Transcript of OSEP Parent Center Quarterly Webinar - March 16, 2017

*Edited by Lisa Küpper, Center for Parent Information and Resources*

* This transcript accompanies OSEP’s 3/16/17 webinar for Parent Centers, which is available for viewing online at:   
  <https://youtu.be/BB-uIeoxjT0>
* You can download the PowerPoint presentation and the *Instructions for Using the Survey Item Databank* from the Center for Parent Information and Resources, at:  
  <http://www.parentcenterhub.org/repository/osep-webinars/>

**Carmen Sanchez** | Hello everyone. This is coming from the Office of Special Education Programs. This is one of our quarterly calls. Let me go on to the agenda. Our agenda today consists mostly of updates that we want you to have and most of the time will be spent with Debra Jennings and Jessica Wilson from the Center for Parent Information and Resources to talk about the database of survey questions and the result of the data collection efforts that you participated in.

Before I get to my part on OSEP updates, I want to mention some things in the pod. As you heard, we have already started recording this, so the recording will be available in a few days. In addition to that, you will see in the chat space a link to the transcript. The Federal Relay Service is transcribing this as we speak, and [you can download it from <http://www.parentcenterhub.org/repository/osep-webinars/>]. In the pods you should also see something called a Handouts pod. If you open that, there is a +, the PowerPoint for this presentation is there for you to download and in addition, when Jessica refers to the database survey questions, there is a PDF of the instructions for how to use the database. All that can be found in the handout pod. So please take advantage of that. [*Editor’s note:* See the 2nd bullet above, for the current web address for downloading these materials.]

**OSEP updates** | I know that a lot of you have questions in terms of what’s happening given the changes in administration. We don't necessarily have a lot of information. Right now we will provide you information as we have it. We do have some updates for you to keep in mind. As you know, your annual performance reports are due May 5. Friday, May 5. Thank you very much for submitting the shell of what your APR should look like. The project officers are working furiously in order to read those and get them back to you, we hope, by the end of this month or early April at the latest. So you know you can use those as is or with minor modifications to make your reports or, if you need more modifications, you will have time to do that before you make the reports. So if you have any questions, please direct your questions to your Project Officer.

**About the Symposia series** | I want to draw your attention to the symposia series. Had one in February. The second one in the series is happening Wednesday, March 22. Actually, Thursday, no Wednesday, March 22. The topic will be creating a safe, supportive learning environments for children with disabilities. You can register at the website. If you download the PowerPoint for this quarterly call, you can follow the link and register for that webinar. I strongly encourage you to do that. It's about two hours, there is some work ahead of time and other information.

**About IDEA.ed.gov site** | As you also know the IDEA.ed.gov website experienced difficulties. It is up and running. If you put into your browser IDEA.ed.gov, leave out the WW W, that confuses folks. The site is up and running and looks like it looked. It's on a much more stable server. However, we are interested in seeing what we can do in order to improve the site and make it more timely. Many of the materials now date back to 2006. Some of them are over one decade old. We are thinking how we want to revise the site to make it more useful. If you go to that link at OSERS blog, that gives you an opportunity to provide comments about what you like about the site, what you would like to change. Please feel free to go to that blog and comment directly.

**About Leadership Conference** | To remind you, leadership conference is coming up July 17 through July 19. Registration will be at the OSERS website. I don't think it's up and running yet, but look for information about that. It's at the Crystal Gateway Marriott Hotel in Arlington, Virginia. Very soon, we hope in the next week or two, there will be a call for breakout session topics. We strongly encourage you to think through what you would like to have in those breakout sessions and to propose a breakout session that will speak to the needs of the families you serve. Please look out for a call for breakout sessions. We will make sure this gets out to the regional technical centers, so you will have an opportunity to propose a breakout session that meets your needs.

And with that, that's in terms of updates for OSEP. I will turn it over to Debra Jennings to talk about the results of the current center data collection. Please put your questions in the chat pod. We will try to get to those questions later. Debra Jennings has a lot of information to share. Debra, take it away.

**Debra Jennings** *(director of the Center for Parent Information and Resources)* | Thank you. We do have a lot of information to share with you today. I appreciate all of you joining us today. And I'm looking forward to sharing with you what the results look like for the most recent data collection. We have done it similarly to last year, in terms of looking at the work that you reported in your data collection. As you know, the information was due at the end of the first week in November. I wanted to let you know how much I appreciate folks for getting that data in. Early as well as on-time. Once the data comes in, we have to do some pretty complicated analysis to put together this report. The sooner the data is in, the more quickly we can get down to that part of the work.

**About contacts** | Overall, in terms of contacts for individual assistance and for parents training activities, we are just under 1 million. Last year we were just over 1 million. We're pretty much in the same range in terms of the number of contacts. And let's look deeper into what’s included in those numbers. First of all, we are increasing the percentage of our contacts of our clients, consumers, partners, participants… and in the area of students, last year we reported just two percent. We have seen a reasonably large increase in the terms of percentage of students we are serving, we are now at 3.2 percent. Professionals and parents, those numbers are steady with parents just over 66 percent and professionals at 32 percent. We are very consistent from year-to-year in terms of our work with parents but also with professionals who are impacting our children.

**About training contacts** | When we look at training we had just over 326,000 trainings -- Training contacts. Of those training contacts, 62 percent were in person. And the other 38 percent were virtual contacts. When we talk about virtual participation that is where we are looking at people who participate in our trainings via webinars, teleconferences, online modules etc. Those pieces of the pie are fairly steady from last year. It was a slight increase in terms of the percentage of in-person participants. I think it says something about how people really do appreciate that face-to-face contact. They like the virtual place but they like and need that face-to-face contact and that networking with others who share their interest and concern.

When we look at the training, this gives you more detail in terms of parent participation and in-person trainings as well as virtual trainings. We had just over 200,000 parent contacts in the area of training. That is really very consistent with our numbers from last year. With professionals we had really a significant increase in professional participation in terms of the in-person training. Last year it was just under 60,000 and now we are over 70,000. And then with students, as I mentioned before, we had a huge jump in terms of the number of student participants. Last year we are under 15,000 and now we have reached almost 20,000. We are really pushing through and trying to reach students and get students engaged in those trainings so that they can be better advocates for themselves along with their families.

**About individual assistance contacts** | When we look at individual assistance, we do see the percentages where the assistance occurred via email, which was actually at 45 percent. At 45 percent this year, email individual assistance has outpaced telephone individual assistance. It is slightly less than if you combine the telephone and meetings, which are those live individual assistance activities. There is some work being done in order to help guide us in terms of how we work with families, using email and other kinds of virtual contact, that will be coming to us through the work being done under supplements with the regional parent technical assistance centers. We just want to make sure we're all doing this in a way that is going to not only protect the interest of our parent centers and staff, but also to make sure that what we are doing is effective and protects the interests of families.

Individual assistance, you can see here the breakdown of the numbers for phone, which for parents is just under 200,000. Whereas with professionals we were at 36,800, and we also have a lot of connections with students. One of the area where we did see a big jump in terms of email assistance in terms of the student numbers, we know that students who are those digital natives, that is the way they communicate and we can see when looking at the numbers compared to last year that there was a significant increase from just over 2000 last year to over 2600 this year. In terms of email for parents, we were at 116,371 -- 168,000. And for professionals we were at 113,894. There is less email contact with professionals and others, where the increase was primarily with parents and students.

**About disability categories** | When we look across disability categories, we see that autism and undisclosed are the primary categories, the greatest percentage of the categories that we are serving. Autism at 22 percent. And undisclosed at 21.8 percent. Just under 22 percent. Next would be other health impaired at 10.8 percent. And specific learning disabilities at 9.4 percent. And following would be emotional disturbance at 6.5 percent. And intellectual disability at 6 percent. We also have our numbers for speech-language impairment at 5.3 percent. Developmental delay at 4.9 percent. Multiple disability at 4.2 percent. And the other categories told up to about four percent.

I think we have made a lot of progress in terms of the number of parent centers this year who were able to report that specific data. Last year we did have a number of centers who were not able to share at that point the demographics around disability or race ethnicity or language. It's hard for us to compare the demographics from year-to-year, because we have so many more centers who now have a system set up so they can report that information. Next year will be the year we see if there are any trends.

**Service by age groups** | In terms of age groups, our largest group is in that school-aged 6-11 at 39.5 percent. And then we have ages 12-14 at 18.1 percent. And 15+ to graduation 18.1 percent. Ages three-5 at 13.3 percent. Birth to three is 5.9 percent. And high school graduates or those who have aged out of the IDEA system are 5.3 percent.

Those numbers demonstrate that we are serving age groups from birth through 26. Of course that school-aged population in those grades of kindergarten through early middle school, that is where we are seeing the most demand for our time and services.

**In what languages?** | In terms of languages we collected information for individual assistance by language and also training contact by language. Those numbers are close in terms of comparison with 77 percent of the individual assistance being provided in English and 79 percent of training and provided in English. And for Spanish, we had 18 percent for individual assistance and 17 percent for training context. And then we had about 5 percent “other” for individual assistance and 4 percent for training context.

Last year after we had completed the data collection, several of you said, “What are some other languages the parent centers are using in terms of serving families?” This year we did collect that data. As you will see, we have parent centers are providing training and individual assistance in more than 40 languages. In addition to English and Spanish. We have included in our slide a list of those 40 languages. There are some that many of us are familiar with, and there are many that are particular to various regions in Asia, the Pacific, etc. We do see there is a wonderful diversity of languages in which parent centers are reaching and serving families. This is an expertise we want to make sure we are sharing across the system. This is also kind of a plug for you to join the [Who Knows What databank of expertise], if there is a particular language you are looking for, you can see who in our Parent Center network may have resources or information in some of these 40 languages.

**About race** | In terms of race, our numbers are 51.6 percent of the children served identified as white or Caucasian, 23.4 percent was recorded as undisclosed race. That is where either a family elected to not disclose the race or the information was not collected by the parent center. Again I would say that, compared to last year, significantly more parent centers are collecting this information. I think we will see the numbers in terms of undisclosed, we will start to see those numbers decrease.

African-American children were 15.9 percent. Asian at 4.7 percent. Those reporting two or more races was at 2.8 percent. And the Native American/ Alaska native was 1.3 percent. In terms of how we are serving Hispanic and Latino families, we are at 27.8 percent of our contacts with Latino families. 72.2 percent were with non-Latino families. There were also about 70,000 contacts that did not disclose ethnicity.

**Dissemination activities of parent centers** | Last but definitely not least would be our dissemination. Our dissemination numbers are really exploding. Newsletters, 9.5 million newsletters last year. Website page views, almost 11.7 million. Social media reach, just under 14 million. And we are still doing what's important for many of our families, attending poster sessions, resource fairs, and disseminating materials, 2 million through exhibits and poster sessions. We also reported 716 media events.

**Meetings in support of students or systems change** | And then meetings, we looked at meetings in terms of the meetings directly for the support of students. And also the meetings related to systems change. In terms of the meetings, for IFSP, IEP and 504 meetings, 9846. IEP meetings, 637. Due process hearings, 121. Manifestation determination hearings, 447. Mediations, 386. Suspension and expulsion hearings, 293. 367 resolution sessions. The numbers of meetings particularly in those last four categories, those numbers are continuing to creep up. Determination, mediation, and hearings for suspensions and expulsions and for resolution sessions as well.

Last year we started collecting information on our participation in systems change meetings. It's excellent to see how many of us are doing that systems change advocacy that would ultimately impact and hopefully improve the system where we are serving children and families. Over 1000 systems change meetings of the national/federal level. Almost 4000 at the state level. And almost 5000 systems change meetings at the local level.

Often, in terms of our technical assistance, when we're meeting with state leaders and meeting with other national organizations, and we share these numbers with those partners and collaborators, they are very impressed. Because parent centers have an excellent reputation for that one-on-one working with family training and so forth, but many don't appreciate so much the work that we do related to being partners and critical friends to help improve the systems of education and early intervention and health and mental health and other systems that are impacting our children. These numbers are always impressive to advocates in government agency partners. That is the data collection in terms of our numbers. The numbers being counted.

**How parents evaluate parent center services** | Part two of the data collection is about what parents say about parent centers. Those program measure surveys where each of you was assigned a certain number of surveys, a random list to contact parents that you had served and find out what our parents saying about parent centers. Here's what they said about information meeting their needs.

Almost 93 percent of parents either strongly agreed or agreed that the information and support that you provided met their needs. Strongly disagree and the disagree numbers were small. As you can see, there is a high level of satisfaction with the information the parents are receiving. Also, what was really great was to see how many parents were able to understand the information they received. Often parents will receive information and it will meet their needs, but we want to make sure they *understand* it, and 95.5 percent of parents strongly agreed or agreed that they were able to understand the information that they received. Both of these numbers are huge testaments to the importance of what we do and how we work with families. Also the information that helped you learn more about how to meet your child's needs—91.5 percent of parents strongly agreed or agreed that the information help them to know how to meet the needs of their child. And 93.6 percent stated that the information they received was useful. And that they were able to take the information that was provided and actually use it to help make a difference for their children and help to get their children's needs met.

The next one is about how parents feel in terms of how prepared were they in terms of information they received. Parents indicated 90.8 percent strongly agreed or agreed that the information prepared them for the meetings, for those IEP meetings, those 504 meetings, conversations about discipline, they felt like they were prepared. In the last area 83.3 percent of parents strongly agreed or agreed that they feel confident in their ability to work with their child's school or service providers to meet their child's needs. That is again about how the information they received, how useful it is, how they were able to understand it and how they were able to actually be prepared to use it. The confidence comes in how they feel like they are going to be received by their school and what the outcomes are. Often those pieces are the pieces that we at the parent center can't control, but to know that 83.3 percent of parents are going in and feeling that confidence, again it says a lot about what we're doing.

In terms of recommending, 93.1 percent of parents that were surveyed said yes, they would recommend the parent center to their friends or family. 4.5 percent said maybe. I'm not sure where the maybes come from. And then there was 2.5 percent that said they would not recommend Parent Center to their friends or family. Those numbers are very similar to last year's numbers.

**With that, I think we all should give ourselves a huge round of applause.** I think we have really continued to do a phenomenal job in some contexts and conditions that are not always that supportive. And that, despite everything, we as Parent Centers, we are still there, still doing the work and stepping up for families, and families are still being able to use what we do and to be able to help to change the services and systems for their kids.

**Carmen Sanchéz** | This is Carmen. I don't see any, there's one question in the question pod. But I want to make a comment about some of these numbers. I know it was difficult when we went to the system especially around surveying parents, we had to find a way, we had to go through this process of having them send that [Indiscernible] into which parent they need to get in contact with it, even though in many cases calling fewer parents that are reporting to you all in order to come up with the numbers, I think seeing these numbers consistently now for two years and hopefully the next following year is a good sign, because this is a much more scientifically accurate way of getting a sampling of the parents and having a sense of where the numbers are in terms of parental satisfaction. And I’m very encouraged by the numbers and again I think everybody has done an incredibly good job within their resources, within what they can do, being responsive, getting in their talents and time, getting the actual surveys done and back to you in time. So now we have this data that is starting to look better and have consistency from year-to-year and a reliability. **I couldn't agree more in terms of the huge round of applause.**

One question we have related to this is, “It does look like approximately the written assistance is now more than the 50 percent of the individual assistance.” That is what the data seems to present. Debra?

**Debra Jennings** | In terms of, if you put together the letters and the email, yes, we are getting past 50 percent. Yes.

**Carmen Sanchéz** | You all are going to hear much more information about the supplements and uses of email and technical assistance and how it can be used in the way Debra mentioned to meet the needs of the families and also is a good use for the Parent Center perspective. This is being worked on, and you will get a lot more information about guidance and policies and procedures around that. That is the only question I see in the question pod.

**Carmen Sanchéz** | Now we're going to turn it over to Jessica Wilson. She is going to introduce you to this really exciting Parent Center survey item bank. I have been playing in it, and it's really fun. But then I am a nerd. Are you ready? Take it away.

**Jessica Wilson** *(of the Center for Parent Information and Resources)* | Someone keeps changing the slides. I don't have control of the screen yet could be go back to the previous slides.

**Carmen Sanchéz** | You should have control now. The toolbar was in the way.

**Jessica Wilson** | Hello everyone, and thank you for staying on for me. This is the OSEP Parent Center survey item bank. You also have heard it referred to as the survey items database and other things. They all work the same way. It's a really great site. This was in development before I came on, and once I saw it, I said this is great, I could have used this when I was a teacher. This is the link: [what’s shown on the slide] parentcentersurveyhub.org/ [or even better: <http://www.parentcenterhub.org/survey-items/>]

What it is is there are approximately 150 questions that Parent Center's can use to evaluate their own activities through surveys. It's a collection of survey items. What happened was it was done in collaboration with the Parent Center colleagues and OSEP revised and approved the questions, so the whole collection of the item bank is vetted and edited, and they are ready to use. The nice part you will see is that they are ready to use, or they can also be edited to suit your purposes. One thing to keep in mind is that this is not going to be a static thing. It's going to evolve and change as we are able to reflect the changes. One of the examples would be translations to other languages. We saw 40 languages being represented [in the data collection findings]. I would love to challenge OSEP to translate all these 150 questions into 46 languages! Maybe we'll start with a couple. It will be changing. Basically, the way you can navigate it once you go to that site is --

**Carmen Sanchéz** | This is Carmen. I want to give a little background before we get into what's in the databank of surveys. If you can go back one more slide, a little bit about -- there were quite a few people from the Parent Centers who essentially submitted the surveys they had been using for different reasons. We worked with the Center to Improve Project Performance, which is a funded contract. We worked with the Center to Improve Project Performance. It was a workgroup of Parent Center staff, some are no longer working there [Carmen lists about 8 names], they worked with the Center to Improve Project Performance and submitted their own survey questions they had been using. Where there were duplicates, they got rid of the duplicate questions. And they checked them out for consistency and whether or not they were going to be useful. And that's how we came up with this. As you mentioned we don't necessarily think it will be static. We think it will grow over time. That's a little background as to how this came to be.

**Jessica Wilson** | Cool. Thank you. The way you can use this bank is, basically, you're going to be creating surveys and the organization for the searches is by topic, respondent, or mode. Or a combination. As you can see, by the drop-downs, each of the different kinds of data or participants or mode in which you are going to be collecting, and you can do a mix and match to help hone down exactly what you are trying to create. It's very versatile. Which is helpful.

What happens is, I don't have time to give you a demo but once you go through all of these, it gives you your options for the different questions based on the criteria you enter. You can print or download them. They will come out as an RTF file, which allows you to put items into any word processing program. It also allows you to throw items into other platforms such as Excel, or some online survey programs. You can edit the items and personalize them to your center. I will give you a quick hint, in a couple slides, as to how to do that. You might just add them to existing surveys. There are plenty of online survey generator programs. Some of them are listed here, you can take these items and input them and have the online generator come on. There are a lot of options. It's very versatile.

One of the nice things is that's when you do get some hits, some of the questions will say “name of the Parent Center.” If you enter “name of the Parent Center” where it's highlighted, it will automatically change the name—oh, it didn't show you. Why didn't it show you? [Referring to a slide she expected to see that demonstrated the automatic changing of the name] When you download the instructions, it will show you that the name automatically goes into any of those questions.

You also have the option with pre-and post questions, you can use them for before you give an activity to get at where people are right now at this moment, you can add different wording for a pre-activity. And of course you can add in wording for a post activity. Anytime you see “[pre-/post]” in a question, it means you can customize it to the timing of what you’re doing. Here is an example of the “[pre-/post]” as it would show up at the top and at the bottom, you can see that, before the activity you could write “at this moment” and your survey taker could answer the question before your activity, then “after this training” and have the answers change. It's very versatile.

For focus groups there are closed and open-ended items. Closed items are where they give you the answer, and you have to choose between a range of options. It could be yes or no, or somewhat, definitely, not really. And open-ended allows for more personal feedback in which they would have to actually write in their answers. It could be short answers or longer depending on what you're asking. “How do you think you'll use the training?” “What did you most enjoy?” A good mix is available throughout.

The link to the survey or the survey item database, or however you have referred to it is available. The user guide is provided in the handout as well. Anytime you have questions, you can refer to that. Or you can always contact us and I believe that that is the end of the slide presentation.

**Carmen Sanchéz** | Thank you so much, Jessica, for going through that. As she said, you will see the PDF of the instructions on how to use the survey databank in the handout pod. You can refer to that, follow the link if you download this presentation for the actual survey data items. The Center [for Parent Information and Resources] will develop a protocol for when the items will be updated and other things added. Be on the lookout for information. If you have some survey questions that you use in your center that you're particularly proud of or you think would be useful, watch out for information as to how you might be able to submit that, so we can continue to grow the item bank of survey questions. They provide a really good broad range of questions for you to look at and use, so that you don't feel like you are reinventing the wheel. Many of the people who participated in the group putting this together were thrilled to see other questions from their colleagues. This provides a quick way of sharing those questions that your colleagues have done. I don't see any questions. Everyone is either --

**Jessica Wilson** | We answered them all.

**Carmen Sanchéz** | Or they don't have questions until they start exploring the database. Any other comments, Debra or Jessica? And the other things you would like to say?

**Debra Jennings** | I would just add on the Parent Center data collection that we really invite you to and recommend that you take these charts and tables and put your own data in and use it as a way to share your outcomes and your impacts with your families and other partners. You can download this PowerPoint presentation. It's not a PDF. You can maneuver in order to put your own data in the slide. I encourage you to do that.

**Carmen Sanchéz** | There is a question around the data collection. She asks, will we receive the data collection in any other format?

**Debra Jennings** | Typically after we do the analysis and provide you with this presentation, we will be able to generate-- essentially we do one-pagers on the data that you can share in terms of the national perspective. But that you can also adapt and use in your state and community-level conversations.

**Carmen Sanchéz** | Another question or more of a comment. “This databank of survey questions are tools that Parent Centers can use but do not have to.”

That is correct. No one is telling anyone to use the survey questions. It's just we have heard from Parent Centers that sometimes they want others survey questions other than the data they had to collect or there might be some questions to simply generate ideas for you if you want to add additional questions. Especially, as Jessica was talking about, if you starting to do pre-and post kinds of questions for training, it can provide good ideas for you.

**Debra Jennings** | This is a public-facing website. Again, I think it's important for us to remind our readers and collaborators about the knowledge and experience and expertise of Parent Centers. It may be useful for you in terms of your work in your state or community you are working with, where you're working with other vendors or organizations who are trying to figure out ways to collect information from parents about how their services and programs are helpful or not helpful or useful or relevant. I really appreciate that this was something that so many parents worked on. And that it is again a way for us to show the great work we are doing and the work we are able to do.

**Carmen Sanchéz** | There is another question. The question is, “We would copy the questions into something like survey monkey?”

**Jessica Wilson** | Yes. The RTF file you download would then be able to go right into survey monkey or any of the other online survey programs. You can either create the items on there or you can copy and paste. Once you have the thing downloaded, you can do whatever you want. The RTF file is a very basic word type file without formatting. They are easy to use and bring over, or you can save it as a document. Some of the online survey creators will allow you to upload something. It's very versatile that way.

**Carmen Sanchéz** | We have another question about data. The question is, “Why do you think learning disabilities are so low and autism is so high for families? Specific learning disability is the largest disability.”

>> [Indiscernible-multiple speakers]

**Debra Jennings** | That is very true. What we have to remember is that these numbers are based on contacts. So it's a duplicated count. It doesn't necessarily mean that we are serving more parents of children with autism. It could also mean that we are providing more intense interactions with parents of children with autism. And also, it may reflect the demand where many families of children with autism— there is so much information and awareness out there about what autism is, and what it isn't, what services are needed, that we may have a greater number of families or greater percentage of families who are demanding our services and reaching out for our services. We have to remember it is about a number of contacts and the intensity. Not just about the number of children or families.

**Carmen Sanchéz** | I want to add something. These kinds of information that you have at your own center level, which is how we got the national numbers, you might want to look at your center level and see whether or not something looks like it may be disproportionate to the kinds of families in your state or area, and you might want to think through, for example, if you're serving many families of children with autism, and not necessarily other disabilities. There may be more targeted outreach you have to do to those families in order to get the families of children with other disabilities. It's worthwhile for you to look at your numbers and investigate your own reasons for why the numbers look the way they do and see how that might influence the kinds of services you might want to provide.

**Carmen Sanchéz** | I have another question. I'm not sure what the question is exactly, it says, “Is this how families see us?” Think you might be asking about the survey questions. Those are self-report. There's another question here as well, regarding reaching out to youth, “Any considerations of the social media platforms to inform and engage youth?”

**Debra Jennings** | That is a good question. In some ways it's related to the previous question. We don't ask Parent Centers to disaggregate their dissemination numbers. We don't ask you what percentage of, or the number of reaches, people that you reach through social media. We haven't really asked for that level of data. It's difficult to get those kinds of analytics from social media. Some centers have established separate social media platforms for engaging youth. And that may be the best, because youth interest is a little different than the 40-year-old interest, what's going to capture and engage them. Actually having a social media platform specifically for youth may be one strategy that each of us might consider. In terms of figuring out how we are really doing in terms of that kind of dissemination strategy. Because our social media numbers are very high. We just can't break them down by age groups. Or any other demographic.

**Carmen Sanchéz** | I think that is the only other question I see. I don't know if you see any other questions in the questions box? We are at 3:58 pm. I think we're going to close the call. Thank you for all the work you all due to serve parents and children with disabilities. Thank you, Debra and Jessica. As you know, our next call will be in June in approximately 3 months. It's usually the third Thursday. This happened to be the second Thursday for other reasons. It's usually the third Thursday of the month. We will send out information for how you can register. I also very much look forward to seeing many of you at the Leadership Conference in July in Washington. With that, thank you again and take care. Goodbye.