



VIRGINIA COMMISSION ON YOUTH

Meeting Minutes

Virginia Commission on Youth Meeting

September 21, 2022, 10:00 a.m. to 12:00 p.m.
Pocahontas Building, House Committee Room

Attending:

Delegates: Emily Brewer (Chair), Karrie Delaney, Tara Durant, Anne Ferrell Tata, Irene Shin
Senators: Barbara Favola (Vice-Chair), Dave Marsden
Citizen Member: Chris Rehak

Not Attending:

Delegate: Carrie Coyner
Senator: David Suetterlein
Citizens Member: Avi Hopkins

Staff Attending:

Amy Atkinson, Sarah Castle, Will Egen, Elizabeth Spinney

I. Welcome and Introductions

Delegate Emily Brewer, Chair, Virginia House of Delegates

The meeting commenced about 20 minutes late due to technological difficulties. Because of these technology issues, the meeting was unable to stream to the public. As a result of these issues, only the last two minutes of the meeting can be found archived on the House streaming site. Delegate Brewer welcomed Commissioners and the public, and asked members of the Commission to introduce themselves.

Delegate Brewer first gave an update on the Safe and Sound task force, stating that as a result of the task force's work, there has been an 89% decrease in foster children living in unsuitable places.

Next Delegate Brewer, turned the floor over to Senator Favola who introduced Lieutenant Chad Rogers and Ada Wade from the Virginia State Police. Senator Favola requested a presentation on the Rap Back program at the Commission's next meeting. Also enclosed in the materials for today's meeting is an FAQ on the Rap Back.

II. Transition Process for Students with Disabilities Regarding Records and Services at the Age of Majority

*Amy Atkinson, Executive Director,
Virginia Commission on Youth*

Delegate Brewer introduced Amy Atkinson, Director of the Commission on Youth. Ms. Atkinson apologized to the people in the room that the presentation slides would not be able to be seen due to the technology issues. Ms. Atkinson then thanked Delegate Brewer and Senator Favola for chairing the Advisory group. She also thanked staff for their work on the study.

Ms. Atkinson gave the presentation starting with an overview on the advisory group and study process. Next she covered common issues at transition and prior legislation on students with disabilities. The rest of her presentation focused on services provided by agencies in Virginia, including, Department of Education, local school divisions, Community Services Boards, Department for Aging and Rehabilitative Services, Virginia Commonwealth University, and Virginia Department for the Blind and Vision Impaired. Finally, Ms. Atkinson went through the study findings and draft recommendations.

Following Ms. Atkinson's presentation, Senator Favola asked if some additional wording could be added to a recommendation to allow local school divisions to offer additional services to students with disabilities through contracted positions. Ms. Atkinson stated that this addition to recommendation 7 would be put out for public comment.

Senator Favola moved that the recommendations as amended be put out for public comment. The motion was adopted unanimously.

The draft findings and recommendations can be accessed on the Commission's webpage under the meetings tab. Public comment instructions are also on the Commission's webpage on the homepage and under the meetings tab. The draft recommendations for this study put out for public comment are as follows:

Finding 1:

Many families are not aware that once a student with a disability turns 18 years old, that student's special education service records may not be shared with the parents and will not be transferred to a local Community Services Board for continued services. The 18 year old student is the only one who can legally gain access to these records, unless an agreement designates another person to have access. Continuing after a student transitions, and in order to build on previous progress made, future service providers often need to access relevant parts of the whole record to continue to meet the needs of the adult with different abilities.

The Virginia Department of Education has detailed guidance document on working with students during transition, “Transfer of Rights for Students with Disabilities Upon Reaching the Age of Majority in Virginia.” The Department of Behavioral Health and Developmental Services does not currently have such guidance.

Recommendation 1: Require that the Department of Behavioral Health and Developmental Services, in coordination with the Department of Education, develop and disseminate best practice standards to Community Services Boards (CSBs) and local education agencies about how to work with local education agencies, students, and families through the transition process. Additionally, best practices should include information about what special education, service, or accommodation records to transfer at the age of majority and/or high school completion. The Department of Behavioral Health and Developmental Services shall use existing Department of Education Guidance in developing best practices.

Finding 2:

Information on the transition process and opportunities available for students with disabilities for their families and professionals alike is overwhelming and confusing. There are similar services available from different organizations with slight variations in delivery and practice. Families and students may not be able to find the information they need to make a fully informed decision to meet the future needs of the adult student. Early on in the planning process, (late middle school or early high school) more awareness is needed by classroom teachers, counselors, and special education teachers on the work-world need for a specific type of diploma for various colleges and careers, and/or knowledge of the state and local resources available beyond high school, in order to relay this information to students and families.

Recommendation 2: Introduce a budget amendment directing the Department for Aging and Rehabilitative Services to work with the Department of Education, the Department of Behavioral Health and Developmental Services, the Parent Educational Advocacy Training Center (PEATC), Virginia Commonwealth University’s Partnership for People with Disabilities, and Center on Transition Innovations (CTI) to ensure that online resources are readily available and disseminated to all individuals of transition age and their families. This includes utilization and promotion of PEATC’s online training course, Transition University (TU) conducted in coordination with VDOE and PEATC’s online transition guide and resource documents on its website.

DARS, DOE, DBHDS, PEATC, Partnership for People with Disabilities, and CTI shall explore whether these online resources should be expanded to ensure full coverage of resources for students with disabilities on transition services beyond high school, including, transfer requirements, provider and service options, diploma requirements for future career or educational goals, and other helpful information. Assess whether PEATC’s online resources, including Transition University and PEATC’s transition webpage should serve as the central hub or a separate website should be developed

with the goal of ensuring access to families and promotion of resources and information by DARS and DBHDS without duplicating existing efforts. Review transition resources on other organizational websites including, but not limited to, Partnership for People with Disabilities.

Recommendation 3: Request that the Department for Aging and Rehabilitative Services work with the Virginia Commonwealth University's Partnership for People with Disabilities, and the Parent Educational Advocacy Training Center (PEATC), to develop and disseminate virtual training on transition resources and services for teachers in each high school or school district.

Finding 3:

Students with disabilities are often unintentionally excluded from participating in vocational rehabilitation (VR) or internship programs because of the lack of knowledge about needed adjustments or accommodations, or the high degree of liability for a particular job. This is a potential barrier to employment. Virtual reality software would allow students with disabilities to explore a wider variety of career options. The Virginia Information Technologies Agency (VITA) policies regarding the use of virtual reality technology do not allow for its use in the vocational rehabilitation setting.

Currently, the Virginia Department of Education uses state funds to provide virtual job shadowing and AZTEC software, for industry credentialing. These funds are used specifically for students with autism.

Recommendation 4: Request the Virginia Information Technologies Agency (VITA) work with agencies who provide services and workplace opportunities to students with disabilities, to identify solutions to barriers in using virtual reality software and other relevant transition content applications for students with disabilities.

Finding 4:

Local businesses with internship programs are hesitant to work with students with disabilities. Employers are not knowledgeable about how to accommodate or manage these young students who may have different strengths and challenges. Additionally, employers are not aware of local resources or available tools that would help a transitioning student to be successful in the job. Programs such as Project Search and Start on Success have an 80% employment success rate, and they should be used as role models for schools that do not have internship programs for students with disabilities.

Recommendation 5: Request that the Virginia Department for Aging and Rehabilitative Services (DARS) continue to develop internship opportunities for students with disabilities. DARS should work in collaboration with other state agencies and local governments including, but not limited to, the Virginia Departments of Labor and Industry, Education (Career and Technical Education, as well as Special Education), the Blind and Vision Impaired, the Deaf and Hard of Hearing, and Behavioral Health and

Developmental Services, as well as the Virginia Chamber of Commerce, local chambers of commerce, businesses and other relevant organizations to provide internship opportunities for students with disabilities. These opportunities will ensure that each student with a disability has a blueprint for their career and job placement after high school. DARS shall continue to educate internship provider businesses about different types of accommodations that can be accessed for various disabilities. DARS shall take advantage of established programs and increase statewide school participation in programs such as Project Search and other post high school programs.

Recommendation 6: Request that the Secretary of Education, in coordination with the Secretary of Health and Human Resources, Secretary of Labor, and Secretary of Commerce and Trade, investigate the feasibility of developing a comprehensive program to reduce unemployment among adults with disabilities by assisting and supporting businesses to attract, hire, train, and retain adults with disabilities.

Finding 5:

Funding is needed to assist with the transition of students with disabilities to their highest level of independent living. Schools do not have enough transition coordinators to assist students who are moving out of the school system to find needed services for independent living.

Transition Coordinators work closely with state agencies, service providers, and case managers to bridge the gap for students and families between the high level of services provided to students in secondary school and the services available after aging out of high school. This gap is often referred to as “the cliff.”

Recommendation 7: Introduce a budget amendment to fund a transition coordinator grant program to be administered through the Virginia Department of Education. These coordinators shall be employed by local school divisions and work with other community partners (local Community Services Boards and other agencies) to assist students with disabilities and their families in preparing for future service needs and employment opportunities. School districts shall apply to the Department of Education to receive state grant funding for a coordinator position. Grant funding may also be used by local school divisions to offer transition services to students with disabilities through contracted positions, such as job coaches, that are available in the community.

Recommendation 8: Require that all public high schools identify the person responsible for transition planning and coordination at each school. Make such identification of the person responsible for transition planning available to the public.

Recommendation 9: Support the Virginia Department of Education in their use of IDEA funding to develop a state special education transition management position to oversee transition coordinator issues and funding across the state.

Finding 6:

The Virginia Board for People with Disabilities serves as the Developmental Disabilities (DD) Council for Virginia and works to help people with developmental disabilities meet their service needs for independence in a respectful and dignified manner. The Virginia Commonwealth University's Partnership for People with Disabilities offers education, health, early childhood, and community living training programs for both providers and people with disabilities themselves. The disAbility Law Center works with individuals in the community to address abuse, neglect, and discrimination of people with disabilities by providing legal services with grant funds. These DD council organizations do not have the staff to directly manage the transition process but are aligned with assisting in this effort and have the expertise to provide guidance for professionals, as well as student and family education and awareness. These organizations serve a strategic role in assisting students with disabilities, their families and professionals to help with the transition from high school to independent living and self-sufficiency. Grant funds are used to support their services.

Recommendation 10: Request that the Chair of the Virginia Commission on Youth write letters of endorsement for Virginia Commonwealth University's Partnership for People with Disabilities, the disAbility Law Center, the Virginia Board for People with Disabilities, and the Department for Aging and Rehabilitative Services. The letters will show support for these organizations towards their goal of obtaining grant funding to assist with the advocacy for, and the transition of, students with disabilities to adulthood and independent living.

Finding 7:

Services provided by a given organization are not necessarily known across agencies and providers. There is a strong need for better collaboration of services to assist transitioning students with disabilities to adulthood. This lack of organization encourages duplication, poor communication with families, and unused services and benefits for individuals. The Virginia Intercommunity Transition Council, under the Virginia Department of Education, convenes many of the organizations with the goal of promoting successful transition outcomes for youth by providing leadership and innovation in employment, education, and community support systems. The role of this organization could be more widely felt.

In addition, in 2020, the Joint Legislative and Audit Commission (JLARC) recommended that the Virginia Department of Education develop a robust statewide plan for improving transition planning for students with disabilities. JLARC's report raised this as an issue of oversight that the Department could address. The Department of Education is currently developing a statewide plan and will provide its report by December 1, 2022.

Recommendation 11: Introduce a language only budget amendment directing the Virginia Department of Education to have the Virginia Intercommunity Transition

Council meet at least biannually to help implement its statewide plan for oversight of local practices related to transition planning and services.

The objective of this council shall include streamlining and collaboration, developing a better transition communication network in the Commonwealth, educating all members about what Virginia and local organizations provide for students transitioning to adulthood, identifying any gaps or overlap in services for potential streamlining and problem-solving, and developing an improved transition infrastructure for students with different abilities.

This council shall include, but not be limited to, the Department for Aging and Rehabilitative Services, the Department of Behavioral Health and Developmental Services, Department for the Blind and Vision Impaired, Department for the Deaf and Hard of Hearing, Department of Social Services, Virginia Community College System, and Virginia Commonwealth University's Partnership for People with Disabilities.

Additional Finding:

The Virginia Board for People with Disabilities published a number of recommendations in their *2022 Assessment of Access to Information for People with Disabilities and their Family Members*. A couple of their recommendations addressed school to adult transition.

Request that the Chair of the Virginia Commission on Youth write a letter of support to the Virginia Board for People with Disabilities for the following recommendations, as amended below in **bold**:

Recommendation: Virginia Department of Education (DOE) **and the Department of Behavioral Health and Developmental Services**, along with the local school divisions, should work with CSBs/BHA within the school division's catchment area to designate a staff to act as a lead for school-to-adult life transition and work with the school division's Transition Coordinator to ensure accurate and timely information is distributed to families. CSBs/BHA should utilize existing school-to-adult life transition resources such as PEATC's Transition University for CSB staff training and development.

Recommendation: The CSBs/BHA, through their member organization, Virginia Associations of Community Services Boards (VACSB), should consider operating a Community of Practice for School to Adult Transition, to foster learning and identify some of the exemplary practices taking place in several CSBs.

III. Evaluating the Effectiveness and Efficiency of Virginia's Juvenile Detention Centers

*Elizabeth Spinney, Policy Analyst,
Virginia Commission on Youth*

Delegate Brewer introduced the juvenile detention study and thanked Senator Marsden for spearheading it. She then introduced Elizabeth Spinney, Commission Analyst reporting on the study. Ms. Spinney thanked Delegate Brewer and the Virginia Commission on Youth. She then gave background on herself. She has been in the juvenile justice field for more than 20 years.

Ms. Spinney started by giving the study background, including information about previous study efforts by JLARC and the Board of Education on juvenile justice and detention. Ms. Spinney then reviewed the work of the Commission on Youth's advisory group, site visits, and study efforts. She gave the history of the decline in the JDC population over the years, and she shared that as a result of several different factors, there have been large declines in the use of secure detention. The 24 detention homes in Virginia were designed to (and have a physical capacity to) house 1,445 youth. However, the 2021 average daily detention population was 350 per day. Next Ms. Spinney explained the different locations of the detention centers and explained how they are operated locally or by regional commissions.

Ms. Spinney also discussed the potential for repurposing, and gave examples such as the Lampstand, which the advisory group learned about at its Roanoke meeting, and Georgia's Wellspring Living. Ms. Spinney also stated that the community placement program could be thought of as a type of repurposing. Next, Ms. Spinney discussed current juvenile intake trends and the forecast of population based on current policies and trends. Ms. Spinney then presented information on the detention directors' survey conducted during this study. She also shared the perspective of the Virginia Juvenile Detention Administrators that the needs of youth have increased over time, and detention homes are addressing many of these needs. Detention homes provide more services and are better environments for youths now than in the past when numbers were much higher. There may be unintended consequences for consolidation, including increased transportation needs. The facilities are valued by the community. Finally, Ms. Spinney presented the study's findings.

Delegate Brewer thanked Ms. Spinney for her presentation. Delegate Brewer then said that on the previous special education transition study presented today, the advisory group adopted consensus recommendations. For this study, that was not the case. Delegate Brewer explained that it was her understanding that discussion took place on consolidation and repurposing, however, the advisory group did not put forward any recommendations. Delegate Brewer stated that in the Commission members' packets there are recommendations, not adopted by the advisory group, and it was important to her that these recommendations receive public comment.

Senator Marsden explained the background on the recommendations he was proposing. Senator Favola shared her concerns that juveniles be served in their community. Delegate Brewer concluded the conversation by stating again the importance of

receiving public comment. Senator Favola moved that the recommendations be put out for public comment. The motion was adopted unanimously.

The draft findings and recommendations can be accessed on the Commission's webpage under the meetings tab. Public comment instructions are also on the Commission's webpage on the homepage and under the meetings tab. The draft recommendations for this study put out for public comment are as follows:

Recommendations for Public Comment (Not adopted by the Advisory Group)

Recommendations related to consolidation

- 1) Introduce a budget amendment (or request) to direct the Department of Juvenile Justice (DJJ) to implement a process to identify specific juvenile detention centers that potentially should be defunded and consolidated to better align facility capacities with regional needs. Consolidation and repurposing should be done cautiously and deliberately. Factors to take into consideration include: current usage of existing detention homes, building condition and maintenance needs, need for secure detention in the region, distance to other detention homes, detention home culture and staff training, detention home services (e.g., educational, vocational, availability of post-D with programming, use of evidence-based practices, other), and potential for repurposing. DJJ shall report to the General Assembly on the results of the process and specific facilities identified for defunding and consolidation by November 1, 2023. (Amended from JLARC Policy Option 12).

Option 1: DJJ could consider defunding one detention center per region to begin the process of reducing the number of detention beds through encouraging consolidation with neighboring facilities. The suggested regions based on the distribution of detention homes are the following:

Northern Virginia (Fairfax, Loudoun, Northern Virginia, Northwestern (Winchester), and Prince William)

Central Virginia (Chesterfield, Henrico, James River, Piedmont, Rappahannock, and Richmond)

Shenandoah Valley/Western Virginia (Blue Ridge, Lynchburg, and Shenandoah Valley)

Tidewater (Chesapeake, Merrimac, Newport News, Norfolk, and Virginia Beach)

Southside Virginia (Crater and Danville)

Southwest Virginia (Highlands, New River, and Roanoke)

Option 2: DJJ could consider defunding a percentage of detention centers and conducting a study of where it would be best to reach that percentage goal.

- 2) Request that the Secretary of Public Safety and Homeland Security, in coordination with the Secretary of Education, come up with a reinvestment plan to meet the needs of public safety and education for juvenile detention centers. This plan shall take into consideration the cost savings that occurs with detention consolidation and develop ways to reinvest in places or programs for youth who are in or at risk of becoming part of the juvenile justice system (e.g., youth in foster care, with status offenses, on probation, sex trafficked, or with severe mental health needs). Reinvestment dollars should target community-based programs
- 3) Provide additional resources for the added transportation time and expenses as a result of consolidation.

Option 1: Provide additional funding for sheriffs for longer distance between courts and detention homes. Introduce a budget amendment to direct the Secretary of Public Safety and Homeland Security (or DJJ) to develop a process for reimbursement of sheriffs.

Option 2: Introduce a budget amendment to create a state administered fund for off-duty or retired sheriffs and law enforcement officers to provide transportation on an as-needed basis (to court, medical, or other qualifying appointments) for juveniles. (There is perhaps an opportunity to help sheriffs with transportation for mental health TDOs as well.)

- 4) Introduce a budget amendment to direct the Secretary of Public Safety and Homeland Security (or DJJ) to develop a process to assist families of juveniles impacted by consolidations. Provide additional resources for families to visit with detention youth when they are placed far from home.

Recommendations related to education

- 5) Introduce a budget amendment to direct the Virginia Department of Education (VDOE) to determine the extent to which each juvenile detention center currently implements or could further implement cost-effective staffing methods. (Amended from JLARC recommendation 30).

This may include looking at education models around the country to establish a system in Virginia that distinguishes between short-term stays (pre-adjudicatory, pre-dispositional) and longer-term stays (CPP, post-dispositional) for detained juveniles.

The Department of Education shall develop a plan to implement the following recommendations as outlined in the 2021 Board of Education report, *Recommendations for Appropriate Staffing and Funding Levels Necessary for State Operated Programs (SOPs) in Regional and Local Detention Centers*:

- Develop “regional” models moving multiple facilities to one school division under cooperative agreement so that staff can be shared/better utilized with efficiency and compliance in mind.
- Have building administrators provide leadership and supervision across multiple facilities.
- Create a “pool” of staff which could serve as needed based on JDC population and other demographics (special education, ELL, etc.).
- Use “lead teacher” positions instead of a principal position at certain facilities.
- Share staff within the cooperating school division.
- Use enhanced online/asynchronous instructional options; such as Virtual Virginia, Edgenuity, etc.

An implementation plan shall be reported to the Chairs of the House Appropriations Committee and the Senate Finance and Appropriations Committee by June 1, 2024.

- 6) Introduce legislation that would allow a teaching ratio of 1:8 in detention facilities without community placement programs (CPPs), while maintaining current standards for detention facilities with CPPs.
- 7) Amend § 22.1-209.2 of the *Code of Virginia* to eliminate the 1:12 ratio of one teacher for every 12 beds based on the capacity of the facility.

Recommendations related to recidivism

- 8) Introduce a budget amendment to amend paragraph F of Item 426 of the 2022 Appropriation Act to include annual reporting on the performance and recidivism rates of community placement programs (CPP). The Department of Juvenile Justice complies with this item of the Appropriation Act by publishing an annual document known as the Data Resource Guide (DRG). The Data Resource Guide provides an overview of DJJ, highlighting fiscal year data and trends in all program and service areas. The DRG includes a chapter on recidivism, but does not currently provide this information for the CPP.

Recommendations related to targeted repurposing efforts and evaluation

- 9) Introduce a budget amendment to allow the Lampstand, a Department of Social Services licensed residential facility, to enter into an agreement with the Roanoke Valley Juvenile Detention Center to repurpose a wing of the detention center for a residential assessment center for young girls who have been sexually exploited and trafficked.

The Secretary of Public Safety and Homeland Security in coordination with the Secretary of Health and Human Resources, shall streamline licensing regulations for such a purpose that allows for minimum security on the residential assessment wing. This

residential assessment center wing shall be used for assessment and short-term stabilization.

10) Introduce a budget amendment directing the Department of Juvenile Justice to work with (three) local detention centers that are willing to repurpose a portion of a detention facility to meet the needs of the youth in their community. Repurposing may be for mental health services for juveniles, including a crisis receiving center, shelter care, or assessment centers for human trafficking victims. The Department shall assist these local areas in identifying other needs if necessary. The Department shall work with local detention centers to determine the steps necessary to repurpose, including collaboration on the sources of grant funding, and report back to the Commission on Youth with a repurposing plan by November 1, 2023.

11) Introduce a budget amendment directing the Secretary of Public Safety and Homeland Security in coordination with the Secretary of Health and Human Resources to work with a local detention facility that is willing to repurpose a portion of their facility to meet the needs of Virginia's youth:

Option 1) who have a temporary detention order (TDO) or acute mental health needs and are committed to the Department of Juvenile Justice or in the custody of a local detention center.

Option 2) for a crisis receiving center, to be used for youth under age 18 in mental crisis, who can stay for observation for up to 23 hours. The crisis receiving center will help divert youth from the criminal justice system.

The Department of Juvenile Justice shall work with this local detention center and the Department of Behavioral Health and Developmental Services to determine the steps necessary to repurpose, including collaboration on the sources of grant funding, and report back to the Commission on Youth with a repurposing plan by November 1, 2023.

Recommendations related to giving localities flexibility to repurpose and allow facilities to obtain proper license or certification for more than one purpose.

12) Permit localities and regional commissions that are responsible for overseeing juvenile detention centers to enter into agreement with entities that are licensed by the Department of Social Services or the Department of Behavioral Health and Developmental Services, for the purpose of repurposing a wing or part of a detention facility for DSS or DBHDS licensed uses, including DSS or DBHDS children's residential facilities for assessment, shelter, or mental health purposes.

And

13) Require (or request) that the Secretary of Public Safety and Homeland Security in coordination with the Secretary of Health and Human Resources streamline the regulations for the licensing of DSS and DBHDS facilities that share the same building or location as a certified juvenile detention center.

As part of streamlining these regulations, include the flexibility for DSS and DBHDS to license facilities that have a minimum security component.

The Secretary of Public Safety and Homeland Security shall report back to the Commission on Youth, by November 1, 2023, regarding any legal or statutory barriers to the licensing of DSS and DBHDS facilities that share the same building or location as a certified juvenile detention center.

IV. Update on Family First and other Department Initiatives

Danny TK Avula, M.D., Commissioner, Virginia Department of Social Services

*Morgan Nelson, In-Home and Prevention Program Manager,
Division of Family Services, Virginia Department of Social Services*

Delegate Brewer introduced Dr. Danny Avula, Commissioner for the Virginia Department of Social Services.

Dr. Avula introduced Morgan Nelson, Prevention Program Manager for VDSS, and Carl Ayers, Deputy for Human Services.

Dr. Avula spoke about the Department's prevention focus and he gave a background on Family First. Then Dr. Avula turned the presentation over to Ms. Nelson who discussed the Center for Evidence Based Partnerships at VCU. CEPVa's role is to assist in evidence based services implementation, needs and gaps assessment across state, and training providers.

Finally, Dr. Avula reviewed kinship care foster care numbers and some of the Department's efforts to improve access to kinship and family based placements.

This presentation can be accessed on the Commission's webpage under the meetings tab.

Delegate Brewer thanked Dr. Avula for the update.

V. Adjourn

The meeting adjourned at 11:53 a.m. Because of technological issues only a couple of minutes of the meeting were able to be archived. This video may be found at the following House of Delegates' Streaming site: <https://virginiageneralassembly.gov/hv>.