Not seeing that view yet. Dr. Jackson.

She was supposed to come this year. Last year,

I was going to bring it laid out with me.

Every every time I come to Monterey though.

And then something happens.

I have to get stuck there.

Or I get stuck here.

The last time I was there.

I got stuck because of a snow storm in the, on the East coast.

It never fell under.

The last time I was there one time before that I got, I got 'em.

To the airport at like five minutes before my plane.

So I missed my plane going back home.

And then another year.

I think the last, my last time I was there, my plane got delayed.
Wow.

California.

That's not a bad place to be.

To be stuck.

Got you. And so were there in 2019, were you.

No, we were there.

They're there in 2019.

Yeah.

We were there cause it's March. So yeah, we were there in 2019.

Yeah.

The one where we all got pretty much grounded. Right.

Did you guys get stuck?

We made it home,

but like we flew home just as the storm was ending.

So I remember trying to get home from the airport,

which was the issue, but when we were flying, it was fine.
I distinctly remember talking to you in the upfront of the hotel.

00:02:06.000 --> 00:02:15.000
Just the regular delay.

00:02:15.000 --> 00:02:22.000
Yeah, I can remember. I mean, as Carrie getting, I think we got.

00:02:22.000 --> 00:02:24.000
Well, not stranded, but we couldn't fly home.

00:02:24.000 --> 00:02:27.000
So we were stuck in San Francisco,

00:02:27.000 --> 00:02:28.000
which was very beautiful.

00:02:28.000 --> 00:02:30.000
I did not complain, not one bit.

00:02:30.000 --> 00:02:41.000
That's great.

00:02:41.000 --> 00:02:44.000
Welcome to everyone as you arrive, we'll just be chit chatting.

00:02:44.000 --> 00:02:47.000
You can check your sound will be starting in just a couple of minutes.

00:02:47.000 --> 00:02:50.000
We're all remembering being a Monterey together at our last member

00:02:50.000 --> 00:02:51.000
meeting in 2019.

00:02:51.000 --> 00:02:53.000
Slides just to inspire a little bit of your memory.

00:02:53.000 --> 00:03:11.000
If you were there with us.

00:03:11.000 --> 00:03:17.000
Terry, how is.

00:03:17.000 --> 00:03:22.000
2022, looking for a conference.

00:03:22.000 --> 00:03:24.000
We're hoping to have something.
We're not sure if it will be Monterey or elsewhere, but.

Definitely missing all being together and the opportunity to share like this.

Yeah.

Put it in the budget. Dr. Jackson.

Oh, yes. Every.

No worry about that.

Sorry about that. But now I got to,

I got to.

Now the big thing is trying to get a vaccine.

Struggling and trying to get the vaccine now.

I just got a call today for my daughter.

So finally she needs it more than I do.

That's great.

It's funny how that's so different state to state.

Well folks, I think we're at the top of the hour.

So I think folks are still arriving, but I'm just going to again,
welcome everyone with this beautiful view of Monterey,

where we would normally be gathered for our member meetings,

sharing stories like this.

What's working for folks. What they've got planned.

And boy, there's a lot to share after the year we've all been through.

So I appreciate your taking time out of your busy schedules for an

opportunity to meet together.

We.

Just a quick overview of the housekeeping stuff.

We'll be using the chat area and all the speakers will be helping me

watch the chat and the questions.

So we hope you'll keep those rolling throughout the session.

We're going to share four stories. So we have a con.

We're going to be moving fairly quickly and we will pause that they,

and, and, and encourage your questions.

A lot of you shared some in advance. I've gotten those in front of me,
but we'll be leaving a good amount of time for questions at the end as well.

So keep them coming throughout. And if you're on Twitter, we hope you'll use the hashtag and rock PD data.

To contribute to the conversation there.

So meeting students where they are, they have not been at the beach in Monterey.

So you all have been very busy doing that throughout the past year or so, really? That.

That,

this theme of meeting students where they are became more timely than any of this new, this past year. So.

We want to thank all of you that are joining us today for all you've done to adapt in this.

In this crazy year.

That really is the nature of the N rock member community is to work together,
to imagine solutions to difficult problems and try new things and
share it back and refine.
And that's what this session is about today to highlight some of the
work of our members.
Who have been adapting ed ready for specific or who are in the past
for some summer bridge programs,
but a lot of those bridge programs have moved.
To new environments this year.
And so we'll be hearing a little bit about the role that ed ready
plays in these projects, but mostly we're here to share.
What's been working to engage students and prepare them for their,
for what's next for them on their academic pathways.
So we want to thank all of our presenters who are here today.
We're going to have them introduce themselves in the context of their
sessions,
but I might just have everyone say hello really quickly here.
In the order that you're you're you're on screen.
So if you want to just quick turn on your mic and say hello and where you're from.

Well, hi everyone. My name is Audrey Thompson.

I'm the founder and executive director of engineer factory.

And we're here in Southern California, Inglewood, California.

Hello everyone. I'm Dr. Henry Jackson from ocean County college and Toms river, New Jersey on the Jersey shore.

And my colleague is.

Elaine. Sure. Dean OSHA.

Shin County college.

And assistant director under Dr. Jackson center for academic success.

We are in Toms river and we have the Toms river, New Jersey.

Having a bit of a rainy day today.

Hello.

My name is Selena more Allen.
And I'm your academic resource specialist for Pikes peak.

00:07:21.000 --> 00:07:22.000
To me in college.

00:07:22.000 --> 00:07:24.000
Also the Dakota promise.

00:07:24.000 --> 00:07:33.000
Lead success, coach and program developer.

00:07:33.000 --> 00:07:35.000
And we love Pikes peak community college.

00:07:35.000 --> 00:07:38.000
I'm joined by my colleague and good friend Dre guy,

00:07:38.000 --> 00:07:39.000
if you want to go there in.

00:07:39.000 --> 00:07:41.000
Yes.

00:07:41.000 --> 00:07:43.000
I'm Dre guy I'm also at a Kodachrome is success coach.

00:07:43.000 --> 00:07:45.000
Here at Pikes peak community college.

00:07:45.000 --> 00:07:53.000
Thanks guys.

00:07:53.000 --> 00:07:56.000
So Scott's her Dana, the sister. I get back.

00:07:56.000 --> 00:07:58.000
The assistant director of academic foundations. Abaleen.

00:07:58.000 --> 00:07:59.000
William Paterson university.

00:07:59.000 --> 00:08:04.000
I'm here with my colleagues.

00:08:04.000 --> 00:08:07.000
Hi, I'm Sam Joseda. I'm the director of academic foundations at.

00:08:07.000 --> 00:08:08.000
Paterson university.
I just thought it would be nice to everybody.

No who's who, before we get rolling. But with that,

I am going to turn it over to Audrey to tell us about her program.

Audrey, you have the ability to share their, like, you need to.

We can't hear you.

There you go.

Just yourself.

There you go.

There we go. All right. Let's see.

Technology, you got to love it.

Can you guys hear me?

Awesome.

My name is Audrey Thompson.

I'm the founder and executive director of a nonprofit called the

engineer factory. And we're based here in Inglewood, California.

If you're not familiar with it.

Back Greg gave us a shout out Eagle.
Well, we're near South LA Watts Compton.

And the overall goal of my nonprofit was to try to empower more, mostly African-American Latin X and female students in our community, to pursue engineering or STEM.

And my job is basically to try to prepare them for the colleges that all of my other fellow panelists operate. I want to make sure that my kids are prepared.

In middle and high school for success. In college and we do that through a variety of ways.

Hands-on projects.

Our summer program, we provide academic supports.

Tutoring. We do competition coaching for students.

We send them to engineering competitions throughout the region. Basically the bill STEM confidence.
He is in pursuing STEM throughout high school and sticking with it and going to college with it.

Was that they were having math challenges. So back in 2018,

we applied to participate.

And the summer algebra Institute that was funded or sponsored by the Cal state universities chancellor's office.

And we were one of the first community based organizations.

To apply for the program and we won and we came in.

And we did something a little different.

We didn't just do math and algebra,

but we wanted to add a STEM twist to it.

So we want to show how,

what the practical application of all of that math that they were learning was by doing hands-on STEM projects.

So we're having, this will be our, I guess, third year.

Now 2021 and operating one of the Cal state.

Non university, summer algebra Institute sites.
And it will run this year from June 21st to the 23rd.

Our goal.

What we found is a lot of parents aren't quite clear where their kids are with math right now, especially during the learning from home.

They're not quite sure how much they're learning.

So one of the things that we use at ready for is to try to do a more accurate assessment.

And try to get the parents to snapshot of where their kids are.

We love the tool because it allows us to kind of break them into different areas that they might be having challenges in.

They're doing well in fractions, but they might have challenges with decimals or.

Other topics.

Then we can kind of focus our learnings and our lessons for some of those students.

We work with a series of.
College students through the Cal state universities Misti program, teaching the math science.

So we get some really great qualified, excited, young teachers kind of come and help us and we let them go wild with. Okay.

Well, if you had a strategy to teach kids math, how would you teach it?

Even if it's different than the way the schools are teaching it.

And they, they have a good time and development curriculum and gamefying math.

To allow them to learn the lessons.

And we also incorporate our, our STEM projects.

And so we've been doing so again, as I said, from 2018.

I 2018, we focused mostly on middle school students.

They worked on ed ready. They did college tours. We did field trips.

We saw the King tide exhibit.
And the kids usually have a really great time.

00:13:01.000 --> 00:13:05.000
That was when we were back in the world and in person.

00:13:05.000 --> 00:13:07.000
We did the same thing in 2019,

00:13:07.000 --> 00:13:10.000
except that year we focused in on high school students.

00:13:10.000 --> 00:13:18.000
Again, incorporating STEM into their lessons.

00:13:18.000 --> 00:13:20.000
Learning coding as well as working on ed ready.

00:13:20.000 --> 00:13:22.000
And we partnered with other communities,

00:13:22.000 --> 00:13:23.000
California state universities.

00:13:23.000 --> 00:13:24.000
Zip here.

00:13:24.000 --> 00:13:26.000
That year we partnered with Cal state Dominguez Hills.

00:13:26.000 --> 00:13:29.000
They did a great job and doing a lesson for our students and teaching

00:13:29.000 --> 00:13:30.000
them how to print a 3d printer.

00:13:30.000 --> 00:13:39.000
So that they can see how 3d printing works.

00:13:39.000 --> 00:13:42.000
In engineering today in different applications and they got to do a

00:13:42.000 --> 00:13:45.000
hands-on experiment and they all got the print key chain.

00:13:45.000 --> 00:13:46.000
So it was kind of a cool.

00:13:46.000 --> 00:13:47.000
Opportunity.
Last year was our first year of going virtual. You know, Colby just kinda set us all down. We didn't run with the Cal state university. They canceled it last year, but I had too many parents calling me and telling me that no, my kids need something. So we ran our own program. We did a virtual was our first test and it turned out great. We got comments from parents. And one comment was that the top of the actual were the top three things you liked. And ed ready actually was one of the top things that they like, their kid kept the kids busy. And on task. They liked my enthusiasm because I'm crazy. And I kind of stayed with them all summer. They liked the hands on projects.
This is one of our kids who did one of our projects.

There's the marble roller coaster.

Yeah.

It's a little engineering assistant.

Okay.

Yeah.

Now there's some audio. We could hear the cheers.

Oh,

Awesome.

But, but yeah, as you see,

we like to try to get the students that as well.

Bringing it home.

A lot of families have been involved with our programming now.

I'm going to kind of speed through.

So this year we're going to do a combination program.
We're going to target rising fifth or seventh graders for our junior program. And again, with the CSU.

We're gonna focus on high school students. They'll have live instruction. The high schoolers will with credentialed Teachers. But then both by junior and the high school students will have access to ed ready will, which will allow us to assess them and to kind of track them, allow them to work on areas that they have troubles with.

As well as go ahead. For those students who are having. Really good success.

And we've also partnered with the community college to allow some of our rising 11th and 12th graders to attend a math class there this summer. So they can get college credits.

And again, we'll be working with the college.

Coaches from the CSU Misti program.
Of course we have ed ready.

An aggregate over the three-year.

The two year,

three years that we've been using ed ready and average of 75% of our students have demonstrated improved math proficiency.

Many taking great strides and steps.

In regards to the retention and we always get reports back that next year.

Parents are saying,

the teacher said that their kids have hit the ground running.

So really exciting.

We're still doing our hands on STEM projects. The.

STEM projects reinforce the math learnings.

And this year, we're partnering with a group called Piper.

Where our kids are high school kids will be building laptop computers and all of the circuitry using a blueprint to build them.

They're learning coding as to how to con.
Configure the computer and we were fortunate that they're going to receive.

Pre college credits from UC San Diego.

In completing the coursework that we've set out.

So we're excited because not one Inglewood unified school, high school in the district has computer science classes, not one.

So this will be your first introduction for a line.

Introduction for a lot of our high school students.

We also have a partnership with Lockheed Martin.

Their engineers are gonna come each week and do a lesson with our kids, which is awesome.

And our college partner this year is Cal state LA.

They saw what Cal state Dominguez Hills did with 3d printing and not to be out. Then they're trying to come up with something to beat that.

And I love it because whatever they can bring to my kids.
And we also incorporate what we call our growth mindset,

but it's just basically kids have been going through a whole lot.

We want to make sure that it's not just academics and a lot of our

kids just check in just to have somebody to talk to.

So we kind of have kind of like a,

a social hour where we just kind of deal with the mental health.

Of our students and reminding them that they have the power to change

the world.

So we thank all of our partners at ready as a phenomenal partner.

And we're looking to use them all throughout the school year,

not just in the summer.

So that's it for me. Thank you.

Great job.

That is so awesome. We do,

we will be circle around to some open discussion and Q and a,

and there are already some questions for you in the Q and a to Audrey.

So.
We're gonna roll through the snapshots and return to the back.

But keep the questions coming as they occur to you.

With that. I want to let Dr.

Jackson and Elaine share their story. I can.

I'll turn up. I'll just put you guys with.

I'm straight on video so that we can see a better,

but if you want to introduce your program quickly,

Alrighty welcome.

Welcome everybody. Thanks for joining us today.

I'm just going to give you some background and then I'm going to let.

The assistant director.

Tell you about our program.

So we have a grant funded program.

In the fall and spring that goes out and test.

Students.

Who are first generation low income at risk of not graduating high

school.
And from that list of students that we gather, music tests upwards of about 1100.

1500 Students.

And then at the end of the year, we offer a free summer math bootcamp.

With our math department.

And we, until we go back in our list of students that was tested.

Throughout the year. And then we asked, we offered them the opportunity to participate in a summer.

Basketball camp. So I'm gonna let you lay in discuss the medical kit.

Alrighty. So thank you, Dr. Jackson.

The program, the bootcamp itself started last year as a virtual.

Component for obvious reasons.

And we were doing a summer camp before that, but the, the.

Virtual was just new last year.
So I think it's important to note that we have this buildup in the fall and the spring of these students, as Dr. Jackson said, and so we can reach out to the high school counselors typically and say, we have this program available and then actually send them a list with our assessment. And that window of students that will fit into the program that would be appropriate for them. And then it saves them time. So they're not looking through their school to figure out which 11th and 12th graders. This would work through and the information is like, Hey, this is free to your students. And if they pass this, they're going to be eligible for college level math class. Once we get the students. As a group and they decide they committed to the program. Then the first meeting is really a meeting of what it's about. So it's defining the program and it's also defining expectations.
So again, as Audrey was seeing.

We're trying to promote and provide a transition for them, not only in an academic sense, but also that social, emotional sense.

So.

What happens is the, or introduced, what is this bootcamp? What does it mean? What is expected of you?

And they are introduced to all the players. So the players would include Dr. Jackson. It includes the.

Dean of the math department, the instructor for the course, our tutoring center,

and also coaching through title three.

So once that's in place and the students really understand.

The parameters of what's happening here,

then the next step is the class. What happens in the class then again?

So their expectations.

Or that they have to participate in the class.

They have to engage in the tutoring services.
And the coaching.

And that they're continuously building their skills through the ed ready software.

So I forgot to mention the ed ready software is provided in that initial meeting. And students will be registered for it in there.

Once the class is finished, then the teacher herself. To she this year and last year.

Provides recommendations for the next course.

So if the students successfully completed that bootcamp,

They are then recommended for a survey.

A map is statistics this year, algebraic modeling.

If they have not successfully passed that course,

then they are recommended for a developmental math.

In addition to that,

I refer all of the students' names to the tutoring center.

So the tutoring center can follow them.
Through with their next class, whatever that might be.

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And then I will provide advising for the students.

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To also transition them, not only for the class,

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but for any other classes that they want to take.

00:23:58.000 --> 00:24:20.000
And, you know, support them and help them.

00:24:20.000 --> 00:24:23.000
If they need to see how to apply for financial aid or any other

00:24:23.000 --> 00:24:25.000
grants or whatever,

00:24:25.000 --> 00:24:29.000
I can confer refer them to the correct department this year. Dr.

00:24:29.000 --> 00:24:32.000
Jackson had a great idea and we're going to do a separate group.

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So we're going to do a group with the teacher,

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with all of the steps that I mentioned,

00:24:36.000 --> 00:24:39.000
and then we're going to do a group with the ed. Ready.

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The software and the supports.

00:24:41.000 --> 00:24:45.000
Being the coaches and the tutors and the Ben recommendations for

00:24:45.000 --> 00:24:47.000
classes in advising, but without a teacher.

00:24:47.000 --> 00:24:50.000
And we're going to see how these groups do in this remote environment.

00:24:50.000 --> 00:24:53.000
Dr. Jackson, is there anything else you wanted to add?
Just one last thing.

And last year we learned from our boot camp that the kids who were at the lowest level, didn't have quite a little carrot. Or that motivation to go on, to continue with do as well as the students.

So we have two levels level one and level two, the levels. Level two students had the motivation because there was that free course offered. After they, I mean, it wasn't a free course, but there was a course. That they could test into after they were finished with the bootcamp was level one, students.

Because of their level, there was nothing that we could kind of give them at the end of their progress. To offer them an opportunity. So this year, what we're doing.

As, as, as he lay in said, we're going to offer them an opportunity to go into an algebraic
modeling class that we offer, which will continue that work that they were doing.

In a bull cabin and they will continue to have access to ed. Ready.

And they will also have access to the same professor that taught them.

In the summer. So we're trying to keep that consistency this year,

because many of the students who participate in do individually.

Ending up coming.

The ocean County college for the fall semester to start there.

College career.

So we added a little twist this year to kind of really get those level one students interested in, motivated in that continuum.

There were a couple of questions that I think we have a couple of minutes. Can I pitch them to ya?

Sure go right ahead.

Okay. So how do I do.

Initially identify the high school students that you're targeting for
the program. I think you said it, but if you could just repeat it,

00:26:15.000 --> 00:26:16.000
that'd be great.

00:26:16.000 --> 00:26:18.000
So the state of New Jersey.

00:26:18.000 --> 00:26:19.000
The department of education,

00:26:19.000 --> 00:26:21.000
New Jersey gives all 19 community colleges.

00:26:21.000 --> 00:26:26.000
A part of a million dollar grant.

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For a college rain is down.

00:26:27.000 --> 00:26:36.000
So we get about $50,000 to run a call gray in this program.

00:26:36.000 --> 00:26:40.000
From September all the way through July 31st to

00:26:40.000 --> 00:26:49.000
August 1st, basically.

00:26:41.000 --> 00:26:44.000
And so what we do is we've come up with a program where we go out to

00:26:44.000 --> 00:26:50.000
the schools.

00:26:45.000 --> 00:26:47.000
At any school,

00:26:47.000 --> 00:26:49.000
any students in the schools that are identified as first-generation

00:26:49.000 --> 00:26:50.000
low income?

00:26:50.000 --> 00:26:53.000
At risk, we give them priority. And then we give, you know,

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any other students who are at risk of not graduation.
The opportunity to take our Accuplacer test, which is our placement test. And from that pool of students that we got at the wellbeing here, some of them get to participate in a free math or English course during the year, and then others who don't quite get to that level. We reach out to them in a summer and say, Hey, look, we got a free opportunity for you in the summer. We say you're coming to OCC. So we want to give you this free opportunity and hopefully we can get you up to the level where you just start that college level English. I mean, sorry, math class. When you come here in the fall. Thanks Henry. And then there was a special question about whether the assessments were structured towards STEM. For those. Yeah, so that they'll sell the assessments that we use.
We use the Accuplacer. And we use the Accuplacer because of, because in New Jersey, the occupation can be used as a high school graduate. To beat the high school graduation requirement. And that's very helpful because when we go in to test the students and we're using the Accuplacer, they say, Hey, I'm not interested in going to college. That's the first day we here for the students, every time never fails. And we're saying to them, Hey, you know what? I don't want to care for. And I understand the college. We can get you out of high school with this test. And then that. Completely changes. It's so interesting to see the whole conversation change. They get so interested because now they haven't passed the SAP. They haven't passed the act. They haven't passed the N. SLA.
There's still ways to take the military, enter to dad's VAP.

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And so now I'm coming to them and saying, Hey look.

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I have an opportunity for you to take the test and if you don't pass

00:28:30.000 --> 00:28:33.000
it now, we'll give you the ad ready software to work on,

00:28:33.000 --> 00:28:35.000
and then we'll give you another chance to pass the test.

00:28:35.000 --> 00:28:36.000
So that kind of really.

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Get captured in a sense, they, they begin to kind of say, Hey,

00:28:38.000 --> 00:28:40.000
this is significant because it's not,

00:28:40.000 --> 00:28:41.000
they're not just trying to help me for school.

00:28:41.000 --> 00:28:43.000
I mean for college also trying to get me out of my high school.

00:28:43.000 --> 00:28:45.000
It's an amazing concept. When you,

00:28:45.000 --> 00:28:58.000
when the students go through the process.

00:28:58.000 --> 00:29:00.000
Because I think for the first time it's Dr.

00:29:00.000 --> 00:29:04.000
Jackson is saying they see that they potentially can go to

00:29:04.000 --> 00:29:05.000
college. Do you know,

00:29:05.000 --> 00:29:09.000
they start to view themselves in a different light and that's,

00:29:09.000 --> 00:29:10.000
that's very exciting.
Awesome.

Well, I know there'll be more questions coming through.

I invite you all to keep questions coming for all the presenters.

As we.

We're moving on to tech speak and another community college model

Selena. You.

Let me know how I can drive for you.

Thank you.

I'll let you know when it goes to the next slide.

Right. Thank you everyone.

For allowing us.

Pikes peak community college to share our visions and ideas with you

for our 2021 PPCC summer.

Math success sessions.

I do want everyone to know that this model is based off of our 2019 trio map attack model,

which I was one of the co-founders of.
So it is very similar.

But we got a little twist on it because things have changed. So blood.

Let me know.

You have any other questions?

So first, I just want to introduce myself again.

My name is Selena Morehouse and I'm the academic resource specialist. Dakota promise program developer and lead Dakota product specialist.

I'm all over the place there. I'm joined by my good friend,

colleague and colleague.

Coach.

Dre.

Guy and he will be helping us out.

Present presenting some strategies that we use in our coaching model

That's success.

Sessions are going to be completed.
You want to go ahead and go?

00:30:34.000 --> 00:30:35.000
Here are Pikes peak community college.

00:30:35.000 --> 00:30:41.000
We represent a diverse community.

00:30:41.000 --> 00:30:48.000
And we'd love to claim them as family. Absolutely.

00:30:48.000 --> 00:30:51.000
We all have different characters that are family,

00:30:51.000 --> 00:30:55.000
and we just appreciate all that we have to offer our students.

00:30:55.000 --> 00:30:58.000
So our Dakota promise scholars, our first time.

00:30:58.000 --> 00:31:01.000
Anywhere students straight out of high school graduates.

00:31:01.000 --> 00:31:04.000
They have to have a 2.5.

00:31:04.000 --> 00:31:07.000
Junior and senior high school GPA.

00:31:07.000 --> 00:31:10.000
Qualify for the program.

00:31:10.000 --> 00:31:14.000
They also have to apply for financial aid.

00:31:14.000 --> 00:31:17.000
And one other thing is they have to be from a one-on-one.

00:31:17.000 --> 00:31:20.000
Economic challenged areas in Colorado Springs.

00:31:20.000 --> 00:31:23.000
Right now that's the community we serve.

00:31:23.000 --> 00:31:26.000
In for the last scholar.

00:31:26.000 --> 00:31:27.000
Last dollar scholarship.
Cause that's what we offer.

Like Dakota promise to pay for all tuition and books.

So.

Basically.

If they graduate from a district to Harrison school district two school, then they are eligible.

If they meet those other requirements,

now they don't have to apply for our program.

All they have to do is apply to the college.

And meet those eligibility requirements and they're automatically put into the program.

So we work with multicultural students of color students with disabilities. I mean,

we try to cover all of our students who come out of that.

District two area. So they are,

the ones are new scholars from may of 2021.
We'll be collaborating with districts to identify those students who need that help.

And we're trying to get at least a hundred students to sign up before our.

Yeah.

That is our target goal.

Now our success, math sessions are in two phases.

The first phase is managing mathematical attitude.

Cause we've got to change those attitudes before we get started.

Building up their skills in math.

Okay. So the second phase is the ed ready? Math skill building.

Okay.

In phase one, we do an amazing study with our scholars.

By Dr. Joel bowler at the Stanford university.

And it's got how students learn math. So this is been out for a while,
It does have the growth mindset model in it as well.

And we talk about breaking down stereotypes and breaking down the barriers that get in the way of these students.

So we,

we like to engage with our students in this particular area.

I spend a lot of time.

Next time.

All right. So phase two is our ed ready? Math skill building.

Process. And again,

big shout out to Iraq for that provides our open educational resource and tools to help out students.

Succeed in English and math. And just a little side note,

we do use ed ready,

English and math for multiple measures.

And placement.

Through our PPCC testing standards.

So.
Those are other options that our students also have.

So those fixed less.

Sessions are and three levels here.

We do ask them to take a 10 question pretest so that we can measure where they fit at. If they get zero to four questions, correct. Then we placed them in level one, which is the beginning of algebra.

Getting stages with algebra.

If they get five to seven questions, correct. We placed them in level two, which is intermediate algebra.

And of course, if they get seven, 10 questions, correct. They are placed in the college algebra.

Now another thing that we want to focus on, if you'd go back to that.

Thank you.

Is the Stanford university study.

We think it's very important for students to recognize their own
learning style.

If they know the definition of the learning style and they're able to recognize what learning style that fits them best.

Then we're going to support them in that and let them know, Hey, you may be give us that if you could be eligible, you could be all four link.

But let's see what best helps your staff and in your education.

So we'd like to focus on that next slide. All right.

So some of the topics that we and activities that we're going to be offering and the remote option or high flex costume options, we're definitely gonna lecture over one or two of those topics that day in the.

Out of the 10 pre selected questions. We're going to do hands on activities.

Topic.
Excuse me head.

00:35:46.000 --> 00:35:50.000 Hands on activities over the topics that we lecture on in the ed or any module.

00:35:50.000 --> 00:35:51.000 And then one of the other things that we were really looking to expand is the graphing calculator.

00:35:54.000 --> 00:35:56.000 We want them to be familiar with that big old calculator and not be scared of it.

00:36:00.000 --> 00:36:01.000 A lot of students have anxiety with just looking at it.

00:36:01.000 --> 00:36:05.000 So we want to get them familiar with it.

00:36:05.000 --> 00:36:10.000 Hands-on touching and let's get them started.

00:36:10.000 --> 00:36:14.000 We're going to expand on their note, taking skills.

00:36:14.000 --> 00:36:18.000 And then we partnered with our student counseling center.

00:36:18.000 --> 00:36:21.000 To comment off or six ways to reduce back anxiety. So.

00:36:21.000 --> 00:36:29.000 Another thing that we're going to offer.

00:36:29.000 --> 00:36:30.000 Student success,

00:36:30.000 --> 00:36:33.000 coaches helping navigate through this college process.

00:36:33.000 --> 00:36:35.000 And that's why I brought my good friend coach.
Dre along.

To go ahead and summarize what we will be applying after the students.

Of complete.

Complete the math success center.

Go ahead.

These scholars would gain access to all-in-one desktops and a variety of other laptops.

They will have the ability after completion to gain a hundred dollars. If they need help with math or desire to have the ambition.

They can receive math tutoring.

And the scholars will also receive.

Success coaches and the have the access to them.

The coaching is designed to build the foundation for enrollment in math.

For a firm foundation and allows scholars with tools and resources to help students succeed because that Pikes peak students succeeds.
We contact our students with the baseline, using a program called desire to learn. We will call them. We will text them and we will reach out by email. We want to help our students step outside their comfort zone and to help them to their success. Thank you guys. I think we are going to provide a lot of help and a lot of guidance. To our new students here at Pikes peak community college. So we are excited to get started. Visit is going to be our first official year. So we are looking at retention numbers and seeing what we can do to save these students. One other thing I'd like to mention is we started our coral horde in fall of 2020 during the pandemic. A lot of students faced a lot of challenges.
As well as staff and instructors.

During this time. So, you know, a lot of our students did.

Did poorly in math, you know, I don't want to share that,

but that's the realness in.

In today's world, right?

A lot of them.

Did not succeed their math classes last semester.

So we are giving them the opportunity to join the success math class as well. So we're not leaving them out.

We're going to go ahead and offer them a session as well.

So I just wanted to go ahead.

Thank you.

I really appreciate it.

This is, this is almost like when we used to do those lightning talks.

Right. So I hope again.

I want everybody to keep the questions coming.

The chat and the Q and a, and we'll be.
Having a little bit more time to talk about those.

Exciting stuff.

I have a real quick question for Selena.

Slid on wood.

Is the, is the pretest that you use in ed ready? Based on.

Yeah, it's definitely based on all three modules of.

The three levels.

So basically we need.

When we make the levels in the class,

we actually take our syllabus from our remedial.

So we have the beginning stages of algebra. That's our old Fibo class.

And then we have intermediate algebra, which is our [unknown].

And then we have college algebra, which is a college credit.

And we get most of our material from the college readiness at ready.

program. So those questions come straight out of ed. Ready.

But we are also using our skills.

Does that answer your question, doctor?
Yes. Thank you very much.

Great. Well, we got one more story to share.

And William Patterson university has a great summer program.

So am I turn it over to you?

Thank you.

I think just.

Okay.

Okay.

I'm going to let Scott.

Start off there.

So, hi again.

My name's Scott.

Assistant director of academic foundations at William Patterson.

My colleague solvency.

Or director.

We're gonna talk to you a little bit about how we use Ed Ready in our
specifically summer program.

00:40:56.000 --> 00:40:59.000
And then we'll talk about our next steps towards the end of our.

00:40:59.000 --> 00:41:00.000
A few minutes.

00:41:00.000 --> 00:41:08.000
So we used ed ready predominantly as.

00:41:08.000 --> 00:41:11.000
Our learning management tool for a free summer program.

00:41:11.000 --> 00:41:14.000
Typically five weeks, we use both math and English.

00:41:14.000 --> 00:41:15.000
Ready.

00:41:15.000 --> 00:41:17.000
So students who come to us who take the placement test.

00:41:17.000 --> 00:41:27.000
And we'll talk about how cope it's affected our placement testing.

00:41:27.000 --> 00:41:30.000
Are offered a first-time freshmen are offered a free summer program.

00:41:30.000 --> 00:41:33.000
If they don't score a college level in math and or reading,

00:41:33.000 --> 00:41:36.000
they have an opportunity to take a summer program with us and then

00:41:36.000 --> 00:41:37.000
retest.

00:41:37.000 --> 00:41:39.000
So that they can start off at college level when they joined us in the

00:41:39.000 --> 00:41:41.000
fall.

00:41:41.000 --> 00:41:43.000
Not scoring well on the placement test does not mean that they are not

00:41:43.000 --> 00:41:44.000
one of our students.
We talk about that myths with parents all summer long when we're recruiting students in all year. Long, but typically we have about 1200 first-time freshmen in our summer program. We're already recruiting and already. Close to. To a hundred students already for the summer, we are offering a completely online programming this summer and the past. We have done a combination of programming fully online. Face-to-face hybrid due to COVID, we've had to change our placement testing, offer opportunities and also our programming in the summer, so that it is completely online. We're hoping that it is summer 2022. We can go back to somewhat more of a,
a normal program programmatic offering for us.

But for now we are completely online.

Programs for us to take five weeks typically.

And that means that students are meeting four days a week for two

hours, plus tutoring.

We have about a 90% pass rate for students that go through our summer

programs. What we call us,

we have loving harassment.

We're very involved with reaching out to students when they aren't

doing their work. They're not coming to class.

For us.

While we're using ed ready as a learning management academic tool.

We also use our summer programs as just a transitional tool in

general.

A lot of what we're noticing is not only that students are struggling
transitioning from a high school that they may have had more contact, more insulated.

Supports where they knew exactly where to go, who to ask for, for help.

But as they transition in the summer, They really are sort of that small fish in a big pond.

Don't really know where to go to or who to ask for help, how to access accommodations that they may have had in high school and how they transitioned that to college.

So Saul and I are working pretty much tirelessly all summer to help them. Make those transitions and make those connections on campus.

And we're kind of a S. Those cornerstones for them, those, those contact people that they get emails from us pretty constantly all throughout the spring semester into the summer so that they know who to reach out to you for that.
Sorry. Do you wanna talk about.

As Scott was saying, we are a definitely that, that transitional tool for our students. And so we help students. You know, if they need a customary resource center.

It's our disability services. We have transitioned with a math.

We also work with counseling, health and wellness,

do referrals to make sure students are just, you know,

a total picture like mental health has just.

A big, a big part of our program as well.

We want to make sure students are supported.

So some of the next steps is.

We actually took over developmental math.

Two years. It's been two years now and now.

We've had great success. We've increased the pass rate.

Success rate was about 30%. We've increased it to almost 70%.
So our students are transitioning. If they don't complete it over the summer, get it. It is not mandatory. So students can either opt in. They do a transcript to be, or they take the placement test. Our placement test. And if they don't succeed. They couldn't participate in it if they aren't successful. And if they get a longer program, we ended up taking them in an academic year, in the fall. So again, we do have a high success rate. Our population for math and will be written reading, probably be about 500 each semester. And so that's something that we work we're working on. We also use ed ready with EOS since they have to follow our curriculum, they, they do that with dos. And then we also have worked with the college of education to do a
Praxis prep for them.

And we definitely want to work on building a STEM boot camp and other areas where we can expand and utilize ad ready.

Thanks.

Did you have other things to share?

And saw we OCC uses.

Add ready for our practice students who are taking the practice course in our education program.

There's a specific math one for secondary.

And the elementary education that we use.

But just for an AAS program.

We've been having students pass at 92% passing the practice.

I'm actually getting ready to set up a student a little more next Tuesday so she can get the practice stuff. We use the regular English.

So we just give them the ed ready English. And then in the,

in the math section,

there is a specific one for students who are going for there.
Degree in secondary and elementary education that we use feel free to email me. If you want to talk further about that.

Yeah.

That's awesome.

Yeah, thank you so much.

None of the spear.

Project going on in the chat to Selena.

I don't know if you saw the message from Shauna asking about the multiple measures use of.

Pike's peak.

As well.

Do an Adam, sorry to cut you off. So we do offer, like I said, we do offer a free summer program.

We, this was actually a retention effort.

Probably two presidents ago at our university, they, they wanted to increase retention and lower developmental education and give students that opportunity during the summer.
So it definitely was a retention effort and now it's still holds true to being a retention effort.

And that's kind of where we continue to get our funding from.

Looking at the questions here.

There there is this question. I don't know if you saw it. It's all about negotiating cooperation from all of the stakeholders.

That's probably a good question for all of you to talk about.

I mean, I can say that. Yeah.

So Scott, I started at William Patterson, 2017.

Executive director did a lot of that work before we started.

This program has been, has started since 2010.

And so she definitely got a lot of the work working with the deans and working with the different colleges to assure that they understood the importance of this.

And they definitely were involved in building the curriculum.

And then from there, since we received such.
We've had such great success. We were able to, like I said,

00:48:22.000 --> 00:48:23.000
the math department,

00:48:23.000 --> 00:48:26.000
they can focus on their core curriculum for college level credits.

00:48:26.000 --> 00:48:28.000
And then we were able to take developmental education and the same

00:48:28.000 --> 00:48:29.000
thing for reading.

00:48:29.000 --> 00:48:31.000
Since we really do have that intrusive approach and we're able to help

00:48:31.000 --> 00:48:33.000
students transition,

00:48:33.000 --> 00:48:36.000
we're able to also help them and really understands through ad ready,

00:48:36.000 --> 00:48:37.000
what concepts they need help with.

00:48:37.000 --> 00:48:39.000
And we're able to tailor that to our students.

00:48:39.000 --> 00:48:41.000
It also eliminates any barriers since we pay the subscription.

00:48:41.000 --> 00:48:42.000
Students don't have to pay for a book.

00:48:42.000 --> 00:48:44.000
And so we're seeing great success with students really understanding

00:48:44.000 --> 00:48:45.000
the material.

00:48:45.000 --> 00:48:46.000
That way.

00:48:46.000 --> 00:48:47.000
And did you see that?

00:48:47.000 --> 00:48:50.000
There's also a question about whether you're tracking the student
success rates in the gateway courses after.

SOA. Yeah. So I'm sorry. I was just trying to pull it up. So we do, we do track them. We do like four year graduation rates.

And then we do like one year.

So there, I think, I think we just did our middle States accreditation, so it's kind of slipping my mind, but I think that there is.

That it was apps.

Like you can jump in your spot if you want. I think we were up.

Like a good percentage for our graduation rates from just over the last four years. Yes.

Yeah, I don't exactly remember the percentage number, but it was trending positively.

I want to say it was at least, you know, a point or two, it's definitely single digit digit increase.

Penny's asked the same question, a couple of different ways.

I think this is strangely that want to chime in as Sophie all,
let it come back on camera.

I'm gonna.

Let's look at your faces instead about, so,

so many of you like your program staff, so it was a virtual or was,

it was a face-to-face program before now it's converted to online.

And I think that was the case with yours too, Audrey. Right?

So you were face-to-face last year and this year.

So it's, it's different for everyone.

Are there any aspects of the online program that you'll want to retain? What more you'd go back to normal. Assuming we go there.

I'd just love to hear what y'all say.

So just, I'll just jump in.

So for our program in the past,

we've always had a culminating, like exit exam.

Which was equivalent to a placement test when they were done with their program. They'd have to take this at the end.
It wasn't an ed ready.

In the past always been paper and pencil.

So actually one of the things that we use X the value based on going online was that we've had to convert things to.

An online format for them to take.

So instead of the day before classes started, so when I.

You know, working through our system of testing students in person,

we've actually been able to have students test throughout the summer more regularly, or in the past,

we would have a chunk that would show up the day before classes.

So that's something that will.

Definitely want to continue moving forward.

Yeah. And I can say that we've definitely offered.

We've offered online. We've offered live online. We've offered hybrid.

We've offered those models.

So it's easy for us to transition to fully online. Unfortunately,

we took away some of that from the students who value that in-person
interaction.

But essentially we tried to really keep up with all of our resources and our tools and ed ready was a real big help with that. So we've always done that. It was easy for us to convert it. But definitely we want to make sure that we're addressing any of the student needs that do want to do that in person.

And Audrey, she was specifically shouting out to you because of the students who might not have the opportunity to do a face to face. Right.

True in ocean County, too.

We do not have a great transportation system. So the ability for students to do an online sessions, such as the bootcamp, Because maybe they wouldn't be able to travel to our campus and, sorry, Audrey, I got excited. I didn't mean to interrupt you.

No worries. No worries.
Yeah.

But being online has really increased accessibility for us. So for example, the engineers that presented for us from Lockheed Martin, one of the engineers was in Florida. The other one was in New York and one was here in California. And my students were able to have access to all three of them. Also I've been able to go national. Because I'm here at Anglewood and is a little bit. If you have no time in the home office. But I was able to reach kids. Kids last year in our program, came from Detroit, Texas of Chicago. Because parents want to have some sort of engagement for the kids. And I was able to reach them because we were online. So also some lessons that we were able to extend. I love the ed ready,
was online and made it easy for the kids to work at their own pace.

00:52:54.000 --> 00:52:56.000
And made it easy for us to be able to get in small groups and kind of

00:52:56.000 --> 00:52:58.000
work on certain aspects.

00:52:58.000 --> 00:52:59.000
It's always better.

00:52:59.000 --> 00:53:00.000
I mean,

00:53:00.000 --> 00:53:04.000
I like being in person because I like to see the kids know that I ha

00:53:04.000 --> 00:53:06.000
moment where they got it and the light up and you know,

00:53:06.000 --> 00:53:09.000
the high fives and I'm a hugger. So this COVID thing is killing me.

00:53:09.000 --> 00:53:11.000
But I love to be able to kind of hug and, you know,

00:53:11.000 --> 00:53:12.000
let them know that they're doing a great job.

00:53:12.000 --> 00:53:14.000
But this has.

00:53:14.000 --> 00:53:16.000
I've got, there's been pros and cons and I definitely,

00:53:16.000 --> 00:53:19.000
I'm seeing some benefits to having things online.

00:53:19.000 --> 00:53:22.000
And Selena from your face-to-face math attack to this online version.

00:53:22.000 --> 00:53:25.000
You guys did some great, like you visited.

00:53:25.000 --> 00:53:26.000
The.

00:53:26.000 --> 00:53:34.000
Amusement park and stuff.
But we had different activities.

We were able to go and take them on field trips.

I think the most excited.

Field trip that they thought was the most fun was when we went to English gardens, which was an amusement park here.

So when we went there, we did speak with the engineers. We did.

Speak with some of the staff members.

And we were able to look and create equally math equations.

From the rides and just different.

Strategies to help them.

Bring this map to real life.

And it was one of the most amazing things that I've seen. So,

and this would be our first year.

Running math and tag. Well,

I did have math attack last year in the middle of COVID,

but I think I only had two students.
And from going from that face to face,
we had like 30 to 40 students in a classroom.
Going to only two students.
I will say it was difficult,
but it definitely helped me prepare remotely for what was coming in
the fall and the spring.
So that.
It's the fall and the spring. So that helped me out a lot.
It really did.
With the transition to remote.
And now that I've had some experience with remote.
Dr. Ball,
not president has decided to leave remote classes as an option.
Some people do enjoy it.
So I'm excited to see how many students will show up for face to face and how many will be remote.
Great. Thank you.

00:55:13.000 --> 00:55:15.000
We have a live question from Spurgeon. This is new.

00:55:15.000 --> 00:55:16.000
We've never done this in a webinar before. We're trying.

00:55:16.000 --> 00:55:17.000
Not to put you on the spot.

00:55:17.000 --> 00:55:22.000
No, no problem. I appreciate that.

00:55:22.000 --> 00:55:25.000
I'm Spurgeon Busby from Sam Houston state university in Huntsville,

00:55:25.000 --> 00:55:26.000
Alabama.

00:55:26.000 --> 00:55:28.000
I appreciate you guys showing us a lot of this stuff.

00:55:28.000 --> 00:55:33.000
I had a couple of questions.

00:55:33.000 --> 00:55:35.000
Cause we're trying to start something along those lines.

00:55:35.000 --> 00:55:41.000
I taught developmental math for the past eight semesters. If you will.

00:55:41.000 --> 00:55:43.000
We went away from that and started going to a co-reg,

00:55:43.000 --> 00:55:46.000
which has been interesting. And with COVID we winded going online.

00:55:46.000 --> 00:55:48.000
We wind up.

00:55:48.000 --> 00:55:50.000
You know, our students, we went from 35.

00:55:50.000 --> 00:55:52.000
50 Students per classroom, down to 25.

00:55:52.000 --> 00:55:57.000
We tried remote. We tried a lot of different things.
Problem was our student.

We have a lot of first generation students as well.

So needless to say, you know, a big man on campus in high school. You know, it's not quite the same, you get to a big college. So, you know, that transition has always been interesting for them.

I'm saying all that, because one of the things that we were doing, we went to try to go online.

Problem we're running into with online is the lack of participation. So we had to do.

You know, some tough love if you will, you know, with some of them. Cause I stay in constant contact with them.

But.

Trying to get them to come as one thing, but now we're trying to get them to do the testing.

So when we're trying to test, we've noticed, you know, All of them are legit.

You know, I can't dig it.
Another word, how to put this.

So how are you guys dealing with lockdown browsers,

but how are you doing to, to check what they're doing?

I'm quite sure everybody's probably using something different,

but this is what we struggle with the most.

Trying to make sure now they get out of this class and they go to the

next one that you started getting in calculus.

And if you haven't really learned the lessons all the way through now,

you're really struggling.

And now it becomes a part where they're looking at dropping out of

class.

Out of school completely.

And that's what we're really trying to prevent.

So need some help on that. What do you guys use it for in that aspect?

SOA.

He said I'm similar kind of institution.
I imagine you'd get a lot of that pressure too. Right.

So our university went with honor lock during COVID.

So that was something that we've been able to use, which is alive.

Proctoring. So it's recording and we can go back.

Falls right into our black Blackboard, which is what we're using.

So we can go back and like,

Watch their tapes.

And get triggered for like high-intensity moments.

We are. So we use that for testing,

but when it comes to their actual homework and using ed ready,

we're kind of on the honor system,

we don't have them using honor lock or any type of like,

Online monitoring the entire time.

That being said, it's honor lock is really.

Tight with Google Chrome. And if you don't have Google Chrome,

it doesn't necessarily work very well. And it has to be on a laptop.

So we also do live proctoring online.
So we'll use zoom or go to meeting and, and actually sit and watch students take a test, even though that can be anxiety broken for some of them on her lock. Like.

On your honor and then lock.

You had a question.

Good. Good.

I can also say that.

Since we are on an honor system, what our instructors do do is we end what we do too, for like our flexes, like those classes that they're kind of more self paced.

We do give them like assignments, like.

Quizzes at the ends of their classes, essentially, just to make sure that they're understanding that's something that they have to hand back.

So that could be kind of a check for you.
We offer a practice test that they have to submit via honor lock. So that's something that like, we can work with them on if they're struggling. So we can say like, Oh, you're having trouble with this concept. We need to go over before they actually. Take their final. And then that way we can kind of understand, okay, you really did do your ad ready or you were kind of just breezing past it, or maybe someone was helping you, whatever the reason is we kind of are able to really. Sift through that based off of our practices and our quizzes and the assignments that we do give to assure that they understand the material. And if I can just mention, I mean, that was a very good question because I haven't experienced that yet. And I'm sure I'm going to, and I'm going to mention that on our lap. Definitely.
To some of our creators, especially.

If we're going to use this as a multiple measure,

I'm sure they have something in place, but for Dakota promise,

what do we have? So I want to mention that,

but I want to just touch on how we used to do a post COVID right

before all of this.

We use the ed ready report.

You know,

To see how long they were on.

What they were struggling with.

And I think at the reports and ed ready,

like really pinpoint like what they were struggling with

and in our math attack model,

I know that me and Carrie in our other.

Advisors and coordinators would actually.

Have one-on-one time.

With our students so that we can analyze and figure out and discover a
need of what are you missing?

What can we supplement? What, how can we help you?

That was a lot of one-on-one time, like after they completed or,

or if they were still in and ready.

Because one thing that we don't do is we don't shut everybody down afterwards. They always have unlimited access.

So, and if a student needed to come to us and say, Hey,

I'm just stuck on this problem.

We would be able to pinpoint through the report.

Where they were stuck, what they're needing.

And hopefully supply that need.

And fill that gap.

Yeah, similar to what Selena was just talking about what.

We do the same thing,

but the other thing we do surgeon is we that we assign a math and English faculty, so they can have someone to go to because.
that everybody's software is actually they use a software.

We're going to see improvement. No doubt.

Yeah.

But what the software can answer questions.

Yeah.

And that's where they get in trouble. And we tell our teachers.

We don't want you to teach them.

We just want you to answer their question.

Because what happens is teachers are used to trying to go in and say,

you don't do this, do that. And.

No, the software's going to do all that.

It's going to calibrate to the algorithm.

And figure out how to get them back on track.

I just want you to ask them.

Certain questions.

And so we started teaching the teachers do professional development,
how to ask critical thinking questions.

Because what happens is when the students started responding to the critical thinking questions.

The first time, the next time, when the teacher came back to ask the question,

The student will already have the answers to those critical thinking questions.

It is now.

You're like, Oh, you're going to get, I know what is what asked me.

And they don't realize they're doing exactly what we want them.

I try to outsmart us.

Good point. I would definitely, I like that.

And I just want to mention,

this is something new that we are doing are we are having teachers.

From the school district. So kind of has like a familiar face.

Their high school teachers will be helping us in the summer programs.

So good point.
I will bring it up for them.

Ask critical thinking questions.

Problem solving questions and seeing if they can answer those in their presence right then and there, or giving the students time to think about it. I like that.

I will definitely.

Ask our coaches and teachers involved to do that this year.

Thanks. Terry, I'll share that PDF information. I will do that.

It's a PowerPoint.

With the archive.

Yeah, that'd be great.

Well, gosh, I can't believe how the time flew.

We knew it would fee what we're just rolling.

Like we would be at the meeting, right?

Like now's when the conversations with like good, good, good.

When we walked out.

Where's the wine.
Well, we hope that will happen.

Two 82.

And we hope Audrey will be there too and drains up then.

We, we, the folks here have been, we knew we were going to try and get through a lot quickly and we'd run out of time for questions.

And they've graciously offered to be available for office hours, just for conversations and questions you might have on Monday afternoon.

So if, if you might be interested in that, if you would raise your hand, that will help us.

And we'll also send that offer out with the link to the archive, which should come your way tomorrow.

But we'd love to get a sense of people are really interested in coming to office hours on this.

That would then we don't have to take all these people's time.
If you're, it looks like the hands are going up. So, so yeah,

01:04:07.000 --> 01:04:10.000
we will put the link to, to register for that real quickly.

01:04:10.000 --> 01:04:13.000
And that we, Monday afternoon, Monday the 22nd at the same time.

01:04:13.000 --> 01:04:14.000
So three o'clock Eastern.

01:04:14.000 --> 01:04:17.000
And it's just a new format to try and bring some of that spirit of a

01:04:17.000 --> 01:04:18.000
member meeting conversation.

01:04:18.000 --> 01:04:36.000
Separate one at distance. So.

01:04:36.000 --> 01:04:38.000
With that. I just want a big hand of applause.

01:04:38.000 --> 01:04:41.000
Thank you all so very much for sharing these incredible models from

01:04:41.000 --> 01:04:45.000
middle school to the university from one of the other things I hope

01:04:45.000 --> 01:04:46.000
I hope to get to,

01:04:46.000 --> 01:04:49.000
that we did was to talk about scaling what Saul and Scott have done to

01:04:49.000 --> 01:04:51.000
scale this at William Patterson is mind boggling,

01:04:51.000 --> 01:04:54.000
imagining 1200 students in a program like this in the summer.

01:04:54.000 --> 01:04:56.000
So there's, there's still a lot of lessons to learn. Audrey,

01:04:56.000 --> 01:04:57.000
how you get those, the parent buy-in.

01:04:57.000 --> 01:04:59.000
I have dozens of questions left.
So we look forward to talking more on Monday.

And with that, we're just going to say, thanks.