WEDNESDAY, SEPTEMBER 13, 2023	9:00 AM – 11:00 AM

ONLINE MEETING ZOOM

Commission Members: *Andrea Townsend, Cam Preus, Dana Hepper, Tricia Mooney, Whitney Swander, Reed Scott-Schwalbach, Monica Cox, Laurie Danzuka, Dan Farley (Staff), Evan Fuller (Staff)*

Meeting Scribe: *Katie Alvarado*

Introductions and Commissioner Updates

Dana Hepper - Great good morning. Lovely to see everybody. Sorry I couldn't be there in person. Dana Hepper. Pronouns are she and her. I work for the Children's Institute, and in terms of professional updates, the main thing is, implementing early childhood facilities, investments, and making sure those roll out effectively. Then the other thing that is impending in the early childhood world is, you know, we've made a lot of strides to improve the quality of our child care subsidy program in Oregon that helps families of board quality childcare. And they're working well. And families have been signing up, and providers have been accepting the subsidy, and we've increased enrollment in the subsidy program by 50% from 8,000 families to 12,000 families and we're running out of money and we're going to have to cap a participation and institute a wait list and we all know families can't really wait for childcare. If you need it, you need it when you've asked for it. And so, we are frantically trying to figure out what can be done to continue to support families who are back at work and back at college and getting their kids in affordable high quality care.

Whitney Swander - Good morning, everyone. Whitney Swander joining from Central Oregon, where I'm in independent consultant, just professionally I have spent since November working with the schools, to really dig into the behavioral challenges that they were experiencing and just kind of conduct challenges at within the district during the last year, and it was a really interesting experience to walk a group of folks through some root cause analysis and we spent the summer developing some implementation plan and I think things are going well. A lot of it was just really recognizing that the many ways in which the pandemic interrupted school operations and school culture building, so that I think is what I'm happy to report back on is we came through a real asset based approach and really recognizing that kids and staff have everything they need inside of them and they just need support and the right incentives and motivations, and care, and that not every school and every kid is the same and so we need to be adaptable. So that's kind of just my highlight and an update there, I'm happy to see you all.

Andrea Townsend - Good morning everybody. I'm Andrea Townsend. My pronouns are she and her and I'm the Director of Equity and Learning for the Ashland School district. We have just been so excited that kids are back, and within getting everybody to start the year and I'm also collaborating with a few other people to plan are all in District EDI Learning Day, and so that will be in October. And we have several speakers and staff will be able to choose which sessions they would like to attend. So that is very exciting. It will be our second year doing it. And so yeah, oh, one more thing. Our district now has several

more newcomers' new students who are new to English in Ashland. We have not traditionally had a lot of newcomers, and now we do, and whether it is our students from the Ukraine or from Thailand, China. We're very excited to have them, but also figure out how to support our teachers as well to make sure they're providing appropriate instruction for them.

Reed Scott-Schwalbach - It's great to be here, and things are going well, the school year starting. We're excited to see students excited for the energy. There's a lot of positivity and I'm looking forward to seeing it.

Tricia Mooney - Superintendent of Hermiston SD. We have kids in school and kicked off the year, opened a new building, an annex building at the High school had a great keynote speaker at the beginning of the year, talking about, you know, being future focused, and how we connect our kids to really, you know what's the purpose. And I'm getting beyond just the, you know, really focusing on learning and connecting with your kids. So, we're off to a great start next week, which seems kind of early, but a ton of energy. Well, having kids back in our staff, it worked hard all summer, especially the elementary level on some standard based reporting and aligning standards. So, a lot is going on in the district. That's great. There's energy with the start of the school year. I've never seen it anywhere else. I just that rhythm and energy is just so. That's all.

John Rexford - Semi retired education leader I'm mostly living my own series of this old house working on the house when I'm not paying attention to my other obligations. I will speak in a few minutes. My presentation of the Joint Committee on Public Education Appropriations, and so Dan and I have been spending a lot of time together over the last couple of weeks, and I look forward to some more of that.

Dan Farley - assistant superintendent of the Office of Research Assessment data, accountability and reporting. What's going on right now is we're getting ready to. I'll put out spring 2023 state assessment results. So those will be available to the public by September 21st. So that's a lot of what we're prepping right now and then validating all kinds of other data questions.

ODE Update
Tenneal Wetherell - I'm the Chief of Staff at the Department of Education. This is a new role for me. Just in about a month or so. I was previously the assistant superintendent of the office of enhancing student opportunities. You can tell the department we love our long names here, but essentially that covers primarily the special education world and some other pro education programs. I'm really excited to be in my new role. In here with all of you today, quickly, just sharing with you Dr. Williams sends apologies for not being here and wanting to meet all of you at some moment. I think all maintain this table with all of you, but make sure that I connect with Dr. Williams. And ensure that I'm giving information that she would like to be shared. But I know she also wants to meet everyone, so we'll probably have her pop in in a time or two and make sure she makes connections. We have been spending a lot of time on legislative implementations. So just really working to understand all the different bills that have been passed, their impact, the needs for implementation rulemaking, engagement, delivery of dollars out to the field etc. So that's a pretty big effort. At this. As soon as the legislative session ends, we start pivoting to that. There's definitely some notable things that we've been working on, I'm sure at the top of your mind is thinking about literacy. We're notably literacy, which is a really important effort that we're working in partnership with the Governor's office and the department and our partners out around the State of Oregon.So really working to frame those next steps shortly, will have an application for funds

coming out. So definitely keep our eye on the different steps that will be communicated by our literacy team. Shortly on that I spend a great deal of my time I'm putting things in a bill 819, which is an important piece of legislation that is focused on student abbreviated school days. The goal is to ensure that all children every day have equitable access to a full school day. Throughout the State of Oregon, regardless of what your individual needs are, our children who experience disability are on 4-5 hours, they sometimes are inequitably have their days reduced. This effort is to really make sure that we're calling attention to the requirement of ensuring that all children have a full school day with that come some pretty significant changes to our local school districts operations that were very different from the previous law that include a requirement for a series of meetings for every child who's on an irradiated school day and really important pieces of paperwork and documentation that is required at each type of meeting. So there's 3 types of meetings and an initial meeting, a second meeting that happens between 25 and 35 days of the initial meeting and then subsequent meetings at appropriate cadence time frame associated with what the parents would like to see in terms of how the length of time that they would like to meet on their abbreviated school day. The other big impact is the bill. Besides the fact that we've moved beyond students on IDEA, where students on idea and on Viable 4 is that it now applies to all settings. So before you would think about just a blind to a school. Now that applies to all schools, all programs, including hospital programs or corrections, juvenile corrections, long term care treatment, working school for the deaf homes Instruction, CTE transition. So before we were looking at just elementary, middle, and high. And now, really noticing that we're expanding the population of applicability to a wide variety of programs. And the impact on the school districts is really pivoting towards how the different programs are set up.How are the children situated in them if they're in a charter school? How's the term? Operate? Do they need to change their operation guidelines. All school districts are pivoting rapidly to address that about 819 requirements.And then, lastly, I'll say about 819 is, there's also a accountability component that is brand new. There is an investigation process that's built into the system. So if a parent files a complaint, then the State will order the school district to return this child within 5 school days, and if there's another complaint that comes forward they set a timeline of 30 days for the department to evaluate and determine if the child is on an irradiated day, or not if they are an abbreviated, day, the child will be ordered to return within 5 school days, and then lastly there is a enforcement, component to this bill that includes withholding State School fund and mandatory compensatory education for hours that are lost due to inappropriate applicability of sensibility on an individual student. So it's a much larger bill than we had in the law before. Everyone is quickly and diligently working to transition their processes to meet the needs with that core goal of ensuring that all children have full access to school. The legislature intended to be as broad as it's being applied. Yes, it's very clear in the bill that the intention was to capture all of those spaces that weren't previously captured. As well as the expanded definitions of both child disability and the application to the school day. So the measurement changes from a school setting to the entire district setting which impacts the scheduling build schedules and then access comparisons to the entire school district for that grade. So those pieces are brand new pieces as well to apply. So all of the school districts are working hard to understand what those are. How do they apply, and how do they adjust to them, ensuring that the children have that. So we're currently unpacking the different elements of 283, and really developing an implementation plan that happens throughout the agency, each of us having a little different aspect of it. So if something in 283 is popping up for you, just note that we are actively, you know, digging into it, finding those right spaces aligning the different calendaring of the requirements of this large bill, and will work really quickly to implement it with the education community.

9-8-23 JPEA Presentation

John Rexford - Joint Committee on Public Education Appropriations - I presented to the joint Committee on Public Education Appropriations along with Melissa Goff, the Governor's education policy adviser. The constitution requires the legislature to adequately fund K-12 education, and they created and actually co-opted the use of the Quality Education Commission to meet that test. So part of our charge is to determine the amount of resources that we think are needed each by an end, to deliver at K-12 Education to the States, quality, education, goals. We determine that every other year, in the even numbered years and so we presented them with our report last August, including the target number that we believe is needed to meet those goals, and this of your presentation really is comparing what this legislature actually appropriated versus the number that we presented to them and also some 14 months ago. So that's really the action part of this slide but we talked about a lot of other things.So we started by just framing up some numbers. Just kind of set the stage. I told a couple of stories, talked about students we had already heard from. Legislative Council, describing their charge to them. This committee, I think they were meeting for the first time this year, talked about our charge. They actually covered a lot of the ground that I would usually cover presentations like this. We heard from, let's say, a fiscal office and so just tons and tons of numbers. So I really wanted to refocus us on students so I talked a little bit about students. I talked about a couple of incoming kindergartners, one who had a really rich literacy based background at home, and who is already reading in the fourth grade level and how we were gonna meet the challenge of keeping her interested and challenged in school I talked about another student who came in barely being able to hold a pencil much less recognizing numbers and letters and colors and those kinds of basic skills that we would hope that we would be grounded and talked about how we were. Gonna have to get her caught up and we needed to do it fast. I talked about those numbers that it's not a matter of reading the third grade. It's really a matter trying to have them read in the first grade. The thing they can catch up with their peers talked about and called out, our colleague, Dr. Trisha Mooney, who gave me an example of I don't know a few months ago about a student who, I think age-wise, was like a sophomore junior, but coming in illiterate in his native language, and then really the best we could do for that student is there was a language skills and job skills and give him sent off in the world so that he could be successful in a world of work. Usually, but he was never gonna show up as a success in our system, because he wasn't gonna get a diploma. I talked about another student who came in as a senior with no English language skills, but was successful in a math class, because it turns out math is math. He did get a diploma and has been very successful. So I really wanted to ground them on why we're doing this, not just that we come up with a number, and that we look at best practices, but really ground us on what we're in the business for. I think we have to create a better system, a better way to serve children in the State.These are what I talked about. The goals talked a little bit about the quality education model itself, and then our priorities for the next cycle.For this 2024 report. We also wanted to mention just our background and this is a bullet that Dan helped create. We incorporate actual prior costs, accounting for inflation enrollment changes and then use regression models to predict the costs that we have along with our 462 input model that we have integrated in the quality educational model. Then I also talked about how, when we parsed out the Oregon's quality education goals, it was actually 19 elements, and how we crosswalk those with what's address in the quality education model that we found that the model itself addressed about 17 of those 19 but that when you distill it all down we really are looking at a goal of 90% 4 year graduation rate talked about how in our work, and I talk about it in our priorities down slides down here, but that we really wanna be looking at additional metrics, including those included as we move forward. Just reminded them of our requirement to deliver it even a hundred years, and offered 2 alternatives meeting the goals. I didn't want to get down in the weeds on the debate over what the current service level is. Just noted the current service level that we include in our modeling. It differs from DAS's call service level, which is limited severely by some regulation and practice with regard to how they determine current service level. We've explored those and then talked about the fully implemented model. One of those things.

When we had Daniel do some literature search for us. I can't remember which institution he's with, but this is an organization. I really like this quote and what we're really doing is helping the legislature improve their decision making. This is not a definitive number that is gonna result in an exact outcome and I just think it's important to remind people that not to diminish the value of our work, but just to help them understand what it is. Then I just talked a little bit about the methodology, the fact that we still are working with the system built on 3 prototype schools, and that those are built on averages, and that you would be hard pressed to find any one of those exact prototypes anywhere in the state and we talked a little bit about the limitations of our methodology but that it does a pretty decent job given it's built up at the time, and I also mentioned, I think, is the point where I mentioned that we also did some straight regression that we are the royalty. It's a regression analysis. Thank you, Evan, that really tied it right in. I think we're within a percent or a half 1.2% of what the QEM predicted versus what the regression analysis based on graduation rates and inputs developed. That Crosswalk that we all did was between school characteristics. There were 19 school characteristics, and there were 2 that weren' that's all. They ensured that the funds allocated to schools reflect the uncontrollable differences in cost based in the district.That's impossible for us to model. And then the other way ensures that local schools have adequate control of how funds are spent to best meet the needs of students in their communities. That's incredibly difficult to measure. We don't have control over that just by modeling that's kind of beyond our purview. So out of this you know the 17 characteristics that are used to define what a school is. QEN is representing all of those that it should. The total State funding requirement in order to recover the State school funding portion of the funding of just under 11.8 billion is still about a 1.5 billion dollar gap and that gap has now increased back up to about 12 and a half percent from our number. I also gave them big caveats that they need to consider that one is just our number now 14 months old, and 2 there's been 2 collective bargaining cycles since then and I know the increases in resources, going to fund our staff. Our schools have increased far greater than what we anticipated. I don't even need to see the numbers to know that that's probably the case. We just put it in a light draft so you can see another way to look at this visually over time. I talked about our priorities. These are right off of that exercise that we conducted over the last couple of months, where we identified these as priorities. I mentioned as an example of the fourth bullet the discussion we had last month, where Evan is identified in delivering the cost of delivering education in rural settings and talked about how we had a consensus, so we would incorporate that into the next iteration of the model. Funding investments for culturally responsive curriculum does not necessarily equate to implementation of culturally responsive courage on development.

Writing Plan for QEM Report 2024
The next step is to start talking about the education model report that's due on this first of 2024 be in the rear view window I think before we can so I wanted to give the Commission an update of the kind of initial work that has been done, and kind of reach out a request for support for those who are interested and share some recommendations. As the conversation unfolds, what I've done to this point is, take the final iteration of last year's report. I removed a lot of really problematic formatting. So I moved it into a Google Doc, it's just text on and headings.Right now, we can work with our Communications department. Once we have all of the text finalized to make it prettier.But I at least wanna make sure that we all have the same landscape of texts to build from when we're revising the next report. So it's linked to there for you, and I think you all should have access. So generally the strategies to build from your report that we put up last by and make any adjustments and needed changes.Of course I'll be focused a lot on making sure that discrepancies that we noticed in August, when continued, that all of the tables have the exact right data. Make sure we do all of those checks. This reflects kind of my initial thinking in

that the total amount of education has not changed in the last 14 months. A whole lot, and I believe that generally what we issue is our 2022 report. These are very good jumping off points for development of the 2024 report. I don't see any big changes that would need to be made, and if I'm wrong, and if you disagree we can absolutely have that conversation. But my thinking is, we look at 2022. What do we need to change what stays the same? What do we need to delete? Is there anything else that we need to add that we missed last time we had a goal of shortening the report in 2020, and I think we are successful and taking about 30% out of that, I think, we delivered a 30 or 40 page report 2022. So to the point that we can be more concise in our messages. I think that's important, but I really just philosophically felt it was a good place to start. We can be less wordy in things that are generally understood. And we could focus on more clearly articulating and perhaps referencing professional judgment we're bringing in, so that our thinking is made more clear and just thinking as we continue to request more resources, etc. There weren't specific recommendations. I think her general perspective was that clarity is more important as a target in the report, so don't shrink it if it interferes with understanding. I think focusing on the report itself will lead to whatever shifts we might want to see in the executive summary and of course make sure that those are aligned this year, especially around particular terms, like statutory distribution, etc. It gets articulated. I think if that kind of general planner is there anyone that thinks that we need to deviate from that plan or kind of have a stronger departure from starting this. Who is in the writing subcommittee? And of course you all can decide how that process unfolds to this. This is one of the ways that we can move the writing forward. That's not the only way Evan shared a planning document with me that was in smartsheets that I moved into Google Sheets. What we did is we took the plan that was in place for the 2022 report, modified it with 2023-24 dates, and then started with August first being our deadline and just mapped it back and tried to assign roles and responsibilities. So in terms of the overall plan and structure, it really is just carrying over the previous plan dates, they were mostly reasonable.For the Commission writing and then behind the scenes, the writing subcommittee will be helping us meet some of these benchmarks, like writing the first draft, which we ostensibly scheduled for early March, not to on the middle of April in terms of the drafting process I'll be working with staff of course to do as much as we can prior to that point to get it up, to speed in terms of changing dates, updating numbers. We are on track. So if you look at the overall plan. I would like to hear if you think that any of the time frames are not necessarily reasonable, so they've passed the Evan and Dan reasonableness check and they're consistent with what was in place last report but that doesn't mean that they pass the reasonableness check across the board. Would it be helpful if I could just kinda touch on some major benchmarks as we go through?

So the big day that we'll plan backward from is August 1st, 2024. That will be a commission. responsibility will be facilitated in the background. We'll try to get the report to the Legislature, of course, behind the scenes prior to that public sharing. July 30th, 2024 for that. But we wanna have the final draft in place in order to do any small tuning that might be necessary in collaboration with other governor's office or legislative legislature representatives there in 2 weeks prior. That tends to be a pretty consistent timeline with regard to other interactions that I've had. We'll have a third draft. By the end of June the second draft will be by the end of May and the first draft, as I mentioned, is going to be in place by the middle of April. So between the first and second draft, Evan is going to be working his magic recalculating the algorithms, bringing forward costs that have shifted, and representing any changes in terms of what it takes to prop up a fundamental public school into the model. And we'll be

asking some clarification questions from you all about how to do that today. That will help him kind of get started on that work and then work those into them all across time. You'll see that the QEM model won't be possible to run until early March. It will take a while for him to do all that work. He's not kidding when he says it's 462 models. It's a lot of data just to keep track of and to check for accuracy so that's pretty substantial.I'm not sure how publicly I'm not sure what the face validity on a simple regression model, that only compares graduation rates and overall costs fee, but that was what we used. Are there questions or concerns about the reasonableness of how much time in between when things are getting started, something that we feel we can pull off, given those kinds of time walks? I'm not sure we have an option, so I think it looks great. That's true. We do have a certain parameter. Once we get this writing subcommittee meeting. So my next step is to try to integrate those into this overall plan. I'll communicate with those who expressed interest about that. The timing and all of the access recommended. But reviewing the QEM and assumptions, as I'm assuming that that will be like a pretty short exercise this year, since we went through an extensive review, every line item for the last report, and based upon your earlier statement John about not sending the K-12 landscape has changed too much in that interrailing 14 months. I'm assuming that this is not a cursory review, but that it won't take much time so I don't think it will be the lift that we conducted last time around. The mental health and behavioral support element. I think we wanna think a little bit about that's just one specific area where you know, I think I'd like to re-look at what we decided but I think many of the other supports are not deferred to the commissioners that don't know if it is possible that we'll change that on absences.I can't remember if we have a population for substitution costs. I think we should look at that because in other States we're paid leave. This happened as has gone up by 50% based on some. So the impact on school systems as well as the increase of meetings that's required. There's a great absence there as well. That's the document everybody shared last time I can update it with all the current instructions and circulate that for review. The big lift this time will be working on the priorities for revision, and I am beginning some research into the regional rural premium work. I expect to be working on that over the last quarter here and hopefully have some solid information to communicate along the way about how I would suggest that be incorporated into the model for the adoption by the commission. The big list for the commission will be determining from the other 3 priorities alignment with the student success goals and determining what resources would be required. In addition to those resources that already exist within the model for that, they'll be targeting a 90% graduation rate like what would be needed differently than that to target those additional metrics that we don't currently include and then have the decisions of the commissions about what the constituent inputs as far as the model itself would be required to meet those goals, and so I think that's the bulk of the commissions work. Evan has some decision points and inputs that you need us to review. I will have that list as of January 22. I just need to update it with what's in the model. I think that if I could, I could disseminate the updated values to the commissioners for review and then take the input of commissioners about what would be potentials to change and only hit that subset of ones that there was Commissioner interest in and revise.

Work on QEM Improvements

Evan Fuller -

The first step has to be identifying. What those best practices are for those, and whatever additional metrics the Commission wants to but within it's full down now. But within there's 3 also for the SSA indicators. We kind of have a plan to really try to find out who's doing that work

well and do kind of case studies and provide that information as best practices, and I believe the disproportionality would be along with that as well, since it's we have the the culturally responsive curriculum might be worthy of some additional conversation here since we have time cause there was concern not just about like what the cost of providing materials and train staff

and look at implementation costs. But it really is developing that curriculum staff time that it takes on the front end, buying the materials that you want to help you deliver that and then all that training. So it doesn't come in a box on the shelf. It would be reflected in the professional development that we have calculated materials, purchases, and it's going to be. People say they want to see it pulled out, because it seems to me it's more embedded. And then it was the messaging around how do you find this in the queue. I think it's for how do you find it? And then for us, how do we adequately identify those resources necessary? student population that feels like they are represented in particular. So we could ask about half of learning culture, responsive. There are a couple of areas I'm curious about looking at too. History shared history and implementation. That could probably pass districts. The cost of implementation we've heard from students in the seed survey, and it's not necessarily a representative sample, but many of them are not experiencing that curriculum. They all said 75% of the students expressed a desire to learn more about our travel history, shared history, curriculum that could be one place to look at and ethnic studies. That's not technically, in terms of the implementation you have. A district should be planning toward that.I think the more that the commission can capture those kinds of impacts and costs. The policy changes and everybody's got what they need to do to work. The next day. That's kind of a reception that I see. It takes time to shift direction, and that time is money. So one more piece that I'm thinking about curriculum is that, in addition to the materials and themselves, and they, what is it that we're gonna be teaching that is absolutely critical.

Important is how we're teaching it. When we calculate our costs, we have to think about the implementation support needed for districts and funding. It takes funding for districts to be able to make sure, not only that the curriculum is implemented, but to what degree and the quality, and particularly, I'm thinking about this, the strategies, for example, needed for academic English that students need to have in order to fully participate and many times for example, we send teachers to say up trainings and unless we have a someone to be able to coach side by side with those teachers after the initial training, then those practices may not be fully implemented. So when we think about curriculum, it's not just what we're teaching, but how we're teaching it. I'm just curious about where you sit, like how feasible is doing any of this. And do we need some structure around what exactly we're gonna study and one into what end? I heard a lot of great ideas throwing around. I see like sitting there, you know, scribbling out a whole bunch of stuff. But I'm just trying to focus on which you could and having it not necessarily be things that we are immediately assured they can cost up and incorporate into the model, but more of an exploratory look at what some current best practices in action are, I think, alleviate some of that pressure we might, we might have to talk about like, where to focus our energy in terms of like maybe one example for each of the a student focal groups might be compelling enough for this iteration, and we can try to plan for an additional engagement process thereafter. I think it could be helpful to reach out to a couple of districts and have a conversation. I've tried this for the last 3 years as director of

assessment, reaching out to the district and saying "It looks like you did really well, on middle school math with your students. It's how to do it. Sometimes they don't know. They're not sure how that came to be, and sometimes it was a data entry that also, with some of the changes that we see across time. So but then that's also it has to do with who we are asking. So one of the things I think about is that if we're not including the practitioners, the administrator might not have what the practitioner usually knows, especially if they've been in the district for a while they can say here's a way to different yeah, so that's a really good point so it was the district. Leadership that responded to those particular chats, so would have included Superintendent's district test coordinators, curriculum and instruction directors. If there's an assumption that they're the only ones that are doing it. That's why they're seeing progress.

I see that we have the Governor's Education Policy Advisor Melissa Golf online. I've got one quick one that I want to put on that table, Melissa, that I'm gonna pick for you. We've got 5% of our students in the state being served with online education. And my perception is that in many cases as an abject failure, yeah, I'd like to at least peek into some of those numbers. And indulge me with a paragraph in this year's report. We don't need to make it a focus, but I think it's a future concern that I don't wanna overlook. Thanks, and with that positive note, Melissa, introduce yourself, and be sure with us what we might need to know from the Governor's office.

Melissa Goff - Thank you so much to Chair Rexford and commissioners. It's great to see you. I wish I were there in person. I had an unexpected morning commitment that clearly took most of the meeting time. Very happy to be here with you. I want to commend Chair Rexford and Dan Farley for the prep work that went into the presentation last week, and I really feel that it was well received, and I think the advanced time that we spent, or that they spent really was extremely well invested. So thank you for giving that extra time and for letting me sit with you, which was a really fun thing. I think it was the first time that Chair Rexford and I have been able to sit side by side doing work together for a really long time.. Updates from the Governor's office. I would say that that the Governor continues to be excited about the investments in literacy and the work that Puja is leading for the Governor's office alongside of interim director Williams and my understanding is that you got to spend some time with her this morning I think that work is going to continue to mature and will somewhat inform your work as well as your work. For me, that's really thrilling because the end of this day it means that not only are we having more readers, but we're having the ability for those learners to become critical thinkers and to graduate complete high school prepared for their next steps, so thank you for your continued focus I believe that the legislature and the governor are really reflecting back the deep focus that educators feel is necessary around mental health and wellness, not only for students, but for staff as well. That was part of the part of the dialogue that occurred last week with the Chair Rexford, and I find that to be extremely promising, and I know that's part of what you have looked at sorry I didn't see the rest of the meeting today but I know that's part of the current considerations and will likely continue to be reviewed by you and updated and I think that's extremely wise given that time period we're in. I also believe that the governor continues to be concerned with accountability for making sure that districts are held accountable to the expectations of the State on behalf of students, and so we are continuing that accountability conversation that we had through the development.