

**FLORIDA COORDINATING COUNCIL
FOR THE DEAF AND HARD OF HEARING
Quarterly Meeting
Tallahassee, Florida**

Thursday, February 7, 2019
9:00 a.m.

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>> GLENNA ASHTON: Okay. Good morning. We have a few announcements or housekeeping things that Megan will explain.

>> MEGAN CALLAHAN: Good morning, guys, this is Megan. A couple things. First of all, Glenna will be starting the meetings this morning and tomorrow morning for Karen. She is having to work, but she will be here later in the day or later this morning.

Another thing, for WiFi, you can connect to DMS underscore guest, and that should let you connect without entering any passwords.

But I have the information, so if you need it, just let me know and I can pass it along to you.

Also, if you're on the phone, please remember to mute your line by either pressing mute or star six.

>> GLENNA ASHTON: We're at the Betty Easley Center, the exit signs, follow the exit signs out to the building, in this building, the restrooms are closed! They are not working. You have to go out to the café, the restrooms work there, at the café, so take a little walk.

[Laughter].

>> GLENNA ASHTON: Don't wait until last minute! Go!

[Laughter].

>> GLENNA ASHTON: We will do the roll call, starting with....

>> SHAYLA KELLY: Good morning, I'm Shayla Kelly representing the Florida

Department of Health.

>> MARY HODGES: Good morning, this is Mary Hodges, Florida Department of Elder Affairs.

>> JOHN JACKSON: Good morning, this is John Jackson, I'm from Tallahassee representing the Department of Children and Families.

>> CECIL BRADLEY: Good morning, this is Cecil Bradley representing Department of Education. Hello.

>> CHRIS LITTLEWOOD: Good morning, everyone, this is Chris Littlewood from St. Petersburg College and live in Seminole, Florida, and I represent the Association for Late-Deafened Adults.

>> GLENNA ASHTON: Good morning, this is Glenna Ashton representing the Florida Association of the Deaf from South Florida.

>> DEBRA KNOX: Good morning, this is Debra Knox, I am representing A.G. Bell Florida and I'm from Oviedo, Florida.

>> MEGAN CALLAHAN: Good morning, this is Megan Callahan representing the Florida Department of Health.

>> SHAY CHAPMAN: Good morning, Shay Chapman, Florida Department of Health.

>> GLENNA ASHTON: And we have our great support team. Is there anyone on the phone, please?

>> DEBBE HAGNER: Yes, this is Debbe Hagner representing HLAA; I'm here. Good morning.

>> CINDY SIMON: And this is Cindy Simon representing audiologists. Good morning, everyone, I miss seeing everyone.

>> GLENNA ASHTON: Is anyone else on the phone?

>> Yes, hello, my name here is Molly, Molly Hollinger. And I am on the Florida Rehabilitation Council and I decided to sit in on your conference this morning, just to find out what's up with the Deaf area there related to VR. I am using a sign language interpreter.

[Pause].

>> GLENNA ASHTON: Molly, where are you calling from?

>> MOLLY: Molly, this is Molly speaking, yes, I live in.... in St. Augustine.

>> GLENNA ASHTON: Okay. Thank you.
Is there anyone else on the phone?

[No response].

>> GLENNA ASHTON: We have the support team, Lisa Johnston is CART -- oh, we need somebody to monitor the chat.

>> SHAY CHAPMAN: I will.

>> GLENNA ASHTON: Is there anybody on the chat?

>> SHAY CHAPMAN: Yes, we currently have Darlene on chat, Karen Goldberg is on chat until she can join us in person, and Gina Halliburton is on chat.

>> GLENNA ASHTON: Okay, great! So, we do have a quorum.

>> DEBBE HAGNER: Shay? Darlene says that she entered in the code and it's not valid, she forgot another 9, it's 996.

>> SHAY CHAPMAN: Okay, great, Megan is sending her the code now.

>> DEBBE HAGNER: Okay, great. Thanks.

>> GLENNA ASHTON: Okay. Everybody accounted for?

[No response].

>> GLENNA ASHTON: Okay, so we have Lisa Johnston on CART, we have the interpreters, Benjamin, Anna, Kristen, and Amanda. And we have....? And we have him, LaShay.

[Laughter].

>> SHAY CHAPMAN: LaShay.

>> GLENNA ASHTON: LaShay, okay.

[Laughter].

>> GLENNA ASHTON: Remember wait to be recognized by me and say your name before speaking.

[Pause].

>> GLENNA ASHTON: If you turn to tab seven, it's the minutes from November. If you'd quickly scan it so it can be approved.

[Pause].

>> SHAY CHAPMAN: Gina motions to approve the minutes via chat.

>> GLENNA ASHTON: Okay. I have a motion to accept the minutes.

>> DEBBE HAGNER: I second the motion.

>> GLENNA ASHTON: -- from Gina. Do we have a second?

>> DEBBE HAGNER: Debbe seconds the motion.

>> GLENNA ASHTON: Okay, Cecil seconds the motion. Okay. Pass. And then we have the agenda. Take a quick look at the agenda. Are there any changes or additions to it?

[No response].

>> GLENNA ASHTON: Oh, we have no presenter? Okay.

[Pause].

>> DEBBE HAGNER: I make -- this is Debbe, I make a motion that we accept the agenda.

>> GLENNA ASHTON: Okay. Accepted. Okay. Florida Department of Health?

>> SHAY CHAPMAN: Good morning, this is Shay Chapman from the Florida Department of Health. I just have a quick update and then I'll turn it over to Megan for the run-through of all the things that have been accomplished since the last meeting.

We still continue to wait after the new Governor for a new surgeon general to be appointed at the Florida Department of Health, so that has not happened yet.

And so we will keep you updated. And when we know that. And we continue to monitor legislation as it impacts the Council and we will keep you updated. I know we have others that are doing that as well.

That's really the only updates we have. Staffing has stayed the same, Shayla continues to help with your travel. We have a new budget person who is helping Cecil and Megan to make sure the budget is good, and then Megan continues to be your staff person.

So, all is good.
Megan?

>> MEGAN CALLAHAN: Good morning again, this is Megan. A couple of announcements about the meeting binders. For those of you that are here, you'll find your restaurant list in the front pocket of your binder, as well as a copy of the latest biennial report.

And in the back pocket, you will find the website analytics report that Debbe and Darlene will be going over during their Website Committee update.

And now if you will turn to tab number eight, you will find the action items list.

I do apologize, some of these have been -- have changed or have been completed since printing these -- since printing this list, so I apologize, just so you all know.

The first action item was to send the Council PowerPoint used at the It's A Deaf Thing event to all the members. That was to be completed by me and that was completed.

The next action item was to create a speakers' bureau list for the website to be completed by me. That still has to be completed.

I'll get with Karen and Gina to see what they would like to do for that and how they would like to proceed.

The next one was to update the council members' information for the binders to be completed by myself.

If you'll recall during the last meeting, some of the members mentioned that their information had been updated or was incorrect, so I went in and I updated the information that they needed; that's been completed.

The next action item was to draft thank you letters to send to the council members no longer on the Council to be completed by the Executive Committee. That is still yet to be completed. Although now I believe that the biennial report and the cover letter have been completed, we will be able to get that done shortly.

The next action item was to find statistics regarding the elder population who is deaf, hard of hearing, late-deafened and deaf-blind for their report to be done by Mary Hodges; that was completed.

The next action item was to ask the Department about itemizing the miscellaneous expenses column on the budget to be done by myself. That has been completed.

[Background noise on telephone].

>> MEGAN CALLAHAN: The next action item was to submit information for the report topics by November 30th to be done by all council members, which was completed.

The next action item was to select the printing vendor for the report to be done by the Department staff; that was completed.

The next action item was to send a reminder e-mail to all the council members outlining the report deadlines and details to be done by myself. That was completed.

The next action item was to have the report completed, printed, and mailed. That was to be completed by all the council members and the Department staff. That has been completed, it has been printed, everything's good to go.

The next action item was to invite AHCA to a meeting and to be completed by myself and Karen. I think there was miscommunication, if we wanted them to present, but for

them to observe the meeting, we did invite them to do that and that was completed.

The next action item was to send the Executive Committee the 2017 team report letter to be done by myself; that was completed.

The next action item was for the Executive Committee to draft the 2019 report cover letter to be completed by the Executive Committee. That has been completed.

The next action item was to send me updates and suggestions for the website to be done by all council members. That's to be completed as needed.

And the last one is to send the updated -- that's supposed to say text, I'm sorry, Text to 911 spreadsheet monthly to be completed by myself as needed.

I have been trying to access that Excel spreadsheet; however, it won't let me on my computer now and I have been looking into it.

What I can figure out is just send you all the link where you can find the spreadsheet where you can look at it yourselves. I can start doing that until I can figure out what's going on.

And that's it. Thank you.

[Pause].

>> GLENNA ASHTON: It's only 9:15, so we'll continue on with the legislative report. Yesterday it was just Karen, me, Debra, Darlene was not able to make it at the last minute.

We had the same talking point paper and last year we had about a similar number of legislators we visited, about 15.

One thing that was different yesterday was that I've been to the Capitol five times. The first time representing the Council and yesterday was the first time I did not have an interpreter, so I saw a difference. Even though I could manage one-on-one, I appreciate the interpreters!

[Laughter].

>> GLENNA ASHTON: Okay. So we found that the best way to lead the discussion was to start with the bill, because that's what they're most interested in, is something they can do, is to take action on the bill.

And there were three bills that we mentioned yesterday, HB 289, state emergency communication and warning system sponsored by Stark, and that's related to having a qualified interpreter and on the screen all the time on TV during emergencies, like hurricanes.

You all remember the horror stories of what happened after some of the hurricanes, a bright yellow shirt and a fake interpreter and all that.

And almost everyone we mentioned that they were aware of that.

Stark is still looking for a sponsor for the Senate companion matching bill and he thinks he has someone, so I have to get back with him and let the other senators know.

HB441 and -- sponsored by DuBose and SB536 sponsored by Brandes, it relates to Text to 911 and all of them are, like, well, duh, yes, that makes sense!

And then HB531 sponsored by Brannan and SB572 sponsored by Baxley, insurance coverage for hearing aids for children, saying that they -- that Medicaid coverage is for children, but not third-party insurance, so we want to ask them to expand the coverage.

These three bills were submitted last year and we think that what happened, and a couple of the legislators mentioned too that what happened was after the Parkland shooting, everything just pretty much died.

So these three bills may have a better chance of passing, because they're already on the docket right away, and all of the bills had only one sponsor each, so we asked all the legislators that we visited to be willing to co-sponsor. Some say definitely yes, some say wait and see.

They're all going through committees now, so I hope something will happen this year.

We did better this year in that we actually saw the senator or the representative instead of the aide, so we did better with that.

And Debra, it was her first time and she did a really good job. We had the talking points and she watched us do it and then she did fine herself.

We did learn a few things. We tried to make time, by the time we were finished, it was 5:00 o'clock and they're kind of, like, shoo everybody out.

We wanted to go see Jared Moskowitz. He apparently is on some chair of some committee or agency that could go ahead and make a rule to require qualified interpreters and on the screen for the emergency, so we'll go ahead and try that and see what happens with that, instead of going through the bill.

And we did find out a specific person to contact for appropriation to see if we can.... mention something about the Council.

We had a few that we did stop by and drop off material. We did that with a few.

One important appointment was with Senator Galvano who was the President of the Senate and Karen went to see him alone, she sat and waited for one hour, but finally saw him, and he was very positive and very supportive, and that was really key, you know, so he could help push the bill.

And we hit 10,000 steps walking around the whole Capitol.

[Laughter].

>> GLENNA ASHTON: Debra, do you have anything more to add?

>> DEBRA KNOX: I just wanted to add that Jared Moskowitz was a former politician, but he has served as the director of Florida Division of Emergency Management. And he was appointed by Governor Ron DeSantis in that position.

[Background noise on telephone].
[Pause].

>> GLENNA ASHTON: Okay. I was asking Chris if he knew Jared Moskowitz, because what you said, he was on FEMA and I would think Chris would have worked with him before, but he didn't know that person.

>> CHRIS LITTLEWOOD: This is Chris, I don't know everybody that works for FEMA.

[Laughter].

>> CHRIS LITTLEWOOD: The name sounds familiar, but I can't put a face with the name. That may be my crummy memory.

>> GLENNA ASHTON: Debra, do you have anything more you wanted to add?

>> DEBRA KNOX: This is Debra, I would just like to add that I had very good instruction and models from both Karen and Glenna, and it was a really informative day in speaking with all of them.

And I have to say that we did find that the majority of the -- of either the representatives, senators, or the aides that we spoke with were very receptive and interested in, you know, what we were sharing with them and the bills that we were presenting that we were hoping for them to support.

>> GLENNA ASHTON: This is Glenna. As you know, every year there's always a big group, and there was two big groups, one group was all purple and they were representing the Alzheimer's Association, I mean, they were everywhere.

The other big group that was on the TV news this morning was Moms Demand Action, was a gun-control group and they were all red and they're everywhere, so.....

And Karen was saying maybe we should have the -- the purple had a sash and were wearing purple, and the Moms Demand Action had red T-shirts and Karen said we should get crowns or whatever.

[Laughter].

>> GLENNA ASHTON: A badge or whatever.
Okay. So I will follow-up by sending thank you letters to all of the people that we met with. And then try to keep following up on the bills.

I already do a bill tracking. But I think that this year will be key to follow-up on the bills, because we might have a good chance if it's early enough and going through the committees already, so we'll see what happens.

And yes, we did -- we talked about the bills, we explained about the Council, we explained about the history of the funding, we didn't ask for money, but we explained the history of the funding, and that seemed to be more of an impact of we had the money and now we don't have the money, so we wanted to be careful.

>> CHRIS LITTLEWOOD: This is Chris, I just wanted to ask about the interpreter situation. I know it happens, but I'm just wondering if there's anything that we can do moving forward, who we should contact additionally to make sure that we don't have to go to those meetings and there be no interpreter show up.

>> GLENNA ASHTON: Like I said, this time is the first time they couldn't find an interpreter.

And I left a note two weeks ahead and I'm thinking next time I'll let them know three weeks ahead. We already know the day, so it's just the schedule we don't know.

No, she kept sending me e-mails, they were working with the vendors and the vendors are looking at stuff and she's really apologetic about it and they were trying hard to find right up to the day before, so.....

Where were you guys yesterday?

[Laughter].

>> SHAY CHAPMAN: I was thinking maybe while you were speaking, Glenna, a possible solution could be that we could add a little extra number to the purchase order that we do for interpreters next year and then if it becomes an issue where you know a few days out that you're not going to be able to get one, we could request one from the vendor that we already have on purchase order for the Department.

>> GLENNA ASHTON: That would be nice.

>> SHAY CHAPMAN: I'll have Megan make a note of that.

>> GLENNA ASHTON: Okay.

>> CECIL BRADLEY: This is Cecil.... so basically I think a good backup plan would be to make sure that everything is set up for the Government about two weeks before with the FAD and legally, if we just make sure that through the laws, everything is.... sorry.... everything should work out well.

>> GLENNA ASHTON: John?

>> JOHN JACKSON: I think Shay's idea is pretty good on the contract, but if we do find ourselves having to use those funds for that purpose, I think that we should plan on writing some sort of letter to whoever you dealt with asking for reimbursement. Knowing the likelihood of it is slim, but getting our point across.

>> CHRIS LITTLEWOOD: This is Chris. I also think maybe bigger than the funding issue might be just knowing who to contact and maybe just if somebody, I don't know if they contacted you, Megan, letting you know that they still hadn't found anybody, so, I

mean, because you, I'm sure, could give them ideas of who to reach out to, right?

>> GLENNA ASHTON: This is Glenna. There's one person that's in charge of all of that accessible services and I worked with her in the past years with no problem. It's just this year, there wasn't anybody available yesterday.

>> CECIL BRADLEY: This is Cecil. My personal perspective is that we really need to have something set up with an agency, whether it's with the committee or with an organization so that we are connected with the interpreters of the state and will always have something in place for functions, because this is very disappointing and they need to know that the Council really relies on those services and we need to have that access confirmed, because it's kind of a sad fact that in this state, that happened.

Not only for us, but with my experience with agencies and other agencies as well, it's really their responsibility to make sure that their following ADA. I mean, it was passed for a reason. And we're still obviously not there yet with having it all approved.

>> GLENNA ASHTON: Glenna. I did mention line item being there and not there, and Karen did mention that other places have direct services. Okay.

[Pause].

>> GLENNA ASHTON: Why is public comment there?

>> MEGAN CALLAHAN: This is Megan. Karen wanted to change the public comment where we have it for three different times, so there should be one from 11:00 a.m. to noon.

>> GLENNA ASHTON: Oh, oh, okay.

>> MEGAN CALLAHAN: And then at the end of today 5:00-6:00 and then tomorrow 11:00 to noon.

>> SHAY CHAPMAN: Gina would like to be recognized.

>> GLENNA ASHTON: Huh?

>> SHAY CHAPMAN: Gina is on chat and she would like to be recognized.

>> GLENNA ASHTON: Gina?

>> SHAY CHAPMAN: Halliburton.

>> GLENNA ASHTON: Okay. Gina?

[Pause].

>> SHAY CHAPMAN: She needs to unmute her line.

>> GLENNA ASHTON: Gina, go ahead.

[Pause].

>> MEGAN CALLAHAN: If you need to unmute your line, press star two again.

[Pause].

>> DEBBE HAGNER: This is Debbe. Darlene is still having trouble with her screen, she can't see, she can't see the screen. I've explained to her to change the dropdown menu and the font size.

>> SHAY CHAPMAN: Gina's question is: Is it possible for us to provide an interpreter if they fall through and then bill them for reimbursement?

And I think that goes back to what John and I were saying. I think we can add some extra money to the purchase order so we have that as a plan B, so you're not stuck in that situation again, Glenna.

And then knowing that if you let us know, we can do that and get one on shorter notice for you and we can figure out what we would do with the staff person at the legislator that you dealt with as far as reimbursement.

>> GLENNA ASHTON: Okay.

>> CHRIS LITTLEWOOD: This is Chris. Can we just add that as an action item just so we don't forget to make sure we follow through on that? But that sounds awesome. Thank you.

>> SHAY CHAPMAN: Great. Megan has already written that down.

>> GLENNA ASHTON: Okay. Thank you.

[Pause].

>> GLENNA ASHTON: I had something....

>> DEBBE HAGNER: Is somebody -- this is Debbe.

>> GLENNA ASHTON: Molly?

>> DEBBE HAGNER: Can somebody address the issue for Darlene?

>> MEGAN CALLAHAN: This is Megan, I just tried sending a chat; I'm not quite sure how to fix it, but we're going to figure it out for her.

>> GLENNA ASHTON: John?

>> JOHN JACKSON: Do you want to see if Gina's able to speak again?

>> GLENNA ASHTON: She did ask her question.

>> JOHN JACKSON: Oh, she did?

>> GLENNA ASHTON: About the interpreting reimbursement. Molly, since you are visiting from the Florida Rehab, would you like to make public comments at this time?

[No response].

>> GLENNA ASHTON: Molly?

[No response].

>> GLENNA ASHTON: Could you talk about why you were interested in sitting on the FCCDHH Council? Can you share something about yourself, Molly?

>> MOLLY: Okay, sure. I'm on the Florida Rehab Council for the Deaf. And I grew up oral using my voice. And I don't know, about two or three weeks ago we had a committee meeting and it was in Tallahassee, same as yours is. And it was.... I forgot the man's name, the presenter, but he was from Deaf Services.

And he was talking about how VR is done or how things were maybe not provided appropriately, appropriate services for the Deaf.

So in my previous experience, I have worked -- in D.C., I've worked with high school students, that's my master's degree is in rehabilitation counseling.

And I have a lot of concerns on my part, of course, for the services that are being provided to the Deaf here in Florida.

Because the deaf students are so separated within their school district.

And so I'm not sure that the students are getting all of the benefits that are available to them.

So I wanted to sit in and sort of get a feel and maybe some of you guys can give me some ideas as far as assisting with deaf students and giving them access to the VR services.

And.... I have let the Rehab Council, let them know the issues and also how to solve those problems.

>> GLENNA ASHTON: Thank you, Molly.

>> MOLLY: I'm here to learn how to advocate for deaf and hard of hearing in a VR sittings or situations, I guess you could say.

>> GLENNA ASHTON: Thank you, Molly. The person that was presenting, it was -- it is Cecil Bradley, who is also on this Council.

[Pause].

>> MOLLY: Yes, but what I'm hearing are some of the problems, and I'm aware of some of those things that are being brought up. We're talking about accessibility for deaf students. And, you know, I definitely understand the problem. And I understand the issue with finding interpreters.

And I'm not -- I'm fairly new here, so I'm not entirely sure how it works here, so.....

I think it's helpful to tell the committee that there is a problem and what are you going to do about it?

And so we really need to have a lot of discussion in relation to VR services and Deaf rights.

And so I'm just not just being nosy, I just want to be familiar with, you know, what's going on within the state, so that's why I've joined the meeting.

>> GLENNA ASHTON: Cecil?

>> CECIL BRADLEY: Molly, hello there, it's Cecil. So the Florida Registered Committee which happened a couple months ago, it's a retired committee that moved here from Florida, I think it was from St. Augustine and I remember meeting you and it was nice to talk to you at the time. So the Council here are really trying to --

>> MOLLY: Yes, I remember you, yes.

>> CECIL BRADLEY: Oh, okay. So, we really do enjoy your feedback. We appreciate it. Everyone here on board appreciates the feedback that you have.

We are a large -- we're not so large of a state compared to D.C., but regardless, we want to thank you for your involvement.

[Pause].

>> GLENNA ASHTON: Cecil? Cecil? Does VR still have a program where the counselor reaches out to the high school students at the age of 16?

>> CECIL BRADLEY: Yes, this is Cecil, yes, and the reply is yes, we do. It's a bit of a challenge to open the school and having them work with us, but it was a huge success and we would like to maximize the opportunity.

I can't remember the number, but I believe that it was a very huge number. And we still have a little ways to go to reach the other kids and the opportunities there within each classes.

To help them -- we have a lot of work to do to prepare for that, but it depends on each school and their acceptance. And if they're willing to meet with us, if we're willing to get the parents' involvement and counselors' involvement as well.

>> GLENNA ASHTON: This is Glenna. Remember, teaching high school, we had to have the VR counselor come to school because we have a center and it was easier, we were all right there, and I was wondering, I think it seems like the deaf and hard-of-hearing students are less of a group and much more spread out, okay.

>> CECIL BRADLEY: Yes.

>> GLENNA ASHTON: Okay. Molly, thank you for your comments.

>> MOLLY: Yes, exactly, yes, this is Molly. And I did notice that and I noticed that in relation to VR services, it's been very difficult for deaf students. They don't know where the services are or how to obtain them. And they're just oftentimes the only students or deaf student within their school. And I grew up in that sort of situation. And I did not have the services that I could have.

And... I know that Florida School for the Deaf and Blind has a good deal of services, but I'm talking about the students that are mainstreamed.

And the lack of services as far as what their options are like for work after school or college after school and in relation to VR and the services they can provide.

>> GLENNA ASHTON: True, Molly. Glenna. I also think that it seems important to make sure that the teachers of the Deaf and even the interpreters are aware about VR services, because if they don't know, they're not going to pass on the information. Because I've had a few times that I'm talking to an interpreter and they had no clue about VR.

>> SHAY CHAPMAN: Debbe has her hand up in chat.

>> GLENNA ASHTON: Okay. Debbe?

>> SHAY CHAPMAN: Debbe, you can push star two.

>> MOLLY: Yes, exactly, you're absolutely right about that. I have a friend who's an interpreter in a public school with one student and she doesn't know about VR, she doesn't know about the services.

But she did mention that her student didn't know anything about VR services and that was something that she had to find time to educate them and then be able to help -- you know, and then it's kind of a sticky situation like that, because she's helping the interpreters, you know, and as far as finding the time and also, you know, getting the resources to that student.

>> GLENNA ASHTON: All right, Molly. Debbe, did you have a comment? Debbe?

>> DEBBE HAGNER: Yes, yeah. This is Debbe. I was wondering if there's something that we could do as a Council or FAD somehow to create an ad or a letter to all the schools and to the Deaf community, hard-of-hearing community, that they're entitled to VR counseling. Is there any way we could get a list of the number of or names -- not necessarily names, but numbers of deaf or hard of hearing in the

mainstream program?

Shouldn't that be part of the IEP or whatever the word is, EEIP (sp) that they're entitled to VR counseling for tutoring or anything?

>> MOLLY: Oh, yes, yes, absolutely.

>> GLENNA ASHTON: Cecil?

>> MOLLY: You know, where I --

>> CECIL BRADLEY: This is Cecil, thank you for your question --

>> MOLLY: Where I was previously working, luckily the VR was right next door within the very close vicinity and they would often go to the IEP meetings and so that was incredibly helpful and the students understood their rights and the services that were offered to them, but it's very difficult when it's all over the place to have VR counselors attend their meetings.

But it was very, very helpful to have them there, especially at high school IEP meetings.

>> GLENNA ASHTON: Thank you, Molly. Again, that was D.C. is a smaller area than Florida.
Cecil?

>> CECIL BRADLEY: Yes, this is Cecil, thank you for your comments.

So, as far as the Department of Education and the numbers, it was about three months ago, we had something called the RMTD-DHH, it was a contract that was provided for training educational purposes, and also for the resource program within the state connected to services for the deaf and the hard of hearing. They had numbers, I didn't bring those numbers, but they were important.

I do remember that there was an increase and it was a bit of a challenge to get qualified teachers.

There was a loss of interpreters and that was a very large number.

And so through the Department and the contract, they provided full copies.

Also, they also had speech translation that was lacking. And the school struggled with that.

And at the same time, there also was a connection with the IEP meetings and a challenge for availability for those meetings.

Because the VR counselors can only do so much. And at the same time -- well, let me say that the parents have to provide permission to allow the VR counselors to get involved with these IEP meetings and that the parents would have to provide the opportunities for that to happen.

So it's a bit of a learning process. And there are a few situations where the students are not learning what they need to learn regarding after the high school program and being mainstreamed during that process.

So.... it is a challenge.

The schools all oftentimes -- it's a bit of a closed environment, and so it takes a bit of an

effort to be able to connect with the schools.

However, there are a lot of things that we can do and a lot of things that we can do to be helpful for the kids.

>> GLENNA ASHTON: Thank you, Cecil.

That brings up a question. Debra, what about parent organizations to make the parents aware that they can ask for VR services, like A.G. Bell and Hands & Voices or whatever?

You know, if we reach out to the parents, that would help a lot.

Debra?

>> DEBRA KNOX: This is Debra. And coming from my experience, actually working in the public schools previously, one thing that comes to my mind in terms of the responsibility of the school system is that there are several times within a student's school career that there are times of natural transition. There's transition between pre-K and kindergarten, there's a transition between elementary and middle school, there's a transition between middle and high school, and then the transition between high school and the real world and beyond.

And I think it's really important for the schools to understand that the time to talk about what happens after high school is not when the child or student is in high school, it needs to happen at every opportunity and a natural place is at those times of transition, where they're really forward thinking.

Because oftentimes the parents who are very -- who are struggling very much with day-to-day, you know, what happens right now and in this grade and I want my student to do well or my child to do well, they might not be -- have the foresight to think about oh, well, where is this leading my child when they get to high school?

But those should be discussions that are occurring from early on, so that everybody is working towards a common goal and they know what's available.

Because as that student transitions to other schools where there's a variety, when they get mainstreamed, they may have less opportunity to be around teachers who have more experience with children or students who are deaf or hard of hearing.

So, I don't know if there's something that we can do as a Council to really reach out and talk about those times of transition where we need to be talking about later on, those transitions out of high school well before that student reaches high school.

>> MEGAN CALLAHAN: This is Megan. Gina, Darlene, and Cindy all have their hands up.

[Laughter].

>> GLENNA ASHTON: Okay. Gina and then Darlene and then Cindy. Gina, go.

>> DARLENE LAIBL-CROWE: Okay. This is Darlene. First I want to say that I have -- I didn't catch everything that was said because I haven't had a chance to catch

up on reading the CART, but I wanted to let the caller or the guest know that in my own personal experience with VR, I have noticed that the last ten years since I've been a client of theirs, that there has been a lot of changes.

But like Cecil said, it has been a challenge. And they are working to evolve to do what they can to provide the resources and research as well.

Also, I have noticed in my own resource is that the Department of Education has a lot of exceptional student education workers that work with the students and, for example, the dual-sensory impairment, when I looked at the website, it showed approximately [poor telephone audio] as I coordinated, working in the state, and I've seen it and as I went through, I kind of got lost, I'm not sure what type of skills that they have or if this is just a generic, general term, everything together.

So, the important thing is that whoever is working with the children need to be trained to get that complexity up, and that's the tradeoff.

I grew up in the school system in Florida as a hard-of-hearing person wearing hearing aids. I did start getting training for speech when I was in elementary school through the Florida School for the Deaf and Blind, but other than that, I have not had any. And then when I began to lose my vision, I began to collect more resources.

But I have found that the children, even though it's lacking, get more resources than those who are adults.

So, the adults, and even the children when they graduate from high school or college, they are left on their own. And that needs to be focused on. And that needs to be changed.

And also, after school, at home, in the community, there needs to be some resources to encourage the children to be more active and more social and to do what they can to become the adults that they are to be, which is our future.

So, there is a lot of work that needs to be done through VR and a lot of work that needs to be done through other sources. And hopefully the Council can be a part of that. Thank you.

>> GLENNA ASHTON: Thank you, Darlene.

>> MEGAN CALLAHAN: This is Megan, I'm reading Gina's chat. For her hand up, she says: Molly, be aware that the NDC has a very productive subcommittee working on transition situations for deaf and hard-of-hearing students in Florida, thanks to Cecil.

My part on the committee is to bring up other considerations that the leaders may not have covered. I would love to get more specific information from Molly's perspective. Hang on.....

And secondly, Molly's point about uninformed interpreters should stir us to continue

supporting establishing qualifications for interpreters, especially in the school system.

>> GLENNA ASHTON: Thank you, Gina.
Cindy?

>> CINDY SIMON: I just wanted to point out that within the system, there is something called -- I think it's called, and Debra can correct me if I'm wrong, let me see.... ITP, which is to transition after high school. I think we need to pay more attention -- most of the kids that I see who wear hearing aids are usually the only student in their class with hearing loss.
So, but most of them do get additional assistance.

I think we need to continue to educate the parents, to help them, and I've yet to hear of voc rehab going into school with them, and that could be just the particular kids I see. And maybe we need to push some more for academic tracks afterwards.

Because most of the individuals I've seen are all looking towards college, whether it's the community college or a local four-year college.

So, I think that maybe when they do all that counseling, we could have something separate for the kids with hearing loss that help them go through this process.

And, you know, when you write about it, because I help some of them write their essays, the schools want and the universities want to help kids who have what they consider the deck stacked against them, and so we've been pretty successful in getting them into the schools they want to get into, utilizing that within the essays.

[Pause].

>> GLENNA ASHTON: Thank you, Cindy.
That's interesting you help them with writing their essay? That's interesting. Above and beyond being an audiologist.

>> CINDY SIMON: Well, it's just discussing what to put in there and I always double-check grammar and spelling for everyone, including my students.

>> GLENNA ASHTON: Okay. Thank you. Chris?

>> CHRIS LITTLEWOOD: This is Chris. While we're on the subject of VR and job searches and transition, I just wanted to point out that although the transition is very important for students in middle school, high school, and college, I also wanted to mention being a late-deafened adult, I know other late-deafened adults that are trying to come back into the workforce or stay in the workforce, that they are not necessarily given the assistance that they need, and they don't know who to contact or when they are put in touch with VR, VR doesn't know who to put them in contact with.

So it's important for life-long learning and reconnecting with the job force, that that continues to happen even after transition from high school to college.

[Pause].

>> GLENNA ASHTON: Okay. It is now 10:00 o'clock, it is time for a break. And we need time to walk all the way over to the café to the restrooms.

[Laughter].

>> GLENNA ASHTON: Okay. We will be back at 10:15. 15-minute break.

[Break].

>> MEGAN CALLAHAN: Can we take a few more minutes? Darlene is still trying to figure out her CART stuff.

[Pause].

>> SHAY CHAPMAN: Glenna, she's not on, so we'll just start.

>> GLENNA ASHTON: Good morning again, this is Glenna Ashton, and we will begin the council meeting again.

We have public comments until 12:00 o'clock. And while we're waiting for anyone to show up for public comments, we will skip ahead to do committee updates, because the Florida guide and resource for the deaf and hard of hearing and deaf-blind discussion, Karen really wants to be here for that, so we'll hold on that. So, we will go ahead with the committee updates.

The Web Committee, Debbe and Darlene, do you have anything to say, Debbe and Darlene?

>> DEBBE HAGNER: This is Debbe. Darlene has done a long write-up on it. I did post about the vacancy on Facebook. I was looking at all of the phone call logs and I was just wondering if we could somehow make some updates to the website, because there's a lot of them that says leading an IEP and maybe we could make a special website just on how to answer the question about the IEPs. And also how to find local interpreters.

There's a lot of them that are repeated as a call log, that maybe we need to do a better job of doing it on the website.

>> GLENNA ASHTON: Shayla (sic)?

>> SHAY CHAPMAN: I think sometimes people are intimidated by websites and they don't want to look and they would rather talk to a human, so they just call the number and get the help they need. So, I like Debbe's suggestion, but I think that that's just gonna happen.

>> GLENNA ASHTON: Megan?

>> MEGAN CALLAHAN: This is Megan. I do certainly agree with the providing a list of local interpreters, if we can, on the website.

I obviously have no problems giving them those resources.

But then that way if they actually do look through the website and they find those local interpreters, they can, you know, just go ahead and get that information themselves.

However, with the IEP, we have the page on the website dedicated to IEPs and kind of explaining what it is and the process.

However, people still had questions on just where to go for an IEP to, you know, get that scheduled and process started.

So what I did I added the contact information for the Department of Education, if I can upload it real quick, I have the number for them. It's the Department of Education.... um....

>> DEBBE HAGNER: This is Debbe --

>> MEGAN CALLAHAN: Department of Education bureau of exceptional education and student services, that's usually the number and the contact information I'll give them if they're talking about needing an IEP, needing to schedule or how to set one up through the Department of Education.

Other than that, I'll direct them towards the website if they have anymore information regarding IEPs.

>> DEBBE HAGNER: Okay. I also indicated that we have over 217 people that are -- that visit the Council's Facebook page. We also have something like 200 and something followers, so every time something gets posted, we've got quite a few people that view that. I think that's great. We need to keep constantly posting something on Facebook about something related to hearing loss.

Cecil? I would be very interested in the RMTTC-DHH report you mentioned. The reason I'm interested in that, I'm working with HLAA Gulf Coast, the local chapter is working with Tutor Doctor. I'm working closely with Tutor Doctor to help find children who might need additional tutoring for schools rather than more help in math, English, writing, finals, things of that nature, and they could receive scholarships and so I will be happy to share that with all of you and send you information about Tutor Doctor, so if you know of someone who needs some additional tutoring, we should be able to share that information with the students and parents so that they can see if they qualify for the scholarships to get more education help, and this will work from all the way up to the time of the age of 22.

So, I would be happy to share that with you. And you can go to Tutor Doctor website. I have a person I'm working with on that, so if you're interested, I would like to invite him or have him sit in in the meeting to share that more in detail with you in the future.

>> GLENNA ASHTON: Thank you, Debbe. Shayla (sic)?

>> SHAY CHAPMAN: I would also like to mention that in the back pocket of your

binder, there is a website, analytic printout, Glenna has hers, and you can see all the hits to the website, what they were looking for, and I believe this ranges from November through the end of January, so you get a three-month quarterly view, if you're interested.

I think this is a new way that we have available to show you that Megan and David came up with and I think it's a nice visual.

>> GLENNA ASHTON: Chris?

>> CHRIS LITTLEWOOD: This is Chris speaking. I just wanted to make comment about what Debbe was saying about the number of people that are either friends or following on the Facebook page.

It kind of depends on how you're set up for seeing other people's posts, because I know I don't always see the Council's posts and I'm not quite sure why. I have to keep playing with that. Sometimes I see friends make posts and I see their posts constantly, and other people's posts I don't see at all unless I specifically go to their page.

And so you have to work with how you set up receiving posts on your news feed. And I'm not sure how Facebook has that algorithm set up for automatically seeing people's posts.

It's based on the perspective of what's most profitable for Facebook, I'm sure.

>> GLENNA ASHTON: Thank you, Chris.

We do see some activity on that page. I haven't been posting information on there as much as I used to, so a few people that are on there, for legislation, we need to get more active on posting things on Facebook.

But I see the website, we seem to get pretty good traffic there. And it's interesting, the highest part is education and for parent information. That's a really high percentage. 29%. So that's interesting.

[Pause].

>> GLENNA ASHTON: But at the same time, you can see that when they say average time on the page, it's pretty quick clicking; they're only there maybe a minute or two and that's it. So they're not really reading and researching.
Debra?

>> DEBRA KNOX: This is Debra. In reference to maybe how long they're spending on the page, many of our pages within our -- within the FCCDHH site are actually hyperlinks to other things, so I'm on the site now, so it may very well be that they're, you know, clicking on a hyperlink and going to, like, another resource page, and then coming back to go to the next resource, so there's, you know, not a lot of time spent maybe on the Council website; however, they're finding the information that they need and getting access to those resources.

>> GLENNA ASHTON: That's a good point, Debra.

>> DARLENE LAIBL-CROWE: This is Darlene.

>> GLENNA ASHTON: Oh, Debbe -- oh, Darlene? Darlene?

>> DARLENE LAIBL-CROWE: Yes. I'm having a hard time on the website; I have to revisit.... anyway.....

As far as the Facebook page, the insight, I looked at the insight glossary, I sent it to Megan. Did y'all get that?

>> MEGAN CALLAHAN: This is Megan, my apologies, in-between setting up for the meeting and getting the biennial report stuff done, I didn't have time to send it, but I'm sending it right now, Darlene.

>> DARLENE LAIBL-CROWE: Okay. The glossary, you were talking about earlier, Chris was talking about sharing the posts and this and that, it has it on there that the reach and the engage.....

Anyway.....

If there -- they can, the page part of that reach is shared from other pages, and that's why that number is there.

Never mind, I'm lost! Go ahead.

[Laughter].

>> GLENNA ASHTON: That's okay, Darlene. Cecil?

>> CECIL BRADLEY: This is Cecil here, I wanted to make a comment. For the highest percentage, it seems to be focused on educating parents, and that's great, because part of the National Center for the Florida team is working on currently volunteering education website development, as well as resources for the student -- for the transfer students, specifically deaf students for FSDB as well as the teachers and development of the website.

So, what we're coming to, when it's going to come to fruition is maybe in the summertime and then we'll be able to upload it individually on the website and then connect it.

It looks like a great opportunity that's coming for those that need more information.

Hopefully it will help the teachers, the parents, and the students to do well and achieve their goals.

So, that's in process. I just wanted to let you know.

>> GLENNA ASHTON: Thank you, Cecil.

When you get that information, send it to Megan so she can put it on the website.

>> CECIL BRADLEY: Okay.

>> GLENNA ASHTON: All right. Debra and Darlene, anything more with the Website Committee?

>> DEBBE HAGNER: No.

>> GLENNA ASHTON: Okay. Thank you.
Education Medical Outreach and Technology Committee, Gina or Cindy, are you there?

>> CINDY SIMON: I'm here and Gina asked me to cover for her. And the truth is, we haven't done anything, because everybody was very involved with the Governor -- with the report, the biennial report.
So hopefully we'll have much more to report next meeting.

>> GLENNA ASHTON: All right. Chris?

>> CHRIS LITTLEWOOD: This is Chris. Cindy, I know that you can only do what you can do, but I just wanted to ask what the status of the PSA was?

>> CINDY SIMON: Um.... I think -- well, you know, there were.... um.... shots he didn't get and I did find people and I informed him that I had people, and I'll let Megan address it, because with the changes in the Governor's Office, things were -- appeared to have been put at a halt.

I have followed -- Megan, do you have any better or maybe you can try reaching out to him again and see if we can go on and finally finish this?

>> MEGAN CALLAHAN: This is Megan. I also haven't heard anything, so I'll try reaching back out to him to see what all is going on in that office and see if we can get this completed.

>> GLENNA ASHTON: Thank you.
Gina, what about that letter that you had before to send out to healthcare? Are you still sending out the letters or what?

[No response].

>> CINDY SIMON: I -- Gina isn't here, she asked me to cover for her, and I honestly do not know the answer for that.

>> GLENNA ASHTON: Okay. Thank you. Chris?

>> CHRIS LITTLEWOOD: This is Chris. Megan, maybe you could ask Gina that question offline after the meeting, just what the status is, because we had talked about doing a quarterly letter of what people have said in public comments and the biggest issue is -- remains contact with healthcare. And I know she was working on a letter for that.

>> MEGAN CALLAHAN: This is Megan. I know we didn't have any public comments during the last meeting, but I will see what the status is on creating those letters.

>> GLENNA ASHTON: Glenna. Right, the letter was based on public comments. Even if we don't have any, it wouldn't hurt to try to send them out regularly anyway,

because we know it tends to be the same issue that shows up anyway.

>> CHRIS LITTLEWOOD: This is Chris. I think the letter from two or three meetings ago never went out and it was still being wordsmithed or whatever, and part of the point was to keep it outgoing on a regular basis, so if we could just ask Gina if she needs help with that or what's going on.

>> GLENNA ASHTON: Okay. Thank you, Chris. Legislative Committee, we've already discussed yesterday's meetings. And I will repeat again, I will follow-up with thank you letters and follow-up on tracking the bills. Debra?

>> DEBRA KNOX: Glenna, there was one other -- this is Debra -- there was one other thing we forgot to mention that we made attempts to do yesterday, which was to visit the Governor's Appointments Office.

We went to that office because as many of you know, we have vacancies on the Council and there have been applications in for some of those vacancies that have been sitting for quite some time, so we thought since we were there, we would personally go to the office and at least say hello and introduce ourselves. And so we did make that attempt.

However, the staff were in a meeting. But we were able to give them some information and why we were inquiring. And then Glenna did get a personal contact to reach out in regard to those appointments.

>> GLENNA ASHTON: Yeah, I have a real specific name! Okay. Budget Committee, Cecil?

>> CECIL BRADLEY: In relation to the budget? Okay. All right. I've got to get to the correct tab.... let me see....

[Pause].

>> CECIL BRADLEY: Okay. Tab four. All right. So basically -- this is Cecil -- we had communication with Megan and the Department of Health team. We were looking over the budget and there was some new people involved in the budget, so actually with this schedule, it's a little bit different.

For some reason, the presentation is, like, could be reused, like, we could just transpose it over to this side and clean it up a little bit.

And we could just keep it every three months, because it seems like we experience the same amount of problems with the transfer of the data.

So, we did notice that we had in the first column, for actually the first five months.... there's some areas that need clarification with the budget people, because, for example, if you'll look at the second column, it has the blue color, so the already locked encumbered funds are already in the blue column.

So, then you see some white boxes and numbers over there that I believe shouldn't be there. And because there's 50,000 transfer, it's unencumbered funds from a different source, and at the same time with miscellaneous funds, the total isn't correct, but the important number to follow is the number that's in the -- in the column, the allocation follow that number.

The unencumbered will show the ones that are in the lower part of the column.

But this is related to the data. It seems to be working out okay, the expenditures.

The only thing that needs clarification is, like, the payments, because I noticed for the month of January, the number seems to be very high, so it's not an issue for us, it's more of an issue for the budget people, and I will hopefully have a meeting with them and with Megan as well to clarify what their view is, because it seems like there might be a new budget person who wants a different spreadsheet than the previous one, but either way, as far as that's going, we are on track.

So, with the last two columns, it shows us with, like, the amount of money that we have left, that's all I have to say, really.

And if there are any questions about the budget?

>> GLENNA ASHTON: Thank you, Cecil.

>> CECIL BRADLEY: Oh, yes, and then also remember the \$133,000 is very generous, very kind of them to provide that for us, so I'm thankful to the Department of Health and the Legislative Department for that.

>> GLENNA ASHTON: Thank you, Cecil.
Biennial Report Committee? Did you put a copy of it in the binder?

>> MEGAN CALLAHAN: Mmm-hmm. This is Megan, it's in the front pocket of your binder behind the restaurants list.

>> GLENNA ASHTON: So we had that printed literally on the day before, on Tuesday, and we got it Tuesday night.

>> MEGAN CALLAHAN: Yes, I went and picked it up myself to ensure delivery [chuckles] and as soon as I picked it up, I gathered the amount that was wanted and needed for the legislative visits and delivered that to the hotel that afternoon.

And I have the copy -- I have the rest of the copies with me, so if you all want additional copies or if you want to decide how many each council member gets, just let me know, I can get those to you guys, and then mail the ones to the people who are not here.

>> GLENNA ASHTON: Yeah, thank you, Megan. I want to have each member to go home with at least 20 copies, put it somewhere in your office or hand them out wherever they visit, you know, hand them out, we had 750 copies?

>> MEGAN CALLAHAN: 750.

>> GLENNA ASHTON: Most of them will be going to every member of the Legislature, the Supreme Court, and the Governor.
Megan is taking care of getting those out to each person?

>> MEGAN CALLAHAN: Yes.

>> GLENNA ASHTON: I know there's an established way to do that.

>> MEGAN CALLAHAN: Yes, we're doing that.

>> GLENNA ASHTON: And yesterday, we also added the little Post-It notes and the pen to give to, and some started using it to take notes on.
I also added one page about the health study.... where is it....?

It's one of my former university students doing his Ph.D. and he focused on surveying deaf people about the status of the healthcare, asking different kinds of questions, and the questions were done in both English and ASL video.
Do we have some more copies in there?

>> DEBRA KNOX: Let me see.

>> GLENNA ASHTON: Hopefully we have other copies and I can give one to each of you.

This young man came and talked one time, I think, Tyler James, he came to talk about that he was doing a health study. I can't remember if he came to talk here or talk through FAD. I think it was FAD.

>> MEGAN CALLAHAN: This is Megan. I have the e-mail that you sent with the attachment of what you wanted printed, if you'd like for me to just send that to everybody?

>> GLENNA ASHTON: Yeah.

>> DEBRA KNOX: No, I don't have any copies.

>> GLENNA ASHTON: Okay. But the key thing was, like, difficulties was not a surprise, difficulties getting an interpreter.
But the top concern of different areas of healthcare was mental health, that was the top concern was mental health. And that was interesting.
So, Megan, you'll e-mail the copy.

I think I have another slightly revised version, and I'll need to send that to you; it wasn't that much different.
So, we handed that out.

So, I'm sure we'll have a lot left over after the distribution to the Legislature, and I would like to see you all make use of the report for the next -- until the next -- the next one is 2021, so make use of the report and hand them out at your home organizations, your office, if you go present or anything, just get the report out there.

Anything else? Cecil?

>> CECIL BRADLEY: This is Cecil. This is really just a beautiful formatted handout here. The information and it's very detailed.

I know that I've made a few comments that connect to pages in here, maybe not the publication, but there's references to it in the pages, and there's a very strong connection that's outlined of the needs. It's a very good review of what we're doing now, but I'm also still afraid of the legislation that what we're doing isn't enough. And the function is great, but -- and Megan, you're doing great with everything you're working on.

We're having no problems with paying interpreters and providing services, it's going really well, it's going perfectly, actually. But that's what it seems like as I'm going through this brochure. But as we know, it's not as accurate. But, I'm sorry, I'm not going to go too far into that.... But this publication is still really great because it's showing that there's a struggle --

>> INTERPRETER: [On telephone]: I'm sorry, this is the interpreter, I'm having a really hard time hearing. Can you -- what was just said?

>> CECIL BRADLEY: One moment....

[Pause].

>> CECIL BRADLEY: Sorry about that. Okay. So each department of state has approached legislation in one way or another in regards to the financials. I'll explain a little bit more.

But in terms of proving that we need these services, what the issues are, what the needs are, and what we need legislation to do, and they have been received and looked at and we just need to see how we can make it work and where we can make it work.

So, we need to just continue informing legislation of these needs. And how many issues we're really having so we can resolve them.

I've heard many comments over the years, an interpreter didn't show up, the school didn't provide the services it needed to, and many more.

And we need to figure out a way in the next report or letter that's sent out how to inform everyone of that.

But I do really like this handout; it's great.

>> GLENNA ASHTON: Thank you, Cecil.

When we visited legislators, the one thing they actually looked at was the public safety emergency, because I was able to tell the story about the Orange County video, about the police officer. So, they looked at that.

I agree, it's a little bit too positive, when we really need to be screaming! [Chuckles]. But I think Karen wanted to try to give a more positive view of the Council.

Maybe the next report, we focus on the public comments itself more so, because it's the same ones over and over, you know.
Debra?

>> DEBRA KNOX: This is Debra. I wonder if in the same way that we're now getting analytics about the website and what people are clicking on, and I don't know the answer to this, I am just posing this as a thought, I wonder if there's a way that we could or, Megan, when you get calls for information and referral, if we could start tracking the number of calls, like per month, and doing data, like, really taking data on the number of calls and the types of calls that they are so that we could maybe categorize them into, you know, major categories: Information, child-related; information, adult-related. And I would be happy to help set up a spreadsheet so that you're just kind of tallying.

But that might give us numbers where if somebody has an issue that an interpreter didn't show up or they don't have access or for healthcare or something like that, we might, in a year's time, have some hard numbers to be able to say it's not just at the public comment where a limited number of people can, you know, show up and voice their concerns, but, yet, these are the number of calls that we have, and this is what this means.

>> GLENNA ASHTON: Did you look at tab nine? She has a list of phone calls and e-mails.

>> DEBRA KNOX: Yes. It's not just about listing the calls. I think it comes back to we need numbers, we need, like -- and it's not hard to do from what the detail that she already does, it would just mean one more level of analysis to tally and categorize.

So, because there may -- I mean, and I don't know -- there may be other calls that come in or something like that, but just really doing a lot of tracking so that we have hard data. Because data is information that then we can use to share the concern.

>> GLENNA ASHTON: Thank you, Debra.
Maybe another thing is with our home organizations that we represent, you know, a lot of the people will talk within their organizations and the organization, each one knows what their problems or issues are, maybe we can encourage and find a way to have each organization report to the Council what they're hearing from their members, and that might give us some more information, maybe.

Because HLAA and ALDA and FAD and the deaf-blind, we each have different issues and if we can gather that information from each organization and encourage them to report it to us, maybe that would help, too.
Chris?

>> CHRIS LITTLEWOOD: This is Chris. Also, I do strongly believe that we need to keep the organizations that we represent involved, but I wanted to make sure that I reiterate and I was going to wait until Karen was here, and I'll talk about it again, but the gentleman, I can never -- his last name begins with O., he's a chapter representative for HLAA, that he sent an e-mail to the Council or to Debbe about our meetings were boring and he didn't feel we were doing anything, and I said we need to respond to this.

Even if it was just to say thank you for your comments and what more can we be doing?
And I just don't want that to fall off our radar.
So I want to make sure that that's an action item that we are following up with his e-mail.
And we need Debbe and Karen to get in on that, because they're the HLAAs
representatives.

>> GLENNA ASHTON: Thank you, Chris.

>> DEBBE HAGNER: This is Debbe --

>> GLENNA ASHTON: And that's why I had to do a little expert, but there were too
many problems.

>> SHAY CHAPMAN: Debbe.

>> DEBBE HAGNER: His name is Ed [indiscernible].

>> SHAY CHAPMAN: Debbe, can you please repeat that?

>> DEBBE HAGNER: O-D-I-B-A. No, O-Z-I-B-A.
Back up, back up, back up, back up.

[Laughter].

>> DEBBE HAGNER: O-G, like in girl, I like in I -- O-G-I-B-A.
Ogiba, that's his last name.

>> CHRIS LITTLEWOOD: The point being, however you spell his last name --

[Laughter].

>> CHRIS LITTLEWOOD: -- we can get that correct, but also that we respond to him.

>> GLENNA ASHTON: Thank you, Chris.
Should we revisit the idea of the mini expo?
I know, Shay, you said there were too many rules or something? I don't know....

>> SHAY CHAPMAN: I think we've researched this in the past. There is a lot of rules
about the Council taking in money and how that would be handled. If that's the intent
of the expo.

>> GLENNA ASHTON: Don't you think it would cost more money to have the extra
room and we charge just enough to cover the expenses, that's all? Make it free in the
beginning.... I don't know....

>> CECIL BRADLEY: This is Cecil. I don't know if you're aware of two big expos that
are coming to this center in May, it's the Deaf Expo and then I believe in the fall there's
another one, Deaf.... um....

>> GLENNA ASHTON: In October.

>> CECIL BRADLEY: Yeah, it's in October, it's really wonderful. And there needs to be a lot of advertising so that people go. And we would love to get feedback on how the events take place. And the second one in the fall is taking place in Lakeland, but....

>> GLENNA ASHTON: DeafNation, May 4th, where?

>> CECIL BRADLEY: So the Deaf Expo is May 4th, I believe in Orlando.

>> GLENNA ASHTON: That's just before our council meeting in Pensacola?

>> MEGAN CALLAHAN: Yes.

>> SHAY CHAPMAN: Yes. I believe that the Council expressed --

>> GLENNA ASHTON: Should we be there?

>> SHAY CHAPMAN: I believe you expressed interest in going there.

>> GLENNA ASHTON: We can have a table there?

>> SHAY CHAPMAN: Yes.

>> GLENNA ASHTON: I can go to Orlando and be there and then onto Pensacola, I don't know.

But the DeafNation, they usually average about 3,000 that attend.

And because they've not been here for a couple of years, I would predict that May will be a huge turnout.

>> CECIL BRADLEY: Every two years or so, yeah.

>> GLENNA ASHTON: Yes, but they stopped about three years ago, so I feel that it will be a big turnout.

All right. Anything else with any of the committees?

[No response].

>> GLENNA ASHTON: Is Karen on the phone? Do you have any idea when you're going to be here?

>> MEGAN CALLAHAN: This is Megan, she messaged in the CART that she was headed this way.

>> GLENNA ASHTON: Oh, okay, good timing. We're ready to move on. It's almost 11:00 o'clock, which means it's almost time for public comment. If anybody's here or on the phone?

[Pause].

>> GLENNA ASHTON: Chris?

>> CHRIS LITTLEWOOD: This is Chris, on whether there is or not, just backtracking a little bit, I hope Molly is still there, but if she's not, we just want to make sure that there's some kind of record that she was on the line for public comment.

>> GLENNA ASHTON: It would be on the CART.

>> CHRIS LITTLEWOOD: Well, on the CART is never going to --

>> MOLLY: Yes, yes, I'm still here, this is Molly.

>> CHRIS LITTLEWOOD: If she was here for public comment, it should be on a public comment card.

>> SHAY CHAPMAN: We will register Molly's information on a public comment card via the phone and CART.

>> GLENNA ASHTON: Okay. Thank you.

>> MOLLY: Okay, great. Thank you.

>> GLENNA ASHTON: Karen said she's on her way here, so if anybody has information to share about their home organization or their department, we can go ahead and do that.

For example, FAD had a meeting in Miami and it was a very small group of officers, and I don't think anybody showed up.
I didn't go myself, but I talked with someone else who went.

They are planning a conference in.... in the fall of 2019 and it will be in the West Palm Beach area, so.....
I think I'm on the Conference Committee or workshops or something like that.

What's up with ALDA?

>> CHRIS LITTLEWOOD: This is Chris. With ALDA, we have local socials and fundraiser activities that are coming up in the next few months, just local chapter trivia night and a bar, just a chance for everybody to get together and communicate, and it's pretty visual the way they have the trivia night set up in this particular location, so I'm looking forward to trying that.

Also, we do a craft fundraiser, our chapter secretary is a snowbird and she's only here until usually the end of April or May, and in her months in Florida, she's on fire with planning activities and stuff.

She's also a deaf artist, so she's working on doing a fundraiser for ALDA, for creating, like, a painting or a craft thing. And we did that last year and it was a lot of fun and we raised some money for our chapter.
So, we'll look forward to doing that again.

This year's National conference is in Kansas City in October. I'll have the date when we get a little bit closer, just because I don't have the page up on my screen at the moment.

But, again, it's October of 2019 in Kansas City, Kansas.
And if I think of anything else, I'll share it later or tomorrow.

>> GLENNA ASHTON: Debra?

>> DEBRA KNOX: This is Debra. In terms of what is happening with A.G. Bell Florida, as of January, I became the president of the state chapter, and we are currently opening the floor for nominations through February 18th for individuals who want to participate on the board.

Board participation requires that you are a member of A.G. Bell, but we are accepting nominations to be on the board.

And then there will be a meeting held the following week, I believe on the 26th, where the slate will be presented and members can vote.

We're looking to do some more events this year to really engage families and help, you know, educate and connect families so that they can feel confident about the journey that they're on with their child.

>> GLENNA ASHTON: Debra, you have one Deaf member that's on the board, correct?

>> DEBRA KNOX: Yes, we do, Janice Pickron is a woman on the board who is Deaf.

>> GLENNA ASHTON: How does she do with the board meeting with an interpreter or CART or what?

>> DEBRA KNOX: We have CART that participates and we're also using Zoom as a new platform that we're using where you can participate visually. And everybody on the internet, you can kind of see each other and it has a chat feature in it as well. But we do have a CART Provider that is in attendance at every meeting.

>> GLENNA ASHTON: Anyone else? Debbe, do you have anything to share about HLAA?

>> DEBBE HAGNER: This is Debbe. We have a convention coming up, HLAA, the convention coming up in June, it's going to be in Rochester, New York. We're having -- HLAA is having their state meeting on February 23rd. Um.... that's about it, that I can think of.

>> DARLENE LAIBL-CROWE: This is Darlene.

>> GLENNA ASHTON: Okay, go ahead.

>> DARLENE LAIBL-CROWE: Is it okay for me to speak?

>> GLENNA ASHTON: Yes.

>> DARLENE LAIBL-CROWE: Is it okay for me to speak? Hello?

>> GLENNA ASHTON: Yes.

>> DARLENE LAIBL-CROWE: Okay. This is Darlene. The Florida Deaf-Blind Association had their state meeting this past weekend and they have a new president, she is Vicki Magliocchino, who was the president previously, and has been very involved with the deaf-blind community throughout the state and nationwide. Plus globally as well.

All the officers have changed. I think some of the spaces at-large are basically -- I am no longer the Florida support service provider coordinator, I resigned so that I can focus on a business venture that I am working on. And hopefully that will come out in about six months or so. Thank you.

>> GLENNA ASHTON: Thank you, Darlene. Does anyone else have anything to share about what's going on with them? Mary?

>> CINDY SIMON: Hi, this is Cindy. I just wanted to ask Darlene. Darlene, did you see that one of the hearing aids manufacturing companies just donated almost \$22,000 to -- for the deaf-blind for kids?

[No response].

>> CINDY SIMON: I just got notice of this through the Helen Keller Deaf-Blind For Kids, some program there, a portion of every evoked hearing aid was put into this fund and they donated \$22,000.

>> DARLENE LAIBL-CROWE: This is Darlene. I am trying to read what you said. Can you repeat what you said?

>> CINDY SIMON: Yeah, one of the hearing aid manufacturers was taking a portion of every evoked hearing aid sold and they raised almost \$22,000 that they donated to the Helen Keller Deaf-Blind, it was a program for kids.

>> DARLENE LAIBL-CROWE: Okay. Can you send me more information about that? I'm not sure I know about that.

>> CINDY SIMON: Okay.

>> DARLENE LAIBL-CROWE: Sorry?

>> CINDY SIMON: Okay, I just thought I would share that with everyone, because that was a nice thing to see come out.

>> DARLENE LAIBL-CROWE: Thank you.

>> DEBBE HAGNER: This is Debbe. I'm going to -- I'm going to kick off for another meeting and you can text me if you need me. I'll be back by 1:00 or 1:30, 2:00 o'clock, somewhere around there, so feel free to text me while I'm in another meeting. Thank you.

>> GLENNA ASHTON: Okay. Thank you, Debbe, for letting us know. Mary?

>> MARY HODGES: Yes, I just wanted to give the dates for the Florida Council on Aging conference. It is August 19-21. And the Coordinating Council participated one year, I don't know if we want to put that on our calendars. Also, there are calls for presentations due February 27th.

>> GLENNA ASHTON: Thank you, Mary. The conference is where?

>> MARY HODGES: Orlando. I can get additional information to Megan to get to everybody on the council.

>> GLENNA ASHTON: Okay. Thank you, Mary. Anybody else? Chris?

>> CHRIS LITTLEWOOD: This is Chris. I now have it on my screen. The date for our National conference is October 23-27 in Kansas City.

[Pause].

[Cecil signing and no interpreting].

>> GLENNA ASHTON: Cecil?

>> CECIL BRADLEY: I can share what my department is doing. I noticed Molly's comment, the Rehabilitation Council has a variety of people with disabilities and provides deaf, deaf-blind woman, Molly is a good one, they want to know what we're doing.

It's about a 30-minute presentation. It was good, positive accomplishment. The numbers, there were sad stories to share, but I was really touched hearts and their minds, realizing the challenges that we face.

Sometimes people out there have no idea what it's like to work with people who have hearing loss. No idea what a lot -- often we're left behind with no say. Some people have never heard of deaf-blind or even deaf very often.

I can explain some examples of how deaf-blind clients have been through negative experiences and challenges and the obstacles they face; also other issues with high school children, we discussed this morning.

For example, a few activities with the clients I was concerned about, staff was concerned about.

Supervising eight people, also the contract provider provides up to nine interpreters, so I worked with them a lot. I work with them a lot doing -- dealing with crisis every week, hiring, assisting with contracts.

Out of eight people to supervise, six are the staff interpreters are already certified, so that's challenged the most supervisors.

But I have a wonderful staff. It's really -- it's wonderful people to work with. They're willing to do the best they can to help counsel. FAD -- or the people who very -- have limited education about hearing loss.

And it's sad, it's not only ignorance in the public, but also in staff as well.

Other challenges they face, of course, VR concerns about their services in general or services -- or about our services in general or misunderstandings of the counseling and the clients.

And their expectations.

So also the provider helps job placement issues. There's often -- those happen out there. They were just discussing those.

Some clients have the ability to interview well at the job and they can fill out the application, and they know the job market and they know what they want in their life. And that happens with the young transition kids.

Pre-teens -- the program is planned for them. I thought it was a lot of high school kids -- again.... who are not employed yet, so they have -- they just told me we have \$25 that we need to spend -- \$25 million that we need to spend on the kids. That's more than last year.

I spent -- I think we spent 17 million last year or two years ago, 14 million.

The poor team in the other building is responsible for that and the high school kids. And last summer, we were to sponsor a few local chapters for the children, for math, for the Deaf program, eight, nine deaf kids in Miami, in Tampa, we learned different things. Which are very hard to meet and provide best services.

Also, the National Tech Institution for the Deaf, NTID, they're called a deaf program, deaf program for the children, in Alabama, there's a lot of that, and so in this fall, in the southeast region in St. Augustine, there's a conference, we have a big focus on STEM. There's a conference this fall in Alabama, I believe it's October, around there..... So we're very excited about the opportunity.

Also NTID wants to go visit some high schools in Florida. Often they forget to let me know, but there are several high schools involved in the STEM program through New York here in Florida.

So very excited that the Department of Education has teams working on these projects. Hopefully we will see some progress in the future. I'm excited. Hopefully.

>> GLENNA ASHTON: Thank you, Cecil.
Do you have deaf counselors? I know there used to be deaf counselors.

>> CECIL BRADLEY: Oh, we have several, we have several deaf counselors.

[Karen Goldberg enters room].

>> CECIL BRADLEY: We have one deaf counselor and a consultant. It's hard to provide advanced place -- there's not enough qualified deaf counselors for the deaf children, counselors for the deaf children.

We have signs -- we have some who can sign, we haven't been able to find them. There are some out of state that we want to bring to Florida, but it's not easy to ask, but that's our goal.

>> GLENNA ASHTON: Okay. Thank you, Cecil.
And Karen is here! Yay!

>> KAREN GOLDBERG: Good morning, everyone. Good morning, everyone.

>> ALL: Good morning.

>> KAREN GOLDBERG: I apologize for my delay. I have a new position with the state of Florida, and that position requires me to go to fair hearings, so I had a fair hearing this morning and I have a fair hearing tomorrow morning.

So I thank Glenna very much for taking over and helping me out. Hopefully as time goes on with this new position, it will settle down and won't be interrupting my work with the Council.

>> CECIL BRADLEY: I have a question, do you mind? This is Cecil, I have a question for DCF.

Joe (sic), do you know any -- do you know the woman who used to work at DCF? She's new to Germany, she's married, she moved to Germany, she married a military man, they live in Germany now, so I'm curious, do know if DCF replaced her who has good, high caliber like herself? Ali I think the name is.

>> JOHN JACKSON: This is John. Cecil, I do not know the answer to your question. In fact, I didn't know that Allison left the department until recently. She was based down in Tampa -- you're talking about Allison, right? She was based in Tampa and I didn't communicate with her much. In the last four months I have been wrapped up in changes at the Department anyway and I had no idea that she had left and you just told me everything else that I did not know, I had not heard about the Germany, the marriage, or anything else like that.

[Laughter].

>> JOHN JACKSON: The last time I talked to her, she did say something about a

boyfriend, I thought he was a military contractor as opposed to a military member, but that was a year ago? So I'm not certain. And I will look into it and get back to you and the Council.

>> CECIL BRADLEY: Thank you, appreciate it. This is Cecil again. And I really encourage DCF -- oh, did you have a comment?

>> KAREN GOLDBERG: Hi, this is Karen. So, yeah, I know Allison very well, she didn't live very far from me and we presented together at the Children's Summit.

>> JOHN JACKSON: Yes, Dependency Summit.

>> KAREN GOLDBERG: Hmm?

>> JOHN JACKSON: Dependency Summit.

>> KAREN GOLDBERG: That's what it was. And she and I spoke quite a bit that she enjoyed working with DCF but they started to deprioritize the Deaf Services side for her and she was getting involved in other types of services and I think she found that frustrating.

So I think it's important that we at least put on the table that DCF may need to reprioritize the deaf and hard-of-hearing services.

And I don't know how best to do that. What are your thoughts? I'm putting it right back in his lap, what are your thoughts, Cecil?

[Laughter].

>> CECIL BRADLEY: Oh, thank you. I would love to add to that. I'm very concerned, every institution who loses people with a lot of great power -- what's the word for that? -- institutionalized knowledge, out the door.

>> KAREN GOLDBERG: Right.

>> CECIL BRADLEY: Just collapses. I hate when that happens. DCF. All the work went through in the past with the Council, with the committee, volunteers and everything, I hope it doesn't go to waste if problems present themselves in the future, in the next ten years or so.
I hate to think that would happen.

>> KAREN GOLDBERG: I agree.
John?

>> JOHN JACKSON: This is John. I would hate to see that happen too. I do not see that happening, though. Everyone else who worked on it at the Department before, you know, a decade before Allison ever got there is still there.
So, I do not see that happening.

Now, as far as positions and whatnot go, I don't know, I would have to look into that.

But, I do know that yeah, that her work expanded at the Department, so.... but that's what happens when you're really, really good and you find yourself in State Government, no matter what you're hired for, that will not be the only work you will do once you get into State Government.

>> KAREN GOLDBERG: John, thank you for that comment. Is there someone that we as a Council can reach out to or a group of "someones" that we can reach out to to really support the need to have those services in place or that -- or an identified person in place?

>> JOHN JACKSON: This is John. I think given timing, I think that there's no better time than now to introduce yourself to the Secretary. It's a new Secretary and it seems like that would be the person to reach out to.

>> KAREN GOLDBERG: My new position with EQ health as medical director with behavioral health services I'm actually working directly with the Secretary. I haven't met the Secretary yet but I've met the head of AHCA, one level below the Secretary [chuckles], so would that be a good idea?

>> JOHN JACKSON: I'm not sure, I'm a little confused. AHCA is a completely different agency.

>> KAREN GOLDBERG: Okay, I'm thinking of somebody else.

>> JOHN JACKSON: Secretary Chad Poppell is our new Secretary and we have nothing to do with the chain of command with AHCA. Now granted we do work with AHCA a lot, as you can imagine --

>> KAREN GOLDBERG: I'm sorry, I got confused with regard to secretaries. Is it reasonable --

>> JOHN JACKSON: It's all a new position. Our leadership in the department is not in transition for the most part, it's almost, you know, solid and set now, but going forward in the new administration.

I honestly don't really know the situation with AHCA right now, but as far as our department goes, you know, we have a new Secretary, we have a new Deputy Secretary, and I would advise as a council member, as opposed to as a DCF employee, but as a council member, I would advise a letter of introduction, there's nothing wrong with that.

And if you mention the fact that I'm on the Council or that if -- or that DCF has a sitting, you know, a standing seat on the Council and presently, you know, me, that might help in the letter as well.

I mean, I would like to tell you that hey, when I get back to work, I'll go run down the Secretary and we'll talk about this, but reality is I can't even find the Secretary because he's downtown or he's moving around the state traveling, getting to know the various stakeholders.

Very busy guy.

But I think that just in general, you know, reaching out to a new Secretary and introducing yourself is not -- is never a bad idea.

>> KAREN GOLDBERG: Okay. Would that be someone we would want to send a copy of the biennial report to in our cover letter? And maybe schedule a meeting?

>> JOHN JACKSON: I think that would be a great idea.

>> CECIL BRADLEY: Yes, we should.

>> JOHN JACKSON: We need to put little copies of our report all over the Headquarters office in the various secretaries and deputy secretaries in their waiting areas.

Frankly as a council member, we should send it to the head of any agency that has a seat on the council every time it's produced, so....

>> KAREN GOLDBERG: Mmm-hmm. Mary?

>> MARY HODGES: I just wanted to express my agreement with John's comment that we should formally send a report to department heads.

When I got Megan's e-mail, I went ahead and forwarded it to my supervisor, who is a division director, but I do think if it goes formally to the department heads, that would be a good thing.

>> KAREN GOLDBERG: Okay.

>> MARY HODGES: That would be a good thing for the Council.

>> KAREN GOLDBERG: Megan?

>> MEGAN CALLAHAN: This is Megan. I think that's a wonderful idea. So if everyone wouldn't mind submitting to me the name and the mailing address of the head of every organization or the department head, and then that way we can just enter it into the Excel spreadsheet or whatever we use to get them sent out, and we'll mail them out.

>> GLENNA ASHTON: This is Glenna. Is there a place on the Legislature website, or is there a directory of all these departments and secretaries' names, some central place where we can find all of that information on the website?

>> JOHN JACKSON: I think there's a few different places where you could find that information.

Again, my only concern is given who controls the particular website that you're looking at, whether or not they're up to date or not in that information. I would start with the Governor's website, because I'm pretty sure that it's up to date, if you want to go that route.

But, you know, finding out the name of the current secretaries or, like, say in the case of, you know, your department, the Department of Health who if you have an "acting" or interim or somebody in there who's signing stuff while they try to figure out who's going to be the next Surgeon General, you know, that might take a little more effort depending how quickly they are at updating websites.

But the information's out there.

>> GLENNA ASHTON: Glenna. So Megan, that means you can check on the Governor's website and see if you can find out as much as you can from there.

But that's the same thing we would be doing to give you that information anyway, because we don't know any more than you.

>> MEGAN CALLAHAN: I think I was confused, I thought you all were talking about, like, the organizations that you represent, if you wanted it -- if you wanted a copy sent directly to your organizations. That's why I asked Glen the state, the state.

>> KAREN GOLDBERG: Yeah, the state.

This is Karen. I know that Glenna already reported on the legislative visits, and I just can't even emphasize enough how important that process is.

And the impact that we made.

There were several that we did not get a chance to see, so those senators' representatives did not get the report.

So I think we ought to send it out to everyone.

>> GLENNA ASHTON: We already discussed that. It will.

>> KAREN GOLDBERG: Okay.

>> GLENNA ASHTON: We're required to send to all the legislation and the report to the Governor, and we already discussed that.

>> KAREN GOLDBERG: Okay. Cecil?

>> CECIL BRADLEY: This is Cecil, I have a question for you. Also with the Education Department, what kind of a letter would we specifically be creating?

>> GLENNA ASHTON: The cover letter.

>> KAREN GOLDBERG: Yeah, the cover letter I think would be okay. We'll let you take a look at it and see if you think it should be different.

[Cecil signing and no interpreting].

>> INTERPRETER: I'm sorry, can we go back?

[Laughter].

>> INTERPRETER: I'm sorry, interpreter correction, let's go back.

[Cecil signing and no interpreting].

>> CECIL BRADLEY: It's important for them to know who the heck we are every year and it would be a great idea to send that out.

>> KAREN GOLDBERG: This is Karen, I agree --

>> CECIL BRADLEY: Annually.

>> KAREN GOLDBERG: This is Karen, I agree with you. One of the things, we're very pleased with the biennial report. I think it looks great.

We took out a couple of things and I think that we should put them back [chuckles], the education part we took out, and when we were talking with the legislators -- well, the reps and the senators, they really were looking, some of them were looking through the report and looking at different things and we didn't have it in there and I was, like, gosh, I was thinking we really should just make sure we have every section that we're looking at so that they can at least peruse it because they don't remember it from two years ago.

That's the one thing.

The other thing is that each -- almost every senator or representative asked us about the bills. And they asked us where on the report are they.

And they're not there because they change, so we don't want to, you know -- it wouldn't be a good use to have to reprint every time a bill changed or was reintroduced. But I wonder if maybe we can add that to our cover letters. That might be a good idea.

Because they were looking -- they were taking notes, but it would be nice to have it just to have those bills.

So maybe we'll do that for the next time.

>> GLENNA ASHTON: This is Glenna. We would do that as a separate single-page handout, because the bill -- we would do that as a separate single-page handout, because the bills would change every year.

>> KAREN GOLDBERG: Right, right.

>> GLENNA ASHTON: And with the bill, add a few of the talking points and leave that information.

And also I was thinking with the report, maybe the next time, emphasize the public comments, because they're the same every year, the same few areas and concerns, but emphasize the public comments reporting.

>> KAREN GOLDBERG: Like, put that on a cover letter document rather than in the biennial report? Or where?

>> GLENNA ASHTON: I think both, because we hear the same thing: VRI, interpreters, hearing aids, we hear the same thing over and over.

>> KAREN GOLDBERG: Okay. So maybe we have a section on the biennial report for that, which means the next biennial report would be 14 pages. But I think we can do it.

[Laughter].

>> KAREN GOLDBERG: Okay. So the -- I'm sorry, Megan, go ahead.

>> MEGAN CALLAHAN: This is Megan. I'm reading Gina's question in the chat: Gina said are we sending a report to the head of the areas we represent? And then Darlene also said the background noise is making it difficult to understand what is being said.

[Pause].

>> KAREN GOLDBERG: This is Karen. Darlene, is it clear now when one person is speaking?

[Pause].

>> KAREN GOLDBERG: All right. Answer when you can. Okay. So the -- I don't know if, Glenna, if you had mentioned that we really should have business cards with our names on it when we're handing them out. Did you already mention that? We really should have business cards with our names on it. It was awkward, I was using my, you know, my professional business card and writing on the back, my role with the Council, so we really need to have council business cards, we really need to keep it separate.

>> MEGAN CALLAHAN: This is Megan. I know that we need to reorder some, we ran out from the last batch we got. Do we want them personalized with everyone's name or just the Council information? Last time we just did Council information.

>> GLENNA ASHTON: Glenna. That means you have to order, like, 500 each and like a lot of us, our term stops in 2020, next year, so that would be a waste.

>> KAREN GOLDBERG: I don't know if you have to order that many; you can probably do 100.
Yes, John?

>> JOHN JACKSON: A couple things. On the council information thing, isn't that kind of in the report?

>> KAREN GOLDBERG: Say that one more time, I'm sorry.

>> JOHN JACKSON: You were talking about handing out cards to people along with what you were talking about, what the Council is about?

>> KAREN GOLDBERG: Yeah.

>> JOHN JACKSON: Aren't we also handing out reports that kind of --

>> KAREN GOLDBERG: Right, we should have a business card.

>> JOHN JACKSON: But a business card with the name makes sense.

>> KAREN GOLDBERG: I see what you're saying.

>> JOHN JACKSON: And back on the legislation, just so I'm clear, when we're talking about whether or not we're going to add it to the report or increase the size of the report maybe if we have to or just a separate handout when you're going and seeing legislators, my question is are we just talking about the upcoming current laws, the current legislation that we know about?

I kind of like the idea if we're handing out a sheet about upcoming laws or possible legislation, that on the backside, maybe it goes into the laws that we were interested in or the legislation we were interested in last year that did not pass.

>> KAREN GOLDBERG: Yeah, I think both are reasonable ideas.

>> JOHN JACKSON: Oh, okay.

>> KAREN GOLDBERG: Yeah, I think so. I like that idea.

>> GLENNA ASHTON: It show happens -- Glenna -- it so happens that three of the bills brought up this year were the same ones brought up last year.

>> KAREN GOLDBERG: Chris, I'm sorry, Chris was waiting, and then Megan.

>> CHRIS LITTLEWOOD: Yeah, this is Chris, I apologize if I missed it, but do we have more copies of the report now? Because I would like to take some back to my organization. We have a meeting next Tuesday night and I would love to be able to give every member a copy of the report.

>> MEGAN CALLAHAN: This is Megan, yeah, not only does Debra have extra copies of the reports and cover letters that they had from when I delivered them, but I also have the rest of them with me in my car [chuckles], I brought them with me to the meeting, that way we can distribute however many you guys want and I would mail whoever isn't present, I would mail their copies.

Also, Cindy has her hand up. And let's not forget Gina's question, asking are we sending the report to the head of the areas we represent?

>> KAREN GOLDBERG: Anybody want to answer?

I think yes. To Gina's question, yes, we should send it out to the areas that we represent.

But we'll ask the people to take it back to the areas they represent. Would that be okay? Rather than spending the postage? Additional postage? Go ahead, Debra.

>> DEBRA KNOX: This is Debra. So I'm unclear what Gina means about the "head of the area." I don't know what that means.

>> KAREN GOLDBERG: Gina, do you want to clarify?

[Pause].

>> MEGAN CALLAHAN: This is Megan. I'm wondering if she means maybe just the president of your organization? I'll wait for her to submit that.

>> JOHN JACKSON: That's how I understood it.

>> KAREN GOLDBERG: That's what I understood too.

>> DEBRA KNOX: All right.

>> KAREN GOLDBERG: Chris?

>> CHRIS LITTLEWOOD: This is Chris, as the past president and as a representative of my organization, I'm just hoping to eliminate the need for mailing them to us and carry them back as much as possible; today, if --

>> KAREN GOLDBERG: I agree, Chris, thank you very much. And Cindy had a question, I want to make sure we get to her question.

>> CINDY SIMON: Yes. Gina just said yes. Someone mentioned the head of our organizations.

My comment was going back to the business cards. Rather than putting individual names, we can have a spot on the back for the representative, the area they represent, that can be handwritten in and that way we can have generic cards that stay the same from one group to another, but there's a space to individualize it in the back. We can even take some in advance and put our information in so that when needed, we have it.

>> KAREN GOLDBERG: Thank you, Cindy. I think that's a good idea. But here's my thought: I'd like it to look as professional as possible. And I think we can get lower numbers, not -- I don't think we have to do 500 for me, 500 for Debra, we should find out.

I mean, I think I would start with 100 per person and just have your name on it.

And I just think it looks more professional. And we should do it for next year, I don't think I need it all year long, but let's target it for next year when we're back in Tallahassee to start that plan for the business cards.

Does that seem reasonable? Or do we want to jump on it right now? John?

>> JOHN JACKSON: So I guess it would be the November meeting is when we would

give them out to everybody?

>> KAREN GOLDBERG: Why November? Why November?

>> JOHN JACKSON: Doesn't this usually -- doesn't going downtown usually start quite often before our February meeting and stuff with outreach?

>> KAREN GOLDBERG: Oh, I see what you're saying. Sorry, it took me.... [chuckles]... and I'm caught up! [Laughs]. Yeah, the coffee was really not that good this morning.

[Laughter].

>> KAREN GOLDBERG: And I could only get a few sips in and things are not snapping right now. Yes, I see what you're saying; correct, correct.

Other thoughts?

Cecil?

>> CECIL BRADLEY: I do have other thoughts, so this is Cecil. As far as coordinating the bills, would they include -- included in the cover letter, I'm wondering if there would be a conflict with a legislator or the committee saying that we cannot favor or oppose any bills?

And if we say that we believe that the bill would benefit us as a publication, then I'm not sure that we can put that on the cover letter, because we can't take a position to support or oppose the bill.

So I believe that's what it says.

>> KAREN GOLDBERG: That's a good --

>> CECIL BRADLEY: What do you think?

>> KAREN GOLDBERG: That's a very good question, Cecil, and I want to hear Glenna and John, if you can answer as well, if you have any thoughts about it.

My understanding is we're asking for support for deaf and deaf-blind and hard of hearing in the state of Florida, and I don't think it would be a conflict of interest to say well, we would support a bill that supports services.

Glenna, your thoughts?

>> GLENNA ASHTON: Glenna. Yes, when we send the bills, we say these three bills are of high interest to the deaf and hard-of-hearing community, and we say the Council supports it and we said that, these are of high interest to the deaf and hard-of-hearing community.

>> DEBRA KNOX: This is Debra. My thoughts were similar, that if they were to be mentioned in the cover letter, it would be that these are bills that affect individuals with hearing loss or who are deaf or hard of hearing in the state of Florida.

And just list them of interest in the way that Glenna mentioned as well.

>> KAREN GOLDBERG: John, any thoughts? Any at all?

>> JOHN JACKSON: I know if I'm a legislator --

>> CECIL BRADLEY: I mean, he's a lawyer, come on!

>> JOHN JACKSON: I know if I'm a legislator and if we have the deaf and hard-of-hearing community does not support them, I'm going to assume that we gave and pointed that bill out, I'm going to assume that we support it, unless I find out otherwise.

So, another way, and again, I mean, I'm not giving a legal opinion, because I can't, it's not my place here, and I really do believe it's one of those times where we really need to bring in some Department of Health attorney and ask these kind of questions, if we can.

But it seems to me what we could do is that ahead of time, if we know the community or segments of the community are concerned about a bill, you start out with these bills are of interest to the deaf and hard-of-hearing community and then also you might want to reach out to this organization or this group about this particular bill, because there are some concerns about the way it's written, you might want to -- if you want to learn more about this bill and why it's so important to the deaf and hard-of-hearing community, you can reach out to this organization, this person, or something along those lines.

And again, getting a legal sign-off on this, and this is just an idea, and it goes back to my concern, and my concern is that if I go up there, whoever I'm representing, and all I say is these bills are of concern or of interest to the community, that's going to be taken as a support, unless we are able to specify otherwise.

>> KAREN GOLDBERG: That's a good point. And I think originally the statute was set up that we would be an advisory council. So how do we -- how are we to advise if we are unable to say anything about -- if we're supposed to be the voice for, like, for me, for HLAA, I'm the voice for HLAA on this Council. So how can I do that if I'm not able to tell the senators and representatives what is important to the hard-of-hearing community?

Does that make sense? Glenna, thoughts?

>> GLENNA ASHTON: Glenna, notify and make policy recommendations, though. I think that could cover the bill too.

>> JOHN JACKSON: This is John. Again, that we're -- it sounds like we're kind of dancing the line, you know, or we're stuck in a gray area, however you want to refer to it as.

But again, let's -- the Department of Health administers this Council, I believe they still fund us, right, or somehow they make sure everything gets done.

We need to bring them into it because they are the source for when we have these

questions.

If we were any other agency and we had these questions, what do you do? You go to the lawyers. So our lawyers are the Department of Health, let's bring them down and let's get an answer.

>> KAREN GOLDBERG: What time can they be here?

[Laughter].

>> KAREN GOLDBERG: Cecil?

>> CECIL BRADLEY: This is Cecil. Just a quick thought, is that maybe if we had to track some kind of information for them to review?

>> GLENNA ASHTON: Karen, just to let you know, we covered the -- were you on chat the whole time all the way until you were here?

>> KAREN GOLDBERG: Yeah.

>> GLENNA ASHTON: So you know what we covered. The only thing we didn't cover yet is your thoughts on the discussion --

>> KAREN GOLDBERG: I would table that until after lunch, because I think that's going to take a minute, because it's a -- how many page report?

>> MEGAN CALLAHAN: It's over 200 pages.

>> KAREN GOLDBERG: I think we might want to eat first.

[Laughter].

>> MEGAN CALLAHAN: Thankfully we covered everything up to that point.

>> KAREN GOLDBERG: That was a resource guide that was put together several years ago and I think it probably needs to be updated, so I put it on the agenda.

>> MEGAN CALLAHAN: Also, just to mention, Glenna mentioned something about maybe making lunch two hours or more while we're in Tallahassee instead of an hour and a half, so you all have more time to go somewhere to eat besides just the little cafeteria or the café that's right here, so.... just to let you know, if you wanted to make lunch two hours today.

>> KAREN GOLDBERG: So we would reconvene at what time?

>> MEGAN CALLAHAN: 2:00.

>> KAREN GOLDBERG: Okay. That works for me. Do we need a consensus? Somebody needs to make a motion, what's going on?

>> CECIL BRADLEY: It's up to you.

>> KAREN GOLDBERG: Hmm?

>> CECIL BRADLEY: I'll follow the crowd.

>> KAREN GOLDBERG: Okay. All right. I'm trying to think what else we can share about... I mean, one thing I would like to make a note of about these meetings that we had yesterday, we were -- I was, I can't speak for everybody -- I was so impressed with the numbers of groups of people who were here and the numbers within the groups [chuckles].

Moms Demand Action had over 500 people. The Alzheimer's Awareness Group, and I don't mean to misrepresent their official name, I just didn't get it, so many were here. So I'm just wondering, is there a way that we can have more of our folks? And if that's possible?

>> GLENNA ASHTON: We did that twice before when we were promoting the interpreter license bill, we had a rally in Tally and we brought Deaf people here and we had specifics on the third floor and whatever, and we did that twice with the interpreter license bill.

>> KAREN GOLDBERG: And what was the outcome?

>> GLENNA ASHTON: People were very visible, they went around and chatted. And then we had a team of four? Two interpreters and two Deaf people to go around and visit the legislators. I think we got about, like, 50 legislators to visit, because we had a lot of people. It was all done by Theresa.... what was her last name?

>> CECIL BRADLEY: I can't remember, like, Parker or something?

>> GLENNA ASHTON: From the Panhandle.

>> CECIL BRADLEY: I can't remember.

>> GLENNA ASHTON: Her name escapes me but she organized everything from two years, three years. It was a big effort.

>> KAREN GOLDBERG: Is that something that would be beneficial in the future? Legislative visits?

>> GLENNA ASHTON: Tallahassee is so far!

[Laughter].

>> KAREN GOLDBERG: I know it's far, I know it is.

>> CECIL BRADLEY: This is Cecil speaking. I think people are just depressed

because of the failure of the bills and everything. And taking a trip to Tallahassee and, like, there's a couple of bills that may affect the community and that might generate more excitement.

But, like, because of the failure, they stopped coming.

>> GLENNA ASHTON: That, plus it was clear that the direction of professional licensing is not -- but the deflate, inflate, reduce, whatever, they weren't interested in adding anything more to professional licensing.

They were really pushing to deregulate.

>> KAREN GOLDBERG: What is the purpose of deregulating professional licensure?

>> GLENNA ASHTON: Fewer people require licenses, they're out on their own.

>> KAREN GOLDBERG: Right.

>> GLENNA ASHTON: Which is dangerous, in a way. Like hairdressers and nails and all of that --

>> JOHN JACKSON: What kind of person are you looking for?

>> KAREN GOLDBERG: Well, I'd like the interpreters to be licensed. Are they licensed?

>> JOHN JACKSON: No, you said --

>> KAREN GOLDBERG: I mean, what's the role --

>> JOHN JACKSON: You asked what's deregulation.

>> KAREN GOLDBERG: Yeah, what's the role and the purpose of deregulating these licensure requirements?

>> GLENNA ASHTON: They're reducing the numbers of people to be licensed.

>> JOHN JACKSON: They're trying to reduce government, they're reducing government, that's what it's all about, it's about reducing government.

>> KAREN GOLDBERG: But they wouldn't do that for doctors. You understand? Like, if you really want to reduce that, do what I want to do without a medical license. So, it just seems like people who are --

[Laughter].

>> KAREN GOLDBERG: People who are impacting other people's lives, I think this is where we end up getting a lot of fraud.

>> JOHN JACKSON: Mmm-hmm.

>> KAREN GOLDBERG: And a lot of problematic issues in the state.

>> JOHN JACKSON: That's the two sides of the, you know, the discussion.

>> KAREN GOLDBERG: Right, that's the two sides of the discussion. Okay. But in relation here, how are the deaf, hard of hearing, and deaf-blind being impacted by deregulation of licensure?

>> CECIL BRADLEY: Well, not just us, but the general public as well.

>> KAREN GOLDBERG: How so, Cecil?

>> CECIL BRADLEY: Less services available, less people available to help, less programs, less finances, less choices. There's less of a cost and the emphasis is on the cost. And that's what's happening.

>> KAREN GOLDBERG: Okay. Yes, Mary?

>> MARY HODGES: It seems to me, related to the Deaf community, the problem with deregulation is that it borders on the risk of people having poor to inadequate communication, so it's a professional -- it's a profession that requires quality, good quality.

And I think in order to have that, we need to have some standards that people have to abide by in order to provide that service.

>> CECIL BRADLEY: And this is Cecil, I just wanted to add a little salt to the wound. Just basically we've been presenting this for seven years, almost nine years, and it just keeps on decreasing and decreasing and decreasing. Just trying to appease what the state and what they want, but it's really worthless at this point, so....

>> KAREN GOLDBERG: Yes, John?

>> JOHN JACKSON: Just historically for the Council, to take into account, the last Governor's administration, one of the first things they came into the office, what it was all about, was deregulation, making smaller government.

I mean, smaller government you hear about all the time, but taking a shot at regulation or deregulation, I mean, that was a little different.

That was kind of a -- it was more of a focus on making government smaller than just one little piece.

It was the advertised focus at the time, and that's a priority, that's the policy of the last administration.

So, I bring this to your attention. And to say that I can guarantee you that this administration is all for small government too, but whether or not they're going to continue their focus on deregulation, I don't know. Or at least as broadly as the last administration.

One thing I will tell you about the new administration, just based on, I guess you could say that is my new boss downtown, is that they have a real good grip on common

sense. And the idea that this is not a Governor that is, I mean, he's all for small government, but he's also going to -- he's going to see the B.S. through the clouds and he's going to know the difference between okay, there's really no need to have such a good amount of regulation or see a difference where lack of regulation is going to possibly harm people.

I guess what I'm saying is it's a new day in Tallahassee. And so I don't know if this Governor is even -- I mean, that's really getting into the weeds of regulation or deregulation that I don't think they've gotten to yet.

>> KAREN GOLDBERG: Okay.

>> JOHN JACKSON: If there was ever a time to put your two cents in on that topic, it's right now.

>> KAREN GOLDBERG: And that would be allowed, that we could say we support licensure for interpreters without sounding like we're a lobbying group.

>> JOHN JACKSON: Again, I would want to see what the attorneys at Health say about that. But it seems to me that one thing that I think of the Council as one of our missions is to educate and, I mean, it's basically in the statute. I think the word that someone just said recently, you know, "advise" or whatever but it's to educate.

To me, if this is a situation where I would be comfortable giving as an objective as possible representation of both sides of the issue to the Governor, because I believe that one side clearly stands out more than the other as far as common sense. Certainly with what we're asking for. But maybe I'm wrong, but I don't see a problem in moving that way.

And if for some reason we're uncomfortable as a Council, that should not delay or hold back all your individual organizations from moving now. Strike while the iron is hot and this is the time.

>> KAREN GOLDBERG: Mmm-hmm. Okay. Oh, I'm sorry, I thought Chris had his hand up? And Mary, did you have something? Okay, all right. And then Megan, okay?

>> MEGAN CALLAHAN: Okay. I'm just reading for chat. Cindy said something.

>> KAREN GOLDBERG: Oh, okay.

>> CHRIS LITTLEWOOD: I lost my train of thought, it will come back to me and I'll let Megan go first.

>> KAREN GOLDBERG: Megan?

>> MEGAN CALLAHAN: I'm reading Cindy in chat, there is fraud enough with the regulation, deregulation would be a nightmare.

>> INTERPRETER: Deregulation what?

>> MEGAN CALLAHAN: Deregulation would be a nightmare.

>> KAREN GOLDBERG: Okay. Chris? Your thought came back?

[Laughter].

>> CHRIS LITTLEWOOD: Yes, this is Chris, I'm back on track. Is my mic on?

>> KAREN GOLDBERG: Yes.

>> CHRIS LITTLEWOOD: Okay. I was just thinking, even though we may or may not get support or give support as the Council, like John was saying, we need approval from the DOH lawyers and whatever.

We still can have our individual organizations sign on, saying that they support it. And we can post that on our website saying that the Hearing Loss Association supports this bill, The Association For Late-deafened Adults supports this bill and A.G. Bell supports this bill and things like that.

>> KAREN GOLDBERG: I think that's a great idea. Thank you, Chris. Okay. Any public comments currently?

[No response].

>> KAREN GOLDBERG: On the chat line or in the room?

[No response].

>> CHRIS LITTLEWOOD: This is Chris. Is Molly still on the line?

>> MOLLY: Yes, I'm here.

>> CHRIS LITTLEWOOD: Hi, Molly. Did you want to jump in and add anything? Thoughts on anything we've been discussing?

>> MOLLY: No, not in that area. So, I'm just learning [chuckles]. I'm following along.

>> CHRIS LITTLEWOOD: Great. Thank you for staying with us.

>> KAREN GOLDBERG: Okay. It's currently 11:55 a.m. Megan?

>> MEGAN CALLAHAN: I'm speaking for Gina. Support for licensure must also come from the Deaf community. It's a Catch-22. A lousy interpreter is sometimes better than no interpreter.

>> KAREN GOLDBERG: Is that an official FRID position?

>> CECIL BRADLEY: Nothing I can really say.

>> KAREN GOLDBERG: Mary?

>> MARY HODGES: I have a question. Who is it at the department -- which agency has the rule-making authority for any statutes relating to communication for the Deaf population?

>> CECIL BRADLEY: Nobody.

>> MARY HODGES: No state agency.

>> CECIL BRADLEY: Zero. Well.... there's only the courts, really, and they're the only ones that legally can do anything. And then the Florida State is the only one that is related to the court legislation, which allows them to hire a qualified interpreter for the state itself. That's the only one that I know of, really.

>> KAREN GOLDBERG: Can I ask a question? And this is something for everyone to ponder who's in the room and joining us on the live stream chat and the public.

What are your thoughts about having an official commission for Deaf Services rather than the Council? And I don't know that we have the magical power to make anyone happen, I just want to know people's thoughts about that.
Yes, Chris?

>> CHRIS LITTLEWOOD: This is Chris. The Deaf Service Commission is a big can of worms and a discussion that could take a long time and I want to real quick get back to Gina's comment, because she mentioned that it's a Catch-22 and sometimes a lousy interpreter is better than no interpreter.

And while sometimes that may be true, a lousy interpreter or somebody that offers miscommunication can really cause a lot of problems and create harm to somebody.

Just as one example, if somebody is getting information about medication that they need to be taking and the information is conveyed wrong by an interpreter that is not qualified, that can cause injury or worse for somebody.

So saying that a lousy interpreter is better than no interpreter is a dangerous thing to say in itself, and I just wanted to express that.

>> KAREN GOLDBERG: Yeah, Chris --

>> CHRIS LITTLEWOOD: I'm not really comfortable with that statement either.

>> MOLLY: Hi, this is Molly, and I agree with that. A big concern about, you know, the miscommunication and.... you know, a lousy interpreter is better than none, no, I prefer no interpreter at that point.

And, you know, if we have to use writing, you know, then later we can do a lousy interpreter.

But that miscommunication is just important, you know, in the medical area, it's important -- the work, at school.

And I agree with you, I'm not.... [Sighs].... I really don't like if the interpreter is not certified or not skilled, but, yes, I do agree with you.

>> KAREN GOLDBERG: This is Karen. Thank you, Molly. I don't know that Gina was making an official FRID position, I think she was probably echoing what some people may feel, but I can say that in my view as a physician, a lousy interpreter is a lousy interpreter and I don't want a lousy interpreter working with me with my patients.

And there is -- I want to know that when I have an interpreter with me, that that interpreter is qualified and licensed and has some expertise in mental health, because I'm going to be using, you know, some language reflective of mental health and medications, that they have some knowledge.

I know that we are far from having specialized interpreters if we're this far from regulating that they're licensed [chuckles], we're far from regulating that they're especially skilled in mental health or primary care or surgical specialties or legal and that sort of thing.

So, I just wanted to make that comment.
Megan?

>> MEGAN CALLAHAN: This is Megan speaking for Gina. She said in terms of universal support needed, yes, and then she said the comments regards -- regarding some better than none is an echo from many, many Deaf constituents over the past 30 years. It is not a statement of FRID.

>> KAREN GOLDBERG: Thank you for clarifying.
Cecil?

>> CECIL BRADLEY: This is Cecil. We need some really great interpreters and we have some more advancements in technology, and you're seeing them pop up everywhere, but it's kind of a trap, honestly, for all of us. We need to lead the way in what we want our choices to be. We need to challenge what we're given and what type of communication clients prefer.

>> KAREN GOLDBERG: Thank you, Cecil, well stated. Chris and then Glenna, and then should we break for lunch at that point? Okay.

>> CHRIS LITTLEWOOD: This is Chris. I'm just begging my forgiveness to Gina, I did not mean to imply that Gina was making a statement saying that we would accept non-qualified interpreters. I know she wasn't doing that.

I just wanted to qualify the statement, RID operates under the mantra of do no harm and I think having unqualified interpreters certainly runs the risk of doing harm. And that's why we need to be very careful about any statements that we make related to an unqualified interpreter or a poor interpreter is better than nothing. That's all I was

saying.

>> KAREN GOLDBERG: Thank you, Chris. Glenna, one final statement and then we'll break.

>> GLENNA ASHTON: I think you were talking about professional licensure and the old interpreting bill and all the issues that interpreters have, FRID has and that woman, I think it's Theresa, she lives out in the Panhandle area. FRID has all of the information, I hope they kept it, and maybe can Gina can explain all of that information at our next meeting, in May in Pensacola, and bring that person and talk about the history of the interpreting bill and the issues.

Because she lives out there, in the Pensacola area, so maybe we can invite her to come in May.

>> KAREN GOLDBERG: All right. Let's get that information after lunch.

I want to add one thing that Gina said. FRID supports licensure in each universal support, that's what she was stating, that this was not an official statement of FRID, and that she agrees with Chris.

And Glenna, she wanted to know, was that Terri Buglar you were referring to?

>> JOHN JACKSON: Bolger, that's it.

>> KAREN GOLDBERG: Buglar? That's something we might want to look into in inviting at the next meeting.

I think we've had a wonderful discussion. Thank you, Glenna, for stepping in for me this morning.

We're going to break and reconvene at 2:00 p.m. Have a nice lunch.

[Break].

>> KAREN GOLDBERG: Okay, ladies and gentlemen, it is now 2:00 o'clock -- I'm not on -- okay, welcome back, it's 2:00 o'clock, we're going to go ahead and start our afternoon session.

I just want to check the chat, see if people have checked in. Are we going to do roll call again?

>> SHAY CHAPMAN: It appears that Cindy and Darlene are in chat already.

>> KAREN GOLDBERG: Wonderful. Let's do roll call. We're going to start all the way on the far right.

>> SHAYLA KELLY: Shayla Kelly, representing the Florida Department of Health.

>> CECIL BRADLEY: Nobody in the chair.

[Laughter].

>> CECIL BRADLEY: Hi, I am Cecil Bradley and I'm from the Florida Department of Education.

>> CHRIS LITTLEWOOD: Hi, this is Chris Littlewood representing the New York Giants because they're currently undefeated for the 2019 season.

[Laughter].

>> CHRIS LITTLEWOOD: Also the Association of Late-Deafened Adults.

>> CECIL BRADLEY: Enjoy it.

[Laughter].

>> GLENNA ASHTON: I'm Glenna Ashton, representing the Florida Association of the Deaf.

>> KAREN GOLDBERG: This is Karen Goldberg representing Hearing Loss Association of America Florida State Board.

>> DEBRA KNOX: Debra Knox representing A.G. Bell Association of Florida.

>> MEGAN CALLAHAN: Megan Callahan representing the Florida Department of Health and also the Florida State Seminoles football team and we are currently undefeated and I'm not sure how long that will last!

[Laughter].

>> KAREN GOLDBERG: That must have been some lunch!

>> SHAY CHAPMAN: Shay Chapman, Florida Department of Health.

[Laughter].

>> KAREN GOLDBERG: And we'd also like to welcome Lisa Johnston, our wonderful CART Provider, and our excellence in interpreting services, which includes Benjamin -- surely they have last names. You're pointing to the only gentleman saying he's Benjamin. Thank you.

[Laughter].

>> KAREN GOLDBERG: Benjamin, Anna, Kristen, and Amanda. And as always, our technical support, let's give it up folks for....

[Applause].

>> KAREN GOLDBERG: LaShay.

[Laughter].

>> KAREN GOLDBERG: I didn't want to say Shay again, how many Shays and Shaylas and LaShays can be in one room!
LaShay, give it up! Welcome! "The LaShay Band."

We did have a very good lunch, the extra half hour helped, people weren't stressed, but still not enough time for Mary nor John, not calling out anybody in particular.

Just the housekeeping note, women's bathroom in this building is out of order, which means you have to hold it until 5:00.

[Laughter].

>> KAREN GOLDBERG: It means you have to go to the other building. Do you have a solution to that problem?

>> SHAY CHAPMAN: I do not, the men's bathroom is also out of order. The café, the next door building technically closes at 3:00 and they told me they would keep the door unlocked, my badge, I checked it, it does work, on break we can take the badge over there, but if you have an emergency in the meantime, signal and I'll help you out.

>> KAREN GOLDBERG: Okay, fantastic.
Let's move on to our next line of business here. We wanted to discuss the Floridian guide and resource for the deaf/hard of hearing/and deaf-blind.
This is a really major undertaking that Cindy Simon had done and very appreciative of that.

This was done several years ago and I thought it might be a good time to review it and see if we want to undertake the challenge of revising it, updating it.
Thoughts? Discussions? Yes?

>> CHRIS LITTLEWOOD: This is Chris.

>> KAREN GOLDBERG: Mr. Littlewood, manager of the Giants.

>> CHRIS LITTLEWOOD: When we came up with a document, it would be a living, breathing document and it would always be amended, so it probably is appropriate for us to make some changes to it, although I don't think it's necessary to do everything at one time, we can just make amendments as we see as needed.

>> KAREN GOLDBERG: Thank you, Chris.
And I think it's a good time to take a look at it again.
Yes, Megan?

>> MEGAN CALLAHAN: Cindy has her hand up.

>> KAREN GOLDBERG: Hi, Cindy, I'm listening.

>> CINDY SIMON: Yes, so -- I'm sorry, there's a delay when I'm on mute.

So I just wanted to give you a little bit of background. This came about because of the

book that Michigan had for rights and everything was going piecemeal.

So my -- we kind of created the chapters and I had my rehab class putting it together and then put it out to everyone.

As Chris said, he was right, everyone said this would be a work in progress. And so it can be amended any time.

Unless you want to redo it again or add more things, and I'm happy to use it -- have my rehab class next semester do it in place of their quizzes.

>> KAREN GOLDBERG: Well, thank you, Cindy.
I think what's really important is for us to take a look at it and see what it is and just review it for today and let's go from there.
How does that sound to everyone?

>> CINDY SIMON: Fine by me.

>> KAREN GOLDBERG: Fine by you, okay, great, and I see some thumbs up. Chris, yes?

>> CHRIS LITTLEWOOD: This is Chris. I really like it when Cindy's students get the ball rolling for us and they create a draft and then we amend it, that's an awesome idea, if you're willing to start that ball rolling again, Cindy.

>> KAREN GOLDBERG: Okay. But Megan, do you have the document that you can put up on the....

>> CINDY SIMON: I truly --

>> KAREN GOLDBERG: I think Megan has it.

>> CINDY SIMON: Don't laugh, I probably have the document here. If I put this back on mute, let me get it to Megan, unless Megan has it.

>> MEGAN CALLAHAN: Cindy, I have it pulled up because it's on the website as well, so I just pulled it up from the website.

>> SHAY CHAPMAN: Can we turn that on and use the computer over there?
I think Megan's going to try to hook her computer to the projector so you all can see it.

[John Jackson enters].

[Pause].

>> KAREN GOLDBERG: All right, so we're just going to take a second to get all of that on the projector, and welcome back from lunch John.

[Pause].

>> MEGAN CALLAHAN: He's got to get a certain cable for the computer, so he just

has to run outside real quick; he'll be right back.

>> KAREN GOLDBERG: Does anybody have anything they'd like to discuss in the meantime?

[No response].

>> KAREN GOLDBERG: Yes, Glenna, you have your hand up? Glenna, you have your hand up?

[Laughter].

>> KAREN GOLDBERG: I think I saw Debra's hand up.

>> DEBRA KNOX: You need to work on your left side.

>> KAREN GOLDBERG: John has his hand up.

>> JOHN JACKSON: This is John. Since we've got a little time on our hands, there's this issue that has been bothering me and I was hoping somebody maybe can help me out and understand this.

What is this star doing over here all by itself in our logo? What's up with that star? Can someone tell me what's going on with that star? It's driving me nuts. The star.

[Laughter].

>> JOHN JACKSON: Why is there a star there?

>> DEBRA KNOX: Oh, that's a good question.

>> JOHN JACKSON: Is it part of the design? If it is, I can't figure out where it fits in. It's driving me nuts and I thought we should talk about it.

>> KAREN GOLDBERG: Okay, let's talk about it while we're getting the other paperwork pulled up.

>> DEBRA KNOX: Anybody know?

>> KAREN GOLDBERG: Oh, to the right, I have no excuse to that, this is to the right. Chris?

>> CHRIS LITTLEWOOD: This is Chris. John, there's a little island --

>> Hi, excuse me, let me interrupt, this is Molly on the phone --

[Talking over one another].

>> KAREN GOLDBERG: Molly, hold on, hold on --

[Talking over one another].

>> MOLLY: I cannot understand what's going on, you all are very hard away, the interpreter cannot hear you to hear what you're saying. I need you to speak up or closer to the phone when you're speaking, okay?!

>> KAREN GOLDBERG: Okay, thank you very much. Is it better? Can you hear me now?

>> [INTERPRETER ON TELEPHONE]: This is the interpreter, thank you very much, I can hear you.

>> KAREN GOLDBERG: Everybody needs to be cognizant of being closer to the mic.

>> [INTERPRETER ON TELEPHONE]: Thank you.

>> KAREN GOLDBERG: Chris, do you want to repeat what you were saying because I think they may have had difficulty understanding you.

[Laughter].

>> CHRIS LITTLEWOOD: This is Chris. I was just making a joke about the Council owning a private island off the East Coast of Florida. That is not true! It was a joke.

[Laughter].

>> CHRIS LITTLEWOOD: A bad joke. I was also going to say, in all seriousness, that the same thing did bother me at one time and I looked at the logo and it has always been that way and I keep meaning to reach out to either Chris Wagner or somebody else that was on the original Council and find out why the logo was created like that.

I can understand if the star was in Tallahassee or if it was some other reason for the star being on the logo at all. I'm not really clear on that. Or I'm forgetting.

>> KAREN GOLDBERG: That's a very good question. I don't think I've ever really noticed it. Is it on everything?

>> DEBRA KNOX: Yes.

>> KAREN GOLDBERG: That's very interesting, I've never noticed it. That's an observance problem. Yes, Cecil?

>> CECIL BRADLEY: This is Cecil. I think they put it there to confuse people intentionally, to waste time and figure it out, and it's not really anything. Now it's going to bother me now, now that it's there, and I can see it.

[Laughter].

>> KAREN GOLDBERG: Mary may have an idea.

>> MARY HODGES: I don't, but what if we're asked outside of the group?

>> KAREN GOLDBERG: How has this never come up before? That's the question. How has this esteemed group never noticed this before?! I blame LaShay.

[Laughter].

>> KAREN GOLDBERG: You're our technical advisor, advise us technically.

[Laughter].

>> KAREN GOLDBERG: So, do we have any -- do people want to have that removed? Glenna?

>> GLENNA ASHTON: If you look at the circle, there is a white line on the outside and it goes all the way around and ends at the star. Maybe that was the reason why, I don't know.

[Background noise on telephone].

>> CECIL BRADLEY: It could be the sun.

>> DEBRA KNOX: Uh.... no.

>> KAREN GOLDBERG: I don't know that it adds anything positive to our logo.

>> CECIL BRADLEY: Yeah, it's kind of like a clock, though. I don't know, maybe the star is going around? Orbiting? Like the earth or something?

>> KAREN GOLDBERG: Debra?

>> DEBRA KNOX: Except that maybe we are all stars?

>> KAREN GOLDBERG: Well, I don't know, I think if we're going to have a star, I would rather it be at the Capitol than --

>> JOHN JACKSON: Than the Bahamas?

>> KAREN GOLDBERG: Than off the coast of Florida [chuckles]. It looks like it's positioned to be a hurricane.

>> CECIL BRADLEY: Star Child.

>> KAREN GOLDBERG: Okay. So in all seriousness --

>> CECIL BRADLEY: 2001.

>> KAREN GOLDBERG: -- let's do a history lesson and see if we can't get a history of that, in all seriousness, and thank you, John, for bringing that up. What an interesting, interesting observation.

>> GLENNA ASHTON: Cindy probably knows, she has a file.

>> SHAY CHAPMAN: Karen, Darlene has a question.

>> KAREN GOLDBERG: Yes, Darlene, go ahead.

>> SHAY CHAPMAN: Her question in chat was did anyone find out why the line on the text on CART increases but not the actual text size?

We think it might be isolated to Darlene's computer because when we change the CART on our computers here and Lisa's computer, the text does change size, so I'm not sure if it's something isolated to Darlene's machine, but it's kind of hard to assist from afar.

>> KAREN GOLDBERG: Darlene, I'm so sorry that you're having difficulty with viewing the CART text. And I'm not sure what we can do to help.

LaShay, do you have any ideas on how to help her from, you know -- it's kind of far away, to help her.

>> LaSHAY: Oh, no.

>> KAREN GOLDBERG: We're not quite sure what to do on that. And it may be specific --

>> DEBBE HAGNER: This is Debbe.

>> KAREN GOLDBERG: Yes, go ahead, Darlene.

>> DEBBE HAGNER: I'm back.

>> KAREN GOLDBERG: I'm sorry, hi, Debbe. Okay. So we do have the document up on the screen, the projector there. It is the Floridian Guide and Resource -- are we missing words? For the deaf, hard of hearing, and deaf-blind. Are we missing a word?

>> SHAY CHAPMAN: I think she's got it too big.

>> KAREN GOLDBERG: Can we make sure that the people who are not here get a copy of that document so they can pull it up on their computers and they can view along with us?

>> SHAY CHAPMAN: Yes.

>> DEBBE HAGNER: I'm trying to catch up, this is Debbe. What document are you looking at? What site?

>> KAREN GOLDBERG: We're going to e-mail it to you now. Shay, can you e-mail that or do you need to wait for Megan?

>> SHAY CHAPMAN: I'm waiting for Megan but I'll pull it up.

>> KAREN GOLDBERG: We're going to e-mail it to you in just a second.

Lisa, the CART Provider, had her hand up and requested something and I want to make sure I understand what it is. Yes, Lisa?

>> LISA (CART CAPTIONER): I'm going to close that blind because I'm getting blinded.

>> KAREN GOLDBERG: Okay, Lisa is going to close that blind. Is that better for you?

>> LISA (CART CAPTIONER): Yes, thank you.

>> KAREN GOLDBERG: All right, as soon as Megan gets back, she's going to send that document to everyone so you can pull it up on your computers. And I'm actually going to open up mine too.

[Pause].

>> SHAY CHAPMAN: Karen, if you have it, you may want to send it. Our e-mail is currently not working at the department.

>> KAREN GOLDBERG: All right. Let me see....

>> DEBRA KNOX: Like the bathroom!

>> SHAY CHAPMAN: The Department's having a hard time today.

[Pause].

>> CECIL BRADLEY: While we're waiting --

>> KAREN GOLDBERG: I'm sorry, Cecil, do you want to add something?

[Background noise on telephone].

>> CECIL BRADLEY: While we're waiting, if we could talk about the Florida State outline here and the role of the Council and how we are connected to the body of the state.

[Background noise on telephone].

>> CECIL BRADLEY: And I was wondering if maybe that's why the star is there.

[Background noise on telephone].

>> CECIL BRADLEY: Where the Council and where we're going over the state.

[Background noise on telephone].

>> CECIL BRADLEY: We're influencing the state of Florida. That's my guess.

[Background noise on telephone].

>> SHAY CHAPMAN: Please remember to mute your lines, star two, we're hearing other conversations. Thank you. If you wish to speak, unmute, star two as well.

[Background noise on telephone].

>> KAREN GOLDBERG: This is Karen. Cindy, are you able to mute your line, please?

I'm going to go to the website and pull up this document.

[Pause].

>> KAREN GOLDBERG: I was just saying that I feel anxious, but I think it's because I had so much coffee at lunch.

Is it hot in here?

>> DEBRA KNOX: We're working on it.

[Pause].

>> KAREN GOLDBERG: Shay, where on the website is it? I'm trying to get to it quickly.

>> SHAY CHAPMAN: I think it's under reports, in that section.

[Pause].

>> KAREN GOLDBERG: Okay.

[Pause].

>> KAREN GOLDBERG: Did Megan step out?

>> SHAY CHAPMAN: I'm not sure what happened.

>> KAREN GOLDBERG: Yeah, I don't mean to be obvious, because she's not in the room, so it's not like she went invisible, but I didn't even see her leave. She took her chair and everything.

[Laughter].

[Pause].

>> KAREN GOLDBERG: That's perfect, LaShay. Perfect!

>> DEBRA KNOX: I don't know if that's the same one that I'm looking at online.

>> SHAY CHAPMAN: Why don't I just get up there and scroll until Megan comes back and we'll figure it out?

>> KAREN GOLDBERG: That's not it.

>> DEBRA KNOX: But there's a separate one that's on the Department of Health -- this is Debra -- there's a separate guide that I found that's called the Florida resource guide for families of young children with hearing loss and that's under the Department of Health, but maybe that's under Early Steps.

>> KAREN GOLDBERG: Can you send that out to everyone as well? We can use that as well.
It's a big file?

>> DEBRA KNOX: Yeah, I don't think -- I can send the link.

>> KAREN GOLDBERG: All right, perfect. Thank you.
Yeah, I can already see that the one that's up on the projector is gonna need updating. Stop for a second, Shay. Strategies for the hearing "impaired."

[Pause].

>> KAREN GOLDBERG: Cindy, are you on the phone?

>> CINDY SIMON: I am.

>> KAREN GOLDBERG: Cindy, can you send us a copy? The one that you have, that your students did? I want to make sure it's the correct one that we have. I think it is.

>> CINDY SIMON: All right. I was skimming; this is the one, so give me a second.

>> KAREN GOLDBERG: Yeah, this is the one.

>> SHAY CHAPMAN: This is it.

>> KAREN GOLDBERG: Dr. Cindy Simon --

>> CINDY SIMON: I can't send it to everybody.

>> KAREN GOLDBERG: You can send it to Shay.

>> SHAY CHAPMAN: We don't have e-mail right now.

>> KAREN GOLDBERG: You can send it to Dr. Karen. You can send it to me.

>> CINDY SIMON: I have to exit it and attach it, I think.
Oh, no, I can hit "share." Okay. So just -- give me a second here.... um.... send as attachment....

>> KAREN GOLDBERG: Yeah, I think we have it up there. So --

>> CECIL BRADLEY: It's too thick, can you just send the link instead as an attachment?

>> DEBRA KNOX: I just sent the link.

>> CINDY SIMON: Just give me an e-mail to send it to, or maybe not. I can do an attachment and exit this thing.

>> KAREN GOLDBERG: Okay.

>> CINDY SIMON: Okay.

>> KAREN GOLDBERG: Okay. Kgdoc1995@gmail.com.

>> CINDY SIMON: I've got it on the.... okay....

>> KAREN GOLDBERG: Debbe has her hand up.

>> DEBBE HAGNER: Yes. On the one that we're talking about, the resource guide for the Floridians --

>> KAREN GOLDBERG: Yes.

>> DEBBE HAGNER: -- I notice there's no page number on the bottom of each of the pages.

>> KAREN GOLDBERG: Oh, I see what you're saying. So there's no page numbers; that would be something that we'd want to update.

[Talking over one another].

>> DEBBE HAGNER: I know it's got the table of contents, but it doesn't have any page numbers to go to to try to see for hearing loss or public determinations or anything, there's no page number to go to it.

>> CINDY SIMON: [Sighs]....

[Pause].

>> KAREN GOLDBERG: Okay. I've not received any e-mails yet.

>> CINDY SIMON: I'll have to go back. I had to exit it and now I have to go back and find it. So give me a second; I'm not the fastest with the computer. What's the name of it?

>> SHAY CHAPMAN: Megan, can you send it?

>> DEBRA KNOX: This is Debra, the name of it is the Floridian Guide and Resource for the deaf, hard of hearing --

>> CINDY SIMON: Yeah, I don't know why it's not pulling up.

>> DEBRA KNOX: I found it online, a PDF of it, so I'm going to e-mail it to everyone, because Shay's e-mail is not working.

>> KAREN GOLDBERG: Shay, is that permitted?

>> SHAY CHAPMAN: I think we're okay, just to -- we're not going to discuss it over e-mail, just send it out.

>> DEBRA KNOX: But I'm not sure if that's working, because I think everybody else....

>> DEBBE HAGNER: This is Debbe Hagner again. I noticed there's no date as to when this was last updated. I think it would be helpful to have some kind of a date at the very beginning saying "This was last updated...." whatever.

>> CINDY SIMON: I'm sending this to you now, Karen. Just look at it and see if that's the one; I hope. Okay.

>> MEGAN CALLAHAN: Do you need me to send the link?

>> SHAY CHAPMAN: Yeah.

>> CINDY SIMON: And when this was originally done, everybody had it for, like, a year or two. And so there may have been pages, but it may have been changed. I think they tried to do hyperlinks, not my class, but within the Council when everyone was going through it. And that may be why there might not be any pages.

>> KAREN GOLDBERG: Okay, I'm sending it out to everybody right now.

[Pause].

>> CECIL BRADLEY: My link is not working.

[Pause].

>> SHAY CHAPMAN: Megan has e-mailed the link.

>> KAREN GOLDBERG: Oh, she has?

>> MEGAN CALLAHAN: I just did.

>> SHAY CHAPMAN: Her e-mail's working.

>> CECIL BRADLEY: I got it.

>> KAREN GOLDBERG: Oh, I got it too. Thank you. Everybody got it?

>> DEBBE HAGNER: Yeah, I got it, this is Debbe.

>> KAREN GOLDBERG: Everybody's got it so far. Darlene?

>> SHAY CHAPMAN: Darlene exited the meeting, she said she was having too hard of a time to read.

>> DEBRA KNOX: Megan, there should be two of them.

>> DEBBE HAGNER: This is Debbe, I feel bad for Darlene. It's got to be very frustrating for her, with her issue.

There's got to be something that we as a Council can make her feel involved or included, and I'm really concerned about her, because she, you know -- we need to do something, either she has to be at the meeting or something. I don't know what to tell ya.

>> KAREN GOLDBERG: You know, Debbe, I echo that. I feel very badly that she's not on the meeting right now either. And I wonder what we can do to help her in the realtime.

I'm not very technologically advanced, and that's a big issue, and I don't mean to make light with what the challenges are with her computer, I just have no idea how to change things on computers.

So, I would like, if it's okay, can I reach out to Darlene now? And I want to know if that's approved, that I can reach out to her right now and try to get her to try one more time.

>> MEGAN CALLAHAN: Sure, as long as I'm copied, that's fine.

>> KAREN GOLDBERG: Okay.

[Pause].

[Cecil signing and no interpreting].

>> LISA (CART CAPTIONER): Sorry, you'll have to speak up for Cecil, please.

>> CECIL BRADLEY: I have a question, but I'll wait for you to finish.

>> KAREN GOLDBERG: Go ahead, Cecil, please.

>> CECIL BRADLEY: I have a question, I'm surprised, I didn't even think, I didn't read this before, but there's no page numbers, zero page numbers on this. Really.... we should need them.... I strongly advise putting page numbers on that, that would help.

>> KAREN GOLDBERG: Let's make a note on that.

>> CECIL BRADLEY: Adjustments in editing and proofing.

[Background noise on telephone].

>> KAREN GOLDBERG: See, this is why we bring things up. Yes, Chris?

>> CHRIS LITTLEWOOD: This is Chris, it's more likely in transition somewhere that page numbers got deleted off there, I can't imagine we would create a table of contents and everything and not include page numbers in the document that we have on our website.

I would have noticed that right away; I don't recall there not being page numbers on there before.

>> KAREN GOLDBERG: This is Karen. Cindy, do you recall if it had -- if the original document had page numbers?

>> CINDY SIMON: Okay. The original document did have page numbers and the chapters were referenced. However, when it got to the Council and everyone was amending it, the page numbers went away.

>> KAREN GOLDBERG: Okay. So let's make a note that that's one of the things that we would like to edit.

Megan, can you scroll up a little bit to the beginning of the document?

Is this -- okay, down in the table of contents, right there, the guidelines when communicating with a person who is deaf or hard of hearing, what is that next line, strategies for the hearing impaired, what does that mean?

[No response].

>> DEBBE HAGNER: This is Debbe. I think we should remove the word "impaired" and change it to hearing loss or something.

>> KAREN GOLDBERG: Yeah, absolutely. I just wanted to know what -- what was behind that. Maybe they had a thought behind that or they were referencing a particular document?
I'm not sure what does that even mean?

>> CINDY SIMON: Well, if you go to the guidelines, it's advising on how to speak to those with hearing loss and with various degrees of hearing loss.

And since in the medical field and in the textbooks, the words used are "hearing

impaired." Remember, this was written by my class, no one on the Council changed it, and hence, the wording is based on traditional wording in a class, based on the textbooks.

>> KAREN GOLDBERG: Okay. So I understand where it came from. Do we want to be in a position where we're educating and using more industry standards -- not industry.... more --

>> DEBRA KNOX: People first language.

>> KAREN GOLDBERG: People first language, thank you, people first language. Cecil, you're doing something, twitching....

>> CECIL BRADLEY: This is Cecil, I have a very strong opinion. We, as faculty, or as we teach a class, it's our responsibility to teach the children the vocabulary, in any classroom, so we have to make sure that when they get a mistake, we have to lead them in the right way, or we'll get in trouble for that. It's our responsibility to make sure the students follow.

>> KAREN GOLDBERG: Thank you, Cecil. I think we're all in agreement with that; is that correct?

>> CINDY SIMON: This is Cindy. If you go into the chapter, you will see it says guidelines for communicating with a hard-of-hearing person. Guidelines for communicating with a person who uses sign language. So, the language is changed within.

>> KAREN GOLDBERG: So do we want to change it in the table of contents?

>> CINDY SIMON: So just change it in the table of contents.

>> KAREN GOLDBERG: Or --

>> CINDY SIMON: And that can be done as it's revamped.

>> KAREN GOLDBERG: Okay. How about guidelines and strategies when communicating with a person who is deaf, hard of hearing, or deaf-blind? Because I think those are very different approaches to communication. I would add -- I would actually add that.

>> CINDY SIMON: There are -- yes, that would be appropriate and those are addressed individually within that chapter.

>> KAREN GOLDBERG: Oh, excellent, maybe within the table of contents. We're just perusing right now and picking at things that we see, that's all.

>> CINDY SIMON: No, I understand. But I'm just letting you know that that's exactly how it was broken up. And I'm not the only one who didn't see that in the table of contents.

And everyone else at the time had access to it as well and people were changing

things.

>> KAREN GOLDBERG: Yeah, we're not calling you out on that.

>> CINDY SIMON: No, I know, I know, I know.

>> KAREN GOLDBERG: We're just talking.

>> CINDY SIMON: Sometimes you live with it where you don't notice that. But be assured that the class did not address it that way within the chapter.

>> KAREN GOLDBERG: I have to tell you, five people reviewed the biennial report for this year and we made amazing revisions and not one of us caught that it said 2018. Because we were so busy looking inside the weeds, that the thing glaring at us in the face had the wrong date. So, that's the kind of thing that just happens.

[Laughter].

>> KAREN GOLDBERG: Cecil just noticed it.

[Laughter].

>> KAREN GOLDBERG: So these are the things that happen! All right? We're all human. Okay, Chris, you had your hand up.

I feel like I'm speaking too closely to the mic. It's a little bit like that [banging] should I step back? Step back? Back?

>> CECIL BRADLEY: Unbelievable! What's the matter with us? We have so many eyes!

>> KAREN GOLDBERG: Chris?

>> CHRIS LITTLEWOOD: I'm waiting for everybody else to stop talking and I just wanted to advocate for the interpreters and the captionist a little bit. The conversation is moving a little too quickly. We might want to slow it down just a little bit and make sure that we remember to speak one person at a time and minimize the sidebar conversations.

I forgot the other thing I wanted to say at the moment, I'll come back to it.

>> KAREN GOLDBERG: Thank you, Chris.

>> CHRIS LITTLEWOOD: But that was an important one.

>> KAREN GOLDBERG: Thank you, Chris.

Okay. What I want to say at the very start of really reviewing this document is what an incredible undertaking. This is 270-some pages, 200 -- I can't read the number.

>> SHAYLA KELLY: 265.

>> KAREN GOLDBERG: 265 pages of information to help Florida's deaf, hard of hearing, and deaf-blind, and I wasn't here on the Council when this undertaking began, but, wow, what an amazing resource.

And I think that we can tweak it, tighten it up, and help with this process.

Cindy, I don't know what the policy or procedures are for having your students do it again. I don't want to cause you difficulty in your -- as a faculty member.

If you need for us to step in, because you already have a great baseline, then we will do that.

If you want to have your students be a part of that, we will gratefully accept that.

But if this is a resource that we can tighten this up and maybe get it less than 200 and some pages, that it can be published, a handbook.

Maybe things aren't published anymore, are they? They're still published.

What a great handbook to flip through with a little wire thing-a-ma-jig and have up-to-date resources and things change over time. Actually, Cecil wanted to say something and then Chris. Cecil, did you have something you wanted to add?

>> CECIL BRADLEY: This is Cecil, I had a quick thought, this book was created years ago, long before technology was developed, so everything was digital -- everything is digital now, WWW, everything is online, I'm wondering, should we create a separate web page including the website to allow people to browse our resources instead of printing everything and wasting the paper?

Or people have a choice, they can download and print if they wanted to. Just a suggestion.

>> KAREN GOLDBERG: That's a great idea. I think I still tend to be old school, I like things in my hand, but you're right, it's not cost effective and things are being updated all the time.

Yes, Chris.

>> CHRIS LITTLEWOOD: This is Chris, I don't think we as a Council in the past ever printed this document out for constituents, I think it was more for online documents for people to use -- if they were able to or wanted to print it out, they could do so from their own computers from the website.

The other thing I was going to say is if we somehow miss before the term "hearing impaired" in this document, that's something we should correct rather quickly, because like Cecil was saying, being the teachers or the counselors or the advisors of the state, the negative connotation of the term "hearing impaired" is something that we as a Council for the state for people that are deaf, hard of hearing, late-deafened and deaf-blind, we want to avoid sharing that term as an acceptable term, because it certainly is not.

>> KAREN GOLDBERG: Fair enough. Thank you very much.

Okay. So there's a -- yeah, if it's currently available to the public, we should get rid of

that line right away. How easy is that to do? Anybody with technology experience. Megan, is it easy to get on the website for this and delete that one line that says "Strategies for the hearing impaired"? It's not easy?

>> MEGAN CALLAHAN: You have to go into the document itself, you can't just go on the website and pull up a PDF.

>> KAREN GOLDBERG: Okay. Can Cindy adjust it and then send it to you, or....?

[Pause].

>> KAREN GOLDBERG: Maybe we take a look at maybe do a word search and anywhere it says "hearing impaired," we correct it now and then re-upload it.

One of the things that might be useful then, if printing it out and having it available, hard copy, is not reasonable, because it's not, then maybe have some preferential placement on the website, so people know to click here for resource.

Not now, but as we revise this.

Thoughts?

>> CHRIS LITTLEWOOD: This is Chris, I don't know who has the original document, the Word document before it was created or changed to PDF, but a simple word change should be pretty easy to do. And Megan, I'm sure you can get with the web team and make that word change, but that's, like I said, pretty important we do that as soon as possible.

>> KAREN GOLDBERG: I would take out that entire line: Strategies for the hearing impaired. I don't know that it adds anything to the guide. But I'm not the original author, so I can't really say. Debbe has her hand up.

>> DEBBE HAGNER: Yes, this is Debbe. I was wondering if there was a way we can keep one of them as a file as a whole, the document as a whole, but also have the -- that each of the chapters be its own web page, so that we can -- it will get utilized or used more than just the whole book.

Because I don't know how many people are actually looking at that book. But if we can have each one of those chapters on a web page, I think that might help and get people to use it more.

>> KAREN GOLDBERG: Yeah, I think that we are talking about ways to make this more user friendly, and I agree, if we hyperlink chapters, that's going to be really exciting use for this document.

But I think, you know, right now we're not talking about making it the user friendly version at the moment on the current website, what we're trying to do is plan.

And I would like to see that by November -- wait, that's -- maybe by August. Cindy, when do you want to have your students work on it?

>> CINDY SIMON: It would be my summer semester students, so they'd have to have it done by July.

>> KAREN GOLDBERG: So in the August meeting, could we have a draft, do you think, to review?

>> CINDY SIMON: I think you could easily have it by then. They could start and there are some great updates, the current class is about to do those assignments on ALDs and educational options.

But when this went to the Council originally, it was a document, we sent it to the Council for editing and the intention was you should be able to click on any of that and it would be a hyperlink to take you to where you wanted to be.

The point of communication strategies, as I make a big deal about it, is there are more effective ways to communicate, and I make them learn that and utilize it in their case studies, and so that's why they had it for the different groups.

>> KAREN GOLDBERG: Okay. Thank you. Yes, Cecil?

>> CECIL BRADLEY: This is Cecil. I had a thought about that, about the table of content.

So, I think there should be a documentation to where you're able to click and then each one would have a number and a line attached to it. I think it's called a hyphen or a link of some sorts, it's a quick link that you could click on that and it takes you right to that resource; a hyperlink.
It was just a thought.

>> KAREN GOLDBERG: Yeah, I think that's a great idea, that we hyperlink the chapters.
This is exactly what we're going to target for the August meeting when we have a draft.
Great.

[Pause].

>> SHAY CHAPMAN: Darlene's back on chat; Darlene's back on chat.

>> KAREN GOLDBERG: Darlene, welcome back. What can we as a Council do to help you out?

[Pause].

>> SHAY CHAPMAN: I think Darlene is typing her response to you, Karen.

>> KAREN GOLDBERG: Okay. Thank you. We're going to wait until she has completed that response.

>> SHAY CHAPMAN: Okay. It says: I am back. I'm going to have to sit this meeting out. I have developed a migraine trying to listen and read from the CART.

>> KAREN GOLDBERG: We are so sorry, Darlene. I think as we plan future meetings, I want to make sure that this technology is working for you. Could you educate me and the rest of the Council on what is the best technology to help you? And I'm going to look into it and see if we can make that happen.

>> SHAY CHAPMAN: Darlene says: My PC is doing good. It's just the accommodations. It's not anyone's fault, just a way of life for me. No worries.

>> KAREN GOLDBERG: Well, that's why we're here, Darlene, is so that we can have -- provide you with equal access to be a member of this Council. And if the technology not working for you, we need to find a way to get that technology to meet your needs.

>> SHAY CHAPMAN: Gina would like to speak.

>> KAREN GOLDBERG: Yes, Gina?

[Pause].

>> SHAY CHAPMAN: Star two to unmute your line, Gina.

[Pause].

>> KAREN GOLDBERG: When we're waiting for Gina to share, Lisa, the CART Provider, stated that she will look into it from her end as well to make sure that the technology is accessible for you, Darlene.

>> SHAY CHAPMAN: Gina ever asked if Darlene ever identified for SPP for the meetings, and Darlene said thank you for the encouragement, but I need to lay down now. My head is throbbing.

>> KAREN GOLDBERG: Darlene, please take care of yourself. And we're going to keep working on this issue so that you are able to join us tomorrow.

Gina states that she's not on the phone. Gina, did you want to -- oh, Gina had a question. Does -- Gina, your question is -- is to Darlene. Did you ever identify an SPP for our meetings? I think Darlene has stepped off the meeting and I'm not sure I have the answer for that either. Does somebody have the answer to that?

As Chair, I want to step in, I see that there's some side conversations happening and they're not being voiced, and it's not respectful to the person that we're addressing, so can we please keep side conversations to a minimum or a maximum of zero?

>> CINDY SIMON: We used to routinely have an SSP that was designated for the meeting.

>> SHAY CHAPMAN: This is Shay. So, did you all just have someone that you contacted for every meeting or was it Darlene's -- as far as my history goes, I remember just Darlene had her specific person and we paid for that person to travel with her and reimbursement for that, just as we would a council member. But as the Department, we never, since I've been working with the Council, identified those people for her.

So, we're happy to pay for a person to travel with her and come to the meetings, if that's what's needed. We can definitely do that.

I just thought that was a personal thing for her to identify the person. But if you need us to do that, I just need direction on how Megan would find someone.

>> KAREN GOLDBERG: Okay. So Megan, can you put that into an e-mail to Darlene and ask for accommodation to the SSP for the next meeting, so that we can ensure that we have that person identified and available?

Also, please remind me if Darlene has ever benefitted -- sorry, I'm not speaking right -- benefitted from using this screen for CART or is that not an option for her?

[Shaking heads].

>> KAREN GOLDBERG: Okay, that's not an option is what I'm seeing for her. She needs that -- Darlene -- this is a question for Darlene, I know she's stepped off, has she ever utilized the tactile sign language?

If we can ask her that, maybe, Megan, in the same e-mail, we'll ask her that. We want to make sure she has accommodations available. Yes, I'm sorry, Chris?

>> CHRIS LITTLEWOOD: This is Chris. I believe the issue with an SSP was we used to in the past have a contact person or somebody that we work with from FSDB that would -- the Florida School for the Deaf-blind -- and they would come and travel with the Council.

I know the one individual is not available anymore, so the e-mail to Darlene would be the first step, just asking her if there is somebody that she knows of that can do it.

She needs to have somebody other than members of the Council or the normal DOH support staff that can help her through some of the issues, because the captions that we're looking at on the screen or on our laptops is not something that works for Darlene; she uses special software, different colors, different sizing and stuff like that for her low vision.

So that's something that needs to be addressed with Darlene as far as what we can do to accommodate her.

>> KAREN GOLDBERG: Thank you very much.

I was wondering if I could propose that we ask Darlene to present at the next council meeting about issues specific for deaf-blind. I think that it's -- you know, it's -- we all care about her, we care about the deaf-blind population in Florida, and we -- and she's a

wonderful representative of the Deaf-Blind Association and would like her to share with us the unique challenges that she faces in her daily life, as well as being on the Council. And so I'd like to make that recommendation. Do we need to have somebody make a motion or can I just make the recommendation?

[Pause].

>> KAREN GOLDBERG: Thank goodness Glenna is here as the past Chair, she can always guide me. She said you just need to make the recommendation. How do you guys feel about having Darlene -- I mean, if she's willing her. Of course we would ask her. Yes, Cecil?

>> CECIL BRADLEY: I agree. With a deaf-blind individual, there needs to be a presentation. We would prefer that she present to us. We would want to be able to accommodate her, but she also has to let us know what it is she needs.

She could tell us how to accommodate or provide for her the services that she needs for the meetings and so on. And it is her responsibility to let us know what it is she needs. And that's after we teach equality. I'm surprised it didn't go well this morning, seeing this situation unfold and such. So I was hoping that we could accommodate her, after knowing her specific needs.

>> KAREN GOLDBERG: Thank you. Cindy next, then Debbe, and then Chris, I see your hand up too. Cindy?

>> CINDY SIMON: So I was pretty much going to say what Chris said, in that we did have someone, I think they were paid for under a grant through UF and she came from FSDB.

There might have been some issues which caused -- that she wasn't going to come anymore because Darlene liked to bring her own person.

I agree, I think that having Darlene speak to the issues does not mean for people to vote on -- because we can decide on any cost we want, like we always do, for education, and this would be very much an education. And I agree that she really -- we need to provide her with an SSP for every meeting.

>> KAREN GOLDBERG: Okay, hold on, Shay, for one second. Debbe?

>> DEBBE HAGNER: Yeah, this is Debbe. I was wondering if we -- if there was a way we can get somebody who is an expert on the national level somewhere to help bring the latest technology. Because maybe Darlene is not aware of new things that are out there that she could benefit from. Maybe she's comfortable in her own little world, her own little tools. But maybe there's other tools that are out there that she's not aware that we can just find somebody to bring on board to help her.

>> KAREN GOLDBERG: Excellent suggestion, Debbe. And I'm thinking, and Glenna was making a notation that maybe asking somebody from the Helen Keller Center to present and then obviously we would like to hear Darlene's perspective as well and

learn from her as well.
Chris?

>> CHRIS LITTLEWOOD: This is Chris. I think some of this is a private matter that needs to be handled offline and discussed with Darlene. Some of it, it's related to her individual accommodations and so we really shouldn't discuss it in an open, public meeting. That can be handled elsewhere.
There is a history there, at least since I was Chair of the Council, maybe before.

>> KAREN GOLDBERG: Thank you, Chris.
This is not to discuss personal issues, but to educate the Council as a whole and to educate the public.

So, I'd like to make a recommendation that we do invite a representative from the Helen Keller Center to present at the next meeting. And if Darlene is willing to share her personal experience, to be a presenter as well at that next meeting.
Glenna, were you waiting -- I'm sorry, I had promised Shay. Shay first.

>> SHAY CHAPMAN: That's okay. I want to say we're fully supportive of the financial needs, so whatever we need to do to get that person here for Darlene, we just need to know in advance so we can figure out how that works with payment and all of that, we'll reimburse travel and we've done that in the past.

>> KAREN GOLDBERG: Terrific. Glenna, do you want to share?

>> GLENNA ASHTON: We do have a person here in Florida, Cory Parker, he works here specializing in deaf-blind and he's from the Helen Keller Center here in Tallahassee.

>> KAREN GOLDBERG: So would this be somebody we might want to invite to present at the next meeting?
Glenna first, then Chris.

>> CHRIS LITTLEWOOD: This is Chris --

>> KAREN GOLDBERG: Wait, Chris --

>> CHRIS LITTLEWOOD: -- he has come and spoke to the Council before but I certainly think it's important for him to come do that again.

>> KAREN GOLDBERG: Okay. Thank you, Chris.

>> GLENNA ASHTON: We'll have Cory work with Darlene directly, you know, behind the scenes to figure out her issues.

>> KAREN GOLDBERG: Okay, so both, both, right, both, like to educate everyone and to work with her.
Okay, so Megan, can you and I and Darlene reach out to Cory? I want to do whatever I can to support.

>> MEGAN CALLAHAN: It's already been done.

>> KAREN GOLDBERG: Oh, how about that!
Okay. All right. So we detracted a bit from our discussion on this document, and I just wanted to see where we are.
So we had adjusted our timing a little bit.
Are we still okay for a break at 3:30 or did we want to go until 4:00?

[No response].

>> KAREN GOLDBERG: So we originally have a break at 3:30-3:45. Do we want to adhere to that and get back on track with the schedule?

[No response].

>> KAREN GOLDBERG: Nobody can hear your nod.

>> DEBRA KNOX: This is Debra. I think we'll need a break at 3:30.

>> KAREN GOLDBERG: Thank you, Debra. Anybody else?

[Pause].

>> KAREN GOLDBERG: Thumbs up from Cecil. Okay. So that's a half hour from now, so let's dig in.
Yes, Glenna?

>> GLENNA ASHTON: We're back discussing the resource guide?

>> KAREN GOLDBERG: Yes.

>> GLENNA ASHTON: I skimmed through it quickly, it was 265 pages, but I didn't see much information on interpreters.

>> KAREN GOLDBERG: Okay. So Cindy, maybe you can direct us to where that page would be?

[Pause].

>> CINDY SIMON: I probably have to do a search through the document myself. I'm not sure if the one I have here is one I can do that in. I'll have to see....

>> KAREN GOLDBERG: Okay.

>> CINDY SIMON: But again, I put in the chat, if you see deficits in sections that need more, then I need to have the list so that when the next semester's class begins, I will have all of this ready so they get working from day one.

[Pause].

>> KAREN GOLDBERG: All right, fair enough.
Oh, we have several hands up. Mary, I haven't seen your hand in a while so I'm going to call on you.

>> MARY HODGES: Thank you. Nationally certified interpreters, what are the standards related to nationally certified interpreters? And are those standards that can be adopted to Florida?

>> KAREN GOLDBERG: Okay. Who would like to respond to that? Glenna has a response.

>> GLENNA ASHTON: What I would like to see related to interpreters is discussion about the issue of availability of interpreters, the quality of interpreters, meaning going back to their training, the use of agencies, and knowing how to get an interpreter, and, you know.... wanting a thing to make sure it's not.... it really meets the full communication access.

So, there needs to be a lot of information on interpreters, because that is one of the issues that keeps coming up all the time.

And CRI also.

>> KAREN GOLDBERG: Okay, very good, very good. Cecil?

>> CECIL BRADLEY: This is Cecil. And I agree with Glenna, where it looks like alphabet super [chuckles], it's all old stuff and most of it is outdated, like all of those abbreviations and everything.

A few we can keep, like as far as national evaluations go, like if an agency accepts BEI, that's a national level, a very competitive type of national certification, the EIPA (sp), secondary level is a higher level of a point system, like a 4.0 or a 5.0.

But we should open up a little bit more for educational certification.

So, like, we could keep more, we could put more on the list, more options on the list as well.

>> KAREN GOLDBERG: Thank you. I think it is time for the update as you're stating. Other thoughts? Yes, Chris, then Glenna.

>> CHRIS LITTLEWOOD: This is Chris. I work with the National Association of the Deaf and we created a white paper for interpreters and emergency and I'll have to dig up that link, or Megan, you can remind me if I forget, but I will try to send you the link to the white paper and we can probably put that link right in this document as well, all the recommendations for interpreters in emergencies and public safety situations.

Also, the entire document related to TTY needs to be updated as far as TTY use and the transition from TTYs to realtime text, and somewhere in this document we should probably make note of Text to 911 and Next Generation 911 and things like that.

>> KAREN GOLDBERG: Thank you, Chris. Excellent suggestions.
Glenna, then Gina. Go ahead, Glenna.

>> GLENNA ASHTON: Do you have much information about Deaf culture, the Deaf

community? You know, when you talk about trying to talk with communication with the deaf or hard of hearing, communicating with the deaf and hard of hearing, it's different than communicating with Deaf signers.

To me, the whole document, because it's an audiology class, it's totally understandable. It's very heavily technology, very heavily, you know, you being able to use residual hearing.

I would like to see an explanation about the Deaf culture and the Deaf community, because there are rules about how to confer with a Deaf signer, whether directly or through an interpreter, and there's different cultural behaviors in a conversation that they need to be aware of.

I'm just wondering if you can expand on that too.

>> KAREN GOLDBERG: Very good, very good. Gina next, and then Cecil. Oh, Gina asks: Would the Council like someone from RID or FRID to present at one of our meetings?

I think that's -- let's see.... go ahead, Glenna.

>> GLENNA ASHTON: On what?

>> KAREN GOLDBERG: About what?

>> GLENNA ASHTON: What to do?

Right now for our May meeting, we discussed having Terri to come talk about the interpreting license bill because she lives in that area and I think we need to really make an effort for that for May. And then maybe in August, we can have other people. But RID, FRID, there's so much they could talk about. About what?

>> KAREN GOLDBERG: I think a document would be just as good as a talk; like just letting us see what are the requirements, letting us take a look at the requirements rather than just coming out to a meeting. Of course they're always welcome to come to a meeting.

In May, we're going to talk about having these two speakers, right, Glenna? The two speakers, the one you were just mentioning, and then we also talked about maybe having Cory Parker, inviting Cory Parker.

Okay. So I think for May we have our speakers.

So we have two people on the line, Debbe would like to ask a question, and then Cindy. Debbe?

>> DEBBE HAGNER: Yes, this is Debbe. I do have a comment, a couple things. I don't see anything mentioned about loops. A lot of places have loops as accommodations. We need to verify that all the links are valid. And I don't know if some of those apps are still good.

I can see there's a couple apps that we could add, like AVA (sp), a couple new ones, Google has a new app for amplifier and something else.

So, we need to add that.

>> KAREN GOLDBERG: Okay, great. Yep, this is why we update, it's time for an

update. Thank you, Debbe.
Cindy, you've been waiting to share, so go ahead, please.

[No response].

>> CINDY SIMON: Sorry. There should be something in there on loops. I'm sure. However, just to be aware, and this is in response to Glenna, so you guys have to tell me, this was meant as a factual guide. We have a problem, we need to find a solution, this is where you go.
It wasn't meant to teach them about any culture of anything, it was just meant for their options.

So, if there is additional things we want to write up about, then I would ask everyone to send those things to Megan, to review it with everybody, and then I will make the list of what needs to be added to the class and to get them going, and then the Council can modify as they wish afterwards.

>> KAREN GOLDBERG: Okay. And also, even in realtime, Cindy, you can send questions that the class has to Megan and she'll disburse it to everyone on the Council so we're able to give some feedback to the class.

>> CINDY SIMON: Usually what happens, because the classes are relatively big, is I give them the first half hour to 45 minutes of the class to work on this as a group and they're divided up, this takes this subject, this takes that subject, and someone coordinates it and puts it all together, which is what we did last time.

So, we need the feedback from you guys of what you want. And if you want as they pass things in, I'm happy to share it, but it's usually easier, rather than doing the piecemeal, having someone put it together as a cohesive whole.
I can try to have them send it in in sections, like ALDs, educational options, et cetera. They didn't spend a lot of time on anything, certainly not hearing aids, it was just the different styles, and done.

>> KAREN GOLDBERG: Okay.

>> CINDY SIMON: It was an FYI informational piece.

>> KAREN GOLDBERG: Okay. Thank you.
And again, you know, it doesn't have to be your class's job entirely. I think we all have an idea on what we'd like to see in a resource guide.
Cecil had his hand up.

>> CECIL BRADLEY: Thank you. Yes, this is Cecil, I'm still thinking about instead of just like a gigantic thick book, maybe just something to, instead of them having to look through that, maybe we can substitute some paragraphs with one or two lines, and, like, a link to the website.

Something for them to look at the topic. And instead of just, like, spinning wheels and having too much information, maybe it's more -- something that could be condensed.

Maybe we could, like, maybe the challenge is the process of, like, getting the certification for the interpreters and then if they were to have the website that offers a whole bunch of options for them to look through, like RID.org, just for them to be able to see what's attractive to those kind of people so that they can look into it.

>> KAREN GOLDBERG: Yes, thank you, Cecil, I agree with you.
Glenna? -- oh, I'm sorry, Glenna, I'm sorry, I had promised Debbe next, then you.

>> DEBBE HAGNER: Yeah, this is Debbe. Also, there is no mention about people with cochlear implants, Baha, and those group of people, you know, they have a different culture somewhat, they don't really fit -- they fit in the hard of hearing, but not necessarily fit with the Deaf or those that would be hard of hearing, they're somewhere in the middle.

So maybe just a few mention of the companies, maybe what the procedure is involving and getting a cochlear implant.

>> KAREN GOLDBERG: Okay. I mean, I think that we have to maybe -- maybe it would be a good idea to be clear about what the scope of the project is, if it's to be a resource guide or is it to be an educational guide, because that could be a textbook. But I'm not sure, maybe that is something we want to do.
Okay, Glenna next.
Thank you, Debbe.

>> GLENNA ASHTON: Glenna. To build on Cecil's idea, the class could, instead of trying to write things, could do a lot of research on good links, that are good educational links, not commercial links, you know, that are accurate, and that in itself can take a lot of time.

It would be more, like he said, more website-based, more interactive-based, and I think that would work good, because in the future you could just change the links to keep it up-to-date.

And while I have the "mic," I want to tell Cindy something before I forget.

Your class is at FIU. Do you know if the ASL classes are now being taught by John Paul Jebian? He's a deaf man that teaches both in high school and at Miami-Dade College and he will be teaching ASL. He would be a good person for you to welcome to your class to lecture about Deaf studies type of thing.
So just to let you know.

>> KAREN GOLDBERG: Cindy wanted to add something.

[No response].

>> KAREN GOLDBERG: Cindy, did you want to add something?

>> CINDY SIMON: I was just saying, I do know there is a class being taught on Thursdays and I do have students in that class.
And we hit on all the things that everybody has mentioned. But when the Resource Guide came out, it was, if I want my child educated, what are my options, period. So

we just listed them in a brief paragraph.
If I want this, where do I get it.
And that was the purpose of the guide.
It was not an educational thing.

And so there is a mention of cochlear implant. But it would mean go to your source and, you know, you go into conferences into whether you should get it or not.

Same thing. Here's a bunch of educational options. Now go talk to them in school and pick it. It's up to you.
It was not meant to be an entire book of any culture or any one way.
It was exactly that, a resource guide, what do I need to go look for and find out about.
Not to tell them about everything up front.

>> KAREN GOLDBERG: Okay. And also, was the Resource Guide going to be something that listed practitioners? And have links to practitioners?

>> CINDY SIMON: No.

>> KAREN GOLDBERG: Do we have a resource guide for that?

>> CINDY SIMON: Again, it was --

>> KAREN GOLDBERG: Like, for ASL classes, you can go here, Deaf Ed, UNF in Flagler, it would be neat.

>> CINDY SIMON: It would be neat, except it's always something else. Every time I try to find classes, it's very difficult to find until they started this class here. Otherwise, it's a church over here on such and such a day. And those things are fluid and change from term-to-term or even month-to-month, dare I say.
So, I'm not sure that we have to tell them where to Google for classes. They can Google it themselves.

>> KAREN GOLDBERG: Well, actually I think it would be helpful. If I'm looking at a Resource Guide and I'm the parent of a child who is hard of hearing and I really want to add in some sign language, in addition to, you know, might be using hearing aids or what have you, I would love to have a place where I can go that's going to list all the possible formal programs for sign language classes or for Deaf Ed.
I would love to have that available to me.

>> CINDY SIMON: Put it on the list.

>> KAREN GOLDBERG: Hold on, Cindy, I'm not trying to give you things to make your job harder, I'm just -- I'm putting out there as an idea for a guide that would be inclusive of that.

As a Council, is that something that we would be interested in doing or is that outside of scope of what we are to do?

I personally would love to see it done.

>> CINDY SIMON: I think it would be very cool to have that. I know when I was trying to take a sign language class, I was having a really hard time trying to find one somewhere, over two counties. And because there's one at the university doesn't mean everyone can jump into a university to take it.

So, the rest are little areas, like I found one in a small church, a speech pathologist who was doing it. The Center For Hearing and Communication is where I took my class.

>> KAREN GOLDBERG: Terrific. Thank you, Cindy. Debra?

>> CINDY SIMON: So I totally understand it.

>> KAREN GOLDBERG: Debra, then Cecil.

>> DEBRA KNOX: Okay. So, I have another perspective that I just wanted to state so that everyone could consider it. So I can tell from what's in this Resource Guide that a lot of time and energy was spent putting this together, and it is very comprehensive.

But I'm also looking at our FCCDHH website, which, on the left-hand side, has all of these very similar categories to what is in the table of contents of this Resource Guide, and I'm just wondering if it is a duplication of effort to try and update this Resource Guide, rather than really looking at what is available on our pretty comprehensive website, and maybe offering updates to that, and even augmenting what's already existing on our website. Because that's going to be a much more fluid way to keep things flowing and updating, rather than a document that someone has to go through 265 pages. On the website, it's clearly identified, broken down, for ease of access, and I think that would be maybe a better use of our efforts.

>> KAREN GOLDBERG: Thank you, Debra, that's a good idea. Glenna?

>> GLENNA ASHTON: So, Cindy, maybe instead of doing this as a resource guide, you could instead have the class go through our website to find additional links, to find problems or whatever.

Since your class is probably millennials that live online, they probably can do better than -- to help improve our website, instead of doing a separate guide.

>> KAREN GOLDBERG: I don't know, I'm thinking that's a really good idea, too.

I also have some concerns about having a Resource Guide online currently that's not accurate and wondering if we should pull it entirely until we want to figure out what to put on there. Thoughts?

[Pause].
[Cell phone ringing].

>> GLENNA ASHTON: Maybe do a combination.

[Cell phone ringing].

>> SHAY CHAPMAN: I think it's Glenna.

[Laughter].

>> GLENNA ASHTON: It's probably a telemarketing call.

[Laughter].

>> KAREN GOLDBERG: Okay. So, I don't know, I'm just really concerned that it doesn't have all the accurate information as it stands now.

[Cell phone ringing].

[Laughter].

>> KAREN GOLDBERG: Shay?

>> SHAY CHAPMAN: Debbe has a comment on chat.

>> KAREN GOLDBERG: Oh, and Cindy has her hand up as well. So Debbe first, and then Cindy.

>> DEBBE HAGNER: Okay. I just want to let you know that HLAA came out with a new book called *Smart Hearing*. It has all kinds of highlighted, high, great reviews. I encourage everybody to kind of take a look at that book. It just came out called *Smart Hearing*.

And maybe there's something we can look at for the resource guide or maybe point to something for the book.

>> KAREN GOLDBERG: That's a really great idea. Thank you.

[Pause].

>> KAREN GOLDBERG: Other thoughts?

It's 3:23, so we have seven minutes of thoughts available to us.

Mary?

>> MARY HODGES: This question is out of ignorance.

>> KAREN GOLDBERG: There are no questions out of ignorance.

>> MARY HODGES: So earlier we talked about licensure.

>> KAREN GOLDBERG: Yes, ma'am.

>> MARY HODGES: And I'm seeing certification, national certification related to

interpreters.

Licensure would be on a state level, correct?

>> KAREN GOLDBERG: Yes.

>> MARY HODGES: Okay.

>> KAREN GOLDBERG: Yes, for everything.

>> MARY HODGES: Certification is a national certification that is currently being used by interpreters?

>> KAREN GOLDBERG: Yes, and I can tell you, like in my experience as a physician, I am board certified, so that's a national certification. But I am state licensed in Florida.

>> MARY HODGES: So what we're lacking is the licensure for interpreters. That's what's lacking now. Because we have a national certification process.

>> KAREN GOLDBERG: Can I ask if one of the interpreters could step out of role to answer or is that not appropriate? I see her wiggling in her seat. It looks like she has an answer.

Or Glenna can answer.

>> GLENNA ASHTON: Yes, right now we only have national certification provided by RID and there's also BEHI in Texas, which some states recognize.

We used to have state evaluations, QA and EIE, and I've served on those teams. But National RID ordered all the states to stop using that, and we lost a really good means of feeding people with the national certification.

So, we are stuck.

The only thing is being able to provide.... hmm.... we have two, the National RID certification requires a bachelor's degree to take the test. The two programs in Florida, UNF and USF, that's it.

We have a couple of more that do an AA or AS degree in interpreting, but they still have to transfer to get their bachelor's before they can take their national test.

But because we don't have any licensing, we don't have any requirement of minimal level, anybody that's taking a few ASL classes, taking a few interpreting classes, can go out there and flap their hands.

Some school systems do have -- oh, there's another one called EIPA, which is the educational interpreting, national educational interpreting certification, and that's used for schools.

Some counties requires it, some counties encourage it, many counties ignore it.

So the range and the quality of interpreters varies tremendously.

And it's a problem.

Some other states do require state licensing, do require certification, and there are other

states that are more strict.
Florida prefers to avoid anything, governmental.

>> KAREN GOLDBERG: Okay. Thank you, Cecil?

>> CECIL BRADLEY: This is Cecil. Do you mind if I add something?

>> KAREN GOLDBERG: Hold for one second, Cecil, I'm going to call on Gina, she wanted to respond and she represents FRID.

[Pause].

>> KAREN GOLDBERG: And Shay has said: Gina, if you type your question, I will read it for you.

[Pause].

>> KAREN GOLDBERG: Okay, I'm not seeing a response from Gina. If you do type your question, I'll call on it.

>> SHAY CHAPMAN: It's here.

>> KAREN GOLDBERG: It's here. Okay. Gina states: Glenna is -- well, you were going to read it, Shay.

>> SHAY CHAPMAN: I was just trying to be helpful. Glenna is correct, the issue is there is no standard or qualifying process for interpreters in Florida. So you do get hands flapping.
I will update FRID when we get there on the agenda.

>> KAREN GOLDBERG: Thank you, Gina.
I'm sorry, Cecil next, then Mary.

>> CECIL BRADLEY: I just want to make a quick point. In America under ADA, it's emphasized that qualified interpreters do not need to match the individual -- they have to match the individual in order to be recognized as a nationally certified interpreter, and so the expectation is there. The accommodations are supposed to be met and so it's up to us as the State Government to set a higher standard overall and to expect -- to get our clients to expect a higher caliber of interpreter.

[Background noise on telephone].

>> CECIL BRADLEY: And as we continue to push for that, especially because there are already states who have interpreters who have failed the certification, that it's an ongoing battle that... um... that sometimes from time to time we're going to confront things, either it be through education or associations or where the responsibility lies in terms of licensure overall. Thank you.

[Background noise on telephone].

>> KAREN GOLDBERG: Okay, thank you very much. There was one other hand. Mary, did you have your hand up? No, you asked the original question. Glenna, did you want to add?

>> GLENNA ASHTON: Also, there is a new growing group of interpreters, CDI or DI, these are Deaf people who work as interpreters. Some CDI, they are nationally certified by RID also. DI works as interpreters but they're not nationally certified.

And that's in a whole new thing, because -- just because somebody is an interpreter or is nationally certified does not necessarily mean that they can interpret for every different kind of Deaf person. There are Deaf people that -- I don't want to say -- but an average interpreter that you tend to get could not interpret those certain kinds of Deaf people, they don't have much language, they're from another country, or they don't know English, so on and so forth.

And those interpreters are responsible for -- if they can't interpret for that person, they need to call CDI or DI and work as a team.

And then the agency or whoever hires them, now they have to pay for two people, but if you want full access, that's what you need to do.

>> KAREN GOLDBERG: Okay. It's 3:30, I propose that we go ahead and we take our break.

We will reconvene at 3:45 and we can continue this discussion at that time.

Just as a reminder, the bathrooms in this building are not working and so you need to go to the cafeteria building; they are leaving it open, and you have to let Shay know.

[Laughter].

>> KAREN GOLDBERG: Because she has the only key to the bathroom. All right. We're adjourned for 15 minutes.

>> SHAY CHAPMAN: Also, Shayla will be coming to you for signatures on your travel.

[Break].

>> KAREN GOLDBERG: Good afternoon, everyone, welcome back, it's 3:45 and it's time to get started again.

[Pause].

>> KAREN GOLDBERG: All right. Okay. So, we had a wonderful discussion as leading up into our break, and I just wanted to check and see if there were any additional thoughts or comments that folks wanted to make?

[No response].

>> CINDY SIMON: This is Cindy. Again, if everyone would please get their

suggestions to Megan, then Megan can share with everyone and when we agree on the list, my next class will be happy to do this work for us to share; unless you would like us to review the website.

What I was trying to say before is this is always going to be a work in progress, things are going to come, things are going to go.

In fact, the first hearing aid to have no battery is going to be, like, a fuel cell is coming out this summer, so there's always new things going.

I think links are always going to be updated.

So my question is, do we want to have a standing committee that reviews these things on a routine basis in order to keep them relevant and up to date?

>> KAREN GOLDBERG: Cindy, let me clarify, are you suggesting a committee outside of the Web Committee? Do you mean like a Resource Committee, is that what you're asking?

>> CINDY SIMON: Take it how -- whichever way you want to do it. It could be the Website Committee, but they're doing everything on the website. So, we can either have it as a subcommittee of that or not.

[Ping sound].

>> CINDY SIMON: All I'm saying is that even within a year, things change, things go out, and maybe do we want to have a group where once every six months, this is reviewed and made sure it's up-to-date and all links are relevant? It's just a thought.

>> KAREN GOLDBERG: Oh, thank you, Cindy, that's actually a really good suggestion.

I think that our group is small, so maybe it's something we might want to do annually, is look at the information. I think every six months would be daunting.

Let's -- Gina has her hand up, and then Chris is requesting to add a comment. Gina?

[Pause].

>> KAREN GOLDBERG: She's typing her question.

[Pause].

>> KAREN GOLDBERG: I'm going to go ahead and call on Chris while Gina is typing. Go ahead, Chris.

>> CHRIS LITTLEWOOD: I was just going to say, it probably should not be part of the Website Committee, but the Education and Technology Committee or an Ad Hoc Committee, but then you'd be setting that up and breaking it down every so often, if you're talking about doing it annually, it should be part of the EMO committee anyway.

>> KAREN GOLDBERG: Fair enough, thank you. I agree, I don't think we need a

separate committee.

Gina's question is: For clarity, does the Council want me to gather the information regarding interpreters, licensure, certification, and send to Megan or bring to the next meeting?

I'm going to jump in and say thank you, Gina, I think that would be amazing, and I want to see if other people want to respond to that question as well.
Can we get a -- Mary, go ahead.

>> MARY HODGES: This is Mary. I just wanted to say that I think that that would be amazing as well.

>> KAREN GOLDBERG: Thank you, Mary. Glenna?

>> GLENNA ASHTON: That would help us, especially if we're able to get Terri to come and present in May.

>> KAREN GOLDBERG: Who? Say the name again.

>> GLENNA ASHTON: Terri, Theresa. I said Terri, but she goes by both names.

>> KAREN GOLDBERG: I think that would be wonderful. Thank you, Gina.
Okay. So the issue on the table before we went for a break was the current Resource Guide is out of date, and should we pull that from our website?
And can we get some discussion on that?

[Pause].

>> KAREN GOLDBERG: Chris?

>> CHRIS LITTLEWOOD: This is Chris. I wouldn't pull the whole guide. I think there's still some valuable information that people could use.

I think removing the term that we talked about "hearing impaired" as quickly as possible, one minor change that is an important change to make and then we make updates as your possible.

I believe there is also a disclaimer in the document that's there that says that it's going to be constantly updated as we are able.

So, to take it down and put it back up, when it's ready, that may never happen and it's not realistic to do that.

So I would rather see it be up there and for us to change it when we're able.

>> KAREN GOLDBERG: Okay. So we're comfortable with it being outdated and available rather than pull it completely. Okay. Fair enough.
We can have more discussion. Debbe has her hand up, so I'm going to call on Debbe now.

>> DEBBE HAGNER: I agree with what Chris had to say.

>> KAREN GOLDBERG: So you're stating that --

>> DEBBE HAGNER: We can say "a working copy is being in progress" or something like that, an updated version is being in progress.

>> KAREN GOLDBERG: Okay. So one of the suggestions that Debra made before the break is that maybe it's duplicating information, because we have much of that information on the website in different places.

Do we then need the Resource Guide? So is this a duplication of information? Thoughts?

[Pause].

>> CECIL BRADLEY: Not yet. I'm a little bit late to this discussion, but in terms of students maybe looking or anything, as we were discussing before the break, I think we need to adjust the major things that we're noticing. But they can tell us what we need to do.

>> KAREN GOLDBERG: Okay. This is Karen. Now, this Resource Guide has been available on the website for the past seven years or six to seven years. Megan, do we have any data as to how many people access this Resource Guide?

>> MEGAN CALLAHAN: This is Megan, I can ask David if he's able to get the analytics for that; I'm not sure.

>> KAREN GOLDBERG: Okay. Because I actually do feel concerned that the information is outdated, and I'm concerned that, you know, as an official, you know, governor-appointed council, that we're giving misinformation and that's why I was suggesting we pull it until it has been updated. Yes, Chris?

>> CHRIS LITTLEWOOD: First of all, I don't think it's been six years. I could be wrong, but I think it's been a little bit less time than that.

The other thing I was going to say is the very first paragraph of the introduction on the document says, "This guide is meant to assist you in finding information and/or services for the hard of hearing, deaf, and deaf-blind community. Laws and services both state and federal are constantly change please check for updated resources and services. So it's already in there.

The other thing probably worth mentioning is the PDF document is kind of squished over to the left and you can see a slightly different-colored grayish box on the right side, which, when looking at it, it might be a Microsoft Word review document and that may be why we lost our page numbers, because when they made this to PDF, they did not make sure that it was the original document and it was in a review state of some sort.

>> KAREN GOLDBERG: All right, fair enough. Thank you, Chris, for that observation. Gina has a question. Gina, then Debra.

[Pause].

>> KAREN GOLDBERG: Gina, if it's okay, I'm going to call on Debra while we're waiting for you to type your question. Debra?

>> DEBRA KNOX: So it looks like from this Floridian Guide, that it was done by a class of Cindy's in 2012. I don't know if it's been updated since then, but this is on page five of the document. So it's probably been six or almost seven years.

>> KAREN GOLDBERG: Megan?

>> MEGAN CALLAHAN: I was waiting on Debra to --

>> KAREN GOLDBERG: Everybody, it's really funny that I'm deaf on the left so I have like the left hemi neglect, I tend to look on the right side. I apologize, Megan. Go ahead.

>> MEGAN CALLAHAN: This is Megan. I believe when I started back in 2016, it was requested that the resource guide be put on the website and that had been requested before but it hadn't been placed on there yet, because we were still waiting to see how everyone could collaborate and see if there were any things that needed to be updated.

And that's why when it's on there -- now that it's on there, it has the disclaimer that says this is a living, breathing document, that's why we said that, and we were still working on it and it fell through the crack as the years went on and other things were happening.

But I do think it got on the website back in 2016 when I first started and it's only been up for three years.

>> KAREN GOLDBERG: Thank you, Megan, I appreciate that updated information.

Gina has typed her question, I'm going to read it: Do you think removing the term "hearing impaired" would suffice for now based on the statement made by Chris that the -- that covers any update information?

Um.... it is agreed strongly with Karen, we should not put out information that's not accurate.

And can we have a discussion about Gina's comment, please?

[Pause].

>> KAREN GOLDBERG: I think in essence she's saying if you think we take out the term "hearing impaired" would we be okay to leaving the resource guide there for now? Chris?

>> CHRIS LITTLEWOOD: This is Chris, I'm reading, hold on one second.

What I would say related to it being completed by a class that Cindy had six or seven years ago, first of all, time flies when you're having fun, but I think --

[Ping sounds].

>> CHRIS LITTLEWOOD: -- but what happened there is the class did it, we talked about making some updates or changes with the Council for another couple years, and then we finally put it out with the disclaimer that I just mentioned.

So, if we're finding anything that is blatantly inaccurate, we need to change that as quickly as possible and have a procedure in place to do that.

I think what's stated there related to "hearing impaired," that's an oversight that for whatever reason we didn't see it before and we should be able to quickly change that.

But if we take this document down, it's going to take us a while to get it back up again, so I would avoid doing that.
That's my personal opinion.

>> KAREN GOLDBERG: Okay. I'm going to put it to a vote. How many in favor of keeping the document available on the website with the change of removing the term "hearing impaired"? All in favor of that raise your hand, and that includes in the chat line, please raise your hand, type, raise your hand -- no, that's not what I want you to type [laughs].

[Pause].

>> KAREN GOLDBERG: Okay. Debbe says yay, but I don't know what yay means.

>> MEGAN CALLAHAN: Like yea or nay.

>> KAREN GOLDBERG: Okay, yea or nay. There you go. All in favor, raise your hand or type yay.

>> CINDY SIMON: Aye.

>> KAREN GOLDBERG: Cindy, you just can't say yea, you have to go against....

[Laughter].

>> KAREN GOLDBERG: Okay. Debbe says yea. Gina has her hand raised. Gina says yea. Okay. Can we count? How many in favor? Can somebody count for me?

>> SHAY CHAPMAN: One two, three on here, four, five.

>> KAREN GOLDBERG: Okay. All opposed and want the document removed today?

>> SHAY CHAPMAN: One, two, three.

>> KAREN GOLDBERG: Okay. And any abstentions?

[John Jackson raises hand].

>> KAREN GOLDBERG: Okay. John abstains. All right. So the document will remain and we're going to remove the term "hearing impaired."
Gina has a hand -- Debbe first, and then Gina.

>> DEBBE HAGNER: This is Debbe. What I was thinking was we could put somewhere that "hearing impaired" was an acceptable term in the old days, which is no longer valid today.
Because blah, blah, blah,.....

Maybe if we give a little history, that at one time it was allowed, but not anymore today, I think we can get away with it kind of thing.

Just like a long time ago they used to call deaf and dumb, deaf mute, those were the terms, you know. With genealogy, you know, it's not something we need to get upset about, but we know we have to understand the history how those terms have changed over time and, you know, who labeled us. Is it the government that labels us or who, so now it has to be based on what people feel they want to call themselves.

>> KAREN GOLDBERG: Thank you, Debbe.
I'm in favor of removing the term. And highlighting the "This is a document in progress" as Chris was reading out to us.
Cecil?

>> CECIL BRADLEY: This is Cecil. I appreciate this discussion. I left it to Chris because I was afraid it would be more difficult, but I have a strong -- I would put a strong advisory at the top of the page saying "This document is under review for edits."

I'm afraid that people are going to read it, oh, thank you for the information, you wasted my time, and then they'll just reading and have the wrong information. That's my fear.

The website, we have the context, but I just want to prevent people from wasting their time and reading those words.
This document is under review for editing in parenthesis or something. That's my suggestion.

>> KAREN GOLDBERG: Thank you, Cecil.
You know, I know we just voted, but I'm already rethinking my vote. I think we should remove it.
I don't know that it would change the vote.
Chris?

>> CHRIS LITTLEWOOD: I'm rethinking mine as well.

>> KAREN GOLDBERG: So now Glenna is the only one in favor of keeping it [laughs] and Cindy, and Cindy.

[Talking over one another].

>> KAREN GOLDBERG: Yeah, I'm changing my vote.

>> CINDY SIMON: -- take out the words "hearing impaired." There are I think some things that I think the disclaimer can say, multiple options of ALDs, you know, just real information, on styles of hearing aids which definitely needs to be updated, but it's out there and it's some information.

>> KAREN GOLDBERG: You know, this is Karen, I'm rethinking my vote, I think it needs to be removed.
I don't know, what's the downside of removing it? We already have information on the website.

I think we remove it temporarily, I don't think it's going to take us that long to correct it and put back correct information. That's my two cents.
I know we voted, I think it was a premature vote that I called.

Would anybody in this room or on the phone be highly offended if we remove it from the website temporarily and then take a look at it before we put it back on? Chris?

>> CHRIS LITTLEWOOD: This is Chris. I think we need to vote again. I make a motion that we remove the document until we have time to edit it where it's more accurate information.

>> KAREN GOLDBERG: Okay. Do we have anyone who seconds that motion?
More discussion first? Glenna?

>> GLENNA ASHTON: The amendment is to remove the document and give Cindy's class time to edit it for approval in August.

>> KAREN GOLDBERG: So you're seconding the motion? Are you seconding --

>> GLENNA ASHTON: Making an amendment. We're not going to do the editing, the --

>> DEBBE HAGNER: This is Debbe, I second the motion.

>> KAREN GOLDBERG: Oh, I'm sorry, Debbe, I see it now. Debbe seconds the motion. And the issue to be voted on is do we remove the document from the website with the intention that we are going to revise it and put it back in a reasonable amount of time. We're going to review it in August at our August meeting.
All in favor of that, either type yea or raise your hand, and we're going to have Shay count --

>> JOHN JACKSON: Question.

>> KAREN GOLDBERG: Oh, we have a question on the floor. This is not technically the Senate so I'm going to be a little bit --

>> JOHN JACKSON: I'm okay with that. Just so I'm sure, you said the August meeting? I must have missed in the conversation, why are we missing the May meeting? Do we need two meetings?

>> KAREN GOLDBERG: Cindy's class completes in July and she wanted to have them work on it.

>> JOHN JACKSON: Oh.

>> KAREN GOLDBERG: Okay. So there's a motion on -- okay, Debra?

>> CINDY SIMON: I have --

>> KAREN GOLDBERG: Debra first.

>> DEBRA KNOX: It's okay, go ahead.

>> KAREN GOLDBERG: Cindy, was that you?

>> CINDY SIMON: Yes.

>> KAREN GOLDBERG: Did you want to make a comment?

>> CINDY SIMON: No, I was going to say, I am fine with removing it and waiting and know that this class already can't do it because they're already into everything, and it will start with the next class that begins in May and ends the end of July, so that's when I planned on having it done.

>> KAREN GOLDBERG: Okay.

>> CINDY SIMON: Or we can do it.

>> KAREN GOLDBERG: Or we can do it.

>> CINDY SIMON: It's at the pleasure of the Council.
I think it's a great learning experience for my class and it makes them really sensitive.

>> KAREN GOLDBERG: I agree with you. Yes, Chris?

>> CHRIS LITTLEWOOD: This is Chris. The discussions continue to move a little too fast for me. If I'm trying to follow the captioning or interpreters, sometimes we're moving way too fast from person-to-person, so if we could slow down just a little bit, that would really be appreciated.

>> KAREN GOLDBERG: Thank you, Chris.

>> CHRIS LITTLEWOOD: Another thing related to Robert's Rules of Order, if we're putting a motion on the floor, it's a motion first, a second, and then discussion.

So Glenna as making a suggestion for a friendly amendment, but that's after the motion on the floor is either seconded or dead because nobody seconds it.

>> KAREN GOLDBERG: Okay. It was seconded by Debbe.

>> GLENNA ASHTON: Debbe, yeah.

>> KAREN GOLDBERG: Chris? You're comfortable with the discussion now? Okay. Debra?

>> DEBRA KNOX: Okay. So I still do not understand why we would have anybody spend time to work on the document as a separate document when the website has -- can, if it doesn't have sections, could have things added where people are going to be able to click through and find it.

The FCCDHH website is very good and has a lot of resources and information that duplicate the information in this guide.

I know, I'm not trying to beat a dead horse and I think the guide is very good, I just don't see why we would duplicate efforts.

>> KAREN GOLDBERG: Good thought. Could we have some discussion about that? Yes, Glenna?

>> GLENNA ASHTON: Glenna. Repeating again that the class could do it, a website approach where they would do it as a link thing to look over the -- our website and then add in where there's missing information, by adding in links, updating the technology or whatever, you know, instead of a PDF document, you work on our website to include whatever is not there already or an update, or what's not there already or to update and to add more links for the class that's full of millennials, you know, they live online, it would make more sense to them.

>> KAREN GOLDBERG: Okay. I think that's a good suggestion. Yes, Mary?

>> MARY HODGES: This is Mary. I think that it is a good idea to be as versatile as possible. We have a document that is current, that it be available in different formats, having it all together as a guide for somebody who would appreciate that I think would be a good thing.

>> KAREN GOLDBERG: Thank you, Mary.

I would like to get back to the motion that is passed so that we can have a vote, and that is all those in favor of removing the document from the website, that is the only question for vote right now.

All in favor of removing the document from the website, please raise your hand or type yea.

[Pause].

>> KAREN GOLDBERG: Shay, can you count?

>> SHAY CHAPMAN: One, two, three, four, five, six, seven, eight, and let me look on chat.

>> KAREN GOLDBERG: We have two yeas on the line. From Gina and Debbe.

>> SHAY CHAPMAN: Yes, so that's ten.

>> KAREN GOLDBERG: Yes, people have the right to vote or not vote. Any nays?

>> CINDY SIMON: And me as well, I'm fine with removing it. I'm just not at a computer right now online.

>> KAREN GOLDBERG: Okay. So, yeah, I should have asked people on the phone too. So that's eleven?

>> SHAY CHAPMAN: Eleven.

>> KAREN GOLDBERG: Eleven yea? Okay. Any opposed?

[No response].

>> KAREN GOLDBERG: Zero opposed.
Any abstentions?

[No response].

>> KAREN GOLDBERG: I don't have a gavel!

[Laughter].

>> KAREN GOLDBERG: [Banging on table].
It is passed. Let's remove that from the website.
All right. It is now 4:11. Okay. Do we have any additional discussion about this?

[No response].

>> KAREN GOLDBERG: I would like everyone in the time between now and May, if you could peruse the document, maybe, Megan, you'll send it out -- I think you already did -- people, make comments, send it back, send your comments back to Megan and she and I are going to talk, she, I, and Gina and Cindy, since Cindy's -- okay, not talk maybe, maybe you'll send it to us?

>> CINDY SIMON: May I interrupt a moment and give you one more thing for thought?

>> KAREN GOLDBERG: Certainly.

>> CINDY SIMON: We could do something else and in another year, what we did is we created one document that was just assistive devices and another document that was educational options.
And, you know, looking at something like that with individual subjects is another possibility.

>> KAREN GOLDBERG: Yes, I think that's a good suggestion.
What are other thoughts about that suggestion? Debra?

>> DEBRA KNOX: I think there are some great resources online that exist and I think that finding those and linking our website to those existing explanations of education options and things like that would be sufficient and very good, because depending on the source of who created those as resources, I mean, they're very thorough, so, you know, I would be in favor of, you know, let's find a good resource to link people to.

>> KAREN GOLDBERG: Okay. Debbe has a comment. And thank you, Debra, I think that you're right, having links is important. Debbe?

>> DEBBE HAGNER: Yeah, this is Debbe. I was wondering for the -- going back to the biennial report, I was wondering if we should send that all to the sheriffs' departments and the police departments so they can see and the county commissioners to see and the emergency management to see the comments about the Text to 911? I wanted to see what Chris has to say about it.

>> KAREN GOLDBERG: Chris?

>> CHRIS LITTLEWOOD: This is Chris. That's a lot of mailings. I think it's a good idea. I think it's a pretty big task to take on. Maybe it's something that we could instead look at sending in an e-mail to different counties first.

I would be afraid it wouldn't reach the right people if we're just sending mail out to county commissioners or to sheriffs' departments.

While I have the floor, one other thing I wanted to say about the Resource Guide is just to share a little bit of history.

I think the purpose of that was to connect the digital divide, where people that were not using the website as much in past years.

We wanted to have a single sort of guide and we modeled it after the state of Michigan's, I believe, Cindy, you can correct me if I'm wrong.

But the idea was to have a document that somebody could print out, and that was the reasoning for having it in a separate place.

But I do tend to agree with Debra a little bit, that it's better that they search through our website and just print out whatever resource or information they may need from the website instead.

>> KAREN GOLDBERG: Okay. Fair enough. Debbe, I'm in agreement that all of these professionals and law enforcement would benefit from seeing the biennial report. I don't think it's feasible to do mailings, so maybe having an e-mail campaign would be the better fit.

But we did address this at the state level with every person we met with, and I think that that's where the first e-mails are going to go are to the state level. Yes, Cecil?

>> CECIL BRADLEY: I have a question for you. How many -- from the -- from the report, how many of these did you print?

>> KAREN GOLDBERG: 750.

[Cecil speaking, not interpreting].

>> KAREN GOLDBERG: I know.

>> CECIL BRADLEY: The reason I'm asking, in the future we should reprint or e-mail, put a correction here.

>> KAREN GOLDBERG: Yeah.

>> CECIL BRADLEY: If possible, for the next reprint or e-mail distribution.

>> KAREN GOLDBERG: Yes.

>> CECIL BRADLEY: Can we just use that change?

>> KAREN GOLDBERG: Yeah, we can do that, Megan, can we make that change and post on the website 2019?

>> MEGAN CALLAHAN: This is Megan, I already made the change, it hasn't been posted to the website yet, but I've already put the -- started the work flow to add this biennial report and I put it under 2019 biennial report, not thinking it said 2018, so I'll change it whenever we get a new version.

>> KAREN GOLDBERG: All of us looked at it; none of us saw it, we were all so busy editing the details of this report, none of us saw what was right in front of us.

We started it in 2018 and we were all focused on 2018, so it's an error. But one that I think is easily corrected.

Oh, Gina has her hand up.

[Pause].

>> KAREN GOLDBERG: Gina states I totally agree with Debra to maximize the use of information on our website. Is it permissible to go that route and offer a PDF copy for a small fee? Megan?

>> MEGAN CALLAHAN: This is Megan, that's what I was thinking as well, just contacting the printing company and asking them if they could just make the change and send me a proof like they did. I think that would be doable.

>> KAREN GOLDBERG: Are we allowed to sell anything? I just.... I'm a bit uncomfortable with that. Debra?

>> DEBRA KNOX: I'm confused. Is Gina asking about selling a PDF copy of the

Resource Guide or the 2019 annual report?

>> MEGAN CALLAHAN: Oh, I was thinking she was talking about the report.

>> KAREN GOLDBERG: I thought she was talking about the Resource Guide. Gina, can you clarify? Resource Guide? Or the biennial report?

[Pause].

>> KAREN GOLDBERG: I imagine Gina's typing her response. In the meantime, I'm going to ask Lisa, does this live stream have any ability to say person is typing?

>> LISA (CART CAPTIONER): No, I don't think so.

>> KAREN GOLDBERG: So it's not an iPhone, like the three dots, dot, dot, dot. Yes, Debra?

>> DEBRA KNOX: Very, I think if we were going to have the PDF version available to anyone, we would give it for free in the same way that we would -- I wouldn't see that we would need to charge people for it.

>> KAREN GOLDBERG: And Gina responded to the question, when we were asking her to clarify, she responded, she says: It's not selling in the true sense of the word. We would recoup administrative fees as do others, doctors sending medical records to patients.

But I just needed to clarify, if you're talking about the PDF resource guide or are you talking about a PDF of the biennial report?
And if anybody wanted a PDF copy, most people these days have their own printers. Or can go to Kinko's.
Chris?

>> CHRIS LITTLEWOOD: This is Chris. The PDF copy of the biennial report has always been free.

[Laughter].

>> KAREN GOLDBERG: Right. I don't know if she's talking about the biennial report, that's why I'm asking her to clarify.

[Pause].

>> CHRIS LITTLEWOOD: This is Chris again. My point was, we can't offer one document as a PDF for free and then the website as an electronic document transferring that to a PDF document and charge for that.

>> KAREN GOLDBERG: Okay. So, again, the question on the table I believe is that she's talking about offering the PDF printed guide, the Resource Guide.

But I think what we've been talking about is remove the guide and then updating the information that's available on the website.

I think most people these days don't really print out a lot of things. And if they choose to, they can do that on their own.

Oh, Gina said: I thought we were talking about the resource guide. That's what she was saying. She said I'm getting.... uh.... I'm not sure what this means, I'm getting "lite."

>> MEGAN CALLAHAN: Like.

>> KAREN GOLDBERG: Like Chris and Darlene now in reading the CART. Okay. I want to make sure that I'm speaking slowly and the flow of the conversation is at a reasonable speed.

>> CHRIS LITTLEWOOD: I think that's what she's saying, is slow down.

[Laughter].

>> KAREN GOLDBERG: Okay. All right. I respectfully will slow down. All right. Let's move on from this discussion. We've already made the motion and voted, that we are removing the Resource Guide and please, everyone, take a look at it and send it back to Megan with your suggestions, and then we'll revisit this at the next meeting, and then again in August. Okay? So....

[Pause].

>> KAREN GOLDBERG: Yes, Debra?

>> DEBRA KNOX: I'm sorry to interrupt. I just wanted to state that Early Steps has a resource guide for families of young children with hearing loss and that is on their website and that was the other one that came up when I was trying to find our resource guide.

Anyway, I think that it might be worthwhile if we actually had that on our website or that link on our website as well.

>> KAREN GOLDBERG: I'm in agreement with that. It's a wonderful resource guide.

Okay. All righty. In the spirit of keeping things moving in the direction that they need to move in, at this time we are moving into committee updates.

>> MEGAN CALLAHAN: We already did that.

>> KAREN GOLDBERG: We already did all the committee updates this morning? Okay.

>> MEGAN CALLAHAN: We already did the updates and we did the updates and sharing for our organizations as well.

[Laughter].

>> GLENNA ASHTON: Gina wanted to say something about FRID.

>> KAREN GOLDBERG: She did?

>> GLENNA ASHTON: For the....

[Pause].

>> KAREN GOLDBERG: Gina, did you want to share more about FRID?

[Pause].

>> DEBBE HAGNER: This is Debbe. While she's typing, what has -- Karen, what have you done about sending a letter to [poor telephone audio].

>> LISA (CART CAPTIONER): Who?

>> DEBBE HAGNER: Ed Ogiba.

>> KAREN GOLDBERG: Oh, yes, I know what you're asking, thank you for asking that question. I know nothing about sending a letter to that person who had some concerns that the Council was not doing a lot.

>> KAREN GOLDBERG: Let me revisit that to folks who may not remember or what that's referring to. I also want to acknowledge that Mary needs to leave now. Good to see you. Bye-bye.

So, the issue was that this gentleman, and I'm not going to pronounce his last name correctly, but I'm going to try, Ed Ogiba, who is very active in Hearing Loss Association of America made a comment that he was not seeing the benefits that the Council was providing for those with hearing loss and felt that coming to the meetings was not beneficial.

We had discussed at the last meeting that we should send a letter to him and address it. I did not send a letter to him. I accept responsibility for that.

I'm happy to meet with him and go over some of these issues. I think he had some other concerns about some other things as well.

But I'm happy to do that.

And I can follow-up with a letter if we need to.

So I will take responsibility for reaching out to him and discussing his concerns directly.

Okay. So Chris, did you have a comment?

>> CHRIS LITTLEWOOD: I was just going to say, the point was that we just need to respond to him in some fashion. A one-on-one meeting is not necessarily necessary, although you're both members of HLAA and that may be easy to do.

We just need to let him know that we received his comments and, you know, thank you

for the comments. Here's what we are doing. And go from there.

>> KAREN GOLDBERG: All right. Thank you.
So are folks comfortable with me reaching out and meeting with him directly one-on-one?

[No response].

>> KAREN GOLDBERG: Yeah, everybody's okay. All right.
Okay, Debbe, are you okay with that as well?

>> DEBBE HAGNER: Yeah, I'm okay.

>> KAREN GOLDBERG: All right. So, I want to get back to what Gina was responding to. She wanted to make a comment. She wanted to add that only -- her comment was that only that FRID's focus this year is training and education for interpreters and other stakeholders. They are not tackling licensure at this time. Excuse the typo, as I am not adept as Lisa, doing the best that I can typing comments. You're doing just fine. I'm just doing my best as well in relaying them as accurately as I can.

Okay, Chris, you had another comment?

>> CHRIS LITTLEWOOD: Yeah, I lost my train of thought again.

[Laughter].

>> KAREN GOLDBERG: Okay. It will come back. The trains always circle the station.

>> CHRIS LITTLEWOOD: It's the afternoon brain fog.

>> KAREN GOLDBERG: All right. Any other thoughts?

[No response].

>> KAREN GOLDBERG: I know that I was out this morning for a job obligation -- hold on just a second, Chris -- and I know that Debbe is -- did a really -- I'm sure she did a very thorough job in reporting about HLAA, and if I'm redundant, just let me know.

I just wanted to let everyone know that Debbe Hagner has recently been voted back on the state board for Hearing Loss Association of America, Florida state board, and I don't know if she announced that, but we are thrilled to have her back on the board, and already she's been helpful. I don't know how much everyone knows, but HLAA went through some changes and things were not as neat in their transition as they should be. I'm the interim president. We have a fairly large meeting scheduled for February 23rd, in which we are inviting a number of active members -- well, actually any member who wants to come who's a member of HLAA can, but there are some very active members from all over the state of Florida who are coming in for the meeting, and I'm just very grateful for everyone who has remained on the board and who has been helpful in

getting things sorted out.

And Debbe has been instrumental in that process. So I'm very happy to have her back on the board again.

And I just really wanted to report that.

Anything else? Yes -- I'm sorry, Chris had his hand up for a second.

>> CHRIS LITTLEWOOD: I just wanted to ask before I forget again, related to Ed's e-mail, was that an e-mail that was sent to Debbe or to the Council?

>> KAREN GOLDBERG: That's a good question. Debbe?

>> DEBBE HAGNER: It was sent to me, Debbe.

>> CHRIS LITTLEWOOD: And this is Chris again, it did not address the Council directly?

>> DEBBE HAGNER: I mentioned it to the Council about his comments because I felt that you had the right to know what was -- anything that was being said negatively or positively will the Council to you guys, and so I shared that with you guys. And I didn't know exactly how I should respond back to him with that kind of comment, so that's why I wanted you guys to advise me or give me suggestions what to say to him.

And that the last time I remember Karen said she would take it upon herself to, correct me if I'm right or wrong, to address it to him about the Council.

>> KAREN GOLDBERG: Okay. So and that was my error in that I did not reach out to him.

Debbe, my understanding is that he reached out to you as a member of the Council but also I think you have a kinship through HLAA, too, so I appreciate his comments in that you shared the comments. I just wanted to make sure that he was aware that you're sharing the comments.

>> DEBBE HAGNER: Yeah, I think so.

>> KAREN GOLDBERG: Okay. So if you wouldn't mind, forward the e-mail to me and then I'll reach out to him. And I'll set up a time to meet with him so that he has an opportunity to sit with the Chair of the Council and go over his concerns.

>> DEBBE HAGNER: And not only -- this is Debbe -- not only does Ed Ogiba has some serious concerns about the Council, but Lisa Rose who is the president of FAD had expressed some concerns about the Council too.

>> KAREN GOLDBERG: What were those concerns?

>> DEBBE HAGNER: She was just saying, you know, that the Council doesn't do anything, it's a bunch of talk, there's no power, that they should have been a commission instead of a council, a Coordinating Council, and she was just saying it was

just a waste of time.

And I tried to tell her no, it's not, we're listening to everybody's concerns, we try to give them suggestions, and, you know, I tried to convince her otherwise, but she has her own.... um.... I guess it's from back past experience, from what she heard or who.... I don't know.

So, we need to change the public view of the Council somehow.

>> KAREN GOLDBERG: Thank you, Debbe.

I think we've addressed this in the past, that part of it is a misunderstanding of what the role of the Council is.

We are not set up as a commission. We do not have a seat at the table, so to speak, in that regard, but we are an advisory council.

So, I'm in agreement that I would like to see a commission in the state of Florida. I think it would be very beneficial. I think it's going to move things along pretty quickly, if you have somebody in that -- or a department in that role or a commission in that role.

But we cannot apologize for what we are [chuckles], because we are doing what we can in the role that we have been appointed.

Now, what I would encourage is people who would like to see things change and move things along to become involved with the Council; come to public comments, e-mail their questions and concerns, come meet at the Capitol, all right. So get involved and see where we can go with this.

I can tell you that we did discuss, not as one of our top talking points, but on the list about asking the folks that we met with for consideration of a commission. I just don't think it's going to be in the cards, but I think it's important to at least put the idea in the head of the Legislature.

Yes, Chris?

>> CHRIS LITTLEWOOD: First of all, I want to say, Karen, the fact that you have not met or responded to Ed since the November meeting is no fault of yours, in the fact that you've been so busy with getting the biennial report out and all the other things.

I just would not necessarily say that these concerns have been addressed by Ed or the new president of FAD because we have had no direct contact with them as the Council and the people that are expressing these concerns on a sidebar to Debbe or otherwise.

So, that's why I was saying that we need to make contact with these people. And if nothing else, invite them back to the Council and take it as an opportunity to mend fences, if you will, for their perception of the Council.

We're not a commission. I think they understand that part of it. But maybe they're not clear on what we have been doing. And maybe they would like to see our focus be a little bit different.

But they have not addressed us directly on that and we need to ask them to do that.

>> KAREN GOLDBERG: I'm in agreement with you, Chris. I think that's important. I mean, I think it's very easy to get into nay saying and negative people aren't doing enough, but it's a different perspective when you say "What can be accomplished? How can we accomplish these things?" Instead of saying eh, it's a waste of time.

I do not believe this Council is a waste of time at all. I say kudos to the state of Florida for setting up this advisory panel and council to bring together all these agencies that are committed to improving the lives of Floridians deaf, blind -- I'm sorry, deaf, hard of hearing, deaf-blind, and late-deafened individuals. Kudos for that! And kudos that the representatives and senators are eager to learn what's happening.

Do we have more work to do? There is no doubt that we do. Do we have more growth? Can Florida improve? With the third to fourth highest number of deaf, hard of hearing, and deaf-blind in the nation, we have so much growth potential. So, I see that we can do quite a bit. So I'm happy to sit with the folks who have some concerns.

I'd like to invite the heads of each of our agencies to come and present and to be actively involved with our Council. Let us know what's going on, okay. And how we can best represent. Yes, Cecil?

>> CECIL BRADLEY: This is Cecil. I wanted to echo what you've said and what Chris has said. Let me think about this.... so, compared to the north, the communities in the area of deaf, hard of hearing, late-deafened, and interpreters included, there's a huge involvement coming from those groups. They want to be involved.

I remember 15 years ago, Chris was willing -- it was -- he was the FRID president at the time -- or, rather, someone was the FRID president at the time and I remember they were going back and forth, back and forth constantly to Tallahassee to help the Council, to help develop the Council and the legislative -- to accomplish great things for them so they would be kind to our environment and realizing that they can't do everything. But what we can do, we were thankful for to the Department of Health for their support.

So we were frustrated with the Council, myself including, we were tired of telling people to make a difference and having it not only be us trying to do that, so we were hoping, that we would be able to talk with Chris again and to those people -- and to the people who have experienced that progress, making a difference and being involved at the time.

So it's the same problem with telecommunications. The law related to that is very, very old, it's from the '90s and it needs to be changed. And they need the community voice to speak up to make that change.

It's a very frustrating process. But until they realize that they can make a difference with the Council, then it won't happen.

>> KAREN GOLDBERG: Thank you, Cecil. I agree. Debbe?

>> DEBBE HAGNER: Yeah, I was wondering, maybe we could have an anniversary party of the Coordinating Council. Maybe that will draw some people.

And another thing, Lisa Rose wrote out to me and several other people who are on the board for FAD asking how we outsiders group organization can be more affiliated with the FAD, how could we collaborate better, and so we shared some -- everybody shared their thoughts and ideas. We had our meeting through Zoom where everybody could see each other, and of course naturally everybody could sign, and we were able to have a great discussion, everyone was able to see and the different things about how to improve, because FAD was declining and how to bring people in with cochlear implants and get them involved, all kinds of different topics.

So, Lisa Rose is really trying hard. That's why she has a lot of town hall meetings throughout the state of Florida, so bring people out and together to discuss things. What she plans to do after all of those different town halls, I don't know. I don't know what the mission is or the game plan is for the future.

Maybe we should write a letter to Chris Wagner and ask him to invite to the Council to see what the mission is and maybe it would be a good way to have an anniversary party to thank Chris Wagner for all the work he has done.
I'm done.

>> KAREN GOLDBERG: All right, thank you, Debbe.
Are you suggesting to invite Chris Wagner to provide information or to have a party on his behalf or to celebrate him? I'm not sure what -- what are you suggesting about Chris?

>> DEBBE HAGNER: Maybe Chris Wagner might have -- can give a little talk on his mission or his vision -- because he was also the president of NAD, so he has a lot more wider, broader view of what's happening in the Deaf community or the Deaf World, I'm sure, the hard-of-hearing world, the cochlear implant world, deaf-blind world, he sits on the board for FSDB.

>> KAREN GOLDBERG: Okay. And he's still -- so he's still a Florida citizen? He still lives here?

>> DEBBE HAGNER: Yes, he still lives in Florida as far as I know, yes.

>> GLENNA ASHTON: He lives in the Tampa area.

>> KAREN GOLDBERG: So I'm not sure why I'm not having dinner with him now and again, he's such a great advocate.

Okay. Chris had his hand up -- I'm sorry, Gina asked to share, but I don't see her question.
Oh, there it is.

Gina states: Cecil is VERY accurate. I am from Michigan which has strict requirements for services for people who are deaf and hard of hearing. It took

involvement from all stakeholders to pass necessary regulations.
Gina, do you know if Michigan has a commission?

[Pause].

[Cecil signing and no interpreting].

>> KAREN GOLDBERG: Cecil is sharing. Go ahead, Cecil.

>> CECIL BRADLEY: I think in Michigan it's called the Office of Deaf and Hard of Hearing. That's the name.

>> KAREN GOLDBERG: So they have an actual office or seat.

>> DEBRA KNOX: It's a division.

>> KAREN GOLDBERG: Say that again. Debra?

>> DEBRA KNOX: I'm online, and it's in the Michigan Department of Civil Rights, they have a division of deaf, deaf-blind, and hard of hearing.

>> KAREN GOLDBERG: Okay. So it's not an advisory council, so it's actually a commission or a state office of some sort. Okay.
All right, Chris, I saw your hand.

>> CHRIS LITTLEWOOD: This is Chris. Just responding to Debbe's comment about inviting Chris and having a celebration or an anniversary for the Council. First of all, Chris has come to the Council and given a historical perspective of the Council, a couple years ago, three or four, maybe it was six or seven, I don't know, apparently my memory is not so great with the number of years, but I know that he has done that at least once or twice since I've been a member of the Council.

And as far as whether we call it an expo or an anniversary party or something like that, instead of adding something right on, why can't we just do something as part of public comment at the end of our regular meeting? And instead of asking somebody to commit to some big thing, just get them to show up first in an hour or towards the end of our meeting in one of our public comment blocks?
I think that would be a better start.

>> KAREN GOLDBERG: Okay. Good thought there, Chris.
You know, it's interesting, people from the different organizations that we all represent may feel that the Council is not doing enough, but we on the Council have to be careful not to cross that line of lobbying.

So, there's no prohibition for members of FAD, HLAA, ALDA, and all the other organizations to come together, those members, and do as they would like to do.

They can meet with the Legislature as well, and maybe that's what Glenna was talking about, the Rally to Tally and something like that.
But members of the Council cannot lobby.
Is that a fair statement to make?

>> JOHN JACKSON: [Nodding head].

>> KAREN GOLDBERG: I'm asking the attorney.

>> DEBRA KNOX: He cannot give legal advice.

>> KAREN GOLDBERG: Oh, I'm sorry. He's a member of the Council, but he cannot.....
Okay, Glenna?

>> GLENNA ASHTON: I would suggest one good way to get the different organizations involved is on a common issue they can all agree on, like Cecil mentioned, FTRI needs to be changed, from what I understand, I don't remember what called -- did you call me? Or somebody called me saying that we can now have the opportunity to write a new bill to change FTRI and I think that with all of the different organizations will support that and maybe that's one way to rally the forces to support the FTRI bill to change to include smartphones and then go from there, have them build a grassroots effort and then go on there from to continue the mission.

>> KAREN GOLDBERG: All right. How do we support that without lobbying? Cecil?

>> CECIL BRADLEY: So I was just thinking about what it was called a long time ago in Texas. It was some kind of legislative gathering with different groups of probably 20 or 30 in number, and it was very successful in the state of Texas.

But at that time, I lived in Ohio, I moved over to Texas -- well, went over to Texas and we saw -- it was a great concept, like with the Congress being the support, the state forum at that time, I forget what it was called, it was a co-support for all the organizations to nominate a person to lead the facilities and to support the different groups under one roof.

So, everyone was able to express themselves and have an open discussion and break into the separate interest groups, and then at the end, maybe just, like, have an action plan with each group.

But I'm trying to think of a way of substituting for one group leading to get them all under the same roof.

I'm just trying to figure out, it would be a nice -- what might be a nice neutral approach to that.

>> KAREN GOLDBERG: So this makes me wonder, is this something the Council might be interested in getting our respective groups together for a Rally to Tally for next February? Can we have some discussion around that?
Chris?

>> CHRIS LITTLEWOOD: This is Chris. The Council can't be the promoter to a Rally to Tally because that sounds like lobbying.

>> KAREN GOLDBERG: John.

>> JOHN JACKSON: I'm asking for help from the legal department from the Department of Health and one thing I would like answered, if the Council agrees, is please give us a broad or extensive or understandable definition of lobbying and then the same for the word advocacy, which applies -- which appears right in the statute that creates this Council.
Because there's got to be some sort of guidance.

How do you advocate for something without being told you're lobbying? There must be a more specific definition of lobbying. I would assume that is narrower than advocacy, because if we advocate on -- if we advocate for the rights of deaf, hard of hearing, late-deafened, and deaf-blind, okay, what are you going to advocate to? You advocate to -- I mean, you know, what direction? I mean, is it just one direction? Advocating for the public to get involved? I mean, advocating -- I mean, who -- I mean that's -- I mean, who do we advocate to and who can't we advocate to?

>> KAREN GOLDBERG: That's a good question.

>> JOHN JACKSON: I mean to me we could say we're advocating for the rights of deaf, hard of hearing, deaf-blind, and late-deafened adults by organizing the Rally to Tally but we're not going up there specifically as a Council to go in and advocating specifically and lobbying any specific law or to any specific legislator.

But I don't understand why the Council can't have a giant presence down there just like the groups you spoke about earlier and introducing, running around, getting lots of publicity, getting lots of attention, and still be considered we're lobbying.

>> KAREN GOLDBERG: I think that's excellent questions, John. And how do we pose that question to our legal? How do we do that? Do we have you do that? Does Megan do that? How do we ask those questions?

>> GLENNA ASHTON: Ask Shay and then Shay would ask the people.

>> KAREN GOLDBERG: Okay. So it goes to Shay. How do we convey that to Shay who is not in the room.

>> MEGAN CALLAHAN: This is Megan. I'll just let her know that we had some questions and let her know which ones and she'll go from there.

>> KAREN GOLDBERG: Right, and maybe you can show her the transcript of this section of what came up.

>> MEGAN CALLAHAN: Mmm-hmm.

>> KAREN GOLDBERG: Okay. Yes, sir?

>> JOHN JACKSON: Well, to keep on that theme, I mean, if we're going to do that, I just don't want -- I mean, let's get -- let's put something from the Council in writing, very basic stuff, and ask that it be sent to legal to the Department of Health and ask for not

trying to get a presentation three months from now, I want something in writing coming back.

>> KAREN GOLDBERG: Yeah, I do too.

>> JOHN JACKSON: If there are any follow-up questions, I want to keep the dialogue going.

It isn't necessarily that the lawyers are getting something wrong, so much as how the question being asked and how it is being perceived?

Can the Council lobby? No, the Council cannot lobby. Okay, well, that's not enough. I need more information. How do you define lobbying? How does that compare to your advocacy? Is there any case law? If there is case law, can you share it?

>> KAREN GOLDBERG: Are we taking notes?

>> JOHN JACKSON: And I apologize for going too fast already.

But that's just a question. It's just a simple question, it's not going to be a simple amount of work, but it's not going to be a huge lift either.

If the statute says we can advocate and we all agree that we can't, by definition, lobby, then someone needs to tell us the two definitions that they, meaning the Department of Health, are relying on since we rely on their legal expertise, what are the differences, where are the gray areas, where are the areas we can exploit, because the Legislature doesn't put a word, it is assumed that the Legislature knew what they were doing when they put that word in there.

Just because someone can't give us a definition doesn't mean that it doesn't have meaning. And if they can't give us meaning, then we may have to push the boundaries and create the meanings ourselves until someone gets in our way.

Because that's kind of how things work, you know what I mean? If you think the law is clear and saying that every department in this state of Florida, the laws and rules are so clear, that we never have to think, we only have to read and do, you're fooling yourself.

If the laws were like that, there would be no reason for lawyers, thank God there's a reason for lawyers!

[Laughter].

>> JOHN JACKSON: I will advocate for lawyers.

[Laughter].

>> KAREN GOLDBERG: Are you lobbying for lawyers right now?

>> JOHN JACKSON: No, I'm advocating for lawyers and our existence.

[Laughter].

>> JOHN JACKSON: But, I mean, I want to know. Because, I mean, sooner or later when the Department makes a policy decision, well, we're going to -- you know, based on what the law says and any available case law and rules, you know, we're gonna have to interpret that at some point and make a policy decision, if it seems -- well, it could be interpreted this way or that way, there are a lot of times where it could be interpreted this way or that way.

>> KAREN GOLDBERG: Correct.

>> JOHN JACKSON: We are by definition also a state agency of Florida. We've been created by statute. I mean, we don't have any power or budget.

[Laughter].

>> JOHN JACKSON: But by definition, we are an agency.

>> KAREN GOLDBERG: We exist.

>> JOHN JACKSON: The way that agencies usually work, when they have those gray areas or areas where we have to make a determination, we have to make a determination or a policy decision or whatever, we move forward until we are stopped. And we are stopped usually in a court of law or something like that.

And then why not? What's wrong with that? That's how every other agency, that's how things move. That's how we find out answers to things we don't necessarily have answers to.

You can't -- you know what I mean?

>> KAREN GOLDBERG: Well, hello, John!

[Laughter].

>> JOHN JACKSON: No, you know, every four years John comes around, just like this star.

[Laughter].

>> JOHN JACKSON: It comes around every four years.

>> KAREN GOLDBERG: He's on fire!

>> JOHN JACKSON: I'm feeling it.

>> KAREN GOLDBERG: John, can you put this in -- in the questions that you've raised --

>> CINDY SIMON: Excuse me, this is Cindy.

>> KAREN GOLDBERG: Hold on, Cindy, hold on, Cindy, please.

>> CINDY SIMON: Okay.

>> KAREN GOLDBERG: John, the questions that you have raised have been in our minds at one time or another, but you formulated them so beautifully, can you just shoot an e-mail to Megan, everything you've outlined or maybe Megan can take a section of this transcript and send it back to you, because you've fired off a lot of ideas --

>> JOHN JACKSON: I think we're making it much too difficult, if you don't mind, with all due respect. We have an hour left, the odds are it's not going to be filled with public comment, based on history and everything.

During that hour, we can come up -- I think the Council, I want the Council to agree on the language, the language is going to be simple, it needs to come from the Chair.

And, you know, the language especially.... you know, we have been told numerous times and we understand the law to be that the Council is unable or cannot, not allowed, however you want to say it, to lobby. However --

>> KAREN GOLDBERG: Wait a minute, somebody's taking -- oh, she's taking notes! [Laughs].

>> JOHN JACKSON: However, our statute is very clear that we can advocate. That's one of the reasons we were created. So can you please give us some sort of.... you know, can you please give us some direction on where our right to advocacy ends and we cross over into the lobbying realm? My words.

>> KAREN GOLDBERG: Excellent.

>> JOHN JACKSON: That's it. That's the only way to ask the question, I think. Start it small. Don't get too convoluted because then the answer we get back is going to be, you know, let's go small, let's do it via e-mail, and let's vote not only on that, but let's vote that, you know, to be quite frank with you, Karen, I trust you to ask the follow-up questions once that comes back, and so I think you'll be able to see where the follow-up questions need to be asked. I don't think we'll need a meeting to create follow-up questions.

>> KAREN GOLDBERG: Fair enough.

>> JOHN JACKSON: I think we can trust our Chair to go forward beyond that. And given the way the government, the speed of government, you won't have a lot of dialogue before our next meeting anyway, if any at all.

>> KAREN GOLDBERG: Hey, you never know.

>> JOHN JACKSON: But at some point if we can't lobby, then tell me where I can advocate before I get my Council in trouble.

>> KAREN GOLDBERG: Good enough. Fair enough. Thank you. Thank you, John. Chris?

>> CHRIS LITTLEWOOD: This is Chris. Very on point discussion, John, and I agree with every bit of it.
What I will say is when John talks about when advocacy ends, from my perspective, it ends when we say "Can we have some money?"

We can talk about all the resources that we need as a Council for the deaf and hard of hearing and that it's up to the Legislature or the Governor or the Department of Health to determine that the only way to provide those resources is to give us money.
But we can't say we need money to do that.
We have to tell them the resources that we need without talking about a budget.
That's just my perspective.

But I would be very interested to hear what the DOH lawyers have to say about that and where we can and cannot advocate or where there is a limit to what we can say, where we are, walking on that line in the sand, so to speak, related to lobbying.

>> KAREN GOLDBERG: Okay. Hold on one second, John, hold your thought.
Cindy had a comment. And before I do that, it is 5:00 o'clock and I want to make it very clear that we are open now for public comments.

And I want to check and see if there is anyone on the phone or on the chat line, or in the room from the public who would like to make comments. And let's give this 15 seconds or so for someone to respond. Thank you.

[Pause].

>> CHRIS LITTLEWOOD: This is Chris. I'm humming "Jeopardy" music in my head.

[Laughter].
[Pause].

>> KAREN GOLDBERG: Okay. Since there's nobody who is coming forward at the moment, we'll check again.
For right now, I'd like to give the floor back -- no, not back to John. Cindy first, then John, then Cecil.

>> CINDY SIMON: I just wanted to say that I agree completely with John and what I really agree is getting it in writing, because we've had people from the Department come talk to us about this before, in my own board, on other boards we've had it, and depending on there at the moment, their viewpoint changes.

So I think if we could get something in writing that's right there, it would be really good. So as personnel changed, as individuals changed, we have that as backup for what we're doing until such time as it's changed in writing.

>> KAREN GOLDBERG: Thank you, Cindy.

>> CINDY SIMON: And that's....

>> KAREN GOLDBERG: Thank you, Cindy. John, you had your hand up? And then Cecil.

>> JOHN JACKSON: Just very briefly. This isn't for you to deliver, the next time you talk to Shay about this, I expect at some point there will be a conversation, and I mean this, I'm sincere with this, just bear with me, I don't know exactly what's going on with Health right now, with their general counsel shop or anything like that, but I, if, if Health would like to reach out to the Department of Children and Families legal shop, I can provide the person who can do this research and I can make sure I cut myself out of this completely, so there's no perceived conflict, not that I can see anyone bringing it up, but just a thought.

I do know that sometimes certain shops at different agencies are in flux or otherwise smaller or they have major things going on right now, and I do know that at least probably for the next month, I could find a good lawyer to look at this for us.

>> KAREN GOLDBERG: Okay. I'm going to start typing on this letter for this in the next few minutes.
Cecil?

>> CECIL BRADLEY: Thank you, yes. So I was wondering in regards to everything we've discussed, and I'm sorry about the lawyers and the conflicts with people, but... great job, you have a good way with your words in explaining things to people as well. So I was reading through the bylaws and.... it's very, very clear in regards to the power that we have here.

In Florida State says that we are supposed to provide advocacy for education in the state, and there is the line between lobbying and advocacy. And, of course, the letter of the law is something that we need to follow, but we don't want to sleep through it and not partake, and so having a lawyer insight is great so we can interpret what to happen, and we've had lawyers twice have very different interpretations of those two words, and so the difference -- what was it? -- the different departments of how they were interpreted -- because every law is very different to its own interpretation and it is fully our responsible as a people and especially as a people with hearing loss and representing people with hearing loss, to focus on the interests of the deaf, deaf-blind, and late-deafened, and hard of hearing population.

And so we need to gather information so that we can set up a policy, and we are responsible to the people, and to get information and to provide information to them.

And so these meetings need to be successful to figure out what we are replacing or setting up for people to discuss for the purposes of collecting everyone's insight, so from Orlando, from all over, all day, 24/7, 365.

And it says that we are to allowed to recommend policies in the state. That may need to be viewed by the people for a change in law.
So we are allowed to do that.

And... the secondary rule is to promote public and individual advocacy. So not only with education, but we need to make sure that we are staying in touch with people in

programs, so that includes service, but not lobbying and that's where the difference comes in.

So that there's a lot of things that we can recommend without actually lobbying and still obeying the laws that we have in place. And focus on the advocacy, not lobbying, but not getting hung up on the terms either.

And so it's our responsibility as a Council. And so what are we doing if we can't function? What's the point of what we're doing here?
And so it's our responsibility to collect this information and advocate for the people.

>> KAREN GOLDBERG: So meeting with Legislature and saying look, this is what we're getting feedback on from our respective groups or as a whole within Florida, here's our concerns, here's a bill that's being introduced into the Senate or the House, that's okay then.

Or is that the question? Can we say --

>> JOHN JACKSON: That's a question.

>> KAREN GOLDBERG: That's a question.

We did get support on certain bills yesterday, but I think all three of us walked away, like, is that okay to even mention that there are bills?

[Pause].

>> CECIL BRADLEY: We can.

>> KAREN GOLDBERG: You're saying we can based on the bylaws.

>> CECIL BRADLEY: I believe, according to what I'm reading here in terms of advocating, in regards to education and the people and our consumers, yeah.

>> KAREN GOLDBERG: Chris?

>> CHRIS LITTLEWOOD: I'm sorry, I would like to believe that that's correct, but I don't know what confusion that maybe we are creating by saying that the bylaws are what we need to follow because that is not the same as the law.

>> CECIL BRADLEY: This is the law. It's a section of it.

>> JOHN JACKSON: He's quoting --

>> CECIL BRADLEY: It's the Florida state statute.

>> CHRIS LITTLEWOOD: Florida Statute is different than a bylaw.

>> CECIL BRADLEY: That's in place. It's right there in the binder.

>> KAREN GOLDBERG: Yes, John?

>> JOHN JACKSON: Cecil was quoting the law that was quoted in the bylaws, is what I got out of it.

>> CECIL BRADLEY: Yes.

>> KAREN GOLDBERG: Then why can this Council -- then why can this Council not encourage our respective organizations for a Rally to Tally? John?

>> JOHN JACKSON: My guess, this is John, my guess is if we do get an answer that I think we'll get, and it may require a little poking to get it, is that it depends on what the rally is for.

Now, I mean obviously the rally -- the general, you know, theme of the rally is going to be with regard to the deaf, hard of hearing, late-deafened, deaf-blind, we know that, but what is the rally? The rally to tally to get the darn licensing bill passed or that there's three million plus deaf, hard of hearing, late-deafened, deaf-blind in the state of Florida, and we vote and et cetera.

>> KAREN GOLDBERG: I think that's the rally.

>> JOHN JACKSON: To me, if I'm told that that's lobbying, you know, I would push that to the limit. I mean, in a normal sense, if we were a state agency, we would make a court tell us no all the way to the Florida Supreme Court. Especially in a sense of something that, you know, if you tell me I'm lobbying because I'm walking around the Capitol with a shirt on or because we set up a booth that educates. So, you know? It depends -- my guess is it depends on what the rally is, what it's for.

>> KAREN GOLDBERG: Then we don't know -- well, I know what I'd like it to be, is that there's almost three million of us and we're representatives of almost three million of us.

I can tell you that walking around with just the three of us yesterday was not quite as... oh, what's the word....? Not affront, but it's not quite.... the impact, it doesn't have the impact --

>> JOHN JACKSON: It doesn't have the impact of 400.

>> KAREN GOLDBERG: Yeah, we need more warm bodies.

>> CECIL BRADLEY: We need more warm bodies, for sure.

>> KAREN GOLDBERG: Debra?

>> DEBRA KNOX: So, John, in light of you saying you were in the Capitol wearing a shirt or not wearing a shirt, I hope if I see you in the Capitol, I hope you have a shirt on.

[Laughter].

>> JOHN JACKSON: I think there was an insult in there.

[Laughter].

>> DEBRA KNOX: No, if you didn't have a shirt on.

[Laughter].
[Room chatter].

>> DEBRA KNOX: That's not what I meant.

>> JOHN JACKSON: No filters, Debra! Go! Honesty that's what the world needs.

[Laughter].

>> KAREN GOLDBERG: Did you have anything else? Did you want to formulate a thought or something?

>> DEBRA KNOX: I think we should all wear shirts.

>> KAREN GOLDBERG: Okay. Maybe a crown for you.

[Laughter].

>> KAREN GOLDBERG: So here's a question for you, if we had warm bodies, like Cecil was saying, I think it was Cecil that was saying the more people, you're having a bigger impact.
I mean, when I -- I can tell you --

>> CECIL BRADLEY: The numbers count.

>> KAREN GOLDBERG: -- Moms Demand Action, they were all over there, there were 500 people and I was so impressed. This is an organized group that came to make a statement.

Now, we represent almost three million people that have some varying degrees of deafness or hard of hearing or deaf-blind issues or late-deafened, whatever it is, we are here in Florida. There's more than just us on the Council.

There's more people who work with deaf and hard of hearing and deaf-blind who care very much about their fellows with hearing loss. Rally to Tally, man, with shirts. Go ahead, John.

[Laughter].

>> JOHN JACKSON: Well, let's not forget what the other part of the mission of the Council is and that is to coordinate and it sounds to me, you know, what you are doing is you are trying to coordinating -- or trying to coordinate, so how we would be breaking the lobbying rule because we got all of our groups, not just those on this Council, but other private and public entities involved in this work, or that we want involved in this work, and to get them to coordinate together to do one thing, and somehow that's

lobbying because it includes Tallahassee in the mix, I -- I, again, I just don't see it.

I feel like we have -- in many ways I feel like we've kind of shot ourselves in the foot over the years because we may have been a little bit too agreeable to what we've been told about lobbying and advocacy.

>> KAREN GOLDBERG: And afraid of crossing a line. That may not actually be right in front of us, it may be way down over there, okay, because the definition is a lot broader.
Yes, Glenna?

>> GLENNA ASHTON: In talking about the rally, that takes money, okay.
Now, I'm looking at Section 5 of duties and roles, part two, it says in addition, a council may, part C, apply for and accept funds, grants, gifts, and services from local or state government or the Federal Government or from any of their agencies or any other public or private source, and may use the funds for the purposes authorized by this section.

And Shay keeps saying but we don't have a way to collect or accept money. And why hasn't this ever been set up so that we have a way to collect or accept money?

>> KAREN GOLDBERG: Would that be a donate button? Is that what you're saying?

Hold, please. It's 5:15, hold any conversation. I want to check again for any public comments.
Sorry, I'm trying to do that every 15 minutes.

Is there anybody in the room, on the chat line, or on the phone from the public who would like to make a comment? And I'm going to pause for 15 seconds. And no one is going to make any comments in those 15 seconds.

[Pause].

>> KAREN GOLDBERG: Except the public.

[Laughter].

>> KAREN GOLDBERG: 15 more seconds, please.

[Pause].

>> KAREN GOLDBERG: Okay. It doesn't sound like there's anybody waiting to make a comment from the public.
We will continue our conversation.

[Music playing].
["Jeopardy" music playing].
[Laughter].

>> KAREN GOLDBERG: Who is about to speak that I interrupted?

[Laughter].

>> CECIL BRADLEY: That's terrible!

>> KAREN GOLDBERG: When I was saying no comments, it was because I also wanted to give our CART Provider 15 seconds of break. Okay. Now we're back on. Cecil?

>> CECIL BRADLEY: Thank you. Okay, this is Cecil. So Glenna was mentioning that sometimes there's a challenge with authority to get funding for what we're doing with the DOH or whatever, but we can, to a point that we're comfortable with, but if it's a problem, then.... I don't know..... Oh well.....

So theoretically, each group that we work with, whether it be deaf-blind or what have you, we do need to coordinate and share the information that we collect and work as a single unit, even though we're separate.

So, the legislation, and everything connected to each individual group, needs to communicate, so that when we go to the Government and try to speak out against what we need, we'll have that ready.

So I think about 15-20 years ago or so, we had some very positive outcomes because we had a lot of people, our numbers were very high in terms of people that would come out, so it was a very good time for us. But.... I don't know.....

But maybe like John said before, what he was telling us in regards to the Department of Health, how to proceed.

>> KAREN GOLDBERG: Thank you.

>> GLENNA ASHTON: Make sure they -- we need to make sure that they read what the statute says and what the bylaws say as to what we can do.

It seems that according to this, we can do a lot more than they're allowing us to do, the question with the money and with the advocacy.

>> KAREN GOLDBERG: I think these are all good questions. And Shay will be here in the morning?

>> MEGAN CALLAHAN: Mmm-hmm.

>> KAREN GOLDBERG: Okay, so we can address this tomorrow as well with Shay. Yes, John?

>> JOHN JACKSON: Any way we can take a five minute, just to stretch? We can still be in the general area if we have public comment or something like that.

>> KAREN GOLDBERG: Yeah, and I'll sit here, that's fine. Yeah, go ahead.

["Jeopardy" music playing].

>> KAREN GOLDBERG: Always one in every crowd.

[Laughter].

[Break].

>> KAREN GOLDBERG: So we have three more minutes before our next....

[Room chatter].

>> KAREN GOLDBERG: Oh, we have no interpreters. Well, thank y'all.....

Okay. So we have three more minutes before we check for the public comments again. Did anyone have a thought that they wanted to share before I interrupt with a public comment check?

[No response].

>> KAREN GOLDBERG: Okay.

The amount of discussion we've had today has been so invigorating. I mean, not the amount, but the topics have been invigorating, and the amount. It is a new day in Tallahassee. Now's the time. Yes, Cecil?

>> CECIL BRADLEY: This is Cecil, I have a question for Megan. Or I can ask it tomorrow morning. It's related to the budget. Your department is the budget and I'm curious, I know this time we're supposed to have the proposal from the Legislature last fall and that was early, but I'm curious, is there any news related to that funding?

>> MEGAN CALLAHAN: This is Megan. I would wait and ask Shay tomorrow morning. I don't hear about any of that, that all goes to her.

[Pause].

>> KAREN GOLDBERG: I'll go ahead and check and see if there is anybody online, on the phone, or in the room from the public who would like to share a comment?

[No response].

>> KAREN GOLDBERG: When the interpreters are switching off, do they suddenly become public? Are they members of the public while they're sitting in the public section?

[Pause].

>> INTERPRETER: We're technically working still.

>> KAREN GOLDBERG: I see.

>> INTERPRETER: [Speaking softly and not into microphone].

>> LISA (CART CAPTIONER): Can't hear.

>> KAREN GOLDBERG: I did want to just share, and I think that perhaps maybe Glenna shared this morning when I wasn't here, that we did talk with just about everybody that we met with yesterday about the disastrous interpreting situations that we've seen in Florida in the past couple years with the hurricanes. Did you share that, Glenna, this morning? You already talked about that? Okay.

And about how the TV screen, you might finally, finally you get the qualified interpreter there. It's not the pizza delivery person and it's not someone who fraudulently represents themselves as an interpreter.

But now you've got the correct qualified, excellent interpreter there and the TV pans away from them, which makes them useless.

Who's in the room that needs the interpreter? Is there somebody there or is the interpreter there for the television? To the public, right? Aren't the interpreters for the public? Ah....

[Pause].

>> KAREN GOLDBERG: So we did share that.

[Pause].

>> KAREN GOLDBERG: Are we allowed to talk about the bills that are coming up or did you already talk about them?

>> GLENNA ASHTON: Yeah, we already discussed it. I already discussed all three bills and how they reacted to each one and there was a lot more support and the bills, and gave everybody a chance, because last year, things died, and they ran out of time.

>> KAREN GOLDBERG: So how do people -- how does the Legislature get ideas for bills?

>> GLENNA ASHTON: There's always somebody that writes a bill or suggests and advocates and then contacts them all.

>> KAREN GOLDBERG: So if we contacted as individuals is fine. If we as a Council, isn't that our job as a Council to say this is what's needed and try to find a senator or a representative to support that or is that lobbying?

>> GLENNA ASHTON: A few years ago, when I was working on the ASL teacher certification and ASL as a foreign language, we had a champion who really pushed the bill and got co-sponsors and so forth, that was Stephen Wise from the Jacksonville area and he worked closely with Mike Tuccelli and he and I got involved in helping to write the bill and in talking with the Legislature.

And having somebody in the Legislature as a champion really helps a lot.

Maybe -- we didn't see anybody yesterday that really was inspired, other than Stark for his one bill, but.....

Thurston? Honestly I think he liked to hear himself talk, because he couldn't hear other people.

[Laughter].

>> GLENNA ASHTON: I think he has a hearing loss.

[Pause].

>> GLENNA ASHTON: Thurston?

>> KAREN GOLDBERG: Okay. Thank you very much, Glenna. Yes, Cecil?

>> CECIL BRADLEY: This is Cecil. This is related to the bills. Do we already have it written? Proposed? Dead? Live? Dead?

I'm hoping that the organization rewrite the bill, we can do it again. And just like the FTI (sic), with Chris and.... and Glenna, Chris and Glenna, the team, they have written the bill, they have drafted the bill, and James, they edited the draft, it would have never gone through to legislation, I guess, but the challenge.... I don't know what we can do, but do we have the ability to educate? Train? Educate our people? Different organizations, what's the legislative process?

Because really all it takes is one call, one visit, one legislator, and it would -- make a friend, have a legislative friend, you've got your support, to do the bill, the bill can say yes or no, if it's yes, awesome, that's all, that clicks, and then we can look for the co-sponsor and all that.

But really, we're so afraid to meet the legislators. We're so afraid. They're like gods. Hmm.... I'm so nervous.

>> KAREN GOLDBERG: Yeah, I thought we had a good day yesterday. I enjoyed meeting them.

Debbe is on the phone, she has a question or a comment, I'm sorry.

>> DEBBE HAGNER: This is Debbe. It was just announced today, HLAA is now having a new benefit called hear unplugged, where they partnership with hearing aids and cochlear implants and battery subscription service.

So with hear or plugged [poor telephone audio] you will never run out of batteries again and they offer \$30 worth of free batteries and battery [poor telephone audio] at a \$40 value, just so you know.

Key chains, battery key chains.

[Cell phone ringing].

>> KAREN GOLDBERG: Okay, thank you very much. Any thoughts about the legislation issue, Debbe? You've met with legislators before. What's your take on it?

>> DEBBE HAGNER: My take is --

>> CECIL BRADLEY: This is Cecil, I wanted to add another question --

[Talking over one another].

>> KAREN GOLDBERG: All right, Debbe, go ahead, and then Cecil again.

>> DEBBE HAGNER: I was just saying that it's very intimidating, I've been asked to be involved in helping with the bill for FTRI because James Forstall can't do it and I have no experience with writing a bill and with all of these we need to upgrade the bills to reflect the smartphones and that kind of stuff and TTY has gone away and upgrade the new technology or the deaf and hard of hearing and deaf-blind and late-deafened.

>> KAREN GOLDBERG: Cecil, then Glenna.

>> CECIL BRADLEY: Oh, thank you, I'm sorry. Okay, I remember. The question I wanted to ask the Legislature, can Council host a legislative workshop, a conference to help different organizations become better, so they can better understand the legislative process, or is that against the law? Or is that lobbying or advocacy?

I think it's better to educate our people what to do so we don't take advantage of what we can do and what we can't do in the state.

So, can we host statewide legislation to educate, invite, legislate to people and take the bill through to pass?

>> KAREN GOLDBERG: I'm not sure of the answer to that, but I'm going to put out a question. Several questions, as we discussed earlier, to get some more detail.

>> GLENNA ASHTON: Again, that goes back to how we pay for hosting anything.

>> CECIL BRADLEY: We can replace one of the quarterly meetings.

>> KAREN GOLDBERG: I think we're mandated to have the quarterly meeting.

>> JOHN JACKSON: But that would be the quarterly meeting.

>> KAREN GOLDBERG: That's what I would say. Okay. All right.

>> CECIL BRADLEY: What shape? What form? We have an hour, a two-hour meeting? Introduce the council members, hello, this is our quarterly meeting, welcome to the Council, an hour, and then open introduction.

[Background noise on telephone].

>> CECIL BRADLEY: Be creative.

>> MEGAN CALLAHAN: Whoever is on the phone, please remember to press star two to mute your telephone. Thank you.

[Pause].

>> KAREN GOLDBERG: I would love to see a Rally to Tally type of event where we encourage, I don't want to say constituents, but the organizations that we represent, members coming together, and being a show of force, I think is -- I'm still not looking -- I'm not knowing the right word. A show of force? Just numbers, okay, would have a greater impact on what we're trying to tell the Legislature about the needs.

The three of us, I think, are just motivated to get the word out to the senators and representatives.

I had a great discussion with the President of the Senate yesterday, but it's just -- it was just me alone in a room. And I would love to be there with more warm bodies, people speaking, really, for themselves, and hear from other people than just me.
Yes, Cecil?

>> CECIL BRADLEY: This is Cecil. So I was thinking that annually the State Legislature sees so many different events, right, up at the government. It's overwhelming. There's so many people that show up, development of disabilities or where they have many different groups that are there with their parents who support groups, annual -- the blind come, so I guess we could do the same.

I think the community -- I think our community is spoiled with the captioning we have, the video service we have, and not having to go anywhere. We're not as strong in numbers as we used to be as far as the Deaf community.

There's no civic responsibility. But that's what it's called, it's supposed to be a civic responsibility to the community.
And it's just not there.

[Pause].

>> CECIL BRADLEY: Again, seeing the different bills that have passed over the years, it's taken a lot of support, especially two years ago, we had deaf kids that showed up to the legislative (sic) to attend the meetings and the representative loved to see the kids at the time, they came up, oh, in numbers. It was awesome to see the deaf kids who showed up! Some were speaking, some were signing. I don't know. But the point was that they loved to see the kids in attendance in number. It was really good. When we were able to show our appreciation for them.
And other disabilities, I mean, not every disability, but at least they got half of what it is, right?
So, I don't know....

>> KAREN GOLDBERG: Cecil, I don't know if I agree that there's no civic responsibility.

I think that people aren't sure what to do to show their civic responsibility.

And things get so polarized with politics and people are not together on many issues but this is a way to get people together for people who are deaf, hard of hearing, deaf-blind, and late-deafened and this is a way to bring that community together.

We actually -- how lucky are we to be on this Council from all our different agencies?

And wouldn't it be great if the people who are in these organizations felt that same way, that they could come together?

I would really be in support of -- we don't have to call it a Rally to Tally, but that's what we're saying right now. Bringing these folks together and having some talking points that they can share with the Legislature would be amazing.

Yes, Glenna, you're about to share?

>> GLENNA ASHTON: I would like to correct the record, when I was talking about the woman from FRID that was in charge of the interpreting license bill, her name was Terry Schisler. Schisler, she is the one I want to invite to the May meeting because that will be in the area where we live, and I can contact her, if you want.

>> KAREN GOLDBERG: Thank you, Glenna, that would be wonderful.
5:45, I'm just going to check again to see if there are any public comments. Anyone on the phone, chat room, or in the room?

[No response].

>> CECIL BRADLEY: Another thing, one of the -- hi, this is Cecil speaking, so I did have a comment about the ADA, Americans with Disabilities Act. It passed 19 years ago. I mean.... shouldn't we do something to educate the state, educate the government, the county, the states, the different levels, about the responsibilities of that regarding accommodations underneath the ADA?

I think some people are arrested -- arrested without being accommodated with the ADA. Why do we have to wait for somebody to die without something happening regarding the ADA? I'm just not sure.

I think we need to reeducate our state, our representatives, and have them look, you know, look at the ADA.

>> KAREN GOLDBERG: Cecil, did you mean that it passed 29 years ago?

>> CECIL BRADLEY: Oh, thank you, correction, yes. Wow!

>> KAREN GOLDBERG: I thought it was more than that.

>> CECIL BRADLEY: Wow!

>> KAREN GOLDBERG: So next year is going to be the 30th anniversary?

[Talking over one another].

>> KAREN GOLDBERG: Next year is the 30th anniversary of the ADA. Rally to Tally.

>> CECIL BRADLEY: Extremely bad, wow.

>> KAREN GOLDBERG: You're not the only person who lost a decade, it's cool.

[Laughter].

>> CECIL BRADLEY: Still!

>> KAREN GOLDBERG: Yeah, 1990 it passed, so the year 2020 is the 30th anniversary --

>> CECIL BRADLEY: Wow.

[Talking over one another].

>> GLENNA ASHTON: There are a lot of groups and organizations working on that already and we can join them.

>> KAREN GOLDBERG: How can we find that group?

>> GLENNA ASHTON: I don't know how, but I'm sure somebody is working on that.

>> KAREN GOLDBERG: So can we as a Council organize that for deaf, hard of hearing, deaf-blind, late-deafened? Rally to Tally 2020? [Gasps]. I just came up with a tag line!

Taking a new vision on the ADA. No, that's not good....

[Laughter].

>> KAREN GOLDBERG: I went too far! I took a step way too far! Just too far..... See, John's thinking of one right now, I can tell, right now, Rally to Tally.

>> DEBRA KNOX: We need the "Jeopardy" music.

>> KAREN GOLDBERG: Rally to Tally 2020.

>> CECIL BRADLEY: I'm afraid of that term "rally."

>> KAREN GOLDBERG: Okay. Mob to tally doesn't rhyme.

[Laughter].

>> KAREN GOLDBERG: What did you say?

[Room chatter].

>> KAREN GOLDBERG: Okay. So she made a funny sound with "Posse to Tallahosse."

[Room chatter].

>> DEBBE HAGNER: This is Debbe.

>> KAREN GOLDBERG: Hey, Debbe, welcome back!

>> DEBBE HAGNER: How about Life For Silence?

>> KAREN GOLDBERG: What did she call it? Life for silence.

>> DEBBE HAGNER: No, March For Silence March, walk.

>> KAREN GOLDBERG: But we're not silent. We're not silent at all.

>> DEBBE HAGNER: Or March for.... I don't know, I'm thinking of another word....

>> KAREN GOLDBERG: Now if you say march, that means you're talking from Tampa, is that what you're saying?

[No response].

>> KAREN GOLDBERG: All right. How about we -- that's probably the last thing we need to come up with.

But I say --

>> CECIL BRADLEY: How about Tallahassee Or Bust?

[Pause].

>> KAREN GOLDBERG: Okay. Let's put our thinking caps on, as people go out and have some wine and what have you tonight.

>> JOHN JACKSON: There you go.

>> KAREN GOLDBERG: Come up with some ideas.
In the meanwhile, any last comments from the public?

[No response].

>> KAREN GOLDBERG: Okay. So I think, you know, this is an opportunity. We take on some major tasks here! We're looking at this guide again, the Resource Guide, we're talking about getting groups together, we're gonna send comments or questions to our legal counsel to find out what can we do.

I think we're gonna start fundraising -- I didn't just say that on the record -- but we're going to find out where the limits are.

I'm pretty excited about where we're moving.

[Pause].

>> KAREN GOLDBERG: How's everybody holding up? Are people fading?

>> DEBRA KNOX: Woo-hoo!

>> KAREN GOLDBERG: I can stay until 6:00.

>> MEGAN CALLAHAN: Make Debra stay.

[Laughter].

>> MEGAN CALLAHAN: "Miss Posse to Tallahassee."

[Laughter].

>> KAREN GOLDBERG: That was her last contribution.
I do have a question about Pensacola, while we're waiting for the last few minutes.
That's our next meeting, is in Pensacola.
Where is Pensacola and how do you get there?

[Laughter].

>> JOHN JACKSON: Three hours that way.

>> DEBRA KNOX: It's in Alabama.

>> MEGAN CALLAHAN: Basically in Alabama.

>> JOHN JACKSON: Halfway to New Orleans from here.

>> MEGAN CALLAHAN: It's Floribama.

>> KAREN GOLDBERG: What's the best way to get there? Drive?

>> MEGAN CALLAHAN: Take 75 to I-10.

>> KAREN GOLDBERG: And you just deal how long it takes to get there? Seven hours?

>> MEGAN CALLAHAN: Or you can fly, they have an airport.

>> KAREN GOLDBERG: They do have an airport? Maybe a drone will drop you off.

>> JOHN JACKSON: If you fly your plane, it will be that big.

>> CHRIS LITTLEWOOD: It's very hard to find a flight there to Pensacola. From our area, you have to fly to Atlanta first and then down to Pensacola. So it's easier, we were talking about it before, to fly here and drive from here.

>> KAREN GOLDBERG: That might not be a bad idea.

>> CHRIS LITTLEWOOD: Because to drive from Tampa and our area is, like, seven hours plus.

>> KAREN GOLDBERG: I know, it's going to be a long time. So I'm excited, I've never been to Pensacola and I'm excited to meet the people there.

There is that gentleman who came to one of our meetings, um.... who I think is over there, he's working with the Deaf community.

>> DEBRA KNOX: Oh, yeah, yeah, yeah, he came --

>> KAREN GOLDBERG: He came to one of our meetings. I think he's over in that area. I'll send him an e-mail and let him know about the meeting.

>> DEBRA KNOX: Yes, we met him in this room, in the flesh.

>> KAREN GOLDBERG: Erlichman, was that his name? Mark Erlichman? Yeah, I passed my boards!

[Laughter].

>> DEBRA KNOX: Wow.

>> KAREN GOLDBERG: First go, I didn't need to retake. It's in there, the information's in there somewhere!

[Laughter].

>> KAREN GOLDBERG: Yes?

>> CECIL BRADLEY: Do you remember Pensacola was hit by the hurricane, so there was a lot of damage still in the city, you know, they suffered quite a bit, just to let you know.

>> KAREN GOLDBERG: It was hit by -- was it affected by Katrina too and then -- no, that was more New Orleans.

>> CECIL BRADLEY: I can't recall, what was the name --

>> JOHN JACKSON: Michael?

>> CECIL BRADLEY: No, it was recently.

>> KAREN GOLDBERG: It was a more recent one, that's right. I think it was Michael.

>> JOHN JACKSON: Michael is the last big one --

[Talking over one another].

>> KAREN GOLDBERG: Yeah, that's the last big one that came straight through there.

[Talking over one another].

>> KAREN GOLDBERG: And they were impacted quite a bit.

>> CECIL BRADLEY: There's still a lot of damage there.

>> KAREN GOLDBERG: Okay. We have five minutes remaining. Last opportunity for any public comments for this evening. There will be another opportunity tomorrow at 11:00 a.m.

[No response].

>> DEBBE HAGNER: This is Debbe --

[Talking over one another].

>> KAREN GOLDBERG: Somebody is speaking, excuse me, somebody is speaking on the phone.
I'm sorry, go ahead, please.

>> DEBBE HAGNER: This is Debbe. Maybe we should give out some kind of an award for some kind of candy or something, an award for having people coming to the meetings, public comment.

>> KAREN GOLDBERG: Certainly something to think about for the future, after I get the answers to some of those questions.

[Pause].

>> GLENNA ASHTON: That leads -- Glenna -- that leads to another idea, we could give an award to a volunteer person that was very active in advocating in the state of Florida.

>> KAREN GOLDBERG: Or maybe in the area that we're visiting for that meeting? Right? Like, say if we were in Palm Beach, so we would give an award to someone who's active in that area, something like that, you mean?

>> CECIL BRADLEY: We could have an awards dinner, you know, we could collect a lot of funds from the Council.

>> GLENNA ASHTON: We can't collect money.

>> CECIL BRADLEY: Yeah, I do like that, but thinking back, there was a Deaf representative who supported us, every year we had a banquet, it was an awesome experience! A lot of people that came to the event, the awards banquet, it was such a good time, that was wonderful. And that was in Ohio.

Just an idea. Something to think about.

[Pause].

>> CHRIS LITTLEWOOD: We can leave our binders here tonight, right?

>> MEGAN CALLAHAN: Mmm-hmm.

>> KAREN GOLDBERG: Megan, okay?

>> MEGAN CALLAHAN: This is Megan, I have the room key and I will be locking it up behind everybody.

>> KAREN GOLDBERG: We can leave our computers here. Take anything of value, I'm taking the binder, leaving the computer.

[Laughter].

[Pause].

>> KAREN GOLDBERG: Two minutes until adjournment. I want to thank everyone for a very long day and all your input and your passion for what you do.

>> MEGAN CALLAHAN: Here we go.

["Jeopardy" music playing].

[Pause].

>> KAREN GOLDBERG: Yes, Chris?

>> CHRIS LITTLEWOOD: This is Chris. I think we're in the range that I make a motion that we close the meeting.

>> JOHN JACKSON: Second.

>> KAREN GOLDBERG: Always one person who does that a minute before 6:00. The meeting is adjourned. See you all tomorrow morning.

[Concludes at 5:59 p.m.]

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