

>> ... forward to what may be coming after that. So we'll move on. I think it's important to think about as we looked at those two word clouds that while we certainly felt those things, so did our families, and so did our students, and so did our staff. And I know I heard a lot of organizations talk about that in coming back in this school year, what they really wanted you to focus on was that welcoming and safe environment. And I know that a lot of time and thought was put into the safe environment place, and certainly that welcoming place was very important as we moved back into those in-person relationships that we had not had for some time. So as we move forward today in talking about our presentation, we're going to talk about how to do a little relook at it. So looking at the next slide. One of the things you want to think about as we go through this presentation today is current state of conducting business, and what we mean by that is to say that a lot of the things you're doing are probably exactly the way you used to do them, and a lot of them are totally different from how you used to do them. And because we've made some changes, some of them on the fly, some of them probably better thought out, what we've got to look at is how all of our offerings fit back together. I think of this when I think of the explanation of this is that that world that we live in as educators is like a large mobile, and there's all these different pieces to it, and they're all in balance in the best of times, but if you move one piece of that mobile, all of the mobile moves. So it's important you keep that in mind as you look at those changes and what they have been and what the impact has been in our families, our students, and certainly our staff. So we want to begin by giving you an introduction to the CADRE Continuum. Probably a lot of you have seen this on the CADRE web page, maybe some of you not as much. I want to talk to you about our introduction to it in the very timely way it came to us. I, like David, when I started at TEA, there were a couple of things I didn't ever want to do. Obviously he's already given you a spoiler that one of the them was not preschool because that's what I did. But I didn't want to do funding, and I didn't want to have anything to do with compliance or dispute resolution. Now, the funding piece I think because of my expertise there, I never had a whole lot of that. That was never something that I was assigned that much. But the complaints and the dispute resolution I cannot explain to you. I was drawn to it like a moth to a flame. I thought it was so fascinating. I think the dynamics of it are so interesting. But when I ... And it came to a point where it became painfully aware to us that the way we were operating those procedural safeguard processes, so we're talking about the mediation complaints, due process resolution meetings, all of those, was so disconnected. Those were all housed in different aspects of our agency. The communication in the interface was not good. The data keeping was not good. We knew we had a problem. So we were really looking at how we could address this and address it in a way that would make sense for our organization. And I had been very aware of CADRE, and so looking at that continuum, which is sort of the way I saw it, a really neutral focus for that, we put together a group. We had representatives of all of those functions on it. We came together, and using a third party to lead us in it, we really went through our work in those areas. And the first disclaimer I'm going to say to you is, I'm not going to say that's the most fun experience I've ever had in my life. It was scary. It was threatening at some points when you look at that stuff. But I will tell you it provided us with more information than I could ever begin to explain to you and really put us on the

path to making changes that we're invaluable to not only ourselves, but to our stakeholders, to families, and to district staff. So it was a really good experience and led us down in a good path. So with that, let's look at the continuum. As we talked about, this does sit on the CADRE website and there is a ton of information around it. So I'm not going to, in any way, tell you that we're going to recreate all of that for you. Because you can go there and see it. But I just want to orient you to it just a little bit so that you can see what our purpose for using it is today. If you look up in the red blocks, you see that CADRE has lined out stages of conflict, and you see that there are then levels of intervention that are defined in those stages, and then you see the assistance and intervention options. The nice thing about all of this is when you see it on their website, you can click on things and it leads you to about explanation or it gives you ideas of how to use it. That's not really how we're using it today. We're going to sort of hack this system a little bit because we want to use it as the template for what would be a review. So when I talked about ... I'm going to say this, and I will say it again later because it's really important. You're saying to yourself, "Okay. Yeah. I get it. We need to look at all of that, but this just isn't the best time." Well, here's the bad news about that. There is never a good time. I equate this to cleaning out my garage. There's never going to be the time that it's right to do that for me, and when we did it at the stage agency, it wasn't the best of the times, but it was the time to do it. So I hope you'll think of it that way as we move forward. So what we're going to do is go through this piece by piece and kind of give you ideas and ways to think about it, and I hope you'll think of this as sort of the template of how you would be able to use this if you were going to take on this adventure, and we hope you will. The difference is, as I talked about, the orientation to this is this goes from prevention to legal review. We're going to look at it in the opposite way. And the reason we're doing that is because the right-hand side of the continuum is going to provide you with the most formal data, the one that you actually have numbers on and a lot more information than you may have on some at the far right. So please don't think we're doing it because that end is the most important. Certainly we want the emphasis to be on what you're doing proactively to improve relationships. And another thing Melanie mentioned this morning, CADRE is very much about alternative dispute resolutions and preventions, and we agreed with that. However, there are still details that are at the other end of the continuum, so we're going to start there. So having said that, let's just dive into this. So were going to start with stage five, and this is a legal review. So this is information that you would want to have sort of in a back pocket as you move forward with this process. So legislation refers to have there been any changes in your rule or rag in your state that may be around COVID, who knows. But anything that's changed recently that you probably addressed it, but you maybe haven't had time to look back how fully you addressed it. So you want to think through those things. The other thing that could be covered under there is it may not have been something that your state has done, but you as a district may have made some changes to procedures or the way you're currently conducting your business. And so you would want to look at those. Because, again, while it's been a long 18 months, when it comes to the change factor, it hasn't been very long. So you want to have those in mind. The next piece of this is the litigation. And this refers to those instances where something has gone past the due process hearing and has gone to a court to be decided. Those legal decisions, and they may not be in your district, I hope not for you, but there certainly are those going on. And you want to be aware of those because they really do give you information that can be valuable in understanding what the current thinking is about the way we do business and provide services. And the way you would get that information is you

could certainly go to a case organization or a lot of affiliations you may be involved with who put these kind of of things in their newsletters. A lot of attorneys many times will do a year-end review, again, just valuable information kind of up front for you to be aware of before you move forward. All right. David.

>> How about I unmute myself? Here we go. The procedural safeguards part of the CADRE continuum includes the four formal dispute resolution processes under IDEA, due process hearings, written state complaints, mediation under IDEA, and resolution meetings. These are processes y'all are probably more than familiar with. These federally required processes provide us with the most quantifiable data available on dispute resolution, data like the number of signed written complaints, the number of mediation agreements, number of resolution meetings with written settlement agreements, the number of hearings fully adjudicated just to name a few. States collect this [Indistinct] data and report it to OSEP each year in the form of an annual federal data report on dispute resolution. The number of collected and reported kind of processes provide us with one level of information around the effort of implementation. But what is the real story behind the numbers? The qualitative information behind the numbers is written information that can be used to inform your program of possible challenging issues. Let's consider complaint data. The state might have reported a total of 60 written signed complaints received. Let's take a deeper dive into those 60 complaints. Within those 60 complaints, what were the allegations substantiated or not? Perhaps 10 complaints centered around issues with child find. Of those complaints centered around child find, how many complaints were brought on behalf of a single student or on behalf of a group of students. Where did the complaints come from geographically? This could mean certain parts of your state or certain types of districts, being urban, suburban, or rural. What part of the pre-K through 12 continuum did the complaints arise? That is, at the elementary, middle school, or high school levels? By disaggregating the data you could possibly identify at campuses where processes are breaking down. In reviewing findings from complain investigations, did it validate similar findings identified in the state's monitoring system as it looks through child find compliance at the school district level? Another consideration is looking for patterns in the time of the school year that an engagement with ... with an engagement with ... Excuse me ... with an engagement of the processes spike? What might be the factors that are driving that slide? At the local level, school district may find small number of complaints, but analyzing the data in the same manner to determine what's going on will still provide valuable information. Perhaps let's you know that a finding is a result of a procedural error, something that is find and fix and not an indication of systemic noncompliance that needs to be thoughtfully addressed. So let's consider mediation data. We'll keep it at the local levels since it's at that level that you know what the issues are. So what's interesting about mediation data is that you can look at complaints ... you can look at issues related to compliance with federal regulation as you would with complaints and due process hearings. But also any issues that are causing conflict ... any other issues that are causing conflict between parents and schools. For example, it could be something about the classroom, interactions with teachers and schedules, et cetera. Looking at these other non-IDEA related issues might give you insight in areas to improve of your program that you might otherwise have not be privy to. So here's my point to ponder for the chat. When you've looked at your dispute resolution data, what insights have you gained that led to improvement? I'll give you a little time to think and type in the chat before moving on and grabbing and drink of water. When analyzing your dispute resolution data, we recommend reviewing at least 3 years, if you can go back 5 years all the more better, to identify trends and patterns within the data. And be sure to consider factors like this past pandemic year if you either see a drop-off of escalation in dispute resolution engagement. It's also important to see all the data from each of the four formal processed together. One of our lessons learned from when OSEP changed their monitoring system

back in 2000 was the expectation that a state's general supervision system that is made up of monitoring and dispute resolution, talks to each other and data are shared and reviewed for the purpose of improvement. That wasn't happening in our state and it took a while before we were all on the same page looking at findings from monitoring complaints and due process hearings as a means of identifying shortfalls in our technical assistance provision. Another benefit of looking at the numbers related to each of these processes is that it can inform you how families are accessing these options when faced with conflict. But it would be nice to think your numbers are low because it's a reflection of successful special education implementation. This could possibly indicate a lack of awareness or understanding of these processes on the part of the families. This might give you cause to consider what trainings are available to parents and families in the district on special education and its procedural safeguards or where are parents getting their information. Like parent advocacy groups in your state. How are procedural safeguards disseminated and explained to parents? Especially in a parent's native language. In that regard, I'm reminded of this instance when I first started working at the agency, one of my first projects with working on the new procedural safeguards document that resulted from the reauthorization of IDEA of 1997, our document Texas was five pages long, printed on legal-sized paper in tiny 7.5 font. We were previewing the document before our state advisory panel and our parents said that the procedural safeguards document reminded her of instruction manual that you received with a new appliance, like a refrigerator. You file it away until you need it in an emergency and suddenly you're having to read the fine print in the middle of the night to find out what you need to do to fix the situation. I got the point. Not the ideal format. We've come a long way in trying to make the procedural safeguards document more accessible because the important information it contains about accessing these dispute resolution processes. But we can always continue to work harder in that area to inform parents of their rights. So to recap, looking at the story behind the numbers will reveal actual qualitative data, reviewing the issues, circumstances, and outcomes of the use of the formal processes will inform your perspective as you work towards continuous improvement of your program. Remember you're looking at what's really going on, whether it be systemic areas of concern, process versus procedural issues, possible misinformation or gaps in your communication of families and/or staff leading to the use of the dispute resolution processes. This data review may sound challenging or perhaps scary, as Kathy said, but it will provide you with valuable information related to the implementation of your program and how that impacts positive results for students with disabilities and their families.

>> We did have something in the chat, David, about talking about the identified common issue allegations can be used to create technical assistant modules, which is very true. In looking at that that way, I'll tell you that as we have gone in and worked with programs and since we've been doing consulting, that something we always talk about in looking at concerns and when they are systemic, and I know we did this at the state level, when you have concerns on one topic across your whole state, you've got to look at what your role is in that and what have we not been making clear about how to address certain issues very different than when you just have an isolated case of something that could be as easy as miscommunication or something like that. All right. Well we've been through the two most formal sections of the continuum and now we're going to move onto stage three, which is conflict. And for the purposes of what we're talking about today, conflict is defined as an identified concern. It's an identified issue. It's very clear what the problem is between ... we're going to cite for purposes of this two parties. So how to then address that. you can see there are four different options and what they all have in common is is that it's introducing a third party into that. So let's just go through these. That third party opinion refers to where you have someone who is designated as this is their role that they are going to contact the two parties, figure out what the concerns are, and then try to work with the parties to clarify, to really understand. I can't tell you how often when I was at TEA in talking on the phone with either a parent or a district that was seeing an issue and it was clearly a lack of communication. What someone said and what someone heard were totally different. So this is someone who's doing that problem solving work to try to figure out where the discussion or he decisions went wrong. AMD ombudsman is sort of the same thing, but a little more official in that a lot of districts may have these. You may see these sometimes at the regional level, but that it's someone who sole job is to do this type of work and it's very clear they're the person to contact to help work that through. And the important thing about introducing these third parties into this process is this is somebody who is very aware of how the district operates, what the standard operating procedures are and how things are carried how, how they're viewed so that they can really relate it back to that to get an understanding of exactly where the discussions went wrong or south. So I'm wondering how many of you have someone in this role in your district or organization, so if you'd like to reply in the chat we'd like to know that. It would be interesting to know. The mediation model it think you're all very clear about what mediation is. Now, this is outside of the more formal one that we have under procedural safeguards. This is where you may have just someone in that role that is a mediator that is trying to work with parties to help them come to a consensus or an agreement to take care of this identified situation that has caused conflict and to get a better understanding among the parties of what's going on and try to get resolution from it. I think a lot of these types of mediation models do not even necessarily always end up in some sort of an agreement document. They're just someone who's a third party helping everybody sound out what's going on to understand it. The last one here is facilitation. And the facilitation that we're talking about here is when you are introducing a third party into your process to facilitate an IEP meeting. So in other words, you had an IEP meeting that ended up being adjourned because you reached some sort of impasse and it got heated enough that there's the thought that introducing someone into lead the meeting. Now again, they're not there to have any content. They won't have knowledge of the student. They are there just to make sure all parties are heard and all of the important items are addressed and move forward through the IEP process. A lot of states have these models available in them that districts can access and there's a real range of how those can be

accessed. For instance, in some states and it think a lot of times this is a smaller state, but they have a group of trained facilitators and any district or parent can contact the state, explain the situation, and request someone that is that independent facilitator to come in and lead that meeting. Now obviously one person can ask for it, but the other party does have to agree to it because of course if you have somebody not agreeing with the facilitation, it's really not going to serve the purpose that you want it to. In some states, and this would be true in our state, when an IEP meeting reaches that impasse and is adjourned, either party can contact the state. We have a group of trained facilitators, but it's at a 10-day when you've adjourned for that 10-day for everybody to cool off and to come back. It's got to be that level of an impasse to use it. So again, it's probably going to be very different in your state, but it is a really viable way to take care of these issues of conflict. Do we have anything in the chat, David?

>> Just crickets chirping, Kathy.

>> Oh, okay. Well either everybody is sort of taking an after-lunch break or maybe nobody is using these. Any of these can be very helpful and I hope you're utilizing at least one of them in some ways within your organization. But again, when you are, you want to take a real look at it and look at what's happening as a result of it. And if you have a system set up and people are utilizing it and it's ineffective, most of the time you probably want to rethink how you're using it and what's happening as a result of it because it's obviously not accomplishing its purpose. Okay. We'll move on to stage two. Stage two is disagreement. So this is the situation where there's a disagreement, it's not as formal as conflict, we're not in that identified state, we just know there's a disagreement going on probably at a lower level. So we want to talk about how to address these. These are three really clear ways, and I'm sure you're using at least one of these, and the one that is the fundamental one is just that telephone intermediary. So in other words, when a parent is concerned about something in the district, they're calling into your district and saying, "I have a concern about whatever." And that person is talking through with them about it and possibly saying, "Let me check into that." Because, again, this can be that miscommunication. It can be a variety of things. But it's just a place where people know they can call. Now, it's really important that people know who that is. I'm going to again refer back to when I was at the state and we would get calls and a parent would tell me something that they were told in the district and I would ask who told them that and they weren't even sure. And then would say, "Well, did you contact the district to see who you could talk to?" "Well, no. I didn't call or I called and I don't know who I talked to." It's really important that it is very clear to a parent to know who to go to when you've reached this disagreement level and to know how to access it. Really important. And I would go so far as to say it's really important within your district when someone reached this disagreement level that they know who to talk about it if it's above them and that, as a teacher or a related service provider, that if you've realized you're not reaching the type of communication you need with the family, that you don't think, "Oh, I don't want to reach out to somebody because then it looks like I don't know what I'm doing." Well, it's not that. Again, it's just sometimes we're not saying it the way somebody can understand it or the way somebody can clearly understand where we're coming from. Okay so the next one is case manager. And I know a lot of districts have these. It's a person that is a case manager over a certain number of teachers or a related service personnel and they sort of have that working knowledge of what's going on with those people that are part of their purview. But they also can provide into it then the knowledge from the district about what people are seeing that's different from how you know your district should be operating. So it's just that person to troubleshoot that and to take the time to talk through things with people and to try to provide another level of understanding. The last one is the parent to parent. And I know you've probably all encountered this where a parent is talking to you, you've explained something. It's not that necessarily they don't understand it, sometimes maybe they don't agree with it or really that can't be the way this is. These are the ability for a parent to talk to another parent. Now I know, again, some districts have a group of parents that they have worked with and that provide these kinds of services, but certainly you have parent organizations that do this type of work and when we talked about the partnerships that you need to have in your state, certainly those parent organizations that are within where you're working and that cover your area, you need to have a worked relationship with them so that they clearly understand what you're doing and that you can access them when you have a situation like this where somebody needs to talk to a parent. A really good way to help people reach a great understanding of why something was decided



the way it was. Again, if you'd like to put in chat if you're using any of these or something similar to it, we'd like to hear that. Before we move on from this though, and while you're doing that I hope, I want to bring up one other thing that can be really important. I think within most of your areas you have advocates that are working with parents in your district and I think it is very important that you possibly have a working relationship with the advocates in your area. That they feel like you want to work with them and that you have a common understanding of how things are being done and maybe what are some of the concerns in your area. And I know on first blush you're going, "Yeah, that would be nice, but I'm not really sure I want to go there." We have a district in our state that several years ago really found this to be a big concern. And so they went on a great journey to begin trying to build those partnerships and they started out with calling it it's just coffee. And their person who was sort of their parent liaison person in the district started inviting a few advocates to come together for coffee. They did this once a month and talk and then that group grew. I think it started out with about three advocates and then it grew. And I think the value of that is, and as I have heard her talk about this several times, the parent liaison, it was painful in the beginning. It was ... She said people were checking their coffee for what might be there. I'm kind of kidding about that. But I think you get my point. But it was very contentious in the beginning. There was kind of lack of trust about what this was about, but grew to be really valuable to them in working through a lot of disagreements and conflicts because what would happen is the district and the advocate felt comfortable enough that before an IEP meeting, sometimes the advocate would call and say, "Now, I know we're going into this and this Mrs. So and so is really concerned about this or that, and I just want you all to be aware of it and kind of a heads up." And then a lot of times the person they call would say, "Well, here's where we were thinking of going with this because that's kind of been keeping with where we've done some other things. Does that make sense?" They were actually problem solving. And that was just a great thing for everyone involved. So do we have anything in the chat, David?

>> Yes, we do. We do have a share. South Dakota had a partnership with their parent TA center where they offer a program called Navigation. The program has regionally-based navigators who are neutral parties who assist both parents and districts navigate processes and attend meetings to improve communications.

>> Great. I love that term navigator. That's great. Okay. All right. We're moving on to the last stage, but in many cases obviously the most important because what hopefully is happening is if you get this area right. Your chances of some of those other things happening is certainly lessened. So Let's talk about this. We're going to start at the bottom and we're going to start with family engagement. And I have to tell you this morning, the first breakout session that I attended was about communication and engagement. And as they were talking about engagement, they used the term intentional. It's intentional communication, which I think is just so clear about what this is. There are times we must engage with parents and then there are a lot of times we should engage with parents, and those are the ones that I think are probably of the greatest value right now. So it's important that we're reaching out with general information, what's going on, what's coming up, what's happening within the program so that parents have a clear understanding of that. But also on that one to one, since with I have been out of the classroom, which was a long, long time ago, I know now when I talk to people who talk about getting text messages from student teachers. And one that I will never forget is that a young man had done really good one an interval test he was doing. A student with a disability, had an interval test and had done really well and the teacher had sent a text of him holding up the results. So he had this big grin on his face and I thought, "Oh, my gosh. How wonderful would that be to hear and see?" So I think that intentional engagement can be so important. And I think that you know the best way to do that in your district, and if you don't, you need to explore it of how you're getting information out because I'll tell you again, in talking with parents, those that I find greatest satisfaction on their programs are they're saying things like, "I don't have a lot of questions because I feel like I'm getting so much information, but if I do have a question, I know who I need to talk to." That is the best. That's the best it can be. So really want to think about that and how you're engaging with people. Okay. Let's move up to use of FIEP process. Now this is different from the facilitation we talked about before. This is where, by design, you are using facilitation in your IEP meetings. And that can be a real game changer. And you've heard those stories, I know I have, and so many places where they realize that parents felt like they were there as a guest. They didn't feel like they were a part of it. They didn't feel like they were heard. This can be a game changer. The use of those agenda that everyone can see, the use of jotting notes down within the meeting so people can see what they are when you're doing some kind of decision making. Someone there to intentionally make sure that every person feels like they've been heard and are asked and know that their opinions are valued, really important. So if you are doing that, you want to see ... I think that little bit at the very end of saying, "How did the meeting go? What were the best ... What were the successes of this meeting and how could the meeting be different?" That's really valuable data and one that you can take to the bank. And if you have people telling you ways it could be better, then you need to remember those. And if it's something you can change, you need to change it. Again, this is a much more informal data source than when we talked about the other end of the continuum, but a very important one. Okay moving up to collaborative rule making. So I'm going to define this of how we use this a the state agency. When our legislative session were going on and we knew we were going to be making [Indistinct] something, we would certainly do our due diligence to get ready for it, to gather data, to gather information. But then we would have stakeholder meetings where we were talking to, what we like to call, the usual suspects. You had people that were involved in your process coming together and giving you input on it. In other words, here's our thinking and then getting their thoughts on it. Now I know if you're in a district

you probably don't do a lot of rule making, but you do look at how you're going to address big issues or if you're going to make changes in policy or something you're doing. And again, engaging those people that are going to be the recipients of it is very important. That's true for your families. It's certainly true for your staff. It's true for organizations that are very involved in your work to get that real consensus of where things are. And obviously there are times where somebody says, "Well, I think we should do it this way" and you want to go, "Yeah, me too, but we can't." But explaining why, "that's not going to be feasible because," and you're explaining it. It's clear. You're not saying we can bend over that way, but there's a reason we can't do it. So people feeling engaged and a part of it can be a great thing. Stakeholder council. This is a group of people, and again it's that same usual suspects, but they're not coming together really for one purpose that you've identified. This is an ongoing group that you meet with that is kind of like an advisement council to you. And that can be really a good way to engage people and a lot of the parents that you have on there could become some of your parent to parent people. But I'll tell you that in our state, it's been many years ago, but we actually had a rule that districts had to have this type of council that met, I think, quarterly at that time. And several years later that went away in a legislative session for a variety of reasons. But I know a lot of directors told me they continuing to do this because they say the great value that it was to them as well as their stakeholders of a way to come together to discuss sometimes not that big of deal issues, but certainly some of the big deal issues. And I would tell you that this type of group, when you go through the process, we've talked about internally reviews the continuum, gone through your processes, seeing what you have in place, you've seen what's working, and then you have some thoughts on what that data looks like to you involving this outside group in it. That can buy you a lot of creditability. We knew we needed to do this. We spent a lot of time internally looking at it, going through our data, putting it out there, and deciding what we thought it meant, we want to show it to you, we want to get your thoughts on it. Very helpful. Can be really helpful. And A lot of times this group who doesn't live with it every single day has some of the best ideas to help you decide, you're right, that's not working" and problem solve what will work. So looking through it that way. And then the last one in this section is participant and stakeholder trainings. Now, I don't know how you handle this in your district if when you do certain trainings, you have parents involved in it, big initiatives. I know the ones that I hear the most of is when districts have looked at their ... some things having to do with discipline and behavior and they were going to go into a new training phase, they wanted to have some parents trained in it so that they had an understanding of it. And certainly the use of that FIEP process that having people understand it so that when you move to that system, that you have a parent who has been trained who can be your spokesperson. I know that sometimes when you make a big change like taught use of the FIEP process, people can be very suspect of it. "I don't understand. Why are we doing this this way now? I liked it the other way better." And it's not really that they did like it the other way. That's just the way we've been doing it, so it involves change. But informing people and that, of course, is true of your staff as well. Everybody needs a clear understanding of what it is and they need to know what their role is in that process. What is expected of me in that meeting? What am I there to do? I'm not there because I am the speech therapist, I'm there because I provide the information about your child's therapy servicing they're receiving. So, again, involving them at a level in the beginning can be really helpful in buying your cred. So I'm going to stop again to say have any of you been involved in any of these processes as you've looked at your overall prevention and sort of how you do your business? Well.

I'm not seeing anything. But I will just say whatever pieces of this you have going on, you certainly want to look at the outcomes you're seeing from it. Because just having this available but not looking at how it's working for you isn't going to be helpful. You need to understand as a result of the time and the energy and the work we put into it, what are we getting back? And if it's not a lot, you might want to look at it in a different way. Okay. We've don't the continuum. And now we're at this pivotal spot of where do we start? Well, I hope in your mind you're thinking Monday we're going to do this. No, I'm kidding. I hope that you think about what could be your real value that you could go through from this. And I hope that you feel like it could really lend some assistance to your program. I'm going to say again, don't way for the right time because there's no right time. It's just a matter of starting and knowing that you're not going to do it in a day. If this is an overtime look and I think that when you begin it and you begin to see what information you are getting out of it and what could be the value to improving the work you're doing with not only families, but certainly your staff, it will be well worth your time. Well worth your time. And in case you're just wondering, as I talked about earlier, I'm not going to start cleaning out my garage on Monday, but I will think that through. So we hope that this information has been helpful to you. We hope you will take the time to go on the CADRE website and look at that information. It's really good. It's really good. And then we hope you will do the hack on it to see where it can take you.

>> I like what Kathy was saying. The data resources on the CADRE website are excellent to help you navigate and look at that dispute resolution data. And if you're wondering what's happening on a national level, CADRE does a lot of the analysis of what's in the state performance plan and the area of the mediation and the resolution agreements and where the country is at right now. Here are the two options to connect with us. Using the CADRE symposium discord server, I think I got that correct. Or contact us directly with our e-mail addresses there. Either way, we're going to be happy to hear from you, answer your questions, connect with you. Thank you for your attention today.

>> And David, I just want to say one more thing before you close out. When you think about doing this, it can be really overwhelming. So I'm going to go back to one of the things that Gale Nugent said at the very beginning of the conference today, which is take a breath. Don't let it take you over. Take a breath and think it through. And as David said, thank you so much.

>> Yes. Take a break, take a breath, and enjoy the rest of the conference. Thanks.