and I added those things in. So did you want me to go between those two or did you want me to just delete that from that third one? I can put it back up. I just copied this from, I believe, it was the second one.

VIVIENNE WEBB: I think the second option is good.

STEPHANIE CARMONA: Okay. And then I took into account what you said that it needed to be equitably and then I took exactly what we had in parentheses, which is also known as fair that we had for a previous one. And I moved that there also.

ALAINA CHACHERE: I feel for uniformity that we keep either equally or equitably. And we've already gone with equity in a previous statement. So equitably (also known as fair). Do y'all want to vote on it? We can vote on equally, option one or option two for objective two. Vivienne, is your hand still raised or is it new?

VIVIENNE WEBB: I put it down.

ALAINA CHACHERE: I'm sorry. Let's vote on objective two. Option one or option two. Can you read them to us?

STEPHANIE CARMONA: Sure. Option one, people with intellectual and developmental disabilities will have the support to find fair employment opportunities, including fair pay and being treated equally at their job. Option two, people with intellectual and developmental disabilities will have access and support to find fair paying employment opportunities where they are included and treated equitably (also known as fair). When I call your name please tell me option one or option two and I will mark that. Jill Hano.

JILL HANO: Two.

STEPHANIE CARMONA: Angela.

ANGELA HARMON: Two.

STEPHANIE CARMONA: Tony.

TONY PIONTEK: Two.

STEPHANIE CARMONA: Robby.

ROBBY SMITH: Two.

STEPHANIE CARMONA: Vivienne.

VIVIENNE WEBB: Two.

STEPHANIE CARMONA: Karen.

KAREN XU: I like one.

STEPHANIE CARMONA: Five voted for two. Okay. Would y'all like me to go through this? That is what it says on the last thing. I know we're over on time so it's up to you, chair. The last of the agenda is to review the goals and objectives. So we can review those if you would like.

ALAINA CHACHERE: I feel like we did a good job reviewing every single one of them and voting on them before we moved on to the next one.

STEPHANIE CARMONA: Can I make one suggestion really quickly? For goal one it's the only goal that we have the over the next five years and I know you said you like consistency I guess across the objectives. So I don't know if y'all would like me to add the over the next five years for all of them or just delete it from these three. So just let me know.

JILL HANO: Delete because we've never had that before.

STEPHANIE CARMONA: Okay.

ALAINA CHACHERE: Is anyone opposed to skipping the review? No.

STEPHANIE CARMONA: Then you need a motion.

ALAINA CHACHERE: So we need to vote on the draft of the five-year plan that we developed. Whether or not this plan should be sent to the full council for final approval in October. And we now need a motion to accept the five year, the draft five-year plan and submit it to the full council. Would someone like to make a motion.

VIVIENNE WEBB: I make a motion.

ALAINA CHACHERE: Tony, are you seconding?

EBONY HAVEN: Tony, can you unmute and second?

ALAINA CHACHERE: Would someone like to second the motion?

EBONY HAVEN: Can you say I second?

TONY PIONTEK: I second.

EBONY HAVEN: Thank you.

ALAINA CHACHERE: And is there any public comment? Jill, is your hand raised?

JILL HANO: I would like to motion to give staff permission to make technical changes to the five-year plan to ensure that plain language is used all across the board.

EBONY HAVEN: Jill, thank you for making that motion but we have to get through this first motion first. We need to vote on the motion that's on the floor first and then you can make that second motion. Thank you for making that.

ALAINA CHACHERE: And there was no public comment. Can you do a roll call vote? Tony.

TONY PIONTEK: Yes, check on the spelling.

ALAINA CHACHERE: Okay. Thank you. Can we do a roll call vote?

STEPHANIE CARMONA: Yes. So a vote for yes is that we are motioning to accept the draft of the five-year plan and send it to the full council for approval. A vote for no is that you do not want to accept the draft and send it to the full council. Or you can abstain. Jill.

JILL HANO: Yes.

ALAINA CHACHERE: We don't have a quorum.

EBONY HAVEN: Karen, are you still there? I don't know if you can hear us. There she is. Okay.

STEPHANIE CARMONA: Jill.

JILL HANO: Yes.

STEPHANIE CARMONA: So Jill, yes. Angela Harmon. Not sure if she's still on. Tony Piontek.

TONY PIONTEK: Yes.

STEPHANIE CARMONA: Tony Piontek, yes. Robby Smith.

ROBBY SMITH: Yes.

STEPHANIE CARMONA: Robby Smith, yes. Brooke Stewart. Erick Taylor. Renoda Washington. Vivienne Webb.

VIVIENNE WEBB: Yes.

STEPHANIE CARMONA: Vivienne Webb, yes. Karen Xu.

KAREN XU: I'm sorry. Is this to agree with staff, the motion, right?

STEPHANIE CARMONA: Yes is to accept the draft and to send it. No is that you do not want to send it for approval.

KAREN XU: That's okay.

STEPHANIE CARMONA: Is that a vote of yes?

KAREN XU: Yeah.

STEPHANIE CARMONA: You have five yeses.

ALAINA CHACHERE: So motion to accept the five-year draft plan and send it to the full council for final approval passes with a vote of five. The five-year plan will be submitted to the council to vote on in October. Jill, did you want to make a motion?

JILL HANO: I motion that we allow staff to make only technical changes to the plan to ensure that plain language is used throughout across the board.

ROBBY SMITH: Second.

ALAINA CHACHERE: Vivienne.

VIVIENNE WEBB: I would like to point out that this may change some of the wording and sometimes wording is essential to capture an idea. Especially when you need a precise set of words. I know we talked a lot about certain words today so we may want to be careful and weary of that. I do agree with technical changes but for grammar.

EBONY HAVEN: So we can give the council both-- well, if we make any changes to the plan, and I'm not saying that we will, I think Jill just wants to make sure that if we need to-- and these are technical changes. We wouldn't be trying to change the intent of what you guys have done today. But we can give the council both the version that you have that you've approved and motioned to approve and sent to the council. And if we make any changes we can give you guys that and make sure we highlight where we made changes.

HANNAH JENKINS: Everyone's okay with that?

STEPHANIE CARMONA: And I can do a vote.

ALAINA CHACHERE: We will have a roll call vote.

STEPHANIE CARMONA: Ayden Blunschi. Jill Hano.

JILL HANO: Yes.

STEPHANIE CARMONA: Jill Hano, yes. I'm sorry. A vote for yes is that you're okay with allowing the staff to make the technical changes to ensure that plain language is used throughout. A vote for no is that you are against that. Angela Harmon. I don't know if she's still on. I just keep calling her. Tony Piontek.

EBONY HAVEN: Can you unmute and say yes Tony. You have to unmute.

TONY PIONTEK: Yes.

STEPHANIE CARMONA: Tony Piontek, yes. Robby Smith.

ROBBY SMITH: Yes.

STEPHANIE CARMONA: Robby Smith, yes. Brooke Stewart. Erick Taylor. Renoda Washington. Vivienne Webb.

VIVIENNE WEBB: Yes.

STEPHANIE CARMONA: Vivienne Webb, yes. Karen Xu.

KAREN XU: Yes.

STEPHANIE CARMONA: Karen Xu, yes. You have five

yeses, zero noes, zero abstentions so the motion passes.

ALAINA CHACHERE: We're now going to move to public comment. We're going to open the floor to any members of the public who wish to comment. There's no one. Okay. Thank you for all your time, ideas and hard work over the last two days. Your input is really important in helping us build a strong five-year plan. We really appreciate your commitment to this process and the work we do for the people with developmental disabilities in Louisiana. If there are no objections we can adjourn by unanimous consent. Any objections? I hereby adjourn the meeting at 4:23.