



MISSISSIPPI SECAC MEETING MINUTES

September 9, 2021

9:30 am-12:00 pm

Two Museums

222 North Street, Jackson, MS

Recording of meeting available at: <https://www.facebook.com/MDAHOOfficial/>

I. Welcome

- The meeting started with welcomes and introductions.
- A reminder was provided of the council's purpose as a collaborative vehicle through which advice is provided to the Governor. We are looking forward to a redirection of SECAC. We want to consistently honor differing opinions and views and create more opportunities for feedback from the field.
- A moment of silence was held in honor of colleagues we have lost to COVID and for the recent death of Nita Norphlet Thompson's mother.
- Chad Allgood will be the interim director of this group while Nita is on bereavement leave.

II. Introductions/Roll Call

- The meeting agreements were reviewed (see slide deck posted at <https://mssecac.org>):
- Google Jamboard will be used for the part of this meeting where we will be providing feedback together on asset mapping, strategic visioning, and goal setting. Participants can also contribute verbally and by chat as well.
- Council Members Present: Chad Allgood, Dean Bobo, Jennifer Calvert, Vicki Lowery, Holly Spivey, Tamara Smith, Angela Rutherford, Michael Cormack, Julie Parker, Lori Gloyd, Wendy Bailey, Susan Buttross, Jill Dent, Stephanie Davidson, Linda Southward, Candice Taylor, Kelly Butler, JRP, Melissa Parker.
- Council Members Absent: Travonda Morris, Tina Routh, Nita Thomson, Carey Wright
- Also in Attendance: Rebecca Klein, Katie Fisher, and Judy Reidt Parker from Start Early
- Start Early will provide support to SECAC leadership and the Council over a two-year period to support Mississippi's vision for the early childhood system. This will include facilitation of the asset mapping and strategic visioning process in partnership with SECAC leadership.
 - Start Early will be available to provide: a pair of hands to advance the work of SECAC meetings; deep expertise in early childhood programs, policy, and research; and best practices and systems improvement strategies from states and communities across the country. Start Early staff are not members of SECAC.
 - Start Early is pleased to provide consultation at no cost to Mississippi SECAC. This work is made possible by a grant to Start Early from the W.K. Kellogg Foundation.
 - Start Early (formerly known as the Ounce of Prevention Fund) is a champion for early learning and care from a child's very first moments. It is a non-profit organization working in partnership with communities, states, and other experts to drive systemic change so that millions more children, families and educators can thrive. Start Early consulting supports our partners to ensure that prenatal to five systems are high-quality and integrated, are resourced to be sustainable, and are designed to serve

children and families from historically marginalized communities. The organization also has deep experience in providing early childhood services, including high quality, community-based programs, early childhood teacher training and professional development, research and evaluation, dissemination of best practices and lessons learned, and public policy and advocacy. Learn more at www.StartEarly.org. Also see the one-pager about Start Early posted at <https://mssecac.org>.

III. SECAC Goals and Activities for 2021-2023

- To start the discussion about determining goals and activities for the council, the functions and role of SECAC were reviewed. The role of SECAC is advisory, not as a policymaking body, focused on these primary topics:
 - A periodic statewide needs assessment
 - Identify opportunities for, and barriers to, collaboration and coordination across early childhood systems
 - Develop recommendations for increasing overall participation of children and families in existing programs
 - Develop recommendations regarding a statewide unified data system
 - Develop recommendations regarding statewide professional development and career advancement for early childhood educators
 - Assess the capacity and effectiveness of 2- and 4-year public and private institutions of higher education in Mississippi
 - Make recommendations for improvements in the State Early Learning Guidelines
 - Assist the State Department of Education with the implementation of the Early Learning Collaborative Act of 2013
 - Ensure coordination among the various agencies and programs to achieve the goal of readiness to start school
 - Facilitate communication, cooperation, and maximum use of resources and to promote high standards for all programs
 - Carry out any responsibilities assigned to SECAC by the Governor and/or by applicable federal law
- Note that many of the functions say make recommendations. In some areas we can only make recommendations, to the governor or to the legislature. Others are within the power of SECAC members to address within their own roles, so there are powerful opportunities to collaborate.
- There was discussion about the unified data collection system referenced in the federal statute as part of the state longitudinal data system, and therefore connected to K-12 and higher education.

a. SECAC Website

- The new website (<https://mssecac.org>) and logo were shared. While currently sparse, more details will be added over the course of this month. We are partnering with the Tell Agency for this work. The public will be able to sign up for updates. We will also update the site with information about our activities as we work on the strategic goals for the council over time. We will want your input and feedback on the content. When we look at improving our system, we must ensure our communities are engaged. The website will be a significant tool for communication and engagement with providers and parents.

b. Asset Mapping and Strategic Visioning for MS Early Childhood System

- The council needs to determine their work over these next two years. One goal and set of activities for SECAC has been set by the governor – asset mapping and strategic visioning. He has requested the council engage in asset mapping to better understand the resources, policies, programs, and supports in the system, and how the EC workforce and children and families are doing now. The strategic visioning would provide recommendations for direction and priorities for improvement of the early childhood system, informed by the asset map. Importantly, this process will involve the engagement of and partnership with families, professionals, and other stakeholders, so it will take some time.
- The council reviewed how Jamboard can work as well as other ways to provide commentary (chat box and a follow-up survey to members) for determining the additional goals and related committees in addition to or related to the asset mapping and strategic vision.
- The values of the group were reviewed, and the group also confirmed that the goals and activities of SECAC must align with the federal and state statute that established the council.
- Council members provided feedback on the following components of the proposed asset map:
 - Scope: The asset map will cover 0-8 years, and in some cases, funding can serve older children (i.e., CCDF).
 - Data Systems: Data is important. While personal stories are so valuable for making the data more visible, what the opportunities and gaps mean in numbers of children is also significant.
 - Existing Resources: It will be important to ensure we have reviewed all the assets available. It's also important to make sure the field is fully aware of the existing resources and services available.
 - Funding and Governance: Members discussed some current funding opportunities:
 - Mental health initiatives planned for increasing intensive community-based services for children in need. Mental health providers are struggling with staffing issues as well.
 - How can we help support childcare providers to make sure they access available funding? The Department of Human Services received stabilization grants funding and are working hard to get that funding out to providers. Grants will be distributed in October.
 - Early Learning Collaborative funding is available (proposals due Monday, September 13, 2021) will result in up to 3000 more children accessing high quality preschool by August 2022.
 - Elementary and Secondary School Emergency Relief (ESSER) funding will be made available to public schools for additional support in response to COVID. Waiting for Board approval later this month.
 - ECE Programs and Services:
 - Child Care: Need to include all possible childcare settings as assets. Make sure we think about how families meet their childcare needs, including family, friends, informal non-regulated settings. Many programs are struggling to stay open, having a hard time finding staff, and low enrollment numbers due to COVID. Parents understandably don't want to pay tuition when their children can't attend.

- *Early Intervention and Special Education:* Council members discussed the need to improve the developmental screening rate as well as the provision of services for children identified.
 - *Workforce:* There's a need to build up the workforce for special education and early intervention services, as well as childcare and other early learning professionals. The workforce stresses are significant. Children are in classrooms where the staff do not feel they are well trained to accommodate their needs.
 - *Higher Education:* There are higher education opportunities available in the state. The challenges remain with ensuring those with degrees also have practical experiences and can apply theory to real-life classroom experiences. Need to also ensure that the workforce pipelines are steady and result in jobs with incomes that are family sustaining.
- Members also provided comments on the Jamboard (see Appendix A).

c. Additional Priorities

- The council needs to set goals and priorities for the next 1-2 years, to decide what issues to investigate and make recommendations about as a council. Council members shared their ideas either using the Jamboard or sharing verbally. These questions were posed: What are some of the biggest challenges to address? What would be most impactful, especially for children and families who have been historically marginalized? What is urgent or time sensitive? What would be ambitious yet achievable within the next 1-2 years?
- Members added their ideas to the Jamboard (see Appendix B).
- Members also offered their ideas verbally and clarified their writing on the Jamboard:
 - MS doesn't have professional standards. Standards could support both pre-service and in-service training. There could be an assessment component. The professional standards could be crosswalked to the Early Learning Guidelines.
 - The way Early Intervention services are reimbursed, the payment structure, the way the service providers are paid as independent contractors contributes to the challenges we discussed earlier. It is cumbersome and different than other states. Early Intervention services have many barriers - both to provide the services and for families to access the services.
 - It was recommended that workforce development be expanded to include all the professionals who work with children and families, not only early childhood educators, but also social workers, therapists, psychologists, etc.
 - On workforce development and retention, there needs to be a focus on more practical experience with any credential/degree. When new teachers come to the classroom, they may have the knowledge and theories, but they don't have the practical skills. They need real world experience with children.
- The themes that emerged from the comments and on the Jamboard were workforce development, retention, compensation; early intervention - access to services, increasing the developmental screening, reimbursement for services; Family support and access; Data, accountability and supports for improvement.
 - It was noted that these topics do fall under the functions of SECAC, e.g., statewide professional development and career advancement plans, unified data collection system, and increasing participation of children.
- Members used the pen tool on the Jamboard to check which they thought was the top priority (see Appendix B).



- Members voted to show their level of agreement on the four big areas identified using the five-finger vote method (where members just raise their hand and on a scale of 0 to 5 show their level of agreement; fist=strongly disagree, 5 fingers= strongly agree).
- When asked to show with fingers, would the council want to adopt something in each of these priority areas, members showed all 4's and 5's indicating a high level of agreement.
- While much change is needed, we must be careful not to overextend ourselves. The specifics will need to be culled down in future meetings.
- *Jill Dent made a motion that "We look at and investigate the Workforce Development and Retention topic, the Early Intervention topic, the Family Support and Access topic, and the Policy, Accountability and Data topic. All of the interests that we have identified under each, under those headings, to investigate and possibly push forward as activities of our council." Dr. Michael Cormack seconded the motion.*
- *All voted in favor.*

IV. SECAC Committees

- It was proposed that the four priority areas just identified be the working committees for the council. An additional committee to review the bylaws was also recommended. Committee meetings will be public. A proposed committee structure and meeting cadence will be brought to the council at the next meeting for a vote.
- Members expressed interest in the following committees (*= Members who are interested in more than one committee and could serve on both or either):
 - Workforce Development and Retention
 - Tamara Smith*
 - Jennifer Calvert
 - Susan Buttross
 - Lori Gloyd
 - Dean Bobo
 - Michael Cormack
 - Stephanie Davidson*
 - Kelly Butler
 - Julie Parker*
 - Early Intervention
 - Candice Taylor
 - Julie Parker*
 - Holly Spivey
 - Linda Southward*
 - Stephanie Davidson*
 - Susan Buttross*
 - Policy, Accountability and Data
 - Jill Dent
 - Linda Southward*
 - Holly Spivey*
 - Angela Rutherford
 - Family Support and Access
 - Wendy Bailey



- Angela Rutherford*
- Tamara Smith*
- By-laws
 - Chad Allgood
 - Vickey Lowry
 - Melissa Parker (Chad Allgood suggested Melissa after she left meeting)

V. Public Comments

- Chad Allgood asked if there was any public comment.
- There will be an option for people to submit public comment via the MS SECAC website (<https://mssecac.org>) if they are participating virtually with the livestream. The Tell Agency will be asked to add a place on the new site for the public to add comment. It was also suggested that the call-in number for the meeting could be shared with those lines being muted during the meeting and then unmuted during the public comment period.
- One person provided public comment in person:

Delores Sewall, President of the Child Care Directors' Alliance, said, "Good morning to everybody. I am Delores Sewall, most of you know me. I am President of the Child Care Directors' Alliance. I am also a childcare provider, been in business for over 40 years. First thing I would suggest to Chad, if you are going to have your committee meetings, remember the Open Meeting Act, it must be made available to the public, in case some people want to sit in on those meetings. I have several things, just listening, and my concerns about gaps. We tend to leave gaps, sometimes not intentionally, but just because you have not really communicated with childcare and other organizations. The disabilities study. I have a problem now with a blind child. We cannot even get the buses to pick the child up. That needs to be not only for childcare but for public schools. There needs to be better coordination with public schools and charters because if we are going to work together and get our children ready to go to them, we need to know exactly what they are looking for and work on the same, as well as try to use the same curriculum. The workforce development is a big piece. I worked in workforce development and I have advocated over and over again for OJT, not only for the students but for people who are on TANF. I found some great workers from the TANF program. Not only does Jackson Public Schools have an early childhood program that I have been trying to get to work with us. I had some great students come out and do some field work. But I think those students would be so helpful in coming right to us. Even doing some community service to understand what it is to be in early childhood, actually working. Not only that we need to talk to the junior colleges and universities, because as Tamara said, these students don't understand what it actually is once they get into childcare. Nobody is teaching the regulations in the classroom. No one is helping them understand the deficiencies that a child may bring to the table and how to deal with the parents. So there is a whole lot that needs to be included. Mostly if you are (dealing with) any kind of data, please make sure identifiable information is not a part of that. We had a big problem with social security numbers and things were being required for programs and that is against the law. And last but not least, we need to make sure that the information is provided not only to providers and everybody else, but to these parents. I have a concern that when parents are notified of things they may be doing wrong, they are not given the opportunity to actually say or know that they have the right to respond to things. So in the whole outlook of what you are doing, it's great, but please remember, the childcare, the parents, the children. Call on us. Nobody is trying to do anything wrong. But sometimes we have different ideas. We are on the front line and most times we are overlooked,



underpaid, and thought of as babysitters, but after getting my degree and working 40 years or more, I really could've been doing something else, but my heart was in childcare. Thank you."

"Our networks have been trying to get ahead, to understand the process. Train the trainer is the best. If you train the people that need the help, we can get people to cooperate better than people that we don't deal with everyday. We are available to do whatever."

VI. Closing Remarks and Adjournment

- While future meetings have not been scheduled yet, members have been polled and Tuesdays or Thursdays are the better days for people. A consistent day of the month will be selected and information will be sent out soon so it can get onto members' calendars.
- *Dr. Cormack made the motion to adjourn. Dr. Buttross seconded the motion. All voted in favor, and the meeting adjourned at approximately 11: 53 am CT.*

Appendix A. Asset Mapping & Strategic Visioning Jamboard

Partnership with DMH and MDE pilot project that consists of a Social Emotional Learning (SEL) curriculum in 10 school districts across the state. This was part of the School Safety Act of 2019 and continues.

Asset Mapping and Strategic Visioning

Univ of MS CELI is partnering with multiple state org/agencies, as well as communities to bring Mind in the Making professional learning sessions for individuals serving families and children, as well as to families.

Mississippi Public Broadcasting has developed with Mississippi Thrive on developmental screening that airs on the MPBTV

Our Child health and Development project, Mississippi Thrive! has an interactive map on our website for medical and allied health professional services that is at www.Mississippithrive.com

Mississippi Thrive has developed training modules for child care directors. We also have behavior modules early childhood for parents

Community support Services for children/youth with SED to promote independence and quality of life through the coordination of appropriate services and the provision of constant and on-going support as needed by the child or

MDE offers training for contact hours for any early learning providers. They are live and the recorded options are on our webpage at mdek12.org/ec.

MDE is expanding the state funded pre-k program this year to offer pre-k services to other families in the state.

MS Early Learning Standards for children from birth through four-year-old children are posted on the MDE web site: mdek12.org/ec.

DMH will be expanding the Navigate program, which is a community-based, evidence-based program that assists Mississippians, 15-30 years of age, who have experienced their first episode of psychosis.

Guiding Principles	Scope	Purpose

Elements			Process
Consider including private pay based child care. Also Family, Friend and Neighbor care.	Developmental screening rate	MS State degree programs (education, special education/early intervention)	
Consider looking at access to early intervention and special education services. (time to receive services; partnerships of school districts with child care)	Child care centers- staffing difficulties, closing classrooms, low enrollment with quarantined children and parents not wanting to pay for that. Many considering closing.	gaps and challenges with special education - need capacity, could also look at adjusting qualification requirements	
Teacher pre-service and in-service training; professional development to support children with special needs	Difficult to find staff for mental health services	stabilization grants High Quality pre-k-expansion	

Stakeholders to Engage

Data Sources & Documents/Reports to Review

The Risk and Reach Report is available on the Children's Foundation's website --
<https://childrensfoundationms.org/>

MS First - Teacher Pipeline Report - Nothing in the Pipes:
<https://www.mississippifirst.org/our-work/educator-pipeline-publications/nothing-in-the-pipes/>

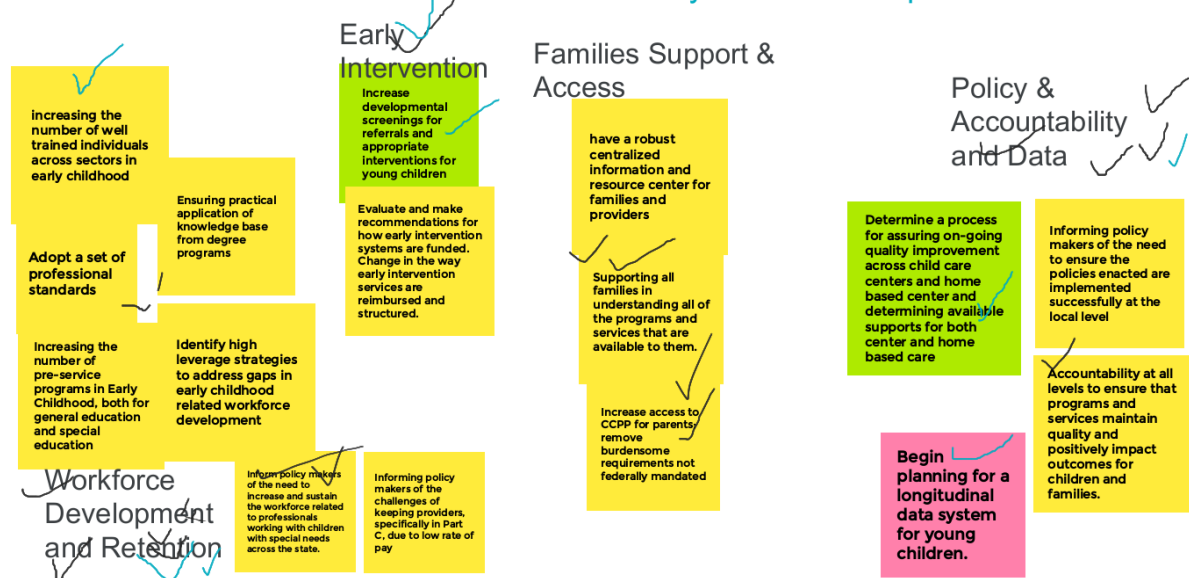
Brief this fall from Kids Count

Appendix B. SECAC Priorities Jamboard

What do you think are the top priorities for the council to address in the next 1-2 years?

Think- Impactful, Urgent, Time-Sensitive, Ambitious and Achievable

Write each idea on an individual sticky note. Share up to 3 ideas.



Appendix C. Zoom Meeting Chat Log

From Kelly Butler to Everyone: 09:53 AM

Is the "unified data

From Holly Spivey to Everyone: 09:55 AM

Ultimately, yes!

From Linda Southward to Everyone: 10:17 AM

Please clarify that the asset map will cover 0-8years?

Thanks!

The Risk and Reach Report is available on the Children's Foundation's website -- <https://childrensfoundationms.org/>

We also have hard copies of the Risk and Reach report available. Please let us know if you would like a copy

From Judy Reidt-Parker, Start Early to Everyone: 10:18 AM

If folks could add suggestions of the assets you think are important to include on the Jamboard that would be wonderful

From Katie Fisher to Everyone: 10:22 AM

I also see Candice Taylor and Susan Buttross raising their virtual hands

From Candice Taylor MS to Everyone: 10:26 AM

Thanks Katie! :)

cataylor@mdek12.org

619 Coordinator at MS Department of Education

From Melissa.Parker to Everyone: 10:37 AM

It's everywhere. Licensure is definitely seeing that statewide.

From Rebecca Klein to Everyone: 10:49 AM

What programs and services should the asset map cover?

From Angela Rutherford to Everyone: 10:58 AM

https://jamboard.google.com/d/1UwSOIOktZtJ4JASozBSI_rW7rg-ZiUZyhi9w1n6h2hY/edit?usp=sharing

From Judy Reidt-Parker, Start Early to Everyone: 10:58 AM

https://jamboard.google.com/d/1UwSOIOktZtJ4JASozBSI_rW7rg-ZiUZyhi9w1n6h2hY/viewer?f=2

From Rebecca Klein to Everyone: 11:00 AM

https://jamboard.google.com/d/1UwSOIOktZtJ4JASozBSI_rW7rg-ZiUZyhi9w1n6h2hY/edit?usp=sharing

What are some of the biggest challenges to address? What would be most impactful, especially for children and families who have been historically marginalized? What is urgent or time sensitive? What would be ambitious yet achievable within the next 1-2 years?

From Candice Taylor MS to Everyone: 11:26 AM

I think there is enough overlap between these to cover all of them.



From Stephanie Davidson to Everyone: 11:35 AM
Stephanie Davidson : Workforce Development

From Jennifer Calvert to Everyone: 11:35 AM
Jennifer Calvert - workforce

From Michael Cormack Jr. to Everyone: 11:35 AM
I'm also interested in Workforce Development.

From Jill Dent -Mississippi to Everyone: 11:35 AM
Policy & Accountability and Data

From Kelly Butler to Everyone: 11:35 AM
Workforce Development

From Dean Bobo to Everyone: 11:35 AM
Dean Bobo-Workforce

From Candice Taylor MS to Everyone: 11:36 AM
Candice Taylor - Early Intervention

From Julie Parker to Everyone: 11:36 AM
Early Intervention

From Linda Southward to Everyone: 11:36 AM
Policy & Accountability & Data OR Early Intervention

From Stephanie Davidson to Everyone: 11:37 AM
If needed, I am happy to work on Early Intervention

From Susan Buttross to Everyone: 11:37 AM
.early intervention

From Judy Reidt-Parker, Start Early to Everyone: 11:48 AM
<https://mssecac.org/>

From Kelly Butler to Everyone: 11:50 AM
Thanks for the fresh start! Appreciate the public comments.

From Susan Buttross to Everyone: 11:50 AM
Agree with Kelly. EXcited about setting clear goals.

From Michael Cormack Jr. to Everyone: 11:51 AM
Agree with Linda's suggestion around a consistent date. Thursdays would be my vote.

From Angela Rutherford to Everyone: 11:53 AM
I like Thursday as well
Thank you Chad! Great job!!!



From Dean Bobo to Everyone: 11:53 AM
Thank you Chad! Great job!!!

Appendix D. Comments from Livestream <https://www.facebook.com/MDAHOfficial/>

Theophilus C King · 2:05:55 Dr. Theophilus Cleotis King, Ph.D., Christian Mission Learning Center, Inc Jackson, MS
23h

Cantrell Keyes · 2:19:58 Thanks for the Live stream!! Hopefully next time we will be able to make a public comment virtually!! Looking towards great Success for all Early Childhood organizations/centers/schools/preschools in the state of Mississippi
23h

Lynne Carter Black · 53:41 Also not having enough assistance with the increase of children diagnosed with Autism and other special needs
1d

Lynne Carter Black · 2:16:34 Lil Leap Academy Inc
23h

Carol Burnett · 44:55 Mississippi reaches only about 30% of eligible children in our CCDF child care assistance program, leaving the majority of income eligible children unserved
1d
1 Reply

Anna Wolfe · 52:03 Right, even though we received millions in additional funding through the American Rescue Plan, which Mississippi doesn't seem to be using (though it could) for additional voucher payments to parents? Chad, can you speak on this?
[Manage](#)
1d

Theophilus C King · 53:48 Requiring the residential parent to sue the nonresidential parent to sue for child support puts the residential parents in danger of domestic violence and at the time leaves the children deprived of high quality early child care.

Remove this burden and barrier from the the backs. residential parents and grant opportunities for children to get high quality care. More children can be served.
1d

Theophilus C King · 1:02:53 What the State pays providers to provide high quality early child care education to vulnerable and at risk early age children is seriously inadequate for providing high quality early child care.
1d

Carol Burnett · 45:55 Single moms are prevented from getting child care assistance by the state's requirement that they comply with child support enforcement in order to qualify to get the child care assistance the parents need
1d

Patrina R. Dace · 59:56 Preschool teachers are
1d

Cantrell Keyes · 2:08:29 Cantrell Keyes, Agape Christian Academy World
23h

LaTasha Hadley · 20:51 Good Morning!!
1d

Lillie Robinson · 2:11:44 Dr. Lillie Stewart-Robinson, Tender Care Preschool
23h



Sally Frederic · 1:09:42 The delay is burdensome. Other states have already started providing stabilization grants. The guidance is there.

1d

Lynne Carter Black · 1:19 Good Morning

1d

Patrina R. Dace · 2:07:08 Patrina Patrina R. Dace -Kaleidoscope of Learning

23h

LaTasha Hadley · 26:49 Angela S Bass

1d

2 Replies

LaTasha Hadley · 0:00 Adrian D Hammitte

1d

LaTasha Hadley · 0:00 Adriane Dorsey-Kidd

1d

LaTasha Hadley · 25:45 Toni Tinese

1d

LaTasha Hadley · 25:52 Ruthe Lowe

1d

Cantrell Keyes · 20:14 Good morning

1d

Janet Lee · 37:06 Janet Lee

1d

LaTasha Hadley · 26:43 Cathy Grace

1d

LaTasha Hadley · 26:58 Juanita Cameron-Johnson

1d

LaTasha Hadley · 25:29 Rebecca Walters Kanesha Bennett Rodney Washington

1d

1 Reply

Rebecca Walters · 0:00 LaTasha Hadley thank you

Ruthe Lowe · 1:41:20 Ruthe Lowe Kiddie City Childcare & Learning Center Vicksburg

23h

LaTasha Hadley · 25:37 Ashanti Barnes

1d

1 Reply

Ashanti Barnes · 0:00 LaTasha Hadley thank you

Carol Burnett · 1:11:35 Regarding funding, this body should make recommendations to the state for full use of all sources of ARPA funds to address children's needs.

1d

Carol Burnett · 1:14:23 Can SECAC members see the comments on this facebook live page?

1d



Thad Mayfield · 2:19:12 Informative and productive meeting...
23h

Carol Burnett · 43:37 Mississippi has the highest child poverty in the nation and extreme racial disparity in child poverty rates
1d

Patrina R. Dace · 53:41 Ms. D. Bobo for that comment.
1d

Margaret Chapman · 1:32:42 Could you please post the Jam board link.
23h

Ruthe Lowe · 1:37:31 No link to Jam Board
23h

Patrina R. Dace · 53:18 Thanks
1d

Ruthe Lowe · 1:05:14 Watching
1d

Cantrell Keyes · 34:40 Thank you
1d

Sally Frederic · 1:32:35 <https://jamboard.google.com/.../1UwSOI0ktZtJ4JA.../viewer...>
23h

LaTasha Hadley · 25:09 Sheva L Dean-Jones O-dogg Owens
1d
[1 Reply](#)

O-dogg Owens · 0:00 LaTasha Hadley I'm watching it now! Thanks!
[Manage](#)
1d