

#104 A New Secretary for the Department of Education

**Jennifer Berkshire** Welcome to Have You Heard. I'm Jennifer Berkshire

**Jack Schneider** And I'm Jack Schneider

**Berkshire** and Jack happy new year.

**Schneider** Happy new year to you, Jennifer.

**Berkshire** We've actually been separated for a little bit over the holidays. I've grown so used to spending all my time in Zoom rooms with you. This was actually kind of hard for me.

**Schneider** Yeah. Well it's been nice to have a little break from our book events and it's always nice to have a break from podcasting for a week or two, but I did miss you as well. So it's good to see you.

**Berkshire** Well, what a tender opening to the show.

**Schneider** I mean it. I don't want to get emotional with the microphone in front of me.

**Berkshire** Well, it's a new year and there is a lot going on, but one of the big things in our world is that Biden finally nominated a candidate for secretary of education.

**Schneider** Great. So that was one of the last of the Biden administrations nominations. We waited a long time for it. And some of the edu-reporters began to express great exasperations on Twitter that they like wouldn't be able to go on vacation because they were still waiting for this pick. And I think we have the right guest to come on and talk with us about Miguel Cardona, who has been nominated for secretary of education. And to talk a little bit about what Cardona may be moving forward as his federal policy agenda over the next few years,

**Berkshire** I couldn't agree more. Kevin Welner is going to be joining us. He's a professor of education at the University of Colorado Boulder School of Education and the director of the National Education Policy Center. But first Jack, I have a little request to make of you. I've been thinking a lot about a previous secretary of education, not Betsy DeVos but Arne Duncan. I went back and I found the very first speech that Duncan delivered after his boss, Barack Obama was sworn in. And I would like for you to set the stage for our conversation today by reading us a little bit of that speech and as a belated Christmas gift for me, maybe make your reading especially dramatic.

**Schneider** Okay, Jennifer I have something queued up for you. This is not what I want to be doing right now, but just for you, I will do my best Arne.

"I'm also hopeful because the leadership in Congress is so committed to education. They are very passionate about the issue and they recognize its importance to our future. I am hopeful because of the incredible progress in school districts, colleges and universities, all across the country, developing new learning models, new educational approaches, and bringing new energy and ideas to the field of education. From Teach for America to the KIPP charter schools, to instructional innovations at colleges and universities, we have proven strategies ready to go to scale.

**Berkshire** Thank you, Jack. That was very dramatic. And welcome to the show, Kevin Welner. So later on in that speech, Arne Duncan makes a reference to what he called 'the perfect storm for reform.' It was an expression that he trotted out endlessly, and I have a feeling that we're not going to be hearing about a perfect storm for reform from Miguel Cardona. Kevin, what do you think

**Welner** I'm still mesmerized by the dulcet tones of Jack doing Arne and the sincerity on his face -- we're on Zoom here -- and the sincerity on his face as he was reading. That was really also very impressive. Yes. I mean, I think that it struck me as well and listening to that first speech and reading it, how Arne Duncan was already touting TFA and KIPP and performance pay. And in part that Jack didn't read, uniform college and career ready standards, right? These were themes that never were released during the entire time when Arne Duncan was in office. And so it was very clear, very early on what we would be getting from DC in terms of education policy. It'll be interesting to see whether secretary Cardona will be as clear upfront in and giving us guideposts in terms of what the administration will be doing. But I do think that the stars being aligned this perfect storm for reform is no longer in place. Those stars have moved quite a bit in our galaxy over the last 12 years now, do we now see, particularly within the Democratic Party, a great deal of disagreement with those earlier policy initiatives.

**Berkshire** So I think one early sign of the delicate row that the Cardona is trying to tread, I saw a tweet from him the other day that under him, the offset department of education is going to put teachers, students and families first

**Schneider** Well now that we have that specificity, my next question may seem a bit, a bit too vague. And I would just love Kevin to get your thoughts on this because you know, as is so clear in the case with Arne Duncan in that speech, and as so clear with Betsy DeVos, secretaries come in with ideas, right? That that's a part of the vetting process is for them to share their vision and to see if it aligns with whatever the president's vision is, as well as with whatever is actually viewed as achievable in whatever the present context is. And so, you know, we may not know exactly what ideas the Biden team favors, but you know, I think we can probably guess about the broader package of ideas that might have political currency right now in terms of what, in this context, in the context of a pandemic, in the context of cratering state budgets in the context of widening inequality and in the context of you know, an absence of leadership from the democratic party on education, right? That the neoliberal consensus has sort of dissolved. What are the sorts of things that we might expect?

**Welner** Well, to some extent, I think the answer to that involves what we can expect not to see, and then I think there's also what we can expect to see. So I think in terms of what we could expect not to see, I don't think we'll see the teacher bashing that we saw during most of the Obama Administration. I do think there'll be a focus on compensatory programs and resources at least rhetorically, but there's a real question about what will get through Congress during the campaign, candidate Biden was very clear that he wanted to triple, essentially the IDEA and ESEA Title One budgets. And getting that through Congress is going to be difficult, but it's actually even more important now than when he initially started pushing for those policies because of what's happened to the state budgets. And what's happened in terms of students' needs as a result of the pandemic and the associated economic hit. I guess I expect several strong new initiatives or developments, one of which would concern community schools, full service community schools. I think that people that, that Biden himself and the people around Biden are committed to that. I expect a push for high quality Pre-K, a federal investment in that. And given Dr. Cardona's history as a person and as a researcher during his doctoral program, I expect an emphasis on the education of English learners.

**Berkshire** If Miguel Cardona makes it through the confirmation gauntlet, the first task that awaits him is reopening the schools. Biden has made it clear that this is one of his top priorities. The administration released a complicated plan to start testing teachers and students regularly. That would be the COVID testing, not the standardized variety. There are already some red flags in that plan. It turns out that it's really expensive to do this testing. So they're just going to do it less frequently. I want to ask you about this, Kevin, because the debate about how, when, or even if to reopen the schools is so loud. And so fraught, you said that you expect to see less teacher bashing under a Biden administration, but in a lot of ways, teachers and especially their unions are being painted as the villains in the reopening story.

**Welner** The experience that families have had in taking over the role of teachers has, I think, provided some insights in terms of how difficult a job teachers have, and schools play a role beyond simply teaching the three RS. And I think people have come to appreciate that even non-parents have come to appreciate that. I think there's also an understanding that teachers, when they sign up to educate our children, aren't signing up to risk their lives and that we need to be respectful. That particularly teachers who are in higher risk groups don't want to risk their personal safety and obviously disrupt their families by risking serious illness. So there's that, but at the same time, there is a tremendous desire among many, many families to get back to some form of normal with regard to not just the education of their kids, but the childcare that schools provide, so that family life and work life can return to some semblance of normal.

Teachers have, in different places, taken very different positions, whether you're talking about individual teachers or teacher unions, have taken very different positions in terms of what they require before they get back into schools. And of course throughout January, some states will start to provide the vaccines for teachers. So there will be an ability of teachers to go back to school in a more safe context. We also know more in January of 2021 than we did in spring of 2019, 2020 school year, in terms of what schools have to do in order to be safe. For example, we've learned that ventilation is much more important than wiping down surfaces. We didn't

know that going in. We didn't have a lot of the resources, state governments and the federal government weren't providing the resources that schools needed, not just for testing, but for plexi class masks, all that cleaning supplies, all sorts of things. So it's a mixed bag. And I think that we've seen some tragic cases of teachers who have passed away from COVID. And it's not just a hypothetical,

**Schneider** I want to jump in here because I think it's a nice transition point to talk about some of the more ambitious efforts that the Biden administration and, you know, secretary nominee Cardona might drive forward here in light of this context that you're talking about, Kevin, this, you know, essentially national crisis with regard to how well historically marginalized students have been served during this pandemic that we simply don't have the kind of social safety net for young people that would have been required to ensure that every young person returns to school essentially where they were when they left school, right, they'll come back even more highly unequal in terms of their experiences. And one of the things that I know that you've been working on is this question of what does opportunity cost, what is the price of equal opportunity? And it seems like there are two approaches here. One would be to fund schools so that they can create equal opportunity. And that would, of course require a much more massive investment than we've already made in schools. And the other would be to fund social programs so that schools can expect that equal treatment will produce equal results. And I'm just wondering if you could talk a little bit through that as well as what the political prospects of, you know, an ambitious effort like that might be.

**Welner** Yeah, thank you, Jack. So we have a project called the price of opportunity project here at the national education policy center, but that's really just getting off the ground, but it required a lot of groundwork to do that. So we've been thinking about it for awhile. And the question we're asking is what is needed to provide opportunities for every child, regardless of circumstances, to succeed in life. And there are two ways of doing that. This is what we call lifting all children up, there's the school centric or the great equalizer reform approach. And then there's the social and economic policy approach. The interesting thing is that we as researchers or policy makers don't know how much either option costs instead we reprice out less circles like the cost of adequacy that might be required under a state constitution. And so we go into these discussions, having already lowered our policy expectations and our outcome expectations for kids.

It reminds me of the criticism of President Obama, that he would negotiate with himself, you know, first watering down his initiatives before he starts, even starts negotiating with Republicans. And it's self-defeating if our goal is genuine equality, if our goal is that as genuine equity for example, a great equalizer school system that somehow makes up for all the larger societal obstacles that marginalized and minoritized children experience outside of school, if our goal is that type of genuine equity that provides opportunities for every child, regardless of circumstances, to succeed in life, what would that entail? What would it cost? And we don't know, and it's hard for us as a society to get to a destination. If we don't know where we're going, our project, we feel like these 15th century navigators, you know, trying to come up with a rough map that we and others can then refine, you know. Here be dragons, right? So we're

trying to get to that point through this project so that we can start looking at the actual difference if we are serious about that goal.

**Berkshire** Listening to Kevin got me wondering how our presumptive Secretary of Education views the role of schools. Kevin points out that in speeches, Cardona has referred to schools as the 'great equalizer.' It's very familiar rhetoric but it's a pretty tough sell these days.

**Welner** If we go back, we'd probably find that statement from every secretary. I know Arne Duncan spoke about schools being the great equalizer, but what does that mean? Does that mean that schools are somewhat equitable from place to place? And isn't it nice that we're giving these, these poor disadvantaged kids, the same sort of schooling opportunity or something like it that rich kids have, which is I think itself not really true, or is it that schools are really a great equalizer in the sense that we disadvantaged kids and kneecap them in every possible way outside of schools, somehow the schools themselves are able to overcome all of that disadvantage and be the great equalizer so that kids emerged from the school system with some sense of equal opportunities. Overall, I don't think we've come close to the first one, just providing equal school opportunities, but we certainly never pursued or come close to the second.

And the problem here is this idea that we can ignore the welfare state, ignore the larger opportunities that kids need to have and kids and their families and communities need to have in order to be successful in life. And because we have this method of the schools, it's the great equalizer. You know, we don't, we don't have to worry about societal equality because the real equality comes through the school system. And as long as we are going to grab onto that rhetoric, we should know what that would entail. And that's what we're trying to figure out.

**Berkshire** I want to share some audio of Miguel Cardona that was recently put out by the Biden Transition team. You'll probably notice something of a contrast with our current Secretary of Education.

[Cardona audio]

**Berkshire** OK - so I'm going to ask you an impossible question, Kevin. This is something I've been grappling with so it's not quite fully formed but here goes. Miguel Cardona will be the top education official at a time of deep division over education. And I'm talking of course about the deep divide between Americans who have college degrees and those who don't, which is really driving so much of our political turmoil. So here comes Cardona and he has this incredible personal story but in many ways it represents exactly the sort of "rhetoric of rising" that now rings so hollow to the millions of people who've been left behind. I guess I'm just curious to hear what you think.

**Welner** Yeah. You know, it's interesting. We use the term "beat the odds schools," this idea that schools that are so extraordinary that they'd beat the odds, or we celebrate people like a Secretary Cardona who beat the odds, who came, he entered school, as you know not speaking English, his grandparents moved to Connecticut from Puerto Rico, but he largely spoke Spanish

in the home and entered school and was an emerging bilingual himself. And he did not come from wealth. When we celebrate and see stories of extraordinary successful people who beat the odds, we need to keep in mind that there are odds that there are odds to be beaten. And is that a fair system? We can celebrate the individuals, absolutely, but don't celebrate the system that stacks the odds against those individuals. So that's why it's a dangerous story, right?

It's, it's the Horatio Alger myth that has permeated a lot of American mythology about opportunity and, and schooling and ability to lift yourself up by your bootstraps, all, all the rhetoric around overachievers and the statistics are overwhelming in terms of the predictive value of knowing the wealth and parental education of a newborn baby. And being able to predict what the income or educational level of that baby will be in 20 years or 30 years in terms of income. So a much more attractive goal for me in terms of the myth that we should embrace and pursue would be a system where the odds are not stacked against a group of people. And so if we look at issues of poverty, our communities with concentrated poverty and of racism, we have some major societal obstacles that we need to address before we can reasonably expect that students will emerge from schools having relatively equal educational and life chances.

**Schneider** It seems like prior to Arne Duncan, nobody really paid any attention to who the secretary of education was. Most people couldn't have told you the name of the secretary of education. And even after Duncan, I would imagine that most Americans wouldn't have his name top of mind. And certainly not John King's name, John King, who succeeded Arne Duncan briefly there at the end of the Obama Administration's second term DeVos changed that. And, you know, you're the author of a recent book about Betsy DeVos. And I'm just wondering, how does Betsy DeVos change the game? Not in terms of the policies that she had advocated for, but in terms of the visibility of the secretary of education.

**Welner** Yeah, well, I should note first that we all have new books out. Yours is *A Wolf at the Schoolhouse Door*, a scholarly, but accessible book, walking your readers through the history and the current status of attacks on us schools. Mine is a great book to put in your guest bathroom for a quick and enjoyable reading. Not that yours isn't also enjoyable. But one interesting thing though, is that both of our books are at their core about the radical overhaul of public education. I think that Betsy DeVos represents that what makes our, our books and this moment, so interesting, I think is that the stakes are so high what's going on in terms of the U S Supreme court's cases, dealing with the free exercise clause in particular, the Espinosa case also really focuses policy attention at the state level, probably even more so than at the federal level on the immediate future and health of public schools as a core democratic institution.

So the Cruella DeVos/Deville image of her, which, you know, fair or unfair is how people in the public education community started to see her and her history in terms of a wealthy funder of voucher initiatives and someone who had never attended public school and someone who didn't send her kids to public school. And who made a point of visiting voucher schools, private schools, charter schools, she chose to celebrate as, as the nation's most prominent education representatives. She chose to celebrate privatization. And that was a break from the past. Even people like Margaret Spellings, who shared a lot of policy initiatives and ideas with secretary

DeVos. These earlier secretaries of education shared a lot of the initiatives, the policy initiatives, but did so in a way that wasn't quite in your face. So I think that her her biography and sort of her symbolic stats was just as important as the policy pushes that she made.

**Berkshire** OK - it's time for the lightning round portion of the episode. We solicited questions from listeners and they had quite a few. First up: what's the first big difference we're going to see after DeVos leaves?

**Welner** The first thing that's going to happen is that the new administration will come in and try to quickly reverse guidance documents, rules, regulations that the Trump administration put in place. A lot of which were reversing the Obama administration, guidance, documents, rules, and regulations. So we'll return to some version of those Obama policies could be expected. Some of that's going to be quickly doable. Some of it's going to take years in terms of the regulations. And of course, OCR will start to actually enforce civil rights policies. That would be a nice change.

**Berkshire** Moving right along: charter schools.

**Welner** I do expect a deemphasis on charter schools, but probably not taking major steps to change current policy, maybe just reining in some, some of the larger abuses and deemphasizing charter schools as a reform mechanism.

**Berkshire** We got multiple versions of this next question. Will the new Secretary of Education call off testing?

**Welner** I think the virus might take it out of the hands of a secretary of Cardona. The likelihood in my mind of children being back in school in large enough numbers to provide any sort of reliable or valid testing results seems minimal. Now, of course we can administer the secretary of education. CAD pursuant to ESSA requires States to administer a test to every student who's there, but it will become increasingly nonsensical as numbers decrease of students who can realistically be in school or whose parents are going to accept the idea of the children being in school. The one thing that I, that I think everyone seems to agree on is that whether we test or not, the high stakes uses that those test scores have to go out the window this year.

**Berkshire** And this last question comes from the most devoted listener of Have You Heard. That would be me. Cardona's nomination was almost universally celebrated. Randi Weingarten, president of the American Federation of Teachers, was thrilled. But so was Jeanne Allen, who heads up the Center for Education Reform. Who will Cardona end up disappointing first?

**Welner** I think it depends on who he surrounds himself with. He's not a creature of Washington DC. He's never worked in Washington DC. He's never worked with Congress other than, you know, certainly some brief testimony. The Biden administration has brought in a lot of people from the Obama administration. If that happens in order to provide Secretary Cardona with the experience that he, that he might feel he needs in order to get a running start, he might very well

bring in people who are returning with the Obama agenda. And for those of us who were very disappointed by the Obama agenda, that's a scary thought if he does go that route. And if his top deputies are people who are immersed in more neoliberal thinking about education then I think it's Randi who gets disappointed first.

**Berkshire** That was Kevin Welner. He's the director of the National Education Policy Center and the author of a new book, *Potential Grizzlies: Making the Nonsense Bearable*. And Jack and I will be right back to discuss some of our hopes for the changing administration. And I've got some surprises in store for him, including an idea for another book for us to co-author. I'll be springing that on him in the *In the Weeds* segment that we do for our Patreon subscribers. If that sounds intriguing, head over to [Patreon.com/haveyouheardpodcast](https://patreon.com/haveyouheardpodcast) to join the fun.

**Berkshire** So Jack, we started off this episode with you doing your best Arne Duncan impersonation. You did a fabulous job and, and what really stood out to me in that, in that piece that you read and, and really that whole speech is how much of Duncan's laundry list is now kind of off the table that so many of those policy ideas ended up being either discredited or they just didn't deliver on the really kind of grandiose claims that he was making. And the, in addition to that, we now have some other bigger things that are kind of back on the agenda after being off the table for a really long time. And I'm thinking for example, about what seems like a renewed attention to integration.

**Schneider** Yeah, right. The fact that the prohibition on federal dollars being used for school busing for the purpose of integration, for instance, the fact that that has been lifted signals a kind of increased willingness to consider a broader set of policy aims you know, broader than saying, you know, we'll, let's bring in Teach for America or you know, let's, let's give teachers merit pay you know, let's, let's score them according to their students' standardized test results. It'll be interesting to watch to see whether secretary nominee Cardona tries to cultivate this broader approach to education that, you know, scholars have been advocating for this for, you know, 10 to 20 years, basically for the whole lifetime of high stakes testing viewing schools in a, in a broader fashion as a part of a wider network of support for young people. And so, you know, busing for the purpose of integration the fact that that may be back on the table is a signal that you know, it may be that we are ready to have that broader conversation.

**Berkshire** The other thing I think is so fascinating about that is that that's really where Joe Biden's career started, right? That he was that he was that generation of Democrats who were really scarred by the Reagan years that we covered in our last episode of 2020. And this idea that if you ordered people around too much, if you ordered parents to put their kids on buses, that you would fuel a backlash. And so Biden basically said to white parents, you know, they'll never be busing under my watch and here we are, all those decades later. And finally, finally that really sort of harmful policy prohibition now seems to be winding down. So what, like what a sort of incredibly symbolic way to start the administration.

**Schneider** Yeah. And I would just underscore something that Kevin said in our conversation with him about Cardona's emphasis on full service community schools and high quality pre-K,

right? That there are to you know, to use Arne Duncan's words shovel-ready projects that, you know, we can get moving on right away. And that federal support would be really instrumental in moving forward.

**Berkshire** Well, Jack, I mentioned at the very beginning that I have been waiting patiently and no Christmas gift from you ever arrived,

**Schneider** Jennifer I hope you know that every day is a gift of friendship from me to you. And I'll start writing you a little note that says that every day is Christmas.

**Berkshire** Oh, that's great. Well, I, by contrast am a very giving person and I have a special surprise for you.

**Schneider** I hope that it is a Patreon membership so that I can listen to the part of the show that I record with you each time we do it, but which I have never heard.

**Berkshire** It is not. It's 60 Seconds of Sunshine.

**Schneider** That's good. Thank you. That that's actually, that's the gift that I would have gotten for myself had I any idea how to procure it.

**Berkshire** Well, it's been a little while since we've enjoyed 60 seconds of sunshine and boy, do we need it now? Which is why when I heard from teacher Kristin nirosha that she had a Sonny story for us. I was thrilled. Kristen teaches high school physics in Dallas. Her school is in hybrid mode these days, which means that she's teaching a handful of students in person and the rest remotely. Let's just say that the experience has been an adventure to put it mildly. And Kristen's moment of sunshine involves a surprising encounter with a student.

**Kristen DeRocha** So we invite kids who need some interventions, whether it's standardized test prep, or if they're failing classes, the students, as they're walking down the hall, a lot of us have never seen these students before. We just see their little black box with their name on the screen. And it's very exciting to see them. And as they're walking down the hall, I kind of think, is that, what am I, is that, what am I, no, I'm very emotionally attached to their little names. As she was walking down the hall, she kind of looked and I saw her eyes light up and she goes, Oh, Oh miss. Oh my God, miss. Oh my God, do you know who I am? And I said, yes, because I really didn't, but I was just going to play along with her. And I didn't want her to feel like, I didn't know she was.

And then she was like, it's me, it's me. It's me, Anna. And she pulled out her mask a little bit. And I was like, Oh my God. Oh my God. And like, she kinda like ran over to me and you know, we're not even allowed to get near each other right now, which is really, really hard because we are just naturally human. And so I said, I'm going to give you an illegal hug. And so we just sort of quickly, you know, embraced. And, but she was just like, her mind was blown that she was meeting me in person. It was as if I was a YouTube star or a kind of Instagram influencer. And I

just thought it was just so delightful, and I just haven't really been able to forget about it because that child saw her teacher for the first time. My name is Kristen DeRocha, and this is my 60 Seconds of Sunshine.

**Schneider** That was really good that we, that I don't even know how to begin. I'm happy. This is a good way to start the new year. I hope we get back into this. Those of you who are listening, if you have a 60 Seconds of Sunshine contribution to share with us, I just love these so much. Don't do it for you. Do it for me. You can reach out using the podcast Twitter handle, @haveyouheardpod. There's contact information on the blog, which Jennifer is, Haveyouheardblog, right? You're, you're nodding furiously.

And while I'm making announcements I want to remind people that graduate student listeners, particularly that we are having our annual Graduate Student Research Contest. This is the third year in a row that we are doing it. We have had four previous episodes based on this because the winner and runners up have had episodes of their own featuring their research. So if that sounds to you, if you'd like to have your work featured on one of our episodes all you have to do is submit a pretty short description about what you're up to and why it would make for a good episode. We will eventually ask a small number of you to submit something a little bit more robust than that. But the information for that is also on Haveyouheardblog.com.

**Berkshire** Well, Jack, I, I imagine you think I couldn't possibly top the happy surprise of springing 60 Seconds of Sunshine on you, but great news. I have another surprise for you.

**Schneider** I have a feeling that you're about to take away after having given you're going to, I just know you're going to spring something on me that I'm unprepared to talk. I feel like I should suggest what we talk about in the weeds, just so that you can't do whatever you're about to do

**Berkshire** Too late. I'm going to tell you what, what it is. So I've been thinking a lot about another book that we could write, and I'm going to give you a little hint. It's about whatever happened to the common good? And frankly, how the hell do we get back to having a sense of common good?

**Schneider** I think you're supposed to issue a disclaimer to people before you have a word like that. Jennifer, go on. I'm sorry. I won't interrupt you.

**Berkshire** So we're going to be discussing this In the Weeds. And that's the special segment that we do for our Patreon subscribers. If this interests you, all you have to do is go to [patreon.com/haveyouheardpodcast](https://patreon.com/haveyouheardpodcast), and you'll see a list of all the cool extras you can get just by kicking a couple of dollars our way each month. And we've been running a special that if you subscribe at the \$10 a month rate, we'll send you a free copy of our new book, A Wolf at the Schoolhouse Door. Lots of people have been signing up, Jack. I know you're pretty happy about that. And today you can join us In the Weeds to hear about a possible second book.

**Schneider** Well while I let that one sink in, I will remind people that there are lots of ways to support the show without opening your purses, wallets, and pocketbooks. As our regular listeners know, my favorite is when you just share episodes with people you work with or friends, family members you can also go on and make sure that you are subscribing so that every new episode downloads directly onto your listening device, give us a rating while you're there to help people find the show. And if you've got ideas or you just want to interact a little bit, the Twitter handle for the show is @haveyou heardpod.

**Berkshire** I'm pretty sure a purse and a pocket book are the same thing, Jack, but it's a new year. So I'm not going to quibble.

**Schneider** I'll look it up. We'll talk about it In the Weeds.

**Berkshire** Until next time, I'm Jennifer Berkshire.

**Schneider** And I'm Jack Schneider

**Berkshire** This is Have You Heard.