



QUALITY EDUCATION COMMISSION

WEDNESDAY, JUNE 14, 2023

9:00 AM – 11:00 AM

ONLINE MEETING ZOOM

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

Meeting Scribe: *Katie Chandler*

Introductions and Commissioner Updates

Tricia Mooney - Superintendent of Hermiston SD. Today is actually our last day with kids today. Our last day was staff. Tomorrow. So the summer program starts next week and we'll run all summer. We have all that business going on. Some bond projects over the summer. planning for next year. Did we ever get some funding for summer school? Are you just doing this out of your general fund Budget? We don't have summer learning money this summer, so it's out of our general fund budget.

Reed Scott-Schwalbach - Good morning, everybody. It's good to see you great to be here, and in my life it has been all school budgets all day, all week, all month. I'll bet it's not bad. At least we have some encouraging news from ways and means. If we just get some folks in to approve that, it'd be great.

Whitney Swander - joining from Central Oregon. I think what I would like to just share, because there were some folks from the organ Department of Education with us, but I had the pleasure last week of joining the Oregon Community Foundation's Latino Partnership program Grantees so for about 4 or 3 years 4 years now there have been some grants that have been made to culturally specific Latino serving organizations around the State to support the infrastructure of the Sia really to fund trusted community partners to be in relationship with school districts to help support you know the community engagement aspects and collaborative planning aims of the Ssa. And that work kicked off in 2019. I guess I could count the years there, and a lot of it has occurred virtually And so this was really the first opportunity that those grantees have come together. They're an incredible group of partners across the State from the coast to the farthest reaches of Eastern Oregon, and my former employer. Foundations for better Oregon facilitated

the gathering and sort of sharing Carmen Urbina was there from ode. Michael Rae was there from ode as well as some folks locally the sort of lead for the Saa for the high desert Esd helped facilitate a table, but anyway, it was really just hopeful to to hear what people are doing in the ideas that they have around we talked about resources community engagement and state policy. And this group is so ready to be engaged on a different level and I'm just excited to see, as they continue to kind of build their community power, how they show up at the Legislature, how they show up for racks. I think there's, you know, an opportunity, as we think about the future of the QEM. How can the community really engage us. And this is a group that was not afraid of complexity. Tell me about the complexity. Tell me about what's hard. We wanna understand that. So we can leverage it. So Melissa, perhaps another group for the governor's office to be engaging with as well.

Monica Cox - Hi! Everyone! Good morning. My name is Monica Cox. I prefer she her ponouns, based here in Portland, Oregon, and I'm a researcher evaluator data strategist, primarily working on education in the State. Nationally, I guess one exciting thing I have to share in my world is that I've spent the last, probably 5 months stitching together 7 years worth of ode, staff position, data and Tspc educator licensure. Data and save for this year's staff position data, I have, I think, a pretty clean file and I'll be spending the summer diving into trying to answer some questions, using that data alongside partners that I'm working with in regional educator networks.

Carlos Sequira - Here got a call in from Eugene, and with good news that I will be an assistant principal at Spencer. But middle school. Here in Eugene, as you know, with my dad's health and my brother's health, I needed something and it just stepped down and to do something that is a little bit more flexible. So I got to spend the day yesterday with the teachers, with the principal, with the students, and I'm sorry, and so I will be able to provide, you know, a little bit of a different perspective to this group based on you know, it's just being more boots. On the ground. Sort of speak connected to the students and to what's happening. I was asking the principal, and the teachers, but were some of the challenges from this year in in some of the successes, you know, and preparing myself for next year, and one of the things that came up loud and clear was the impact right that Covid and and lack of students being in the building in 2 years, locked down, and all that has. How it has impacted the students, you know, social, emotional, cognitive state and it's and it is real. I mean, I knew about that, you know, and I experienced that vicariously through my colleagues. But being in the building, and seeing really how that, how you know, how impacted, how that impacts the students, and how resilient the students are, and the joy in the students and the excitement. Some of the excitement came with the end of the school year right? But I'm also looking forward to next year. So I'm excited

about being able to like, I said, contribute to this commission by providing a more close to the ground sort of perspective on our work.

Cam Preus - Well, good morning, I think the only thing I have to share which I apologize for being a few minutes tardy. But the fingers crossed that things are looking more positive in the legislature, particularly the Senate. I know my community college colleagues are extremely nervous about what happens in the next couple of weeks. They have a pretty decent budget now, and would really like to have that in hand for those of you who didn't know years ago, when Kitzhaber was governor. This leadership was then Republican, and in both Houses, and they made a change to the formulas for both K-12 and community colleges, and moved the very last payment of the year into the next biennium And that's 1, 20, fourth of a by any impment for K. 12. And it's one eighth of a payment for community colleges. So if the budget isn't settled that eighth payment doesn't come in mid-July, like it's supposed to, which is an additional stressor for my colleagues in community colleges and on the other side of their brain. They're celebrating graduation with all their students who have worked so hard the last several years to walk across the stage or not But to have reached there educational goals, or at least this stage.

Andrea Townsend - Good morning! Everybody! I'm Andrea Thompson. My pronouns are she per area, and I'm the director of Equity and learning for the Ashland School district. I would like to share that last month our district, along with 2 other districts who are the recipients of one of the Lgbtq. Plus student success grants, we're very incredibly thankful for it. But we were able to host a regional Student Unity Conference, where students from different schools came to it, including students from a district on the coast. It took them 4 h to get to Southern Oregon. Each way, and so we're so excited that they were able to join us, the students' feedback was phenomenal, and it's definitely something that we will want to do again. Next year, and there were lots of great ideas from them as to what they would like to see happen next year. And there were lots of great ideas from them as to what they would like to see happen for next year. So we're definitely using those to make it better.

Laurie Danzuka - Coming from Warm Springs, Oregon. I want it to serve our celebration. We have 3 Ford scholarship recipients in our school this year, and we also had over a 1 million dollars that went out for scholarships for all a lot of our students. So that was a real, positive thing. And then we also finished our first year of our dual language. And Laurie. I think I read in the paper that they're doing. You're doing an addition up at the school on Warm Springs. I'm looking forward to our second year. Yes, yes, we're adding 6 classrooms.

Dana Hepper - Good morning. I wish I had the same optimism that Cam has about the legislature, but it's been a very different story for early childhood than it has been for K- 12 and

higher. Ed. The current budget set of the past will eliminate a 1,000 working families from childcare subsidy. Preschool promise slots will eliminate 1,300 head start slots and will reduce services for children with disabilities and delays who are 0 to 5 and also don't make workforce facilities, needs. We need to grow these programs into the future. So we are just scrambling in these final few days of negotiations to see if any of the political rhetoric about children from politicians means. They are willing to do anything for young children before they wrap this session, or whether it's all just steam. They've been blowing it. So it's been challenging. It's definitely been a challenging legislative session, you know. I think people are a little scared of the launch of the new State Agency. They don't want to give them too much work, but I think the results of their decisions based on fear are that they're actually gonna give the agency. They're gonna start an agency. Who then, has to turn families away Launch, wait, list, systems, and it's gonna undercut You know the potential impact to support Canada. It's been a really frustrating legislative session. But doing that final push here in the last couple of days to see if we can turn anything around.

John Rexford - I'm a retired school business official and school superintendent. I've been doing a lot of work. The folks that I still do some leadership coaching and mentoring with are navigating the resource limitations that they've got, and it has real impact and you know, it's one of those things that we talk a lot about the impact on kids and how to minimize that but frankly, we're in. We're in the people business, and we spend money on people and those people serve children, and without enough funding we can't serve children as well as we would like, and would hope so. That's a challenge

ODE Update -

Colt Gill - I know you're on a limited time, so let's slide right to you. Okay, thanks, John, and good morning. Everyone. I don't have a long report today. I did just want to kind of share information like Cam and Dana shared a little bit around K-12 and where we're at right now. If the legislature is not able to come together and finalize votes on budgets, then that idea of operating under what's called a continuing resolution or House bill, 50 46 clearly has an impact on K-12 as well. We have information ready to go to school districts, but we are closely coordinating that with Governor's office, as they are continuing to work with the Legislature to try to ensure that they can finish this session with some decisions, but as soon as we get direction and we'll be sharing information out with school districts that will be a lot more detailed than what I'm sharing. But our greatest challenge lies in 2 areas. So what Cam noted is absolutely true. So the agencies that fund programs, we will be funded if they don't pass a budget on the dollars that we expended during this last quarter of the biennium, and we'll get that same amount for the first quarter of the next by any end we have 2 challenges with that one of them is the early learning division separates and leadally becomes the department of

early learning and care and well, that will happen, and that will be great. It's what we've all been working towards a continuing resolution, don't have any eighth quarter expenditures as a new agency and so we are working closely with Department of Justice and the Chief Financial Office at DAS to make sure that we have a way of either spending money on their behalf from ODE, and where they're eighth quarter expenditures live or of transferring funds into this new agency and providing them with an authority to spend those dollars so that's one of our 2 big challenges. The other one relates to K-12 schools, and it's similar to what Cam shared about community colleges. So in Oregon the school districts get State School fund payments, which is the bulk of the funds they have on a typically monthly basis. But there are some differences to that. So in the last quarter of each year they received 2 payments, so they receive a normal payment. In April, and they receive a payment in May. That is an adjustment payment that takes care of some change from that year in the previous year, and then they don't receive a payment in June. In the first quarter of a biennium, they receive 4 payments, so they received 2 payments. In July a payment in August, in a payment in September, all of which they's them up with some cash flow for the New Year, which is important for some districts and less important for some others. And it also makes sure that they're ready to pay that. You know that first significant payroll in September, and all the other startup costs that they may have to get school up and running again. So our challenge is that since we're limited to expenditures from the eighth quarter of the previous biennium, that only funded 2 payments, that's cool districts with no budget would likely get something close to what they typically, receive in July and not much of anything in August or September, and so that will be a real challenge to school Startup. And and this fall, and again you know everything we currently hear. Is that talks are underway, and and that we're very hopeful that the Senate can reach some kind of resolution to come back into at least support budgets to keep everything operating, as we would hope it would so that's where we're at. I'm happy to take questions. Melissa might want to jump in and add more context to that, so I'd invite that as well. Yeah, I think Colt that you covered it. Well, I do believe that where we are looking at extreme concerns for school districts really happens. If we go beyond this first continuing resolution. And I do believe that talks are going well right now. So that is promising. But the gravity of the situation that both cult and Cam addressed is very real, and I'll talk a little bit more about that when I get the governor's update. Any other questions or comments for cold, cool. I believe this will be your last session joining us.

Governor's Office Check In

Melissa Goff - Well, good morning! It's lovely to see you all, and thank you for having me here again today. Well, I wish I had more to more exciting news to give you, as far as in quotes of what's happening but what's happening today is what was happening yesterday. As far as conversations are continuing among the legislature, and our hope really is that we can find they

can find a pathway back so that we can address some of these very things that have been talked about by members today. I do want to. I've written notes, so I wanna go make sure I cover all this information with you. First I want to say to Member Cox and Member Swander, Exciting. Yes, so I want to have follow-up conversations with each of you on what you shared. I'm really interested in that. In both those buckets of work and what the governor's office can learn from that. So you'll be getting an invite from my office, and I hope that we can spend some time talking a little bit about that. So, as the mother of 2 Lgbtqi plus children, I cannot thank you enough for the leadership and the work that that you're doing, and your team is doing to support our students, I was directly involved in the situation where the students from the coast it became a need for them to have a solution. And you were there solution. And it just my, I just did a little dancing heart moment as you were sharing. So thank you for creating that solution for them that was so important. My younger child is graduating in the Uo lavender ceremony tonight. Lavender ceremonies. If you don't know our graduation ceremonies for queer students and as I say tonight, it's Friday night, and that I'm excited And so I just I just I thank you again for that work. I want to say that I'm really excited to see Member Danzuka in Warm Springs for Governor next week. They are hosting us for our government to government, education meetings, and I hope we get a chance to see each other. Then I'm really looking forward to being back in Central Oregon as well. My home area, where I grew up. I want to just assure you that the advocacy for early childhood is continuing from the governor's office. We recognize that our littlest people in this state deserve better, and the governor is very committed to providing opportunities for our kids, and to make sure that they get the support that they need. So know that conversation is continuing from the Governor's office as well. I wanna go back to Number previous comments around higher education, we did have an opportunity. I did have an opportunity to meet with higher education. I think it was just last week, but honestly, every day feels like a week right now in the Governor's office. I'm sure it does, for many of you. Right? I mean, I'm definitely ODE. I see Dan shaking his head. Yes, and nodding, has said yes, rather, and I'm sure cold as well.

09:28:48 That meeting that we had, I would say, had it's a very interesting group right in this moment, because it is a different situation for our community colleges than our 4 year colleges and universities, as far as what happens with the funding, and that eighth quarter allotment, the focus of the continued resolution on the eighth quarter allotment really is causing, I mean honestly, at this point, emotional harm and stress to every leader in K through 14 trying to figure out what can these solutions look like if they're needing to operate on the continuing resolution? And so we have scheduled and then had to cancel meetings with those leaders again early this week, as we in the Governor's office continue to wait for any change or any additional information, we our guidance is coming from the Department of Justice, and we continue to as we learned information from higher Ed. We've been pushing that back toward the Department of Justice. Try and get new answers that could provide us greater flexibility, and

prepare potentially different answers than what we've had thus far and we're just in a holding pattern. It doesn't mean that they've told us anything. We're just in a holding pattern to learn more, and as soon as we do work we are going to reach back out and particularly meet with those community colleges, presidents, and the other challenge as Director Gill was stating is the balance between having those meetings, and starting everybody on the work of the planning when we are hopeful. We're on the process of a resolution so that's the balance that we're doing right now. I also wanted to give you an update on the ODE director hire. We are still in that process. I have an update with the Governor tomorrow morning, and will know more by then. I expect a more substantive update by the end of this month, and we are running about a month behind what we had planned in our schedule, which just coincides with the fact that the legislature has been unable to pass anything through for about a month, and so executive leadership is, of course, needing to focus on things related to the legislature and matters associated with that and so we have just slowed down that director hire a little bit to make sure that we're able to have the right people in the right conversations in order to move that work forward but I can tell you I'm feeling very, very positively about that work, and thank you, director Gill, also feeling very positively sorry. Very exciting. I did, chair Rexford, take a moment to listen to your testimony. That you provided to the Education Committee, and I think there's an opportunity for us to follow up on the questions that you received and use those as kind of starting places, for deeper conversations, and I appreciated that both. How you're composure in the meeting, and also the questions and they were. They were difficult. I think it was reflective of the high level of interest right now in trying to make sure that the formula that we're using for education is actually reflective of what the needs are in our schools. And that's as a former K-12 superintendent hurting it makes me really happy to see that. And then it would just be in the setting like to acknowledge Director Gil. He is an outstanding leader. I just will say that in addition to what chair Rexford has shared, has been an exemplary leader, friend, and colleague to superintendents across the State, a guide to folks in all different roles across the state, a mentor to so many within the Department of Education, and outside of the Department of Education, and I know those those assets that those relationships are just going to continue as he steps out of this role and maybe has more time on his hands.

RADAR Updates

Dan Farley - I did present the research architecture concepts to commissioners last month. I don't have a ton of updates. I did present the research architecture concepts to commissioners last month that work is still underway. I'm presenting the like initial framework to executive Team June 20 sixth, collecting critical feedback and then working with the research core team to really do a lot of the design and implementation work. There we hired a senior research analyst who starts July 10th to help support the office of Indian Education and the office of equity, diversity, and inclusion with all of their data analysis reporting requirements. Those 2 offices

didn't have any dedicated research on the agency. But I had a position, authority to fill that position which was senior research analyst, and I had no money to pay for that position.

QEM Improvements for the 23-25 Biennium

- [Rank Order Improvement Priorities](#)

Dan Farley - A couple of things before we jump into the link that's been provided here one is that we synthesize Katie and helped me synthesize all of the comments that we got from the mentimeter activity 2 months ago now and then some further discussion will last month. I also know that some of you wanted to connect with members and get feedback around each change to the model that they would like to see of your respective organizations that will last month. I also know that some of you wanted to connect with members and get feedback around any changes to the model that they would like to see members of your respective organizations or networks so there is a possibility to expand this list in different ways, some of which are rather expensive to improve the quality education model. This effort can go forward without any sort of legislative change. So these are things that the QEC. Could be considered as changes to the quality education model as part of our day to day business that don't require a third party validation or consultation are related to any bill that said, of course, some of the employment that have been discussed are more and less feasible than others. There are some where we don't have a way of collecting the information or the data that would be required to really submitally lead into incorporating that particular component into the model. But I didn't wanna filter this initial rank order process through that lens yet, because what it might tell us is this is a really important thing for us to incorporate into the model, and we don't have the data system for it yet. Do we want to lean into investing in the process of creating that data collection system? If so, how so? There are. As I mentioned there, 20 different improvements that are proposing to ask is actually a pretty high cognitive demand. Ask, and probably worse, for Carlos. If he's on the phone because there are 20 different indicators. we're asking you to put all 20 in rank order for most important, so least important, from one to 20 the good news is, we have time. So I'm gonna orient you to what the survey tool looks like and how to navigate it really quickly and then address any questions that you have, and then do some. You can have your cameras off during that particular period, and then we'll reconvene to discuss. So the instructions are at the top here. Anything that you rank in row, one as the top order priority. What you put in row 20 is your lowest order. Priority. One of the important things is you're not gonna be able to see all the without scrolling left and right. There were so many indicators that it was difficult to put it all in one page. I incorporated and condensed sum up the input that we got into particular buckets like this was actually 4 different recommendations. But they all fell within incorporating 5 indicators because of the indicators that were identified. Increasing target graduation rates. So you can see. Let me scroll across in terms of process, what I would recommend first is to try to read through what all the indicators are. You see something that's

really important that's missing. I can try to add that to the conversation after the ranking process is done, at. When you're done with reviewing all of them, you'll need to go through the work of identifying which row they should go on; the system won't allow you to select more than one per row. I hope I think it's programmed not to allow that decision. If you wouldn't mind, actually, we're asking you to share your name at the bottom. Just so we know that we heard from you, and then click the submit form, and I should be able to share the results of the survey in real time.

Status Update: [QEM Indicator & School Characteristics Crosswalk](#)

Dan Farley - We wanted to take the school characteristics that were identified in a statute, and then compare them to the QEM indicators that are so. What I'm gonna do is kind of describe the process to Evan and I went through to organize that information for you. How we did the crosswalk in terms of like a stock. Take some of the realizations that we came to, and trying to kind of make the comparisons cross indicators and school characteristics, and then, of course, field your questions and recommendations. They're in, and kind of general observations like, what do you notice about the connections between the 2? So first thing, I wanna make sure that everybody can access the Google spreadsheet. This is something you can refer to at any point. Evan went through on the very first tab actually it might be helpful for me to share here. Evan went through and entered every single type of input as well as the category within which that input falls. So we have an enrollment revenue base. Your student counts district salaries all the way down. It gave us an accounting of literally exactly the number of inputs that the model incorporates and which assumptions and buckets that goes into. We have 243 inputs into the quality education model. That's what you see identified here from Espn expenditures to classified staff librarians, counselors, everything in the model is reflected in this particular tab of the worksheet. So in column C on that first tab we crosswalked the school characteristics that are addressed by that particular indicator. You'll see that some are not one of the realizations that we came to. I was almost thinking of it as being kind of a mutually reflexive process. Where, if we didn't, if we had an indicator that we were incorporating into the model, and it didn't really align with a specific school characteristic, I was prepared to be concerned about that. But Evan and I talk through that. And basically, if it's something that is an identified cost, just because it may not show up as a school characteristic doesn't mean we should eliminate it from the model cause. If we have school characteristics that aren't specifically reflected in the model that's where we kind of want to be concerned. So that was kind of a major realization. You all might have been able to predict that realization but that dawned on me as a part of going through this particular process. On the second tab, actually, let me explain a little more. So you won't see ending indicators showing up as being aligned with the particular school characteristic until you get down to row 39, because a lot of these earlier on data points are counts right overall averages for costs that are difficult to attribute to a particular school characteristic. So once we get into teacher salaries, you'll see that there are a lot of indicators that teacher salaries, for example, are aligned to, and there's a lot of commonality among teachers principals, assistant principals counselors and classified staff.

The other thing that this conversation was supposed to be was a prelude to another homework assignment. But it would be an optional work assignment. In lieu of the July meeting that we have put in place for the entire commission. We were wondering if those of you who would be interested in helping solve, for you know a validity check like Chair Rexford already identified one in model input that he feels does align to one of the school characters 6 that Evan and I missed. We were hoping to put together a small work group to help us kind of validate those particular assignments and decisions. I think we could also give the recent recommendation. I'll start crafting definitions for each of the inputs that we could add to the spreadsheet and a new column. I'm not sure how to crowdsource that but it would be kinda difficult to coordinate. But if we had a work group we could at least say like, if you know the answer like, jump in and respond to Evan's gonna be the one who will likely, you know, carry the most lift when it comes to that process. Having kind of redesigned the model. But we're gonna use that time integral for anyone who might be interested for that purpose with, you know, support and understand the course. I think, since this will be like in the official subcommittee, Dan, we probably still need to do our public notice.. And with travel involved, of course, we'll be reimbursing for travel. Shared at least start looking at some of the overall data with you all, and knowing that we haven't gotten submissions from at least a few commissioners yet. to show you how I plan to make a sense of the data, and also like, at least from the responses. So far, there seems to be kind of pretty broad agreement about what the top 10 indicators might be, but probably not the top 3 are the top 5, so that could be us. Our further conversation. Let me show you data on the back end. What I see is not all of it is abundantly interpretable. Immediately so fair warning. So here's how the data show up. In the Response section and then I'll show you also spreadsheets. So right now, like as far as Number one, which is the top priority item, we have 2 respondents to Ved for additional school models of prototypes, one for Ssa indicators, one for targets that reduce disproportionality. First, suits for Els with disabilities, students for marginalized by community cultural responsiveness of the education systems in terms of the investments needed. Then we had another. We also wanted to look at local variants, costs for little schools. So to actually show you all the data and where we have kind of a lot of commonality, I would have to scroll across all one, which probably is going to be the best use of our time, the house I will show is we'll get these data in spreadsheet form, and you'll be able to see what has kind of showed up in the top 5 across multiple respondents. For example, SSA indicators were first. So SS indicator seems to be kind of occupying a space toward the top of the rankings. So there are probably other patterns of one. You would notice that I may not get right off the top of my I was right off the bat, but looking at local variances, I got 2 top ones, as I mentioned before here's another support that I've seen more up coming in that there's going. There's going to be consistency in terms of like the top 5, I would say now that I'm working at the data. One of the things that Evan and I can do between now and the next company meeting is really kind of synthesize this. Make sure it represents all commissioners, which means you know, those of you

who haven't finished it still have time to complete the survey and kind of synthesize, at least with the top 5 indicators that you'd like to incorporate into the model. We can talk about the possibility of adding more. But our staff capacity is one of the limitations, and then also the indicator. Each has their own kind of investment, cost, challenges that they present. So SSA indicators would be relatively easy to incorporate into the model that we already have all of those data. The question is, how to incorporate in the name of the model, as outcomes, so that the system isn't solely kind of exclusively modeling graduation rates as the only outcome of interest. So that'll be more of a technical conversation. But we'll present kind of an overview of these data to you in August, and I can. I'm sure that we'll be able to share that between now and then. So you have time to digest the information beforehand. This kind of a live look at the data. So what we can do is Evan and I can do a kind of a weighted procedure where you know how many capabilities each one got at each level and can use that as a way to quickly sort the indicators for that next meeting and share that with you and then we'll then we'll have a conversation about like feasibility and capacity. If it's of interest that doesn't necessarily mean that I can pull it off. With what we have in place, so we'll have that conversation. What we might need, and depending, you know, by then I would hope we'll have a little bit more. What's going on legislature, not just in terms of budget, but also bills that might be going through and whether it's not feasible now or not, I think it's important that we identify it as a priority, even if we're taking another swing at another legislative session for support to do some major work on on the model.

Evan Fuller - Sorry I wanted to go back to about 2 comments ago. The discussion about inputs versus outcomes. I think that this is a problem that happens a lot is that there's the quality education model, which is the system that's of best practices that's required to achieve a set of outcomes but there's also the quality education costing model which is what this exercise is around, and the only outcome in that is dollars. So regardless of whether it's an input or an output to the quality education model for the purposes of the costing module, we have to convert it into the set of inputs which would be required in order to achieve that outcome even if it is an outcome within the quality, education model itself, and that term gets abused to mean both the educational model and the costing component. But for this, it's just we need to distill it all into inputs. That's fair, and I think that's worth repeating and continuing to make sense of, to have been in the conversation.