



District Financial Management



A Survey of Chief Business Officers in School Districts Throughout California

About the Survey

EdSource and School Services of California are conducting this survey as a collaborative project, in partnership with Stanford University. The questionnaire asks you, as a chief business officer, about your qualifications and about the business policies and procedures used in your school district. This survey is part of a larger research effort seeking to better understand school finance in California and how to improve it.

Your participation in this survey is vitally important to help provide insights into the area of district financial management in California public school districts. This is a once-in-a-lifetime opportunity for you to advance your profession! Please take it.

Protecting Your Privacy

Filling out this questionnaire should take between 30–45 minutes and is voluntary. If you choose to help us by completing the survey, you can leave blank any questions you do not wish to answer. Completing the survey indicates your consent to participate. All the information you provide will be kept **strictly confidential** and responses will be identified by respondent number only. Responses will be analyzed by the project directors only, used only for the purposes of this study, and reported only in summary form. No individuals or districts will ever be identified. We believe that this survey poses little risk or benefit to you.

This study's confidentiality protections have been reviewed by the Institutional Review Board (IRB) at Stanford University. If you have questions about your rights as a study participant or are dissatisfied at any time with any aspect of this study, you may contact—anonously if you wish—the Administrative Panels Office, Stanford University, Stanford, CA (USA) 94305-5401, or by phone: (650) 723-2480.

More information:

If you have any questions about this survey, please don't hesitate to call Mary Perry at EdSource: (650) 917-9481 (mperry@edsources.org), or Robert Miyashiro at School Services: (916) 446-7517 (robertm@sscal.com). **Our target deadline for collecting the surveys is April 19**, but your participation is important to us, so if you are facing any time constraints, please let us know what we can do to help.

District Financial Management

A Survey of Chief Business Officers in School Districts Throughout California

Please make sure that your answers are legible, and fill in each box or blank clearly. Return your survey to EdSource via fax at (650) 917-9482 or by mail in the enclosed envelope to: EdSource Survey, 520 San Antonio Rd. #200, Mountain View, CA 94040. **If you have any questions, feel free to call us at: (650) 917-9481.** PLEASE KEEP A COPY FOR YOUR RECORDS. Thank you!

[Answers will be kept strictly confidential. Please provide your name and district name to enable us to contact you if your answers are unclear and to link your answers with other data about your district.]

Name of person completing this survey: _____

School district name: _____

RESPONSIBILITIES OF BUSINESS OFFICE

1. Please indicate which of the following areas of district operation are within the direct control of the CBO in your district.

- ☐ Budget
- ☐ Accounting
- ☐ Purchasing
- ☐ Facilities
- ☐ Maintenance
- ☐ Operations
- ☐ Transportation
- ☐ Food Service
- ☐ Information technology (e.g., management information systems, telephone services)
- ☐ Human resources _____ certificated _____ classified _____ both
- ☐ Risk management/insurance administration
- ☐ Other (please list): _____

2. Please indicate the number of positions (based on full-time equivalents) in your business office devoted to the **budget and accounting functions only:**

Number of professional positions _____ (FTE)

Number of clerical/support positions _____ (FTE)

GOVERNANCE AND ADMINISTRATIVE STRUCTURES AND PRACTICES

3. A district's ongoing financial decision-making is sometimes linked to a strategic plan and/or goals for student performance. To what extent does your district do the following?

My district...	To a great extent	To some extent	A little	Not at all	Don't know
a. follows a multi-year strategic plan that includes annual goals and measurable objectives.					
b. links its financial plans and budgets to its priority goals and objectives, including those for student performance.					
c. regularly adjusts its financial plans and budgets to improve its ability to meet its priority goals and objectives.					
d. has established procedures for evaluating the financial impact of budget amendments on its ability to meet its priority goals and objectives.					
e. is able to cut programs that don't help it meet its strategic goals.					
f. considers its goals closely when choosing whether to implement a new program.					

4. School district boards vary in the nature and quality of their procedures. Please answer the following with regard to your board's financial oversight:

	Yes, of high quality	Yes, of average quality	Yes, but quality is low	No	Don't know
a. Do board members receive training on school district budgeting and finance?					
b. Do board members receive a concise summary of the district's budget proposal?					
c. Do board members receive analysis of expenditure and revenue trends for multiple years along with the budget proposal?					
d. Do new board members receive an orientation that covers the roles and responsibilities of the board and superintendent?					
e. Does the board have established limits for how much various district staff can spend without approval?					
f. Does the board have written policies?					
g. Does the district have regulations that deal with procedural matters?					

5. The working relationship between a district's board and administration can affect all facets of district operation. In this regard, how often does your district do the following?

In my district:	Always	Often	Sometimes	Rarely	Never
a. The district's budget planning process and timeline are clearly communicated to all stakeholders.					
b. Changes or concerns about the district's financial position are brought to the board's attention immediately.					
c. The roles and responsibilities of the board and superintendent are clearly delineated.					
d. Board policies are updated promptly to reflect changes in law.					
e. District regulations are updated promptly to reflect changes in law and policy.					
f. The board uses a formal process to evaluate its own performance.					
g. The board uses a formal process to evaluate the superintendent's performance.					

6. School site administrators vary in their capacity to manage site-level finances effectively. To what extent does the following happen in your district?

	To a great extent	To a good extent	A little	Not at all	Don't know
a. The district clearly communicates to principals the scope of their financial authority.					
b. School site administrators are expected to link their financial decision-making to school and student performance goals.					
c. The district gives site principals/administrators staffing and budget flexibility.					
d. The district has sufficient controls to ensure that school sites adhere to districtwide policies and procedures.					
e. The district holds school site administrators accountable for sound financial management and budgeting.					
f. School site administrators receive training related to financial management and budgeting.					
g. Site-level budget and policy groups (e.g. school site councils) receive training relevant to their financial responsibilities.					

FINANCIAL INFORMATION AND COST CONTROLS

- 7. California recently adopted the Standardized Account Code Structure (SACS) in part to improve school districts' capacity to analyze and report financial data. Does your district do the following?**

	Yes	No	Don't know
a. Use function codes (e.g., instruction and administration) to <u>analyze</u> expenditures.			
b. Use function codes (e.g., instruction and administration) to <u>report to the public</u> on expenditures.			
c. Break the K–12 instruction goal down into more detailed categories (e.g., by school or grade level).			
d. Use school-level codes to develop school site budgets.			
e. Use school-level codes to track revenues and expenditures to schools over time.			
f. Use school-level financial data to report to the public.			

- 8. The extent to which a district is able to accurately estimate revenues and expenditures—including enrollment/ADA projections—can vary. Does your district do the following?**

	Always	Often	Sometimes	Rarely	Never
a. Does your district base its enrollment projections on statistical enrollment techniques (e.g., a cohort survival methodology)?					
b. Has your district been able to accurately predict turning points in enrollment?					
c. Does your district consider external factors (e.g., charter and private school enrollments, employment trends, new housing) in its enrollment projections?					
d. Does your district document the methods and data used in its forecasting process?					
e. Does your district develop attendance projections (for ADA) based on prior years?					
f. Do district staff use prior-year comparisons when estimating revenues?					
g. When necessary based on projections, does your district issue layoff notices to certificated staff in a timely manner?					

- 9. Districts vary in the financial information and reporting systems they use. With regard to the systems used in your district, to what extent do you agree or disagree with the following?**

	Completely agree	Somewhat agree	Somewhat disagree	Completely disagree	Don't know
a. The financial accounting system has software components that provide for efficient data entry.					
b. The financial accounting system has software components that provide for capital projects tracking by and across fiscal years.					
c. The financial accounting system has software components that provide for reconciliations between control accounts and subsidiary records (receivables, payables, payroll, inventories, etc.).					
d. The format for financial reports is easy for the board to understand and assists them in making decisions.					

10. Is your financial software:

- ☐ Provided by the County Office of Education?
- ☐ Designed by a third-party source?
- ☐ Designed by your school district?
- ☐ Don't know.

11. Maintaining financial control systems represents a significant role and workload for a school district's financial staff. With regard to your district's financial control systems, to what extent do you agree/disagree with the following?

	Completely agree	Somewhat agree	Somewhat disagree	Completely Disagree	Don't know
a. District financial staff analyze significant expenditure processes to ensure appropriate controls.					
b. District financial staff analyze significant contracts, financial negotiations, and major expenditure categories for unusual cost fluctuations.					
c. The district maintains an effective position-control system that does not permit expenditures without a budgeted position.					
d. The district has effective controls over payroll processes to ensure appropriate and timely reporting of payroll and attendance information to employees.					
e. The district has effective payroll processes that ensure timely payment of federal and state taxes and other payroll deductions.					
f. The district identifies internal control weaknesses using multiple sources (e.g., audit reports, risk assessments, grantor monitoring reports).					
g. The district assigns responsibility for resolving internal control weaknesses to appropriate staff.					
h. The district has written policies regarding employee ethics.					
i. The district has documented disciplinary procedures for cases of employee fraud.					

12. With regard to your district's debt management (e.g., TRANS, COPS, bonds) to what extent do you agree/disagree with the following?

	Completely agree	Somewhat agree	Somewhat disagree	Completely disagree	Don't know
a. The district uses debt strategically to help manage its operations and finance certain expenditures.					
b. The district has written policies and procedures related to debt management.					
c. The district tracks debt service requirements and ensures timely payment.					
d. The district complies with federal arbitrage requirements and bond covenants.					
e. The district has a formal process for evaluating debt capacity prior to issuing debt.					
f. The district evaluates financing alternatives when acquiring major capital assets.					

13. Does your district retain the services of one or more Financial Advisers (not including bond counsel)?

____ Yes ____ No

If YES, please list types of Financial Advisers: _____

14. With regard to purchasing practices in your district, how often does the following occur?

	Always	Often	Sometimes	Rarely	Never
a. The district's suppliers deliver directly to schools whenever possible.					
b. Bid limits and force labor account limitations are strictly observed.					
c. Purchasing policies and procedures clearly prohibit bid-splitting and other legal violations.					
d. There is separation of duties to avoid a single person being able to specify a need and award a bid.					
e. Key staff and board members file conflict-of-interest statements.					
f. Purchase orders are issued promptly and accurately.					
g. The receiving function is separate from the ordering function.					
h. Piggyback bidding is used to reduce costs when appropriate.					
i. JPA participation is used to lower costs when appropriate.					

15. Does your district have an internal audit position? ____ Yes ____ No

IF YES, please answer the following:

	Yes	No	Don't know
a. Is the internal audit function organizationally independent, reporting to the board or a board-designated committee?			
b. Does the internal audit function perform an annual risk assessment?			
c. Does the internal audit function prepare an internal audit plan?			
d. Is the annual internal audit plan based on prioritization of risks identified in the annual risk assessment?			

RETIREE HEALTH BENEFITS

16. Which of the following employee groups in your district are provided with a retiree health benefit? If applicable, include the number of current members that are eligible for retiree health benefits.

- ☐ Certificated staff If so, approximately how many are eligible? _____
☐ Classified staff If so, approximately how many are eligible? _____
☐ Management staff If so, approximately how many are eligible? _____
☐ School board If so, approximately how many are eligible? _____

17a. In 2004–05, what was the total amount the district paid for retiree health benefits? \$ _____

17b. From which funds were these retiree benefits paid? _____

18. With regard to the district's current retiree health benefits, indicate the following:

Who is covered: ____ Employee only ____ Employee and spouse ____ Employee and dependents

Duration of benefits: ____ For life ____ Until age 65 ____ Other (please specify) _____

Benefits provided: ____ Health ____ Dental ____ Vision ____ Other (please specify) _____

19. Does Medicare become the primary insurance when the employee is eligible?

- ☐ Yes.
☐ No, employees are not covered.
☐ Not necessarily, contract language does not require employees to file when eligible.

20a. Has your district conducted an actuarial study or used another method to identify the total unfunded liability of eligible employees?

___ Yes ___ In process ___ No

20b. IF YES, please indicate the amount of unfunded liability: \$ _____

21a. Has your district developed a plan for addressing unfunded liabilities in future years?

___ Yes ___ In process ___ No

21b. If YES, has that plan been implemented? ___ Yes ___ In process ___ No

MANAGEMENT OF SPECIFIC OPERATIONS

22. Technology Systems. Districts differ in their approach to the acquisition and management of information technologies. With regard to technology management in your district, please answer the following:

	Yes, of high quality	Yes, of average quality	Yes, but quality is low	No	Don't know
a. Does your district maintain a comprehensive technology plan that addresses school-site and district-level needs?					
b. Does your district annually conduct an assessment to identify district and school-level technology needs?					
c. Do district and school-based staff receive professional development training for technologies used in the district?					
d. Does your district have performance criteria for technology skills for both administrators and teachers?					
e. Does your district provide technical support to the schools and district offices?					
f. Are specific personnel at both the district and school level assigned technical support responsibilities?					
g. Has your district established an equipment replacement policy?					
h. Has your district established appropriate information system controls (e.g., access, security, documentation)?					

23. Facilities Maintenance. The maintenance and operation of facilities can affect district resources as well as student performance. With regard to maintenance and operation of facilities, please answer the following:

	Yes, of high quality	Yes, of average quality	Yes, but quality is low	No	Don't know
a. Does the maintenance and operations department regularly evaluate its programs?					
b. Does the district have written procedures for management and expenditures related to facilities (e.g., equipment replacement, facilities use)?					
c. Does the district have written operational procedures for maintenance and custodial services?					
d. Are work assignments and performance appraisals for commonly repeated tasks based on performance standards?					
e. Does the maintenance and operations department have a system for prioritizing maintenance needs uniformly throughout the district?					
f. Does the district complete cost estimates for projects?					
g. Does the district use a computerized control and tracking system to track work orders and inventory?					
h. Does the district use, when possible, contract services to obtain high-value/low-cost services?					

COLLECTIVE BARGAINING RELATIONSHIPS AND PROCESS

24. Please indicate the separate collective bargaining units your district negotiates with (check all that apply):

- ☐ CTA
- ☐ AFT
- ☐ CSEA
- ☐ AFSCME
- ☐ SEIU
- ☐ Building Trades
- ☐ Teamsters
- ☐ Other _____

25. Districts vary in their approach to the bargaining process and their board's involvement in it. With regard to your district's collective bargaining process, please answer the following:

	Yes, of high quality	Yes, of average quality	Yes, but quality is low	No	Don't know
a. Prior to commencing negotiations, does the district prepare financial exhibits that include estimates of the cost of the district proposal (and union proposal, if possible)?					
b. Prior to commencing negotiations, does the district prepare financial exhibits that include estimates of new revenues available to the district, which are supported by enrollment projections and revenue limit worksheets?					
c. Does the board delegate its bargaining authority to a negotiating team?					
d. Does the district receive authorization and bargaining parameters from the board prior to commencement of bargaining?					
e. Does the board receive financial and other information and a recommendation from the superintendent before authorizing parameters?					
f. Is the district bargaining team trained in the process of collective bargaining?					
g. Does the bargaining team have access to outside experts?					

26. With regard to your district's collective bargaining process, how often are the following true?

	Always	Usually	Sometimes	Rarely	Never
a. If an agreement is not reached within board parameters, does the bargaining team return to the board for different authorization?					
b. Does the district stay informed about the requirements of impasse, mediation, and fact-finding?					
c. Does the bargaining team consult with functional managers within the district whose operations might be affected by the agreement?					
d. Does the district negotiate total compensation, not salary alone?					
e. Does the district prepare financial disclosures and receive board approval as required by AB 1200 and AB 2756?					
f. With regard to your primary teachers' union, is your district's relationship with union leaders generally positive?					
g. Were grievances filed by your primary teachers' union in the last year amicably resolved?					

27. With regard to your primary teachers' union:

	Yes	No	Don't know
a. Was the last contract with this union settled without any labor actions (e.g., impasse, mediation, work-to-rule)?			
b. In the last year, has the union filed grievances with the district?			
c. In the last year, has the district received charges of unfair labor practices or a breach of the collective bargaining agreement from this union?			
d. Did the last contract with this union include a salary increase greater than the state COLA?			
e. Does the district have a hard cap on the per-employee cost of health and welfare benefits?			

MAXIMIZING DISTRICT REVENUES

Districts vary in their ability to generate extra revenues from public and private sources. State data are available regarding whether your district has passed a local parcel tax or bond measure, and how much public funding your district receives. However, we are asking the following questions to try to get a clearer picture of the private revenue sources available to your district, including in-kind donations such as donated equipment, but excluding volunteer time.

28. For 2004–05, indicate if your district received funding (excluding in-kind support) from any of these private sources and (if practical) estimate the amount:

	Funding received from this source?		Estimated total	Which group was the most instrumental in generating this revenue?		
	Yes	No		District office/ governing board	School site	Parents/ community
a. Private foundations (e.g., Gates, Packard)			\$			
b. Local education fund or foundation			\$			
c. Local business partnerships			\$			

29. For 2004–05, indicate if your district received in-kind donations (excluding volunteer time) from any of these private sources and (if practical) estimate their value.

	Funding received from this source?		Estimated total value	Which group was the most instrumental in generating this revenue?		
	Yes	No		District office/ governing board	School site	Parents/ community
a. Private foundations (e.g., Gates, Packard)			\$			
b. Local education fund or foundation			\$			
c. Local business partnerships			\$			

30a. Excluding any interest income, rents and royalties, parcel taxes, or general bond revenues, did your district in 2004–05 have any other public or private sources of local miscellaneous income you consider substantial?
 ___ Yes ___ No

30b. If YES:

Please indicate the sources and (if practical) estimate the amount of funding from each:

Source _____ \$ _____
 Source _____ \$ _____
 Source _____ \$ _____
 Source _____ \$ _____

31. For a variety of reasons, districts are not always able to identify and/or secure the full amount of revenues that might be available from some sources. To what extent is your district successful or unsuccessful at maximizing the amount of revenue from each of the following?

	Very successful	Somewhat successful	Somewhat unsuccessful	Completely unsuccessful	Don't know
a. Unrestricted state funds					
b. State categoricals					
c. Federal categoricals					
d. Private contributions					
e. In-kind donations (e.g., volunteer time, supplies)					
f. Interest income					
g. Lease income					
h. Services that generate income (e.g., food service, transportation)					

ALLOCATION STRATEGIES AND DECISION-MAKING

32a. Which of the following general statements come closest to describing how general purpose resources are allocated to the majority of school sites in your district (check ONLY one):

- ☐ The district office gives the school a budget to work with for both personnel and non-personnel costs, and the site chooses how to spend those funds.
- ☐ The district office determines the number of teachers, administrators, and support staff a school has and then gives the school a budget for non-personnel costs, and the site chooses how to spend those funds.
- ☐ The district office determines the number of teachers, administrators, and support staff a school has and also determines the school's spending for non-personnel expenses.

32b. Are there some schools in your district where a different allocation model is used? _____ Yes _____ No

If YES, please describe briefly: _____

33. Indicate which of the following best describes how each resource-allocation decision is made in your district:

	Schools decide alone	Schools decide within district guidelines	Schools and district share equally in decision	District decides with school input	District decides alone (or based on formula)	Don't know
a. Number of teachers						
b. Assignment of specific teachers to a school						
c. Assignment of specific teachers to subject/grade-level within a school						
d. Number of site administrators						
e. Type of administrators						
f. Number of professional support staff (e.g., counselors, nurses)						
g. Type of professional support staff						
h. Number of classified staff						
i. Type of classified staff						
j. Professional development for teachers						
k. Capital equipment purchases (e.g., computers, copiers)						
l. Purchase of supplies						
m. Purchase of textbooks and instructional materials						
n. Facilities upkeep staff and services						

34. To what extent does your district take the following into account as it makes decisions about the number and type of personnel (including teachers, professional support, and classified staff) assigned to a school?

	Strongly consider	Somewhat consider	Do not consider	Don't know
a. School-level performance as measured by state tests.				
b. Percentage of students who are English learners.				
c. Percentage of students from low-income families.				
d. Experience of school's current teaching staff.				
e. Other: _____				

35. With regard to how resources are allocated to school sites in your district, is there anything you want to add to further explain or clarify your answer?

GENERAL OBSERVATIONS

36. How important or unimportant do you personally believe each of the following is for effective financial management?

	Essential	Very important	Somewhat important	Not important	Undecided
a. The roles and responsibilities of the board and superintendent have been clearly delineated.					
b. The district links its financial plans and budgets to its priority goals and objectives, including those for student performance.					
c. Board members receive training on school district budgeting and finance.					
d. Significant changes or concerns about the district's financial position are brought to the board's attention immediately.					
e. The district gives site principals/administrators staffing and budget flexibility.					
f. The district holds school site administrators accountable for sound financial management and budgeting.					
g. The district bases its enrollment projections on statistical enrollment techniques (e.g., a cohort survival methodology).					
h. District financial staff analyze significant expenditure processes to ensure appropriate controls.					
i. District financial staff analyze significant contracts, financial negotiations, and major expenditure categories for unusual cost fluctuations.					
j. The district uses debt strategically to help manage its operations and finance certain expenditures.					
k. The district prepares financial disclosures and receives board approval as required by AB 1200 and AB 2756.					

37. How important do you believe each of the following is in order for your school district to remain in good fiscal health?

	Essential	Very important	Somewhat important	Not important	Undecided
a. Stability in district leadership					
b. Extra revenues raised by the school district or community					
c. Cost controls related to salaries					
d. Cost controls related to employee benefits					
e. Cost controls outside of personnel					
f. Predictable state funding					
g. Adequate funds for facility needs separate from operating funds					

38. Please describe briefly any special circumstances outside of your district's control, but particular to your district, which have threatened its ability to remain in good fiscal health (such as Special Education encroachment or a lawsuit settlement, not statewide budget cuts). What did your district do to address those circumstances and was it successful?

39a. With regard to enrollments in the next three years, is your district currently planning for:
___ Declining enrollment ___ Increasing enrollment ___ No change

39b. IF DECLINING, which of the following actions is your district considering to address that? (Check all that apply.)

- ☐ Reducing teaching staff
- ☐ Reducing classified staff
- ☐ Reducing administrative staff
- ☐ Closing schools
- ☐ Reconfiguring schools
- ☐ Other _____

39c. IF INCREASING, which of the following actions is your district considering to address that? (Check all that apply.)

- ☐ Opening a new school (or schools)
- ☐ Adding portable classrooms to existing sites
- ☐ Reducing administrative staff
- ☐ Closing schools
- ☐ Reconfiguring schools
- ☐ Transporting students
- ☐ Other _____

40. What do you believe are the most significant financial issues your district faces in the next three years?

QUALIFICATIONS OF DISTRICT CBO

41. Do you serve as the chief business officer for this district? ___ Yes ___ No
(If not, please answer the following questions for your district CBO, not yourself.)

42. Indicate if you (or the CBO) are also a:

- ☐ Deputy superintendent
- ☐ Associate or assistant superintendent;
- ☐ Superintendent
- ☐ Other _____

43. First full school year (e.g., 2005–06) in which you held CBO position in this district: _____

44. Total years you have worked as a CBO (including this year): _____

45. Total years you have worked in this district (including this year): _____

46. Position you held prior to becoming CBO: _____

47. Please indicate degrees held and major or field:

☐ AA degree: ___ Business ___ Economics ___ Education ___ Public Admin. ___ Other

☐ Bachelor's degree: ___ Business ___ Economics ___ Education ___ Public Admin. ___ Other

☐ Master's degree: ___ Business ___ Economics ___ Education ___ Public Admin. ___ Other

☐ Doctoral degree: ___ Business ___ Economics ___ Education ___ Public Admin. ___ Other

48. Indicate the extent to which you have participated in any of the following training programs:

	Completed	Participated but not completed	Have not participated
a. Chief Business Official Certification Program (CASBO)			
b. School Business Management Certificate Program (e.g., Pepperdine, School Services of California, and USC)			
c. Chief Business Official Mentor Project (FCMAT)			
d. ACSA CBO Academy			
e. Other: _____			

49. For each of the following statements, indicate the extent to which you agree or disagree.

	Completely agree	Somewhat agree	Somewhat disagree	Completely disagree	Don't know
a. I have a high level of knowledge in financial planning.					
b. I have a strong understanding of California's overall school finance system.					
c. I am well-versed in state requirements related to our district's budgeting process.					
d. I am well informed about K-12 education issues outside of financial management.					
e. I feel that the scope of my responsibilities is reasonable.					
f. I am highly effective at managing all my responsibilities.					
g. I play a critical role in the district's financial decision-making.					
h. I place a high priority on communication about financial matters to other district personnel and board.					
i. I place a high priority on communication about financial matters to community members.					

Thank you! We really appreciate your participation!

If you have any questions or problems regarding this survey, please call us at: (650) 917-9481x31.

Please return your survey to EdSource via fax at (650) 917-9482 or by mail in the enclosed envelope to: EdSource Survey, 520 San Antonio Rd. #200, Mountain View, CA 94040. We request that you hold onto a copy for your records. Thank you!