

WEBVTT

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Not seeing that view yet. Dr. Jackson.

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She was supposed to come this year. Last year,

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I was going to bring it laid out with me.

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Every every time I come to Monterey though.

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And then something happens.

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I have to get stuck there.

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Or I get stuck here.

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The last time I was there.

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

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It never fell under.

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

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To the airport at like five minutes before my plane.

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So I missed my plane going back home.

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And then another year.

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

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Wow.

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California.

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That's not a bad place to be.

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To be stuck.

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

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No, we were there.

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They're there in 2019.

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Yeah.

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

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Yeah.

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

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Did you guys get stuck?

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We made it home,

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

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So I remember trying to get home from the airport,

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which was the issue, but when we were flying, it was fine.

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I distinctly remember talking to you in the upfront of the hotel.

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Just the regular delay.

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Yeah, I can remember. I mean, as Carrie getting, I think we got.

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Well, not stranded, but we couldn't fly home.

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So we were stuck in San Francisco,

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which was very beautiful.

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I did not complain, not one bit.

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That's great.

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Welcome to everyone as you arrive, we'll just be chit chatting.

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You can check your sound will be starting in just a couple of minutes.

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We're all remembering being a Monterey together at our last member

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meeting in 2019.

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Slides just to inspire a little bit of your memory.

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If you were there with us.

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Terry, how is.

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2022, looking for a conference.

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We're hoping to have something.

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We're not sure if it will be Monterey or elsewhere, but.

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Definitely missing all being together and the opportunity to share

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like this.

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Yeah.

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Put it in the budget. Dr. Jackson.

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Oh, yes. Every.

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No worry about that.

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Sorry about that. But now I got to,

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I got to.

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Now the big thing is trying to get a vaccine.

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Struggling and trying to get the vaccine now.

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I just got a call today for my daughter.

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So finally she needs it more than I do.

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That's great.

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

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

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So I think folks are still arriving, but I'm just going to again,

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welcome everyone with this beautiful view of Monterey,

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where we would normally be gathered for our member meetings,

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sharing stories like this.

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

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

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

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opportunity to meet together.

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We.

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Just a quick overview of the housekeeping stuff.

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

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watch the chat and the questions.

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

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

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

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and, and, and encourage your questions.

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A lot of you shared some in advance. I've gotten those in front of me,

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but we'll be leaving a good amount of time for questions at the end as

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well.

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So keep them coming throughout. And if you're on Twitter,

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we hope you'll use the hashtag and rock PD data.

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To contribute to the conversation there.

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So meeting students where they are,

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they have not been at the beach in Monterey.

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So you all have been very busy doing that throughout the past year or

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so, really? That.

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That,

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this theme of meeting students where they are became more timely than

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any of this new, this past year. So.

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We want to thank all of you that are joining us today for all you've

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done to adapt in this.

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In this crazy year.

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That really is the nature of the N rock member community is to work

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together,

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to imagine solutions to difficult problems and try new things and

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share it back and refine.

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And that's what this session is about today to highlight some of the

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work of our members.

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Who have been adapting ed ready for specific or who are in the past

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for some summer bridge programs,

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but a lot of those bridge programs have moved.

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To new environments this year.

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And so we'll be hearing a little bit about the role that ed ready

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plays in these projects, but mostly we're here to share.

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What's been working to engage students and prepare them for their,

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for what's next for them on their academic pathways.

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So we want to thank all of our presenters who are here today.

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We're going to have them introduce themselves in the context of their

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sessions,

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but I might just have everyone say hello really quickly here.

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In the order that you're you're you're on screen.

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So if you want to just quick turn on your mic and say hello and where

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you're from.

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Well, hi everyone. My name is Audrey Thompson.

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

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

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Hello everyone. I'm Dr.

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Henry Jackson from ocean County college and Toms river,

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New Jersey on the Jersey shore.

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And my colleague is.

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Elaine. Sure. Dean OSHA.

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Shin County college.

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

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

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Having a bit of a rainy day today.

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Hello.

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My name is Selena more Allen.

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And I'm your academic resource specialist for Pikes peak.

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To me in college.

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Also the Dakota promise.

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Lead success, coach and program developer.

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And we love Pikes peak community college.

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I'm joined by my colleague and good friend Dre guy,

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if you want to go there in.

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Yes.

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I'm Dre guy I'm also at a Kodachrome is success coach.

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Here at Pikes peak community college.

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Thanks guys.

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So Scott's her Dana, the sister. I get back.

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The assistant director of academic foundations. Abaleen.

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William Paterson university.

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I'm here with my colleagues.

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Hi, I'm Sam Joseda. I'm the director of academic foundations at.

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Paterson university.

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I just thought it would be nice to everybody.

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

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

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

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We can't hear you.

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There you go.

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Just yourself.

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There you go.

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

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Technology, you got to love it.

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Can you guys hear me?

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Awesome.

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My name is Audrey Thompson.

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

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

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If you're not familiar with it.

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Back Greg gave us a shout out Eagle.

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Well, we're near South LA Watts Compton.

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And the overall goal of my nonprofit.

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Was to try to empower more,

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mostly African-American Latin X and female students in our community.

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To pursue.

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Engineering or STEM.

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And my job is basically to try to prepare them for the

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colleges that all of my other fellow panelists.

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Operate. I want to make sure that my kids are prepared.

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In middle and high school for success.

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In college and we do that through a variety of ways.

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Hands-on projects.

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Our summer program, we provide academic supports.

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Tutoring. We do competition coaching for students.

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We send them to engineering competitions throughout the region.

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Basically the bill STEM confidence.

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He is in pursuing STEM throughout high school and sticking with it and

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going to college with it.

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

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we applied to participate.

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And the summer algebra Institute that was funded or sponsored by the

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Cal state universities chancellor's office.

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And we were one of the first community based organizations.

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

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And we did something a little different.

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We didn't just do math and algebra,

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but we wanted to add a STEM twist to it.

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So we want to show how,

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what the practical application of all of that math that they were

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learning was by doing hands-on STEM projects.

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

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Now 2021 and operating one of the Cal state.

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Non university, summer algebra Institute sites.

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And it will run this year from June 21st to the 23rd.

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Our goal.

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What we found is a lot of parents aren't quite clear where their kids

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are with math right now,

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especially during the learning from home.

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

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

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accurate assessment.

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

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We love the tool because it allows us to kind of break them into

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different areas that they might be having challenges in.

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They're doing well in fractions,

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but they might have challenges with decimals or.

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Other topics.

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

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those students.

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We work with a series of.

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College students through the Cal state universities Misti program,

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the math science.

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Teaching initiative.

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So we get some really great qualified, excited, young.

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Teachers kind of come and help us and we let them go wild with. Okay.

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Well, if you had a strategy to teach kids math,

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how would you teach it?

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

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And they,

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

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To allow them to learn the lessons.

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And we also incorporate our, our STEM projects.

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

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I 2018, we focused mostly on middle school students.

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

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We saw the King tide exhibit.

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And the kids usually have a really great time.

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That was when we were back in the world and in person.

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We did the same thing in 2019,

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except that year we focused in on high school students.

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Again, incorporating STEM into their lessons.

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Learning coding as well as working on ed ready.

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And we partnered with other communities,

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California state universities.

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Zip here.

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That year we partnered with Cal state Dominguez Hills.

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They did a great job and doing a lesson for our students and teaching

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them how to print a 3d printer.

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So that they can see how 3d printing works.

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In engineering today in different applications and they got to do a

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hands-on experiment and they all got the print key chain.

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So it was kind of a cool.

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Opportunity.

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Last year was our first year of going virtual. You know,

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Colby just kinda set us all down.

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We didn't run with the Cal state university.

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They canceled it last year,

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but I had too many parents calling me and telling me that no,

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my kids need something.

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So we ran our own program.

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We did a virtual was our first test and it turned out great.

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We got comments from parents.

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And one comment was that the top of the actual were the top three

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things you liked.

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And ed ready actually was one of the top things that they like,

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their kid kept the kids busy.

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And on task.

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They liked my enthusiasm because I'm crazy.

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And I kind of stayed with them all summer.

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They liked the hands on projects.

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This is one of our kids who did one of our projects.

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There's the marble roller coaster.

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Yeah.

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Yeah.

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It's a little engineering assistant.

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Okay.

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Yeah.

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

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Oh,

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Awesome.

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But, but yeah, as you see,

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

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Bringing it home.

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

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I'm going to kind of speed through.

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So this year we're going to do a combination program.

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We're going to target rising fifth or seventh graders for our junior

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program. And again, with the CSU.

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We're gonna focus on high school students.

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They'll have live instruction.

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The high schoolers will with credentialed.

00:15:57.000 --> 00:16:02.000
Teachers.

00:16:02.000 --> 00:16:05.000
But then both by junior and the high school students will have access

00:16:05.000 --> 00:16:07.000
to ed ready will,

00:16:07.000 --> 00:16:09.000
which will allow us to assess them and to kind of track them,

00:16:09.000 --> 00:16:11.000
allow them to work on areas that they have troubles with.

00:16:11.000 --> 00:16:17.000
As well as go ahead. For those students who are having.

00:16:17.000 --> 00:16:18.000
Really good success.

00:16:18.000 --> 00:16:21.000
And we've also partnered with the community college to allow some of

00:16:21.000 --> 00:16:24.000
our rising 11th and 12th graders to attend a math class there this

00:16:24.000 --> 00:16:26.000
summer. So they can get college credits.

00:16:26.000 --> 00:16:28.000
And again, we'll be working with the college.

00:16:28.000 --> 00:16:30.000
Coaches from the CSU Misti program.

00:16:30.000 --> 00:16:32.000

Of course we have ed ready.

00:16:32.000 --> 00:16:36.000

An aggregate over the three-year.

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The two year,

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three years that we've been using ed ready and average of 75% of our

00:16:40.000 --> 00:16:43.000

students have demonstrated improved math proficiency.

00:16:43.000 --> 00:16:45.000

Many taking great strides and steps.

00:16:45.000 --> 00:16:48.000

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

00:16:48.000 --> 00:16:51.000

year.

00:16:51.000 --> 00:16:52.000

Parents are saying,

00:16:52.000 --> 00:16:54.000

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

00:16:54.000 --> 00:16:56.000

So really exciting.

00:16:56.000 --> 00:16:58.000

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

00:16:58.000 --> 00:17:00.000

STEM projects reinforce the math learnings.

00:17:00.000 --> 00:17:12.000

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

00:17:12.000 --> 00:17:16.000

Where our kids are high school kids will be building laptop computers

00:17:16.000 --> 00:17:19.000

and all of the circuitry using a blueprint to build them.

00:17:19.000 --> 00:17:21.000

They're learning coding as to how to con.

00:17:21.000 --> 00:17:25.000

Configure the computer and we were fortunate that they're going to

00:17:25.000 --> 00:17:26.000

receive.

00:17:26.000 --> 00:17:34.000

Pre college credits from UC San Diego.

00:17:34.000 --> 00:17:36.000

In completing the coursework that we've set out.

00:17:36.000 --> 00:17:39.000

So we're excited because not one Inglewood unified school,

00:17:39.000 --> 00:17:43.000

high school in the district has computer science classes, not one.

00:17:43.000 --> 00:17:45.000

So this will be your first introduction for a line.

00:17:45.000 --> 00:17:49.000

Introduction for a lot of our high school students.

00:17:49.000 --> 00:17:51.000

We also have a partnership with Lockheed Martin.

00:17:51.000 --> 00:17:54.000

Their engineers are gonna come each week and do a lesson with our

00:17:54.000 --> 00:17:56.000

kids, which is awesome.

00:17:56.000 --> 00:18:05.000

And our college partner this year is Cal state LA.

00:18:05.000 --> 00:18:08.000

They saw what Cal state Dominguez Hills did with 3d printing and not

00:18:08.000 --> 00:18:11.000

to be out. Then they're trying to come up with something to beat that.

00:18:11.000 --> 00:18:13.000

And I love it because whatever they can bring to my kids.

00:18:13.000 --> 00:18:20.000

I want that.

00:18:20.000 --> 00:18:22.000

And we also incorporate what we call our growth mindset,

00:18:22.000 --> 00:18:24.000

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

00:18:24.000 --> 00:18:27.000

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

00:18:27.000 --> 00:18:30.000

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

00:18:30.000 --> 00:18:31.000

So we kind of have kind of like a,

00:18:31.000 --> 00:18:34.000

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

00:18:34.000 --> 00:18:36.000

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

00:18:36.000 --> 00:18:39.000

the world.

00:18:39.000 --> 00:18:42.000

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

00:18:42.000 --> 00:18:45.000

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

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not just in the summer.

00:18:46.000 --> 00:18:51.000

So that's it for me. Thank you.

00:18:51.000 --> 00:19:03.000

Great job.

00:19:03.000 --> 00:19:04.000

That is so awesome. We do,

00:19:04.000 --> 00:19:07.000

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

00:19:07.000 --> 00:19:10.000

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

00:19:10.000 --> 00:19:11.000

So.

00:19:11.000 --> 00:19:14.000

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

00:19:14.000 --> 00:19:17.000

But keep the questions coming as they occur to you.

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With that. I want to let Dr.

00:19:19.000 --> 00:19:23.000

Jackson and Elaine share their story. I can.

00:19:23.000 --> 00:19:24.000

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

00:19:24.000 --> 00:19:27.000

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

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but if you want to introduce your program quickly,

00:19:29.000 --> 00:19:32.000

Alrighty welcome.

00:19:32.000 --> 00:19:33.000

Welcome everybody. Thanks for joining us today.

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

00:19:35.000 --> 00:19:36.000

The assistant director.

00:19:36.000 --> 00:19:37.000

Tell you about our program.

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So we have a grant funded program.

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In the fall and spring that goes out and test.

00:19:42.000 --> 00:19:45.000

Students.

00:19:45.000 --> 00:19:48.000

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

00:19:48.000 --> 00:19:50.000

school.

00:19:50.000 --> 00:19:51.000

And from that list of students that we gather.

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Music tests upwards of about 1100.

00:19:54.000 --> 00:19:55.000

1500 Students.

00:19:55.000 --> 00:19:59.000

Per academic year.

00:19:59.000 --> 00:20:03.000

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

00:20:03.000 --> 00:20:05.000

With our math department.

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

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Throughout the year. And then we asked,

00:20:12.000 --> 00:20:15.000

we offered them the opportunity to participate in a summer.

00:20:15.000 --> 00:20:17.000

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

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Alrighty. So thank you, Dr. Jackson.

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The program,

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the bootcamp itself started last year as a virtual.

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Component for obvious reasons.

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

00:20:35.000 --> 00:20:45.000

Virtual was just new last year.

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So I think it's important to note that we have this buildup in the

00:20:49.000 --> 00:20:55.000

fall and the spring of these students, as Dr. Jackson said,

00:20:55.000 --> 00:20:58.000

And so we can reach out to the high school counselors typically and

00:20:58.000 --> 00:20:59.000

say,

00:20:59.000 --> 00:21:03.000

we have this program available and then actually send them a list with

00:21:03.000 --> 00:21:09.000

our assessment.

00:21:09.000 --> 00:21:13.000

And that window of students that will fit into the program that would

00:21:13.000 --> 00:21:15.000

be appropriate for them. And then it saves them time.

00:21:15.000 --> 00:21:18.000

So they're not looking through their school to figure out which 11th

00:21:18.000 --> 00:21:22.000

and 12th graders.

00:21:22.000 --> 00:21:26.000

This would work through and the information is like, Hey,

00:21:26.000 --> 00:21:29.000

this is free to your students. And if they pass this,

00:21:29.000 --> 00:21:32.000

they're going to be eligible for college level math class.

00:21:32.000 --> 00:21:34.000

Once we get the students.

00:21:34.000 --> 00:21:42.000

As a group and they decide they committed to the program.

00:21:42.000 --> 00:21:46.000

Then the first meeting is really a meeting of what it's about.

00:21:46.000 --> 00:21:49.000

So it's defining the program and it's also defining expectations.

00:21:49.000 --> 00:21:52.000
So again, as Audrey was seeing.

00:21:52.000 --> 00:21:56.000
We're trying to promote and provide a transition for them,

00:21:56.000 --> 00:22:00.000
not only in an academic sense, but also that social, emotional sense.

00:22:00.000 --> 00:22:08.000
So.

00:22:08.000 --> 00:22:12.000
What happens is the, or introduced, what is this bootcamp?

00:22:12.000 --> 00:22:14.000
What does it mean? What is expected of you?

00:22:14.000 --> 00:22:16.000
And they are introduced to all the players.

00:22:16.000 --> 00:22:20.000
So the players would include Dr. Jackson. It includes the.

00:22:20.000 --> 00:22:23.000
Dean of the math department, the instructor for the course,

00:22:23.000 --> 00:22:25.000
our tutoring center,

00:22:25.000 --> 00:22:27.000
and also coaching through title three.

00:22:27.000 --> 00:22:32.000
So once that's in place and the students really understand.

00:22:32.000 --> 00:22:35.000
The parameters of what's happening here,

00:22:35.000 --> 00:22:39.000
then the next step is the class. What happens in the class then again?

00:22:39.000 --> 00:22:40.000
So their expectations.

00:22:40.000 --> 00:22:43.000
Or that they have to participate in the class.

00:22:43.000 --> 00:22:46.000
They have to engage in the tutoring services.

00:22:46.000 --> 00:22:56.000

And the coaching.

00:22:56.000 --> 00:23:00.000

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

00:23:00.000 --> 00:23:01.000

ready software.

00:23:01.000 --> 00:23:04.000

So I forgot to mention the ed ready software is provided in that

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initial meeting. And students will be registered for it in there.

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Once the class is finished, then the teacher herself.

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To she this year and last year.

00:23:13.000 --> 00:23:15.000

Provides recommendations for the next course.

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So if the students successfully completed that bootcamp,

00:23:19.000 --> 00:23:22.000

They are then recommended for a survey.

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A map is statistics this year, algebraic modeling.

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If they have not successfully passed that course,

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then they are recommended for a developmental math.

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In addition to that,

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

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So the tutoring center can follow them.

00:23:42.000 --> 00:23:45.000

Through with their next class, whatever that might be.

00:23:45.000 --> 00:23:52.000

And then I will provide advising for the students.

00:23:52.000 --> 00:23:55.000

To also transition them, not only for the class,

00:23:55.000 --> 00:23:58.000

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.

00:24:32.000 --> 00:24:34.000

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

00:24:34.000 --> 00:24:36.000

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.

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Being the coaches and the tutors and the Ben recommendations for

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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.

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Dr. Jackson, is there anything else you wanted to add?

00:24:53.000 --> 00:24:54.000

Just one last thing.

00:24:54.000 --> 00:24:56.000

And last year we learned from our boot camp that the kids who were at

00:24:56.000 --> 00:24:58.000

the lowest level, didn't have quite a little carrot.

00:24:58.000 --> 00:25:00.000

Or that motivation to go on,

00:25:00.000 --> 00:25:02.000

to continue with do as well as the students.

00:25:02.000 --> 00:25:05.000

So we have two levels level one and level two, the levels.

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Level two students had the motivation because there was that free

00:25:07.000 --> 00:25:08.000

course offered.

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After they, I mean, it wasn't a free course, but there was a course.

00:25:10.000 --> 00:25:13.000

That they could test into after they were finished with the bootcamp

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was level one, students.

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Because of their level,

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there was nothing that we could kind of give them at the end of their

00:25:18.000 --> 00:25:19.000

progress.

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To offer them an opportunity. So this year, what we're doing.

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As, as, as he lay in said,

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we're going to offer them an opportunity to go into an algebraic

00:25:26.000 --> 00:25:28.000

modeling class that we offer, which will could.

00:25:28.000 --> 00:25:30.000

Which will continue that work that they were doing.

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

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

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

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because many of the students who participate in do individually.

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Ended up coming.

00:25:44.000 --> 00:25:49.000

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

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College career.

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So we added a little twist this year to kind of really get those level

00:25:53.000 --> 00:25:59.000

one students interested in, motivated in that continuum.

00:25:59.000 --> 00:26:02.000

There were a couple of questions that I think we have a couple of

00:26:02.000 --> 00:26:03.000

minutes. Can I pitch them to ya?

00:26:03.000 --> 00:26:04.000

Sure go right ahead.

00:26:04.000 --> 00:26:10.000

Okay. So how do I do.

00:26:10.000 --> 00:26:13.000

Initially identify the high school students that you're targeting for

00:26:13.000 --> 00:26:15.000

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.

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The department of education,

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

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A part of a million dollar grant.

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For a college rain is down.

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So we get about \$50,000 to run a call grant in this program.

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From September all the way through July 31st to

00:26:40.000 --> 00:26:41.000
August 1st, basically.

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And so what we do is we've come up with a program where we go out to

00:26:44.000 --> 00:26:45.000
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?

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At risk, we give them priority. And then we give, you know,

00:26:53.000 --> 00:26:55.000
any other students who are at risk of not graduation.

00:26:55.000 --> 00:26:57.000

The opportunity to take our Accuplacer test,

00:26:57.000 --> 00:27:07.000

which is our placement test.

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And from that pool of students that we got at the wellbeing here,

00:27:10.000 --> 00:27:13.000

some of them get to participate in a free math or English course

00:27:13.000 --> 00:27:16.000

during the year, and then others who don't quite get to that level.

00:27:16.000 --> 00:27:18.000

We reach out to them in a summer and say, Hey, look,

00:27:18.000 --> 00:27:20.000

we got a free opportunity for you in the summer.

00:27:20.000 --> 00:27:21.000

We say you're coming to OCC.

00:27:21.000 --> 00:27:23.000

So we want to give you this free opportunity and hopefully we can get

00:27:23.000 --> 00:27:25.000

you up to the level where you just start that college level English.

00:27:25.000 --> 00:27:26.000

I mean, sorry, math class.

00:27:26.000 --> 00:27:27.000

When you come here in the fall.

00:27:27.000 --> 00:27:29.000

Thanks Henry.

00:27:29.000 --> 00:27:31.000

And then there was a special question about whether the assessments

00:27:31.000 --> 00:27:33.000

were structured towards STEM.

00:27:33.000 --> 00:27:34.000

For those.

00:27:34.000 --> 00:27:36.000

Yeah, so that they'll sell the assessments that we use.

00:27:36.000 --> 00:27:38.000

We use the Accuplacer.

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And we use the Accuplacer because of, because in New Jersey,

00:27:41.000 --> 00:27:48.000

the occupation can be used as a high school graduate.

00:27:48.000 --> 00:27:50.000

To beat the high school graduation requirement.

00:27:50.000 --> 00:27:53.000

And that's very helpful because when we go in to test the students and

00:27:53.000 --> 00:27:54.000

we're using the Accuplacer, they say, Hey,

00:27:54.000 --> 00:27:58.000

I'm not interested in going to college.

00:27:58.000 --> 00:28:01.000

That's the first day we here for the students, every time never fails.

00:28:01.000 --> 00:28:03.000

And we're saying to them, Hey, you know what?

00:28:03.000 --> 00:28:04.000

I don't want to care for. And I understand the college.

00:28:04.000 --> 00:28:09.000

We can get you out of high school with this test. And then that.

00:28:09.000 --> 00:28:10.000

Completely changes.

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It's so interesting to see the whole conversation change.

00:28:12.000 --> 00:28:15.000

They get so interested because now they haven't passed the SAP.

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They haven't passed the act. They haven't passed the N.

00:28:17.000 --> 00:28:19.000

SLA.

00:28:19.000 --> 00:28:22.000

There's still ways to take the military, enter to dad's VAP.

00:28:22.000 --> 00:28:27.000

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

00:28:27.000 --> 00:28:30.000

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.

00:29:10.000 --> 00:29:11.000

Awesome.

00:29:11.000 --> 00:29:13.000

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

00:29:13.000 --> 00:29:16.000

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

00:29:16.000 --> 00:29:17.000

As we.

00:29:17.000 --> 00:29:20.000

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

00:29:20.000 --> 00:29:21.000

Selena. You.

00:29:21.000 --> 00:29:22.000

Let me know how I can drive for you.

00:29:22.000 --> 00:29:23.000

Thank you.

00:29:23.000 --> 00:29:25.000

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

00:29:25.000 --> 00:29:27.000

Right. Thank you everyone.

00:29:27.000 --> 00:29:33.000

For allowing us.

00:29:33.000 --> 00:29:37.000

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

00:29:37.000 --> 00:29:39.000

for our 2021 PPCC summer.

00:29:39.000 --> 00:29:46.000

Math success sessions.

00:29:46.000 --> 00:29:50.000

I do want everyone to know that this model is based

00:29:50.000 --> 00:29:53.000

off of our 2019 trio map attack model,

00:29:53.000 --> 00:29:55.000

which I was one of the co-founders of.

00:29:55.000 --> 00:29:56.000

So it is very similar.

00:29:56.000 --> 00:30:00.000

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

00:30:00.000 --> 00:30:01.000

Let me know.

00:30:01.000 --> 00:30:03.000

You have any other questions?

00:30:03.000 --> 00:30:05.000

So first, I just want to introduce myself again.

00:30:05.000 --> 00:30:09.000

My name is Selena Morehouse and I'm the academic resource specialist.

00:30:09.000 --> 00:30:14.000

Dakota promise program developer and lead Dakota product specialist.

00:30:14.000 --> 00:30:17.000

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

00:30:17.000 --> 00:30:18.000

colleague and colleague.

00:30:18.000 --> 00:30:19.000

Coach.

00:30:19.000 --> 00:30:20.000

Dre.

00:30:20.000 --> 00:30:23.000

Guy and he will be helping us out.

00:30:23.000 --> 00:30:27.000

Present presenting some strategies that we use in our coaching model

00:30:27.000 --> 00:30:28.000

after.

00:30:28.000 --> 00:30:29.000

That's success.

00:30:29.000 --> 00:30:30.000

Sessions are going to be completed.

00:30:30.000 --> 00:30:34.000

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.

00:31:27.000 --> 00:31:31.000

Cause that's what we offer.

00:31:31.000 --> 00:31:34.000

Like Dakota promise to pay for all tuition and books.

00:31:34.000 --> 00:31:36.000

So.

00:31:36.000 --> 00:31:51.000

Basically.

00:31:51.000 --> 00:31:55.000

If they graduate from a district to Harrison school

00:31:55.000 --> 00:31:58.000

district two school, then they are eligible.

00:31:58.000 --> 00:31:59.000

If they meet those other requirements,

00:31:59.000 --> 00:32:01.000

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

00:32:01.000 --> 00:32:03.000

All they have to do is apply to the college.

00:32:03.000 --> 00:32:07.000

And meet those eligibility requirements and they're automatically put

00:32:07.000 --> 00:32:09.000

into the program.

00:32:09.000 --> 00:32:14.000

So we work with multicultural students of color

00:32:14.000 --> 00:32:15.000

students with disabilities. I mean,

00:32:15.000 --> 00:32:19.000

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

00:32:19.000 --> 00:32:21.000

District two area. So they are,

00:32:21.000 --> 00:32:24.000

the ones are new scholars from may of

00:32:24.000 --> 00:32:29.000

2021.

00:32:29.000 --> 00:32:32.000

We'll be collaborating with districts to identify those students who

00:32:32.000 --> 00:32:34.000

need that help.

00:32:34.000 --> 00:32:37.000

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

00:32:37.000 --> 00:32:38.000

our.

00:32:38.000 --> 00:32:39.000

Yeah.

00:32:39.000 --> 00:32:41.000

That that is our target goal.

00:32:41.000 --> 00:32:43.000

Now our success, math sessions are in two phases.

00:32:43.000 --> 00:32:46.000

The first phase is managing mathematical attitude.

00:32:46.000 --> 00:32:48.000

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

00:32:48.000 --> 00:32:49.000

Building up their skills in math.

00:32:49.000 --> 00:32:52.000

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

00:32:52.000 --> 00:32:57.000

Okay.

00:32:57.000 --> 00:33:01.000

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

00:33:01.000 --> 00:33:14.000

By Dr. Joel bowler at the Stanford university.

00:33:14.000 --> 00:33:17.000

And it's got how students learn math. So this is been out for a while,

00:33:17.000 --> 00:33:19.000

but we love to use this model.

00:33:19.000 --> 00:33:22.000

It does have the growth mindset model in it as well.

00:33:22.000 --> 00:33:26.000

And we talk about breaking down stereotypes and breaking down the

00:33:26.000 --> 00:33:28.000

barriers that get in the way of these students.

00:33:28.000 --> 00:33:29.000

So we,

00:33:29.000 --> 00:33:33.000

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

00:33:33.000 --> 00:33:34.000

I spend a lot of time.

00:33:34.000 --> 00:33:35.000

Next time.

00:33:35.000 --> 00:33:44.000

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

00:33:44.000 --> 00:33:45.000

Process. And again,

00:33:45.000 --> 00:33:49.000

big shout out to Iraq for that provides our open educational resource

00:33:49.000 --> 00:33:53.000

and tools to help out students.

00:33:53.000 --> 00:33:56.000

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

00:33:56.000 --> 00:33:58.000

we do use ed ready,

00:33:58.000 --> 00:34:01.000

English and math for multiple measures.

00:34:01.000 --> 00:34:02.000

And placement.

00:34:02.000 --> 00:34:03.000

Through our PPCC testing standards.

00:34:03.000 --> 00:34:05.000

So.

00:34:05.000 --> 00:34:06.000

Those are other options that our students also have.

00:34:06.000 --> 00:34:08.000

So those fixed less.

00:34:08.000 --> 00:34:22.000

Sessions are and three levels here.

00:34:22.000 --> 00:34:26.000

We do ask them to take a 10 question pretest so that we can measure

00:34:26.000 --> 00:34:30.000

where they fit at. If they get zero to four questions,

00:34:30.000 --> 00:34:32.000

correct. Then we placed them in level one,

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which is the beginning of algebra.

00:34:33.000 --> 00:34:34.000

Getting stages with algebra.

00:34:34.000 --> 00:34:36.000

If they get five to seven questions, correct.

00:34:36.000 --> 00:34:38.000

We placed them in level two, which is intermediate algebra.

00:34:38.000 --> 00:34:40.000

And of course, if they get seven, 10 questions, correct.

00:34:40.000 --> 00:34:43.000

They are placed in the college algebra.

00:34:43.000 --> 00:34:44.000

Level.

00:34:44.000 --> 00:34:47.000

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

00:34:47.000 --> 00:34:48.000

Thank you.

00:34:48.000 --> 00:34:50.000

Is the Stanford university study.

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

00:34:54.000 --> 00:34:58.000
learning style.

00:34:58.000 --> 00:35:01.000
If they know the definition of the learning style and they're able to

00:35:01.000 --> 00:35:07.000
recognize what learning style that fits them best.

00:35:07.000 --> 00:35:09.000
Then we're going to support them in that and let them know, Hey,

00:35:09.000 --> 00:35:12.000
you may be give us that if you could be eligible,

00:35:12.000 --> 00:35:13.000
you could be all four link.

00:35:13.000 --> 00:35:17.000
But let's see what best helps your staff and in your education.

00:35:17.000 --> 00:35:29.000
So we'd like to focus on that next slide.

00:35:29.000 --> 00:35:30.000
All right.

00:35:30.000 --> 00:35:33.000
So some of the topics that we and activities that we're going to be

00:35:33.000 --> 00:35:36.000
offering and the remote option or high flex costume options,

00:35:36.000 --> 00:35:39.000
we're definitely gonna lecture over one or two of those topics that

00:35:39.000 --> 00:35:40.000
day in the.

00:35:40.000 --> 00:35:42.000
Out of the 10 pre selected questions.

00:35:42.000 --> 00:35:44.000
We're going to do hands on activities.

00:35:44.000 --> 00:35:45.000
Topic.

00:35:45.000 --> 00:35:46.000

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

00:35:50.000 --> 00:35:51.000

any module.

00:35:51.000 --> 00:35:54.000

And then one of the other things that we were we're really looking to

00:35:54.000 --> 00:35:56.000

expand is the graphing calculator.

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We want them to be familiar with that big old calculator and not be

00:36:00.000 --> 00:36:01.000

scared of it.

00:36:01.000 --> 00:36:05.000

A lot of students have anxiety with just looking at it.

00:36:05.000 --> 00:36:07.000

So we want to get them familiar with it.

00:36:07.000 --> 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.

00:36:35.000 --> 00:36:37.000

Dre along.

00:36:37.000 --> 00:36:40.000

To go ahead and summarize what we will be applying

00:36:40.000 --> 00:36:42.000

after the students.

00:36:42.000 --> 00:36:43.000

Of complete.

00:36:43.000 --> 00:36:45.000

Complete the math success center.

00:36:45.000 --> 00:36:51.000

Go ahead.

00:36:51.000 --> 00:36:55.000

These scholars would gain access to all-in-one desktops and a variety

00:36:55.000 --> 00:36:56.000

of other laptops.

00:36:56.000 --> 00:37:00.000

They will have the ability after completion to gain a hundred dollars.

00:37:00.000 --> 00:37:03.000

If they need help with math or desire to have the ambition.

00:37:03.000 --> 00:37:06.000

They can receive math tutoring.

00:37:06.000 --> 00:37:09.000

And the scholars will also receive.

00:37:09.000 --> 00:37:14.000

Success coaches and they have the access to them.

00:37:14.000 --> 00:37:17.000

The coaching is designed to build the foundation for enrollment in

00:37:17.000 --> 00:37:24.000

math.

00:37:24.000 --> 00:37:28.000

For a firm foundation and allows scholars with tools and resources to

00:37:28.000 --> 00:37:32.000

help students succeed because that Pikes peak students succeeds.

00:37:32.000 --> 00:37:34.000

We contact our students with the baseline,

00:37:34.000 --> 00:37:36.000

using a program called desire to learn.

00:37:36.000 --> 00:37:37.000

We will call them.

00:37:37.000 --> 00:37:41.000

We will text them and we will reach out by email.

00:37:41.000 --> 00:37:44.000

We want to help our students step outside their comfort zone and to

00:37:44.000 --> 00:37:46.000

help them to their success.

00:37:46.000 --> 00:37:49.000

Thank you guys.

00:37:49.000 --> 00:37:59.000

I think we are going to provide a lot of help and a lot of guidance.

00:37:59.000 --> 00:38:03.000

To our new students here at Pikes peak community college.

00:38:03.000 --> 00:38:15.000

So we are excited to get started. Visit is going to be our.

00:38:15.000 --> 00:38:16.000

First official year.

00:38:16.000 --> 00:38:20.000

So we are looking at retention numbers and seeing what we can do to

00:38:20.000 --> 00:38:21.000

save these students.

00:38:21.000 --> 00:38:25.000

One other thing I'd like to mention is we started our coral horde

00:38:25.000 --> 00:38:27.000

in fall of 2020 during the pandemic.

00:38:27.000 --> 00:38:29.000

A lot of students faced a lot of challenges.

00:38:29.000 --> 00:38:32.000

As well as staff and instructors.

00:38:32.000 --> 00:38:36.000

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

00:38:36.000 --> 00:38:39.000

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

00:38:39.000 --> 00:38:40.000

but that's the realness in.

00:38:40.000 --> 00:38:41.000

In today's world, right?

00:38:41.000 --> 00:38:42.000

A lot of them.

00:38:42.000 --> 00:38:50.000

Did not succeed their math classes last semester.

00:38:50.000 --> 00:38:54.000

So we are giving them the opportunity to join the success math class

00:38:54.000 --> 00:38:57.000

as well. So we're not leaving them out.

00:38:57.000 --> 00:38:59.000

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

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So I just wanted to go ahead.

00:39:00.000 --> 00:39:02.000

Thank you.

00:39:02.000 --> 00:39:03.000

I really appreciate it.

00:39:03.000 --> 00:39:05.000

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

00:39:05.000 --> 00:39:06.000

Right. So I hope again.

00:39:06.000 --> 00:39:08.000

I want everybody to keep the questions coming.

00:39:08.000 --> 00:39:09.000

The chat and the Q and a, and we'll be.

00:39:09.000 --> 00:39:11.000

Having a little bit more time to talk about those.

00:39:11.000 --> 00:39:12.000

Exciting stuff.

00:39:12.000 --> 00:39:13.000

I have a real quick question for Selena.

00:39:13.000 --> 00:39:17.000

Slid on wood.

00:39:17.000 --> 00:39:23.000

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

00:39:23.000 --> 00:39:26.000

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

00:39:26.000 --> 00:39:28.000

The three levels.

00:39:28.000 --> 00:39:41.000

So basically we need.

00:39:41.000 --> 00:39:43.000

When we make the levels in the class,

00:39:43.000 --> 00:39:46.000

we actually take our syllabus from our remedial.

00:39:46.000 --> 00:39:50.000

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

00:39:50.000 --> 00:39:52.000

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

00:39:52.000 --> 00:39:56.000

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

00:39:56.000 --> 00:39:59.000

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

00:39:59.000 --> 00:40:02.000

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

00:40:02.000 --> 00:40:03.000

But we are also using our skills.

00:40:03.000 --> 00:40:04.000

Does that answer your question, doctor?

00:40:04.000 --> 00:40:09.000

Yes. Thank you very much.

00:40:09.000 --> 00:40:16.000

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

00:40:16.000 --> 00:40:19.000

And William Patterson university has a great summer program.

00:40:19.000 --> 00:40:21.000

So am I turn it over to you?

00:40:21.000 --> 00:40:22.000

Thank you.

00:40:22.000 --> 00:40:23.000

I think just.

00:40:23.000 --> 00:40:30.000

Okay.

00:40:30.000 --> 00:40:32.000

Okay.

00:40:32.000 --> 00:40:34.000

I'm going to let Scott.

00:40:34.000 --> 00:40:36.000

Start off there.

00:40:36.000 --> 00:40:38.000

So, hi again.

00:40:38.000 --> 00:40:42.000

My name's Scott.

00:40:42.000 --> 00:40:44.000

Assistant director of academic foundations at William Patterson.

00:40:44.000 --> 00:40:45.000

My colleague solvency.

00:40:45.000 --> 00:40:52.000

Or director.

00:40:52.000 --> 00:40:55.000

We're gonna talk to you a little bit about how we use ed ready in our

00:40:55.000 --> 00:40:56.000

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.

00:41:44.000 --> 00:41:46.000

We talk about that myths with parents all summer long when we're

00:41:46.000 --> 00:41:48.000

recruiting students in all year.

00:41:48.000 --> 00:41:49.000

Long,

00:41:49.000 --> 00:41:52.000

but typically we have about 1200 first-time freshmen in our summer

00:41:52.000 --> 00:41:53.000

program.

00:41:53.000 --> 00:41:55.000

We're already recruiting and already.

00:41:55.000 --> 00:42:03.000

Close to.

00:42:03.000 --> 00:42:05.000

50 To a hundred students already for the summer,

00:42:05.000 --> 00:42:08.000

we are offering a completely online programming this summer and the

00:42:08.000 --> 00:42:09.000

past.

00:42:09.000 --> 00:42:14.000

We have done a combination of programming fully online.

00:42:14.000 --> 00:42:17.000

Face-to-face hybrid due to COVID,

00:42:17.000 --> 00:42:19.000

we've had to change our placement testing,

00:42:19.000 --> 00:42:22.000

offer opportunities and also our programming in the summer,

00:42:22.000 --> 00:42:25.000

so that it is completely online.

00:42:25.000 --> 00:42:27.000

We're hoping that it is summer 2022.

00:42:27.000 --> 00:42:29.000

We can go back to somewhat more of a,

00:42:29.000 --> 00:42:32.000

a normal program programmatic offering for us.

00:42:32.000 --> 00:42:33.000

But for now we are completely online.

00:42:33.000 --> 00:42:35.000

Programs for us to take five weeks typically.

00:42:35.000 --> 00:42:37.000

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

00:42:37.000 --> 00:42:49.000

hours, plus tutoring.

00:42:49.000 --> 00:42:52.000

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

00:42:52.000 --> 00:42:54.000

programs. What we call us,

00:42:54.000 --> 00:42:56.000

we have loving harassment.

00:42:56.000 --> 00:42:59.000

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

00:42:59.000 --> 00:43:01.000

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

00:43:01.000 --> 00:43:11.000

For us.

00:43:11.000 --> 00:43:15.000

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

00:43:15.000 --> 00:43:18.000

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

00:43:18.000 --> 00:43:19.000

general.

00:43:19.000 --> 00:43:22.000

A lot of what we're noticing is not only that students are struggling

00:43:22.000 --> 00:43:23.000

academically, but they're struggling,

00:43:23.000 --> 00:43:26.000

transitioning from a high school that they may have had more contact,

00:43:26.000 --> 00:43:28.000
more insulated.

00:43:28.000 --> 00:43:30.000
Supports where they knew exactly where to go, who to ask for,

00:43:30.000 --> 00:43:31.000
for help.

00:43:31.000 --> 00:43:33.000
But as they transition in the summer,

00:43:33.000 --> 00:43:36.000
They really are sort of that small fish in a big pond.

00:43:36.000 --> 00:43:39.000
Don't really know where to go to or who to ask for help,

00:43:39.000 --> 00:43:42.000
how to access accommodations that they may have had in high school and

00:43:42.000 --> 00:43:43.000
how they transitioned that to college.

00:43:43.000 --> 00:43:47.000
So Saul and I are working pretty much tirelessly all summer to help

00:43:47.000 --> 00:43:48.000
them.

00:43:48.000 --> 00:43:51.000
Make those transitions and make those connections on campus.

00:43:51.000 --> 00:43:55.000
And we're kind of a S.

00:43:55.000 --> 00:43:57.000
Those cornerstones for them, those,

00:43:57.000 --> 00:44:01.000
those contact people that they get emails from us pretty constantly

00:44:01.000 --> 00:44:03.000
all throughout the spring semester into the summer so that they know

00:44:03.000 --> 00:44:04.000
who to reach out to you for that.

00:44:04.000 --> 00:44:05.000
Sorry. Do you wanna talk about.

00:44:05.000 --> 00:44:08.000
[Unknown]. Yeah, so.

00:44:08.000 --> 00:44:10.000
As Scott was saying, we are a definitely that,

00:44:10.000 --> 00:44:12.000
that transitional tool for our students. And so we help students. You.

00:44:12.000 --> 00:44:22.000
You know, if they need a customary resource center.

00:44:22.000 --> 00:44:24.000
It's our disability services. We have transitioned with a math.

00:44:24.000 --> 00:44:25.000
We also work with counseling, health and wellness,

00:44:25.000 --> 00:44:28.000
do referrals to make sure students are just, you know,

00:44:28.000 --> 00:44:30.000
a total picture like mental health has just.

00:44:30.000 --> 00:44:33.000
A big, a big part of our program as well.

00:44:33.000 --> 00:44:34.000
We want to make sure students are supported.

00:44:34.000 --> 00:44:35.000
So some of the next steps is.

00:44:35.000 --> 00:44:37.000
We actually took over developmental math.

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

00:44:41.000 --> 00:44:44.000
We've had great success. We've increased the pass rate.

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So previously when it was in the math department,

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Success rate was about 30%. We've increased it to almost 70%.

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So our students are transitioning.

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If they don't complete it over the summer, get it.

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It is not mandatory. So students can either opt in.

00:45:00.000 --> 00:45:01.000

They do a transcript to be, or they take the placement test.

00:45:01.000 --> 00:45:02.000

Our our placement test.

00:45:02.000 --> 00:45:09.000

And if they don't succeed.

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They couldn't participate in it if they aren't successful.

00:45:12.000 --> 00:45:13.000

And if they get a longer program,

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we ended up taking them in an academic year, in the fall. So again,

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we do have a high success rate.

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Our population for math and will be written reading,

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probably be about 500 each semester.

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And so that's something that we work we're working on.

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We also use ed ready with EOS since they have to follow our

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curriculum, they, they do that with dos.

00:45:36.000 --> 00:45:39.000

And then we also have worked with the college of education to do a

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Praxis prep for them.

00:45:40.000 --> 00:45:43.000

And we definitely want to work on building a STEM boot camp and other

00:45:43.000 --> 00:45:45.000

areas where we can expand and utilize ad ready.

00:45:45.000 --> 00:45:46.000

Thanks.

00:45:46.000 --> 00:45:51.000

Did you have other things to share?

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And saw we OCC uses.

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Add ready for our practice students who are taking the practice course

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in our education program.

00:46:02.000 --> 00:46:04.000

There's a specific math one for secondary.

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And the elementary education that we use.

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But just for an AAS program.

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

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I'm actually getting ready to set up a student a little more next

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Tuesday so she can get the practice stuff. We use the regular English.

00:46:25.000 --> 00:46:27.000

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

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in the math section,

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there is a specific one for students who are going for there.

00:46:31.000 --> 00:46:35.000

Degree in secondary and elementary education that we use feel free to

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email me. If you want to talk further about that.

00:46:36.000 --> 00:46:37.000

Yeah.

00:46:37.000 --> 00:46:38.000

That's awesome.

00:46:38.000 --> 00:46:40.000

Yeah, thank you so much.

00:46:40.000 --> 00:46:44.000

None of the spear.

00:46:44.000 --> 00:46:46.000

Project going on in the chat to Selena.

00:46:46.000 --> 00:46:48.000

I don't know if you saw the message from Shauna asking about the

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multiple measures use of.

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Pike's peak.

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As well.

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

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we do offer a free summer program.

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We, this was actually a retention effort.

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Probably two presidents ago at our university, they,

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they wanted to increase retention and lower developmental education

00:47:07.000 --> 00:47:09.000

and give students that opportunity during the summer.

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So it definitely was a retention effort and now it's still holds true

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to being a retention effort.

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

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Looking at the questions here.

00:47:31.000 --> 00:47:32.000

There there is this question. I don't know if you saw it.

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It's all about negotiating cooperation from all of the stakeholders.

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

00:47:37.000 --> 00:47:39.000

I mean, I can say that. Yeah.

00:47:39.000 --> 00:47:46.000

So Scott, I started at William Patterson, 2017.

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

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This program has been, has started since 2010.

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And so she definitely got a lot of the work working with the deans and

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working with the different colleges to assure that they understood the

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importance of this.

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And they definitely were involved in building the curriculum.

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And then from there, since we received such.

00:48:19.000 --> 00:48:22.000

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.

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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.

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It also eliminates any barriers since we pay the subscription.

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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

00:48:50.000 --> 00:48:52.000

success rates in the gateway courses after.

00:48:52.000 --> 00:48:56.000

SOA. Yeah. So I'm sorry. I was just trying to pull it up. So we do,

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we do track them. We do like four year graduation rates.

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And then we do like one year.

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So there, I think,

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I think we just did our middle States accreditation,

00:49:03.000 --> 00:49:05.000

so it's kind of slipping my mind, but I think that there is.

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That it was apps.

00:49:06.000 --> 00:49:10.000

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

00:49:10.000 --> 00:49:13.000

Like a good percentage for our graduation rates from just over the

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last four years. Yes.

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Yeah, I don't exactly remember the percentage number,

00:49:18.000 --> 00:49:20.000

but it was trending positively.

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I want to say it was at least, you know,

00:49:23.000 --> 00:49:29.000

A point or two, it's definitely single digit digit increase.

00:49:29.000 --> 00:49:34.000

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

00:49:34.000 --> 00:49:36.000

I think this is strangely that want to chime in as Sophie all,

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let it come back on camera.

00:49:37.000 --> 00:49:52.000
I'm gonna.

00:49:52.000 --> 00:49:54.000
Let's look at your faces instead about, so,

00:49:54.000 --> 00:49:58.000
so many of you like your program staff, so it was a virtual or was,

00:49:58.000 --> 00:50:00.000
it was a face-to-face program before now it's converted to online.

00:50:00.000 --> 00:50:03.000
And I think that was the case with yours too, Audrey. Right?

00:50:03.000 --> 00:50:04.000
So you were face-to-face last year and this year.

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

00:50:06.000 --> 00:50:09.000
Are there any aspects of the online program that you'll want to

00:50:09.000 --> 00:50:12.000
retain? What more you'd go back to normal. Assuming we go there.

00:50:12.000 --> 00:50:13.000
I'd just love to hear what y'all say.

00:50:13.000 --> 00:50:15.000
So just, I'll just jump in.

00:50:15.000 --> 00:50:17.000
So for our program in the past,

00:50:17.000 --> 00:50:21.000
we've always had a culminating, like exit exam.

00:50:21.000 --> 00:50:23.000
Which was equivalent to a placement test when they were done with

00:50:23.000 --> 00:50:25.000
their program. They'd have to take this at the end.

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It wasn't an ed ready.

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In the past always been paper and pencil.

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So actually one of the things that we use X the value based on going

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online was that we've had to convert things to.

00:50:35.000 --> 00:50:37.000

An online format for them to take.

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

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

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we've actually been able to have students test throughout the summer

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more regularly, or in the past,

00:50:55.000 --> 00:50:58.000

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

00:50:58.000 --> 00:50:59.000

So that's something that will.

00:50:59.000 --> 00:51:06.000

Definitely want to continue moving forward.

00:51:06.000 --> 00:51:08.000

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

00:51:08.000 --> 00:51:11.000

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

00:51:11.000 --> 00:51:12.000

We've offered those models.

00:51:12.000 --> 00:51:15.000

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

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

00:51:18.000 --> 00:51:19.000
interaction.

00:51:19.000 --> 00:51:21.000
But essentially we tried to really keep up with all of our resources

00:51:21.000 --> 00:51:23.000
and our tools and ed ready was a real big help with that.

00:51:23.000 --> 00:51:26.000
So we've always done that. It was easy for us to convert it.

00:51:26.000 --> 00:51:28.000
But definitely we want to make sure that we're addressing any of the

00:51:28.000 --> 00:51:30.000
student needs that do want to do that in person.

00:51:30.000 --> 00:51:31.000
And Audrey,

00:51:31.000 --> 00:51:33.000
she was specifically shouting out to you because of the students who

00:51:33.000 --> 00:51:35.000
might not have the opportunity to do a face to face.

00:51:35.000 --> 00:51:36.000
Right.

00:51:36.000 --> 00:51:42.000
True in ocean County, too.

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We do not have a great transportation system.

00:51:45.000 --> 00:51:48.000
So the ability for students to do an online

00:51:48.000 --> 00:51:50.000
sessions, such as the bootcamp,

00:51:50.000 --> 00:51:53.000
Because maybe they wouldn't be able to travel to our campus and,

00:51:53.000 --> 00:51:55.000
sorry, Audrey, I got excited. I didn't mean to interrupt you.

00:51:55.000 --> 00:51:57.000
No worries. No worries.

00:51:57.000 --> 00:52:06.000
Yeah.

00:52:06.000 --> 00:52:10.000
But being online has really increased accessibility for us.

00:52:10.000 --> 00:52:11.000
So for example,

00:52:11.000 --> 00:52:14.000
the engineers that presented for us from Lockheed Martin,

00:52:14.000 --> 00:52:15.000
one of the engineers was in Florida.

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The other one was in New York and one was here in California.

00:52:18.000 --> 00:52:20.000
And my students were able to have access to all three of them.

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Also I've been able to go national.

00:52:23.000 --> 00:52:25.000
Because I'm here at Anglewood and is a little bit.

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If you have no time in the home office.

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But I was able to reach kids. Kids last year in our program,

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came from Detroit, Texas of Chicago.

00:52:41.000 --> 00:52:44.000
Because parents want to have some sort of engagement for the kids.

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And I was able to reach them because we were online.

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So also some lessons that we were able to extend.

00:52:50.000 --> 00:52:51.000
I love the ed ready,

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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

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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.

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And Selena from your face-to-face math attack to this online version.

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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.

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But we had different activities.

00:53:37.000 --> 00:53:39.000
We were able to go and take them on field trips.

00:53:39.000 --> 00:53:41.000
I think the most excited.

00:53:41.000 --> 00:53:45.000
Field trip that they thought was the most fun was when we went to

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English gardens, which was an amusement park here.

00:53:47.000 --> 00:53:54.000
So when we went there, we did speak with the engineers. We did.

00:53:54.000 --> 00:53:56.000
Speak with some of the staff members.

00:53:56.000 --> 00:54:00.000
And we were able to look and create equally math

00:54:00.000 --> 00:54:01.000
equations.

00:54:01.000 --> 00:54:03.000
From the rides and just different.

00:54:03.000 --> 00:54:09.000
Strategies to help them.

00:54:09.000 --> 00:54:11.000
Bring this map to real life.

00:54:11.000 --> 00:54:14.000
And it was one of the most amazing things that I've seen. So,

00:54:14.000 --> 00:54:18.000
and this would be our first year.

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Running math and tag. Well,

00:54:20.000 --> 00:54:23.000
I did have math attack last year in the middle of COVID,

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but I think I only had two students.

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And from going from that face to face,

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we had like 30 to 40 students in a classroom.

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Going to only two students.

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I will say it was difficult,

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but it definitely helped me prepare remotely for what was coming in

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the fall and the spring.

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So that.

00:54:42.000 --> 00:54:44.000

It's the fall and the spring. So that helped me out a lot.

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It really did.

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With the transition to remote.

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And now that I've had some experience with remote.

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Dr. Ball,

00:54:57.000 --> 00:55:04.000

not president has decided to leave remote classes as an option.

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Some people do enjoy it.

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So I'm excited to see how many students will show up for face to

00:55:10.000 --> 00:55:11.000

face and how many will be remote.

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Great. Thank you.

00:55:13.000 --> 00:55:15.000

We have a live question from Spurgeon. This is new.

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We've never done this in a webinar before. We're trying.

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Not to put you on the spot.

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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.

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I had a couple of questions.

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Cause we're trying to start something along those lines.

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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.

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We wind up.

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You know, our students, we went from 35.

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50 Students per classroom, down to 25.

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We tried remote. We tried a lot of different things.

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Problem was our student.

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We have a lot of first generation students as well.

00:56:02.000 --> 00:56:14.000

So needless to say, you know, a big man on campus in high school.

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You know, it's not quite the same, you get to a big college. So,

00:56:17.000 --> 00:56:19.000

you know, that transition has always been interesting for them.

00:56:19.000 --> 00:56:21.000

I'm saying all that, because one of the things that we were doing,

00:56:21.000 --> 00:56:23.000

we went to try to go online.

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Problem we're running into with online is the lack of participation.

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So we had to do.

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You know, some tough love if you will, you know, with some of them.

00:56:29.000 --> 00:56:31.000

Cause I stay in constant contact with them.

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But.

00:56:32.000 --> 00:56:34.000

Trying to get them to come as one thing,

00:56:34.000 --> 00:56:36.000

but now we're trying to get them to do the testing.

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So when we're trying to test, we've noticed, you know,

00:56:39.000 --> 00:56:40.000

All of them are legit.

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You know, I can't dig it.

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Another word, how to put this.

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So how are you guys dealing with lockdown browsers,

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

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

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but this is what we struggle with the most.

00:57:01.000 --> 00:57:03.000

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

00:57:03.000 --> 00:57:05.000

next one that you started getting in calculus.

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

00:57:08.000 --> 00:57:09.000

you're really struggling.

00:57:09.000 --> 00:57:11.000

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

00:57:11.000 --> 00:57:12.000

class.

00:57:12.000 --> 00:57:13.000

Out of school completely.

00:57:13.000 --> 00:57:15.000

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

00:57:15.000 --> 00:57:18.000

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

00:57:18.000 --> 00:57:19.000

SOA.

00:57:19.000 --> 00:57:21.000

He said I'm similar kind of institution.

00:57:21.000 --> 00:57:26.000

I imagine you'd get a lot of that pressure too. Right.

00:57:26.000 --> 00:57:30.000

So our university went with honor lock during COVID.

00:57:30.000 --> 00:57:32.000

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

00:57:32.000 --> 00:57:35.000

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

00:57:35.000 --> 00:57:37.000

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

00:57:37.000 --> 00:57:38.000

So we can go back and like,

00:57:38.000 --> 00:57:41.000

Watch their tapes.

00:57:41.000 --> 00:57:51.000

And get triggered for like high-intensity moments.

00:57:51.000 --> 00:57:53.000

We are. So we use that for testing,

00:57:53.000 --> 00:57:55.000

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

00:57:55.000 --> 00:57:56.000

we're kind of on the honor system,

00:57:56.000 --> 00:57:58.000

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

00:57:58.000 --> 00:58:00.000

Online monitoring the entire time.

00:58:00.000 --> 00:58:04.000

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

00:58:04.000 --> 00:58:07.000

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

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

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So we also do live proctoring online.

00:58:21.000 --> 00:58:23.000

So we'll use zoom or go to meeting and,

00:58:23.000 --> 00:58:26.000

and actually sit and watch students take a test,

00:58:26.000 --> 00:58:29.000

even though that can be anxiety broken for some of them on her lock.

00:58:29.000 --> 00:58:30.000

Like.

00:58:30.000 --> 00:58:31.000

On your honor and then lock.

00:58:31.000 --> 00:58:32.000

You had a question.

00:58:32.000 --> 00:58:33.000

Good. Good.

00:58:33.000 --> 00:58:37.000

I can also say that.

00:58:37.000 --> 00:58:39.000

Since we are on an honor system,

00:58:39.000 --> 00:58:41.000

what our instructors do do is we end what we do too,

00:58:41.000 --> 00:58:42.000

for like our flexes,

00:58:42.000 --> 00:58:45.000

like those classes that they're kind of more self paced.

00:58:45.000 --> 00:58:46.000

We do give them like assignments, like.

00:58:46.000 --> 00:58:49.000

Quizzes at the ends of their classes, essentially,

00:58:49.000 --> 00:58:50.000

just to make sure that they're understanding that's something that

00:58:50.000 --> 00:58:56.000

they have to hand back.

00:58:56.000 --> 00:58:57.000

So that could be kind of a check for you.

00:58:57.000 --> 00:59:00.000

We offer a practice test that they have to submit via honor lock.

00:59:00.000 --> 00:59:01.000

So that's something that like,

00:59:01.000 --> 00:59:04.000

we can work with them on if they're struggling. So we can say like,

00:59:04.000 --> 00:59:06.000

Oh, you're having trouble with this concept.

00:59:06.000 --> 00:59:07.000

We need to go over before they actually.

00:59:07.000 --> 00:59:09.000

Take their final. And then that way we can kind of understand, okay,

00:59:09.000 --> 00:59:13.000

you really did do your ad ready or you were kind of just breezing past

00:59:13.000 --> 00:59:14.000

it, or maybe someone was helping you,

00:59:14.000 --> 00:59:16.000

whatever the re the reason is we kind of are able to really.

00:59:16.000 --> 00:59:19.000

Sift through that based off of our practices and our quizzes and the

00:59:19.000 --> 00:59:21.000

assignments that we do give to assure that they understand the

00:59:21.000 --> 00:59:24.000

material.

00:59:24.000 --> 00:59:26.000

And if I can just mention, I mean,

00:59:26.000 --> 00:59:29.000

that was a very good question because I haven't experienced that yet.

00:59:29.000 --> 00:59:31.000

And I'm sure I'm going to, and I'm going to mention that on our lap.

00:59:31.000 --> 00:59:32.000

Definitely.

00:59:32.000 --> 00:59:43.000

To some of our creators, especially.

00:59:43.000 --> 00:59:45.000

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

00:59:45.000 --> 00:59:48.000

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

00:59:48.000 --> 00:59:49.000

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

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

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before all of this.

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We use the ed ready report.

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You know,

00:59:58.000 --> 01:00:08.000

To see how long they were on.

01:00:08.000 --> 01:00:10.000

What they were struggling with.

01:00:10.000 --> 01:00:12.000

And I think at the reports and ed ready,

01:00:12.000 --> 01:00:15.000

like really pinpoint like what they were struggling with

01:00:15.000 --> 01:00:17.000

and in our math attack model,

01:00:17.000 --> 01:00:21.000

I know that me and Carrie in our other.

01:00:21.000 --> 01:00:23.000

Advisors and coordinators would actually.

01:00:23.000 --> 01:00:24.000

Have one-on-one time.

01:00:24.000 --> 01:00:28.000

With our students so that we can analyze and figure out and discover a

01:00:28.000 --> 01:00:30.000
need of what are you missing?

01:00:30.000 --> 01:00:40.000
What can we supplement? What, how can we help you?

01:00:40.000 --> 01:00:43.000
That was a lot of one-on-one time, like after they completed or,

01:00:43.000 --> 01:00:46.000
or if they were still in and ready.

01:00:46.000 --> 01:00:49.000
Because one thing that we don't do is we don't shut everybody down

01:00:49.000 --> 01:00:52.000
afterwards. They always have unlimited access.

01:00:52.000 --> 01:00:54.000
So, and if a student needed to come to us and say, Hey,

01:00:54.000 --> 01:00:55.000
I'm just stuck on this problem.

01:00:55.000 --> 01:00:58.000
We would be able to pinpoint through the report.

01:00:58.000 --> 01:01:00.000
Where they were stuck, what they're needing.

01:01:00.000 --> 01:01:01.000
And hopefully supply that need.

01:01:01.000 --> 01:01:03.000
And fill that gap.

01:01:03.000 --> 01:01:06.000
Yeah, similar to what Selena was just talking about what.

01:01:06.000 --> 01:01:08.000
We do the same thing,

01:01:08.000 --> 01:01:11.000
but the other thing we do surgeon is we that we assign a math and

01:01:11.000 --> 01:01:14.000
English faculty, so they can have someone to go to because.

01:01:14.000 --> 01:01:15.000
As you know,

01:01:15.000 --> 01:01:17.000

that everybody's software is actually they use a software.

01:01:17.000 --> 01:01:19.000

We're going to see improvement. No doubt.

01:01:19.000 --> 01:01:20.000

Yeah.

01:01:20.000 --> 01:01:22.000

But what the software can answer questions.

01:01:22.000 --> 01:01:23.000

Yeah.

01:01:23.000 --> 01:01:26.000

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

01:01:26.000 --> 01:01:27.000

We don't want you to teach them.

01:01:27.000 --> 01:01:29.000

We just want you to answer their question.

01:01:29.000 --> 01:01:31.000

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

01:01:31.000 --> 01:01:32.000

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

01:01:32.000 --> 01:01:34.000

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

01:01:34.000 --> 01:01:35.000

It's going to calibrate to the algorithm.

01:01:35.000 --> 01:01:37.000

And figure out how to get them back on track.

01:01:37.000 --> 01:01:42.000

I just want you to ask them.

01:01:42.000 --> 01:01:43.000

Certain questions.

01:01:43.000 --> 01:01:46.000

And so we started teaching the teachers do professional development,

01:01:46.000 --> 01:01:48.000

how to ask critical thinking questions.

01:01:48.000 --> 01:01:50.000

Because what happens is when the students started responding to the

01:01:50.000 --> 01:01:52.000

critical thinking questions.

01:01:52.000 --> 01:01:53.000

The first time, the next time,

01:01:53.000 --> 01:01:56.000

when the teacher came back to ask the question,

01:01:56.000 --> 01:01:58.000

The student will already have the answers to those critical thinking

01:01:58.000 --> 01:01:59.000

questions.

01:01:59.000 --> 01:02:02.000

It is now.

01:02:02.000 --> 01:02:04.000

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

01:02:04.000 --> 01:02:06.000

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

01:02:06.000 --> 01:02:14.000

I try to outsmart us.

01:02:14.000 --> 01:02:18.000

Good point. I would definitely, I like that.

01:02:18.000 --> 01:02:19.000

And I just want to mention,

01:02:19.000 --> 01:02:24.000

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

01:02:24.000 --> 01:02:28.000

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

01:02:28.000 --> 01:02:31.000

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

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So good point.

01:02:32.000 --> 01:02:33.000

I will bring it up for them.

01:02:33.000 --> 01:02:41.000

Ask critical thinking questions.

01:02:41.000 --> 01:02:45.000

Problem solving questions and seeing if they can answer those in their

01:02:45.000 --> 01:02:47.000

presence right then and there,

01:02:47.000 --> 01:02:49.000

or giving the students time to think about it. I like that.

01:02:49.000 --> 01:02:50.000

I will definitely.

01:02:50.000 --> 01:02:53.000

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

01:02:53.000 --> 01:02:57.000

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

01:02:57.000 --> 01:02:58.000

It's a PowerPoint.

01:02:58.000 --> 01:02:59.000

With the archive.

01:02:59.000 --> 01:03:00.000

Yeah, that'd be great.

01:03:00.000 --> 01:03:01.000

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

01:03:01.000 --> 01:03:04.000

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

01:03:04.000 --> 01:03:05.000

Like we would be at the meeting, right?

01:03:05.000 --> 01:03:07.000

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

01:03:07.000 --> 01:03:08.000

When we walked out.

01:03:08.000 --> 01:03:10.000

Where's the wine.

01:03:10.000 --> 01:03:11.000
Well, we hope that will happen.

01:03:11.000 --> 01:03:14.000
Two 82.

01:03:14.000 --> 01:03:29.000
And we hope Audrey will be there too and drains up then.

01:03:29.000 --> 01:03:31.000
We, we, the folks here have been,

01:03:31.000 --> 01:03:33.000
we knew we were going to try and get through a lot quickly and we'd

01:03:33.000 --> 01:03:34.000
run out of time for questions.

01:03:34.000 --> 01:03:37.000
And they've graciously offered to be available for office hours,

01:03:37.000 --> 01:03:40.000
just for conversations and questions you might have on Monday

01:03:40.000 --> 01:03:41.000
afternoon.

01:03:41.000 --> 01:03:43.000
So if, if you might be interested in that,

01:03:43.000 --> 01:03:45.000
if you would raise your hand, that will help us.

01:03:45.000 --> 01:03:49.000
And we'll also send that offer out with the link to the archive,

01:03:49.000 --> 01:03:51.000
which should come your way tomorrow.

01:03:51.000 --> 01:03:53.000
But we'd love to get a sense of people are really interested in coming

01:03:53.000 --> 01:04:02.000
to office hours on this.

01:04:02.000 --> 01:04:04.000
That would then we don't have to take all these people's time.

01:04:04.000 --> 01:04:07.000

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.

01:04:59.000 --> 01:05:01.000

So we look forward to talking more on Monday.

01:05:01.000 --> 01:05:01.000

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