Speaker 1 ([00:02](https://www.rev.com/transcript-editor/shared/aXLjwSsNad24gVl_QdOXcfNcpFwsoYilHxj8UT1mbKSOXZ-4YF6M7-s7Ftmmj7aBs6EMi0Fc92we1XCAhqTd1qjswl8?loadFrom=DocumentDeeplink&ts=2.22)):

Okay. Start to tell us about Kirsten or Kristen?

Speaker 2 ([00:07](https://www.rev.com/transcript-editor/shared/gXR5EqXe4OJJEkcjjlQtPsIGJNTswX2p0J4c2gp6BkE-roxb29VKPulfWXQgURzeAXWUBp0Uw-0SQhMT2PxUh5mdp5I?loadFrom=DocumentDeeplink&ts=7.32)):

Kirsten.

Speaker 1 ([00:09](https://www.rev.com/transcript-editor/shared/dz2tvImZ7e-ff07JxiTyk4SA8G5fNBz6mAnB5wCFVjZ7zAfQlWE0OwJTEMNA6lu8PIDHXHBnEPTj_M5wvtJ9RBidE_M?loadFrom=DocumentDeeplink&ts=9.18)):

Kirsten. Okay.

Speaker 2 ([00:12](https://www.rev.com/transcript-editor/shared/yVzXqvy9Zff2hr_q6sx55zsGAFeXaNhFHYbEHV8MGv6hWuJgqdLEYy8rL86DKkz_a1BmtSwJjwxzv0Qlpw9-XwmYxnw?loadFrom=DocumentDeeplink&ts=12.39)):

So she's been with the Cleveland Metro School District for 26 plus years. First 13 years she was in curriculum design biology, and then she taught biology, chemistry, life sciences, forensics. 12 years ago, she became the district administrator for curriculum and instruction for science education seventh through 12th grades, and she was part of the adoption of the io Ohio Learning Standards. Oh, sorry. Yeah. Cleveland, if I didn't say that, she's down and we have her as a Carolina loyalist, but what I can also fray and wards seem to be favorites, but Okay. Back to,

Speaker 1 ([01:07](https://www.rev.com/transcript-editor/shared/arHiGXD8X9GkqUh_grG2fGL2nBd61rdOjs0FcRK_CNph8sPcZ_FnUMCOmB8hFUkqbbmvVh5ahZCXSqi61nrdlJUR8lk?loadFrom=DocumentDeeplink&ts=67.89)):

She's ready to join us.

Speaker 3 ([01:09](https://www.rev.com/transcript-editor/shared/LZlxN9cPq5264QGBET0TmBPm31qvEYRLXtLu-orjeRbEm3g_am-dq7iXmj3no4RlqvQ0fyHmhtTr-JRpkIvgnltif-c?loadFrom=DocumentDeeplink&ts=69.77)):

Okay.

Speaker 1 ([01:10](https://www.rev.com/transcript-editor/shared/2RaAY6Mk3M0dNACC4zHN-6CfOa-lIhdqWUeRovYsejIH3rqXgjYR_g9TTGqe4zl2qYQkA5a_YPctf67-zQqOEyZR6cQ?loadFrom=DocumentDeeplink&ts=70.85)):

So that's a cute little mamo.

Speaker 2 ([01:23](https://www.rev.com/transcript-editor/shared/gIKvH5F60twR-hu0CTYT62MdX4Ds8WznyaQTsQG8IrmUyEJ_cskVQSWWEBuelnrCaL62KI2Hg7lYHsFlmIW9FNRebeA?loadFrom=DocumentDeeplink&ts=83.28)):

Very good.

Speaker 1 ([01:27](https://www.rev.com/transcript-editor/shared/CuHzJy5i1-6gVvWESWe4Tpsf_hY-eiwXklIStsFxU9HisOS_rDaBua0vRKAL3DAr88wHuDp2-A8fRESkzBDdwSuPIoQ?loadFrom=DocumentDeeplink&ts=87.75)):

Hello, how are you?

Speaker 3 ([01:29](https://www.rev.com/transcript-editor/shared/AdTWce9fZ3bcmtjtHQ_eYIqTc6IKR6aYeGISedIArWAThpVTDI_25NyfFTT2YwpxIOrlLcyxDGVs1G-J8XfJod24FLE?loadFrom=DocumentDeeplink&ts=89.73)):

Good. Hi.

Speaker 1 ([01:31](https://www.rev.com/transcript-editor/shared/7Z2l9LauEvNWHEJRGE0wVjYvQJcc3gT3iLRfutyCdozUEknvwch-QPLhTbuX_FTBE7OTIb0UMvAj3izgeT3UVuMA6S8?loadFrom=DocumentDeeplink&ts=91.17)):

Good. Did you pronounce your name Kirsten or Kirsten or

Speaker 3 ([01:38](https://www.rev.com/transcript-editor/shared/m4EW_baiPEHP_7kMj9aYBMGToKlguIIz9W-kjGVzgJU4cWZ0rkOKcV2qWg4iz9MaHHkUVFK6HaVVOU-wUi3KHkBtR-k?loadFrom=DocumentDeeplink&ts=98.28)):

Kirsten? Yeah, Kirsten.

Speaker 1 ([01:39](https://www.rev.com/transcript-editor/shared/0PuitcM7cdbz8G2vBWISSS6wH23il6hnPu3K1eYvsb2pIWdOINz9VFzMM2xa4UyjXYzXsfQ5OqlGjSMtH2yaRPWASpU?loadFrom=DocumentDeeplink&ts=99.63)):

Okay.

Speaker 2 ([01:41](https://www.rev.com/transcript-editor/shared/ZUGcl2jMfmRQv8n3Jn4oRyw_yxzEKcw2IS_xy6uWzmYzb4fI6URVFxeEcMKEs1QjgJRLRWd7sIk9AYqaMcsLvgX1Ji0?loadFrom=DocumentDeeplink&ts=101.58)):

Ann MoVI.

Speaker 3 ([01:43](https://www.rev.com/transcript-editor/shared/o6x9zGc4AIO-BQds4EP03-MsqbRjmEDsFJNJdCnh73IihtEEmeStqsonSjvAG_pr4xa8IM06BoN8POHiyXIt2gyWhek?loadFrom=DocumentDeeplink&ts=103.41)):

Yes.

Speaker 2 ([01:43](https://www.rev.com/transcript-editor/shared/fannYJiRkHgv4BBnnyf-IffTQl-JqNYjRlGVhoAXBEImcCP9E3J6aRksr44qGHhZtU777SpNZxd-Xjl21KPcC3DK1pg?loadFrom=DocumentDeeplink&ts=103.89)):

Okay. Well, I'm Kim Herder and also with Daylene Long, and we're very excited that you're here, and I was pretty darn excited doing a little research and saw your video from back in May on the STEAM program down on at the Waterfront it looks like.

Speaker 3 ([02:05](https://www.rev.com/transcript-editor/shared/K3E0RY_UFsOjeY1MWGROGmcPHDfn49oW1rVd3AlrG92mS5S3LOkZ6cN6zhJCYnK9KBIY-WtpfUeTBMA0DJ10IVs5o8c?loadFrom=DocumentDeeplink&ts=125.7)):

Yes, yes, yes. So it's a huge, huge thing we do every year in cooperation with the Great Lake Science Center and the Rock and Roll Hall of Fame. So what you saw was the STEM side of things over the rock hall. They have huge art performances and art displays, and we average between four and 5,000 attendees.

Speaker 1 ([02:30](https://www.rev.com/transcript-editor/shared/1Zkfo7PdZJOy_BmrR0bgx8V_8PkI0bUyo0dESlP4ljC8UYvLKc6z91wAj3O0WETOh_9F7-GKGzVtiCRwme8ndSdAtUw?loadFrom=DocumentDeeplink&ts=150.15)):

Wow. That's amazing. Yeah. How did you start getting involved with that?

Speaker 3 ([02:37](https://www.rev.com/transcript-editor/shared/ODog-aHzrZvZKoECNo4ZYn_MWQK_EuIPbFRM0UAnaWCfs8-bBQG6U6gx7Kom79Y19MGiWz9_eTTCd4uENqq6zzoWW4g?loadFrom=DocumentDeeplink&ts=157.11)):

Because I'm the science person.

Speaker 1 ([02:40](https://www.rev.com/transcript-editor/shared/I6GpUqxW942gFLiH3l1XHGZsJslVahUAXZnaizZuCBtgmJOxBq6ViV80WOQMJ0_-d7SwgdVV8xHjGn53B1_p2-l6ZRk?loadFrom=DocumentDeeplink&ts=160.08)):

Okay.

Speaker 3 ([02:41](https://www.rev.com/transcript-editor/shared/hmHKGrInxLyTqdicPq4ZDX7KqFIxW1GQDvKR19TlYbgK5FV3pPggQanvpmpBosF04NebzUKm5BnETuKLkWgto75cZkc?loadFrom=DocumentDeeplink&ts=161.52)):

So yeah. So my role with CMSD, you know what, I'm going to turn this background off. I'm just going to do a blur. Okay. So my job title has changed a couple of times, but it's still the same role. So what I do is oversee science education for seventh through 12th grade for Cleveland Municipal School District as part of STEM. I came in to help support bringing in science projects, schools that were doing science projects and things into the rock your world with Steam. Also, I have a knack of being a party planner and an event planner.

Speaker 1 ([03:30](https://www.rev.com/transcript-editor/shared/V-HSpLnVBAF0rYI-1qkOoR6T5apsyEYHUTHsuftC9xVgZw7oYYNvfsruPwbvwOtT6yQDdUQaccy2lwcTjeXAsmYJrYs?loadFrom=DocumentDeeplink&ts=210.04)):

I love that.

Speaker 3 ([03:32](https://www.rev.com/transcript-editor/shared/OfVWXWjhd_AZVYd6PLeSKaszddNvhDwWTfOFIrHtX0kXCuhJG8GOQ-Rs1r_u9wax8k-LlqJhlCoJmzM9MI-xGdfJK80?loadFrom=DocumentDeeplink&ts=212.44)):

So they tap on my, not freaking out when they say, well, we like to shoot for 5,000 people this year. Okay, no problem.

Speaker 1 ([03:42](https://www.rev.com/transcript-editor/shared/WX1lErfQRNbVWjpsYvwtIZbw8DAhIjbiIzcnQYn74S5A-oX4yLpkl-MAQd5QoA9PCv5oNiscHNz7sTjQjtR0_HfCeuw?loadFrom=DocumentDeeplink&ts=222.61)):

Very cool. So let's see. Kim, did you have any other

Speaker 2 ([03:51](https://www.rev.com/transcript-editor/shared/vr2H7zmbGnoeO9WTbOOHXoCdWN5EciK7ks4Ed4sm2S_xsqtF67C5Rh31MdjL-Gzv0-HAf3xeMO_v-kfwtgQSztV3Nyk?loadFrom=DocumentDeeplink&ts=231.07)):

Questions?

Speaker 1 ([03:51](https://www.rev.com/transcript-editor/shared/skirZb7z0HMwg-UkOMn0OiN8ELUkF53ukiaXNDSHF4sSB1qhIMA4sqSGB9AoDAff_2-nWYL6qVHOJ0DmYYS6hySZaFw?loadFrom=DocumentDeeplink&ts=231.16)):

Was before started.

Speaker 2 ([03:52](https://www.rev.com/transcript-editor/shared/TBn-w4VWVbODbHKzw-gsiBN3kZRyKGSQFfEvilf1Awbl-MMCefF-6rRoBExF4VTb_AqoD89oQ_JPZAoHHW2P6SzK0Hc?loadFrom=DocumentDeeplink&ts=232.33)):

I was just going to say thank you for being here first off and looking through. I'm just excited to be in your presence and what we're going to learn from you today. But I am going to step off camera and do the background tech stuff and I'll pop in if there's something that needs to be adjusted or if there's a question that might need a little more information on it. Okay. Okay. Thank you so much for being here.

Speaker 3 ([04:25](https://www.rev.com/transcript-editor/shared/D2cPsX3XlsBH7_7uiWc3KZ9d44yeARFg17lFL6TMm6msmX-Smnm7nJRMSCiiDWule0vfFfTqln6R5MYJEc14rZKFD1Q?loadFrom=DocumentDeeplink&ts=265.21)):

You're welcome. Well,

Speaker 1 ([04:26](https://www.rev.com/transcript-editor/shared/x-sXZkA6Ums40xr_iR6bFlp-vrGMZXrGKqUwQFUaMs5YmPikRpowDjvPRw4l8W-YprwFUQO1sNdIKGtLfzLht5HSov4?loadFrom=DocumentDeeplink&ts=266.05)):

First of all, Kristen, she has never said to me that she was excited just to be in my presence. So I want to just kind of put that out there and I've known her for a while, so I'm a little jealous. Let me go over just some of the basics. We are recording this today. It's only for note taking purposes, so I don't have to remember everything. You won't end up on YouTube and I won't ask you to do a TikTok dance or anything like that. So we're all good. Our goal today really is to, we want to hear from educators. We want to amplify the educator voices in terms of companies that supply materials and educational curricular materials to science educators. It's really your chance to be able to talk directly to those product and marketing development teams.

Speaker 1 ([05:26](https://www.rev.com/transcript-editor/shared/3ZtKk8qz3ea9Zbbm7oY7BgPr9n_Bf0UJle1osQR_FdOeN8leO8JCRZ7_B55ECP29DE-3r0gTEV4f5lH-HV_-yD69eyE?loadFrom=DocumentDeeplink&ts=326.02)):

And we want to understand in the beginning, first what your process looks like when you're looking to buy something for your classroom. And then we'll have a chance at the end for you to just tell us about things that you think might be missing. We are going to ask a lot of what and why questions. It helps people to think of us as kind of filming a documentary. We're going to ask a lot of questions along the, just so I can make sure I better understand where you're coming from. No right or wrong answers. So having said that, you mentioned in your survey that you had at least within the last six months or so, sorry, that's my cat joining our call. In the last six months or so, you've bought materials for life sciences?

Speaker 3 ([06:24](https://www.rev.com/transcript-editor/shared/3CdoFDeMxZ8Idn7tgANRf04Br1BwZJotUy7J5KwUj24xhaXfUrq7vLP-KjmMyXp5NEptK8exp21VasFlTEdBfFVCDuA?loadFrom=DocumentDeeplink&ts=384.11)):

Yes.

Speaker 1 ([06:24](https://www.rev.com/transcript-editor/shared/Ae5QDn_NynhzsKz1wcmOD3mMWSTGkYe-2hyj6c7XtXvwsLnsZ6ve-JU3PfuVFWra6IHfM4aCvF9QMs1sxFNxdrhB8B8?loadFrom=DocumentDeeplink&ts=384.83)):

Okay. Tell me a little bit about that. How did you determine what you needed to buy?

Speaker 3 ([06:32](https://www.rev.com/transcript-editor/shared/bT_3UGdAVOz_0Y5BaJ7vPHHjewHpZaYj31xhlrar0yU5-Th5EA2T94jqCC8PqqIbzu030zTUgQTmCt55DHFZ7xWfG-U?loadFrom=DocumentDeeplink&ts=392.18)):

So just so you know, our school district uses a portfolio model for purchasing. So a lot of the purchasing is left up at the school level. So we're budgets and they do their own purchasing. So a lot of what happens within that. So there's tiers of purchasing, there's district level purchasing, so for example, textbooks that would be at the district level. And then in terms of keeping up with labs and lab supplies or programming that is around specific themes for a school. We have two schools of health and medicine, so they have a slightly different theme. So there's that. And so what often happens is they come to me for recommendations. What is it that we're trying to get this program up and running? What's the basic materials that we're going to need? Can you give us some recommendations for vendors? Safety things? Every once in a while we're doing a special project and we could use some support around, again, purchasing to the point where a school had gone down to the wire and through some kind of funding they had, I think it was $60,000 to spend on science equipment and basically we had to spend in 48 hours or they were going to lose that funding.

Speaker 1 ([08:05](https://www.rev.com/transcript-editor/shared/av1e5ceHdgLJVbwYXPsh4e5HRQ_IXZs9CqjMVhIYR-vKe-N7Q5A_l77zifEW7QIUFAkMRTym-q8msmT4gdPxJTIlEWg?loadFrom=DocumentDeeplink&ts=485.45)):

Oh my gosh. How did you deal with that?

Speaker 3 ([08:08](https://www.rev.com/transcript-editor/shared/7WvDcQ7YCUPC0kLr7smxlsBHjdAb0zYhxfaRX7yrpKYy77Jwdj7ozeRIZEVJSS6vsEFmbYocr0-OqoCyOGfcKO6OAMI?loadFrom=DocumentDeeplink&ts=488.51)):

Well, so I got on the phone, I called the teachers because to me it's very, very important to get the actual instructor's input instead of me just randomly saying, this is what you're going to need. They were able to join me on teams on a Sunday night, and I said, we opted to go through a vendor school specialty, which is a one-stop shop for us, so that we didn't have to look at a lot of different vendors because we knew we had to go. It wasn't necessarily shopping for the best price, but that's what we were doing.

Speaker 3 ([08:46](https://www.rev.com/transcript-editor/shared/3gpSqLr3bDu-5aPx0RsF0Kg9qh71gGeUH0NhFCMdqU1piCrb-ha73qGc_nMgXUUfS9mjy7v-KBZB1mtagDufA2lqofM?loadFrom=DocumentDeeplink&ts=526.64)):

And so that's what we did, and we went through class by class, item by item, what it was that they were looking for. So we looked at general equipment. Again, life science are going to need microscopes and slides and glassware, and I didn't put on that. We looked at probes, but they did for pH and things. So a lot of my most recent purchases that would be for life science also, it's hard for me to tease that out from the general science equipment that we're doing. Right. So some specific things like that. And then of course we look at things like for the life sciences, some of the kit based programs that are there around genetics, things that we can get that are models, life science models. One teacher was really interested in getting some of the cross section of a flower, those traditional cross section of the cell models.

Speaker 3 ([09:54](https://www.rev.com/transcript-editor/shared/oYasaMf9Btf21uJnHRAEA1e3-zbl_mkIe93SCr7YtagzXU92azj0-LygRD9iaRWRYDLNSWnt9bDJWf7ef-Q9m-IqE14?loadFrom=DocumentDeeplink&ts=594.03)):

So I've had, I've had several schools that have started anatomy and physiology programs, and so we've had everything from the one school that was very much a little bit more traditional, and they needed a skeleton and dissection materials because they were doing some survey things to a program that was three years in the making, which is doing virtual with ocular devices. So we had to purchase laptops that had high resolution to be able to do the 3D imaging, and that's in partnership with the Cleveland Clinic. So you can imagine what that programming is, so those kids are actually getting the same experience as the folks that are actually going to medical school.

Speaker 1 ([10:49](https://www.rev.com/transcript-editor/shared/ekFgHaXk9YEe1K0SiJdaWTbICPIRh084TJiGL_WIi-mJIKCME2AJ_TbFgT93Z2vJlBc5eW8rJtxVfDUkblVn9P_MHLo?loadFrom=DocumentDeeplink&ts=649.71)):

So just a couple of questions. In your role in advising other teachers on what to purchase, is that because you are the science department chair or just because you're experienced teacher? Or why do they come to you?

Speaker 3 ([11:07](https://www.rev.com/transcript-editor/shared/RB9ug-qLBdLASVdYmQc3NGTL7CiTTMvmXXuoiAZKJZG0340MRLo01nAxlWhsVQge0qvwGHW4uF5U8Zh5ablcDrR668Y?loadFrom=DocumentDeeplink&ts=667.89)):

Well, experienced teacher, so I was a classroom teacher for 13 years within the district, and I've been in this current role almost as long. So my title is program manager. We used to be content, what was it? Flexible content experts than we were content managers. So now this is more of a generic term, but they come to me, one because I'm knowledgeable, and two, before we went to the portfolio model, I was the person that was doing a lot of the ordering. So I have those connections to sales reps, companies, et cetera. I know a little bit about the ins and outs of when they're large scale purchasing. We have a purchasing department that you need to put in three quotes, those kinds of things. So just helping them manage the system as well.

Speaker 1 ([12:04](https://www.rev.com/transcript-editor/shared/FpacLOk9m2o2TWEUb6Na8rcZxhARJHYLCE7Ij8NQ6jAq6ZH1yzp5IR3mOnCsTRDExQDvcrOqZLuDthaqxqZtBP7jYW8?loadFrom=DocumentDeeplink&ts=724.75)):

Okay. So is your role as a program manager at the building level or at the district level?

Speaker 3 ([12:09](https://www.rev.com/transcript-editor/shared/5tRg0yqlPBVdxjNRagwpLHcNJYLE-KSna0v2P63p8jsANgTf4s6-iDLCYx5LhqSn9KQh9m1Th6ooSOQQVXUOeCi21J0?loadFrom=DocumentDeeplink&ts=729.46)):

At the district level. Okay.

Speaker 1 ([12:12](https://www.rev.com/transcript-editor/shared/ovfW7dO_r1wGCOMnwGGwZGOA7r-rLBEKJw0P2-j482HQRFMcSJDcRYZyCkFC3Eq8ufKd2wonf9eRcyfOCrnOkQBsnlg?loadFrom=DocumentDeeplink&ts=732.61)):

And then I am not super familiar with a portfolio model. Can you explain a little bit what that is?

Speaker 3 ([12:20](https://www.rev.com/transcript-editor/shared/Cb46fKe9nV9MnpY9JZIG2T6nZ3Sb0dwBB3JsGGSPO67LbrBbFyldagoSank_5392knlYGzG-J7vWzNpMeT2uBNWGHR0?loadFrom=DocumentDeeplink&ts=740.65)):

So what the portfolio model does is it gives schools autonomy. So basically you have building leadership, your principal and others, that when they are received their buck, and it's based on the number of students that are enrolled in the school. And then there's tiers within services that students need. So a student who is an English language learner has more funding allocated to them. A student who is identified as special needs or gifted has more funding allocated to them. If they're considered twice exceptional, so they are an English language learner and they're special ed or gifted, then there's more funding allocated. So what that allows for is schools to really tailor their content and their instruction to the needs and wants of the community.

Speaker 3 ([13:25](https://www.rev.com/transcript-editor/shared/CofSyuWvntC-AOLAxDnn-gMGO5I6Pa1iNNHpy2Bb6VrKJ4wD2y06gz9_oUDmGOpIdnkF_HLOZkJMmXI5KuGpusqH5QM?loadFrom=DocumentDeeplink&ts=805.03)):

So that's really more at the K eight level. At the high school level, we are also school of choice. So you don't go to your neighborhood school? Currently we're doing school choice right now. So families get to choose which schools that they want to attend based on themes that we have present. So we have Cleveland School of the Arts, we have science and Medicine, architecture and Design IT Digital arts, which is more video programming. We have Davis Aerospace and Maritime when we last year, so it was the first time we actually had two students who were able to graduate with their pilot's licensing.

Speaker 1 ([14:07](https://www.rev.com/transcript-editor/shared/JK7GBsBCeBIADooFj-Cez2gij68nS9KlMJQuchE6iBt3bFbR7pWvNaoBf0-tlvNXlfCtKNUpKiqjfbpI9c_1s9Gr4iM?loadFrom=DocumentDeeplink&ts=847.72)):

Wow.

Speaker 3 ([14:08](https://www.rev.com/transcript-editor/shared/0FMnlB2wAmQmJKvHSZ4Yf5wm2G12HjC-ACBiBMLUi4Zwxjp9syRVxaaMdI9xU-XviRRlB1iA2EfsEISYi0fXYtnVq-0?loadFrom=DocumentDeeplink&ts=848.44)):

My gosh.

Speaker 1 ([14:09](https://www.rev.com/transcript-editor/shared/Yw6GmwG0tGLrwqo1FLIitPGYj06G_HEDi-pQb0_KhV7pTY9Vj8Aj3sQk-zi8OFraeUD7lF2kamF5PAZYvv7w9mANMEY?loadFrom=DocumentDeeplink&ts=849.25)):

Don't tell my son that he wants to be a pilot. It's a lot of money to do that if you're not doing it in a program like you just described.

Speaker 3 ([14:20](https://www.rev.com/transcript-editor/shared/F5RAWrNCDZ4GtnPgypKvYsUBpaY_fvRUHoxaY3ROxRxehGu42v-ZWNhYLQmOYIuB6jrIxL1S3v-VwhEL7Xo-MB5X1J8?loadFrom=DocumentDeeplink&ts=860.05)):

Exactly. Exactly. So within their budgeting, they're able to budget for instructors to instruct the specialized programming and to purchase materials to support that kind of programming. Now sometimes, sometimes that programming is up and beyond what would be the school budget. So for example, to do the virtual Anatomy and physiology lab, it was a district input of over probably $150,000 because we completely redesigned the space to be able to handle not only the laptops, but also the ocular devices for the students. And that is, I think money well invested because it's a three year program, because students go have a first year, second year, third year. So they do some of the more traditional dissection, and then they do the virtual piece where, I mean, they're literally looking at a virtual model of a human being where they're doing.

Speaker 1 ([15:33](https://www.rev.com/transcript-editor/shared/5XbHC6j84Se60IVVGTjgw-dpyU-sLobruDfg3w2Rmt3AfV1ymUevzO9uxf8_vN0ePwE59itwAm2vjn_xOnO-d3WayA8?loadFrom=DocumentDeeplink&ts=933.92)):

So it's vr, it's virtual reality where they've got the headsets

Speaker 3 ([15:37](https://www.rev.com/transcript-editor/shared/-RSPJxjLDMn3Y9HlVXc8fCeADm_HB5AJY0p-OO41lw3OVppXQ7BJEwlZ15CwEhGaUlBgmPQqEsD9h6sshJxFVTOrCrw?loadFrom=DocumentDeeplink&ts=937.37)):

Virtual, where they have the headsets,

Speaker 1 ([15:40](https://www.rev.com/transcript-editor/shared/9GF3y6KMDYIvIkBk2dzedX94e-Ma8N_IjXzN39rORqQNDLEVCRa-0frMO4Gmj3zTyVszhAc982Mhmo6FdSUJyZDv6p8?loadFrom=DocumentDeeplink&ts=940.1)):

Who runs that program. That sounds really cool.

Speaker 3 ([15:44](https://www.rev.com/transcript-editor/shared/hyj3SJwkiVlx9sENnXRNgCXhyq-TcrRmZwuzV3sQ7b09HZCqThnTgqnMcOAzzvGPuFUXnBfHl1mpwXm4gW-Vxp8euzQ?loadFrom=DocumentDeeplink&ts=944.57)):

So that is at John Hay Science and Medicine, and the teacher that's involved is Wilmar Bettencourt, but we're in partnership with the Cleveland Clinic, so they're providing us the software piece of it. We had to provide the hardware piece of it, and then her students are able to go over to the, so Cleveland Clinic partners with Case Western Reserve Medical School. So there's that education piece. So our students are able to go over to the clinic, it depends on which year of the program they're in, but to do observation, to do some activities over there, which eventually leads to internships, which eventually could either lead to Pathways right into jobs or into the medical school.

Speaker 1 ([16:37](https://www.rev.com/transcript-editor/shared/7UaaCuqEq4p7_O7iM-j2mDzpScX4eQhhNBx_dC-jmzSMSwVouy8vVimOUOmMIut2-PBNlRmhgTv805YqAxxAYEV3Km0?loadFrom=DocumentDeeplink&ts=997.16)):

So you started to talk a little bit about what's the average or just a typical school budget at the building level in your district?

Speaker 3 ([16:50](https://www.rev.com/transcript-editor/shared/5HM1vvHuPB0-N_0k1S8T127rZFn4z4WRTCFAmnCA063wfk8XmAYF6pwexeZwSc1mbDdvjTCQSw2O8W72epbYtgTy-0M?loadFrom=DocumentDeeplink&ts=1010)):

Oh, I don't know. So usually you're looking at probably between 15 and $1,900 per student average. Average elementary school is around 300 students, so that's kind of the baseline, and then it moves up, but that's for

Speaker 1 ([17:10](https://www.rev.com/transcript-editor/shared/1fq8sfILMQ_g7WdjVF2ul9SGBZ-vCc0anMmp1w4ba-96QLlMb_82zuay6JJz8b4g1jocxcQJupN932VhsmzMWaSqxkA?loadFrom=DocumentDeeplink&ts=1030.97)):

All their stuff.

Speaker 3 ([17:12](https://www.rev.com/transcript-editor/shared/nK-wV3rzrbHQVwdPGwlnGdA3OajIwP2Gn7AjPWVhsmVAcPKXEVkgS0SmnniLRjfk_0Mrv8PlRF9vKgIRQTHtxHIWtSI?loadFrom=DocumentDeeplink&ts=1032.92)):

That's for all right. So part of the struggle is along with a lot of other urban districts is the primary focus is usually on literacy and math. So in order to get that budgeting in for science, you may have schools and principals that understand the importance of science as part of that STEM umbrella, and they'll budget. So I'm going to say sometimes it's $5 a year. They have as little as $500 a year to maybe, I'm going to say maybe up to $5,000 a year in order to keep resupplying the consumable pieces.

Speaker 1 ([18:05](https://www.rev.com/transcript-editor/shared/KOmf3lN8PSdmeyu9tuWKJGHvTh6xwq6U80kiQ2Ru88myXpPV6maxFWimRt2pjRpfJBTSsG9S2pcS14OoS5glSHlDYhc?loadFrom=DocumentDeeplink&ts=1085.94)):

And then those bigger pieces come through you at the district for things like the academy program and stuff. That makes sense. So you mentioned that one big order that you did everything with school specialty, it was last minute, and you wanted to just have one vendor that you went with. Are they a primary vendor for you, or was it just in that particular circumstance? No,

Speaker 3 ([18:32](https://www.rev.com/transcript-editor/shared/nWobOoA2KKH8jtFGLoj3eWo-tOAY9TG-TJqu2V-LVdZlNoZWOmtR0HDS8NHcPZPk-RZOoh21w-NzyMKvL0-c6it07nI?loadFrom=DocumentDeeplink&ts=1112.46)):

I really like them because they are one-stop shopping, and so I'm sure this is where the question is going to be. Their sales rep for them is a bit old school. She's very hands on. She follows up. I'm on her speed dial, she's on my speed dial. If I call her, honestly, if she doesn't pick up, she calls me back within an hour. Emails are answered very, very quickly. That kind of thing. They send people out to help with setup, like, so if we buy equipment or there's something that requires a little bit of knowledge behind it, they will send people out to train the teachers on how to use it. We purchased, we gave out STEM kits during the rocker world with Steam, and we purchased that through them, and they sent out an entire staff to help distribute.

Speaker 1 ([19:32](https://www.rev.com/transcript-editor/shared/N820huZN1pI2JdUYjk4YR4oxx6IWs0K51_rBgnLnFOwo3mav7KNHK7CAEGTwfBEiGs2ksCPXPr_nNUcpxjOReX9wKk8?loadFrom=DocumentDeeplink&ts=1172.01)):

Oh,

Speaker 3 ([19:32](https://www.rev.com/transcript-editor/shared/l2bWKdiPYqLtn5f4g5g4BRPl4EdCCnLuUfsRa5Dj4WK8QxoP2nsKL1RwP9ffVzZI66WBJ1B37vT45sUAZOvcKNVjspE?loadFrom=DocumentDeeplink&ts=1172.46)):

Wow. These kits. So in terms of customer service, that's why they tend to be one of my go-tos, one stop shopping, one of my go-tos. Unfortunately, if we're needing to do really quick overnight or I mean we needed it back in the buildings in a couple of days. We've been depending on Amazon quite a bit, and I'm hearing a lot of people are doing that as well.

Speaker 1 ([19:57](https://www.rev.com/transcript-editor/shared/DlG_lIOIVON7x-MySiWxtjpfXXnkg4_vPjiaWE9HTYbg2z6l4Zos0rOoyJbBHaY5zFq14rjj5v3htRXJ_4MXiVIybJg?loadFrom=DocumentDeeplink&ts=1197.42)):

Yeah. So do you have a business account with them or a school account with them? How does that work?

Speaker 3 ([20:05](https://www.rev.com/transcript-editor/shared/ReKxl3EYNWNrWOYNCuZt-CmXdQD91P-Zq0lSVAUM0Wks9jMsfXuQnQ-JqRJLxL9hzb7_fCsz3Sby6wxxR0Blj-jbrWQ?loadFrom=DocumentDeeplink&ts=1205.1)):

So from my end, I turn that over to our support people. I will say, here's the call number, here's the price price item from Amazon, and then it goes through our purchasing department. So I'm going to assume, yes, we've got a business account, but generally, I mean, that means I have those items in my hands within Amazon Prime, within usually a couple of days,

Speaker 1 ([20:32](https://www.rev.com/transcript-editor/shared/3xlDlE1g4fdH8VnZ8K2ThcIKKZrMNpTh1D9z79mlDkTgsKfNGR_-L06D5SXOGK0WynJHEYL9M8u88yDFxvReYBZPMKM?loadFrom=DocumentDeeplink&ts=1232.61)):

But that part goes through the purchasing department.

Speaker 3 ([20:36](https://www.rev.com/transcript-editor/shared/ctSjE05vMMsuwfzsSJ4NeUVfeJwcvj1nLS-l2VBNAvAO78cCiXBeDmS-Y1OrVmwl_HQzCVPqA1XJF1Sp8MkZh_L3YD0?loadFrom=DocumentDeeplink&ts=1236.41)):

Okay. That makes sense. Right.

Speaker 1 ([20:38](https://www.rev.com/transcript-editor/shared/68k3-ddOk0QN_Z2BZl4L-o41bYYh0X2LsqdmPeHttmDDdkqIVJ-6AL3pBih2DuBvpk7YyLu1LnGsXwsh8MQMmFaMvVo?loadFrom=DocumentDeeplink&ts=1238.01)):

Do you have other favorite vendors or do you have ones that you won't use for a reason?

Speaker 3 ([20:49](https://www.rev.com/transcript-editor/shared/Un1K68lVdmHlXeyhtMSVdm3gAiXVG5ZRcHWcv5i-EiuylQ7PiK9ep_PAkxfGhmJFivabc4EfGTouue4Hwc3u11ADB1I?loadFrom=DocumentDeeplink&ts=1249.03)):

I can't say there's anybody that I've come across that I won't use. Wards has always been, GoodCo is always good for things. Carolina has kind of fallen a little off the path a little bit. School specialty is absorbed. A lot of different companies where we used to purchase the kits like lab aids,

Speaker 3 ([21:20](https://www.rev.com/transcript-editor/shared/mH01Q1tDiBX3t38QFiWv7NHNZt5s9YVk6XrAlTN0UOEZXsm80nPoY9l2IQjcAD90mpT8KfFQXLP7YrKpj7cy5H7e-Ro?loadFrom=DocumentDeeplink&ts=1280.67)):

And they have that all under their umbrella. Another group that we, I'm going to say within the last several years, we did a large scale purchase through was STEM Scopes. And again, really excellent program in terms of kit based science for you have the lessons, you have the plans. It was in alignment with our literacy goals and our math goals. And then you had all the supplies that you needed to run the lab experiment that they had. Teachers did not have to go out, and there's always that you have to go purchase a celery or something like that. There was none to very little of outside of Outof pocket needing to purchase in order to run the lab. So that they're a good company too, for high-end things for chemistry and that I might go to Fisher for the chemicals or Sigma

Speaker 1 ([22:27](https://www.rev.com/transcript-editor/shared/FY9ZUhs93nMeg3OFOrnj4Pyi5o2Nqob-BUgwy55px1lKtSOwnmipTkqOXvZctfC8ygllo6QvLiNyA91urtrjfdFLw5g?loadFrom=DocumentDeeplink&ts=1347.01)):

Fisher or Sigma. You didn't mention Flynn in any of that. Do you use Flynn for

Speaker 3 ([22:32](https://www.rev.com/transcript-editor/shared/XHrM1XY9MQ02HwCVpbxBXYQjq12aP1j7wEDDlOxHOh1UX7R1hG6A8-UutuXT4TBtItOLzY4znLSxATWTRV-1N-j96aA?loadFrom=DocumentDeeplink&ts=1352.68)):

Yeah, I do use Flynn, but Flynn tends to outprice themselves in comparison to Fisher. I mean

Speaker 1 ([22:42](https://www.rev.com/transcript-editor/shared/IrIEKU7Y2IGv3Ro4lkcyOaG0fEt59VDtvgKHpqQIbSIeCjf8_AARLMVpXltycNtlnRknuLHrsBfoCm2H962zAeHWtzE?loadFrom=DocumentDeeplink&ts=1362.58)):

Out-priced themselves

Speaker 3 ([22:44](https://www.rev.com/transcript-editor/shared/ps75hqZr1WzKv2wgyU8xGVE60IjDnfM1VwlULyCpvhBILgRH8qax7MGSzwu6TB6FuSrBJUj29Q1x5xyVSndi7EWb2Xw?loadFrom=DocumentDeeplink&ts=1364.02)):

Well, so Fisher tends to be a little bit lower costs than some of the other ones because of there's purchase power and they work with the schools in order to lower their cost, lower their costs. Now, in my previous life, when I was a lab technician at the University of Toledo, Flynn was one of my go-tos, Sigma and Flynn, because honestly did cost a little bit more, but the quality was better in terms of the chemical

Speaker 1 ([23:22](https://www.rev.com/transcript-editor/shared/e2REzi_WsXEbNWPXcQHOOPjKwfcJhTespVG-4xX32TpgBHJY4Grn_2j7MxZKTPHWJAPM3dCjf0HW7G_U5l86heoLFQA?loadFrom=DocumentDeeplink&ts=1402.1)):

With Sigma or with Flynn.

Speaker 3 ([23:24](https://www.rev.com/transcript-editor/shared/w5C9idTOcYZypQCXTw3NSu1o1_rb7eB5dZZgKmj3ZZb_pT8K-q7udZQwqOW6KyqeEevZP-08qlWrI0T55bTznVF5oZU?loadFrom=DocumentDeeplink&ts=1404.4)):

With Flynn.

Speaker 1 ([23:25](https://www.rev.com/transcript-editor/shared/G4fe1YnTFS4lwcNp0jWeSDnxu0nBDvzylTmGOuMa_FlNn0cV3pnZD5YV1EbzgGRsGb9-tvzs3u67gcOL00KOGA_q8tE?loadFrom=DocumentDeeplink&ts=1405.33)):

With Flynn, the quality was a little bit better.

Speaker 3 ([23:27](https://www.rev.com/transcript-editor/shared/1dr_oF3-sJ5TrZcs6caHZPlfr5abk9eDYbnFXOzIrbjJoT1kfD3Tj6fXGdt6YXCPqQIQ5_s1lhf32N7Qve4qq9iTP5g?loadFrom=DocumentDeeplink&ts=1407.58)):

Okay. Better. Yeah. And then there were things that I could not purchase through Flynn at that time that I purchased through Sigma that Sigma only carried, so some of their enzymes and things like that. So again,

Speaker 1 ([23:42](https://www.rev.com/transcript-editor/shared/1xLAniDkVi5iwJFQI3m5ZfKhPpGGq9z7-Cnoi74i0Qo2dnydmlOP-kbZMpchG662Jb3HWiPXTX3vb1sNygWxc9HNfYM?loadFrom=DocumentDeeplink&ts=1422.13)):

Okay. You mentioned that Carolina's kind of fallen off. What happened there?

Speaker 3 ([23:47](https://www.rev.com/transcript-editor/shared/UP8Hatx2dQIeRGrYLTXYH5qKeG5c0NdhOD5gAKejEenY_sxTLw8ZBFPhgJgFR-WipZGbOgNf7AYmM1aenN4lrquOplM?loadFrom=DocumentDeeplink&ts=1427.81)):

Well, and this goes back a ways where they got some bad press about how they were treating their live specimens before they were going into being dissection materials. So there was some bad press about how they were going about humanely sacrificing animals in order to be dissection specimens. And so there was some feedback on that. The other thing is too, through Carolina, we've gone away from doing dissection. Ohio does not have dissection as part of their biology standards anymore. So again, a lot of the companies that primarily focus on live and dissection materials, just not using as frequently.

Speaker 1 ([24:47](https://www.rev.com/transcript-editor/shared/TBgSYm7o-Zl69zgWzTxp6M-TpInqwEKcQIDhw253-DC98KRykOHSq1vTIzU6hMYzShoq_Mf3p5vh_PromLc2RFE9Wzw?loadFrom=DocumentDeeplink&ts=1487.39)):

Okay. You said you're in Toledo, right?

Speaker 3 ([24:53](https://www.rev.com/transcript-editor/shared/DoUHX49TFe9j1MoiJxnX2Q3ZlCdiQvsIZh_R8OWL96dzs3uUbJFhuvUK3LSWzaBnNy9qkurd5qz191m57TS9b4sJP6s?loadFrom=DocumentDeeplink&ts=1493.09)):

I'm in Cleveland, yeah.

Speaker 1 ([24:54](https://www.rev.com/transcript-editor/shared/D9taiXmVfzYhHV2i8nE3IuFbH41xGQvkf088qduZ7KWj9hUxHeSJ3Is7v4fgjeeYBudKvlFpW8mZNrXA0CiiWkKQ7GA?loadFrom=DocumentDeeplink&ts=1494.56)):

You're in Cleveland, okay.

Speaker 3 ([24:55](https://www.rev.com/transcript-editor/shared/GYnw7RPyvhT6Xm8UR2Ki6E7_DIge0ZWAMMP95C26xxN19YxBIYkyL3xWi_jIr9SToKWdjDLdoRKUIZPaq63ie1fVasI?loadFrom=DocumentDeeplink&ts=1495.4)):

Currently Cleveland,

Speaker 1 ([24:56](https://www.rev.com/transcript-editor/shared/cUaT-PVqvrGFKoCJkOwzs8WGuO654Tkk-vy-4BC8qJcfKiVzMmWCuB1Jl8OBm0n0tF5j-EjkXeP73z7EZojQoMHXHcE?loadFrom=DocumentDeeplink&ts=1496.72)):

Yeah. Okay. So is that true for Cleveland? Is it true for all of Ohio? Is the whole state moving away from dissection?

Speaker 3 ([25:06](https://www.rev.com/transcript-editor/shared/YI4DCLL5_hnCn2t5NJas_3KuRifY6nGCJ7TMyFlwpMbgs1Db0OxwF0bQHqmkL2PwhmeD1iKHEim1eCB-pSWPJLa1FdQ?loadFrom=DocumentDeeplink&ts=1506.02)):

Yeah, so in the biology standards for the science biology standards, the state standards dissection has not been part of the curriculum for, I'm going to say almost 15 years now.

Speaker 1 ([25:18](https://www.rev.com/transcript-editor/shared/UzAzo5EargqgH14hu5cYV_jfPh13cd3_lCMXwf4lS55pEfuMspw7w_3We1PoV5rTh2TtnHwoH2kBQEuGGS_wTerNEJw?loadFrom=DocumentDeeplink&ts=1518.68)):

Oh, wow. Okay.

Speaker 3 ([25:20](https://www.rev.com/transcript-editor/shared/0nrzcxhhvHCHuFWvg-q6iN0AjpTfYSf92lzud7YgFa3i96afLThR6txHhSGf488xGy3d21s-61jV_HmPMJ-xTAA4U2c?loadFrom=DocumentDeeplink&ts=1520.72)):

So even when I was still in the classroom, remember I used to do these when I was teaching survey anatomy and physiology courses where you start with the earthworm and you work your way up to the fetal pig

Speaker 1 ([25:37](https://www.rev.com/transcript-editor/shared/0cPpFd-J5gFokov89CsgVMXZ9xzU5Ueu7DwXtm29CVqo7vYXkpYvTOvoR4ZTJzfUaNmIifx_I__aN3wUIUydIWkmj68?loadFrom=DocumentDeeplink&ts=1537.25)):

And there's a cat somewhere in there between

Speaker 3 ([25:39](https://www.rev.com/transcript-editor/shared/t44_hYl22BU9S1aceJl-D0nCmcCVtREAIgjafmIu_b9KMRryNFMSkbCOixVoyNfKV84YPF0wLuhX4OnX-E5uNgXjs2Q?loadFrom=DocumentDeeplink&ts=1539.69)):

Right, right. Or cats. Rats or the eyeball or the cow's heart. Yeah. So in general, in the biology classes, they no longer do that. Some of my teachers that are teaching more specialized curriculum or a biology two course or the anatomy and physiology or even forensics have brought back dissection. But I spoke with a colleague at one of the universities and he was saying even at the universities in their life science survey courses, their one oh ones, he said they've really removed dissection out of the curriculum. They found it. It's become very costly,

Speaker 1 ([26:31](https://www.rev.com/transcript-editor/shared/ijeH80INN8JRV7QfyWki_4lysuCLYE2lwcpJ6i6OZGblYYjxlfRIQSyqYNwr1S9ReTLnR-mTel1f2czl5Zbm0d8HwIM?loadFrom=DocumentDeeplink&ts=1591.49)):

The thing. But it sounds like the virtual dissection is not super inexpensive either

Speaker 3 ([26:38](https://www.rev.com/transcript-editor/shared/AtXNidbrwBaj7Y0YHEdvaTsY1yxAS5DoElXLlneMaZCnJG1psLRez5ymlm1TuUdUvHN3pbFYLV285dpSFWhKNsYCjGQ?loadFrom=DocumentDeeplink&ts=1598.21)):

To set up. No, but there's a lot of great programs out there that aren't that bad with the 3D. So when I'm talking about that, the virtual, they actually have the gloves. So not only are they seeing it, but they can actually feel through the gloves it appears. Oh, wow. Yeah. So there's a thing where you can see the heart beating. It looks like you have a real human heart, and through the gloves you can actually feel it.

Speaker 1 ([27:09](https://www.rev.com/transcript-editor/shared/EKwUCBVVlKLqJR3axAECMh9BCYWbv2Io2_sljLy7NtzBXXM9MASjjCigqVQmWRM-69jRUfO1fp8LZRRs0MMW7mGbpPY?loadFrom=DocumentDeeplink&ts=1629.36)):

Oh my goodness.

Speaker 3 ([27:11](https://www.rev.com/transcript-editor/shared/ajxEwYbWKfMOALEPM75MwrbpqVHnDxR5i8L3oer6OUM4y0tEeatLf-i3bnVeJ-DHWih7VZvi6aoqk962UahbB6ZLnP8?loadFrom=DocumentDeeplink&ts=1631.37)):

Yeah.

Speaker 1 ([27:12](https://www.rev.com/transcript-editor/shared/7pH1FKVkO9nIieTH6Y-x9JksDVCDyWI6KVvZGA6xWGqLM8vj6hJFiOn5IStMO9xcwAokxbBiiPCQXgCO3ldg-iZz7SM?loadFrom=DocumentDeeplink&ts=1632.06)):

Oh, students must love

Speaker 3 ([27:15](https://www.rev.com/transcript-editor/shared/gyTS-fBqHGxrQCaNmiK9b2Y27k6WPZd4IqiYBD546oRg4zr6aZZvj4lVLD9aiFQ8WumgFkUdKAMo0W42Ewm46DL-akI?loadFrom=DocumentDeeplink&ts=1635.63)):

That. That's why that's at that end spectrum.

Speaker 1 ([27:19](https://www.rev.com/transcript-editor/shared/UX39YkYVsez9F1DzOQqLvO1ptzt2OmH2H0RKEqVSHWe2ZjKcb6vpy9t7JAx-dH7nFxMhkXfrBJfji3P57JSeYQTVsLY?loadFrom=DocumentDeeplink&ts=1639.71)):

Okay, that makes sense Now, okay, let's see. You had mentioned too that Carolina had gotten some bad press around the treatment of the specimens.

Speaker 3 ([27:31](https://www.rev.com/transcript-editor/shared/faQya15WsCwERsOPxmxjoo1uN2h2UGwUNfcdW6NxfBoEyLtqZUDlMk5_ZH_aDMFjq0yul32wyuXk8kv85jGs_nji03c?loadFrom=DocumentDeeplink&ts=1651.94)):

Right.

Speaker 1 ([27:32](https://www.rev.com/transcript-editor/shared/pFho8GON-m3M5VfkCdrM9g3wAQdaxg9hQ2KRSkGJXuq00i59__YGKA5LVn1c9cbypvg_yIQh9pvdeVCaDyCgPJppd0E?loadFrom=DocumentDeeplink&ts=1652.94)):

Do you remember how long ago that was? And did that affect the decisions in Ohio in general, or was that a separate?

Speaker 3 ([27:44](https://www.rev.com/transcript-editor/shared/mWgw_FkomvUinFF1sfIHDHPZLGIF1a5RZLTqtSWYtWmKworYJKIsl_vSHDjkaElNMi_9gYY9Mfxn_28ox2iJy6wNS84?loadFrom=DocumentDeeplink&ts=1664.31)):

So it affected my decision as a program manager as to who I wanted to go through. Okay. Alright. And I'm going to say it had to have been about a decade ago that that occurred also. So just also at the same time, PETA had come in to the district and was inquiring about our dissection. I was brand new on the job when this happened, and so about our dissection policies and our procedures and who were we getting our specimens from? And so in order to not get some bad press, which was a good thing, we really clarified what our protocols were. So because the state at that point, like I said, had moved away from dissection being required as part of biology, I was able to say that. So only students who are choosing to enter into those specialty courses know ahead of time going in that dissection is going to occur and that they know ahead of time. And if that's something that they don't want to do, it is not a core science course like biology is that they have to take. If it was part of that, then I have to be able to provide and equal process that isn't dealing with dissection. So that virtual piece, so something that's the equivalent of them going through it,

Speaker 1 ([29:25](https://www.rev.com/transcript-editor/shared/cDVjj_j-ea5MBDRFEXWTbGrevWSV284tsv3KskkQ3H-eG1k29Qvc78SNhvVX2BXrcP6miMlsnom2-A-8a0TWzPV6J8Q?loadFrom=DocumentDeeplink&ts=1765.71)):

Is that like a state or district mandate that you've got to be able to, okay. It is.

Speaker 3 ([29:31](https://www.rev.com/transcript-editor/shared/SBsrAD83TTknjCXDpt3T6Cqkahc1jxgwDwBSOobuVDVHIfxj-kO9TmexUMpy3DDQqIc7nxPfH63b1U0kSsp9Nz5vBZU?loadFrom=DocumentDeeplink&ts=1771.02)):

Yeah,

Speaker 1 ([29:31](https://www.rev.com/transcript-editor/shared/RvJnF8EIz1KTRMpdGCK5-5Pdpa0CsM_q7YLQIFIEiKLh4P0fLDd3ewdcuQvq17vH0JzkiUXZ7pxffyhAJSXJH6zeJDk?loadFrom=DocumentDeeplink&ts=1771.47)):

I was wondering about that.

Speaker 3 ([29:34](https://www.rev.com/transcript-editor/shared/O3jdeQKAemMKz8taJKOeAXV16zb5AZNjcnE1UFpg_qjQ3X8t7z_YGeb7CYhSRhVJ1O6UJEeHg34OqszAf8udXI7tZ9g?loadFrom=DocumentDeeplink&ts=1774.77)):

So even when I was at the University of Toledo, and that was almost 30 years ago, we had policies in place because you would have students that maybe were pregnant and could not inhale the fumes in those general survey courses or might be allergic. A lot of the injection where they do so that you can tell the difference between the blue vein and the veins and the arteries are latex. So we had to be mindful of allergies, so we always had something in place, but we just then added that layer of, I object to this on the grounds of personal beliefs because I'm vegan, vegetarian, those kinds of things.

Speaker 1 ([30:24](https://www.rev.com/transcript-editor/shared/tAMaWLbs1I6_hGjmnmPlWVvRk5eyCpYEIOzXJmp6KXUIr1rsripzNea_wdi4Hb_lWguGXW3QLV8QWFPc4fvHtXbjr7U?loadFrom=DocumentDeeplink&ts=1824.34)):

Well, that's interesting. Do you guys ever at the building level work with material review committees? Where if you're, and how did those work? I've always wondered how the schools work with the districts, works with the school board, and how does that all work together?

Speaker 3 ([30:45](https://www.rev.com/transcript-editor/shared/MUOjTO0XW5u9NSXehwY4qBl0s4lWYlBhd7XWUUAVqYuPPpyYK8u4pxUkOfUqVKZzz9RGclbfkHAPYQeQgLqdp8knLoI?loadFrom=DocumentDeeplink&ts=1845.15)):

So when we do review, what I do is I put out an invite to, so whatever grade level it is for whatever content level, I put an invite out to all the teachers in the district. So you have to keep in mind we're about 40,000 students. So we have that many teachers and I will cap it. I say, I've got 25 slots, and I will often ask for, you must be currently teaching that subject and you need to have been teaching the subject for a minimum of three years to be part of the selection committee. Then we bring them in, I bring them in, we have a rubric, and usually what I do is the state provides a high quality materials review rubric. I'll adapt it maybe a little bit to specific needs for Cleveland. We go over that, and then I bring the vendors in, the vendors to go through their dog and pony show, and I have the teachers independently complete the rubric, submit the rubric, and then based on their feedback, I then submit, usually it's three, my top five, I'll narrow down top five, top three, and then it goes on to our chief academic officer and the purchasing to make the final decision.

Speaker 1 ([32:22](https://www.rev.com/transcript-editor/shared/VBiaZZT7kHJlVc_aHoUtB6-DkUKl_hVxNrbyXeZfIuj35wuydKGXIZOUfLcBH7jYXZMwhQ3l8J0pleJC013mR9qvSQk?loadFrom=DocumentDeeplink&ts=1942.18)):

Okay.

Speaker 3 ([32:23](https://www.rev.com/transcript-editor/shared/vw8JVG8xIp_V5bs0bkJyqJr56QaJRSNU6iT61jAyc0Z6T44X9p0NjxRJvemntcs_JIrWsy0OJc-4NMKsMHKTl8zO-IM?loadFrom=DocumentDeeplink&ts=1943.2)):

Yeah.

Speaker 1 ([32:25](https://www.rev.com/transcript-editor/shared/UHFlbLcwXF_qw9bwmWzi2-CBKxdJdUxI9duIq0JqAFpmKSduOv9lokggts-mBiIKqo2NOXojcmbADhjdMiVZAL0aMdo?loadFrom=DocumentDeeplink&ts=1945.03)):

How did they make those finals decisions? If you've got three really good candidates, what are they looking at?

Speaker 3 ([32:34](https://www.rev.com/transcript-editor/shared/wmVxnBZjtWFsqnboiogtVcJ4TpzppCe0w0IDnMgpwDs5P3lvA7WYRVcksC-BNkBIyPM72txvbXyU03NXYZ-5-94zg7E?loadFrom=DocumentDeeplink&ts=1954.66)):

Honestly, I mean first and foremost is usually price. So going to look at price, they're going to look at what kind of services being provided. So is shipping included in that price? Is shipping additional, are they only able to ship to a central location or can they ship to the individual schools? Shipping to individual schools puts you up in a different bracket. And then usually when I'm working with those vendors, I work on what kind of training and professional development is included in this bundled pricing that we're getting. And so for example, the last textbook type purchase I negotiated so that we had at least three years of professional development that was available because we get new teachers in, teachers switch subjects.

Speaker 3 ([33:40](https://www.rev.com/transcript-editor/shared/86wIFH7Ft0xcXZ9Kvel2qX9APA3ebv3RVQCODVh9Yu13a_eVavJ8fQYnDJ01Ys1dIC1aZ3bY-2oUKPtqypwDCbjZ43Q?loadFrom=DocumentDeeplink&ts=2020.37)):

So I needed to be able to redo the come see McGraw Hill 1 0 1 again to the teacher maybe in that third year saying, now here we are. You've had two years to get used to this product. Now we're going to take a deep dive into how you can really pump up your teaching experience. So to me, that's really important. Again, some of that relationship between the sales reps and the vendors is also very, very important. So like you said, usually I get it down to top three, break it down to top, maybe top two, and then price point. But then it is that customer service experience.

Speaker 1 ([34:29](https://www.rev.com/transcript-editor/shared/L5tG-kpaI7ECFw_aEBnagtY4fTUCB8bYE31_x7OZ891hj7sbFlb4QJ5VWb70DiuX9GFuqpcQCSTDuov4ALeecl0erdU?loadFrom=DocumentDeeplink&ts=2069.51)):

And on the PD side of things, do you guys have a preference for in-person or virtual or videos or webinars, or how does that

Speaker 3 ([34:42](https://www.rev.com/transcript-editor/shared/ViVNETQY0JEFRlX6xcLXo7Y0TjI-5d7w_Xc01u2Z0ciOf6hHcD-oQHeJs2w6WbgUps9cBRMVEcaVwGSAlJPEMCxB-7E?loadFrom=DocumentDeeplink&ts=2082.11)):

I was going to say pre pandemic, we wanted it in person. The world has changed. I really like to have the ability to offer it because people learn differently. So I like being able to have the in-person option alive, virtual, this is great, but then also something that might be recorded for those that can watch a video and pick things up quickly, particularly if we're talking about a textbook or whatever. In general science teacher, they love the hands-on, particularly if we're doing labs, they want to get in and they want to use the equipment. So that's the part that they like the in-person pieces for. But if we're just going over, here's the components of your digital textbook and here's how you access it that they prefer virtual or webinar.

Speaker 1 ([35:44](https://www.rev.com/transcript-editor/shared/EWKQOmzwcUJETgdCaEikqOID6DTcz_aegmT2kfArZnZxK8_L868ReY9XzQ6GKRBdInNShnfbQWbgDt9tl-1HWdyPBNA?loadFrom=DocumentDeeplink&ts=2144.73)):

Okay. So you mentioned shipping, you mentioned discounts and how PD is incorporated. Is there anything else that vendors offer for you guys at the district that you kind of perk up and go, oh wow, that's awesome.

Speaker 3 ([36:02](https://www.rev.com/transcript-editor/shared/BEKsHg_1XJUJEBI_Tt3eojjt6Ovj5YCM75WkhGJNE8B1ZAiGLpqPxKjT4IhmiV7WFwo99VcIGzA3qRueYl1wkLYYlNw?loadFrom=DocumentDeeplink&ts=2162.55)):

Yeah, so always any kind of freebies that they add on. So we did, and I know it's not within your six month range, but when we did our textbook purchase, I pushed for all digital. This was pre pandemic, so I was good for me, I'm tooting my own horn. You were

Speaker 1 ([36:30](https://www.rev.com/transcript-editor/shared/UZ_0LhJngGd6ZX7nruQH60tSKu-8zINJ7P4p1bYphhT56SmpDXp_oQLie3jMueyCCS-VJffBJCdBWTON8qJ2ybvzeBY?loadFrom=DocumentDeeplink&ts=2190.45)):

Seeing into the future

Speaker 3 ([36:33](https://www.rev.com/transcript-editor/shared/CFGcOaiYIADzZLxOAmf1PsC-YrbCLdQd9xdu1TUyIIecpTe3LRYXd-llsdJ9it2h30xpnnrGOg2G-AfsnN_CJMmkXn0?loadFrom=DocumentDeeplink&ts=2193.96)):

My colleague, because we were able to bundle science and social studies together, more purchase power kept saying we still need to do a traditional paper textbook. And so in our purchase, we got the PD six years of this digital licensing, unlimited access for teachers to the digital tes. And then we were able to get what they threw in for free was class sets of textbooks. So that was really the tipping point between the one vendor and the vendor that we went with is they were able to accommodate my six core content and the four social studies core content classes plus the textbooks. The other vendor had a little bit more tech bells and whistles, like those 3D goggles and things that they were willing to throw in, but we opted to go with a little bit more traditional just because we were baby steps transitioning into this realm of being mostly digital.

Speaker 1 ([37:54](https://www.rev.com/transcript-editor/shared/ZzWu1VNv_z5zG0PTi30MBqu7UOfLXetjlqOJlZPkfLOCWTemcVxyKhwHsX4zqYB1DMT1KKw2JfnyPCUisrqJ22xPB-I?loadFrom=DocumentDeeplink&ts=2274.51)):

And is there anything you wish they would throw in? I've talked to some people that like the video trainings or the lab prep for students that are video-based or just anything else that you think, oh, I wish somebody would do this.

Speaker 3 ([38:12](https://www.rev.com/transcript-editor/shared/xcdE0f2fzy_Iv0CuE44pNx8alGkyZXhklJsuOTDb42BDSQ-QeKeTUzpjIJeJFjTzK9MBKfjB5NQAw3Q1q-5jX-qUUy4?loadFrom=DocumentDeeplink&ts=2292.54)):

Yeah. So to most of who I've been working with are doing the asynchronous learning series. So the teachers can do that. So most of them are offering that. I'm actually wishing that more of them would go back to doing some of the in-person. But one of the vendors that I worked with when we were transitioning to that digital work, I asked if they would be willing to do small cohorts of students, that we could have student ambassadors, and they were willing to come in and work with students rather than just the teachers. So what we were able to do was on a professional development, I was able to pull teachers out of the classroom. The teachers came, they were allowed to select between three and five students to be their student ambassadors. The teachers went and did the teacher training, and we took the students in and we demoed everything from the student lens about how they would submit their homework and how they would do all of that kind of stuff. And what that did is hold the teachers more accountable to actually using the digital materials,

Speaker 1 ([39:32](https://www.rev.com/transcript-editor/shared/i0N_G6f366Pz4pJybe9UNCTnOZQAWcoV68xxnt_ntQE8z1BmHDQ_6VGn9JiP9a4jZtQqZso7hPL7X2npZ9Y5tYv0K5k?loadFrom=DocumentDeeplink&ts=2372.11)):

But it also sets those students up as leaders and to be able to be role models. And so it takes some pressure off of the teacher because you can go to another student and say, how do I do this?

Speaker 3 ([39:46](https://www.rev.com/transcript-editor/shared/-l9Laa1K-cOQjXOalVcDOIk7oz3pBL30NVTS9qZH3gQvopBEf8WHffjPZ15D1fEHjsRKAIGIierrMpyW3HLM3dfX82Y?loadFrom=DocumentDeeplink&ts=2386.21)):

That's easier.

Speaker 1 ([39:47](https://www.rev.com/transcript-editor/shared/Dktn2Rs7F0RHl6dhuYSrVdYGfV_udPPQe01M99Et5RWpKw_ShJQYl8uzKFjwzVxUlpiUGHHqEP90o7mxs4FTRJmHxio?loadFrom=DocumentDeeplink&ts=2387.62)):

That is really smart.

Speaker 3 ([39:51](https://www.rev.com/transcript-editor/shared/TylJqyImA51Y2-fXvEakaJnTmz8jn2ICJA0koOr1XkcdNosr1QtK8USMTuNOl0ygkyFW6hT8bpzfbtW_HSf2QPjNvl4?loadFrom=DocumentDeeplink&ts=2391.07)):

That was the goal. We were laughing. I said there was always that kid, I just remember when I was first teaching that could thread the film through the projector when you got stuck. So this is just at a different level now. We've got that kid that's there that a little tech savvy and says, here, this is how you send this as an attachment. This is how you download this. This is how you access that video.

Speaker 1 ([40:19](https://www.rev.com/transcript-editor/shared/VVeUOG6vCVOofkA4DDUG1RlIKJmQaMofnELUI2AhsEHvuqwDwjvZ-MKIIl3EdGqI-1BD02Qq27eundAm0T7rJTonP04?loadFrom=DocumentDeeplink&ts=2419.36)):

Did you have a name for it? These kids, did you call them student ambassadors or was it

Speaker 3 ([40:24](https://www.rev.com/transcript-editor/shared/tIW6gjVkJ0_Jun3FbSVThk9b-IOKU9XB7NgHOEbS8kZqT9vlV_0ToTy-twXd4MOHFb19WlAW4ugK_BEP9nlm1Qlc9Nw?loadFrom=DocumentDeeplink&ts=2424.43)):

Yeah, we called them our champions. They were our student champions.

Speaker 1 ([40:28](https://www.rev.com/transcript-editor/shared/aGySDQnNRLND0yADCeAt9hRgj3Pk_OjDh-mN0XJiG9TdfUFb9-VqclmlrMd1aCqlgNe2NzfpWFSWSDXfQN76Gp7XKr4?loadFrom=DocumentDeeplink&ts=2428.3)):

Okay, that's interesting. My son did something similar. His school had a makerspace and teams of students would learn how to do large format printing or the 3D printers, and they did it all through their time at the school and then they could train the next cohort that was coming in. So it's similar, but theirs was really focused on the makerspace.

Speaker 3 ([40:54](https://www.rev.com/transcript-editor/shared/8l47_ve0RxrnXGRgKahu6gPYI9-fXRA80iP-0GI_TrdKGvYvo8O1qvKF0xfmkem5tl4dwBo_5AHehcomOCIiXqAsGwA?loadFrom=DocumentDeeplink&ts=2454.31)):

So many vendors, they focus on the teacher at the teacher level. So I would love to see things that they offer at the student level and then in the other direction. A lot of times we have the building leadership and the principals, they also would like to see things, but they need to see it through their lens. They're not necessarily a practitioner, but they need to know when they're walking into that life science classroom what it is that they should be observing.

Speaker 1 ([41:27](https://www.rev.com/transcript-editor/shared/xnQBo7zDQ3I3AemLSn9JN9k61u-7sGGfhclN4pPTfNUzz4V3fbYHouvLC29adurr2kvBHUxYOX0n4JrlHGWboblEf3c?loadFrom=DocumentDeeplink&ts=2487.52)):

Okay. Okay. That's interesting. So what kind of materials would support the principal in understanding when they walk into the class, what they're seeing?

Speaker 3 ([41:40](https://www.rev.com/transcript-editor/shared/lm8pI8wYIzH4SiIuJCtogkkXcPfZvBx9sxLE7RKiuJFfkJKE920pgXSk91iIqBcu70-z0bsBUiV19Zi2UA7Jb2qTCzU?loadFrom=DocumentDeeplink&ts=2500.16)):

When I walk teachers through the lab, we'll do a bit of a modified lab, but they actually go through it as if they're the students so that they see all of it. Principals don't need an hour, hour and a half dive like that. They need a 15 minute overview of if you're coming in and Kirsten is using this genetics kit, what you should see is student groups working with these materials to do build this. This is what you should see when you're going in. If you're going into the anatomy and physiology class, the virtual physiology, you may see a lot of kids with goggles just waving their hands around and what is it that they're doing. But then too, the flip side of it is that in terms of when they're making their budgeting decisions need to do some ooh off for those principals so that when a science teacher comes in all excited about it, that the principal can say, oh, was that the 3D heart that was beating right now? Okay, I'm willing to budget for that. Or I saw that really awesome genetics kit where the kids were building their puppies or whatever it was that they were doing.

Speaker 1 ([43:09](https://www.rev.com/transcript-editor/shared/Zw36_p1Dq23nPm2YfagxRXZbxg9hLT9MM57xClSJX9Bzksgf54W39144ngHYM49OfEntpuzkoHM9Wtan3RUUQ5YLgvM?loadFrom=DocumentDeeplink&ts=2589.71)):

That's really interesting. Now, did they ever need, probably not for the walkthrough, but did the principals or the district level people, do you ever need something that talks about how the materials are based on research-based learning practices or efficacy studies, or are those things useful?

Speaker 3 ([43:33](https://www.rev.com/transcript-editor/shared/0XidJckD-amjGXXGPqu7-7POhB-NMxyfG5MzG41VZW5gBwkTg54WEVQG7PI0ZIRDWlgCk63mHaLMF_aVUZTrDf83HhA?loadFrom=DocumentDeeplink&ts=2613.5)):

Those things are very useful in terms of picking what we're choosing to purchase.

Speaker 1 ([43:39](https://www.rev.com/transcript-editor/shared/e_lBpanM_EyOd4pKAVtqCA_IbiUjcbnE8ETBDR0Xxgp3XH00P-Fj-_-nmbpcT8jBeeEKzL5zg_3iKB99wW8ex8lafF0?loadFrom=DocumentDeeplink&ts=2619.47)):

Okay.

Speaker 3 ([43:40](https://www.rev.com/transcript-editor/shared/B_cNwz6z3cFDNKFmIdS16U64LqE73fY4_8N_T-TYEWUelxulzNObNGT7Ydi5N7cziVQS9k7IWhqrJYYinPWFFTEX5Bo?loadFrom=DocumentDeeplink&ts=2620.97)):

But in terms of the day-to-day walkthrough, not so much. So along with that portfolio piece, and the reason that they call the teachers will call me, but principals will too, is that kind of menu of options. So the idea is that we've done that research for them and here's maybe the top five choices that we can give them. Okay. Or if they come to me with something maybe I'm not familiar with, because there's so much out there that I can then go and do that legwork for them so that that's not on their plate. And I can say, okay, so I've done this research, I called Cincinnati, Akron, Toledo because I heard that they were using the programs and this is what their folks are saying, that kind of stuff.

Speaker 1 ([44:49](https://www.rev.com/transcript-editor/shared/-vFajGCBNIvHQ8B5RGsUHE8TLDh5kvSnCrYCmW9NzwxCm1AYbQQI_qg2mOO0lAQjvZtu2nlCG5dJEDepkBzv5hpoa6E?loadFrom=DocumentDeeplink&ts=2689.71)):

So it makes a difference to have the feedback from other districts in your state. And so do you want vendors to provide something that talks about the research that it's based on, or is that something, it sounded like it in that legwork?

Speaker 3 ([45:07](https://www.rev.com/transcript-editor/shared/0i1EX9rjcvsFLqff_MtmOCia2rhaRG40FdRMg4qFohdbaVFnDjk-azCwIw0tmJVisIBZiOYcRb6W7J3cw_rpcTkLSDI?loadFrom=DocumentDeeplink&ts=2707.39)):

Yes and no because well, so yes and no. I like it when the vendors do provide it because it gives me a place to start. But vendors will, vendors are not going to give you the bad. They're only going to give you the good, right? So when they're showing their data and everything, they're going to come across and say, students who used our biology program showed a 30% increase in proficiency on state exams or whatever. But then I might then call Akron and they said, well, yeah, they did. But what they failed to tell you was we had to purchase additional materials in order to make the program work. They provided the core, but we didn't realize we were going to have to do this. Or they give you some of those insights maybe that the vendor's not going to necessarily tell you.

Speaker 1 ([46:08](https://www.rev.com/transcript-editor/shared/s203DnT1TPMvReZTMRP8s7cKgb9xKfsAtTaldJFgvCsDOK9bAbtUvKRQduIisIo4boE9dIXO-bws2HtOJAnM4L92-gg?loadFrom=DocumentDeeplink&ts=2768.25)):

So I've seen some vendors that have done big thick white papers, and I've seen some that have done a two page kind of summary of the research it. I've seen some that have just done it digitally. You,

Speaker 3 ([46:21](https://www.rev.com/transcript-editor/shared/B2bifqTUfFnFXCkWqypo6mKV0pdXWYYfUJJLQnR5KmXhlmCP3T5wTevZkuFiPLFkgD11dLoOtSDEjv1noB-ZLgHBp0U?loadFrom=DocumentDeeplink&ts=2781.74)):

I want the two page digital,

Speaker 1 ([46:24](https://www.rev.com/transcript-editor/shared/urN1_sj7TOtI9OUZm4LuShhpYhZNUYz9-UEKm_jidO8eBt9GdYcOBWx0nx2vOEVYmsYR6MJ27yjfLttyXyDRgU-UxmU?loadFrom=DocumentDeeplink&ts=2784.03)):

You want the two page digital. Okay,

Speaker 3 ([46:27](https://www.rev.com/transcript-editor/shared/4CDEJSyydd4UwGG9Qtg-q2iN0SeBKA5Lwflz7DH6siAX-P7mm7ceJB-cUEG13jE8oBdmmRzh3gMgzf_8MWmGUp_Asfg?loadFrom=DocumentDeeplink&ts=2787.24)):

Alright. Right. If I need to, I can do the deeper dive, but usually I want something that I can access very quickly from my computer that is a relatively fast read before I make the decision to move on and do the deeper dive.

Speaker 1 ([46:46](https://www.rev.com/transcript-editor/shared/dYDZid-pGlwLWoDXwys2QaeurRQI0j63iWUUr9hGY2Z6UJpyWvxHAtqCqBO56gwaR1lwYLTAw-iSKny2peIIhFNUu50?loadFrom=DocumentDeeplink&ts=2806.5)):

Okay. Do school boards ever need to see those? Does it ever make it that far when something is being that's new,

Speaker 3 ([46:56](https://www.rev.com/transcript-editor/shared/DBnd26H7Hm59RCSl9cP5DojemNtKrIRl7dMtRom178ZRb7dV5v8bfa7AdGUt-XeiwRqUYS3b8IOCgu6YeCamZYtTWIE?loadFrom=DocumentDeeplink&ts=2816.07)):

Right? So if it is a district adoption does go. So then what the steps are, I make the recommendation, purchasing checks, all the vending and all of that. It goes to our chief academic officer right now. She then relays it to our superintendent. He presents it to the board at the board thing saying that we want to adopt this program because they have to approve the final expenditure. So if we're spending over, it's over $5,000, we have to have board approval.

Speaker 1 ([47:31](https://www.rev.com/transcript-editor/shared/wUqsaFl02qJ-ZCv2HHBw7kIEqKOq2sutdlje8Eps7S8ODALYXxsLd3Rf-1M-xn99bK7UpWenngD8kdc84W1mwaSHGT4?loadFrom=DocumentDeeplink&ts=2851.15)):

Okay. Okay. Does the board turn things away? What are they looking for besides price? Are they looking

Speaker 3 ([47:40](https://www.rev.com/transcript-editor/shared/dJ2mQjEluI0g3lefalHnAFPlbqVwfuKnDeeGc_Xh-dBwY9DGtKgD3gibEmsuatduEPZwuQyN9sBWxn2uGf9EveM9Izo?loadFrom=DocumentDeeplink&ts=2860.06)):

Usually, I've never, other than price, I've never had the board turn anything that I've submitted through because as a general rule, they do trust the process. We, and this was a number of years ago, because we did not have a core curricular resource for K eight science, we were asked to my colleague, who is the K eight manager, we were asked to come to the board and do a presentation on the product that we were wanting to purchase at that time. Okay. This last go around, when we were doing the, it was really more of a renewal and just getting the most current version, it was more or less rubber stamped. We did not have to go through that because they were already familiar with what we had already adopted.

Speaker 1 ([48:39](https://www.rev.com/transcript-editor/shared/P3im2DXFcfn6uT_qpm8J1NFQ1Nagudwam8DDOZOMVBuWXRHE9nb_Km8T0VFTkQvBtbph6h5oqw39DARae1Eh86qn8Rg?loadFrom=DocumentDeeplink&ts=2919.46)):

Okay. That's interesting. We're right at 4 45. And do you have maybe some time to go? Maybe five more minutes. I want to be respectful of your time, but you've just got so many interesting things you do, and so I'm going to ask him to come in and see what questions she has. But one of my last ones too is are there any other people who are in similar roles to you that we should be talking to get maybe a different perspective or a different district or state or that kind of stuff?

Speaker 3 ([49:21](https://www.rev.com/transcript-editor/shared/I_L3KPHEQRIRjLsgu-jU9qrSUQdvw_babm7I3_YP_dIgUO4HkInyXWjDIZa31jUnUbE5rWuLia4Jp1JkMw269UT_pac?loadFrom=DocumentDeeplink&ts=2961.16)):

So my colleague Terry, she covers K eight science. We've both been in this position for about 10 years, but we overlap. So usually we speak for each other. So yes and no. If you're looking to get perspective in other content areas within Cleveland, I could connect you with our math content manager or social studies content manager. We're really looking for

Speaker 1 ([49:49](https://www.rev.com/transcript-editor/shared/jx4YSDcADdEoXFJSoV2qIEAD3SbtP9WP1a8cRRA2RzZVqoguXzF13MDHYj1uPp6AZykLZu0_ojA2xUxW2QZn-I_uepU?loadFrom=DocumentDeeplink&ts=2989.3)):

Science at the high school level, so it looks like we got the best one with you.

Speaker 3 ([49:58](https://www.rev.com/transcript-editor/shared/QiqOWHkVpKTAe3kxLrCW6WH5rfdxvamG1_GjwwJ0P5ZGdBq6mHnrSSWJJZtmJDHvuI0V_ytUZtU60zFTRFS0P1rEaWE?loadFrom=DocumentDeeplink&ts=2998.06)):

Yeah. So if it's high school science, it's me.

Speaker 1 ([50:00](https://www.rev.com/transcript-editor/shared/icENKY94BiPYNROiaDdlZJ7XrXejmEjdypheUiaGrXrJaggYEthT1NNCMELCsNi8IxKbp0NDKMYgW7fe0ItOjCzdbWc?loadFrom=DocumentDeeplink&ts=3000.7)):

Okay.

Speaker 3 ([50:01](https://www.rev.com/transcript-editor/shared/BaYysZuQQ8Qd91n7nHGQ9v3_tHviyYw6-WUpbbxjzXSXTKtrNtNF2_wGym8nim3b5tq81HAQU7klYBzyiS4GKluEWF8?loadFrom=DocumentDeeplink&ts=3001.63)):

Good, bad or ugly. That's the way.

Speaker 1 ([50:04](https://www.rev.com/transcript-editor/shared/t0B2fxyHTkrEzJX7XfYTDxPRNyRTiDwv1zwXXegE7SwifOmaWYZBCS8dgcO4K4M6fmxhDESmxLcj1lIjUSTyJd3Cwds?loadFrom=DocumentDeeplink&ts=3004.93)):

Kim, do you have questions?

Speaker 2 ([50:06](https://www.rev.com/transcript-editor/shared/Btz8wKRz4zhbbDLcZZLQxJzo8pcgfo7kIXf5RutVsUsojLfIbUmmdt3lt1vQACSDC4Kp1KBAIym9gxydtkxesGYd_LU?loadFrom=DocumentDeeplink&ts=3006.91)):

I really don't. Again, this has been fantastic, but is there something that's popped to mind that Daily Lean usually ask us at the end? Is there Oh

Speaker 1 ([50:18](https://www.rev.com/transcript-editor/shared/_gPZ4_RObozqoHynXH62RQLYkdYA298OAzn-d1nSD-z1HkITevqqJz2MstBSCxjwy5X-Eu2X2c3UwT8j1F-A3jv8mko?loadFrom=DocumentDeeplink&ts=3018.16)):

Yeah,

Speaker 2 ([50:18](https://www.rev.com/transcript-editor/shared/hhtdvocK_x9Cn250IYq1iJhSjcCWZE3Nm3Y2nx60Tj1GQDS5_8mhw2YdabmaHY6KypXti8X8GveHp2luvkQQWAFPi1c?loadFrom=DocumentDeeplink&ts=3018.46)):

I do. Go ahead. Or you asked that you articulate it well.

Speaker 1 ([50:22](https://www.rev.com/transcript-editor/shared/kuWePc8mLwouHNzMFTlsuazNPKCGVBF7NpT5pnoNE3UVKZKDT7I-V3PpfOx_xY4YNRaJPkMTjnIGW2aM5vjx1qKy9M0?loadFrom=DocumentDeeplink&ts=3022.3)):

What I usually say is this is your opportunity to talk directly to large science supply companies, solution companies, that kind of stuff. Is there something that you have just wanted that would make your life easier or teacher's life easier or make students learn better that you don't see that's out there?

Speaker 3 ([50:46](https://www.rev.com/transcript-editor/shared/0CQ3M38f9Llrt4AlOZoIyfL47-PPsgAsIMPIU4fDNJr2VF06GvXfX2dBLPN3fpubxVtS1IijWgTdZ9ZZVNmhudADzAQ?loadFrom=DocumentDeeplink&ts=3046.58)):

It goes back to that customer service piece, and right now, currently a lot of things are those AI chats or those robotic chats. People want to connect to a live human and usually pretty quickly when they run into trouble. So to be able to call the customer, help tech support and talk to somebody fairly quickly and to be able to jump on something like Zoom or teams where they can screen share to see what the problem is, I think that that's key. What I would like is cut me out as the middleman, because what often happens is the teacher contacts me with the issue, then I have to contact the vendor. I would like them to be able to directly feel comfortable enough connecting with the vendor so that that issue gets resolved. And instead of it taking 48 hours to up to a couple of weeks to make those connections because obviously then that is loss of learning for those students.

Speaker 1 ([51:58](https://www.rev.com/transcript-editor/shared/7mJvYimZcNG8CksjSuUA4_zWTAhe42ShjhMLlFBacgB-UDOahYmNYhB_4nbQ-FeCZvPChmieQW_MSjIxGbD9j0yhhww?loadFrom=DocumentDeeplink&ts=3118.85)):

Okay. What about from a product perspective or services around the product? Is there anything that you think is just missing out there that you wish were available?

Speaker 3 ([52:13](https://www.rev.com/transcript-editor/shared/_CghFX0bVz0IxNzspGaVGZi76mHkg2a6uANvL0O9G6yplJOT3zH4IibPRH7ponxzGMVVDsNhRJgm-UsESLcjV4DocJI?loadFrom=DocumentDeeplink&ts=3133.58)):

Well, I was going to say, sometimes for high school science kits, I not, they're usually one and dones like you use the kit and you cannot reuse the materials again in the kit. So more things where maybe you do a large scale purchase for the equipment piece of it. And then for the consumables, there is a way that you can set up a subscription like Amazon does, where you can say, oh, I want this delivered every two months or whatever. To be able to do that either. Because part of the problem is too, with consumables, particularly there's a lack of space and storage in the schools. So to be able to know that those materials are coming every couple of months or quarterly may be very, very helpful to a lot of the

Speaker 1 ([53:17](https://www.rev.com/transcript-editor/shared/zUZWBMuLqDHZL_Lg4GWWMjBwPX1NXipxcSsuGGWSPtH1olquQQyM3kAb2FCfte9DXgssWdw5z2fJ-F3OUYJFmCchrnk?loadFrom=DocumentDeeplink&ts=3197.69)):

Schools. Okay, that's great. And Kim will wrap up with final thoughts. The other thing is, if in 10 minutes or two days you think, oh, I wish I would've said this, feel free to reach back out to us. Feel free to say, I forgot this and I really would love this. And honestly, if it's three months from now and you're like, Hey Daylene, who do you know that's doing such and such? Because I've had this brilliant idea that I think would be great for high school biology, feel free to do that as well. It's all about developing relationships for us and making sure that we have open dialogues and that we can make things better for you and for students.

Speaker 3 ([54:06](https://www.rev.com/transcript-editor/shared/1fPg4tpyI4g34sMViSMBJ0OxV5mfySn-UgMwxGDDtsncBba2oIWNAuRohY-ShO2rg3-awSmupaqw3qrM5swGqb97N3U?loadFrom=DocumentDeeplink&ts=3246.09)):

Yeah, do most level.

Speaker 1 ([54:09](https://www.rev.com/transcript-editor/shared/eapwYnBQdUpOvb_BhsECXZxS4Scrxt34j6ehG2hbIrVCuN5OL6aRi0svQMuuvFYw-AsliHuORbUVp475w82Kg5pKO1Q?loadFrom=DocumentDeeplink&ts=3249.57)):

Okay. Kim, do you have wrap up?

Speaker 2 ([54:13](https://www.rev.com/transcript-editor/shared/wuO6EFB41yJtDiAj5pFUaGep-K1wtbtXvklBg7n2UnURN_SVRAbG24FmP7CgeWTPcrk4HVfsZA-1PmpxGMPXImnRst4?loadFrom=DocumentDeeplink&ts=3253.8)):

Yes. Yes. So well, thank you for doing this. You're the first person at this level that we have talked to, and for me that was very enlightening, putting on a different hat or listening to your answers with a different hat on. So very much appreciated. Tomorrow you'll get an email from me. Thank you. But then also with contact information to be able to get ahold of us in the future, it'll also ask if you'd be interested in being involved in perhaps another interview session or survey at some point in time, depending on who our clients are or what's going on. So I hope you'll say yes,

Speaker 1 ([55:02](https://www.rev.com/transcript-editor/shared/Rja-VAeDVUBok43rrl8Zdo4rbCVjDCrpBXgIu9Aq9aevarWi5NRkJh-A6nH2h2zNPvLiP3sxxhBA15XeuUHTW4ZYIgg?loadFrom=DocumentDeeplink&ts=3302.25)):

And you'll get your gift card. I'm going to send them out tomorrow doing the $95 as a Visa gift card. So if that's okay, that's what we're providing. And if in a day you're like, I haven't gotten it, check your spam folder. And if it's not your spam folder, call Kim.

Speaker 2 ([55:26](https://www.rev.com/transcript-editor/shared/sr81dzk7qvtgChN3uM3eyDyB_UhbokcnZzmxzvMn8GK5PqZ2nrEsv91hZTB4z55mfGLIjovFPSJ5ht1K2e0vcigrJpE?loadFrom=DocumentDeeplink&ts=3326.04)):

I'll be your customer service rep. I'll be the middleman

Speaker 3 ([55:30](https://www.rev.com/transcript-editor/shared/UP9mhYv0H6xpeID-uxYAq78RbDLwV_cSGffYWTT5CqEC2IS1U8BBMoAVanhsDd8kIFJ5c2Sou9va_6k-BqAUBNYYKeA?loadFrom=DocumentDeeplink&ts=3330.33)):

Like every teacher. Woo-hoo. And Target, here I come.

Speaker 1 ([55:33](https://www.rev.com/transcript-editor/shared/4gwPn_YGjE5zk6n86NslR0K7B85IBRgs1cbx2QPHJ4y7zQoiyj7ApIVyNBnBytkvB_uJFp1pTiJJTnXQ3sJG1kBPSzM?loadFrom=DocumentDeeplink&ts=3333.33)):

Yes, you've been fantastic and thank you so much for your dedication to science education and for everything that you do for students and teachers. We really appreciate it.

Speaker 3 ([55:43](https://www.rev.com/transcript-editor/shared/IfPTn8aeW98KOytESuIVLUElohnSo9PuRx8CRoE1eZYkHwtT04tNbz1TJ19Zoq4DwBL2IHZCLcudWNPs3wFIZpeR7lo?loadFrom=DocumentDeeplink&ts=3343.35)):

Well, thank you. Thank you very much.

Speaker 1 ([55:45](https://www.rev.com/transcript-editor/shared/9crKJx3nWBvejwvNUh8jVHkwfz5pUsYX4KplvSVyDaHD-BBnX3hdBQmYWVP8oGx2L5y4dznlgPOq0pudT97nAiTpEp0?loadFrom=DocumentDeeplink&ts=3345.75)):

Alright, we'll talk to you later.

Speaker 3 ([55:47](https://www.rev.com/transcript-editor/shared/9DfRWR2wMOIicbUEh9ph6d2xK9cGIfxIAZBioRkOfW21xGoIXzqPxQvVO4982QTyqc-A3Vk0FwyBnHJlswhGfZhRdd8?loadFrom=DocumentDeeplink&ts=3347.82)):

All right, bye-Bye. Kim,

Speaker 1 ([55:52](https://www.rev.com/transcript-editor/shared/FBpQOkJP97Wl8w2RSlvgM_ajPDXLtfbUvJ948sjhcSxw21Ae38z1yUkBKWOXeBH1eWfhoCLbL_UAB5GO4rcTrN9Hr9I?loadFrom=DocumentDeeplink&ts=3352.11)):

You want to hang back for just a second and I'm going to stop our recording.