

WEBVTT

1

00:00:00.570 --> 00:00:16.830

Famis Florida4: And just so you know your mic. When you come in is on mute. But you do have the capability to unmute yourself and ask anything and participate in the presentation as needed. So we'll go ahead and get started.

2

00:00:18.480 --> 00:00:21.870

Famis Florida4: And we're looking forward to, to the presentation.

3

00:00:24.840 --> 00:00:33.150

Cari Warnock: Right, thank you so much and welcome all of you who are on the line today. We're really excited to get to, to meet with all of you today.

4

00:00:33.480 --> 00:00:42.930

Cari Warnock: Our agenda is very interactive. So we're hoping that you'll either come on camera, or you'll unmute or you'll use your annotations or the chat feature.

5

00:00:43.290 --> 00:00:51.300

Cari Warnock: And we have several folks that are monitoring our chat to make sure that we're aware if you have a asked a question or if you wanted us to stop and pause so

6

00:00:51.660 --> 00:00:58.500

Cari Warnock: I will introduce myself. My name is Carrie Warnock I work for Dell education and I'm the education strategist.

7

00:00:59.130 --> 00:01:10.830

Cari Warnock: One of the team. I spent over 20 years with provide public schools. And so many of you may know me who were on the call. If I worked with you over the years and we've got a couple other folks on the call today as well.

8

00:01:12.510 --> 00:01:23.490

Kristal Ayres: I am crystal airs, I'm the chief business development officer with bright bites and been an education for about 30 years before right by it's always in a K 12 districts in two different states.

9

00:01:24.000 --> 00:01:37.170

Kristal Ayres: The majority of my time spent actually in Florida about 20 years in Daytona Beach, as well as call your county and I currently reside in Georgia so happy to be able to share today.

10

00:01:39.600 --> 00:01:46.320

Jonathan Hinke: Morning everyone, I'm Jonathan hinky I am the director of school improvement for the Putnam County School District here in Florida.

11

00:01:46.920 --> 00:02:00.810

Jonathan Hinke: And like crystal. I've worked in a couple different states. I've been in Florida. Since 2007 it's been the majority of my time working in Duval County and now Putnam County schools so excited to be with you today.

12

00:02:03.780 --> 00:02:08.220

Cari Warnock: So like I mentioned earlier, we're hoping that you're going to interact with us today.

13

00:02:09.330 --> 00:02:19.290

Cari Warnock: We really built in a lot of interactivity. So we're hoping that you'll you'll play along here. We kind of have it broken down into 15 minutes sections and so we'd like to really

14

00:02:19.980 --> 00:02:27.930

Cari Warnock: Just focus a little bit of time on each of the sections and then also have time for questions and next steps we've already built in a follow up.

15

00:02:28.320 --> 00:02:43.140

Cari Warnock: And if you get the QR code off of our slide deck. It will take you to additional information about us and about follow ups and we'll also send you an email afterwards with a coffee and conversation that we're going to host in July, on the 23rd.

16

00:02:44.070 --> 00:02:53.280

Cari Warnock: So with that said, We'd like to know kind of who's in the room, get a feel for who's in the room. So how did you feel about working from home when it occurred.

17

00:02:53.520 --> 00:03:00.750

Cari Warnock: were you frightened. Were you neutral. Are you happy about it if you'd like to chat or if you'd like to come off mute and let us know.

18

00:03:01.980 --> 00:03:06.210

Cari Warnock: Just kind of get a feel for how everybody was was doing with working from home.

19

00:03:12.690 --> 00:03:19.350

Cari Warnock: I see loved it. Happy uncertain. I feel like I'm more productive. I can get more done. I loved it.

20

00:03:21.690 --> 00:03:32.160

Cari Warnock: Getting we're getting quite a few comments saying I loved it and some people are saying, really happy with it. But I worked more hours I felt safer. I was more productive.

21

00:03:33.570 --> 00:03:40.200

Cari Warnock: It was great. I get a lot done so lots and lots of people saying they really liked it made them feel safer.

22

00:03:40.890 --> 00:03:59.640

Cari Warnock: I'm a few that said they were uncertain. So, that's okay. I think we've all made a shift right and working from home and kind of what our lives have felt like has changed a lot. And so our presentation today is really about transformation over time. And so

23

00:04:00.750 --> 00:04:07.560

Cari Warnock: Talking about how we have transformed over time in the educational space if you think back when

24

00:04:08.280 --> 00:04:16.890

Cari Warnock: You know 50 years ago when faith free and appropriate public education was created, you know, we really had a lot of dreams and goals for our kids for our students.

25

00:04:17.610 --> 00:04:23.940

Cari Warnock: And, you know, we've changed a lot. And just those 50 years. And so I think it's interesting when we talk about

26

00:04:24.420 --> 00:04:39.660

Cari Warnock: Transformation in the IT space or teaching and learning and how it's changed over time. It's just so different. And it's the imperatives. And the, the challenges that we have have even become more heightened as we have gone through this coordinate

27

00:04:40.740 --> 00:04:54.720

Cari Warnock: And so I'm sure some of you can attest to this fact that it imperatives often outstrip your budget and often outstrip your staffs right so many of you do this work. And so, I noticed in the chat that some of you said, I feel like I worked more hours.

28

00:04:55.230 --> 00:05:01.560

Cari Warnock: And you know, when you work from home. If you can't sort of step away from it right but teaching and learning has still

29

00:05:02.160 --> 00:05:12.690

Cari Warnock: Progressed in students have done school from home. Anytime, anywhere, and teachers have still had to make some decisions in folks that district office have still had to keep up with some things so

30

00:05:13.080 --> 00:05:19.590

Cari Warnock: The next few slides are just really quick slides about how Dell technologies has really been an integral part of

31

00:05:20.130 --> 00:05:28.980

Cari Warnock: The changing over time of the educational space. And so, talking about just the way students learn in the way teachers teach

32

00:05:29.280 --> 00:05:39.630

Cari Warnock: So, allowing them to be untethered allowing them to share content, allowing them to have networking or video conferencing or displays where students can work all together collaboratively.

33

00:05:43.500 --> 00:05:51.030

Cari Warnock: And so in our classroom learning spaces you know we can do distance where we can do face to face what we call on prem or off Prem right

34

00:05:51.450 --> 00:05:57.810

Cari Warnock: And we have a lot of solutions that we talked about with our school districts. So part of my job is to ask questions.

35

00:05:58.050 --> 00:06:11.460

Cari Warnock: And try to figure out what you're trying to solve for. And then I am the strategist. So I come with you and we solve the problems together or I do a session with maybe a strategy group so we can talk through where you're trying to head.

36

00:06:13.920 --> 00:06:17.400

Cari Warnock: Dells really been in the active learning space for a very long time.

37

00:06:18.210 --> 00:06:27.990

Cari Warnock: With our devices, but also 3D printers with displays and a lot of other devices. We have account executives who are online today with us. Cathy, and Greg and Greg.

38

00:06:28.260 --> 00:06:40.620

Cari Warnock: Who that is their job right they figure out the right device for the right student for the right space based on your needs. My job is to really think about the educational part of it, the teaching and learning pieces of that.

39

00:06:42.180 --> 00:06:52.440

Cari Warnock: And so the next slide, I mentioned earlier, I worked in public schools for over 20 years then I moved to Metro Nashville and spend a couple of years there working in the urban school setting.

40

00:06:52.800 --> 00:07:00.810

Cari Warnock: And move back to regard. And so now I work for Dell and so I'm able to support all of your school districts at no cost.

41

00:07:01.530 --> 00:07:04.740

Cari Warnock: And during this pandemic, which is one of our one of our peas.

42

00:07:05.550 --> 00:07:14.190

Cari Warnock: You know, there was a means to transformation. There were some required transformational things that happened. And then there were some pun intended catalysts for that right

43

00:07:14.700 --> 00:07:19.590

Cari Warnock: And so one of our piece today is about the pandemic and the phases that we moved through

44

00:07:20.550 --> 00:07:26.670

Cari Warnock: Some of the catalyst, where we allow students to, you know, maybe choose or collaborate or have a passion.

45

00:07:27.360 --> 00:07:38.190

Cari Warnock: And another P is the phases. So what I noticed and maybe you had some new things and wondering about the phases of this pandemic. But one of the things that I noticed is that at first.

46

00:07:38.940 --> 00:07:47.280

Cari Warnock: All the school districts needed to solve a problem quickly they needed to go off Prem very fast. Maybe 24 hours 48 hours like really quickly.

47

00:07:47.640 --> 00:07:50.280

Cari Warnock: But the continuity of education still needed to be there.

48

00:07:50.730 --> 00:07:57.420

Cari Warnock: So one of the topics that I speak to school districts about is continuity planning and we actually have a tracker that we use and a

49

00:07:57.630 --> 00:08:05.670



Cari Warnock: Little plan our math that we use. And we asked questions to try and help guide people towards answers about how do we do this effectively and efficiently.

50

00:08:06.600 --> 00:08:11.400

Cari Warnock: And so one of our other pieces public education. So the continuity there in

51

00:08:12.210 --> 00:08:20.520

Cari Warnock: My education team we created areas of focus and elements that will fall under those areas of focus and so things like mental health.

52

00:08:21.000 --> 00:08:26.250

Cari Warnock: Teaching and Learning operations infrastructure and access and feeling community engagement.

53

00:08:26.760 --> 00:08:32.100

Cari Warnock: So how do we engage all of those things when we're trying to work from home and school from home.

54

00:08:32.580 --> 00:08:39.930

Cari Warnock: And so today, that's sort of what we're going to talk through and we also are about to ask you some questions get you interacting with us.

55

00:08:40.680 --> 00:08:49.140

Cari Warnock: And so as we think about one of the other piece we think about partners, which is my bright fights is on the phone with us today. And that's why Putnam County is on the phone and

56

00:08:49.500 --> 00:08:57.810

Cari Warnock: We didn't realize it was going to be another piece we really should have named it like P to the fourth power. Chris Johnson's in Putnam, but, um, you know,

57

00:08:58.260 --> 00:09:04.620

Cari Warnock: Part of what we do at Dell is trying to figure out how to triangulate with others that you're already working with

58

00:09:05.250 --> 00:09:08.790

Cari Warnock: So if in your school districts. You're to have several partners, you're working with.

59

00:09:09.300 --> 00:09:19.380

Cari Warnock: We can just come alongside of them and work with them. I can work with whoever you already are working with to save you some time from having to meet with everybody separately.

60

00:09:19.710 --> 00:09:27.720

Cari Warnock: And also, if I can learn the language of your other partners, then I can speak that language as well. And then we don't have to keep translating back and forth.

61

00:09:28.980 --> 00:09:37.920

Cari Warnock: So, you know, part of my job is to try and figure out how to consult with you in the best way possible for teaching and learning transformation.

62

00:09:38.370 --> 00:09:49.680

Cari Warnock: Also connecting educators and other practitioners inside of school districts with best practices. So when I get research articles or videos or things that I think the content might really support what you're doing.

63

00:09:50.010 --> 00:09:57.510

Cari Warnock: I send it your way. And the only way to know what you need is, is to have a quick conversation or to have a zoom call and figure that out.

64

00:09:59.010 --> 00:10:09.150

Cari Warnock: The other thing that I do is really talking about technology integrations and talking about initiatives that might support the transformation of learning and teaching practices.

65

00:10:09.720 --> 00:10:18.570

Cari Warnock: And then obviously we always want to create value add for our districts and we want to engage with other partners as you move through some of these areas.

66

00:10:22.320 --> 00:10:33.540

Cari Warnock: So our next slide is for you to interact with us. And there's many ways to do that. You can use the chat feature which many of you already really master that you can also do reactions at the bottom, you've got

67

00:10:34.200 --> 00:10:43.560

Cari Warnock: Something where you can clap something when you can lift your finger and say yes. And then there's also annotations, which you can write or draw or say something that way.

68

00:10:44.340 --> 00:10:52.710

Cari Warnock: But our next slide really talks to the fact that technology is transformed the way that we live, work and learn and it's an ever increasing pace.

69

00:10:53.160 --> 00:11:06.870

Cari Warnock: And these are just some statistics by 2030 25 billion devices will be internet connected 50% of the cars will be driverless and these are all course the Futurist thought about what 2030 might look like.

70

00:11:07.620 --> 00:11:23.880

Cari Warnock: But we are to see that change technology has transformed the way that we live, work and learn and now we're doing that from home so chat or reaction or annotate How is trans technology transform the way that you are living, working or learning currently

71

00:11:27.660 --> 00:11:33.330

Cari Warnock: Again, you can put it in the chat or you can come off of mute you interact with you.

72

00:11:34.470 --> 00:11:45.270

Kristal Ayres: And I did want to mention for anybody that is interested we have an Echo Dot that will be giving away at the end of the session. So if you stay to the end we'll ask you to select a number

73

00:11:45.930 --> 00:11:53.310

Kristal Ayres: Between one and 100 and put it in the chat box, but we won't we won't do that till the very last slide. And so we hope that you'll stay with us and

74

00:11:53.970 --> 00:12:04.140

Kristal Ayres: Learn alongside of us and just maybe give you a little bit of motivation to hang in there. We know that you interact on a lot of zoom calls every single day. But we appreciate your participation today.

75

00:12:06.840 --> 00:12:12.480

Cari Warnock: So we have some people chatting with us now saying that everything is technology based all of our work.

76

00:12:13.170 --> 00:12:25.050

Cari Warnock: We are digital immigrants teaching digital natives. We have to be dedicated to learning new technologies. I love that statement that might be my hashtag later today, digital immigrants teaching digital natives.

77

00:12:26.580 --> 00:12:30.090

Cari Warnock: Emails and chats. We don't have face to face meetings.

78

00:12:31.380 --> 00:12:42.450

Cari Warnock: Also dealing with our own kids at home right having to become their teachers at home and having to keep them on task as well as keeping yourself on tasks that's been an interesting piece right

79

00:12:43.290 --> 00:12:51.690

Cari Warnock: I love this from pervert. I can do anything with the YouTube video so true. I changed an exhaust fan once in my bathroom while watching it to

80

00:12:53.820 --> 00:13:04.290

Cari Warnock: Technology has consumed my life. Yeah, absolutely. Some, some people are feeling the negative effects, right, or the stress of being so tech savvy and so tech connected

81

00:13:08.310 --> 00:13:14.190

Cari Warnock: Some people still like using pencil and paper. I know, I still have notebooks and I still like to take conferences and

82

00:13:14.730 --> 00:13:26.760

Cari Warnock: It is hard. Also a notice someone mentioned about there's no traveling. There's no getting up and walking to like a meeting or an office or driving somewhere. So there's no downtime to sort of process right

83

00:13:28.110 --> 00:13:31.800

Cari Warnock: It is challenging times, indeed, thank you for all of your comments.

84

00:13:33.540 --> 00:13:35.430

Cari Warnock: You know, with your funny YouTube stories as well.

85

00:13:36.480 --> 00:13:49.530

Cari Warnock: We will continue to chat about how technology has transformed our lives as we go to our next interactive question, which is, so if technology has been disrupting you know all industries. Right.

86

00:13:50.640 --> 00:14:04.920

Cari Warnock: How might schools transform to risk becoming obsolete and I'm going to give you a few examples. Okay, I'm going to age myself just a little bit. Even I already told you guys, I've been in education for 25 years but who remembers Blockbuster Video

87

00:14:06.180 --> 00:14:12.630

Cari Warnock: Some of you still may have your card. Yes. Crystal recalls. So what happened to blockbuster

88

00:14:13.620 --> 00:14:28.410

Cari Warnock: Something came in and disrupted that industry and those some things were things like Netflix. You're putting it up there out somebody said, I worked at blockbuster Netflix and the red box that used to happen on the side of the road we run a video.

89

00:14:30.150 --> 00:14:36.960

Cari Warnock: All of the Amazon Prime and all of the streaming and all of these things. Right. So the question becomes,

90

00:14:37.740 --> 00:14:49.590

Cari Warnock: How do we make k 12 education and we get schools to not become obsolete. How do we stay in this space and stay competitive if you will and keep kids.

91

00:14:50.160 --> 00:14:59.310

Cari Warnock: joining with us to learn every day. If you have any innovative ideas as to how we might do that. We'd love to see it in the chat, Oregon, you can come up with you.

92

00:15:00.450 --> 00:15:00.930

As well.

93

00:15:07.800 --> 00:15:20.160

Cari Warnock: How might schools transform and know really just kind of keep themselves cutting edge edutainment. Okay. All right. That's a good word that our hashtag for today.

94

00:15:21.390 --> 00:15:29.700

Cari Warnock: Give each child and every child a laptop, not just share a laptop with the entire family keeping an eye on that emerging technology.

95

00:15:30.990 --> 00:15:41.880

Cari Warnock: Developing a k 12 education that involves a blended hybrid learning environment that facilitates learning interest moving to a hybrid blended approach is good.

96

00:15:43.530 --> 00:15:53.070

Cari Warnock: So it seems like a lot of people on the call today are in agreement with this idea of this blended environment and also giving students access to technology.

97

00:15:53.430 --> 00:16:05.400

Cari Warnock: You know, we talk a lot about equity and access in education and we've also been talking about it a lot recently with school from home as well. So thank you for sharing all of your thoughts there.

98

00:16:08.250 --> 00:16:15.090



Cari Warnock: So this one is more of a personal question since we've sort of made you think through how technologies transforms your life.

99

00:16:15.450 --> 00:16:22.800

Cari Warnock: Then how to schools risk being obsolete and now we're going to say, what is your favorite personalized way to interact with the world.

100

00:16:23.040 --> 00:16:32.340

Cari Warnock: Is it your shopping or your healthcare and having a portal online for your health care. Is it your entertainment. What's your favorite way of personalizing your own

101

00:16:33.570 --> 00:16:34.260

Cari Warnock: World.

102

00:16:40.170 --> 00:16:53.970

Cari Warnock: Social Media TV Amazon. Amazon Prime. Maybe there's been a lot of boxes arriving at your house over the last few months, Facebook, being able to accept people far away interact with them, even during code when we were isolated.

103

00:16:55.560 --> 00:17:04.290

Cari Warnock: The phone. There's lots of ways right that we can personalize and we want our students to be thinking about ways they can personalize their instruction as well.

104

00:17:04.680 --> 00:17:13.830

Cari Warnock: And so those working in school districts and those working with districts need to keep our eye on that price. How do we allow students to personalize

105

00:17:14.280 --> 00:17:23.280

Cari Warnock: Their own learning. How do we allow them to make decisions and choices when their whole world as digital natives. They have grown up being allowed to personalize everything

106

00:17:23.760 --> 00:17:34.770

Cari Warnock: They know how to shop on Amazon. They know how to interact with other friends on social media, but how do we as educators and as people that support, education, continue to help our students to do that in K 12

107

00:17:36.060 --> 00:17:40.830

Cari Warnock: So that brings us to our next interactive question and it really has to do with

108

00:17:42.030 --> 00:17:52.020

Cari Warnock: How we have solvable difficult and wicked problems. I hope you all can enjoy this wicked section with me. Those who have worked through this coven issue.

109

00:17:52.470 --> 00:18:02.490

Cari Warnock: So we have issues that are solvable. We have those that are difficult. We have those that are wicked. And so, you know, some of the solvable ones you do them on a daily basis. Right.

110

00:18:03.180 --> 00:18:08.280

Cari Warnock: We improve our digital literacy. We have authentic learning experiences for students. We solve a problem.

111

00:18:08.940 --> 00:18:21.300

Cari Warnock: Those that are difficult might be rethinking the role of a teacher when they're now at home or teaching computational thinking is that fifth seat. We talked long and hard about the four C's. Well, there's a sexy competition.

112

00:18:22.350 --> 00:18:32.370

Cari Warnock: And then we get to those wicked problems they're complex or hard to define what do we do about them and how do we solve them. And so what we really want to know.

113

00:18:33.630 --> 00:18:49.440

Cari Warnock: from you is, what are some wicked challenges that you are facing, either now or in the fall, or in the winter and we'd love to hear what those are, again, you can annotate on the screen. You can read us a chat, you can come up with you.

114

00:18:57.150 --> 00:19:06.540

Cari Warnock: I love this comment, you know, learning digitally as second nature to many of our K 12 students might be challenging to us as adults, as we are those digital immigrants.

115

00:19:06.870 --> 00:19:21.180

Cari Warnock: And maybe we can learn some things from our students. I will tell you one of the things that Dell has done over the last few weeks is you've created webinars with student boss and we've invited students from K 12 and from college to actually speak.

116

00:19:21.780 --> 00:19:27.600

Cari Warnock: Freely and live on our webinars and they take the whole hour and they tell the adults, what they need.

117

00:19:28.770 --> 00:19:30.480

Cari Warnock: And it's been so great to hear from them.

118

00:19:31.710 --> 00:19:37.590

Cari Warnock: We need to make sure we stay in compliance student voice and empowerment are important online assignments.

119

00:19:40.140 --> 00:19:50.220

Cari Warnock: Teaching understanding and training student parent and student training thinking about students with disabilities and maybe students who struggle with technology and assistive meeting assistive technology.

120

00:19:53.070 --> 00:20:00.660

Cari Warnock: Processing a variety of sources and producing quality products is what is wicked. I love that answer that. So, so on point.

121

00:20:01.740 --> 00:20:04.410

Cari Warnock: Well, thank you for sharing your wicked challenges with us.

122

00:20:05.940 --> 00:20:07.560

Cari Warnock: I would love to.

123

00:20:08.790 --> 00:20:21.300

Cari Warnock: Talk with some of you offline about your wicked challenges and really talk through them. This person is talking about filtering content that's not safe. Obviously we have technologies that do that for us now, and we're going to talk a little bit about that.

124

00:20:23.580 --> 00:20:30.810

Cari Warnock: So Dell technologies. Does this really cool thing when you buy devices from us. You get professional learning

125

00:20:31.440 --> 00:20:39.330

Cari Warnock: You also get the education strategies which is me at no cost. So I get to work with you if whether you're a Dell customer or not.

126

00:20:39.630 --> 00:20:45.960

Cari Warnock: And then our professional learning group gets to work with you when you purchase items from us, or if you purchase professional learning through us.

127

00:20:46.260 --> 00:20:54.900

Cari Warnock: To some of you might be those decision makers who actually get to choose your trainers or who comes in, but we we actually customize every single

128

00:20:55.410 --> 00:21:02.640

Cari Warnock: Thing that we do. There isn't like a list, but I did give a little list here just to show you some of the things we talked about leadership capacity.

129

00:21:03.000 --> 00:21:08.250

Cari Warnock: We talk about formative feedback competency based models we do we talk about virtual learning

130

00:21:08.790 --> 00:21:18.990

Cari Warnock: We also help people set up their console management, if they're switching to Google or Chromebooks or whatever. So we talk on a variety of topics. So we just want you to know that.

131

00:21:19.920 --> 00:21:21.900

Cari Warnock: That is what we do. And that's what I'm here for.

132

00:21:22.500 --> 00:21:38.610

Cari Warnock: And every single thing is customized to meet your goals. So you tell me what your wicked challenges are, I think you're out those buckets that those fall into. And then we create goals together and we go about solving them. And I'm going to leave you with this last thought

133

00:21:39.900 --> 00:21:43.710

Cari Warnock: Before I turn it over to Dr. Crystal ears and Jonathan

134

00:21:48.930 --> 00:22:00.060

Cari Warnock: So as we think about technology and empowering learning in ways that we never imagined. And as we sit at home working from home working in ways that maybe we never imagined either

135

00:22:01.260 --> 00:22:07.530

Cari Warnock: How might we transform together because it isn't just about technology.

136

00:22:10.650 --> 00:22:17.940

Cari Warnock: Thanks for interacting with me for my section and I'm going to pass it off to Crystal and Jonathan now and they're going to give a real life example in a school district.

137

00:22:19.140 --> 00:22:27.630

Kristal Ayres: Thank you so much. Carrie, we are so super excited to share with you today just continuing on with our bright bites and Dell partnership we

138

00:22:28.050 --> 00:22:37.800

Kristal Ayres: Again, like Kerry said we are thought partners with you and love to work with you and be interactive to help solve problems across the United States. We have so many conversations with different districts

139

00:22:38.100 --> 00:22:50.040

Kristal Ayres: I've already introduced myself at the beginning. And so what I'd like to do is give Jonathan a second to talk about his district and just a little bit more about what he's representing today.

140

00:22:51.870 --> 00:22:52.710

Thank you. Crystal.

141

00:22:53.850 --> 00:23:11.040

Jonathan Hinke: For those of you who aren't aware Putnam County is in northeastern Florida and we are kind of what we consider a small medium sized district. We have just over 10,000 students 18 schools about 600 teachers. We do have

142

00:23:12.090 --> 00:23:20.160

Jonathan Hinke: Five minutes, five members school board and an elected superintendent for anybody from outside of Florida that sometimes this is different.

143

00:23:20.700 --> 00:23:33.930

Jonathan Hinke: And we'd like to consider ourselves a community of learners focused on improving focusing on always trying to grow and that's probably what leads us to this conversation today.

144

00:23:36.240 --> 00:23:41.970

Kristal Ayres: Thank you. So we're going to talk just for a minute about like where we are today and john and I will kind of go back and forth.

145

00:23:42.390 --> 00:23:50.430

Kristal Ayres: And then he's going to share Putnam County kind of fall plan of action, a little bit with you and just kind of share some of the conversations that are happening there.

146

00:23:50.880 --> 00:23:54.930

Kristal Ayres: And what he shares. Then I'm just going to provide some visualizations in the bright bites.



147

00:23:55.320 --> 00:24:08.010

Kristal Ayres: Platform for you, just so that you can get a feel for what he's referencing and put kind of a visual to his different statements and so kind of where are we today as Carrie already shared

148

00:24:08.640 --> 00:24:13.920

Kristal Ayres: We went from having classes to now empty classrooms to students working from

149

00:24:14.670 --> 00:24:27.630

Kristal Ayres: A laptop or a tablet or a phone with mom or a caregiver somebody else working alongside the student in order to make sure that learning was still occurring outside of the classroom walls.

150

00:24:28.560 --> 00:24:37.710

Kristal Ayres: And so, you know, preparing for this year ahead. I know as from talking to different districts across the United States. There's usually like an A, B, and C scenario.

151

00:24:37.980 --> 00:24:48.030

Kristal Ayres: A being everyone's coming back to school be being we're starting off remote or see some type of a hybrid where maybe there's choice in who you know or

152

00:24:48.840 --> 00:24:59.280

Kristal Ayres: Maybe there's a some of the students come a couple of days a week and then the other half come a couple of days a week and then there's some virtual learning that's occurring. So every there's just different scenarios and

153

00:25:00.000 --> 00:25:14.820

Kristal Ayres: I'm just curious. And if you would put in the chat box, you know, do you want just the answer to one of these three questions. Whichever one really speaks or resonates to you. Do I have the resources I need for this next school year, knowing that there's an ABC scenario.

154

00:25:16.230 --> 00:25:22.380

Kristal Ayres: Or what tools and support can I provide teachers. If you're an administrator to really help them with student progress.

155

00:25:23.010 --> 00:25:32.490

Kristal Ayres: Or third, how will I know if my new initiatives and programs are even successful. So as you start to deploy remote learning, if that's what you're doing, how are you going to know

156

00:25:33.270 --> 00:25:41.040

Kristal Ayres: And have that visibility that it's being successful. So I'll give you a second to respond to any one of these three that resonates with you.

157

00:26:18.690 --> 00:26:20.850

Kristal Ayres: Hi, I'm not seeing anybody answer.

158

00:26:27.360 --> 00:26:30.030

Kristal Ayres: Maybe we have maybe nobody has any questions.

159

00:26:35.910 --> 00:26:44.400

Kristal Ayres: Okay, I will continue on and if you have any thoughts about that, feel free to add in. So we're talking about leveraging our data.

160

00:26:44.700 --> 00:26:49.830

Kristal Ayres: And as we start to think about those questions of this slide the previous slide.

161

00:26:50.160 --> 00:26:58.260

Kristal Ayres: We kind of need to think and really understand the different data that we have available at our fingertips and so I know one thing that's really important.

162

00:26:58.710 --> 00:27:07.530

Kristal Ayres: Is obviously the academic data, the progress you know in order to monitor those goals that and student achievement. Ensure that everyone's progressing through it.

163

00:27:08.310 --> 00:27:14.910

Kristal Ayres: How do we take attendance either virtual or face to face. That's a question that a lot of people are struggling with as well.

164

00:27:15.480 --> 00:27:19.920

Kristal Ayres: So something around, you know, student interventions and making sure that we're monitoring progress so

165

00:27:20.220 --> 00:27:31.140

Kristal Ayres: These different eight bullet points are probably different areas that your district leaders or your educational staff at the school. The school leadership teams are having conversations around to ensure

166

00:27:31.470 --> 00:27:38.310

Kristal Ayres: That you have the data that you need to drive instructional outcomes that best represents what your students need

167

00:27:39.030 --> 00:27:51.480

Cari Warnock: And crystal. We did have one question come in. How can they support those who can answer the questions that were on your previous slide. So, you know, coming up with strategies and ways that folks can

168

00:27:51.900 --> 00:27:59.760

Cari Warnock: hurt people who are making some of these decisions and answering these questions. So as you're talking maybe that that's a question that was posted

169

00:28:00.570 --> 00:28:14.820

Kristal Ayres: Awesome. Yes, we will definitely come back and revisit that one. Thank you. Um, so I'm gonna go ahead and turn it over to Jonathan now to kind of share Putnam's plans and kind of the conversations that have been evolving there.

170

00:28:16.410 --> 00:28:34.350

Jonathan Hinke: Thank you. So one of the things that we've been kind of in a process of. And I think that in the time we're in. We all feel that things are changing around us and oftentimes those changes seem out of our

171

00:28:35.730 --> 00:28:50.430

Jonathan Hinke: purview out of our ability to kind of mold or to impact. And so when we think about data we've been really trying to be transformational. And in thinking about where do we go next.

172

00:28:51.000 --> 00:29:02.130

Jonathan Hinke: And sometimes when there's a lot of change happening. I think we can instinctively try to make things not change or try to keep things what we consider quote unquote normal

173

00:29:03.390 --> 00:29:19.800

Jonathan Hinke: But I think it's important in in this time of vast change really that we always be thinking ahead. And so just to give you a little idea. This past spring as we all went to Home learning

174

00:29:20.850 --> 00:29:28.890

Jonathan Hinke: For the most part, and distance learning plans. We tried to take this idea of having a phased approach to our instructional continuity plan.

175

00:29:29.340 --> 00:29:37.590

Jonathan Hinke: So every two weeks, we were trying to improve upon that and make sure that we got better and better at that over the course of a few months.

176

00:29:38.310 --> 00:29:48.420

Jonathan Hinke: And so we're trying to take that same idea of transforming what we what we do and continue to build off of that. And so, as we've planned for the future, not only just this fall, but really

177

00:29:48.810 --> 00:29:59.460

Jonathan Hinke: Long term we're thinking about data and we're thinking about how do we do the final are the three things there that are on the slide. So looking at centralizing access

178

00:30:00.570 --> 00:30:11.550

Jonathan Hinke: Improving visualizations and then really trying to gain more visibility into what we consider the whole child and not just academic data.

179

00:30:13.680 --> 00:30:18.450

Jonathan Hinke: So the first piece I want to kind of dive into is this idea of centralizing access so

180

00:30:20.520 --> 00:30:31.230

Jonathan Hinke: As we think about streamlining different products, we've been going through a process of looking at all the things we have in for district leaders who might be joining us

181

00:30:32.400 --> 00:30:37.320

Jonathan Hinke: Sometimes going through and looking at all the different things you purchase in all the different products do you have

182

00:30:37.890 --> 00:30:51.840

Jonathan Hinke: Sometimes simple is a little bit better, more efficient. So we're trying to do some streamlining, not only for ourselves, but also in thinking about from our teachers perspectives. How do we improve

183

00:30:52.470 --> 00:31:07.350

Jonathan Hinke: What we currently have and make it a little easier for teachers to use and at the same time, it's important to think about decreasing costs and sometimes streamlining can lead to better products with decreased costs.

184

00:31:08.700 --> 00:31:26.820

Jonathan Hinke: So we're trying to go towards a platform that does that, as well as the next part and the next part is really around visualizations. And if you think about the world we live in, where we have Snapchat and Instagram and everything is become very visual. Very picture oriented.

185

00:31:28.050 --> 00:31:44.520

Jonathan Hinke: For educators, I think trying to think about ways to provide them with visualizations that empower them and allow them to problem solve, versus just giving them data or making them spend their time.

186

00:31:45.690 --> 00:31:54.540

Jonathan Hinke: Trying to put data together without having the time then to really problem solve and act upon that. So the visualization piece.

187

00:31:56.070 --> 00:32:12.930

Jonathan Hinke: We don't want teachers to just have access to historical or current. We also want them to have access to future data and to be thinking about where are their students headed what track are their students on and so sometimes that has to do with your early warning signs data.

188

00:32:14.670 --> 00:32:19.650

Jonathan Hinke: We also were thinking about how can we improve the

189

00:32:20.250 --> 00:32:29.850

Jonathan Hinke: interactivity of some of our platforms. So that teachers are able to better compare their students across their classrooms or across the different sections.

190

00:32:30.120 --> 00:32:39.930

Jonathan Hinke: But also get a sense of where their students are compared to the rest of their grade level or the other students in their school or the other students in their district. So trying to develop

191

00:32:40.650 --> 00:32:50.400

Jonathan Hinke: visualizations that give them a little bit more comprehensive understanding as well as kind of centralizing that and giving them some customization with that as well.

192

00:32:51.660 --> 00:32:53.790

Jonathan Hinke: And then the third thing is

193

00:32:55.380 --> 00:32:56.790

Jonathan Hinke: Really looking at

194

00:32:57.840 --> 00:33:07.110

Jonathan Hinke: Giving teachers and leaders more visibility into other data points that we don't traditionally or maybe traditionally haven't thought about

195

00:33:07.680 --> 00:33:17.910



Jonathan Hinke: And so we know that looking at social emotional learning is a really important part, especially as we think about what our students have just been through being at home and learning at home.

196

00:33:19.050 --> 00:33:22.320

Jonathan Hinke: And now as they start to come back and tackle.

197

00:33:23.370 --> 00:33:31.230

Jonathan Hinke: Really large scale real world problems right if as they come back to the classrooms. This fall, they're coming back with questions around

198

00:33:33.060 --> 00:33:41.310

Jonathan Hinke: You know all of the all of the different events happening around racial justice. They're coming back with trauma and maybe impacts from

199

00:33:42.240 --> 00:33:58.560

Jonathan Hinke: And from the pandemic and so trying to provide some tools and some resources for educators that give them a better sense of their the whole child, giving them an opportunity to learn more about their students than just looking at historical data.

200

00:33:59.730 --> 00:34:08.700

Jonathan Hinke: And so the progress monitoring and the Sal piece is going to be really important. And the last piece that we're really trying to problem solve is not only

201

00:34:09.300 --> 00:34:19.260

Jonathan Hinke: Making sure that teachers have access to the data points, but also that we're better able to track interventions. And so we know that as students

202

00:34:20.940 --> 00:34:26.070

Jonathan Hinke: Experience and and as we think about the coming year where there may be disruptions along the way.

203

00:34:26.970 --> 00:34:36.990

Jonathan Hinke: If we can provide a better tool for teachers to track interventions and for those interventions to follow students as they may move from school to school.

204

00:34:37.860 --> 00:34:47.400

Jonathan Hinke: We want to, you know, really empower teachers to have the ability to see all of that and to interact with all of that, so that they can better learn their students.

205

00:34:48.900 --> 00:35:05.970

Jonathan Hinke: Have better access to all of that. And then, you know, release, be able to spend their time working to improve the education, they're providing for their kids as well as some of the other aspects that we know that students may come back with around that social emotional piece.

206

00:35:07.110 --> 00:35:23.310

Jonathan Hinke: So that's really kind of some of our thinking that insight and providing is just as we think about fall. It's just not an opportunity to try to get back to a sense of normal, but sometimes we have to kind of push ourselves to think about

207

00:35:25.290 --> 00:35:31.650

Jonathan Hinke: Where we going. I'm not only just as we return, but in the future years as well.

208

00:35:34.650 --> 00:35:45.600

Kristal Ayres: Thanks, Jonathan, I just wanted to pause and see if anybody wanted to come off of mute to ask any questions or feel free to post something in the chat box as well.

209

00:35:46.230 --> 00:35:57.120

Kristal Ayres: And I'll just go ahead and start showing some of the visuals that Jonathan spoke to. So, and then we can answer any of the questions as we move forward.

210

00:35:58.440 --> 00:36:05.400

Kristal Ayres: So Jonathan spoke to being able to really visualize and have a one stop shop a place that is like a 360 degree view of

211

00:36:05.880 --> 00:36:16.830

Kristal Ayres: A high level aggregate for district or for school or or individual students. And so it's important to be able to take all of your data that comes from disparate systems and really centralized it in one

212

00:36:17.460 --> 00:36:28.170

Kristal Ayres: Specific area dashboard, a platform. And so this is what the bright lights platform looks like this is what Jonathan was speaking to. And he said, it's, it's kind of a, an easy way to

213

00:36:28.950 --> 00:36:33.810

Kristal Ayres: Look at your data for your particular district school and then all the way down to the student level.

214

00:36:34.650 --> 00:36:43.260

Kristal Ayres: And so, kind of, at a glance, being able to know especially during remote sessions which schools are using which apps and what the

215

00:36:43.530 --> 00:36:52.950

Kristal Ayres: Average daily app usage is or the sessions or what's active and so there's, you know, different ways to obtain that data and information and then visualize it so that

216

00:36:53.460 --> 00:37:03.150

Kristal Ayres: Educators know what's going on. If their assignments are completed, and to what extent and how many minutes each student is spending on that. And then what is the impact of

217

00:37:03.510 --> 00:37:10.350

Kristal Ayres: The applications based on any of the different tests that would be important for you to kind of analyze and visualize for yourself.

218

00:37:11.370 --> 00:37:17.730

Kristal Ayres: Additionally, having a 360 degree view of a student roster being able to see in this example. This is Jennifer

219

00:37:18.030 --> 00:37:32.460

Kristal Ayres: And really being able to see her course grades over time. What's current what was in the past her risk predictions for graduation her attendance rates in any discipline as well as whole child just really being able to have a complete conversation around his students

220

00:37:33.720 --> 00:37:44.550

Kristal Ayres: And using on Jonathan mentioned predictive analytics. So it's important to have that past information and the present information. But what about the future. Let's get in front of it and be proactive and not reactive and so

221

00:37:45.570 --> 00:37:50.040

Kristal Ayres: Looking at algorithms that are specific to a district is is what

222

00:37:50.340 --> 00:37:56.370

Kristal Ayres: Break by stuff. So we work directly with Putnam to identify what his students look like in Putnam County, which would be very different than

223

00:37:56.580 --> 00:38:03.390

Kristal Ayres: Braveheart or call your county or Miami Dade any of those. So every district looks a little bit different. So those thresholds.

224

00:38:03.750 --> 00:38:10.740

Kristal Ayres: Are built based on your district specific data. So it's customized and the thresholds across attendance.

225

00:38:11.130 --> 00:38:17.970

Kristal Ayres: Across academics and assessments and behavior are customized for every district, so that they can really fine tune which students are

226

00:38:18.540 --> 00:38:33.120

Kristal Ayres: At risk in order to provide proactive interventions and ensure that those outcomes are are happening. Sometimes I know Jonathan mentioned, but it's important to be able to ask questions in a natural way. And so our dashboards are really user friendly for those that

227

00:38:34.470 --> 00:38:40.920

Kristal Ayres: Do not are not as comfortable or what we consider novice technology users, as we mentioned earlier today.

228

00:38:41.340 --> 00:38:49.260

Kristal Ayres: And so, you know, we like to have like drop down some different questions. So you can be able to answer any questions that are important to you.

229

00:38:49.980 --> 00:38:59.460

Kristal Ayres: Any two data points across academics attendance and behavior that you want to cross or maybe it's a jar. Maybe you're interested in, you know, what's the retention teacher retention versus

230

00:38:59.910 --> 00:39:12.540

Kristal Ayres: Discipline at my school or across my district. So there's lots of things that people wonder about sometimes when we get data dashboards, you have to connect all the dots yourself. This is just a little bit user friendly way of identifying that

231

00:39:13.620 --> 00:39:21.480

Kristal Ayres: There's also a survey component. If you're interested in obtaining a survey for students across

232

00:39:22.470 --> 00:39:29.310

Kristal Ayres: Whole child issues like social emotional learning for climate and culture. If you want that information around

233

00:39:29.850 --> 00:39:37.830

Kristal Ayres: what students are thinking and feeling what their perception is parents instructional staff non instructional staff. It's really important to understand how are they

234

00:39:38.430 --> 00:39:49.800

Kristal Ayres: Feeling in these emotional times what supports, can we offer as a district or school or as an educator, you know, having line of sight to your roster of students. And so being able to

235

00:39:50.550 --> 00:39:59.760

Kristal Ayres: Have that information across, you know, technology use you know to what extent is technology impacting instruction what access levels. Two people have what skills.

236

00:40:00.420 --> 00:40:07.590

Kristal Ayres: Or maybe it is around social emotional learning or the remote atmospheric maybe you've got some custom questions you want to pop in there. What this ship is

237

00:40:08.190 --> 00:40:19.200

Kristal Ayres: Going through is just showing you the interactive. Notice that we we are five four compliant here that it will do a reader for you and that we only provide one question at a time in order to make the cognitive load.

238

00:40:19.860 --> 00:40:28.200

Kristal Ayres: Lower for everybody. And it is a really quick link, but just goes out. It's super easy to distribute a managed as a single link for all schools and audiences.

239

00:40:28.650 --> 00:40:39.240

Kristal Ayres: And to date we've we've delivered a billion surveys with zero downtime, so that's important for those that that really want to make sure that surveys, get out and that they are read through and

240

00:40:39.660 --> 00:40:45.990

Kristal Ayres: Been visualized and so last is, you know, evaluating technology on the return for student learning.

241

00:40:46.740 --> 00:40:57.960

Kristal Ayres: And really being able to understand what educational applications are having the greatest impact on learning. So we collect usage data from over 3500 at Tech applications.

242

00:40:58.740 --> 00:41:07.410

Kristal Ayres: We are able to have that visibility and provide that to you at a district level, a school leadership level and down to a teacher level for their students on their roster.

243

00:41:07.620 --> 00:41:12.000



Kristal Ayres: So lots of information in order to have the ability to do some comparison and contrast and

244

00:41:12.270 --> 00:41:20.370

Kristal Ayres: And once you do that, then you're able to see, you know, information like this where you're able to know how many active users and sessions and apps and by which school

245

00:41:20.940 --> 00:41:31.950

Kristal Ayres: How many people are using it. The need median session time and kind of have the time of day and and then other questions like are there equity and access gaps and how do I identify those being able to have visibility as the first

246

00:41:32.370 --> 00:41:38.340

Kristal Ayres: Ability to make a change in that environment. So being able to see this by ethnicity or gender or by status.

247

00:41:38.910 --> 00:41:51.210

Kristal Ayres: is super important as well. And then again asking different questions of that data of educational application data, maybe I want to say, are there equity gaps in these applications or what role does time of day play for students.

248

00:41:51.660 --> 00:41:59.550

Kristal Ayres: Which after having the biggest impact. And so, for instance, that might be important to know and then let's say that we were interested in a certain

249

00:42:00.330 --> 00:42:05.250

Kristal Ayres: Applications such as imagine math. What's the relationship between a certain assessment.

250

00:42:05.610 --> 00:42:18.360

Kristal Ayres: And imagine math and being able to see, you know, the Fall score versus the winter score and to what extent that that score went up down there stayed the same, so that you would have visibility into that. So let me pause and see if there are

251

00:42:19.650 --> 00:42:23.520

Kristal Ayres: Any questions to go back to I will just

252

00:42:24.780 --> 00:42:26.850

Kristal Ayres: Let Carrie, because you've probably been monitoring.

253

00:42:26.850 --> 00:42:28.650

Kristal Ayres: Yeah, to ask questions.

254

00:42:29.430 --> 00:42:36.600

Cari Warnock: So we had a question. What sources are you pulling the data from and what type of data are you pulling that is not in your side restaurant.

255

00:42:38.430 --> 00:42:44.670

Jonathan Hinke: Yes, so that's that's part of what we're currently working on. I think for the most part, were able to pull

256

00:42:47.070 --> 00:42:49.140

Jonathan Hinke: Much of what we want from our S is

257

00:42:50.310 --> 00:42:59.460

Jonathan Hinke: You know, depending on what system you use it can be less or more user friendly, especially at the teacher level. So we're trying to pull a lot of that into

258

00:43:00.030 --> 00:43:13.320

Jonathan Hinke: Bright bites so that teachers are able to kind of see visualizations of lot of that data, the stuff that isn't in our sites we've really been trying to work with all of our different partners, whether it's academic progress monitoring.

259

00:43:14.340 --> 00:43:15.390

Jonathan Hinke: Or whether it's

260

00:43:16.770 --> 00:43:21.600

Jonathan Hinke: Just some of the other kind of partnerships we have, we might have data pieces that we want to try to pull in

261

00:43:22.110 --> 00:43:27.570

Jonathan Hinke: And so sometimes there are outside pieces that we're having to kind of work you know the mail manually input.

262

00:43:28.440 --> 00:43:40.200

Jonathan Hinke: So that you can see some of those, but for the most part, I think the majority of what we're, what we're trying to visualize, at least initially as our SF S is data that would already be in our essay as

263

00:43:41.910 --> 00:43:52.830

Jonathan Hinke: Much. There is a question about what s is are we using we use skyward in Putnam, I know a number of Florida districts you skyward and its national I'm

264

00:43:55.050 --> 00:44:07.110

Jonathan Hinke: Just monitoring the chat box if there was anything. Following up on that. I think part of, you know, those of you, especially who work at the district level, I know one of the challenges we always have

265

00:44:08.130 --> 00:44:17.760

Jonathan Hinke: Is that some of our partners are not as great with sharing data. And I think that that's just one of those transpose transformational things that

266

00:44:19.230 --> 00:44:22.380

Jonathan Hinke: You know, sometimes companies aren't as willing to

267

00:44:23.370 --> 00:44:34.110

Jonathan Hinke: You know, provide data to another source to be visualized or to share some of that data. And so we've really been pushing back on a lot of our, our partners are different companies that we work with to say

268

00:44:34.470 --> 00:44:48.540

Jonathan Hinke: You know, look, this is where we're heading, if you're not willing to do this. That's going to kind of make us have to rethink some things, especially when it comes time to renew contracts every purchase things just because we're in, you know, we're in a time when, if we're not

269

00:44:49.830 --> 00:45:01.410

Jonathan Hinke: Changing and trying to become better about you know how we use data and how we provide data to our teachers to allow them to feel like they can to learn about their students and be empowered.

270

00:45:02.070 --> 00:45:21.060

Jonathan Hinke: If we don't have companies that are willing to join us in that and be more willing to be flexible and share. Then, you know, we'll find other other companies because it's just we can't allow ourselves as K 12 changes to not kind of advocate for that, especially at the district level.

271

00:45:30.060 --> 00:45:40.140

Kristal Ayres: This one question. What is bright bites hardware platform. We are cloud based we work with Amazon and we are up in the cloud, every district has their own instance

272

00:45:46.800 --> 00:45:56.430

Cari Warnock: So we are down to 14 minutes remaining. And we want to make sure that we answer your questions. And I've seen a couple of comments about Sal.

273

00:45:56.730 --> 00:46:11.040

Cari Warnock: In the chat and someone mentioned us using order shines, but they're wondering what others are using and how they might be adapting. So if anyone has ideas for SEO. That was one of the questions that came through.

274

00:46:15.360 --> 00:46:24.900

Cari Warnock: So leave our chat open in case there are others from the districts who have ideas or things that they'd like to share with our friends, asking about a few

275

00:46:28.410 --> 00:46:28.800

Cari Warnock: Okay.

276

00:46:28.920 --> 00:46:30.270

Cari Warnock: And we get wait time here.

277

00:46:30.990 --> 00:46:41.940

Jonathan Hinke: We're going to as far as Putnam County is concerned, we're going to allow schools to have the whole child Sal survey, that's part of bright bites.

278

00:46:42.660 --> 00:46:52.410

Jonathan Hinke: This coming year. So they'll have that tool. We're not going to mandate at this first year we're going to kind of let schools on board.

279

00:46:52.770 --> 00:47:05.430

Jonathan Hinke: As they're ready and kind of take some ownership of that piece so that you know they're getting relevant and and the best data possible as they use that survey tool, but that was one of the things that we were kind of problem solving around and

280

00:47:06.780 --> 00:47:14.760

Jonathan Hinke: That that whole child survey piece to kind of help us better understand our students is something that we're going to be using this coming year.

281

00:47:18.960 --> 00:47:20.010

Cari Warnock: So I know we have

282

00:47:21.000 --> 00:47:35.610

Cari Warnock: To a little follow up here for you the QR code that you see on the sides and on the screen will take you to our coffee and conversations platform where you can register to talk with us on July 23 or you can register to talk to us anytime

283

00:47:36.060 --> 00:47:41.100

Cari Warnock: Here's our contact information if you want to just do a quick

284

00:47:41.640 --> 00:47:58.590

Cari Warnock: Call or zoom or something with us, we're available if you want to connect as a group, we're available on July 23 to do so if a couple other questions about write bytes, which are getting answered in the chat refreshes nightly for all systems and hourly for the ed tech Tech Impact

285

00:47:59.970 --> 00:48:04.650

Cari Warnock: And I know that we're also a few people have been on LinkedIn, while we're while we've been on this.

286

00:48:05.670 --> 00:48:21.990

Cari Warnock: Presentation and so feel free to interact with us on other social media platforms as well. And I know that we've got an echo.to be given away, and we're going to give away the echo.to the person who chooses the number between one and 100

287

00:48:23.490 --> 00:48:27.240

Cari Warnock: That we have selected prior to this call to give away the Echo Dot

288

00:48:29.610 --> 00:48:32.130

Cari Warnock: Winning guesses coming in very quickly.

289

00:48:45.090 --> 00:48:47.670

Cari Warnock: Going with 99 see the gameplay here.

290

00:48:57.240 --> 00:48:59.580

Cari Warnock: Okay, it looks like everyone has

291

00:49:01.110 --> 00:49:04.260

Cari Warnock: Put a number in the chat. So let me just scroll through them quickly.

292

00:49:09.750 --> 00:49:17.700

Cari Warnock: Okay, going to announce the winner. And then our host from famous will tell you how to actually get the item. So our number



293

00:49:19.680 --> 00:49:30.000

Cari Warnock: Was 87 and Daryl is the closest so Darryl you are the winner in our friends from famous will tell you who to email to win and get your prize.

294

00:49:30.450 --> 00:49:45.060

Cari Warnock: Again, thank you for your time today. We really appreciate you selecting our conversation today and we hope you'll join us again at the coffee and conversation or you'll connect with us privately or personally on social media or our cell phones.

295

00:49:48.270 --> 00:49:48.840

Kristal Ayres: Someone had

296

00:49:48.900 --> 00:49:57.630

Famis Florida4: Say, if you will, make sure that you send your information to famous Florida at GMAIL.COM. Darrell, we will be expecting that information and looking for

297

00:49:59.880 --> 00:50:00.120

Work.

298

00:50:02.370 --> 00:50:03.690

Cari Warnock: And graduations again.

299

00:50:05.250 --> 00:50:08.190

Kristal Ayres: And I did drop in the link for those of you that were interested

300

00:50:09.150 --> 00:50:18.450

Kristal Ayres: The web link in order to register for our follow up session in about three weeks where we can have open conversations and dialogue and dive deeper into any area that you want.

301

00:50:19.050 --> 00:50:27.780

Kristal Ayres: So I did drop that in. But it is a bitly link if you see on on here you just can do after you've entered all of the information. Here it is.

302

00:50:29.460 --> 00:50:44.160

Kristal Ayres: bitly.ly forward slash is what I keep forgetting and then conversation and coffee, so it is case sensitive as well. So either take a screenshot or click on the link that's in the chat and we are excited to continue this conversation outside of famous

303

00:50:49.860 --> 00:50:57.330

Cari Warnock: Thank you again, everyone will stay on the line in the event that you would like to to unmute and talk to us will be on the line here for another minute or two.