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AUCD-2021 Leadership Academy Webinar (USAUCD1802A)

>> Hello and welcome to the 2021 AUCD leadership academy webinar. I'm Maureen Johnson on the technical assistance team here at AUCD. Thank you for joining us today. Before we begin, I would like to address a few details. Because of the number of participants, you will be muted throughout the call. You can submit questions during the presentation at any point via the question and answer box on your zoom console. Questions will be read aloud. We will have captioning available, click the CC button to view subtitles and there's an American sign language interpreter. To pin their video, hover over their screen and click the three small dots to select this view. This is being recorded and will be available after the event and written transcript. Please join me in welcoming Dr. Daniel Crimmins from Georgia state university.

>> Thank you Maureen. It is nice to see you. Thank you for so many being on the call today. We weren't sure how many we would get and I just checked the chat and we have more than 40 people on the line. So, I'm Daniel Crimmins, the picture on the screen is me. A few years ago before facial hair became part of my look. And actually I think that's my faculty headshot when I first got hired. That's a few years-old right now. If we can go to the next slide. We don't have to stay there. So, we have about I'll say 20 minutes or so of content that we want to go through that talks about the academy. It might be a few minutes less than that. Later on we will have -- we will hear from two academy alumni. And we will have a chance for questions and answers at the end as Maureen said. So we'll talk today about what you would learn, how you would learn that, what do past participants say about the experience. That's the two guests. How do you apply and other questions and answers. Let me, before we start, let me say that the -- this will be our fifth version of the academy. The first three were in person in Atlanta and we -- at the end of June, with the intensive experience at the end of June. I'll highlight some of the content. The COVID pandemic sort of inspired the change this year that we did the fourth cohort last fall virtually on planning for this year, we have really essentially elected to go virtual again. This will be a virtually delivered academy experience and if you do have questions about that, they certainly can be asked of me or Mark Crenshaw or our two guests who have participated in the aspects virtually. We would love to be in person but we have accepted that for now, we'll provide an alternative version of the experience by doing it virtually. I'll outline some of the choices we made as we elected to do that. If we could go to the next slide. We have this set up as one of our examples will be how do we structure information to make it -- to ensure the accessibility for folks and visually and for those of you who do go to the power point here, we'll have some slides that have the red border at the edge that will be on this topic of what do you learn. As we go through, there will be a summary slide of the key points. Next slide. So one of the elements of the academy is that we think it's really important to explore the history of the disability rights movement. We have done this in part by sort of doing a flyover of the American civil rights movement in Atlanta, we visit in person our center for civil and human rights and that is used as a jumping off place for discussions. We found that we can come up with virtual alternative experiences that sort of support the same kinds of discussions that allow us to talk about the history of the disability rights and independent movements and how the evolution of disability policy overtime, some of the current issues we're confronting, how they are aligned or different from state level issues and how we play a role in advocacy in and for disability rights. Next slide. Another major sort of organizing framework that we use is the courage and renewal and circle of trust. These are -- they were first put forward by Parker Palmer. And they were grounded in a long history of community organizing with historically disenfranchised groups. When we started looking for framework for the academy many years ago, this resonated with I guess the feeling of what we wanted to do with folks is have them come together and explore in

a respectful and supportive way our shared commitments. This was a framework that seemed to really work with its history and frankly some of its successes. It incorporates the extensive experience of people with leadership identity, learning, growth and sustained effort towards solving complex social issues. I mentioned the long history and it provides a really nice framework for exploring our own personal and professional values, those of our organizations, our visions and our commitments. So, we want to within that framework honor diversity and difference and it was a framework that we felt we could use within a time frame of a relatively discrete amount of time together that essentially contributes and compliments the work of our organizations. On the screen it says disability topics and understanding that not everyone may know our acronyms, I'll try to spell everything out. UCEED. LEND and disability organizations over the years and I'll mention this now, but I'll come back to it again, folks have represented stand alone advocacy organizations, other organizations in our states like the protection and advocacy organizations, developmental disability councils, the centers for independent living. I think we've had folks from state council of independent living. Broadly folks in the world of disability policy and disability advocacy and education. If we can go to the next slide. So as we're together, we also have presentations, activities with leaders of disability organizations and we want to provide examples of successful partnerships that engage and involve multiple organizations and perspectives, whether those are provider agencies or universities. Thank you Maureen for spelling things out for me. And one of the -- components that we want to highlight, within courage and renewal, the part that says leadership involves creating the space for people to discover their resources and I think that's one of the things we try to do within the time we have together. And then the third, framework that we have adopted is a focus on the approach called collective impact. I'll say that probably six years ago when we were designing the curriculum, this was less known. I think it's probably more familiar to many people working in our field. But it was put forward initially because of the recognition that we have often worked in silos and done many times wonderful and great things in silos, but that change did not sustain or generalize to other settings or maintain overtime. So this collective impact framework, how do we step back from that and form coalitions essentially where we have created a common agenda and shared measurement and metrics where we work together in a way that is reinforcing and communicate continuously and in order to do that, we have a backbone organization that keeps everything moving and coordinated. If we can go to the next slide. And then one other aspect of the program that is sort of different pieces is we ask you to take an assessment that is called the values and action. It is an assessment derived from the field of positive psychology, it presents 24 character strengths and all our strengths and you have greater strengths and lesser strengths. You don't have strengths and deficits. So it asks you to focus on your greater strengths and the way of defining who you are in every day language. There's a link on the screen should you want to take a look at that and I'm sure the slides will be available later with the video. We ask all participants and the faculty all complete it prior to the academy. We review the results together, discuss them in small groups, in part to have a shared vocabulary in discussing strengths but also in a way to consider what are the circumstances that continue to sort of perplex and how are they in some way reflective of what are our strengths, what might the folks we're interacting with, how might they bring different strengths to the same issue but not necessarily aligned with the way we are approaching it. Next slide. Our key points here, just to highlight them, the history of the disability rights movement, self reflection using courage and renewal and circles of trust. The importance of building community alliances, collective impact, framework for doing the work and then assessment and integration of strengths into the work that we do. Next slide. Now a little bit on how

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you would learn and we're on the orange slides now. Next slide. In an effort to be inclusive of all learners, at the center for leadership and disability we have spent a lot of time trying to work on what does it mean to utilize universal design for learning as we construct curriculum and different kinds of learning activities. So that starts out with can we have multiple means to present or represent information. We have multiple means of action and expression. Means by which the learner can show what he or she knows and wishes to do and multiple means of engagement. How do we present materials that speak to different modalities that might be preferred, auditory versus visual is sort of a defining -- a consideration that -- it's not either or. We would like to do both. How to make sure print materials are accessible to have key points highlighted and ensure that reading levels are accessible. How do we have information and resources available in print, video and audio. We have used Brittany, many of you may have seen her in the days of live conferences, Brittany went to the last two AUCD conferences held in person as a graphic facilitator and using her skills to amplify the content being presented. Next slide. There will be an example -- yes. This was this year. The slide on the left, in some ways it looks kind of busy. It's not that I want to go through this point by point to say what did we -- what did she say. This was the left hand graphic is a graphic that shows day one of our intensive week that began on 12/14/20. Those of you who know the executive director of the AUCD, AUCD is the association for university centers of disability and you're on their web page now and webinar. So John came and gave opening remarks and told his story and then Brittany captured the introductions from the group that showed some of the roles that people were playing in their organizations and the states they were from and she has outlines of the different states by their maps across that page. And then one of the things I think that is nice, she has at the upper right hand corner, bring all of your history, culture, fears, stuff that angers you, all of that is welcome and I think it spoke to a nice way of summarizing the theme. The one of the right captured some of our discussion and presentations relating to our discussions of civil and human rights and the history of the civil rights movement. So there's some photographs on there as well, selected quotes and points that reflected on the history. In order to experience that, you'll have to come to the academy. We have a strong commitment to cultural and linguistic confidence and we seek faculty and participants to come from diverse backgrounds and lived experiences and together we can support each other's commitment to community of leaders and act voo indicates that recognize differences in diversity. I think one of the challenges that we face, all of us in our every day lives, is sometimes a hectic pace. And there are times within the academy structure that we very deliberately try to slow down to provide more time for learning and reflection, providing time for small group discussions and problem solving. Time with faculty and peers for exploration. And then we do ask folks, we have a schedule of follow-up activities and presentations and we ask them to other the course of the year following the intensive portion of the academy, that they have coaching and discussions with allies who we'll talk a little bit about. People from the cohort who would be your year long learning companions. And I'm going -- I'll venture in some cases, your life long learning companions. Next slide. So this is what I was referring to, the self reflection ally groups. We will form during the week we are together intensively. And then meet every other month over the course of the year. This year's group, we've had to shorten that schedule because they would only have six months before the next cohort starts. It might go a little longer than that. And then we have one of our faculty members joining the group as a facilitator but it really is very much led by the group. With the accountability to each other. If I could go to the next slide. We ask people to identify a potential coach, I'll say back home. It doesn't necessarily have to be in your physical home or place of work, but to support you in the translation of the commitments and

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skills that you make during the academy into your home organizations. And we ask for you to meet formally face to face -- that might mean virtually face to face with the participant and then sort of negotiate what does that look like in terms of responsibilities to each other. In terms of supporting growth or attention toward a self identified leadership goal. If we could go to the next slide. These important components we think of learning, the universe you design for learning approach, the use of graphic facilitation, a way of sort of embracing content. The self reflectionally groups as a way of continuing to address that and the assistance of leadership coaches. So what do participants say about the experience? I'm going to invite my colleague to introduce them. And we'll take about 10 minutes for that and then do a scan of the academy schedule and some of the particulars about the application process. So Marc, if I can turn to you.

>> Hey Dan, thank you. So it's always fun to get to reach out to AUCD leadership academy alumni and ask them to talk about their experience a little bit. We have two folks on the call, I think Micha Orless is first. Micah is on the faculty at children's hospital of Los Angeles and U.S.C. at the school of medicine and he just finished in December with us. So asked him to -- invited him to come on and talk to you about kind of what he experienced and why -- at least at this point in the experience, why it has been valuable to him. Micah, over to you.

>> Thank you. I appreciate you having me and really glad to speak on this. I am still I would say still attending the academy because I'm participating in my small group advisory group get together. But it's been a really tremendous experience. We started and we applied at the beginning -- kind of almost pre-COVID I think. We were hoping to do it in person. We kept sort of postponing and then it was clear that wasn't going to happen. We had the option of postponing and decided -- I decided to go with it, uncertain how it would be and truly, it was hands down the best kind of distance learning thing I have done during the pandemic. It was really, really well facilitated and I could tell that the leadership academy put a lot of work into adapting it to the telehealth platform that it reflected. It wasn't just cookie cutter. What I ended up with, a lot of good pre-training and ongoing opportunity to meet with colleagues in our advisory group and things that stood out in terms of how it helped me -- I'm a psychologist, I interface with the disability community through early intervention. I work a lot with babies and I'm trying to build up projects with safely surrendered infants and so this really gave me a framework for how to go. I think a lot of people who do the academy are sort of self starters and have an inner drive without -- at least in my case, I didn't have a sort of good -- I had the makings of a toolkit but this gave me a lot of new tools. Not in the sense of like management training exactly but in terms of vision, thinking about the collective impact was really valuable. And seeing examples of other leaders in the field was really, really helpful, too. Jerry who is here today was a really good speaker for us and really helped to crystalize thoughts and give me new ideas about how to move forward and the value beyond the week of the academy, we can guide our next steps through coaches we have and through the members of our group. Again -- I will also say too, I want to be brief here because you have a lot to get through, the personal connections I felt with everybody in the academy, even by telehealth was surprisingly strong. I remember leaving the first kind of meeting we had feeling kind of this intense connection to the group I was with and just because of the way it had been facilitated I do feel I have developed strong relationships to the group I'm a part of, we meet every two months but we arrange our own meetings outside of that. We met last night and not talking about work but hanging out and talked about books and all sorts of different stuff. So these are people I do consider friends even though I have never been in person with them. So it's just been -- I think that's the other thing I will say, you make the connections not just valuable to me personally, but I think professionally really expand my network and help me crystalize my thinking about how

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professionally my work will interface with the disability community and how to connect beyond my small silo and step outside of that because of the connections I make with others. I clearly recommend it and I have had a valuable experience.

>> Thank you Micah. And it gives me great joy to know that you and your small group and ally group are not needing any facilitation to get together. That was something I obviously didn't know and I'm glad to know. So the second -- from Jeiri Flores. We had such a great time with her as a participant in the academy, we wanted to find additional ways to work with her. Over the last couple of years, she has joined the faculty and we have worked really hard together with Matthew Williams, one of our facilitators to develop a module around power, privilege and oppression that I have really enjoyed building out with JD over the last couple of years and want to give you an opportunity to talk about your experience and why being a participant was helpful to you and kind of if you want to, also talk about why you stay connected.

>> Good afternoon, good morning, good day. I don't know the time zones. It's good to see everybody. And I'm so happy to be part of the dream team of this academy. It was such a -- not only are the folks such special people to me, I found the academy right on time. It was something that the universe sent my way and I have been going with the flow since then. I've had the privilege of working with everyone as part of the faculty, in person and virtual, so seeing the other side of it was a plus. But overall, this academy is an investment in yourself and I can't stress that enough. It's not about the work you do for the programs, granted it is connected, I'm not saying it's not. That's the leadership challenge and what it's about, about your work but it's truly an investment in yourself, how you tell your story, how are you as a listener and presenter. There might be topics you might be missing and how to make real personal connections. I would like to say I just met last week with someone from my cohort from -- she was like my leadership challenge, I did a great job and I want to go bigger and I want to talk and see what you can do. Okay. I don't understand where you are and what time it is but we can figure it out. I was up until 2:00 in the morning and we were talking and had an opportunity to really vibe and explore what advocacy looks like. I'm physically disabled. I use a wheelchair whose name is Clyde and I have been an advocate for longer than what I knew what it was. Having an opportunity to tell my story and learn about myself, there are so many activities that will open the door for you here. You get to learn about yourself. One of the activities that I hold near and dear to my heart and I'll end on this, you write a letter to yourself, like the academy faculty will send you six months -- I don't know how long, but they send it back to you. So my original letter was sent back to me and I was like oh no, I didn't do this letter justice, I'm not ready to open it yet. I kind of lost it. When I wanted to find it, I couldn't find it and I was so sad. I couldn't find it. So I recently found it and I even told myself a joke in the letter which made me laugh. Look at me planning ahead. And I framed it. So now I go back and look at it and think of where I was emotionally when I left the leadership academy and it was such a great place. In the beginning, this is really an investment in yourself. It's bigger than how to do your job better. It's how to know you better and learn more. And if I can be helpful through the application process, feel free to find me. My e-mail is every where not just on the AUCD website, but I'm every where. My information is every where. Just type my name in. Pretty much that's all I've got.

>> Nice. That was awesome as usual. I appreciate you -- both of you Micah and JD being here today for the conversation. I probably shouldn't speak for them but they will be here if you have questions for them as folks who have been through the leadership academy. Now we're going to talk about the schedule. Dan, do you want me to take it?

>> I'll go through it but JD, I can't help but say that's never all you have to say, but with that, I don't really want to invite more in this absolute minute but I wanted to invite folks who have

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questions to type them into the chat. We'll do some of this. There's just a little more of the particulars and then we'll have time have time for Q&A including with participants and faculty. So we'll look to have applications by Monday march 1st, some of you may be saying, wow, that's really soon. It is soon. This is one of those things that we get 95% of the applications within two days of the application deadline. So we're not surprised that we only have three or four applications now. We take 24 people. It's a deliberate number by virtue of the group mixing and matching and wanting to have a fairly hypo TENL ratio of just sort of the faculty time and time with each other. We plan to make decisions within two weeks. So by march 15th. If there's anybody here who says I need an extra day to do the deadline, to meet the deadline, I'll say we have always been flexible with that, but understanding we do have to meet a deadline for selection. One of the reasons the deadline for selection and announcement is so soon, we plan to start the first webinar on April 1st, a Thursday from 3:30 to 5:00. One change we made to accommodate virtual -- when we meet in person we start on Sunday mid afternoon and go to Friday mid afternoon. With -- really essentially starting a formal presentations around 10:00 but people doing yoga and having breakfast and coffee and starting at 9:00 or 8:30. We just said that's not going to happen virtually, so we've restructured things to start -- the optional yoga meditation time is 11:00 but having the content time between 12:00 and 5:00 with a break in the middle. In order to do that, shorter intensive week we front loaded some of the content into webinars. If meeting in person we'd have three advanced webinars. Meeting virtually we have six to try to give essentially the classroom getting some of the content out of the way and begin the bonding experience. So starting on April 1st, a Thursday, from 3:30 to 5:00 and then every other Thursday for the next -- until we've had a total of six sessions with the last on June 10th. This is an overview of the calendar. I have to look up here, June 2 1st to 2 5th and that's going to be on the next slide. The daily schedule starting at 11:00, that's optional meditation mindfulness. Opening session, we do try -- we try very, very hard to start promptly at a given start time and end promptly at the given stop time. We will have a bit more of a planned hard break in the middle of that time. As much as we'll encourage you not to catch up with life, but we do know that there are sometimes small beings in the house that need attention whether you choose to do it or not. So the first four days have that until 5:00. The last day -- that's incorrect. Agenda begins at noon, that's wrong. It starts at 9:00 or 10:00. We'll work that out -- sorry, noon is eastern time. We do some preparation for debriefing and planning for the return to every day life. Schedule ends around 2:00 and I'll give it away now, you'll write your letter. Throughout the column to the right, we have opportunities for small group, large group reflection. You'll bring the leadership challenge and learn from group of colleagues and put it in historical context and build relationships as Micah attested to. If we could go to the next slide. We heard from two folks and -- yes, start time is eastern time. Application deadline march 1st. Preacademy webinar starts April 1st. Academy June 2 1st and post activities are scheduled for the rest of the year. So, who should apply? I -- we don't have a slide of who should apply. I can tell you who has applied. We have two examples of folks here with us today who came to us and their identity of being connected to university training programs. We have had people who came as directors and who became directors after attending the academy, we've had people who are -- who manage projects at developmental disability councils. We have people who are sort of on faculty and staff and now I think we have representatives from 30 states, 3 1 states perhaps and three territories. So, it's -- that you're on the webinar at all and still paying attention and this sounds like something you would want to do, my puppy says when you talk on the phone you should be able to throw things at me. And we go to the next slide. We have 24 people we will select. The selection is often a very difficult process. We'd like to have diversity in terms of geography and

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racial ethnic identity and ability and disability. We do -- we want there to be representation in terms of organizations. And then there's some of the other categories. The portal for applications is there. It can be filled in online. There's a word version that can be downloaded and sent in by -- as an attachment to our e-mail. It's not a complicated process. We ask you to have a current resume. We ask you to have a letter of support from a senior organizational or agency representative, essentially acknowledging that this will take time and we ask for 250 word statement and we do have a couple of questions we ask people to answer about how they'll use the experience in their work. Next slide.

>> I have one question in the chat from Jennifer Crawford, is it one or two job coach/leaders we need to have.

>> That's up to you. We ask you to have one. What's happened in the past, people have said I have two things I want to work on and two different people that I'd like to work with and we go, okay. So that's -- it's not hard and fast. When we started out, we anticipated it would be someone in or close to your organization and then in the first year somebody said I have somebody on the other side of the country who I would really like to work with who has agreed to work with me and we said oh, okay. This is about your growth. The plug that I give to people is if there's someone you would like to kind of have as a connection with as a mentor or in a formal way, somewhat formal way, a great way to do that is say I am engaging in a leadership development experience that's a one year program and I'd like to be able to meet with you for three or four or five times over the course of the next year to check in with how I'm doing and see how you do your work. And tell me the person that says no, I'm not interested in that. It's a relatively minor -- I want to say minor, -- I think it's an honor to be asked and it's a time that in your growth, it's okay to make those requests.

>> So one thing I would add to that, we ask you to identify for purposes of the application a couple of folks. We've certainly had intentional conversations during the academy intensive week with folks about who they might select as their coach and why. So don't feel like if you identify folks now you're sort of locked into that for the rest of the year. We just -- the purpose for that on the application is just to really get you thinking about where you think you are -- the direction you think you are going and sort of the kinds of leaders who can support you to get there.

>> The other part of that is that, sometimes the people you select before you get there, you end up saying, you know what, neither of them are right for me now. And JD, I don't know if you can speak, thank you for answering that. Why don't you say it out loud.

>> This was kind of the hardest task to pick because you're developing -- you're coming in mind with your leadership challenges as to what you want to do and where you want to be. I had a mentor coming in but my mentor is from college and not necessarily connected to my leadership challenge. I picked someone closely related to the leadership challenge because they understood my end game. My leadership challenge was to get hired in a position that I could thrive and bring value. So the person I picked was a faculty member on the LEND program. And she -- we met and discussed and planned. She just helped me apply for grad school, too. She's still someone I reach out to and come back to ask for help.

>> So you just named your leadership challenge. Joanne asked what are some examples of leadership challenges that others have done that have gone through the academy. I'm going to say, you know, that's not what we do. You will come up with something -- actually we encourage people to do it in advance and often times during the week, there are a number of people who tweak that as they go through the experience and say this is what I would rather work on. It may be -- not to be too coy about it. In JD's case it was how to get a position to allow me to

essentially have people hear my voice in a different way but in a way that is respected and acknowledged as a genuine authentic voice in the process. It can be people who want to take on an organizational challenge in terms of a program they're running that -- in terms of management of staff. It can be taking on a personal development challenge I'll say of -- I don't want to say writing a book but, again, something that you would consider the personal accomplishment. But it's -- it really is sort of what would help you get to the next level that you want to be at. We are -- I'll say it now. I said it at the beginning of the leadership academy, it is a leadership academy, not a management academy. We won't spend time and we don't spend time on sort of better understanding the hierarchies of organizations, only to the degree that we discuss them. How do we deacon instruct the hierarchy as an element of importance and get to essence of what we want to do.

>> Sometimes the leadership challenges are about sort of leading change, so if someone comes to the academy knowing there's sort of change in their space or they're preparing for a new role, those kind of things, I've seen the ally groups be really helpful around listening well and around helping people to connect to resources and other folks in the network who have had similar experiences, you know. So a lot of it -- lots of times over the past four years, the conversations have been okay, so this is kind of what's happening in my space, in my organization, and you know, how can I bring the tools and skills and dispositions that I learned in the leadership academy to the process that is sort of taking place where I am.

>> I'll say that I think -- I can think of two examples of folks in organizations who were I'll say change was imminent and they anticipated they might be in a place where they would be invited to seek sort of a promotion opportunity. In one case, I think the leadership academy helped a person say yes, I'm ready to take that on and in another case, another example is someone who said, I don't think I want to take that on. And we'd say fine. It's not about me. And Micah you had -- I like what you just said. If you want to say it out loud.

>> I was just reflecting. When I was applying, I identified a couple of potential coaches but by the time the academy came around, my thinking about things had crystalized and even during the week, it was not something I felt obligated to maintain. It was in my initial application and as my thinking evolved, I was able to understand what help I could use and found a perfect person in my organization to take that role on who was not someone I identified initially. So it's been really helpful to have her and have that space and flexibility to adapt and evolve as the process goes on.

>> Someone asked what about public speaking and JD said yes. If you want to take it on, take it on. Are there other questions? I'll ask for the next slide and try to monitor the chat also. We talked about how to apply. You're on the call now. It is soon. But it's not terribly burdensome. It will take some time to put it together. It's not -- we have background demographics and some -- answer to some questions and this idea of by graphical sketch. So then the person -- the question, I'm going to answer it directly. Should the person providing the letter of recommendation give the letter to you directly or us. Usually they give it to you and it's attached to the file. What we're asking them to express, if they're supporting you to take the time to engage in the academy, then there's usually not a lot of mystery of what would be in the letter of support. The reason we ask for that is that the -- there is a fee. But the fee for in person versus the fee for virtual, there's a lot of I'll say, there are expenses for the in person that we don't experience because of doing it virtually.

>> So, the fee for the virtual academy is 2 50 dollars.

>> Yeah. The fee for the in person event is 1,000. And the other piece of this because I have to -- I'm not required to make this as a plug but the fee can be either of those amounts because

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this event is significantly underwritten by the cooperative agreement that the AUCD has with the administration on disability and also with the agreement it has with the maternal child health bureau for the LEND program. They underwrite frankly 90% of the cost of the experience. So it is -- it's \$250 this year. Someone asked if there will be scholarships. If there was a need for that, I would ask for folks to write a separate letter essentially that the \$250 was burdensome and that I'll say we would talk to our colleagues at AUCD to see what we could do. With the reduced cost, one of the reasons for asking for a letter from organizational support is that we would in general anticipate that the organization would support not just the time but the travel and registration fee that in the past for probably over now four cohorts and 90 plus people, we've probably had two people who have paid on their own and I think we have managed to provide some scholarship support. To a large degree, we anticipate it will be carried by the sending program. Someone asked if there's a format endorsement letter? No, if you're in an organization, just letterhead. If you're not used to doing it, there are a lot of folks -- you're likely to ask someone who is used to doing it and putting it on letterhead. Other questions? Maureen is reminding us to ask you to provide feedback. Is there another session -- just got out of class. This will be recorded so you should be able to get this in a day or two. If you had questions following that, because you're not ready to put them in the chat, we do have an academy mailing address on the website that you can link to. Thank you Debbie for saying it sounds so Quiting. We think so, too. As we're winding down, I really do thank Micah and JD for being here. The other -- let me assure those of you who might be questioning, there are 90 plus alumni at this point and we could have gone to many others -- but -- who would have said similar things but I know mark and Micah spoke recently and JD has been a willing volunteer who offers multiple perspectives on the experience. I thank our captioner and sign language interpreter, hearing us and dealing with my mumbling at times.

>> Thank you Dan, mark, JD, Micah. We appreciate you all for attending this webinar. As mentioned, it has been recorded and will be available shortly. Please complete the event survey in the chat box and have a great rest of your day everyone.