A reminder while we're, well,
folks are still arriving about who NROC is.

We're so pleased to invite our member community to participate in
these regular.

Monthly professional development events,
but we do work with that community to create digital resources that
can help,
particularly for math and English to help students transition to
whatever's next for them,
whether it's another grade or college or career.

So we thank all of our members for hoping to make.

Of course.
The phone's ringing to make at ready.
And if a campus useful for everyone,
one of the things on the next slide,

one of the things we did this spring with our community was a quick

survey about what was on their mind as they prepared for classes

online in the spring. And as they look towards the fall,

And overwhelmingly.

So we are really thrilled today to have Carol Carter and

Sarah Kravits from LifeBound and.

You can switch the slightest,

use Mike Sarah from LifeBound and through GlobalMindEd here to join

us and to share their expertise on coaching in these difficult times.

So I am going to invite Carol and Sarah to introduce themselves and

we'll get rolling here.

Thank you so much, Terry.

It is really our honor to be here.

And we'd like to thank NROC for giving us this opportunity to
share such an important, such an important thing,

such an important area,

where of need and of addressing the students have.

So I'll introduce myself. My name is Sarah Kravits.

I am an academic coach at Rutgers University in New Brunswick.

Currently Rutgers University in my home office.

And I'm also a master trainer with LifeBound coaching.

I am a student success author.

I originally met Carol when we started writing the Keys to Success series over 25 years ago.

I'm a student success.

I taught at Montclair State for quite some time and also have given coaching trainings and student success trainings at all kinds of
schools throughout the country. Four year schools, two year schools,

trade schools. And, and I also currently work with.

Jefferson Scholars first year,

Jefferson Scholars at the University of Virginia and I was a Jefferson

Scholar there.

Some years ago, shall we say? And.

Part of my point in talking about all these different things is
talking about how coaching is useful for all populations across the

board, students,

that all kinds of different schools and in all kinds of different

circumstances.

And now I would like to introduce my colleague, Carol Carter,

the founder of LifeBound.

Thank you, Sarah. And welcome everybody.

Thank you so much for all that you're managing for making this a
priority.

My name is Carol Carter.

And I have a little bit of a different path from a lot of you who are in academia. I was 17 years in corporate America,

but in publishing. So a lot of.

Overlap with the two worlds. And I ended up,

you know, meeting Sarah. We coauthored the keys to success series,

and I really fell in love with student success and help these students to build that bridge to the professional world.

So I left in 2002 and started LifeBound at that time.

And we started out first publishing books for fifth through 12th graders.

To really look at that pipeline going into college and how people could be more prepared for all the things that we know breakdown with freshmen.
And, and that led us, you know, a couple of years later for me to make the connection that in the business world, we used coaching so much and in athletics, coaching is just a part of everything that everyone does. And it made me really realize there's such an opportunity to bring that into the academic world and to build the bridge. From academia for students straight to that professional world, where some people who have been in academia, don't always have that insight of how to coach on those practical, emotional, social, and professional skills. So we started really with that in mind, and then realizing that a lot of people in the business world. They need to be lifelong learners. And so there's back and forth of how these bridges work towards each
other. And.

00:11:18.000 --> 00:11:21.000
Over the years, we’ve trained thousands of people in coaching skills,

00:11:21.000 --> 00:11:22.000
not just in the U S but also.

00:11:22.000 --> 00:11:24.000
In Shanghai.

00:11:24.000 --> 00:11:25.000
There.

00:11:25.000 --> 00:11:29.000
And I are really fortunate that they translated our book series into

00:11:29.000 --> 00:11:34.000
Arabic. So we got to go and train those folks in the Gulf region.

00:11:34.000 --> 00:11:36.000
And as Sarah said, this is really universal.

00:11:36.000 --> 00:11:38.000
It’s a very universal tool.

00:11:38.000 --> 00:11:41.000
I ended up starting an organization called GlobalMindEd in 2014.

00:11:41.000 --> 00:11:44.000
And so really.

00:11:44.000 --> 00:11:45.000
My time.

00:11:45.000 --> 00:11:49.000
These days is really spent on issues of access and equity and closing

00:11:49.000 --> 00:11:59.000
the pipeline of inequities that, that gap.

00:11:59.000 --> 00:12:01.000
Which really has been blown open now because of COVID.
So we'll talk a little bit more about that later, but we're that organization is all about creating a capable, diverse talent pipeline to get more women, people of color first gen underrepresented. Into the education, economic mobility and leadership pipeline. So that's really where my emphasis is now, but my heart is so always will be with the folks that live down in the incredible. People that Sarah works with Michelle. Who also works closely with us. And so, anyway, that's short on me and this is the, the goal of LifeBound is to be a social impact company to really. Sarah will, you know, kind of take it from here, but I'll just mention one other thing about. Why we started the coaching years ago.
Many of you know, that before COVID gala had said that 43% of our grants were not in jobs commensurate with their education. So only 11% of first gen we're graduating pre COVID.

But when you look at people, graduating with degrees who don't have jobs, they have debt. They don't know how to. You know, pivot and get into some of those, what we call promotion pathway jobs.

So one of the things coaching can do that is so powerful is really addressed that. And I think that's, that's one of the biggest things right now that we can be doing is to be building that bridge from academia, right.

To the professional world or the world of graduate studies or.
Earning a PhD,

00:13:41.000 --> 00:13:44.000
but to know the different kinds of worlds entrepreneurship.

00:13:44.000 --> 00:13:45.000
Big fortune 500 companies,

00:13:45.000 --> 00:13:48.000
everything that we can help students to be equipped for,

00:13:48.000 --> 00:13:51.000
because we're able to use this as a tool to connect with them and the

00:13:51.000 --> 00:14:02.000
goals they hold.

00:14:02.000 --> 00:14:04.000
Thank you, Carol. That is so important.

00:14:04.000 --> 00:14:06.000
The fact that this is all connected,

00:14:06.000 --> 00:14:08.000
that college career life connection,

00:14:08.000 --> 00:14:11.000
like it says right there so that people don't feel like, Oh,

00:14:11.000 --> 00:14:13.000
I only need to use this for a time, but no,

00:14:13.000 --> 00:14:15.000
this is something that's going to be useful throughout my life.

00:14:15.000 --> 00:14:17.000
So let's just bring up.

00:14:17.000 --> 00:14:20.000
A definition to start with, to talk about coaching.

00:14:20.000 --> 00:14:21.000
What is inclusive coaching?
So LifeBound created this definition of academic coaching that you see on the screen.

Academic coaching is an ongoing partnership. To help students produce fulfilling results in their lives.

Through the process of coaching students, deepen their learning, take responsibility for their actions, improve their effectiveness and consciously create their outcomes in life.

And I want to point out the most, the most common word in this definition is the word there. And that speaks to the fact that coaching is student centered.

Coaching is student focused. The student drives the conversation.

And it is the student’s agenda. That is foremost.

If any of you are familiar with Daniel Pink?
Who wrote the book Drive on motivation.

It's an excellent read, an important read and.

The main thing that he talks about is that the, the carrot and stick the reward and punishment system of motivation, that was so effective.

A generation ago and prior.

Coming out of the industrial age is no longer effective in this world.

Today's students have access unprecedented access to information, to resources, to media.

And they no longer are motivated in the same way that say I was or a generation, my parents' generation in college.

What motivates now,

as he says his autonomy purpose.

And mastery.
So what coaching does is it puts the student in the driver's seat so that they feel that sense of autonomy and agency.

They realize, Oh, I have choices.

And it turns the coach from someone who's transmitting information into someone who's facilitating a process that the student is in charge of.

And today's topic is about inclusive coaching and really in the world today, all coaching has to be inclusive. It, we have to be able to understand all different kinds of people, all different kinds of backgrounds.

Identity race, religion, gender preference, age, stage, whatever it is, and to be able to be, be curious, and also to be effective,

pulling the best out of those types of individuals, whether they're.
You know,

85 or 14 or five years old, you know,

these kinds of skills are really appropriate with any,

any age level and in any type of environment, as Sarah said, so.

So we know that this year COVID the job losses that resulted the

generational racism that's existed,

but it's been really revealed in the last few months.

The, the, the kinds of multiple, you know,

we just say multiple pandemics that we're going through right now,

or are really unusual. And.

This is a time where a lot of us are being really tabbed as well,

but we also have to be stronger than we've ever been for those we

serve. So for the students,

if you are coming today from a company for your employees,

But this is really a time where the coaching can not only help you
relate better to the students that you serve and their myriad of
challenges that this whole situation has spun out for them.

But it can also just help you personally to be really anchored and to
know how to fill up your own reserves.

But that's, that's how we look at inclusive coaching that, that it's,
it's really about everybody. And also.

We're never going to go back in time from this moment forward.

And I think all of learning in the future will be hybrid.

And one of the,

one of the silver linings is that students are really learning to
self-initiate.

So this tool of coaching is now going to become really like the
baseline of, of, you know, teaching advising.

Counseling, all of those different roles were in the past.
It wasn't established as that, even though we had,

00:18:49.000 --> 00:18:50.000
for a long time said,

00:18:50.000 --> 00:18:52.000
we've got to have a campus wide culture of coaching to be really

00:18:52.000 --> 00:18:55.000
student centered. So that in a nutshell is how,

00:18:55.000 --> 00:18:57.000
how we really position what we've done for years with academic

00:18:57.000 --> 00:19:05.000
coaching. And now it needs to be inclusive.

00:19:05.000 --> 00:19:06.000
Absolutely.

00:19:06.000 --> 00:19:10.000
And one of the magic things about coaching is because it is student

00:19:10.000 --> 00:19:12.000
centered and so unique to each student.

00:19:12.000 --> 00:19:17.000
It is by its very nature inclusive because whatever that student is,

00:19:17.000 --> 00:19:20.000
all the aspects of that student's life that student's persona.

00:19:20.000 --> 00:19:24.000
Are part of the conversation because they're driving the conversation.

00:19:24.000 --> 00:19:27.000
And so that's part of what makes it such an inclusive tool.

00:19:27.000 --> 00:19:31.000
We want to provide some of the research behind the efficacy of

00:19:31.000 --> 00:19:35.000
coaching. Coaching has only been around for a couple of decades,
but the research base is growing.

For how coaching builds key factors that predict student persistence and success. And these are, these are engagement.

These are connection and motivation.

So a little bit of specific information.

So Robinson and Gahagan about 10 years ago.

I found that coaching deepens the connection between students and the institution.

And this is one of two things that I like to say that coaching is so amazing at doing on a campus.

It connects students to what already exists.

So, so many of us have had these experiences working in higher ed, where a student is not accessing these fantastic resources, these fantastic people,

and you sit there and you think we have so much that could help this
They're not connected to it, or they don't know that it's here or it just doesn't register.

Coaching deepens that connection coaching brings information onto the table and also motivates students to seek out those resources.

So then 2011, better Bettinger and Baker found coaching drives improvement in retention and completion.

That holds over time. And that's a very important finding there because it shows that this is not about just directing students to do something which would make the student dependent on the person, directing them. This is about teaching the student to self-initiate, to self-manage and giving the students tools that they take with them.
and continue to use.

And I think that this finding really speaks to that and how students are able.

To continue to use and to grow in their own self management over time.

And that helps them stay in school and complete school.

So just a couple of years ago, Pechac found that coaching meetings correlated with higher academic performance.

And again, this is, this is student driven students come in with academic issues, but then they're the ones making the decisions.

On what to do about them.

So they're more invested in these actions and that is leading to higher academic performance. So this is the other.

So the first thing I talked about was that it connects students to,
The other thing that coaching does is it enhances the power of those resources of the tools that are available. And so students are able to come into a coaching session and then go use tutoring, go use writing, coaching, access their professor's office hours and build their academic performance in that way. And then finally, just very recently cap stick with others. Found that by weekly coaching, improved termin, overall GPA and drove persistence. And this is so incredibly important, even as you know, we would like to say that GPA should just sort of be a sign of learning and I had achievement. It is also a motivator for students,
and it's also something that can drive their success.

In the workplace or in advanced study.

So this is another really important finding.

And I just want to emphasize with all of these things that coaching

connects existing services and people for students and to students.

And enhances existing services and people in the higher ed

environment.

So coaching does not replace any of the important things that

different people in a higher ed institution already do it,

it fits in the silos and it connects the silos both. So.

Sarah I'll I'll.

Just to say that it's a critical connection with how well students are

prepared to do well in their first few years,

once they have their degree.
And I, I really see that from the business standpoint, I’m not, you know,
not only academia and the more that we prepare them to take the risks,
to trust their instincts,
to self-advocate to build these connections,
to get the internship too.
Be able to go to the professor’s office hours and build a connection the way you would with a mentor when you’re out in the business world or the corporate world. So I think there’s,
there’s so many different levels on which these students need it for their short term that Sarah described as well as their longterm really successful launching that we want for all of them, with their degree.
Absolutely.
Coaching builds 12 basic outcomes. And this is what we,
we really have focused on kind of from the beginning around people
gathering these 12 skills. So.

To a question students about their purpose and their passion.

What do they love?

What are the kinds of things that are problems in the world that they want to solve?

Step awareness. What are their strengths? What are their weaknesses?

What do they know about themselves and how can they actually manage those aspects of themselves so that they can do the best job possible.

Vision.

This is a time right now in a crisis where people actually have to have a vision.

They have to have a guiding light at the end of the tunnel so that they can every day get up in an ambiguous world.

And know that they're going somewhere,
on, because there is so much unknown right now.

Goal setting is obvious problem solving.

This is a time where so much problem solving can be helping people for

the arc of their entire lives and careers.

But being able to be really skilled at that to weigh pros and cons,

to look at trade offs of different decisions, to be able to be okay.

Sometimes when you can't do the perfect thing that you're able to do

because of the timeframe.

Those are all things students can really learn to deal with.

Self-management.

Like I said, very trite tied to self awareness.

How do you manage your strengths and weaknesses? Oh,

do you make sure that the things you're not good at jump become your

liabilities as a student, as a professional?
What would it be like if you were experiencing this same crisis and you lived in Egypt or you lived in Colombia and South America, or what would it be like if.

You know, you were experiencing this crisis and it was another time, you know, 10 years in the future. It was a time in the past.

Using those kinds of tools can help students to become unstuck from ways in which they only see things in a limited way.

We know that poaching affects motivation because we're really intrinsically looking at why is the student doing what they're doing and what is it that they want to have out of that?

Not all of the extrinsic ways that.

A lot of our lives are constructed that frankly make people stressed out anxious and sometimes very depressed.

And there's real high rates of that right now, as most of you know,
which is why you're here with us today.

Resilience.

What are the things within yourself that you can draw on the reserves that you've never had to tap before?

You've never even known those exist within yourself,

but a crisis like this.

Helps to pull those out. And I can say for sure that, you know,

I had real war, two parents and they were amazing.

With the kinds of things that they were capable of doing.

Cause they had been through the depression and world war two.

And I think that is one of the.

The silver linings of this time, period, professionalism.

How do we expect students in their journey?

Whether they're an adult learner.

Or they're 18 years old.
To have professional skills as a student so that they can show up to a session with someone like Pharah or someone like you and be the person that they want to be when they're going for that job interview.

How do we set up the expectation of that?

They can be that in the moment with you, so that they can grow those skills while they're in school, whether it's completely online or it's hybrid or whatever it is.

That they can start to self evaluate themselves as a professional that they want to be.

And finally leadership that we're teaching students to not just be successful themselves and be able to get, get a good job for themselves or their families, but to also become in the world right now, a generous leader that.

So many of the builders build.
Bridges we can build among different situations and people and populations and challenges that we have come down to people being able to really be a generous leader and to explore how to promote that within others.

Absolutely.

And I think you all will notice looking at these that they encompass. What many of us refer to as either soft skills? Non-cognitive skills, transferable skills. These are the skills that employers are looking for that. That the working world needs in order for work to flow for workers and companies to thrive so that this speaks to how coaching builds. These tools that get can, can be carried forward into life. So important question, who can coach. Coaching is an incredibly versatile skill and it's useful in every context. And if it is used in many contexts,
it really can provide that campus wide culture of coaching and success.

Now at Rutgers,

I'm fortunate that we actually have a coaching staff in connection with the learning centers, but that is not the be all and end all.

And that's not the only way that coaching can happen on a campus.

Coaching is something that can. Go into can be an ingredient in any conversation, in any relationship, in any meeting, any recipe, so to speak.

And another point here.

And a similar question related question is who can be coached and that answer is.

Anyone. And I work with students in every bucket you can think of.

I work with first gen, I worked with commuters.

I work with students who are.
Non traditional aged. I work with students who are honors students.

I work with students who are international students.

It is something that is useful in all contexts.

Any other thing that I'll just, you know,

add to that very briefly is that it's been effective for ages,

as I said earlier again in athletics,

but also for at least a couple of decades, it's been really,

really popular in, in the business world.

So I think now it's just becoming a real common language for people to

respectfully.

Deal with each other and have skills where they can solve their own

issues and help others solve theirs as well.

Absolutely.

So there are quite a few coaching tools and because we only have so
much time, we are going to focus on this particular one,

which is one of the most crucial and has a lot of detail within this tool. So this tool is powerful questions.

And we're going to talk just a little bit about the different types of questions that we use that drive the coaching conversation.

So powerful questions are open-ended.

And this doesn't mean that you don't have some initial fact-finding conversation.

To get to know a student,

but the kinds of questions that drive the coaching conversation or questions that cannot be answered with a yes or no.

Are questions that open the student up to thinking about something in a new way.

Questions that invite self-reflection,

which I think we could all say that the way we live in this modern
Does not invite very much self reflection and just push, push, push, and demands us to keep going and keep moving.

And we need that time to reflect in order to generate ideas in order to truly understand what's happening with ourselves.

Coaching can give students that opportunity with that type of powerful question.

Powerful questions.

Weigh costs and benefits.

And this is one of my favorite types of questions to use in my conversations with students, just to ask them about something that.

A choice they've made into ask.

What is that costing you? How is that benefiting you? And again, give them that chance to reflect on.

Oh, let me think about that.
A minute, how does this really serve me or not?

Powerful questions, help establish level of importance,

what is a priority?

And so often students and any of us actually, who are moving quickly.

Don't necessarily think about whether our actions match our true

priorities and whether we are getting out of our actions,

what we really need in terms of what we value.

So coaching opens up that powerful questions.

Open up that question right there.

Powerful questions. Encourage shifts in perspective.

And that could not be more important right now when we have such a

need to be able to step into other people's shoes to understand what

other people are feeling, thinking have experienced.

Understand.
And powerful questions can bring that into the conversation.

Powerful questions, provoke insight.

And this often comes from that opportunity to reflect.

And there are few moments that are more exciting for me than to see a student go.

Oh,

Wait a minute.

I realizing something that I have control over that I can change that might help my situation.

So that's a very important function of powerful questions.

Powerful questions inspire and we need inspiration.

Students need inspiration.

Especially now we need a little hope.

We need to feel like we have some energy and anyone who is asking a coaching question.
Can ask a question that invites a student to go into that space of hope.

Powerful questions, insight.

Action.

This is such an important part of the coaching conversation and of the coaching experience to bring things down to an action, no matter the size, no matter if it seems to be earth shaking, or if it's just one little tiny thing that there'd be an action because students don't build their confidence and their self efficacy from writing a note on a post-it and putting their entree.

On their computer, they build it from taking the action.

That's what shows them.

I'm capable. See what I've done, even if it's just, I turned in that one assignment on time today.
And then last, but not at all least.

Coaching.

Can promote accountability through powerful questions. And again,

the student is driving the bus. So when the student is accountable,

Then the student gets the satisfaction and the confidence from having

accomplished something,

rather than just fulfilling a directive from another person.

I'm excited that we're going to have an opportunity for you all to see

a little bit of this in action.

Even if it's for quite a bit shorter.

Time than we would normally have.

And I'm going to unshare the slide for a moment.

So you can,

you can see us better and welcome Emanuel.
I see there Emanuel. Can you turn on your.

00:36:46.000 --> 00:36:47.000
Oh, there you are.

00:36:47.000 --> 00:37:09.000
Awesome.

00:37:09.000 --> 00:37:13.000
I just want to start out by acknowledging the resilience that you are

00:37:13.000 --> 00:37:17.000
already showing as someone who is first gen and immigrant,

00:37:17.000 --> 00:37:29.000
and a refugee from Liberia.

00:37:29.000 --> 00:37:33.000
And having come to this point and made the progress that you have,

00:37:33.000 --> 00:37:37.000
you've just transferred from community college to Metro State. So,

00:37:37.000 --> 00:37:38.000
so that's really,

00:37:38.000 --> 00:37:41.000
that's really an incredible accomplishment and a credible path even up

00:37:41.000 --> 00:37:43.000
to right now. So well done.

00:37:43.000 --> 00:37:46.000
Now my question to you in this moment is.

00:37:46.000 --> 00:37:47.000
How is the transition going?

00:37:47.000 --> 00:37:51.000
To Metro State. And what's happening with you in this moment?

00:37:51.000 --> 00:37:55.000
First and foremost, thank you so much for the acknowledgement.
It's been a transition.

Graduation. I plan on going to USC.

Columbia.

Got to step into a lot of top colleges, but due to COVID-19.

I'm doing some delay and a lot of the colleges that I chose when 100% online for the rest of the year.

So it kind of made things hard for me.

So now I'm at Metro and I'm truly just struggling with my time management and.

You know,

You should be doing this.

I'm just trying to figure that out right now, though.

It's a lot. I mean,

It's a lot,

the difference in expectation from what you thought you would be doing
in, in what the world used to look like two right now. So,

so that's.

It is, it is hard. And, and I, I, I hear you. I hear you.

What do you think you feel like you're missing in this remote environment?

That you would have had in a, in a regular environment.

That's a great question.

Yeah. I feel like when I'm really missing, is that connection with.

A instructor.

I'm not really an online learner and makes it really difficult for me to do.

Try to learn.

I'm really missing that in class.

And active.
That's how I learned.

00:39:42.000 --> 00:39:47.000
How are any of your classes in real time synchronous classes or are

00:39:47.000 --> 00:39:48.000
they more asynchronous?

00:39:48.000 --> 00:39:49.000
The majority of them are synchronous.

00:39:49.000 --> 00:39:51.000
Okay.

00:39:51.000 --> 00:39:54.000
Okay. And how do students participate?

00:39:54.000 --> 00:40:02.000
We.

00:40:02.000 --> 00:40:03.000
We don't

00:40:03.000 --> 00:40:07.000
only one class where we kind of had to foster our own.

00:40:07.000 --> 00:40:11.000
Engagement, but yeah, there isn't any.

00:40:11.000 --> 00:40:14.000
Yeah, that's really, that's really tough because we,

00:40:14.000 --> 00:40:25.000
humans are built for connection.

00:40:25.000 --> 00:40:31.000
What can you do to generate some connection with fellow students or

00:40:31.000 --> 00:40:39.000
with professors are both given the circumstances.

00:40:39.000 --> 00:40:44.000
I think I can try to be more expressive.
The common, traditional defined opportunity too.

Well, there was like a virtual coffee or.

Original that'd be group via Michael.

I think that's something I could possibly do.

Oh, wow.

So you you've just actually identified like three different, great ideas.

So, so.

You know, engage in class when you can. I mean, that can be easier said than done,

but absolutely a virtual coffee.

Absolutely. Do your professors have office hours? What,

what type of office hours are they holding?

Yeah, they have virtual office hours.

Big time period. You could.
Log into their zone.

And how would you feel about engaging with them in that, in that setting?

I'm never going to be money, but it will be like quite awkward.

You feel the way different?

Yeah.

Would you be willing to try it?

Yeah. Yeah.

Okay. That's cool.

And then the third thing that you identified was virtual study group.

And are there particular platforms that you all can use to do that?

Like if you connected with several students from one of your classes,

Hmm.

Am I back. Can you hear me? Yeah, you're back.
No worries.

Microsoft teams. I've heard of a new platform called ban.

Which is a little better.

But more family and you could use it across different schools.

Awesome.

Okay.

So if you think about the next couple of weeks,

Identify a couple of these different ideas that you've come up with that you would be willing to try, like in the next week or two.

I think I could you,

my virtual office hours with my professors as a virtual coffee.

Try to get to know them more.

Networking experience.

Virtual environment.
Also just set up.

A virtual study group.

Learning about, you know, well, yeah,

I think that's a bag of doing the next week.

Awesome.

That is fantastic.

And I will be in touch with you in a week or two,

and you can let me know how it's going and we can talk more about it.

Sounds great.

Looking forward to it.

I wish we could talk longer,

but this has been an amazing few minutes with you and thank you so much for joining us.

Thank you.

All right.
Some.

A little observances in the chat,

which normally if we have like all day,

we take some time in debrief some of those things,

but we're just gonna move right ahead because we have another student

that I'm going to coach.

This is a student named Connor Sturgeon.

And he's going to be on here just a second, but he is a

Graduate student. And so he is both in a new role.

It is own pursuit of studies in, in social work master's program,

but also he's working with a number of undergraduates.

So not unlike a lot of you who are working with students.

So he has that same perspective.

And we'll just make sure that with the technology,
we can both get up here real quick.

And we will get that together,

but I'm going to be focusing on two questions with Connor.

One is how is the crisis helping him to be resilient against all the factors that he's experiencing?

And what are some ways in which he sees his professional, longterm skills being built?

Out of this, this time period.

And then what are some ways as well that he's really taking care of himself.

So Terri, let me know if you've got Connor here.

And if we do there, he is.

Hey, Connor, how are you?

Good Carol, how are you doing good.

Good to see you, sir. We're going to just jump right in because we're,
I'm on a little bit of a timeframe with the coaching class here today,

but there are.

Some 200 people interested in what it's like to be actually coaching a real students.

So I'm just going to start out with one question, which is you're in a new role as a graduate student.

Right. And you also balance seen some responsibility for undergrads.

And then you like Emanuel, you're just [unknown].

Chosen as a part of some 25 international ambassadors for Global Minded and Every Learner Everywhere and the Equity Project. So.

How is this crisis helping you to be resilient, amidst the mini challenges, which you are most certainly facing and.

Those students who look to you to really help them hold themselves together right now.

Finding new support,
obviously utilizing old support roles that I do have from like friends

and undergrad family, of course, but finding different avenues.

In my Peer group. I work in housing. So finding, you know,

other graduate supervisors.

Supervisors in those kinds of things.

And then what was the second half? I'm sorry.

What does the second half of it was that a lot of people are also relying on you,

undergrads and other people that you are in a leadership role with the

professionally.

And how are you building your own wherewithal to be able to lead them as such a difficult time?

I think the biggest thing that has been helpful in that process is
being transparent with.

00:48:11.000 --> 00:48:18.000
The ones that I'm working with, the ones that are working under me.

00:48:18.000 --> 00:48:21.000
You know, with conduct or in the hallways students am.

00:48:21.000 --> 00:48:24.000
I recognize me and have questions is just being transparent with them

00:48:24.000 --> 00:48:25.000
about.

00:48:25.000 --> 00:48:29.000
My hesitations and how I feel about the COVID situation and building

00:48:29.000 --> 00:48:32.000
like an genuine rapport with them.

00:48:32.000 --> 00:48:34.000
Because we're all experiencing this together and that's something

00:48:34.000 --> 00:48:42.000
that.

00:48:42.000 --> 00:48:44.000
We don't necessarily, we recognize,

00:48:44.000 --> 00:48:48.000
but they don't necessarily recognize it because they don't see us as a

00:48:48.000 --> 00:48:49.000
peer. They see us more as.

00:48:49.000 --> 00:48:57.000
An advisor or supervisor someone that there's.

00:48:57.000 --> 00:49:00.000
Post to be looking up to or following.

00:49:00.000 --> 00:49:02.000
So just being honestly, just a genuine,
as genuine as possible with residents and.

I work with on my own. I really want to acknowledge your, your wisdom about that and encourage people on this zoom event today who are faculty or advisors that.

This is a time when our ability to be human and our ability to admit difficulty ourselves is really empowering.

And I think I just want to acknowledge that you understand how powerful that is because it, it forges a connection where people feel like they can really trust you.

Because you're real to them and you're not trying to be a perfect person when you're struggling with some of your own things.

But you can be there as someone who can help them.

And both of you can figure it out.

So I think that's.
I think that's fabulous.

What about your really now in this, you know,

other motive life where you're building your professional skills.

For the rest of your life during the opportunity of this crisis.

And how, how are you personally just taking care of yourself?

Personally taking care of myself.

I've been working really hard to dedicate a work life balance,

working in housing. If anybody on the call is also working in housing,

you know,

that can be totally thrown out the window at any point in time,

if you're on call or an incident arises or anything like that.

But I'm really just trying to dedicate a work life balance and doing

check in.

Oh, no.
After I have a difficult conversation with a resident who may be experiencing fear or whatever may come of it with COVID or whatever it may pertain to making sure that.

So, yeah, along with that, just doing activities that. I've always found beneficial. You know, I've been getting back into reading mountain biking, you know, just random hobbies.

So, yeah, that's how I've been, trying to take care of myself. Well, it sounds like you're doing a good job of that. And if, if there is. One other powerful thing you could do for yourself right now, because a lot of people do really depend on you, Connor.

What is another thing that you might be willing to commit to over the next few weeks to see if it's something that might be another habit worth forming?
And when she went to carry through this time period, to make you as strong as you can be.

I think, honestly, I want to start being more open and available to residents and not just the staff that I work with and stuff. That way I can.

Help more people, instead of right now, I'm more of in the situation.

Of trying to.

Help students after they've already, let's just say, for example, violated a COVID policy that we have in place.

I'm more working as a reaction to that instead of working preventatively to help.

Mitigate those causes and those incidences.

So honestly, developing open availability for all residents who might have
questions, concerns.

Regarding anything and making that somehow accessible to them via zoom

or something.

Sure. And it sounds like.

My year achieving that you would be reducing your own stress level

because you wouldn't be doing as much triage and then you would be

helping them to be strategically planning and anticipating for pros

and cons of things that they may not give.

In that kind of mind space too, right?

So, well, maybe you could, you know,

shoot me an email or text me later and just let me know.

Just a few, you know,

a few specific ways that you could actually achieve this.

Maybe through some of the conversations,
however, you might set some of those boundaries or whatever,

00:53:27.000 --> 00:53:29.000
with some of the people who are your peers in your program,

00:53:29.000 --> 00:53:31.000
to be able to really create this shift.

00:53:31.000 --> 00:53:32.000
Yeah.

00:53:32.000 --> 00:53:36.000
Having maybe two to three specifics about that.

00:53:36.000 --> 00:53:38.000
That you could share or else I'll tell you this,

00:53:38.000 --> 00:53:40.000
you can just put it in the chat to all the panelists and all the

00:53:40.000 --> 00:53:42.000
attendees, and then we'll all,

00:53:42.000 --> 00:53:45.000
we'll all be able to support you this entire group of people today.

00:53:45.000 --> 00:53:49.000
That would be awesome.

00:53:49.000 --> 00:53:52.000
Alright, thank you so much for just all that you do.

00:53:52.000 --> 00:53:55.000
And also this is a time where I think all of us need to realize I

00:53:55.000 --> 00:54:02.000
don't care if you're a college president.

00:54:02.000 --> 00:54:06.000
While you're somebody whose job is scheduling phone interviews or

00:54:06.000 --> 00:54:08.000
whatever the role is at the university.
We can all learn from each other right now, and we all need to learn from each other. So.

Thanks for just standing toe to toe you and Emmanuel with everybody else on this call today.

And for really being part of the solution.

So we very much appreciate it.

Okay, good. And we'll start.

We're going to look for your things in the chat.

Okay, Sarah, over to you.

Awesome. Thank you, Carol.

I put a number of comments in the chat as I was observing the coaching experience and thank you,

Connor and Emanuel so much for being a part of this.

It is.

It makes such a difference to be able to actually demonstrate what
we're talking about here and,

and to have you all to have an opportunity,

to have an action to focus on for the next.

Week or so,

so we're excited for you and it's an honor to be a part of your

I want to bring up some practicalities when it comes to implementing

coaching in distributed settings.

During COVID and beyond, as Carol mentioned,

we're not ever going to go back to exactly the way it was.

All of these tools that were being, you know,

that are being developed that are being used now are going to continue

to be a part of the fabric of.

Whatever things look like down the road.
So some specifics,

there are many different ways to reach students,

obviously video platforms, which is what we use at records.

We use WebEx and zoom, email, phone,

individual sessions,

group sessions in more normal circumstances at Rutgers,

we have peer mentors who hold group coaching sessions.

Which can be very interesting for students to hear other perspectives

in the group,

but also the individual sessions are so useful for a more personal

approach in video.

Platforms breakout sessions can allow flexibility for grouping.

You can group people according to things they have in common.

You can group people to mix things up and increase diversity.

Coaching questions can be deployed during any established meeting
established relationship. If, for example, at your institution,

you know,

that students have to meet with their advisor once a semester to take

the hold off of their registration.

Coaching questions can be deployed in there.

If you have a student that seems to be hedging on the major,

they thought they wanted to declare.

There’s a great opportunity for coaching question,

although they are useful in so many situations,

they are not a default for every situation.

And.

And that's important.

To know again,

that coaching is not better than something or a replacement for

something it's a tool that can be deployed strategically where people
feel it's useful.

And certainly there are situations where students flat out don't have information and need more specific directives.

And then also, finally students. Can use coaching with peers and with themselves because ultimately what the goal of coaching is is too. Teach students to fish, so to speak as opposed to the handing them the fish so that ultimately they build a habit and a skill of being able to ask themselves questions to reflect before they make decisions to think about their priorities.

And so on. So that is a really effective use of coaching.

Once students are more accustomed to that process.
So now we're going to look at how coaching can really build resilience in this world that we're in right now.

Some of you may have read a book called blessings of a skinned knee on how the kinds of things that are challenging to children can really help them become adults who can deal with all kinds of things.

And I, I mentioned earlier about, you know, the world war two or the greatest generation. They had a lot of strength that actually built so much of the economy that we have now. And I think that I think of this, all of us participating in this and the emerging.

Leadership pipeline.

And these students who work with as the courageous generation, that these times right now require people to do things they've never done, just stepped out into.
All kinds of areas that they don't have experience in and to basically figure stuff out, which a lot of life is about figuring things out.

If you're actually risking and getting out of your comfort zone.

So I think that we see this in so many different ways around resilience.

Some of you may have read the book or seen the movie about Ray Charles and how once he became blind, his mom would not help him because she knew if she were going to rescue him. He could not learn to be in the world.

That everybody was site had. And you could, you could see her in the movie with just tears streaming down her face. So I think that, that we look at this time as a way for.

All of us, not just students to build a thick skin, to be resilient ourselves too.

With the folks in Korea called develop an indomitable spirit. I,
one time in my life is taking TaeKwonDo and there’s five tenets and

the fifth one is about an indomitable spirit. And I think right now,

Coaching can help all of us develop an indomitable spirit,

not just your students, but your colleagues, your,

your boss at school, your Dean, whoever you work with,

this is really for all of us as,

as humans to be able to function as best as possible in a time that is

challenging as this is.

And finally for students, they really learn to self initiate.

So there's not someone there all the time telling them everything to

do, and they have to figure out different ways they can do this.

I know.

In Emanuel's situation last semester,

he had to actually go hire someone to help him with a cyber security
class. You didn't have that. The person wasn't able to do that,

01:00:56.000 --> 01:00:58.000
that faculty member on campus.

01:00:58.000 --> 01:01:02.000
So there's a lot of ways that people are learning to go over an

01:01:02.000 --> 01:01:05.000
obstacle under an obstacle around, you know, a flow like water.

01:01:05.000 --> 01:01:09.000
And that's really the gift of what this time is with these kinds of

01:01:09.000 --> 01:01:10.000
tools that can really help all of us.

01:01:10.000 --> 01:01:13.000
Absolutely Carol. And you know,

01:01:13.000 --> 01:01:16.000
the amazing thing about coaching is that not only can,

01:01:16.000 --> 01:01:19.000
it helps students build and use their resilience,

01:01:19.000 --> 01:01:23.000
but it could also help them understand how resilient they already are.

01:01:23.000 --> 01:01:28.000
And that's a big part for many students.

01:01:28.000 --> 01:01:30.000
Of knowing that they can have that resilience to carry forward into

01:01:30.000 --> 01:01:39.000
the future. I have, you know,

01:01:39.000 --> 01:01:41.000
students with all kinds of situations.
asking them questions to help them understand the resilience that they already show. By. For example,

I have a student who has two part time jobs helps with her younger sister is a commuter as a full time student, majoring in the sciences.

And.

Just that alone already shows an astounding level of resilience,

but that wasn’t something that she was paying attention to,

or really even realized until our conversations.

So I think that coaching can help students realize,

wow, look what I do have. Look what I have done already,

which helps them.

Address things with more confidence and more ability to initiate going forward.

I know.

We only have a few minutes. I know Ellie.
You go over this, but we got four whole minutes, which can seem like an eternity.

These are the different kinds of things that Sarah is leading. There's two, one day introduction to coaching on just mastering more of the, the.

The basic skill of coaching and really focus on becoming an expert in powerful questions.

And the three day events are designed to help you develop expertise in the 12 different coaching skill areas. And to be able to see students being coached, to be able to coach your peers in the class who are from all different institutions. And so that's a little bit on that.

And then we also wanted to say that we'll go to the next slide,
Sarah, that we wanted to share with each of you,

our contact information.

We also met, as Sarah said, years ago,

like 28 years ago and were brought to get together by this Keys to

Success series.

And so now Sarah does a lot with leading life bound and I really am in

the GlobalMinded area,

but all of these things are really interconnected.

Today and also in advance.

And so we're going to just start marching through those every week and

share some strategies on Tuesdays.

If you guys want to opt into the newsletter.

The other newsletter and we have a YouTube channel for GlobalMinded.

So if your campus is really looking at how to deal with the racial

issues, how to do a better job with diverse students.
You can go to GlobalMinded.org and sign up for that newsletter where every day we feature students like Emanuel students, like Connor we'd feature.

Mid-life professionals who were first gen to college are diverse. So every day there is a really inspiring diverse student.

We were asked before the pandemic to just go to a daily newsletter, which we thought would kill us, but we're like, you know, people need that and it would be helpful.

We're going to figure out how to do it.

So I just want to encourage you all who are really trying to make your campus more inclusive, but those are free.

Resources for you all through global minded as well.

The daily newsletter.

And then we have a YouTube channel with 70 sessions that we took
virtual all when we couldn't do our live event this year. So.

That in a nutshell and Sarah,

anything else that we didn't cover before we turn it back to Terri?

You know,

one thing I do want to add about the one day and especially the three
day sessions.

Is that if anyone here is able to join us for those,

and they're in consecutive Fridays in October,

and then consecutive Fridays in November.

Is that it gives far more opportunity to address.

In individual questions, you know,

in more depth and gives the participants a chance to really engage

more in particular scenarios and talk about how do you deal with this?

You know, what is the practical side? What is the, you know,
the more big picture side.

01:05:54.000 --> 01:06:00.000
Provides a lot more time.

01:06:00.000 --> 01:06:02.000
And also the,

01:06:02.000 --> 01:06:05.000
the excellent interaction of all the different people in the session.

01:06:05.000 --> 01:06:09.000
So consider that if you really want to dig in and be more reflective

01:06:09.000 --> 01:06:13.000
and, and have more, more time.

01:06:13.000 --> 01:06:14.000
To,

01:06:14.000 --> 01:06:17.000
to move into a greater understanding of this whole area of coaching.

01:06:17.000 --> 01:06:20.000
And actually Sarah, that's just one other thing,

01:06:20.000 --> 01:06:23.000
is it not only helps you to be more effective with the constituents

01:06:23.000 --> 01:06:31.000
that you work with?

01:06:31.000 --> 01:06:33.000
But it's also just helpful that a lot of,

01:06:33.000 --> 01:06:36.000
a lot of us don't have the coaches or the whatever right now.

01:06:36.000 --> 01:06:38.000
And when you go through these, these classes,

01:06:38.000 --> 01:06:41.000
you get to work with other people to solve your own issues.
And that's some pretty strong bonds with people at different colleges who are in similar situations to you. So.

Thank you.

And we're going to hand it right over to Terri and then we'll do some questions for those of you who have time to stay. Well, thank you everyone. It was so great to actually see it in action.

I love that you helped us. I'll pull that off in this new environment, but we are very grateful for all of you who were able to join us today and share some questions. We, the presenters have agreed to hang out for a few more minutes.

Those of you who are able to. Those of you who need to go.

I just want you to know you'll be getting the link to the archive. It will include the PDF of the slides, the recording,
and some of the QA that's been captured from your questions in advance, as well as here. So with that will.

We'll take a few questions. If you guys are good with that.

We were so great.

The question is they're training to become a certified coach.

So I'll just answer that real quick.

So, yes, life down, both does the training, which is the normally in live times, a five day,

which in these times is a three days spread out over three weeks.

We are going to figure out how to do that in a virtual environment.

It's something that's usually in the.

In the live realm and we observed you live training others and all of that,
but we’re gonna figure out how to do that because we know there’s a

01:08:18.000 --> 01:08:22.000
great need and we’ve had a lot of feedback from folks about them. So.

01:08:22.000 --> 01:08:25.000
Be patient with us because we’ve had to really prioritize.

01:08:25.000 --> 01:08:29.000
And all of you on this call today, getting basic abilities is,

01:08:29.000 --> 01:08:31.000
seems to be, you know, the most important thing right away.

01:08:31.000 --> 01:08:37.000
So that’s what we’ve prioritized.

01:08:37.000 --> 01:08:39.000
Well, I know you guys can see some of the questions that have come in.

01:08:39.000 --> 01:08:42.000
Do you want to take a couple? And I know they look at the,

01:08:42.000 --> 01:08:46.000
at the Q and A yeah.

01:08:46.000 --> 01:08:48.000
Yeah. So can you say a little bit about,

01:08:48.000 --> 01:08:51.000
I think you implied some of this in the, in the interview with Connor,

01:08:51.000 --> 01:08:53.000
but working with peer coaches and pure. Yes.

01:08:53.000 --> 01:09:02.000
Can you talk a little bit about.

01:09:02.000 --> 01:09:03.000
One of the most,

01:09:03.000 --> 01:09:06.000
this is one of the big insights we had a few years ago and,
and the folks at LifeBound that why should we just be doing coaching

with faculty and teachers and advisors when actually everyone needs

this skill?

Committed to taking this righteous, do this themselves.

And we know that this can't scale,

you can't provide a campus culture of coaching.

It's only faculty and advisors have that ability.

So we are actually offering a session on December 11th of Dr.

Rebecca Goosen.

Who's the vice chancellor at San Jacinto College and she's,

LifeBound trained and certified.

I'm a coach and a facilitator.

So she's going to do a session just for students on the 11th. So.

That's in December when hopefully it's quieter with students,

but we really believe this is a very powerful tool to not only help
students manage their own anxiety, depression,

their own demons that can come up at a time like this.

But it increases their ability to really contribute when they're hired

and they go out into that first job and those unknowns so that they

can get on promotion pathways,

especially low income students who are really reversing that cycle of

generational poverty.

Maybe just one more,

if you don't mind a question about assisting folks who are trans,

who are juggling both high school classes and college classes in the
dual enrollment time period with all that's going on has been

especially difficult. Do you have some tips for an advisor?

You're balancing both worlds.

And as you go graduate from high school and get into college,
you're going to be bouncing in the world of college and the world of

internships and job experiences. So.

Getting used to balancing both of these worlds is something that will

really stand them in great stead.

And so being able to really help them see how they can kind of

compartmentalize.

And get very specific about the priorities that each of those worlds

require from them, because what I, what I would suggest on that,

and then Terri, I made a few notes.

If you want me to go through on from what you sent over

the end of the day yesterday, trying to group some things together.

So.

I can go through some of those. And Sarah,

let me know if you want to answer some of these,

but one question was what are some promising practices for adult
education students?

And one of the most powerful things you can do with coaching and adult ed students is that many of them.

You know, are returning or they are just getting their GED.

And so now they're starting on a path.

And for them to be able to really frame their life experiences,

their lived experiences in ways where they can appreciate,

and really honor those things,

whether they've been in prison for a number of years, whether they've.

Raised kids and, you know, worked at Safeway,

whatever it is that they look at that,

and they really honor the power that, that gives them right now.

As they're making this new critical step in their lives.

And I think that that's one of the biggest things coaching can do

right off the bat.
We tell people, harness the difficulties, the path that got them to where they are now.

And see those as the things that are going to make them the strongest as they go forward.

So I think there's a lot of other things with adult ed, but that's one of the most basic ones.

And then career coaching with undergrads. I'm just a big believer that the career center is not for, it's not for juniors and seniors, and we should be talking to freshmen about their career aspirations, what they want to do.

I myself didn't even declare a major until the end of my sophomore year. But. You can get so many experiences to build your leadership skills,
to build your.

01:12:52.000 --> 01:13:04.000
Risk taking your critical thinking skills.

01:13:04.000 --> 01:13:06.000
Even if you don't know what you want to major in,

01:13:06.000 --> 01:13:07.000
and you're just exploring.

01:13:07.000 --> 01:13:10.000
And sometimes a lot of students are bummed out because they're in

01:13:10.000 --> 01:13:12.000
majors that their parents want them to be in.

01:13:12.000 --> 01:13:15.000
Or they had no idea that the first year of engineering was going to be

01:13:15.000 --> 01:13:16.000
like this, and now they don't know how to regroup.

01:13:16.000 --> 01:13:20.000
So I think being able to refframe that and talk about how does going

01:13:20.000 --> 01:13:23.000
down a path that may not be the one that you want to still pursue,

01:13:23.000 --> 01:13:25.000
help you to regroup and to be resilient when.

01:13:25.000 --> 01:13:26.000
Over the course of life.

01:13:26.000 --> 01:13:29.000
There's going to be many things that are like that and learning how to

01:13:29.000 --> 01:13:31.000
be positive about that.

01:13:31.000 --> 01:14:01.000
Right now we'll serve you in really good stead.
You know,

one of the most important areas of questioning for first gen students

is just around all,

having them look at all the different things they do and understanding

the strengths that they bring into the situation.

There's a very high rate of imposter syndrome.

Lord knows any student can impair it, experience imposter syndrome,

but especially students who are coming in with.

Parents who don't necessarily help them understand college culture.

And perhaps there's the added situation frequently where a family

wants that, that student to accomplish college,

but resents the time and effort that college takes away from the

family.

And it's really tough.

So I think a lot of my questions initially will end up being around,
finding out how, how things are, how they operate. Do they have a job?

What's the role in their family?

And helping them see how extraordinary their strengths are to start with. And so that helps them build more of a foundation.

And then I also focus very much on.

Asking them are, you know,

about different resources because they're often as well with first gen part of not understanding about college culture with first gen.

Has to do with not feeling like they should need help.

It's, you know, there's a lot of,

I'm going to pull myself up by my bootstraps.

I'm going to do this on my own.

So there's a resistance or a hesitance to reach out to professors, to advisors, to other support personnel.
So I focus on that a lot with my questions. Hey,

did you know about this? Would you be willing to go, you know,

talk to, so,

and so would you be willing to go to the career exploration center and

take an inventory?

And normalize that help, help them, help them normalize that. So,

Yeah, and I just added Sarah too, just briefly that, that often.

You know, the child is the parent in a lot of situations where there's

generational cycles of poverty.

And I certainly saw that in a time when I was volunteering at the

prison in our first few years of life balance we're teaching and

Denver housing projects.

And I'm helping people reframe that and to not have shame around

whatever that is or however that single parent is struggling or the

parents in prison or whatever it is.
That, you know,

these are things that are part of their personal story,

and those are the things that make us strong.

And actually from a career standpoint,

those are some of the things that really give you the most insight to

what you want to do in the world. Like your passion that you would do,

you know, even if you weren't paid for it, it often comes from our,

our greatest wound.

And so for people to realize that that when they can.

Use coaching to help them heal from that.

They can really access, you know,

some wisdom about what they're meant to do in the world that they

maybe wouldn't have if they weren't really looking at that kind of

thing.

Thank you both for sustainable overtime today.
Great to capture that and, and what timely work.

And we're also grateful for,

for the path that you're making for more folks to learn about these important skills.

Either one from last night that I just wondered if we shouldn't bring it up. Cause I think it's so universal,

which is how can you help us to coach?

On racial battle fatigue.

And I think all of us right now are,

are so I'm sad because of these things that are going on.

Really almost repeatedly. And the,

the igniting of some of the different things were lowering the emotional level, being able to.

We didn't get in this with Emanuel,
but we’ve talked to him before and he did an article for our newsletter on what's it like to be an African American male who can take people to a higher level then.

Staying in the anger and not knowing how to transform that. So.

I just want to acknowledge that.

I think all of you who came today are dealing with that piece. And I think there's some more things that we could share out.

You're in the newsletter about that, but just want to say that we think that that's, you know,

we know that, that everyone's dealing with that and that it really kind of wears, you know,

and other ways you can take care of yourself and stayed positive as an
inclusive leader.

Even if you don't feel like you're as informed as you'd want to be.

I mean, none of us do, but we can all still, you know,

be respectful and hold the best out for those students to tell us what

ty they need and how we can help.

I agree. And,

and with students and direct conversations with students,

even just asking the question.

How are you doing in this environment? Opening up.

The question so that the student knows, Oh, this is okay.

I can talk about this.

This is welcome.

I can get real and put that on the table because it does exact and

incredible cognitive cost.

For all of us, but more for certain people then for others.
And for students to feel seen,
feel heard the level of trust that builds in the relationship allows them to soar more and gives them energy coming away from the conversation.

Beautiful.

I think we need to have continue this as a conversation at a future date because I know folks are really interested.

It would be wonderful.

Thank you Terri for connecting the dots. Just so y'all know,

Terri and I worked together like 20.

I don't know, 30 years ago maybe.

And we've been friends all these years,

but we've done a lot together with NROC and LifeBound over the years

and also the GlobalMinded. And I just think right now,
it's such a really important time for collaborations.

01:20:15.000 --> 01:20:16.000
One thing we know the last few decades,

01:20:16.000 --> 01:20:19.000
we haven't closed the equity gap even before this hit because too many

01:20:19.000 --> 01:20:21.000
people were siloed off doing their own things.

01:20:21.000 --> 01:20:23.000
And I think NROC has just been such a great partner,

01:20:23.000 --> 01:20:26.000
enable being able to knit together a bigger strategy,

01:20:26.000 --> 01:20:28.000
and we know that the work.

01:20:28.000 --> 01:20:31.000
They do with adult learners and students, you know,

01:20:31.000 --> 01:20:34.000
struggling with developmental math and English is something we can

01:20:34.000 --> 01:20:37.000
really collaborate with them on with the coaching,

01:20:37.000 --> 01:20:41.000
for those populations that are so valuable and they just need that

01:20:41.000 --> 01:20:43.000
additional support. So,

01:20:43.000 --> 01:20:44.000
Really want to acknowledge you guys, Terri,

01:20:44.000 --> 01:20:47.000
and what you do and Jill and all her help in setting this up and

01:20:47.000 --> 01:20:48.000
Angie and Ahrash and everybody.
So.

Thank you guys. We'll see you again.

On tour.

Yes, absolutely. Have a great weekend.

Questions and we'll be going through those weekly with you guys.

So thanks for all your time, everybody.

Take care. Bye bye.