Sarah Gettie McNeill 0:04

Hi, and welcome to the religious education credentialing program Webinar. My name is Sarah Gettie McNeill and I'm the Professional Development Programs Manager at the Unitarian Universalist Association. I'm going to start by sharing my screen. Here's this information, just if you're a visual person, and it's helpful to see my name there. So we're going to begin with a chalice lighting. And I'm going to light my small wooden chalice today. I'm lighting this chalice on behalf of all of the religious educators who have laid the groundwork, that is the foundation of who we are as religious educators, and that that have created the really the profession of religious education. Who raised the standards for what it means to be a religious educator and a religious professional, in our congregations and in our faith. And I just hold in mind all of them with so much gratitude those who are widely known and named and those whose small ways of working behind the scenes may not be so well known, but who've very much contributed to our faith and to where we are now as professionals.

Forgive me I should introduce myself. I'm the Reverend Sarah Gettie McNeil and I live in Bloomington, Indiana on the land of the Miami and the Kickapoo and I I am a middle aged woman with shoulder length, gray and brown hair. With bangs. I am wearing a sage green V neck shirt today, a silver necklace and some multicolor hoop earrings. I'm in my home office for this presentation. Now if we were here in person, I would invite you to also introduce yourself. But we can skip this slide for today. So what is the religious education credentialing program? And where is it couched within the priorities of the Unitarian Universalist Association? Well, the UUA's mission as it currently stands in July of 2023, is to equip congregations for health and vitality. Knowing that congregations are the foundation of all we do in our faith and that we are congregational polity, we know it's important to really give our congregations the tools they need to be bearers of justice in this world and bearers of faith. And then we want to support and train the leaders, both those who are lay and those who are professional religious leaders, because we know it's essential for professionals to have the training they need to lead the congregations. And then we want to advance UU values in the world. And we see that through our social justice projects, our UU the Vote, our UPLIFT action and other justice oriented programs out of our Side with Love office. And then I wanted to also couch this religious education credentialing program within the scope of the different credentialing and certification programs offered by the Unitarian Universalist Association. And those include our ministerial fellowship committee, the MFC, and the ministerial ordination process, this program, the religious education credentialing program, and the music leadership certification program. And then we also have a lay leader program that's currently in beta testing, lay ministry program. So there are some other ways that we're trying to equip leaders to be voices for change, in faith and justice in our world. The RE credentialing program is going to what I'm going to focus on for today's webinar. And specifically, it is broken down into three levels. We have our skill level, we have our advanced level and our leadership level. And then I have here on the slide the concurrent program because the concurrent program allows you to complete the advanced and the leadership levels simultaneously. The you can enter at either the skilled level or the advanced level. You don't have to progress from one to the other for those two levels, but in order to enter the leadership level program, you need to have received your advanced level credential. Now like I said, you can either do that simultaneously while completing the requirements for your leadership level, and then you interview for both of them in the same week, or you, you could do them back to back. And then all of the information for the credentialing program is available here at this link. I wish I had a QR code here, but I don't for you. So encourage you to take a look at these requirements and the information about the different levels. And the forms and resources section is the section where the application requirements are laid out, and all the links to the various application components. And then the credentialing program plan is the handbook for the credentialing program. So in there, it'll you'll find all the details laid out all the ins and outs about the program. So a lot of people come to me and they say, What is the credentialing program? How does it work? What are the different components of it. And there are a number of components. And so I created these, this visual to help explain that, the different components. So you begin on the far left side, at least as I'm looking at it, you see the start line of the application. And you can start before that you can take your Renaissance modules, which are the professional development courses, almost all of them are online now, we do have a few that are offered in person. But you may take those courses at any point in time, we record those at the UUA's Renaissance office. And those go on your record. And then if you enter the credentialing program at a time, in the future, we will be able to access those records to know that you've used those to meet the requirements for the credentialing program. But when you decide to officially enter the credentialing program, you need to complete an application. And that application has basic application information and demographics has a few questions about why, you know, why are you entering the program and tell us about your religious education program and your congregation what congregation you serve, and how many people are in it, and so on and so forth. There are no requirements as far as in the size or anything of congregation, we really ask those questions just to know what is your context that you're coming into this program with. So it helps us to know how to best serve you and to know how you're located. So you enter with the application. And when you submit the application, I review it or the person in my position will review the application and then we'll send them an email to you and say, Hey, thanks for your application would love to meet for an entry conversation. It's not really an interview, it's more of a conversation. So a chance to reflect on your answers in your application, as well as a chance for you to ask questions about the RE credentialing program. And me to really orient you and get you started on your way as a as a candidate in the credentialing program. So that application can come anywhere kind of in within the bar of learning experiences, it can come before you start your Renaissance modules, it can come in the middle, it can come after you've completed all your Renaissance modules. And I'll talk a little bit more about which modules you need to complete or how many for the different levels, but you take your learning experiences, those courses, and then there's the static image there because you're integrating and you're applying the learning in your congregation and in your work setting. And you're bringing back learning and you're continuing to grow in an iterative process right the whole time. You're also starting, you're at some point, the resource review. So there is a used to be called a reading list. But it's no longer called a reading list because some of the resources are not text, but their videos, they're audio books, they're websites that you might want to review the content of. So you're completing a resource review. And there again, some of those resources you may have already read, you probably will have already read or accessed prior to starting the credentialing program. And there's more static and more integration because you're you're really learning and growing as a professional and like I said, integrating it, applying it in your work setting. And then that orange bar the portfolio creation, you for each level of the program, you're going to complete a portfolio. The portfolio requirements look different for each level of the program. They're different in size, the standards of the quality of reflection that you'll be expected to, to provide are different. And those details are laid out in that program plan but you're going to be creating a portfolio that you will turn in. And for the skill level, you'll turn in a portfolio. And that's, that's the end other than the portfolio gets reviewed by my office, and by the RECC, there are a credentialing committee. For the advanced, and the leadership levels, you'll have an interview process as well that comes and that's that final red bar at the end the RECC interview. So at your finish line. Now, you'll notice that at the top, there's a bar, this is professional development programs manager, and administrator, that's me, I'm going to be a person, a resource, a guide to accompany you throughout your credentialing program, if you have questions. Right. And the administrator, who's currently Aastha Poudel is a resource as well for requirements, for turning in your work, for getting you your Renaissance record, she keeps all of those. And then you'll notice on the bottom, we have a mentor that accompanies you from the time you begin the program until the time that you either turn in your portfolio, or you interview, depending on the level that you're at. That mentor gets assigned by the LREDA, Liberal Religious Educators Association's committee on mentoring. So that mentor will be an advisor and a partner in the program the entire time that you're part of it.

All right, so I wanted to tell you a little bit more about the Renaissance Program because it does form the backbone of the credentialing program. The Renaissance Program, are the courses. And they are all at this point, all of them can be offered and are offered periodically, online, so you can access them from anywhere, anywhere in the world, from the comfort, comfort of your home, or while you're on vacation, or traveling. The most important thing is that we do require a lot of synchronous sessions. So the course work, while the reading and resources and everything you can do in advance is asynchronous. We expect you to meet with colleagues in in in your courses, to reflect and to share resources and ideas and to deepen your learning as you form a network in your learning community. Network with other professionals. So those modules usually consist of four, five or six, one and a half to two hour synchronous sessions. And then like I said, You'll have coursework to do, reading or video watching or thinking and reflecting to do prior to each of those sessions. The modules sometimes are held in person at camps or conference centers, usually, that's during our summer months at Star Island, or Ferry Beach or The Mountain or one of our camps. And then it's possible that congregations, regions or other groups may also sponsor and in person or a virtual module that used to be done more frequently in pre COVID times. And now, it's still possible but we are seeing that less. The cost for all Renaissance modules is on a sliding scale. While we recommend and we say this course is valued at X number of dollars, and that is in order to pay the facilitators, in order to pay the curriculum authors to pay for ongoing updates to the curriculum. We also recognize that sometimes costs are prohibitive. And we want to make this these courses accessible to all. We also acknowledge that for people of the global majority or people with marginalized identities, that there are additional costs that come and it's not monetary cost, but there are additional costs that come as a part of being in online or other community sometimes and so we ask that people take that into consideration when they're choosing which amount they're going to pay as well. Other learning experiences that are accepted for Renaissance credit or to meet the requirements of the RE credentialing program, I should say, include Beloved Conversations, in fact, Beloved Conversations is the anti racism anti oppression multicultural curriculum right now that we recommend to meet that requirement for the RE credentialing program. You may take a wellspring session or unit and that will count towards one Renaissance module or one learning experience credit. And then OWL facilitator training also counts as one of your required learning experiences. These This is a list of the various Renaissance modules we currently have and the are always one off opportunities sometimes that are offered. But this is our general list of standard modules. So, I will ask you to note that. Beloved Conversations has two different sections. One is within, which is for those of us who are white folks. And then gathering ourselves is for those of us who are people of color. So that has options depending on how you identify. And then also for our black, Indigenous and People of Color, folks, we encourage you to participate in Finding Our Way home, which is a gathering of religious professionals, who are people of color for support and worship and networking. And that counts as meeting the the anti racism anti oppression multicultural requirement for the religious education credentialing program. If you have questions about Renaissance, you can always direct those to me either at my email address sgmcneill@uua.org. Or you can send an email to Renaissance@uua.org. There is a suggested religious educator professional formation map. I developed this in large part because excuse me, I sometimes have religious educators say Well, where do I start? Which is there an order in which I have to take the Renaissance modules? And the answer is no, you there's no order, other than to take leading you your culture change. We require that you demonstrate some knowledge of systemic oppression. And then UU history is a suggested prerequisite for UU theology, though it's not required, no one is going to be checking in if you feel like you have a pretty good handle on UU history, then maybe you just jump right into, excuse my accessibility language. Maybe you just began with UU theology. There is a new and newer Dre training. If you look in the far the top right corner there. That happens in the fall of every year, that does not count as a renaissance credit towards the RE credentialing program requirements. But it is the starting place. If you're a new Dre in the field, we encourage you to take that training before you do anything else. I will note, this is just a suggested map that you are not required to take these in any particular order. But it is just a general roadmap for how you might navigate your own professional development. So for the skill level, you may be wondering what are the differences between the skill level, the advanced level and the leadership level. And I mentioned earlier, there's a interview required for the advanced and leadership level not for the skill level. As far as the portfolio differences go, there are five competencies required to have write in your portfolio for the skill level, four of those are articulated for you required. And those include administration of volunteer management, human and faith development, safer congregations, right relations and professional ethics. And UU foundations, which really looks at UU history, UU polity and UU theology. And then you have one elective to choose. And you can select between history and philosophy of RE, sexual health, six sources of UU inspiration systems and conflict and worship. And then for the advanced level, there are nine required competencies. So this is almost double the size of the portfolio for the skill level. I'm not going to read all of these off, but you could pause the webinar here and take, take a closer look at this list if you'd like. And then for the leadership level, it's a much smaller portfolio. It's only three competencies that are required. But you do have a project or paper that I'll talk about here in just a moment. So the required ones for the leadership level are leadership development, educational leadership, and liberal theologies, and then you have a long list of possible electives as well. For each competency, because you may be wondering what's required for these competency areas. And so, we expect you to, to reflect on or demonstrate to us, to list for us what your experience is in that particular field. So what for instance, with the administration and volunteer management, what professional experience or trainings have you taken as far as As an administration or volunteer management, what kind of life experience do you have? Maybe you come from working in a number of settings, educational nonprofit, where you have already worked with volunteer teams and helped organize them. So tell us about your life experience, your work experience. And also, if you've had any other any notable reading, other than what's on the resource list, or any other notable resources, other than what's on the list, you'll add that into your competency. And then you'll give us a summary. So the summary is a section the experience is really a list of, of your experiences. Your summary is one page or less write up or essay of your philosophical understanding of the importance of that competency area. So tell us what do you think about administration and volunteer management? If you are able to see it as a ministry? Tell us about that. What does that mean for you? Why is administration and volunteer management important in the work of religious education? And then we expect you to show two to four work samples with reflection. So include, for us, a when I say us, I mean myself and religious education credentialing committee, include, for us an outline of a training you've done with volunteers, or

some screenshots of a new database, you've set up for better administration, or tell us about how you organize files with your, with your volunteers. Give us work samples that show us the application of this competency area in your everyday work life. And then also reflect on it tell us like, how, you know, if it's a training outline, how did that training go? What did you learn from it? If you were to do it again? How might you change it? Because the work that we do, the ministry that we do as religious educators is iterative, we're always learning, we're always taking down feedback. Oh, that didn't work so well. So next year, I'm gonna do it a little bit differently. And then you're required to include some lenses, the AR AO MC is anti racism, anti oppression, multiculturalism, you're required to include a certain number of paragraphs reflecting on anti racism, anti oppression, multiculturalism, in a number of competencies. And the same is true for technology. How do you reflect on or how do you use technology within this competency area. So for the skilled level, it's really geared more towards part time religious educators. It is, like I said, it's a much smaller commitment, you don't have the interview at the end, your portfolio is about half the size of the advanced level. So it's about the the rigor and the depth, and the amount of time you can contribute to the credentialing program. Readiness, you need to have served in a professional religious education position for at least six months before you apply to any of these levels in the program. And then you by the time you complete your skill level program, you need to have been in religious education working at least two years at quarter time or more. And we know that different congregations define FTEs slightly differently. So if that's a concern, please reach out to me and we can have a conversation about what counts is quarter time or halftime, or whatever for you. And then there are the five competencies. There's the ARAOMC and technology and lenses. And for competencies, you do get to choose which of the four you write those lenses for. And then the learning experiences are five Renaissance modules, one of which must be that ARAOMC experience, you submit the portfolio, you meet with a mentor, at least 10 times a year. And you have biannual status, check forms, those are just forms, I send a link out and you submit and say, Yeah, I'm on track to complete my program when I said or, no, I'm not on track. And it's an opportunity to check in about your relationship with your mentor. And then you have to submit two essays along with your portfolio. And your essays are on anti racism, anti oppression and multiculturalism, and spiritual and self care. And then you have to complete a self assessment and that's just really ranking yourself on the number in the different areas of competency. You submit your resource lists and responses, you do have to write 100 word responses for each of the resources listed or that are required rather. You need to submit an updated resume at the end of your program, three recommendations and then a criminal background check. And then the professional development programs manager reviews, your portfolio, your submissions at the skill level, and lets you know if you've received your credential or not. But the advanced level, this level is really geared more towards career religious educators. So if you're closer to full time, this program is probably more for you. And the readiness again, you need to have been in your position for at least six months, you need to have been at your work at least two years at halftime, or more or four years at quarter time or more, by the time you complete your program, and then the competencies are nine, eight required one elective. Your lenses, you have to submit lenses on one more competency at this level. So five total competencies. And then your learning experiences, you need to have taken six Renaissance modules or other learning experiences which meet the requirements. One of which must be that ARAOMC experience. Materials submitted you submit your portfolio, you meet with your mentor again, at least 10 times a year, you could submit those biannual status check forms I mentioned earlier. And then the completion materials in addition to the above are three essays, one on ARAOMC one on spiritual and self care, and what about your professional role, there are essay prompts that are included in the program plan. So if you're curious about those essay prompts, you can take a look at them. Now just so you know these essays are relatively short in nature. And then you also submit that self assessment, the resource list and responses and updated resume, three recommendations and a criminal background check. And then your final review is an evaluative interview with the religious education credentialing committee, which happens online. And there are more details about that, that interview in the program plan, as well as I send that information out to anyone who's preparing to interview when you get close to time to interview. And then the leadership level. So I mentioned earlier, you have to have achieved your advanced status before you can get your leadership level credential. And so your readiness is that you're already an advanced religious educator, credentialed religious educator, excuse me. And experience upon completion, you need to have been at your position or in religious education at least five years at halftime or 10 years at quarter time or more competencies, you have the three competencies for the leadership level, you have lenses, and all three of those competencies for both technology and ARAOMC. And then you need to have completed at least four learning experiences beyond the advanced level, and three graduate courses. So this means for additional Renaissance modules, another round of Beloved Conversations, or other approved trainings, plus three graduate level courses that are three credit hours each. And then materials submitted, you turn in your portfolio, and then you turn in leadership level paper or a leadership level project. You need it when you apply for the leadership level, you are also expected to to submit your proposal for your leadership level paper or project at the time of the application. So we expect that that project or paper will be one, something that gives back to and advances religious education in our faith, so really gifts to the profession, and equips other professionals. Again, you meet with a mentor 10 times a year, you have your bio annual status check forms, and then the completion materials are the same as they were for the advanced level otherwise, then your final interview is an evaluative interview with RVCC. Again, all virtual. So why why would you do this? Why would you go to all this additional work? Well, there are a number of reasons. But we've heard from religious educators who complete the credentialing program at any level, that it really really helps them reflect on who they are, the work that they're doing, and integrate all the learning and the thinking that they are are doing as a religious educator. It's an opportunity to pull away from the grind, and the Go, go go and do do do. And to start to start to reflect on and integrate and look at everything. It's kind of like when you write an annual evaluation of your work and you start to take take note of all that you're doing and to reflect on it deeply. We also find that religious educators have incredibly enhanced collegial relationships from being in the Renaissance modules and other coursework and also from developing a relationship with their mentor. Sometimes that collegial networking is the most appreciated benefit of the credentialing program. As far as the benefits that you'll bring back to your congregation, the credentialing program helps you become a better professional, and to really strengthen your religious education program in your congregations. It might help you think differently about, about your work about how to relate to the other professionals in your congregation about how to bring in and empower lay leadership, all of these things can lead to stronger programs in the congregation. And then there's a sense of accountability. Once you have your RE credential. You're already accountable to LREDA, as far as our professional codes of conduct, but the credential adds this a different layer of accountability and professionalism that's expected for you as a professional. And sometimes I think that that level of

status, but also just like a sense of covenant that we make in being a professional, it's really important for our own sense of self, but also for how we relate to others in our profession. And then there's a possibility for compensation increase, it is in the compensation recommendations, that you are compensated at a higher level, once you have your credential. We always encourage anyone thinking about the credentialing program to have those conversations very early on with their church leadership, either with their supervisor or the board, about expectations around compensation when you get to the point of receiving your credential. And then it does make you more marketable as a candidate in the field of Religious Education. A lot of religious education job postings are seeking someone who has their credential or who will pursue their credential if they're hired. So, so that does make you more marketable. And that's part of that sense of covenant and accountability to there's a standard that comes or that's expected when someone has their credential. And there's there are assumptions that are made by other professionals and lay leadership about the skills that credential religious educators bringing, because they have a credential. And then there's a sense of professional excellence. There's a recognition by the UUA and hopefully by your congregation, there's recognition at the Service of the Living Tradition if you receive your credential, and that's always a fun perk as well. So what are the costs of this program, I am pleased to share with you that they are relatively minimal. The biggest cost is really about the learning experiences, and those those Renaissance modules. So here again, I have listed the number of learning experiences you're required to take for the various levels. And the Renaissance modules vary in cost, according to the length, so the shorter modules cost a little bit less than the the six session modules, right, the four session modules cost less than the six session modules. And And as I noted, all of those are available on a sliding scale, there are scholarships you can apply for, to make up any difference in cost between what you're able to pay, and what, what the course is valued at, and so on and so forth. So there's a lot of variability even there and flexibility. Some Renaissance modules do require books or readers. So you may have to pay for those, but those are really few and far between most of the resources are provided that are a part of the coursework. And then the resource list. If you're completing the resource list, you may opt to purchase some of the resources. But there again, a lot of times you can reach out to a colleague in your town or a neighboring town or maybe a ministerial colleague or another religious professional and ask to borrow it. There, there are a number of different options for procuring those resources for cheap or for free. We are expecting anyone in the religious education credentialing program to be a member of LREDA. So you're you have to maintain LREDA membership annually while you're in the program. And we encourage you to do that at all times regardless of whether you're pursuing credentialing or not. There is a background check that comes at the very end of the program. And the cost for that background check is around $60. It changes a little bit each year. But right now it's about $60. And if that is a hardship for whatever reason, there's there are scholarships available. The advance and leadership levels have the interview, but those interviews are now online. So there's no cost associated with that, no travel. And the the largest cost is probably time. Other than paying for those Renaissance modules, you're going to devote a lot of time to taking the coursework, to writing your portfolio and to any travel that you may do to pursue your, your coursework or otherwise. I didn't mention scholarships. So there are a number of financial resources. The this web link here lists all of these scholarships. And the first one is the Marshman and Field Scholarship. Those applications are due each year on May 1, that award is at least $1,500 to one religious educator annually. We also have continuing education grants available for religious educators, ministers and music ministers. And those grants are up to $500 a year, applications are accepted on a rolling basis, and with some care and consideration to making the funds as widely available as possible. There are LREDA religious education credentialing scholarships, information and application, the application are available on the LREDA website. And then there are also LREDA Renaissance scholarships, again available, more information is available on the LREDA website. The UU Women's Federation has a Bowens Wheatley fund. And this fund is for seminarians, candidates and our re credentialing program or candidates in the music leadership certification program, who identify as women of color Latino or Hispanic and the UUWF, the Women's Federation webpage or website has more information. Now, there's also a benefit that you receive once your credential, you're eligible for the college stipend for children of religious professionals. And that's a nice little perk, it's a it grants up to $1,000 per full time student and $500 for halftime students, for any child of a credentialed religious professional. So how do you apply I mentioned earlier some about where to find the application resources. You can apply to the RE credentialing program anytime throughout the year, the admissions are rolling. And I'm going to move down to bullet three here that that application is available online. There's a statement of readiness and aspirations you can see more details on our website. But it's really an opportunity for you to say like this is why I'm pursuing religious education credentialing, this is what I'm hoping this is what I aspire to, as a religious professional. Two forms are of endorsement are needed. And those those are endorsement forms, there's actually just a link, and you can send it to your supervisor and one other person of your choice. And they just fill in the fields and and hit submit. So it's pretty easy for them to complete. And then there's a criminal offense disclosure form, that's an opportunity for you to share anything with us in advance that we might find on your background check that comes at the very end, and then a current resume as well. For the leadership level, we as I mentioned earlier also asked that you submit a project or paper proposal for your leadership level credential. And then I mentioned the Renaissance modules, you can take those at any time either before you apply, you can apply in the middle of taking random modules or you can apply and then you can take all your Renaissance modules after you've enrolled in the program. But those are offered approximately two times a year through the UUA there is a general schedule on the Renaissance web pages. And you can see there so that maybe you can plan and anticipate when you might take which which modules. If you're interested in the credentialing program, please complete our intake form. And that puts us in our database so that we can start tracking communication that we have with you. I encourage you once you complete the intake form, I send out an email every month and I encourage you to sign up for meeting with me, just so we can chat about what your expectations are. I can answer any questions. And then also if you're interested, please please please talk to your supervisor. Make sure that they are on board in support of you pursuing this because the credentialing program does take time and effort. And your your congregation should really be supportive of you. meeting the requirements for the credentialing program on your work time, or at least a large portion of it on your work time. So we want to make sure you're being really transparent with your church leadership, that you're interested in the credentialing program, and that they're also supportive of that. And if they're not, we want you to know that upfront as well. I know that I'm happy to speak with your minister if they have questions or concerns about the credentialing program, I'm happy to be a resource. And then you submit your application materials in completion.

I have on here an interview with me. And like I said earlier, it's actually more of an entry conversation. But we chat and I orient you to the how to get started in the credentialing program. And then if you're admitted, the Committee on Mentoring assigned you a mentor, we announced that on to your congregation. Well, we don't announce it to your congregation, you can announce it to your congregation. We announce it on Facebook to your colleagues with your permission that you've joined the credentialing program. I'm going to pause right here because I don't have a slide for one thing that's essential for me to address. And that is that the RE credentialing committee is very invested in making our program as inclusive as possible. We're in the process of updating our, our materials our program materials to reflect that inclusivity and that flexibility. But the paperwork does not yet reflect the spirit of the committee. So if you are thinking, Boy, I hate writing, and I don't want to write an application. And I'm wondering if there's a different way to go about this process, or I really want to be in the program but I can't imagine putting together a portfolio. I wonder if there are accommodations that the credentialing committee would make for me? The answer is, yes. The credentialing committee is very invested in making, as I said, making the program accessible, but also making accommodations for people. We are in the process of understanding different neuro types and how best to flex the program so that it really is truly open to all and can meet people where they are at. So if you have questions, don't hesitate to ask, there are waivers that you might be able to be eligible for. There are lots of different creative ways that we are interested in helping you be a part of the credentialing program, if that's a concern. The other thing, the other question that I often get is do I have to have any kind of a degree before pursuing the RE credentialing program? And the answer is no, we recognize that there are many ways that we come to do the work that we do. And that a degree or letters after our name is not necessarily required. It's definitely not required. And it's not necessarily even a guarantee that anyone is going to be more skilled and talented at this work. So that is not a requirement at all for entering the RE credentialing program. And that brings us to the end of our webinar. So if you do have questions, if you have concerns, if you're really jazzed and you just want to get together with me to chat about it, send me an email again, my email address is sgmcneill@uua.org. Or you can send it to recredentialing@uua.org. And I'll send you a link we can set up a time to talk and to really connect about the RE credentialing program. So with that, I thank you, and I wish you well in your religious education ministry.

Transcribed by https://otter.ai