**DC AP TABLE OF CONTENTS:**

**SELF-ADVOCACY & SYSTEMS ADVOCACY**

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| --- | --- |
| Table of Contents | Pages |
| Session Three Agenda | 3 |
| Objectives: Competencies & Skill Sets  |  4 |
| Homework: Community Involvement | 5 – 6 |
| Homework Sheet  |  7 - 8 |
| Long-Term Project Assignment |  9 - 10 |
| Chart of DC Resources | 11 - 18 |
| DC Legislative Process & Graphic | 19 – 26 |
| Tips for Testifying | 25 – 28 |
| Federal Legislative Process | 29 – 30 |
| Testimony Activity | 31 - 34 |
| Power in Numbers | 35 - 42 |
|  |  |
|  |  |
|  |  |
|  |  |

**Session 3 Agenda:**

**SELF-ADVOCACY & SYSTEMS ADVOCACY**

Date & Time: Friday, July 26, 2019 12PM – 8PM

Location: 4301 Connecticut Avenue NW, Suite 100

|  |  |
| --- | --- |
| Time | Topic |
| 12:00 PM – 12:45 PM | Working Lunch – Recap/ Discussion on Sessions 1 & 2 and Homework* What were your initial impressions? What did we learn?
* Community Involvement: What events did you attend?

Carly Fahey, Jessica Fuentes-Diaz |
| 12:45 PM - 1:00 PM | Break  |
| 1:00 PM – 2:00 PM | ADA 29th Anniversary: Why do We Advocate? * What is an advocate?
* Why is the ADA so crucial to our advocacy?
* How do we craft our story? Who are we advocating for?
 |
| 2:00 PM – 3:30 PM | Systems Advocacy & YouSpeaker: Andraea LaVant, Disability Rights Expert |
| 3:30 PM – 3:45 PM  | Break  |
| 3:45 PM – 4:45PM | Video on Legislative Advocacy Activity on how a bill becomes a law and what laws you should advocate for |
| 4:45 PM – 5:00 PM  | Break |
| 5:00 PM – 6:30 PM  | Working Dinner – Ron’s Journey: The Power of Parent Advocacy, the Justice System, and AutismSpeaker: Ron Hampton, DC AP Alum & Former Exec. Dir. of the Black Police Officer’s Association |
| 6:30 PM – 7:00 PM  | Sharing our Stories All Partners |
| 7:00 PM – 7:30 PM  | Long Term Project Activity & Q&A |
| 7:30 PM – 8:00 PM | Complete Evaluations & One-on-One Assistance |

**SESSION 3 OBJECTIVES –**

**COMPETENCIES & SKILL SETS**

**Self-Advocacy & Systems Advocacy**

**Competencies**

Partners will begin to understand:

* The disability community as a voting bloc.
* The differences between self-advocacy and systems advocacy.
* How a bill becomes a law at the federal level.

**Skill sets**

Partners will begin to:

* Prepare to give testimony.
* How to effectively communicate with policymakers.

**SESSION 2 HOMEWORK –**

**COMMUNITY INVOLVEMENT**

There are 3 sections in this assignment. Please write up your answers on the Community Involvement Hand-In Sheet and be prepared to turn it in at our next session on August 16th.

If you have any questions or need any assistance, call or email Carly Fahey (202-822-8405 x122) faheyc@iel.org or Jessica Fuentes-Diaz (202-822-8405 x144) fuentesdiazj@iel.org.

**Section 1: Use Your Resources**

Review your resource packet and select one of the resources of interest to you. Answer the Section 1 questions about it on the Community Involvement Hand-in Sheet.

**Section 2: Explore the Community**

There are many events in the community that are relevant to disability advocacy. Choose one (or more!) events to attend from the event section of the packet or from below and answer the Section 2 questions about it on the Community Involvement Hand-in Sheet. You should also look at the Boards and Commissions packet and consider which you may be interested in applying to join.

1. **“Telling Your Story"**

App Available Now for iPad, iPhone/iPod Touch, Kindle Fire, and Android Tablet and PhoneCompose and practice your personal story to present to elected public officials or other policymakers. Learn the best ways to introduce yourself and talk about your issue, record and practice your story, and include a photo if you would like.

The iPad version of the app is available free at the iTunes Store.

The Android phone version is available free from Google Play.

1. **Equal Opportunities for Students**

<http://www.equalopportunitiesforstudents.org/index.php/about-us/>

Equal Opportunities for Students is a student-led project that deals with issues of educational equity. Out goal is to promote civil rights in education and inform parents and students of different educational options and programs might not have known about before. We run two main series. The first is called “Food for Thought.” For this series we interview education officials about their area of expertise, it is a place where students and parents get to learn about the resources, they may not have been previously aware of. Our second series is called ‘Tell Your Story.” For this series we talk to students and parents who have dealt with educational discrimination and ask them to tell their stories to provide both a face and a voice to issues.

1. **Families USA – Share your story about health and health care**

<https://familiesusa.org/share-your-story>

Families USA is gathering overlooked and underrepresented stories about people’s experiences with the health care system. Maybe you’ve had difficulty finding a provider, received an outrageous bill in the mail, struggled to afford care, faced discrimination or unfair treatment, or faced multiple hurdles getting to a diagnosis. Or maybe you're still worried about ongoing threats to coverage. Whatever it is, share your story.

**Section 3**

Next month’s topic is on **Inclusive Education**. Choose one letter below to learn more about in preparation for next month. Answer the Section 3 questions about it on the Community Involvement Hand-in Sheet.

1. Check out DC’s school performance report card for last year to see how DC is doing and compares with other localities. Printed copies of the Report Card can be found at your public library.

Website: <http://www.learndc.org/schoolprofiles/view#dc/reportcard>

Phone: 202.727.6436. Ask for a printed copy of the report card from the LearnDC program.

1. SchoolTalk is a DC-based non-profit organization that brings special education dispute prevention and early dispute resolution programs to DC schools. Learn about their work and resources.

Website: <http://www.schooltalkdc.org>

1. Learn about DC Charter Schools and & FAQs that families and educators of students with disabilities have about charter schools.

Websites: <http://www.parentcenterhub.org/repository/charters> AND

<http://www.dcpcsb.org/what-charter-school>

Phone: 202-328-2660

1. Learn about the Strong Start DC Early Intervention Program which serves as the single point of entry for infants and toddlers in Washington DC whose families have concerns about their development.

Website: <http://osse.dc.gov/service/strong-start-dc-early-intervention-program-dc-eip>

Phone: 202-727-3665

**SESSION 2 HOMEWORK –**

**COMMUNITY INVOLVEMENT**

**Homework Sheet**

You will hand in this form at Session 3 on Friday, July 26, 2019.

**NAME: DATE:**

Please write up the answers to the questions you have selected. This must be handed in at the next DC AP session - Friday, July 26th. If you have any questions or need any assistance, call or email Carly Fahey (202-822-8405 x122) faheyc@iel.org or Jessica Fuentes-Diaz fuentesdiazj@iel.org.

**Section 1.**

Choose at least one article or resource in the packet and answer these questions:

1. Which resource did you select?
2. How does the information in this resource add to what you learned in class?
3. How will you use this information in your advocacy work?

**Section 2: Explore the Community**

This month,

1. Which event did you attend?
2. What did you learn at this event?
3. Did you testify, ask questions, or talk to anyone at the event? If yes, what did you talk about?
4. Would you be interested in going to another event like this one? Yes or No.
5. After looking at the Boards and Commissions packet, which board(s) and/or commission(s) would you be interested in joining in the future?

**Section 3: Prepare for What’s Ahead**

Exploring websites about education for children and youth with disabilities in DC.

1. What office/agency did you read about?
2. What particularly interested you about this?
3. Did you sign up for any newsletters, meetings, or events?
4. How will you use this information in your advocacy work?

**SESSION 3: LONG-TERM PROJECT ASSIGNMENT**

**NAME:**

Hand this in on August 16 or email it any time before then. In the next few days, you will be assigned an advisor who is available to help you. If you have questions or need information, please contact Carly or Jessica.

Each session, you will get some questions to help guide you as you move forward with work on your Long-Term Project (LTP). Remember, because graduation will be here soon enough – think what you can achieve on a smaller scale. Impact can be made in many ways.

Your answers to these questions will also help your advisor to keep current on your work and to be able to discuss any questions you may have.

The goal is to do some work on the project each week, so it will be completed by November 15th. This will give you time to do a good job and time to make any changes as you move forward.

We strongly suggest you use a calendar (print or digital), both to keep a record and for display purposes at graduation.

**Your calendar should help you with both planning and deciding on next steps.**

1. What is the topic you decided to choose for your Long-Term Project?
2. Why did you choose this topic? Does it relate to the content or information you’ve learned so far in our class?
3. Your LTP involves a short presentation and a visual (such as a poster or display board) at graduation.
4. Do you think you have an idea yet of what that could look like, considering your proposed topic?
5. You will need a place and system to collect the names of people who you have talked to or plan to talk to. Who are the important contacts or agencies that you will need to reach out to help you accomplish your project? Who else will need to be involved?
6. What events or informal meetings do you plan to attend in the two weeks or so related to your LTP work?
7. Have you run into any difficulties in your planning or topic selection so far? Yes or No.

If you said “yes” please explain:

**SESSION 3: LIST OF RESOURCES**

**Influencing Local & Federal policy**

**About DC Legislative Process**

**Council of DC: How a Bill Becomes a Law**

Website: <http://www.dccouncil.us/pages/how-a-bill-becomes-a-law>

**DC Government Offices**

**Mayor’s Office of Talent and Appointments**

Members of boards and commissions provide an invaluable service to the District by advising the Mayor, the Council of the District of Columbia and the citizens of the District on a variety of significant matters. Their website lists the various boards and committees a citizen can serve on.

Office Hours: 9:00 am to 5:00 pm, Monday through Friday

Address: 1350 Pennsylvania Avenue, NW, Suite 211, Washington, DC 20004

Phone: 202-727-1372; Fax: 202-727-2359; TTY: 711

E-mail: MOTA@dc.gov

Website: <http://mota.dc.gov>

**DC Boards and Commissions Current Openings List**

This page shows the current opening on Boards and Commissions in DC. Click each entry to apply online. If you need assistance or internet access to apply for a position, please reach out to Carly or Alexis and we can assist you in applying.

Website: <http://motaboards.theresumator.com/apply>

**DC Budget through the DC Council**

Website: <http://dccouncil.us/budget>

Committee Oversight for 2017: <http://dccouncil.us/pages/committee-oversight-2017>

Committee Oversight for 2018: <http://dccouncil.us/oversight/2018>

Budget Oversight Calendar for Fiscal Year 2018: <http://dccouncil.us/budget/2018>

DC Council Calendar, including Oversight and Budget Hearings: <http://dccouncil.us/calendar>

Watch DC Oversight and Budget Hearings Live: <http://dccouncil.us/videos/>

**Office of Advisory Neighborhood Commissions (ANCs)**

The Advisory Neighborhood Commissions consider a wide range of policies and programs affecting their neighborhoods, including traffic, parking, recreation, street improvements, liquor licenses, zoning, economic development, police protection, sanitation and trash collection, and the District's annual budget.

In each of these areas, the intent of the ANC legislation is to ensure input from an advisory board that is made up of the residents of the neighborhoods that are directly affected by government action. The ANCs are the body of government with the closest official ties to the people in a neighborhood.

The ANCs present their positions and recommendations on issues to various District government agencies, the Executive Branch, and the Council. They also present testimony to independent agencies, boards, and commissions, usually under the rules of procedure specific to those entities. By law, the ANCs may also present their positions to Federal agencies.

ANCs, agency officials, and the general public are now able to search for advice letters written by the Office of the Attorney General on ANC issues.

Maps of the current boundaries of the ANCs are available at <http://www.ancdc.us>.

Office Hours: 9:00 am to 5:00 pm,

Address: Monday through Friday Address: 1350 Pennsylvania Avenue, NW, Suite 8, Washington, DC 20004

Phone: 202-727-9945; TTY: 711

E-mail: oanc@dc.gov

Website: <http://anc.dc.gov>

**DC Community Organizations**

**DC Vote**

As the recognized leader and go-to source of information on the DC

voting rights movement, this organization:

* advocates for enactment of critical DC voting rights legislation
* educates Americans across the nation about DC's status
* works to prevent congressional interference in DC's local democracy
* organizes its supporters to contact Congress through call-in days, letter-writing campaigns and face-to-face advocacy
* engage its coalition partners, supporters and pro bono lobbyists to educate Congress
* serves as a resource to elected officials, the media and public

Address: 1100 H Street, NW, Suite M-100, Washington, DC 20005 Phone: 202-462-6000; Fax: 202-462-7001

E-mail: info@dcvote.org

Website: <http://www.dcvote.org>

**Empower DC**

The mission of Empower DC is to enhance, improve and promote the self-advocacy of low and moderate income DC residents in order to bring about sustained improvements in their quality of life. We accomplish our mission through grassroots organizing and trainings, leadership development, and community education. Empower DC is a citywide, multi-issue, membership-based community organizing project. Empower DC builds campaigns to address key issues that directly-impact our membership. The organization is led by its membership, Board of Directors and staff.

Address: 1419 V Street, NW, Washington, DC 20009

Telephone: 202-234-9119

Email: info@empowerdc.org

Website: [www.empowerdc.org](http://www.empowerdc.org)

**DC Fiscal Policy Institute**

The DC Fiscal Policy Institute conducts research and public education on budget and tax issues in the District of Columbia, with a particular emphasis on issues that affect low- and moderate-income residents. By preparing timely analyses that are used by policy makers, the media, and the public, DCFPI seeks to inform public debates on budget and tax issues and to ensure that the needs of lower-income residents are considered in those debates.

DCFPI’s areas of work include:

* analyzing the impact of tax and other revenue policies on the District’s long-term fiscal health and on the equity of its tax system;
* working to ensure that programs serving low- and moderate- income residents are well designed, effective, and adequately funded; and
* conducting research on income and poverty trends in the District and on serious problems facing low-income residents, such as the growing shortage of affordable housing.

Address: 820 First Street, NE, Suite 460, Washington, DC 20002

Telephone: 202-408-1080 Fax: 202-408-8173

Website: [www.dcfpi.org](http://www.dcfpi.org)

**Serve DC**

Serve DC strives to ensure the full, proactive inclusion of individuals with disabilities in service and actively encourages individuals with physical or mental disabilities to participate in national service programs operating in the District of Columbia. As part of its Disability Inclusion Initiative, Serve DC is currently seeking a broad range of knowledgeable, interested and diverse representatives for our Disability Inclusion Advisory Committee. Committee responsibilities include assisting, advising and providing technical assistance to Serve DC staff on issues relating to the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973; providing technical advice on the development, implementation and maintenance of activities and programs for persons with disabilities; and designing literature, projects and activities that promote the integration of qualified individuals with disabilities into national service programs.

Address: Frank D Reeves Municipal Center 2000 14th Street NW, Suite 101, Washington, DC 20009

Phone: 202-727-7925 TTY: 202-727-8421

Website: <http://serve.dc.gov/service/disability-inclusion>

**DC Statewide Independent Living Council**

DC Statewide Independent Living Council of DC assists in the development the DC Plan for Independent Living (DCPIL). The DCPIL is a document required by law for all states and territories and indicates how the Independent Living (IL) Network is going to improve IL services for individuals with disabilities over the next three years. The Council identifies the needs and priorities of consumers, providers, and other stakeholders and sets forth goals and objectives to respond to them.

Phone: (202) 442-8748

TTY: (202) 216-0555

Website: <https://sites.google.com/a/dc.gov/dcsilc/>

<http://www.ilru.org/projects/silc-net/silc-directory-results/DC>

**American Civil Liberties Union (ACLU) of the Nation’s Capital**

The American Civil Liberties Union (ACLU) is the nationwide non-profit, non-partisan organization devoted to ensuring free speech, equal rights, and other civil liberties. With a membership of over 5,000, the ACLU of the National Capital Area (ACLU-NCA) now defends and expands civil liberties in the Nation’s Capital, including important Federal employee matters. Those who join us also become members of the National ACLU.

Since the formation of the ACLU-NCA in 1961, our Mission has been to protect and expand civil liberties through legal action, legislative advocacy, and public education. Each year we review more than 10,000 requests for legal assistance. Sometimes our local case goes all the way to the U.S. Supreme Court.

We also work with government agencies, trying to defend liberty without litigation. For example, we worked for months to get Prince George’s County to set up a system for educating the juveniles it detains, instead of just warehousing them until their release.

Besides individual court cases, we are using public education, coalition-building and legislation to get, for instance, effective citizen review systems for police in each of our local jurisdictions.

Address: 4301 Connecticut Ave. NW, Suite 434, Washington, DC 20008-2368

Phone: 202-457-0800 / Fax: 202-457-0805

Website: <http://www.aclu-nca.org>

**About the Federal Legislative Process**

**The Official House Website**

Website: <http://www.house.gov/>

**The Official Senate Website**

Website: <http://www.senate.gov/>

**Congressional Glossary (from C-Span)**

Website: <http://legacy.c-span.org/guide/congress/glossary/alphalist.htm>

**How Our Laws Are Made, from the Government Printing Office**

Website: <http://www.gpo.gov/fdsys/pkg/CDOC-110hdoc49/pdf/CDOC-110hdoc49.pdf>

**The Library of Congress page about laws and legislation**

Website: <http://thomas.loc.gov/home/lawsmade.toc.html>

**Congress.gov videos about the legislative process**

Website: <https://www.congress.gov/legislative-process>

**Federal Advocacy Organizations and Resources**

**A Guide to Legislative Advocacy for Youth with Disabilities**

<http://www.ncld-youth.info/Downloads/legislative_policy_guide.pdf>

**National Council on Disability (NCD)**

NCD is a small, independent federal agency charged with advising the President, Congress, and other federal agencies regarding policies, programs, practices, and procedures that affect people with disabilities. NCD is comprised of a team of fifteen Senate-confirmed Presidential appointees, an Executive Director appointed by the Chairman, and eleven, full-time professional staff.

Address: 1331 F Street, NW, Suite 850, Washington, DC 20004

Website: <http://www.ncd.gov/>

Email: ncd@ncd.gov

Phone: 202-272-2004 (Voice); 202-272-2074 (TTY)

**National Disability Consortiums & Collaborations**

**Consortium for Citizens with Disabilities (CCD)**

The Consortium for Citizens with Disabilities is a Coalition of national consumer, advocacy, provider and professional organizations headquartered in Washington, D.C. Since 1973, the CCD has advocated on behalf of people of all ages with physical and mental disabilities and their families. CCD has worked to achieve federal legislation and regulations that assure that the 54 million children and adults with disabilities are fully integrated into the mainstream of society.

CCD does this by:

* Identifying and researching public policy issues, developing testimony and policy recommendations and encouraging innovative solutions to public policy concerns.
* Educating members of Congress to improve public policies and programs that foster independence, productivity, integration and inclusion of people with disabilities.
* Encouraging people with disabilities and their families to advocate for themselves and coordinating grass roots efforts to support these advocacy efforts.

CCD Website <http://www.c-c-d.org/rubriques.php?rub=taskforce.php&id_task=1>

General CCD Email: info@c-c-d.org

General CCD Phone: 202-783-2229

**CCD Developmental Disabilities, Autism, and Family Support Task Force**

The mission of the Developmental Disabilities Task Force is to advocate for federal public policies that directly relate to individuals with developmental disabilities, autism spectrum disorders, family supports and the prevention of child abuse and neglect. These include, but are not limited to, the Developmental Disabilities Act, Combating Autism Act, Lifespan Respite Care Act, National Child Abuse Prevention and Treatment Act.

Contact Information for Task Force Co-Chairs

**Samantha Crane**, Autistic Self Advocacy Network

Phone: 202-596-1055;

Email: scrane@autisticadvoacy.org

**Erin Prangley,** National Association of Councils on Developmental Disabilities (NACDD)

Phone: 202-506-5813

Email: EPrangley@nacdd.org

**Jill Kagan**, National Respite Coalition (NRC)

Phone: 703-256-9578

Email: jbkagan@verizon.net

**Annie Acosta**, The Arc

Phone: 202-783-2229

Email: acosta@thearc.org

**Stuart Spielman**, Autism Speaks

Phone: 202-955-3312

Email: sspielman@autismspeaks.org

**The National Council on Independent Living (NCIL)**

An outcome of the national Disability Rights and Independent Living Movements, NCIL was founded to embody the values of disability culture and Independent Living philosophy, which creates a new social paradigm and emphasizes that people with disabilities are the best experts on their own needs, that they have crucial and valuable perspective to contribute to society, and are deserving of equal opportunity to decide how to live, work, and take part in their communities.

Phone: 877-525-3400

TTY: 202-207-0340

Website: <http://www.ncil.org/contact-ncil/>

Email: ncil@ncil.org

**Advocacy Tools and Opportunities**

**White House and Key Disability Issues**

Website: <http://www.whitehouse.gov/issues/disabilities>

**Daily Congressional Hearings on the Web**

This site provides hearing schedule, time and location as well as live screenings

Website: <http://www.capitolhearings.org/>

**The Arc’s Legislative Action Center**

The Arc’s Legislative Action Center is made possible by the Dr. Elizabeth Boggs Fund to help The Arc advance public policy and advocacy in the pursuit of equality and justice. The State Action Centers are supported by the following state chapters of The Arc: CA, GA, IN, MA, MD, MN, MO, NC, ND, NJ, NY, PA, TN, TX, and UT.

Website: <http://cqrcengage.com/thearc>

**Communicating with Congress**

Website: <http://www.congress.org/news/communicating-with-congress/>

Contact Elected Officials

Call, e-mail, or mail U.S. state and federal elected officials and government agencies using this website.

Website: <http://www.usa.gov/Contact/Elected.shtml>

**How a Bill Becomes a Law**

**District of Columbia Legislative Process**

**An idea emerges.**

Laws begin as ideas for governance that Council members (elected officials of the District’s legislative branch of government) formulate for the betterment of the lives of residents and the productiveness of businesses and organizations in the District of Columbia.

**A written document is produced.**

These ideas are recorded on paper in a drafting style developed to ensure clarity of intent and consistency of presentation.

**A bill is born.**

Once these ideas are developed and memorialized in writing, a Council member introduces the document by filing it with the Secretary to the Council. At this point, the document becomes a Bill (or proposed law) and is the property of the Council.

**Other entities may introduce a bill.**

The District’s Charter allows the Mayor to introduce bills before the Council as well. Also, under its Rules of Organization, the Council allows Charter independent agencies to introduce bills. Both the Mayor and the Charter independent agencies introduce bills before the Council via the Chairman of the Council.

**THE BILL'S PATH**

**The bill is assigned to a committee.**

At the time a Bill is introduced before the Council it is assigned to a committee of the Council with expertise over the subject matter that the Bill addresses. A committee is not obligated to review or consider the Bill. If the committee chooses not to review the Bill during the 2-year period that the Council is convened, the Bill will die and must be introduced again when a new Council is convened in order to be considered by that Council. If the committee chooses to review the Bill, then it will normally conduct a hearing concerning the subject matter of the Bill where the committee will receive testimony from residents and government officials in support of and against the Bill. The committee may make whatever changes it chooses to the Bill. If the committee decides that it wants the Bill to become law, it will vote the Bill out of committee and prepare it for consideration by all thirteen members of the Council.

**Then it goes to the Committee of the Whole.**

Once a Bill is reported out of committee, the Bill is considered by a special committee of the Council that comprises all 13 members of the Council. That committee is called the Committee of the Whole, or “COW” for short. At a meeting of the COW, the Council prepares all the bills that are to be considered for vote at the next legislative meeting of the Council called to consider bills and other matters pending before the Council. The Bill is placed on the agenda of the upcoming legislative meeting along with all other matters that will come before the Council.

**Becoming law.**

A Bill “agendized” for a Council legislative meeting will be considered at that meeting. The Bill will be discussed by the Council members and amended if the Council members decide that discussion and amendments are warranted. If the Bill is approved by the Council at this meeting by majority vote, it is placed on the agenda for the next Council legislative meeting that takes place at least 14 days after the present meeting. The Council then considers the Bill for a second time at the next meeting. If the Council approves the Bill at second reading, the Bill is then sent to the Mayor for his or her consideration. The Mayor may take one of three actions when considering the Bill: 1) sign the legislation; 2) allow the legislation to become effective without his or her signature; or 3) disapprove the legislation by exercising his or her veto power. If the Mayor vetoes the legislation, the Council must reconsider the legislation and approve it by two-thirds vote of the Council for it to become effective. Once the Mayor has approved the legislation or the Council has overridden the Mayor’s veto, the legislation is assigned an Act number.

**Not done yet... the final steps to enactment.**

Although at this point the Bill has effectively become an Act, its journey to becoming a law that must be obeyed by the populace is not yet complete. Unique to the District of Columbia, an approved Act of the Council must be sent to the United States House of Representatives and the United States Senate for a period of 30 days before becoming effective as law (or 60 days for certain criminal legislation). During this period of congressional review, the Congress may enact into law a joint resolution disapproving the Council’s Act. If, during the review period, the President of the United States approves the joint resolution, the Council’s Act is prevented from becoming law. If, however, upon the expiration of the congressional review period, no joint resolution disapproving the Council’s Act has been approved by the President, the Bill finally becomes a Law and is assigned a law number.

SPECIAL LEGISLATION (this is where things get a bit complicated). Emergency Legislation

Because of the long and time-consuming path a bill must take to become law under

the District’s Charter, Congress has provided a mechanism whereby the Council may enact legislation quickly, on a short term basis. The District’s Charter allows the Council to enact special “emergency” legislation without the need for a second reading and without the need for congressional review. Mayoral review is still required. Also, by rule of the Council, this emergency legislation is not assigned to a committee and does not go through the COW process. The Charter requires that emergency legislation be in effect for no longer than 90 days.

**Temporary Legislation**

Although emergency legislation allows the Council to immediately address a civic issue, it presents a situation where the law will expire after 90 days. Experience has shown that 90 days is not sufficient time for the Council to enact regular, “permanent” legislation before the emergency law dies. Therefore, by rule, the Council allows for the introduction of “temporary” legislation that may be introduced at the same time as emergency legislation and that bypasses the committee assignment and COW processes in the same manner as emergency legislation. Unlike emergency legislation, however, but like regular legislation, temporary legislation must undergo a second reading, mayoral review, and the congressional review period. Because temporary legislation bypasses the committee assignment and COW processes, it moves through the Council much faster than regular legislation. Temporary legislation remains in effect for no longer than 225 days, sufficient time for the Council to enact permanent legislation.

**And then there are resolutions (legislation that does not become a law).**

The Council has other legislative duties in addition to creating laws to govern the populace. Some of these duties are accomplished by passing resolutions. Resolutions are used to express simple determinations, decisions, or directions of the Council of a special or temporary character, and to approve or disapprove proposed actions of a kind historically or traditionally transmitted by the Mayor and certain governmental entities to the Council pursuant to an existing law. Resolutions are effective after only one reading of the Council and do not require mayoral or congressional review.

**Tips for Testifying**

**at a DC Council Hearing**

Before you give testimony at a DC Council Hearing, there are some things you should know to help make your testimony as effective as possible. These tips can help you be clear and concise, as well as add power to your appeal to the Council.

**Prepare Your Testimony Before the Hearing.** Divide it into three main sections:

**Opening**

* Identify yourself. If you are speaking as a part of an organization, identify the organization and say very briefly what the organization does. You can use DC Advocacy Partners as well as any other groups you are a part of.
* If you are a resident, state that you are and tell the Council your ward number
* Explain why this issue is important to you (briefly, here)
* State your position on the bill (e.g. “I am in full support of the bill”), at least once at the beginning of your testimony, and once at the end

**Body**

* Give more detail about the problem the bill will solve
* Expand on how the bill will impact the life of your family member, you, and others
* Use facts and statistics and cite those sources

**Closing**

* Sum up your position again, making sure to state what action you would like them to take on the bill
* Thank the committee for the opportunity to speak and for their work on the issue
* Offer to assist with further work on the issue

**General Tips**

* Keep your testimony short – usually testimony is limited to three minutes for individuals and five minutes for organizations
* Written testimony can also be submitted, either by itself or to accompany oral testimony
	+ Written testimony can go into greater detail, but must be consistent with your oral testimony
	+ Written testimony must also be double-spaced and printed one- sided
		- Bring 15 copies of written testimony for the committee
* Rehearse your testimony
	+ Make sure it fits into the allotted time
	+ Three minutes is equivalent to 1.5 pages of text (12pt. Times New Roman font, double-spaced)
		- The Chairman will indicate to you when your time has elapsed and tell you to stop
* Stay on topic
	+ Time is short, so only talk about issues related to the hearing
* Speak clearly and close to the microphone
* Councilmembers may ask you questions at the end of your testimony. These questions likely will be friendly and will help further your point; others may ask for some clarification. Answer the questions the best you can. If you do not understand the question, feel free to ask for clarification. If you do not know the answer to the question, it is fine to say that you do not know

**FEDERAL LEGISLATIVE PROCESS**

**The Legislative Process (Federal)**

Adapted From: <http://congress.org/advocacy-101/the-legislative-process/>

**Introduction -** Anyone may draft a bill; however, only members of Congress can introduce legislation, and by doing so become the sponsor(s). There are four basic types of legislation: bills, joint resolutions, concurrent resolutions, and simple resolutions. The official legislative process begins when a bill or resolution is numbered – H.R. signifies a House bill and S. a Senate bill – referred to a committee and printed by the Government Printing Office.

**Step 1. Referral to Committee -** With few exceptions, bills are referred to standing committees in the House or Senate according to carefully delineated rules of procedure.

**Step 2. Committee Action -** When a bill reaches a committee, it is placed on the committee’s calendar. A bill can be referred to a subcommittee or considered by the committee as a whole. It is at this point that a bill is examined carefully and its chances for passage are determined. If the committee does not act on a bill, it is the equivalent of killing it.

**Step 3. Subcommittee Review -** Often, bills are referred to a subcommittee for study and hearings. Hearings provide the opportunity to put on the record the views of the executive branch, experts, other public officials, supporters and opponents of the legislation. Testimony can be given in person or submitted as a written statement.

**Step 4. Mark Up -** When the hearings are completed, the subcommittee may meet to “markup” the bill, that is, make changes and amendments prior to recommending the bill to the full committee. If a subcommittee votes not to report legislation to the full committee, the bill dies.

**Step 5. Committee Action to Report A Bill -** After receiving a subcommittee’s report on a bill, the full committee can conduct further study and hearings, or it can vote on the subcommittee’s recommendations and any proposed amendments. The full committee then votes on its recommendation to the House or Senate. This procedure is called “ordering a bill reported.”

**Step 6. Publication of a Written Report -** After a committee votes to have a bill reported, the committee chairman instructs staff to prepare a written report on the bill. This report describes the intent and scope of the legislation, impact on existing laws and programs, position of the executive branch, and views of dissenting members of the committee.

**Step 7. Scheduling Floor Action -** After a bill is reported back to the chamber where it originated, it is placed in chronological order on the calendar. In the House there are several different legislative calendars, and the Speaker and majority leader largely determine if, when, and in what order bills come up. In the Senate there is only one legislative calendar.

**Step 8. Debate -** When a bill reaches the floor of the House or Senate, there are rules or procedures governing the debate on legislation. These rules determine the conditions and amount of time allocated for general debate.

**Step 9. Voting -** After the debate and the approval of any amendments, the bill is passed or defeated by the members voting.

**Step 10. Referral to Other Chamber -** When a bill is passed by the House or the Senate it is referred to the other chamber where it usually follows the same route through committee and floor action. This chamber may approve the bill as received, reject it, ignore it, or change it.

**Step 11. Conference Committee Action -** If only minor changes are made to a bill by the other chamber, it is common for the legislation to go back to the first chamber for concurrence. However, when the actions of the other chamber significantly alter the bill, a conference committee is formed to reconcile the differences between the House and Senate versions. If the conferees are unable to reach agreement, the legislation dies. If agreement is reached, a conference report is prepared describing the committee members recommendations for changes. Both the House and the Senate must approve of the conference report.

**Step 12. Final Actions -** After a bill has been approved by both the House and Senate in identical form, it is sent to the President. If the President approves of the legislation he/she signs it and it becomes law. Or, the President can take no action for ten days, while Congress is in session, and it automatically becomes law. If the President opposes the bill he/she can veto it; or, if he/she takes no action after the Congress has adjourned its second session, it is a “pocket veto” and the legislation dies.

**Step 13. Overriding a Veto -** If the President vetoes a bill, Congress may attempt to “override the veto.” This requires two thirds roll call vote of the members who are present in sufficient numbers for a quorum.

**Testimony Activity**

The person testifying will use this outline to develop his/her presentation:

My name is

I live in Ward

I am here today to talk with you about

(1 sentence)

This is important because

(This part will include some broad remarks, data, and your personal perspective/experience)

I encourage you to

(here is where you say what you want this person/committee to do)

Thank you for your time. If there is anything I can do to help or if you need additional information, please contact me. Here is my card.

The recipient of the testimony, when it is over, will comment to the class and the person who testified.

Here are some ideas on how to respond:

* Thank you. This was interesting/compelling. I really would like to help with this
* Thank you. This was confusing/unclear. I’m not sure what this person really wants
* I am unsure about the facts and data. I need more detail
* The solution(s) seem to be feasible/ unclear/ not feasible
* It sounds as if the person just wants more money and that is unlikely to happen in the current fiscal situation
* I’d be interested in knowing how this proceeds. Please contact my staff (give a card or name) to keep us informed.

**Possible testimony topics for today:**

**Public Transportation in DC**

Ideas: Talk about the need to increase awareness of travel training program, improve timeliness of scheduled rides, costs to riders, improve reliability, increase training for drivers, address the problem of broken elevators and escalators, or other problem

**Quality Inclusion**

Ideas: Advocate for expanded or specialized training for teachers and administrators on effective methods for successful inclusion, talk about importance of inclusion for students with disabilities, talk about importance or inclusion for students who do not have disabilities, talk about importance of inclusion to improved school outcomes for students with and without disabilities, talk about need for better modifications and accommodations, or other problem

**Disability issues as part of all City Council Committee agendas**

Ideas: Testimony to a selected city council member to convince him/her to include a disability focus in his/her work, learn more about disability issues, more about disability organizations in DC, more about family needs, housing issues, etc,

For each of these testimonies we will provide some stats and data that can be used.

**Power in Numbers**

**Power in Numbers:**

**A Profile of American Voters with Disabilities**

July 12, 2013

A product of the Youth Transitions Collaborative’s advocacy working group, which includes the American Association of People with Disabilities, Autistic Self Advocacy Network, The HSC Foundation, Institute for Educational Leadership, National Council on Independent Living and United Cerebral Palsy.

**Introduction**

While the U.S. Census Bureau reports there are nearly 57 million Americans with disabilities—about one in five Americans—their voting patterns remain largely unexamined. To better understand the political views, advocacy trends and partisan affiliation of people with disabilities and chronic conditions, the Youth Transitions Collaborative conducted the first survey of its kind to study the political impact of this large community of people with disabilities, their families and caregivers.

Called “Power in Numbers: A Profile of American Voters with Disabilities,” the survey also shines a spotlight on young people with disabilities and chronic conditions, finding evidence of an emerging generation who may become more engaged in the political process.

The Youth Transitions Collaborative is a membership group of organizations with a commitment to serving people with disabilities. Bringing together the collective resources of more than 45 regional and national organizations, the Collaborative focuses on transitions-related services, research, public policy, best practices and innovative projects to help young people and young veterans with disabilities build paths to independence. The Collaborative is facilitated by The HSC Foundation and provides direct services, expertise and guidance for the National Youth Transitions Center.

The “Power in Numbers” survey is the first product of the Collaborative’s advocacy working group, which includes the American Association of People with Disabilities, Autistic Self Advocacy Network, The HSC Foundation, Institute for Educational Leadership, National Council on Independent Living and United Cerebral Palsy. Its findings offer a wealth of information about the potential political impact of this community:

* The community considers a candidate’s record on supporting people with disabilities in their voting decisions, with 84 percent of respondents saying that having a record of supporting services and programs for people with disabilities is somewhat or very important.
* Not only is a candidate’s record important, the community will actually vote against candidates they otherwise support if that candidate supports cuts to existing government services for people with disabilities. For individuals under the age of 30, this enthusiasm is even higher.
* The community is politically diverse, with party affiliation tracking closely to the general population.

The results clearly show the power and motivation of the disability community—and in particular, a readiness to act on critical issues, regardless of political affiliation. This is an important first step in understanding how Americans with disabilities vote and participate in the political process.

For the first time in recent memory, we have a clear picture of how issues drive voting decisions for people with disabilities, as well as strong affirmation that this is a powerful group of voters. But while this survey is an important look at a community that has been understudied, more research is needed, as additional data are key to continued advancement of the independence, productivity and full citizenship of people with disabilities.

Jessie MacKinnon

Chief Operating Officer, National Youth Transitions Center

**Executive Summary**

Funded by The HSC Foundation, “Power in Numbers: A Profile of American Voters with Disabilities” was a combined telephone and online survey of 1,008 participants. Designed by maslansky + partners, a non- partisan polling and research firm, the survey was conducted in part by Research Now from late May 2013 through June 2013.

It included representative population samples and a mix of mental/cognitive, physical and sensory disabilities (including both vision and hearing impairments). It also incorporated responses from those who self-identified as having a disability or chronic condition or who qualified through the series of questions the U.S. Census Bureau uses to determine disability status (n=663), as well as family members and other caregivers of people with disabilities or chronic conditions (n=345). The margin of error of ±3 percent was at a 95 percent confidence level.

Overall, the survey found that people with disabilities and chronic conditions are politically just as diverse as the general population, with voting patterns and issue rankings in line with other Americans. However, respondents overwhelmingly reported they will vote against a candidate they otherwise support if that candidate supports cuts to existing government services for people with disabilities. It also shows that the enthusiasm for holding politicians accountable to the interests of the disability community is even higher among people with disabilities in the 18-to-30 age range. Highlights of key findings are below.

**The community votes in high numbers**

The political engagement of the survey sample was based on U.S. Census Bureau reporting of voter registration within the disability and chronic conditions community. The best current Census estimates place voter registration for this community at 69 percent. The survey design set quotas to ensure a community with 74 percent self-reported registration, allowing for some measure of over-reporting in the sample.

When asked, 72 percent of participants said that they voted in the 2012 presidential election, compared to the 57.5 percent voter turnout recorded by Bipartisan Policy Center. A high percentage of this community said they plan to vote in the upcoming midterm elections, with 61 percent saying they will vote in the 2014 U.S. House and Senate elections.

**A candidate’s record is important**

The community considers a candidate’s record on supporting people with disabilities in their voting decisions, with 84 percent of respondents saying that having a record of supporting services and programs for people with disabilities is somewhat or very important.

**It’s enough to change their vote…**

Not only is a candidate’s record important, the community will actually vote against candidates they otherwise support if that candidate supports cuts to existing government services for people with disabilities. Eighty- seven percent of respondents said they would consider voting against a candidate they otherwise supported who was in favor of cuts to services (45% saying they definitely would).

**… And enough to gain their support.**

Beyond going to the polls, the community is willing to “actively support” those candidates looking to strengthen services. Eighty-five percent of respondents said they would be very likely or somewhat likely to support a candidate working to strengthen government services and supports for people with disabilities or other chronic conditions.

**It’s a bipartisan community**

The community is politically diverse, with party affiliation tracking closely to the general population (30 percent Democratic compared to 31 percent of the general population, 23 percent Republican compared to 26 percent of the general population, and 30 percent Independent compared to 41 percent of the general population).

50

40

30

20

15

10

 5

0

0

Independent

Republican

Democrat

Disability Community

General Population (Gallup, June 1-4, 2013)

|  |  |
| --- | --- |
|  | 41% |
| 30% |  | 31% |  | 30% |  |
|  | 26% |  |
|  | 23% |  |

**And both Democrats and Republicans will act**

When it comes to being willing to support candidates who help the community and vote against those who do not, it’s not just one party of voters who feel this way. The survey found willingness to act for and against candidates consistent among Republican, Democrat and Independent-identifying members of the community.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **TOTAL** | **REP** | **DEM** | **IND** |
| **Consider voting against** | **87%** | **86%** | **89%** | **88%** |
| **Likely to support** | **85%** | **84%** | **90%** | **85%** |

**People with disabilities are not single-issues voters**

In fact, only 39 percent rank “services and supports for people with disabilities” in their list of top five issues when determining how they’ll vote.

Health care and the economy are the top two concerns—as they are with the general public. However, people with disabilities rank health care above the economy, while the general public puts the economy above health care, according to a national survey of 1,000 likely voters conducted by Rasmussen Reports in June 2013.

|  |  |
| --- | --- |
| **Please rank the top five issues in order of importance to you in determining how you will vote in the next national election** | **Percent who selected each in their top five** |
| **Health care** | **80%** |
| **Economy** | **73%** |
| **Social Security** | **59%** |
| **Education** | **52%** |
| **Taxes** | **50%** |
| **Government ethics and corruption** | **43%** |
| **National security and war on terror** | **40%** |
| **Services and supports for people with disabilities** | **39%** |
| **Immigration** | **27%** |
| **Energy policy** | **23%** |
| **Foreign policy** | **15%** |

**The youth disability community feels even more strongly**

People ages 18 to 30 within the disability community act even more strongly on these issues and have stronger feelings when it comes to voting for a candidate working for their cause. These younger members of the community place a higher emphasis on a candidate’s record on disabilities issues and are much quicker to punish candidates not supporting these issues.

If a candidate you supported was in favor of significant cuts to existing government services for people with disabilities or other chronic conditions, would you?

How likely would you be to actively support a candidate who was working to strengthen government services and supports for people with disabilities or other chronic conditions?

**About the Youth Transitions Collaborative**

The Youth Transitions Collaborative is a membership group comprised of regional and national organizations with a commitment to serving youth and young veterans with disabilities. Facilitated by The HSC Foundation, the Collaborative provides direct services, expertise and guidance for the National Youth Transitions Center. To learn more, visit [www.thenytc.org](http://www.thenytc.org).

Advocates for Justice and Education, Inc.

American Association of People with Disabilities

Autistic Self Advocacy Network

Bridges from School to Work, A Marriott Foundation program

Columbia Lighthouse for the Blind

DC Metro Business Leadership Network

District of Columbia Association for Special Education

District of Columbia Department on Disability Services

District of Columbia Office of the State Superintendent of Education, Technical Training & Assistance

District of Columbia Public Schools, Office of Special Education

Easter Seals

Girls Scouts Council of the Nation’s Capital

Goodwill of Greater Washington

Health Services for Children with Special Needs, Inc.

Institute for Educational Leadership

Kids Included Together

Latin American Youth Center

Linden Resources, Inc.

Mind Expansion Community Services, Inc.

Mitsubishi Electric America Foundation

National Alliance to Advance Adolescent Health

National Council on Independent Living

National Health Foundation

National Youth Leadership Network Physician – Parent Caregivers

PolicyWorks

Potomac Community Resources, Inc.

Quality Trust for Individuals with Disabilities Schooltalk, Inc.

St. Luke’s House and Threshold Services United, Inc. Student Veterans of America

The Campbell Center

The Children’s Partnership The Coordinating Center

The George Washington University – Graduate School of Education & Human Development

Smithsonian Institution Accessibility Program The HSC Foundation

The Ivymount School The Kingsbury School

The Washington Center for Internships and Academic Seminars

TransCen, Inc.

Treatment and Learning Centers United Cerebral Palsy

World Team Sports Wounded to Work Institute Wounded Warrior Project