

REALTIME FILE

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>> ANNA COSTALAS: I'm going to ask for folks to mute their microphones. We're going to be starting in one or two minutes. Just waiting for everyone to join. I'm muting everyone, so presenters, just know that, to re-mute yourself, unmute yourself. I'm going to hit record now, Maureen.

>> MAUREEN JOHNSON: Hello, and welcome to the Federal Disability Policy Education webinar. My name is Maureen Johnson, and I'm the program specialist here at AUCD. We would like to thank you all for joining us today. Before we begin, we would like to address a few logistical details, we'll provide speakers and there will be time for questions. Because of the number of participants, your audio will be muted throughout the call. However, you can submit questions at any point during the presentation in the chat box on your webinar console.

We have closed captions available for this webinar. Please select the CC button at the bottom of your screen. We also have an ASL interpretation that should be spotlighted on your screen. There will be a short evaluation survey at the close of the webinar, and we invite you to provide feedback on the webinar and ideas for future topics. Please join me in welcoming Kiki Oyetunji, AUCD emerging leaders intern.

>> KIKI OYETUNJI: Thank you, for joining us for this in preparation of the upcoming Disability Policy Seminar in April. My name is Kiki and I will serve as the in moderator for today's session. Your advocacy specialist with AUCD, Lauren Blachowiak, the AUCD Disability Policy Fellow and Rylin Rodgers, the AUCD Director of Policy. I'd like to introduce Maureen Johnson, but she already introduced herself. She's a special program specialist with UCEDD and MCH teams he and Jessica Huddleston, the AUCD emerging leaders intern. And she will be sharing resources.

A little introduction before we move on. I am a second-year Kansas LEND fellow in the AUCD emerging leaders intern. I consider myself a mental health activist and my interest in advocacy inspired my interest in the Johnson County Disability Supports here in Kansas, the Johnson County government that facilitates career and personal development for Johnson County residents with intellectual and developmental disabilities. I have the opportunity to chair the policy and advocacy committee and have the clearly defined mission statement for staying true to our values as a community.

Next slide, please. In this role, I have come to understand that my voice truly matters. I have enjoyed visiting with my legislators and discussing bills that matter to me, first, as a constituent, a mental health advocate, a LEND trainee and as a board member. And it all began with a passion for all these things, all these mental health, especially in people with

disabilities. I think having the passion is the most important thing. Then comes the expertise. As my passion grew, so did my interest in growing my expertise. So again, I can see that I serve in these roles because I have the passion to begin with and sought the opportunities out, including the LEND training, JCBS board membership chair, the policy and advocacy committee. And seeking training in psychiatry. So I can speak from a wealth of knowledge. My life's work is a reflection of what I stand for when I work with policy-makers who serve with you and me. Your votes make them accountable. If we don't speak up as advocates, which is the key, really, to making the very change we seek, no one will do it for you. Or maybe someone will, but the opportunity to have your voice heard may very well be lost.

After today's presentation, the hope is we will all have a better understanding of how our personal experience, our passion, our expertise can impact policy change when we share our lived experiences with policy-makers using our voices and educating them on how their decisions impact the disability community.

To move us along in this conversation, I'll now throw out some questions to our panelists. Please feel free to drop your own questions in the chat at any time, and Maureen and Jessica will do their best to answer them.

I'd like to start by asking you, Liz, if you could share with us about a time the family and advocates and partners can use their voices to make policy changes in the past. We would love to hear that.

>> LIZ WEINTRAUB: Thanks, Kiki, and thank you for being here. Policy is always one of my favorite topics to talk about, so I'm happy to be here today.

(Indistinguishable) members and other partners have had a long history of working together to make positive change for the Disability Movement as a community.

Here, we find the disabled lives make policy that people have self-advocated for to protect the rights of people with disabilities. For example, the vocational Rehab Act, the educational act, with the act -- the Americans with Disabilities Act. And I'd like to talk a little bit more about the ADA because -- we call it that for short. We're in our 31st year, yay! And we celebrated the 30th year last year and we'll celebrate again this July.

And in the next slide, you'll see a picture of people crawling up to the capitol, it's called the Capitol Crawl, and the story is -- and I was told this story. That in 1965 the civil rights law was happening, they forgot about people with disabilities. They forgot to include us in that law. And so in 19 -- in 1989, 1990, they had a lot of people, Senator Harkin, a

lot of people worked very hard on making sure that we have our rights. And Justin Dart was named -- we often refer to him as the grandfather of the ADA. He went to almost every state to advocate for that law, the act. Here is where you see people were crawling up the Capitol steps. Hard to imagine. I was living in an institution in 1990, so that's hard to imagine.

But I wanted to say that we need to protect the ADA. Three years ago, the House really -- there was some people that really would claim to dismantle the ADA, HR 20, and that's -- the businesses could have up to 60, 90 days to get the time frame. And if businesses didn't have a plan, they would -- you could get back out and then we wouldn't have the right to be (indistinguishable).

And then even this time with COVID times, we're still fighting for the ADA. We're still fighting for things. And things are not enforced. And that's -- that's sad to me, to think we're 30 years into the ADA and we're still -- ADA isn't being enforced. Kiki?

>> KIKI OYETUNJI: Thank you, Liz. I'm always very inspired by the Capitol Crawl and the history behind that. So again, thank you for sharing that.

It would be interesting to know how these laws are made. So Lauren, what do you think we need to know about the federal government that its laws so we can better effect change?

>> LAUREN BLACHOWIAK: Thank you, Kiki, that's a great question, and I'll provide an overview of what we're going to dive into, then, for the rest of this presentation, which is how the government works and what we need to know to effect that change at the federal level and see some of those policies like the Americans with Disabilities Act that we want implemented in the future.

So not only today, about you throughout all of the Disability Policy Seminar sessions, we'll talk about who is representing you in the federal government, not only in Congress, but also looking to the executive branch and judicial branch. I will talk about how the money in the federal government gets spent. We hear these huge numbers thrown out, like the COVID Relief Bill that was just passed in the trillions of dollars, and what does that really mean, where does that go. We'll talk about how a bill becomes a law so we know in that process to step in and effect change if its beneficial to the disability community. And also, we'll touch on what rules and regulations mean, and I'll highlight that for people attending the Disability Policy Seminar, there will be a whole section just focusing on how you can make a change on rules and regulations, and Liz and I will be presenting on, so stay tuned for more info there.

If we go to the next slide, today, we're going to really focus on our three branches of government and the way you can effect change and how to do that in each. So first, we'll talk about the executive branch, which includes not just the president and the vice president, which right now, we know, President Biden and Vice President Harris, but all of the departments he oversees -- the Department of Education, the Department of Human Services. We'll touch on Congress and the judicial branch and the different court systems because I think we often don't realize that that's still a branch that we can effect change at and that can affect our own lives as well. Kiki, I'll turn it back to you to ask the next question.

>> KIKI OYETUNJI: I'd like to go back to you, be Liz. Can you tell us about the executive branch and how that works?

>> LIZ WEINTRAUB: Thanks, Kiki. As Lauren said, the President is Joe Biden, and the vice president is Vice President Harris, Kamala, if I'm pronouncing her name right. One thing you might be interested, she's the first woman, she's -- I think she's the first Asian woman ever as vice president, so that's very exciting.

They come up with new laws, agencies and judges, write rules and make laws on the regulation, enforce the laws, making bills, executive orders, and get a lot of media attention.

During the campaign, the president -- when he was the nominee, he would often say that he wanted to be the president for all. And I think -- looking at his administration, I would say he is (indistinguishable). I would also say that they're committed to our community. He has just -- I think I'm right. He has appointed a friend of AUCD's to be as policy -- I don't remember the title. The agency -- for the disability community. So that's -- domestic agency. Excuse me. I'm excited about that. And Rylin typed that in the chat. So that's exciting. Back to you, Kiki.

>> KIKI OYETUNJI: Thank you, Liz. My next question will be for Lauren, in that, if you can just share a little bit more about the other two branches of government.

>> LAUREN BLACHOWIAK: Is someone talking? Okay. We'll start with looking at the judicial branch next. And you know the judicial branch, mostly you're thinking about the Supreme Court, the highest court in the land. But I think it's also important to know that there are federal courts all over the country, and they all can effect policy by interpreting laws. And those courts, all of the judges that oversee them, all are nominated by the president, which has been approved in the Senate. So there's a two-step process there for judges all over the country. So a president is available impact courts, not

just at the Supreme Court level, but throughout all the federal courts in the country.

And all of these courts have the ability to rule on federal laws. So, for example, there was recently the public charge rule that would have made it harder for people with disabilities to immigrate to the United States if they needed to access services from the government. There was a lot of confusion at the federal court, not necessarily up to the Supreme Court yet. One court would stop it and the next would say it's okay, so there was confusing, and they decided to go away with the rule. So it can really make an impact, not just where that court is located or the state, but throughout the country.

So then focusing again on the Supreme Court, there are nine justices, and they serve for life. So recently, you may remember that justice Ruth Bader Ginsburg passed away last year and President Trump elected Amy Coney Barrett who serves on the Supreme Court now. And it's important to recognize that judges are not part of political parties, but we tend to know how they lean in their rulings, or we think we can guess. Not always true. So the way that many people think of the current Supreme Court is that there are six conservative justices and three liberal justices. So the type of cases they might hear and the way they would rule might be influenced before that.

We can go to the next slide. The last branch we'll talk about is the executive branch, the Congress. When we think about how to effect change, we think of the legislative branch. But we can first talk about the number of senators in the executive branch, 100 senators with two representing each state. So regardless of how many people live in the state or where it's located, there are always two senators for your state and they serve everybody in the state. They're elected for six-year terms with a third of them going up for re-election every two years. So some will stay put and some might change, and it's important to pay attention to that. Because even if it's not a presidential election year, your senators might be up for re-election.

And then also then in Congress, the other half is the House of Representatives, and it's set up a little differently. The number of representatives is every state is different depending on how many people live in that state. And then within the state, there's different representatives for each area. So you only have one representative, even if your state has several. And this is also why a place like New York state has many representatives but then Montana, who doesn't have as big of a population, only has one representative. And the House of Representatives, every member, all 435, are up for re-election every two years. So there's a lot more turnover on that side of

the house, and it's a little harder to keep track of who your representative is, so it's always important to pay attention to that as it comes up.

And I'll also just add that people who live in the United States territories and the District of Columbia do have someone who represents them in the House of Representatives. But they are not able to vote on legislation. And so they're there to sort of offer that perspective and give a voice to the people who live there but cannot vote on legislation.

And so when we send out action alerts for AUCD or you see a piece of legislation come up in the news, and you think, I really have things to say about that, you wonder what to see, who your two senators are for your state and your one representative to reach out and contact. And I'll toss it back to you, Kiki.

>> KIKI OYETUNJI: Thank you so much, Liz. Sorry, Lauren, and I don't want to continue to put you on the spot, but I was hoping you would tell us just a little more about what the political environment is right now and how AUCD policy priorities fit into that.

>> LAUREN BLACHOWIAK: Yeah, my apologies. I think I handed it back to you a second too early. So when we look at -- I'll just talk about Congress once again, the current Congress, the 117th Congress, we had 60 new representatives from the last election, November, and nine new senators. So that's an opportunity, if you have those new senators or representatives, to build a relationship with them because they're new to Washington DC and they're looking to hear from constituents or the people who live where they represent, to know what's important to people. So it's still important to reach out to the new members.

And I think what's important to also point out on this slide is that in the House of Representatives and in the Senate, the Democratic Party has a very small majority over the Republican Party. And that matters because it changes what type of legislation is going to not only be introduced to the Congress, to be talked about, but also voted on and what will actually pass. And it can change how we advocate and what we know will probably happen as priorities for each party come up.

And then if we go on to the next slide, I'll just talk a little bit about the political context building on that. Our country is really facing a set of different emergencies right now. First, we can think of the COVID public health emergency, as I'm sure we all think about every waking moment of every day. And being able to keep people safe and get vaccines out and provide that relief for public health measure. Our second emergency we're facing is the economic fallout from COVID. A

lot of businesses have had to close. A lot of people have lost their jobs or have had their hours reduced at work or they might have kids at home and had to take a break from the workforce to care from them not being in school, and it's really had an impact on people's lives. That's where the COVID relief funding is very important.

Another emergency is our country is really facing a reckoning with its long history of racism. We saw last summer the protests across the country in response to the death of George Floyd and other Black people across the country at the hands of police, and I think our government is really trying to understand how deeply rooted that racism is in our many systems and what we can do to change it so our system looks better for everybody. And we also know that in the disability community, Black and Brown people are often discriminated against or have difficulty getting services. So trying to address that whenever legislation comes up.

And as I mentioned previously, we do have a very divided Congress, not only in that the Democrats are in control of the House and also in the Senate, because even though there is 50 for the Democrats and 50 for the Republicans, we know that Vice President Kamala Harris can act as a tiebreaker, and she is a Democratic politician.

And it's not even just the numbers that are divided. We're really seeing a very big divide between how the two parties see our country and how they think we can fix it. Which is making it challenging also to solve some of these problems we're facing as a country. There is hope, though, they will have to work together to get legislation passed under the current rules. So it's important to still continue to reach out to your lawmakers regardless of their political party or how you feel about it because they all have a vote and they all can make an impact on that policy.

>> KIKI OYETUNJI: A wealth of information, Lauren, so thank you. However, I've been wondering how training can effect policy and policy change, so Rylin, if you could.

>> RYLIN RODGERS: Yeah, thanks so much. We're excited to have so many trainees, emerging leaders and advocates on this call today, and really, a as part of our community. Because it's really important that we think about our perspectives and our expertise and really own our individual greatness and bring that knowledge to advocacy. And really to education. So I wanted to talk through a little bit about how we can do that. As we at AUCD have identified policy priorities for 2021 and you'll have access to those in plain language, we want to give you some action steps and ways to think about it moving forward.

So if we could go to the next slide. We really think about leadership in a variety of different ways. You might come to this work because you're really interested in research and you want to know what is the best next thing for the disability community, and what works and what doesn't work. And if that's who you are and that's what you're interested in, I want you to know how incredibly important you are to policy. Because policy-makers need to know what's going on, what the questions we're asking are and what we're learning about the next step.

Many of us come to this work because we're interested in directly supporting people with disabilities and their families, whether it's a physician, occupational therapist, special education teacher, a wide variety of backgrounds are so important to the daily lives of all American communities. And I would let you know that those experiences of what works in practice and, frankly, what makes doing the practice hard or what's not working in the system are expertise that policymakers need to hear.

I think the other thing that brings a lot of us to this space is lived experience. We might be a person with a disability, a family member, or an ally, and we may know how systems are working, are not working, what needs to improve, and what needs to be replicated in other states. What's working super well in other area that other areas need to spread and that piece needs to go together. And all of those different roles are a part of leadership. So I want you to all know what you're bringing to this conversation is the voices of leaders in the disability community and that our voices are needed to be heard by policy-makers. We get to have these conversations in person, Liz and I will often talk about, and Lauren and I will talk about how frequently we get to talk to members of Congress and their staff and how really clear it is to us that they don't have the knowledge and expertise that you have. And it's not because they're bad people or that they haven't done their homework. It's the reality that they're very disconnected from the research, from the practice, from the lived experience, and that they have to think of that -- a wide variety of issues, so disability may not be the only thing they're focused on. So I really want to think about all the different ways we show up in this space are needed in the policy space. And I would encourage each of you who are thinking about, okay, I came to this today because I was asked to or told to, and I'm going to just sit, but policy isn't what I really want to do. I'm a researcher or I'm a leader in another way, to think about, yes, those other roles are incredibly important to the disability community, but how can you take the ways that you lead and push that to influence all of these going forward?

I did want to spend a little time talking about how we can make sure we're wearing the right hat and really sort of thinking about -- I call this my "do not get fired" slide, so if you will go to my next slide. One of the pieces in policy work that's really important is to understand the difference between advocacy and education. And I feel like this can be hard and sometimes can feel mushy, because many of us are really passionate about the issues, and we want to get to a solution. And I will tell you that these are not things where one way of doing it is better or more important than the other. Advocacy is incredibly power, but educating policy-makers is incredibly powerful. So if you're in a situation where you need to stay on the education side, I would not feel like that's a negative. Instead, I would own the power of that.

I'm going to talk a little bit more about what I mean. When I'm talking about education, I'm talking about sharing with members of Congress and their staff the reality of the issue. What's happening in your center. What are the impacts of COVID on people with disabilities. What's happening at your university. If you're a student with an intellectual disability, how important is the program in the center to make college accessible for you? Sharing the real details of that. And then sharing what you're learning through your program or through the research. What do you know is important? What does the data show, if you're a data person?

And all of that could be tied to a very specific topic. So if you're a person who works a lot on employment, you could share everything you know about employment and what's working in disability employment or not working. And this is really a place that we should be continuously doing it. And education is how we build relationships. If members of Congress are regularly reaching out to us to hear about what's happening on an issue and how it impacts people, we know our education is working.

Advocacy is a little bit different, because it's taking those education pieces and asking for a specific something. So advocacy is something that we all have the right to do as private citizens where we can ask for a member of Congress to support a piece of legislation, to vote a certain way, to spend money on a certain program. And we can certainly, at private citizens, support a candidate we most agree with. But advocacy is often something we can't do in a professional role. So if you're in a professional role or funded to participate in a conversation by a grant, it's always an important thing to take a stop and step back and say, am I doing this as private citizen that I can ask about a specific bill and suggest they cosponsor, or do I need to focus on advocacy? My number one tip around

this is the best way to do it well is to ask a lot of questions. To ask your program, to ask your employer. If you're on a board or part of the not-for-profit, to ask what their position is, to really dig into it.

So let's do an example of advocacy versus education.

So when Congress is considering legislation that impacts your program, the LEND that you're a part of, the UCEDD that you're a part of, the TIFs (phonetic) that you're a part of, and the private citizen from your Gmail account or your cell phone, you can ask a member of their office to sponsor legislation or to spend \$45 million on the next budget year for a LEND program. And you can also ask everybody you know to do the same thing. You can really use your social network to get people engaged in making specific asks of their members of Congress. And I think that's another piece of our power, is we all know other voices we can bring to the table.

As a trainee or a member of a not-for-profit or an employee of an organization, we need to be more careful on the issue that we care about and think what we're sending from our official email address or other phone. And in that space, we can tell them all the details about how important the program is, how beneficial the program has been to our professional lives, to the services that we know, what the outcomes are, what the impacts have been. You know, what the stories are, whether they're working or not working at this time. But we can't ask them for a specific support or action. So it's giving that action, but -- background, but without the action ask. Some say, can't I do both? Yes, you can do both. But you have to be very careful about what you're doing as a private citizen and make sure you're using your private email and your cell phone, versus what you do in a job setting where you're using your professional email and your work phone. So there's a little bit -- that line is even grayer as well, working from home.

But the number one advice in this space is to really keep asking the questions and make sure you understand your role when you're getting ready to have a conversation or send an email so that you can keep developing those skills and be an active partner with members of Congress going forward.

I'll pass it back to Kiki, but I'd love if you have questions to drop them in the chat so we can discuss them later.

>> KIKI OYETUNJI: Thank you, Rylin, and it's critical, of course, to understand the difference between advocacy and education. It can never really be overemphasized, and need to know we can advocate or educate in different roles, that I'm not limited to educating or advocating. So Liz, can you share a few more examples of how we can educate policy-makers? I think you're still muted. Still muted.

>> I'm sorry, I'm really late, but I got back from errands and then I -- -- when I got home, I had to look up the company --

>> RYLIN RODGERS: I'm going to go ahead and start, Liz, and see if you want to jump in, as you work on coming off of mute. So we always think that it's really important to know if people have different styles, and it may be that some of us are really good at writing letters or letters to the editor and others of us are really great at talking and making phone calls. So we always like to give you a big list of ways that you can make the difference, because the most important way to make the difference is the way that you're regularly going to do it. So people always ask me, is it better to do this or this? And the best thing to do is the thing you're most comfortable with. So we encourage to you really think about, over your career, you could absolutely testify at a hearing or give comments about regulations so that you know the details of legislation. You can write letters and make phone calls and have visits. Many of us make visits as part of our Disability Policy Seminar. One of my favorite tips if you're a writer of letters to take the letters that you're sending to the letters to Congress and submit them to the letter to the editor so you create a public conversation around that.

Many of us are involved in coalitions or organizations. Liz is an active leader in the DD council in the state of Maryland. And you heard Kiki talk about her leadership role in her community. So there's lots of ways to be engaged in lots of areas.

Another place that we have to pull together is to provide opportunities for candidates and members of Congress to talk to us. In this virtual world, more and more frequently, they're willing to come to a virtual Town Hall meeting and talk to the disability community in our state, and we could be a host for those types of uses, and when the world opens back up, post-vaccine, inviting our elected officials to come see the work that we're doing, to see the events that matter to us. Members of Congress and their staff love to be invited to things, love to be seen in the community, and the more they can directly see what matters to us and the services that are critical, the more we can build a relationship moving forward.

I'll pass it back to Kiki. Go ahead, Liz, thanks.

>> LIZ WEINTRAUB: Sorry about that. I don't know what happened. But anyway, I wanted to say that anyone can do it. I know several of our members have testified in front of Congress, in front of -- just from the local level, state level, as well as on the federal level. So anyone can do this. It takes planning and patience and just nervous, nervous -- I just -- I

tell my (indistinguishable), if I'm going to help people -- I'll just mention this. Because of that hearing three years ago, so anyone can do that. So this is our right as a citizen of our country. We have the right to do this. I want to let you know that we have the right to do this.

>> KIKI OYETUNJI: Thanks, Rylin, and thank you so much, Liz. These are all excellent examples. Of course, you can also attend the Disability Policy Seminar. Lauren, would you mind sharing a little bit more information about this event?

>> LAUREN BLACHOWIAK: Yes, of course, we're all very excited for the Disability Policy Seminar coming up. Go to the next slide. We'll talk a little bit -- we'll start by talking about virtual Hill visits which are a part of the Disability Policy Seminars, but if you're not attending that event, you're welcome to do virtual Hill visits at any time. It's part of an advocacy step you can take, and as Liz said, our representatives work for you. They work for us, not the other way around, and they need to hear from us.

So AUCD has a lot of tools that we have, and I put some of them up here for you and the rest on the website, but we have an email request form to schedule, to ask for a virtual hill meeting, and I think it is important that when you try to meet with a member of Congress' office, it's often with one of their staff members, and that's totally normal and okay. And sometimes that's even better because the staff members know a lot more of what's going on and the nitty-gritty, so that's still a great way to get involved.

And we have a lot of tools to help you prepare for your Hill meeting, talking about education and advocacy and knowing the difference for when you make that Hill meeting, as you're going as a private citizen, to talk to your representative's office, you can advocate. But if you're going perhaps through your program as the LEND trainee, you want to make sure you're sticking to education.

We also have a video showing a mock virtual Hill visit with Rylin and Liz, fabulous self-advocate that we know, and I think that watching that can help ease some of the nerves of going to these meetings, because really, you are the expert coming into that meeting, and it's important to have that confidence when you do. They need to hear from you.

And then we also have some relationship-building tips that Liz put together for us. Liz is an excellent advocate, and great -- she has some great tips for everybody.

And then any questions about Hill visits, whether it's a Disability Policy Seminar or others, we have resources you can have in your virtual hill visit policy toolkit. It's for COVID, but it has information you can apply at any time.

To go to the next slide, I will share a little bit -- oh, we have more resources here. You can sign up to get the disability policy news. You can watch Tuesdays with Liz or read Policy Talk blog on AUCD Policy Talk. I also would like to point out that you can find more information about what other disability rights groups are doing through the Consortium for Citizens with Disabilities. You can also do your own research by tracking legislation on Congress.gov and also looking at the Senate and House websites to see what sort of things are coming up on the agenda next week that you can see what legislation they're going to talk about, if your member supports a piece of legislation or not, which could change what you talk about in the meeting. And all of these links will be in the presentation that is posted on our website later, and you can also find a lot of these links in other resources on AUCD's website.

If we go to the next slide, I'll tell you some more details about the Disability Policy Seminar. This is an event that brings together lots of different disability organizations in Washington DC, so it's not just AUCD. So because of that, it's a really great way to network with other organizations and to see what other groups are doing and to really form more of those connections with other advocates in the community. It's all virtual this year to keep everybody safe, from April 19th to 22nd. And the first three days are going to be some information sessions where you can hear from people who work in the federal government, either they work for offices, for members of Congress, or they work in the executive branch, for the President, and they're going to speak about what's happening for people with disabilities and the policies that have happened in Washington and give some tips on how you can be better advocates and better education providers. So I think that's a really great part of the event.

And then I also have on here the registration fees, very important to know. And then that link, and we can drop it in the chat, if someone hasn't done it already, the link to register for the event and where you can also get more information.

So we encourage everyone to consider attending, but also know that if not, it's okay to schedule your own Hill visit and that you can still be a really great advocate and educator for your members of Congress and other members of the government.

>> KIKI OYETUNJI: Thank you so much, Lauren, and on that note, we have come to the end of our presentation today. Please note, Sunday is world Down's Syndrome Day. Thank you to all of our lovely panelists and everyone who has taken the time to join us.

We hope to see each and every one of you again on Friday, April 16th, from 4:00 to 5:00 Eastern Time for an orientation to the virtual Disability Policy Seminar event. Please register on the AUCD website, and as we may have mentioned, and feel free to email with any questions or more information. Thank you again and enjoy the rest of your evening.

(End of session at 4:53 p.m.)