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LANGUAGE ACQUISITION TASK FORCE

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(Live captioner standing by)

>> SONIA SAMANIEGO: Good morning, everyone. We want to take this time to welcome you to the inception of the ACDHH Language Acquisition Task Force meeting. Thank you for taking the time to join us today. My name is Sonia Samaniego and I am the family engagement coordinator at the Commission. I am going to cover a few housekeeping items for today's meeting. Next slide, please.

So during today's meeting, we want to make sure we provide space for all participants to participate by considering the following ground rules. We want to make sure that we keep our microphones muted. That we also keep our cameras off to assist with visibility for the interpreters and the PowerPoint. We also want to ask that you use the "raise hand" option for comments and questions and wait until you're called upon.

Also, we want to make sure that you all understand the meeting will be recorded for later viewing. And if you need to utilize the closed captioning option, if you could at the bottom of your screen select to view the captioning. We do have a live captioner. And as you can see, we also have our ASL interpreters available.

I will now hand it over to my colleague Beca Bailey.

>> BECA BAILEY: Hello, everyone. I wanted to take a moment to talk about the purpose of today's Task Force. The Arizona Commission for the Deaf and Hard of Hearing was tasked with the aim of establishing this Task Force composed of diverse community members and partnering agencies that can advise and assist with the implementation of SB 1092. Next slide.

And it is my pleasure to -- well, I guess first I should introduce myself. I am Becky Bailey. I'm the community engagement liaison at the Arizona Commission for the Deaf and Hard of Hearing. And it is my pleasure to introduce our facilitator for the Language Acquisition Task Force. I'm going to tell you a little bit about Tawny Homes-Hlibok.

Tawny now serves as the language policy counsel for the Office of the Chief Bilingual Officer at Gallaudet University. She's also a faculty member in the Department of Deaf Studies. Her role focuses on language planning and strategic outreach. And until recently, she served as the education policy counsel at the National Association of the Deaf. Please welcome Tawny.

>> TAWNY HOLMES-HLIBOK: Thank you, Beca. And I'll wait until I'm spot lit. Thank you, Beca, for that wonderful introduction and thank you so much, Sonia, for getting us started with the ground rules.

Hello, everyone. Hello, members of the Task Force. Thank you so much for coming to the table. This is an important meeting that we have for the Deaf children in the state of Arizona. Thank you so much in advance for your participation and your work.

I'll be going through the agenda and sharing some information with you. I'm excited to meet all of the members of this Task Force. I'll be sure to mention the goals of today's Task Force. You can see on the screen now what we're going to cover. We'll start with introductions. And I will call on individuals based on organization and ask you to turn on your video and introduce yourself. We'll ask you to say your name and your role. If you have a name sign, please share that with us as well.

After your introduction, please turn your video off as we go onto the next introduction. We'll be talking about the safe space principles and we'll review the goals of the Task Force. And we hope to have two different ways to gather this information. That will be through polls which will be confidential and then also through the answers that we receive from Task Force members.

That's what will take up the majority of our time today. And then we will move onto subcommittees and talk about our work. In addition to these monthly Task Force meetings, we'll also be having subcommittees who will meet regularly in between these meetings. And I'll talk about the expectations for the subcommittees and talk about the schedule moving forward.

If you have any questions or if the interpreters are struggling to follow along, please feel free to ask a question in the chat or use the "raise hand" feature and we will modify as we go. We want to make sure that everyone has access to the information regardless of modality and language use.

So who's at the table? ACDHH has done a wonderful job of identifying community stakeholders of language acquisition for Deaf children. And we identified four areas. State agencies, educational community partners, clinical community partners, and other community partners who we think are vital to this discussion as well.

I can go ahead and mention the organizations and as I mention the organizations, I ask that you turn your video on. We're going to stop sharing the PowerPoint and we ask that you start your video, introduce yourself, and after your introduction turn your video off as we go onto the next introduction. If your agency happens to have two folks who will be introducing themselves, we'll be spotlighting one person at a time. And you can see here at the bottom left, there's that pin that shows that my video is spot lit. So wait until you see that you are spot lit, give the interpreters a second to make sure they can see you before you begin speaking. And we can change things up as we go if the approach is not working.

But these are the four stakeholder groups we identified. And there are different groups from each of these stakeholder groups that I'll be introducing. I'm going to stop sharing the presentation now.

>> JEREMY MCCOWN: And Tawny, this is Jeremy. We discussed we would have the people turn their cameras on and off instead of the spotlight feature. We were going to do the spotlight for the presentation. So we have the first person on their camera, et cetera. Okay. Thank you.

>> TAWNY HOLMES-HLIBOK: Thank you. And I wasn't sure if we had two people from one organization. All right. So we won't worry about that spotlighting then. Perfect. All right. The first agency I have on my list is ACDHH. We just met Beca and Sonia. Hi there.

Next I see the Arizona State Schools for the Deaf and Blind or ASDB. Great. I see Kendra. Please introduce yourself.

>> KENDRA BENEDICT: Yes, hi. I'm Kendra Benedict. I'm the director of the early learning program with the Arizona State Schools for the Deaf and the Blind overseeing our birth to three services and our preschool services.

>> TAWNY HOLMES-HLIBOK: Thank you. I also see Jennifer. Jennifer, are you here? (Silence). Okay. She may be at the next meeting. The next agency that I see is the Arizona Department of Health Services. And I see there are a couple folks from there here with us. Hi there.

>> FRAN ALTMAIER: Hi. My name is Fran Altmaier from the newborn screening program. And I manage the follow-up of all newborn screenings and that includes from the hearing screening

through the diagnostic process and ensure that children are enrolled in early intervention services timely.

>> TAWNY HOLMES-HLIBOK: Thank you. Thank you, Fran. Next I see the Arizona Department of Education. Are either of you here? Okay. They may be joining us a little bit later as well. Arizona Department of Economic Security.

>> ALICIA AMUNDSON: Hello, everyone. Good morning. My name is Alicia Amundson and I work with the Arizona Early Intervention Program serving infants and toddlers birth to three with developmental disabilities or delays. And thank you for inviting us to join.

>> TAWNY HOLMES-HLIBOK: Thank you for being here. Now we'll move onto our Educational Community Partners. And we'll start with Arizona Head Start.

>> ANA HERRON-VALENZUELA: Hi. My name is Ana Herron-Valenzuela, and I'm the inclusion specialist for the City of Phoenix Head Start program. I primarily work with children enrolled in our preschool option ages 3 to 5. But our program is birth to five. So we do home visitation for zero to three and also child care partnerships ages zero to three.

>> TAWNY HOLMES-HLIBOK: Great, thank you. Up next is starting with Arizona State University Audiologist. Are you here?

>> MOLLIE HARDING: Yes. Hi. Would it be okay if I don't turn my camera on? I'm actually nursing my baby right now.

>> TAWNY HOLMES-HLIBOK: Oh, of course. That's an important job.

>> MOLLIE HARDING: Hi, everyone. My name is Mollie Harding. I'm an audiologist and professor at Arizona State University. My expertise is in pediatric diagnostics of hearing loss and lessening the negative effects of hearing loss on their development. So I'm very happy to be here. Thanks for inviting me.

>> TAWNY HOLMES-HLIBOK: Happy you're here. Thanks for being here. Next up from Deafinitely Communicating.

>> GERMAINE GRAHAM: Hi. Good afternoon. Good morning to some. My name is Germaine Graham. I am an ASL-fluent speech language pathologist here in Arizona. I own a practice Deafinitely Communicating. It serves to educate, advocate, and provide services for children in the Phoenix metro area. Specifically for families who are looking for bilingual services from a speech language pathologist to really support language development in the acquisition of language for children who are Deaf and Hard of Hearing. And thank you for inviting me to be part of this wonderful team.

>> TAWNY HOLMES-HLIBOK: Thank you for being here. Looks like we got three more exciting organizations left. We're going to be moving on to other community partners now. We're going to start with the Arizona Association of the Deaf. AzAD. Can I have either Astrid or Mary turn

on your video to do your introduction?

>> Astrid Goodstein: All right. Am I on? Good morning, everyone. I am Astrid Goodstein. I'm representing the Arizona Association of the Deaf. Mary Rimron is also here with us and she is the other representative from the Arizona Association of the Deaf. The Arizona Association of the Deaf is over 80 years old, and the mission of the organization is to preserve, protect, and promote the civic human language rights of all Deaf people in the United States. And we are an affiliate of the National Association of the Deaf.

I could say that the members of the AzAD organization are members of the Deaf community who have historically experienced language deprivation. I'm excited to be here this morning.

>> TAWNY HOLMES-HLIBOK: And anything from Mary? Mary, did you want to --

>> Mary Rimron: Are you able to see me?

>> TAWNY HOLMES-HLIBOK: Yes.

>> Mary Rimron: Okay. Astrid said everything, I think. It's nice to be involved. We're looking forward to working with the Task Force.

>> TAWNY HOLMES-HLIBOK: Thank you, both, for participating. And next will be Raising Special Kids. So it seems we're not -- they'll be joining us later. And then last but not least we have Parent Advocate Jesus. Are you here?

>> Jesus Marquez: Sorry. Having a little bit of struggle here with my technology. Can you see me? Can everyone see me? Hi, everyone. I am Jesus. I'm here with Parent Advocates. And we want our children to be successful. We want our children to have full access. One of the biggest schools here in Gilbert, my child goes to one of the biggest schools here in Gilbert and we want to see them be as successful as possible. I feel honored to participate in this Task Force to empower those kids. My own and others. So I can see myself in those kids and I want to see a good future for those kids. So we're really looking forward to the participation in the Task Force.

>> TAWNY HOLMES-HLIBOK: It's great to have a parent perspective. Sorry about that. I was on mute. You have someone interpreting for you.

>> Jesus Marquez: Do you want me to turn off my video?

>> TAWNY HOLMES-HLIBOK: Yes. Thank you. Okay. So great to meet everyone. It's exciting to see how rich this Task Force is, the richness of experience we have involved here. So we appreciate that. And looking forward to some of those. If we have some issues later, folks who had some schedule conflicts, we can have introductions of those folks later.

All right. So back to the PowerPoint a little bit to discuss the goals of our Task Force. My role and what we'll be doing moving forward. Give me a few seconds to bring that slide back up. So as we're sharing the PowerPoint, we're going to have to go through, share it, shut it down, share it, shut it down for the purposes of the facilitation of the meeting.

So this is the safe space principle. I'll give you all a second to look this over. (Silence). So maybe you've had the opportunity to get to know one another before. Maybe you have not. So in this field, we know that we have a variety of perspectives and sometimes, you know, it's been hundreds of years and perspectives -- things don't change overnight. We just want to make sure that everyone's values and experiences and perspectives are being recognized and valued here at the table.

At the same time we're encouraging or we're hoping that, you know, we're able to keep our open minds and open hearts to think about and respect the experiences and stories of others and be active listening. Which means not thinking how I'm going to reply to someone but rather focused on what that person is actually saying. That can be a challenge for me as well sometimes. So we've got to challenge ourselves to do that.

Work on collaboration, how to work best together. And if we feel something didn't go well, we can reach out to each other after the meeting and talk about how that didn't go well and maybe see if we're not getting -- seeing eye to eye or get to the root of where that difference of opinion might be coming from. And sometimes the point is to create good relationships across the table.

And so the point is for our Deaf, Hard of Hearing children's linguistic needs to get family support and encouraged growth for those children to make sure that they can meet their best potential. So that's the purpose of this. And that includes, you know, respective diversity. We have all kinds of diversity. Race, age, geographic location, ethnic, cultural background, communication differences, disability differences. LGBTQ community. We've got a variety of backgrounds with different perspectives to recognize and respect.

Comments and responses will come from those places, so respecting that. Also respecting privacy. These roundtable discussions might be -- there might be some hot topics or some sensitive issues. Some things we might need to share. Those perspectives or experiences and respecting the confidentiality of this discussion. Not carrying those comments out of the Task Force. We will be recording, of course. But if we want to talk about things in more depth about how to support each other.

Making sure that we are asking permission if we see something exciting, we're excited about like who's on the Task Force and we want to take a screenshot or something, making sure we are respecting confidentiality and getting permission to do anything like that before we do.

So being aware of language diversity. We're not all coming from the same language background. U.S. the predominant spoken language is English but there are others. Spanish. There are other sign languages as well. So we've got our native language speakers. We've got our Indigenous language speakers. So our Task Force is focused on all the kids in Arizona. Whatever language background their families are -- those families are using.

So if we disagree with something as well, trying to build rapport and build a bridge to come to an agreement. We have family -- facilitators here who are qualified to facilitate. And if we have disagreements, disagreements are allowed. But the important thing is we have to work through them as well as possible. And it could be related to this task force. If it's something else, we could work those out offline.

So the last thing hopefully is for us to be fair and honest and have good faith participation with one another. There's no -- not having an agenda of our own but thinking of what's the shared goal of the betterment of life for kids that are Deaf, Hard of Hearing, and DeafBlind. That's basically the safe space principles that we're going to hold onto. Everyone on the task force will be able to look at this and review at any point. I wanted to show it so we're all on the same page here.

Anyone who's feeling something on there is not going to work for them during the meeting, please feel free to reach out to either Beca or Sonia or myself directly. Send us an email and let us know your feedback about those, about the safe space principles. If you feel they're not going well for you individually or as a group, reach out to us and let us know.

So shifting gears a little bit, I want to talk about the goals of the task force. There are two slides here. (Silence). So we're basically going to meet on a monthly basis for two hours. We'll have subcommittee meetings in between. So there's the task force with subcommittee support, the goal as a group is develop recommendations before prior to June for the statewide system to ensure the linguistic acquisition success of children who are Deaf, DeafBlind, or Hard of Hearing in Deaf education programs.

So we want to establish those recommendations whether they're system or policy changes or processes of getting families through those process or providing access to information, assessment, those types of things. So we're going to be going through that. We have a lot of different aspects we're going to be talking about. We'll look at what other states are doing and some of the models that we might be able to follow from them and see what will work best in the state of Arizona with our own Arizona unique situations, we have our own unique views here and our own unique setting -- location in the broader education system. So we're excited to take those next steps to raise the standards for linguistic access in Arizona.

Okay. One more. So develop recommendations. The things that are needed, one thing we need is data. That's going to be different types of data if you see on the list. So every one of those is chosen for a reason. So there'll be a person who is knowledgeable in the organization and background to get that information, how that relates to the family. So we want people's experiences who've seen -- the number one thing is the family. So real families, real stories.

So that relates to demographics. We need to know who our children are, what backgrounds our kids are coming from. So collecting that data will help us make decisions from the systemic approach. So keeping in mind -- being mindful of cultural considerations and needs. Making sure we're meeting those. Every family in Arizona where they are at. Being aware of what those cultural needs are and how we can approach equity in the system. Making sure that families are having the best experience as possible.

Figuring out where we are at currently, what agency, what tools and things and processes that agencies are using now and what's working and what's not working. Being able to collect all that information about that that will help us strategize, help us streamline our recommendations as well as figure out how we're able to create those systems that are completely -- that are connected between organization and agency and everyone's communicating across organizational lines making sure that everyone knows what everyone else is doing and feels confident and comfortable referring between organizations. So that's what we're building on. Building on what we have now, seeing what we have that's working well and building from there. And trying to expand as well from everyone's perspective.

>> INTERPRETER: And we're going to switch interpreters.

>> TAWNY HOLMES-HLIBOK: What we are going to do now is we're going to start our common ground discussion. And when I say common ground, I want to make sure that we're starting the task force off having common ground. And we want to make sure we're starting off in this common space. That way we can get the discussion out of the way and I already know that I'm preaching to the choir.

But if there are some things that aren't common ground between us, we know that that's where we need to start. We're going to do this by asking you some poll questions. We have three questions that you'll be seeing pop up on the screen here in a moment. We'll have three of those poll questions that will come up on your screen. Answer the question the best that you can. I'm going to stop sharing now so you can see a little bit better. Actually, I'll leave this up so you can answer the questions first.

(Silence).

>> TAWNY HOLMES-HLIBOK: Remember this is anonymous. And tech team, when everyone 's pretty much answered, let me know. Then we can share the results. Interesting results.

(Silence).

>> TAWNY HOLMES-HLIBOK: Thank you for your participation. If the tech team could, would you show the results or can you send them to me in the chat? That way we can have those takeaways.

>> JEREMY MCCOWN: Sure.

>> TAWNY HOLMES-HLIBOK: Okay. Now we have these poll questions here. And this will

help guide our discussion. I'm going to ask that you use the "raise hand" feature today if you have a comment. And we're going to start with the first question. Make sure you identify yourself and say your name. That'll make it easier for everyone who's in the meeting to follow along and know who's making their comment.

Make sure you pause before your give your comment. That way the interpreters have a moment to make sure that they're caught up. I'm going to show the question and then Beca will also post the question in the chat so you can refer to that as well. You can see the three questions here. Give you a moment to think of your responses. Going to stop sharing now.

Okay. First question. If you could do only one thing -- oh. Sorry, just changed to gallery view. That helped me. Okay. Is everyone able to see me now? (Silence).

>> JEREMY MCCOWN: Your camera is off.

>> TAWNY HOLMES-HLIBOK: I stopped presenting but my camera is on. You should be able to see me. Okay. We're going to go over that first question. If there was only one thing you could do for a Deaf, Hard of Hearing, or DeafBlind child, what would you do? The sky's the limit. Who's our brave first commenter? (Silence).

>> JEREMY MCCOWN: And also Tawny, this is Jeremy. It was not discussed who will be running the actual questions coming in. So that we know who's raised their hand, et cetera. Normally we have Beca or somebody else in the back end doing that. How did you want to proceed with that? Because right now I see Kendra is the only person with the hand up. Who will be facilitating that on the back end?

>> TAWNY HOLMES-HLIBOK: For now I will call people by name. And I can get the message from Beca in chat to just cue me who's next. Kendra, ready for you. Hi there.

>> KENDRA BENEDICT: And I think I forgot to give my name sign earlier. It's Kendra. Sorry about that. I was having camera problems earlier. Honestly in response to that question, I would want to give a Deaf child what I would want to give all children, Deaf, Hard of Hearing, DeafBlind, hearing, all children. And that's parents that are at a place that are able to give their child what they need in every way. Food, shelter, love, access to resources. Yeah. That's just the same thing that pops in my head. Same thing I'd want to give every child.

>> TAWNY HOLMES-HLIBOK: And I see Mollie in the chat is saying she was saying the same thing as Kendra. That is the foundation of it all when you think of Maslow's hierarchy of needs. Food, shelter, and safety really are the foundations. Every child needs to be safe. That's true. And Alicia, I can see your comment in the chat as well.

Build confidence in their relationships with their peers, parents, and caregivers including teachers so they can interact with others easily. Just like other children do. And I can see you also agree with Kendra, but she said it much better than you. No, I'm sure you have some important information you can add there as well. Thank you.

Anything else you would give to a Deaf child if you could give them just one thing? Going to check to see if anyone has raised their hand. I see that we have a comment from Mary. Mary, turn your video on.

>> Mary Rimron: Can everyone see me? Okay. I would add for Deaf, Hard of Hearing, and DeafBlind children, language acquisition would be my area of emphasis. From the moment of identification, moment parents know that they have a child who is Deaf, Hard of Hearing, or DeafBlind I would really start emphasizing language at that point.

>> TAWNY HOLMES-HLIBOK: Thank you so much for sharing that. I appreciate it. I see several more comments. We'll go to Jesus and then Astrid. Jesus?

>> JESUS MARQUEZ: Okay. There we go. That's better. Pretty much the same thing. I agree with what everyone said. Sometimes people don't really know that a child is language delayed until later. And so when a kid is mainstreamed in a situation where they may be the only Deaf child in that school and they're not getting their language needs met, they may get their educational needs met. But I've seen situations where kids are taken from a mainstream setting to a Deaf school where they're then identified as being lower functioning and then being put in life skills programs.

But we need to identify earlier on maybe from birth. It's always been -- parents have always been told bad news when they have a child with hearing loss. But I wish parents were given a positive message at birth. And they were told they don't need to worry and things will work out just well. I don't think that when parents with children with other disabilities are born, they're given that bad news at the time of birth.

Just this past Saturday, I went to ASA. It's the Art School -- I don't remember the full name, but I went to that ASA art school and the teacher there didn't know that I was Deaf. I was surprised that even though most of the kids there were hearing, most of them used sign language. And even some of them were using what we call Pidgin signed English which isn't pure ASL, but it has some ASL features in it. I think that exposure is so important for kids.

Kids need to be given language early on. They need to have a professional who can assess their language. In my experience in school when I moved here to Gilbert, I had an interpreter and they told us that the interpreter met specific EIPA score standards to be able to interpret. But we're a Deaf family, and the interpreter wasn't able to interpret at a level that my child needed.

And so we were able to get a different interpreter who was more appropriately qualified. But schools aren't screening interpreters. They're just hiring whoever they can get, and the Deaf children have no say in who's interpreting for them. But this is my language and I should be the one who is making those decisions.

Now, my child is in honors classes in Gilbert. I had to fight to get my child into honor classes. I was told that it would make things more complicated for my child in school and they really tried to not let us do it. But I would say that's what Deaf children need.

>> TAWNY HOLMES-HLIBOK: Thank you for bringing up those important points, Jesus. Talking about the foundational language needs of a child. And also reframing that process where Deaf children were historically put in those lower classes. And schools do need to know how and when to hire appropriate interpreters. I hope to see more examples coming from you later on. Thank you, Jesus.

>> INTERPRETER: We're going to switch interpreters now.

>> ASTRID GOODSTEIN: Hello. Okay. So I like what Tawny had said. That was a good conversation. My mind was kind of spinning off in many directions. But one thing I think is very difficult, my first reaction was that 90% of children born to -- who are Deaf to parent who is have never met a Deaf adult. So that's pretty key. Parents often will look at their baby who is Deaf and go and think what is going to happen to you when you grow up. And they're thinking of their child growing up as a hearing person; right?

Parents need to have the information. They need to have unbiased access to information and be involved -- actively involved in their language development. Being able to see that process and see that it's not like other children. A baby with -- not to see their babies like babies that are baby with broken ears but the important thing is the thing in between the ears. So helping the parents who, you know, have never seen a Deaf person. The first Deaf person they've met is their Deaf baby helping them meet Deaf adults to see there's a variety of experiences and personalities and interests and talents and things that are available. The person running the School for the Deaf here is -- I'm not sure exactly, but that person was nominated for an Oscar. So that's a agreement example of the diversity of the Deaf community that there are so many possibilities. I wish that for Deaf parents and Deaf kids as well to see what they can achieve when they're adults. I'm really excited about that. Those connections that can be made.

>> TAWNY HOLMES-HLIBOK: Yes, definitely. That's important to mention. Those unbiased, critical information that can be provided to families right away. Not later but right away early in the process. The opportunity to meet Deaf adults often makes a big difference, yes. Thank you for sharing that. I'm putting that down in our notes. All right.

So I guess I'm going to start on the second question. Beca, can you put that second question in chat, please? Astrid, you can go ahead and turn off your video now. Thank you. All right. The second question is, in your perspective, what's a good assessment for -- from a layperson perspective? How to -- what do you think an effective assessment is? We're looking at educators, SLPs, audiologists, any of those types of assessments. There's a lot of assessments that go on in those areas, so we won't talk about those. Germaine?

>> GERMAINE GRAHAM: I did forget to give you guys my sign name. This is my sign name. GG. But I think that in terms of assessment for a Deaf and Hard of Hearing child, it's so important that we look at the child all across the board. Not only in terms of what they do with listening if they have access to sound or, you know, with amplification and not only with speech as well. But overall language development.

Both by using maybe formal and informal assessments. Dynamic kind of play-based assessments, what the child does during structured and unstructured times. Lots of observations that go into play. Socially, how do these children function? What type of skills do they have? So I think it's important for us to look at the whole child when we're looking and making decisions about assessments and interventions and, you know, what is their environment like. There's environmental observations that are very important that we can provide support and recommendations to families.

There's a lot of different factors. You know, typically we have such a short window of time for assessments. And, you know, we think we can cover it all. But maybe think of assessments over multiple days or a longer time span that will really give us a full and broad perspective of what this Deaf and Hard of Hearing child needs, what their strengths are, what their areas of need are. But then also looking at family dynamics and considerations as far as where the family is and what they have access to and various ability to do as well.

>> TAWNY HOLMES-HLIBOK: Okay. Thank you, Germaine. So that's a lot of important considerations, yeah. That's a good review to think of all of those aspects looking at the whole child, not just looking at their hearing and speech abilities but looking at the whole child with or without assistive technology whatever that may be and looking at the potential. Everything in the environment. Strengths based and also structures, the environment, family dynamics, all of that.

And we might have to, you know, repeat evaluations because of the time window and young kids and attention spans and all that. Thank you, Germaine, for all of that. For those assessment recommendations. I see a comment. Alicia says I'm not an expert in assessment tools, but I think it's critical to have components that include parental input, observation, and interests for children to ensure that we have a comprehensive grasp of skills and functioning.

Like Germaine was saying we need to have a holistic view of strengths and needs. Yes. Holistic. I like that word, yes. Okay. More hands raised. Jesus and then Kendra.

>> JESUS MARQUEZ: I agree. With regard to my daughter, I've seen a lot of evaluations and a lot of times where we've been denied certain evaluations or things because of -- like, for example, being able to say certain Spanish words. I can't hear them, but she was motivated by

that. She wanted to practice and use those. That being allowed at school in second or third grade. And she was able to develop that and then it kind of leveled off. Just being able to provide those options as well and my daughter is able to lip read some. You know, we use sign language at home.

The specialists as well. Tracking her progress, you know, and seeing what -- you know, saying -- you know, taking those things seriously and not thinking it's just like a hobby or whatever. We know -- knowing -- keeping track of where the kids are at then we know their level and we know how to continue to build on that. We don't want our kids to get behind in reading and writing. If we're not keeping track of that, then we won't know where they're falling behind.

Making sure that we keep track of those levels and then we know -- everyone on the IEP team is involved and nobody is not aware and parents are not unaware of their kids' levels where they're at and where they're able to go. We just want to make sure that we are keeping track of all of the potential opportunities the kids have for them and tracking all of those abilities.

>> TAWNY HOLMES-HLIBOK: Thank you, Jesus. Another thing -- yeah. Right. Denying kids opportunities and language opportunities of any sort whether that's spoken or signed, whatever, based on the child's interests and abilities. If their current education situation is not meeting their needs, let that be child guided, in other words. If changes need to be made, those can be made based on the child. Yeah. Key is parental involvement. Seeing the kids -- you know, they see the kids out of school. The kids are in school for eight hours, but they're with the families the rest of the day. So getting the parental input is going to be key as well. That communication going both ways.

Maybe the parents don't know that their kids are behind and need additional support or have additional needs. Or having various barriers in place -- making sure the parents have that information ahead of time so they can plan for that. Yeah. All right. Thanks. Kendra, I think you had a comment as well.

>> KENDRA BENEDICT: Yeah, hi. Thanks. I wanted to piggyback on some things that Germaine said. And it makes me think about the second question that was asked on our poll about where we are in terms of our knowledge of assessment I think is what it said. When the results showed overwhelmingly that people felt that they were emerging, that made me sad.

When I think about where we all want to go and where we want to be, I can see how everyone would think, you know, yeah. We're really emerging. But I think back to 30 years ago when I entered the field, and there were some things we did back then that were awesome that we just can't do now because we don't have the time or the staff or the people. Germaine mentioned assessing kids over the course of a few days. We used to have a technical assistance teams to schools here at ASDB and we'd go out for four days at a time with multi-disciplinary team, immerse ourself in the community of the child's family, his classroom. It was just phenomenal. I mean, best practice. And you don't see that today. You just don't.

I think back to my master's degree in the field and I think I was just lucky. I came from the University of Arizona and some of you might be familiar with Dr. Entia. One of the most prolific researchers in our field. I want to pay respect to her. She passed away this last weekend. That's who I learned from. That's who, you know -- assessment informs our practice. How can you know what to do with a child if you don't know where they are? Then you have no clear direction as to where to go.

So I think we don't want to be too hard on ourselves. We have done a lot, but we have a long way to go.

>> TAWNY HOLMES-HLIBOK: Yeah. Thank you for that, Kendra. So talking about seeing the results of the Zoom poll question regarding our language acquisition process still emerging. That's a good point about resources and staff and education and approaches and laws and rules and things changing. Changing approaches as well.

It's really important to recognize people are doing a good job. But sometimes the question is do we have all of the abilities -- all of the things we need to do to do a good job. That can be a challenge as well. We need more teachers, facilities, et cetera. That could be a challenge for us as well. Wanting to see kids -- our Deaf kids thrive and wanting to do the appropriate assessments to help that happen, but not having the resources to make that happen.

So hopefully we can address those challenges, figure out how we can support each other in that. So thank you for sharing that perspective. Like Germaine said, yes. Agreed. Keep a positive focus. All right. I thought I saw Mollie raising her hand.

>> MOLLIE HARDING: Okay. Am I on? Yes. Hi, everyone. This is the first time that I have my camera on, so I wanted to make sure that I am visible. From an audiology perspective, we need assessments that do several things. First we need the parent perspective. We need to clearly outline the goals of the parents in terms of the communication mode or modes that they want to achieve.

Beyond that, throughout a child's development we need to determine whether they have -- you know, if some of the parents' goals include oral language, we need to make sure that the child has sufficient audibility to meet that goal with the devices that they're using. If not, then we need to change devices and see if we can meet those needs. Or we need to readjust our goals.

We also need assessments that help us track whether a child is meeting auditory milestones in comparison to normally hearing children. Because this also helps us determine whether it's realistic for families to have a certain goal. For example, a lot of the times what will happen is parents want a child to develop speech and language, but they are not following through on some of the actions that need to take place to get there.

So sometimes I'd find myself needing to help redirect families to prioritize ASL and sign language. Because sometimes it looks like a child isn't going to meet spoken language goals. So there's lots of problems like that, but we need lots of different assessments and mostly they help us determine, do we realistically deliver on what the parents' goals are given the tools that the family has.

>> TAWNY HOLMES-HLIBOK: Thank you so much, Mollie. Appreciate you sharing your perspective. And that pragmatic perspective. It's a good reminder that assessments really depend on the parent perspective and the parent journey as well. As Astrid mentioned earlier, it depends on the information parents get. So there's that challenge because parents often sometimes aren't getting that information and we have the assessment and it's difficult to match up the assessment to family goals and also the child's hearing levels, their abilities, technology that they may be using that's also dependent on parents' time and resources. Do the parents have time to attend meetings?

So there are a lot of pain points in the system. It's not just a magical journey where you can match parents up with the modality and send them on their way. You have to be intentional about language acquisition. So I appreciate you sharing that audiologist perspective as well. Any other comments? Oh, I can see Mary. You have a comment.

>> Mary Rimron: Yes. Speaking of milestones and language milestones, those are important to assess. It's very important, because that is directly correlated to language acquisition.

>> TAWNY HOLMES-HLIBOK: Yes. Definitely I agree with you on milestones. I'll make a note of that. We can look at milestones as our steppingstones. You know, the book What to Expect When You're Expecting, you can read through and know where you are along the process and know where you should be along the process as well.

I see a comment from Germaine in response to Mollie's comments. Several great points. Often families and professionals hold onto the auditory or oral listening and spoken language outcomes. But it's not realistic for the child and the family and this causes further harm to the Deaf and Hard of Hearing child and perpetuates language deprivation. Thank you for sharing that.

Really puts families in tough situations. They're not working in the field like we are, and so you have to think how you approach families and how you can make sure that they make an informed decision, that way you can get them matched up with the milestones and the modality or modalities that the family will be using. Giving a lot for the group to think about. Thank you.

Any other comments? Or additions? (Silence). All right. Hearing none, we can move onto question number three. (Silence). Thank you, Beca. Question number three. We have a perfect segue, actually, to this next question. Do families receive sufficient information on language acquisition and how it works? Do you think parents are getting enough information on the language acquisition process? Are parents given those at birth? Or are parents given resources and then there's no follow through? They never get contacted again? Curious what your thoughts are.

(Silence).

Germaine?

>> GERMAINE GRAHAM: So it's really hard for me, I think, because I'm not involved in early intervention at this point to know what's actually happening, you know, during those early stages. But I've been in the field for 12 years. And over that time, I think the pattern that I've noticed is that families are not really educated in an unbiased manner, I guess. A lot of families report, you know, that they are kind of pushed towards more of the surgery amplification route and, you know, pushed to make sure that their child is functioning as more hearing, I guess, than -- you know, they're a Deaf child but sometimes professionals push them more to the perspective of we need to fix this problem rather than seeing the Deaf child for who they are and making sure that they actually can access language and focus on brain development outside of whether there's auditory access or not.

And I think just in that vulnerable place that many families find themselves in, it is like, oh, yeah. They can't develop appropriately or normally, so to speak, if they don't have access to sound. So that does seem like more of an emergency. What I will also say is I think a lot of parents and a lot of professionals confuse speech and language and they feel as though they are one in the same. And so I think sometimes families feel like if my child can't speak, then what will their outcome be?

But I think if we had information out there and more education, more resources helping families to clearly understand the difference between speech and language and the impact that a lack of language has on the developing child's brain, I think that the emergency for people they would actually see what the true emergency is. And, you know, both can develop -- we all know a child can develop speech and language for some has the potential. But I think the emergency or the priority given the two options has to be language and I don't think a lot of families understand that fully because of what they're presented with initially.

>> TAWNY HOLMES-HLIBOK: Thank you, Germaine, for pointing out that one stressor in the early intervention field that's not often talked about is the importance of the medical field having buy-in when fittings are being done or when surgery is recommended. It should be because of language development. Okay. Astrid has asked that I be spot lit.

I encourage everyone to go up to the top right of your screen where you see "view." Click that and you'll have the option to see gallery view. (Silence). All right. Hopefully Astrid got that worked out. Astrid, are you able to see me now? Okay, great.

You're right. There is that desire to "fix" Deaf children. It's often the view of medical professionals that there's a deficit and that something needs to be fixed. And it could be a challenge in those early years, I agree. And I would like to also add that educational materials should be provided not just speech and language information for children, because the production of sound is not necessarily language.

Then the last point that was made that the emergency shouldn't be that technology is needed. The emergency should be that language is needed. Thank you so much. I see Mollie next and then Kendra.

>> MOLLIE HARDING: So I'll just add onto Germaine's comments and back up the fact that audiologists are often the ones providing that initial information. I don't specifically know the research, but I would guess that almost never are families given information about choosing ASL at the initial diagnosis. Very often audiologists will mention selecting hearing aids, maybe the use of a cochlear implant. And on very few occasions will they include choosing ASL as part of the family's options.

The reason for that, I think, is twofold. Number one, just the human problem on operating off of assumptions. If you have a hearing family, it is very easy for audiologists to assume that the family will choose the oral and spoken language option. And audiologists are not good at forming a partnership and achieving joint decision making that is very well supported in the literature on how audiologists do their jobs.

Second, I think that some people -- some audiologists don't include ASL as part of the option is that it is incredibly difficult to choose that option; right? Of families who are hearing and who communicate via spoken language, in order for them to choose ASL that represents an incredible investment in time and cognitive resources to learn ASL and immerse themselves in the culture. And I think that's another reason that audiologists discount that is because even though a lot of families might start out with that goal, not have many are successful because of the obstacles to immersing themselves in the language and learning a new language and culture.

So I want to back that up and just talk about the research and the fact that's absolutely true. And I am teaching course work that is aimed at solving this audiology problem every day.

>> TAWNY HOLMES-HLIBOK: Thank you, Mollie. Thank you for being authentic and providing us with that unique perspective. Couple of takeaways that I got from you is the human problem; right? We all have our biases. We all have our values and we function based on what we know and what we see. And so that doesn't always take into account other perspectives and busy schedules.

And another great point was made about joint decision making with audiologists. That is important and something for us to consider to provide support not just thinking about what we can do for families and for children, but we need to also think about what we can do for those professionals who are working with the children on a daily basis to provide families with the right information and resources that the child needs.

And you also made a great point about the system being difficult for families to choose ASL. They may not have adequate support that the families need. They may not know the amount of time and resources that they're going to be investing. We talked about technology and how families oftentimes aren't successful there because the follow-up and the amount of appointments.

But it's a good point you added about cultural immersion. That's a whole different layer to it. Thank you. All right. Kendra?

>> KENDRA BENEDICT: Hi, thank you. Just a couple things I wanted to say in regard to families receiving sufficient information. I think one of the most important things we could do as professionals is to work with each other across age groups. Germaine mentioned she's working in school age right now, I think it was. And I'll be honest. The vast majority of my career was preschool through 12th grade. Only a couple years ago did I start diving into early intervention.

And I'll be honest and I'm embarrassed to say, but when I had kids that I was teaching who were in preschool, I never really thought about where they had come from. How they had spent the first three years of their lives. And even within our own program here at ASDB, in the last few years we brought our birth to three and our preschool program together for that very reason so there could be a better understanding of where these kids have come from and then on the converse where they're going.

I had a preschool teacher in the last year make the comment about, you know, what are these birth to three interventionists doing? These kids come to us with no language. And having no understanding or awareness of what's been going on the first three years. The child could have been in and out of Child Protective Services. The parents could have been unemployed and trying to put food on the table. It goes back to that Maslow's Hierarchy.

Whether we like it or not, it's true. You've got to meet those initial needs first before you can expect a family to learn a second language. They're not going to do it. They can't. They're trying to survive. And so I think we really need to be sensitive and the more we can educate ourselves about where these kids have been and where they're potentially going we'll be better off as a field.

>> TAWNY HOLMES-HLIBOK: Yes, agreed. Teaching 2-year-olds and, you know, I relate to this. Yes. You see where the kids come from when they show up in their classroom. You don't really know what's happened previously to that. So knowing as much as possible about their backgrounds and, you know, something about having a system where that information is easily accessed and people are connected to each other.

That could include social workers or anything else that relates to that family's history and the things the school is going to need maybe related to transportation or anything, their journey, rather. Anything that influences that kid's family picture. Yeah. Yes. Okay. I saw another raised hand by Astrid.

>> ASTRID GOODSTEIN: Hello. Okay. So is the interpreter ready? All right. So I was thinking, I was just following along and thinking some of them are system problems as we know. One thing that comes up a lot is the medical profession; right? Or on a personal note, often I'll see my doctor or dentist or whoever and they say, oh, you're my first Deaf patient ever. Wow, I'm surprised you can write. Can you read lips? Things like that.

I always ask them, have you ever taken, you know, lessons in Deaf culture or history or anything in medical school? They always say, no, I wish they did have that. So it's a system issue with the medical practice. A lot of times the Deaf child is the first Deaf person the parents meet or medical providers as well. So it's information sharing with the parents has also the word of optimism. We see that word, I think, and it's a bit misleading. We need to change the framework and we need to think about opportunities rather than deficits.

I think the bottom line is parents often want their children to speak the same language as them. They're not really thinking about language. They're thinking about speech. They're thinking about communication as opposed to written language. I understand that desire, but would parents be surprised that research shows how brains -- about brain function that sign language helps those kids with speech potential to improve?

So I think as an instructor, I'll meet parent who is are surprised that after one semester of Gallaudet, their kid's speech is improved drastically. And it's because of improvements in cognitive ability. So I think -- I'll stop there for now, but I think seeing how we can give everything leading to the results that we want, we want to see this be a seamless process. So yeah.

>> TAWNY HOLMES-HLIBOK: Thank you for that comment. So to review, one of the challenges is with the systemic issues. Training. Continuing education in the medical field for doctors and other medical professionals being required to attend training to maintain their credentials, that's an idea of systemic changes as far as the medical profession goes. Because they don't know what they don't know. That's kind of where we start. Filling in those gaps.

And then another word I saw, options. Changing that -- reframing the word "options" as "opportunities." Or saying you don't have to pick one thing, but you can have many opportunities. You can acquire a new language and that could help with getting support with sign language as part of those -- that menu of options and getting -- having the research available for that. I saw another comment. Someone had a hand up.

Was it Germaine? Germaine said it's critical -- we've got our -- how our kids are spending their time at home. Are they spending their time with their parents, what are they doing? That's definitely information for a subcommittee. And then related to Kendra's comment as well during the pandemic, you know, all of these kiddos have been falling through the cracks. A lot of kids have fallen through the cracks during the pandemic. They haven't been getting as many services.

So that's a good reminder that COVID has affected things. I saw another hand. Jesus, do you want to join us?

>> JESUS MARQUEZ: Really good discussion that I'm seeing here. One thing I've noticed is identification. Thinking that their kids are hearing, the parents think their kids are hearing and they don't know and the kids are missing those early brand new baby language learning opportunities. So how do we get changes at the systemic level for that early identification? So we have this law; right? We have a law, but then there's that, you know, gap that happens.

Seeing changes there for parents -- if a child is identified providing those services opportunities. And sometimes they're not there. Related to the medical profession, I think there's an education issue. They're not educated. I've had two different experiences with school. I had -- I went to two different schools. One of the issues, there was an anger issue I think. It was a little bit of a cultural conflict.

My personality growing up, I was very -- I would always want to know what's behind something. And so I noticed that, you know, this kid had come from mainstream, they had a cochlear. They were happy in the environment they came from. They were in high school at that point. And they had made a change and they were happy with it. And I asked them how they had made that change, and they just decided to get implanted later because --

>> INTERPRETER: Sorry the interpreter missed the other comment.

>> INTERPRETER: When he was a teenager.

>> JESUS MARQUEZ: Was implanted he was a teenager. And he was happy with that decision later. The key was that is was made with his knowledge later, his decision. And so he had more success with his -- I don't know if there's data on that, but kids being -- having success when they're involved in the decisions. I know the first thing you develop when your parent relationship is love and then maybe that affects that. That implantation early. I don't know what the research is on that, but those decisions being made affect that.

I think it was a couple years ago when my daughter was 2. We lived in Tucson. And they were going to provide support once a week, home visits. And we went. And I'll never forget, there was a bunch of students. A lot of them had cochlear implants. There was no signing there. None of them looked happy. They all looked not happy. So I remember that and I was -- it was just the facial expressions that I saw, I felt really bad for those kiddos.

The person leading was speaking and everyone was implanted. And then the kids who were using sign and were engaged, they seemed a little bit more happy. The hearing kids seemed a bit happy. They didn't have that feeling of, like, -- I think we just need more data on that, on the early implantation, the early decisions. When they get used to things, maybe they can add that later. But giving them those resources early on and empowerment and their identity. Maybe hiring language specialists to make sure -- making sure that we're hiring language specialists, that people -- they can provide better resources.

I think that's --

>> TAWNY HOLMES-HLIBOK: What was the last thing that you said? The funding for what?

>> JESUS MARQUEZ: To hire people who are language specialists so that when a kid is born or identified, they can get that language specialist resources early on all over. Make sure that they're getting, you know, that support from early on. And that it's neutral. There's no one saying this is the better approach. You've got to do a cochlear. You've got to do this. Just that it's neutral. Here are all the resources. We have this. You can succeed with this or this or this. I think that could be a change.

>> TAWNY HOLMES-HLIBOK: Okay. Thank you.

>> JESUS MARQUEZ: Turn off my camera? Okay.

>> TAWNY HOLMES-HLIBOK: All right. So as Jesus mentioned, language access is really critical for brain development. So having -- saying the law says whatever and they're leading with that, looking at changing laws that aren't serving the kids as far as providing access. Medical providers not having the qualifications to really talk in depth about educational options. So maybe -- or educational opportunities, rather, if you want to change that language.

So linguistic development -- not having a background in that, having to figure out how to connect people to all of those resources. And Jesus mentioned the personal experience seeing kids grow up with anger and kids who feel more positive about their results are kids who got to make their own decisions about things and have access to language beforehand can affect their experience.

So that emotional component is pretty important. Kids feeling connected and loved by their parents and valued feeling like they're important in the family rather than everything being focused on their technology and their solutions but rather that feeling of being connected to their family and valued. Feeling they're on the same level with their families so they see that they are an important part of that family.

So recommendations for changing law and recommending funding as well. Specialists who can support -- also providing that information neutrally. Not trying to keep people away from technology as well. Just being neutral and saying these are all of your opportunities and providing support as well for sign language. And audiologists being able to provide information about the potentials of Deaf adults even though they can't hear the things they're able to do, a positive outlook based on their experiences and the things they've witnessed. Yeah.

Okay. I think if there's not anything else, I think -- I saw a -- someone made a comment in chat. Mollie, would you mind -- what do you mean by attunement? I haven't seen that word in a while. If you wouldn't mind explaining what you mean by that. If you want to turn on your camera.

>> MOLLIE HARDING: Sure. So what I mean by that is in this one research study, the researchers looked at three groups of children and their parents. One group was normal hearing children and normal hearing parents. The other group was culturally Deaf children with culturally Deaf parents. And the other was Hard of Hearing children who used hearing aids or cochlear implants with normally hearing parents.

And the group of normally hearing parents with children who used devices showed difficulties communicating about emotional topics with their children that were not seen in the other groups. Does that answer your question, Tawny?

>> TAWNY HOLMES-HLIBOK: Yes, it does. Thank you. I appreciate that. And it's so important to know what the research shows. Got my brain thinking about all the different research that we at some point should be sharing with each other. Because the research is really telling. That's a wonderful idea. Thank you, Mollie.

I think we've had a really productive roundtable discussion today. It's been great to get the different perspectives from the Task Force members. I can tell that you all care. With that said, I would like to take a five-minute break. Stretch, grab something to drink. And I'll also look over the takeaways from today's meeting. When we get back together, I'll go over some patterns that I saw and we'll get some talking points started and we'll talk about our subcommittee work here pretty soon.

So give everyone a five-minute break and I'll see you in five minutes. That would be 11:39. Let's say 11:40. We'll be back at 11:40.

(Silence).

>> TAWNY HOLMES-HLIBOK: All right. Welcome back. Interpreter, are you here? Great. I'm going to share the PowerPoint again. Thank you so much for that wonderful roundtable discussion. I will share my takeaways. And I look forward to welcoming your future comments and thoughts. If you have any other comments or thoughts that you didn't have the opportunity to share today, please feel free to make a note of them and share them in the next meeting. Thank you so much.

I'll share my PowerPoint now. That was the wrong one. (Silence). All right. These are the three questions that we just went over and answered. Now I selected some photos. I selected the photos and they seemed -- I selected the photos before the meeting, and they seem to really align with today's discussion. There was a lot of talk about language equity and language opportunities, making sure that families are getting support in whatever language opportunity they choose.

You can see the picture of the children playing with the string there. That shows that it really takes a village of professionals, audiologists, speech language pathologists, teachers, interpreters, everyone in the profession, physicians, doctors. And you could also see that there are different age groups working together. Teachers working with students. Students working with older students. And professionals working with the families to make sure their needs are met.

It's also important that the families are a part of the process and that they understand the process. We want families to feel that they're supported in whatever decision that they make for their child and that their hopes and their dreams are realized for their child. We want children to be emotionally connected with their families. And we want them to recognize their opportunities that they can do everything they want in life with the aid of technology if they go that route, with the use of sign language if they go that route.

We want to make sure that families and professionals have the information that they need and the support that they need that could come in the way of resources, financial resources, training. We want to make sure there are no barriers in place. We want to make sure that we're following best practices and looking at what the research says. But we need to make sure we're supporting families and professionals and that we're removing all obstacles and barriers in order to provide families with as much information as possible and all of the options available to them.

Several people today mentioned reframing. We're not just focusing on a child's ear and what they hear. We're focusing on what a child can do. We're looking at their attunement. We're looking at their understanding of concepts. We're looking at their family connections, their friendships that they're developing. And you can see on the top right that there's a family there. They're all embracing a happy family with their children included.

It's important we have compassion and understand all families are coming to us from different situations. You may be working with a family whose experience is completely different from yours, but they are the caregiver of the child and they're an important part of that child's journey.

And I think that pretty much covers the big takeaways that I noticed today. If I missed anything, please feel free to add it in the chat. You can also raise your hand and if you have another comment, then I can stop sharing the PowerPoint as you turn your videos on. (Silence). I'm not seeing anything in the chat. Okay.

On this next slide, I'll be talking about the subcommittee work that we're going to be embarking upon. There are three subcommittees. We're recommending that one of the subcommittees focus on demographics and data. Try to figure out where the children birth to three are spending most of their time. Are they with their families? Are they in day care? Are they with nannies? Are they with -- in a smaller day care, an in-home day care with just a few other children?

And demographics and data could include a lot of different things, but the Task Force felt that would be an important part of our larger task force. We have 15 members of the Task Force. So we're anticipating approximately five members per subcommittee. We have the Demographics and Data subcommittee. Then there's also the Systematic Connections subcommittee that can explain to the Task Force how the larger system works and where we would fit in best to the system to ensure that language acquisition is happening so we can support families and they may be in the way of training. But we want to make sure we're supporting systems change.

And third is Assessments and Review. What's currently being used in the state of Arizona by the various agencies? What throughlines are there? What assessments are working well? What changes need to be made? Maybe there needs to be training on certain assessments. But we want to be sure that people are being trained as they're giving assessments on language acquisition for Deaf and Hard of Hearing children. And then come back to the larger group with Task Force recommendations.

Those are my recommendations for the three subcommittees. And I'm open to any feedback.

>> INTERPRETER: We're going to switch interpreters now.

>> TAWNY HOLMES-HLIBOK: So we can make any changes to these subcommittee groups however you want to. We're going to send out a survey later this week at some point to see which subcommittee folks might want to be on. If they feel like they feel to represent a specific committee or if they feel someone else in the community might be good for that subcommittee. So you can -- we will send out some suggestions, but we will take recommendations as well for -- we want different viewpoints on the subcommittees. So if you know someone who fits well, we will take those suggestions.

ACDHH, I don't know how that process is going to look like. We're going to clarify before that survey. So we're going to send out that survey and you can look at which one of those and pick your top two preferences so that we can fit everyone in where we can fit the variety, backgrounds, and experiences on each committee. Then we'll set those up and send that out. Hopefully we'll be able to get those meetings set. Beca and Sonia will get those first ones set up. And in two weeks we'll have those committees set out -- the subcommittees set out and everyone will go into a breakout room to have their discussions and make their recommendations and see who can serve as facilitators of the subcommittee. Whoever wants to fill whatever role like note taking or whatever and secretary for each of those committees.

And then after that subcommittee meeting that happens in two weeks, then we'll have our monthly meeting again. Our roundtable meeting which will happen -- so we'll have a meeting every two weeks. So we have the Task Force meeting and then the next one will be the Subcommittee meeting. So it'll be every two weeks, but it will stagger between those two. So hopefully are we -- and then these are the save the dates. Of those Task Force meetings and the Subcommittee meetings. The alternating dates.

It's the same time. 10:00 a.m. Arizona Time every Wednesday. It'll help you predict your schedule. We know what we're doing. We have a big task to finish by June, but I see that we have this rich range of experiences and skills here and perspectives. So I think that we can get it done. So these are the save the dates. And then the next slide is future plans.

Oh, okay. All right. And then I will turn it back over to Beca and Sonia. Thank you, everyone, for participating today. And we look forward to the next subcommittee meeting in a couple weeks. All right. Beca or Sonia? Are one of you ladies coming back?

>> SONIA SAMANIEGO: Yes. I'm here, Tawny.

>> TAWNY HOLMES-HLIBOK: It was recommended I not shut off my camera. Oh, I see Sonia said she's here.

>> SONIA SAMANIEGO: Thank you, Tawny, for leading such a great discussion today. We really want to thank everyone for taking the time to participate in today's meeting. As Tawny said, you know, be on the lookout for our survey in the coming days. Also, please feel free to reach out to myself or Beca with any questions. Our contact information is provided on the screen there on that last slide.

Also, again, we'll be sending out the invites as Tawny mentioned to the Subcommittee meetings and the Task Force meetings in the coming days. We just want to make sure everyone is able to select where they would like to participate on the survey. And then before we let everyone go, one last request that we have is if everyone can just take a minute to turn on their camera so we can see everyone. I know it's tough having virtual, we want to make sure we have equal participation and equal access to everything. But we do have limitations with Zoom.

So if we could just have everyone turn on their cameras before we say good-bye to everyone, just want to see everyone who is here today participating with us. It would be helpful for us to see that. Again, thank you all for participating again today. We appreciate your input. It is very helpful for us as we take on this task in the next few months here to really have all your different perspectives.

So we wish you all a wonderful afternoon, and we will be in touch in the coming days and see you all here in the next couple of weeks. Thank you so much, everyone, for your participation.

(Silence).

>> JEREMY MCCOWN: Okay. We're clear.

>> SONIA SAMANIEGO: Thank you, Astrid.

>> ASTRID GOODSTEIN: Thank you. Bye-bye.

>> BECA BAILEY: It's just us left here, it looks like?

>> SONIA SAMANIEGO: It's just us.

>> TAWNY HOLMES-HLIBOK: We did it.

>> SONIA SAMANIEGO: All right. I think that went well. I know I was a little nervous in the beginning. I was a little flustered by everything and not really sure of how things were going to go, so I was a little nervous. But ultimately I think that, you know, it went well. We had some great discussion. We had a few people that did not participate that were invited. So I'll reach out to them. I did take notes as to who was not able to join us today. And I will reach out to them to see, you know, just to kind of give them a gentle reminder of their participation and really want to make sure that we get those perspectives from the different agencies as well.

And then Tawny, as far as the survey, is that something that you are going to put together and send over to Beca and I?

>> TAWNY HOLMES-HLIBOK: Yes.

>> SONIA SAMANIEGO: Okay. Great. Beca, what do you think?

>> TAWNY HOLMES-HLIBOK: So I'm available -- I have an hour available I can just go ahead and do that Google form while it's fresh, compile that and get feedback and when you guys have time, we can make the little adjustments. I know ahead of time -- this week was just not my week. Everything kept coming up. Everything kept happening. And I was like, whoa. Next week, nothing. It's light as air. But this week was just a mess.

Sorry about that. Sorry for getting -- adding stress for you guys. I apologize. Just was not my week.

>> BECA BAILEY: So do you mean our next team meeting will be next week? Next Wednesday? Okay. All right. I would like to add to that agenda about the facilitation of the subcommittee meetings and how to guide them. Do we have, like, suggested framework for them? What do we want their notes to look like? This is kind of new to me, so I'm not really sure, I guess, for me and Sonia to discuss during our one-on-one meetings next week Monday as well. So we can make sure it goes as smooth as possible because we do have limited time until June to finish everything. So we want to make sure we're working on the same page and a clear picture.

>> TAWNY HOLMES-HLIBOK: Definitely. You're right, because we have to have something written up in advance for us that'll be a lot easier to make sure we're all on the same page. That the team's all on the same page. So we can go ahead and type that up and see what we've got in mind for the subcommittees to do. So I'll definitely take those notes and put that in a Google Doc, yep.

>> BECA BAILEY: Okay.

>> SONIA SAMANIEGO: And for our next team meeting next week, I will make sure that I have the agenda as well. So if there's other things you want to have added to that, if you guys can just send those over to me and I'll make sure to put those on an agent for us. Because I know that Betty wants to make sure that we have all of that information so that she can also see what's happening in the event she's not able to participate with the legislative sessions going on right now for her.

So I did write what you just said, Beca, on the facilitation. And then I will just add a few things and make sure to share that with everyone as well. And Tawny, you can let me know what other things you want added.

>> TAWNY HOLMES-HLIBOK: So for -- let me do a Zoom technical review. I'll talk that over with the team and then I can ask about Jeremy's expertise if we want to -- because we had some struggles today, some frustrations with as far as the views. So get from their side and from our side, I want to see how that's going to -- hopefully we can get this smoothed out.

So we're going to resolve some technical issues and then as well I found myself repeating everything comment today. And I think that actually worked out for today. But I'm not really planning to do that going on. So maybe hopefully people will be -- you know, I had already started doing that. I should -- I don't really want to set that precedent, but anyway. I had been summarizing my comment, but maybe I overdid it a little bit.

I want to as far as the agenda goes, I want to see for the next Task Force be thinking about how to approach that. The Subcommittees reporting in so they kind of lead their own discussion as far as what they did in the Subcommittee and everyone kind of more taking ownership of those -- leading those conversations.

>> TAWNY HOLMES-HLIBOK: So I think, this time I'm glad. I think it went smoothly. Everything was covered. We covered all of our bases, rather. So I think it was good.

>> SONIA SAMANIEGO: Yeah. Wonderful. All right. I just want to be mindful of time as well. We have our interpreters here and CART. And so we just want to thank everyone for participating. Thank you, all, for your patience as we get through this together. Thank you, Dustin. Thank you, Windy. And thank you, Tracy. I appreciate all that you guys do. And Jeremy, of course. Thank you so much for putting up with my frustrations as well not knowing all the technical aspects of it.

And so thank you, everyone, for being here. Thank you, Tawny, again. I appreciate it. We will be in touch. So enjoy your afternoons, everyone.

[Concluded at 11:01 a.m. PT]