Daylene Long ([00:04](https://www.rev.com/transcript-editor/shared/kKRcV6vHcjpZtgDnb7v_i6-Q0EAZrr1aApTqZBCQy5QHkFr5IwBhMFd_ugngzZyjG8FbTpyA9RQiPRQWA93wgRCZ-ac?loadFrom=DocumentDeeplink&ts=4.2)):

So Kim, tell us about our next interview, please.

Kimberly Herder ([00:08](https://www.rev.com/transcript-editor/shared/wVpmrV9nM0aQdeR3lARF7gjTsiICsF9wx3bp5D5VH0tKyFGKvV5Fv8zV3Fe0BnSNiIMdLjReXjcfQBbA_kuE8eHJWO8?loadFrom=DocumentDeeplink&ts=8.82)):

We are meeting Nicole Evans, a female. She's been teaching for over 20 years, born between 65 and 80. She's at Northeast High School in Philadelphia. It's an IB magnet school that also teaches, that has honors classes and ap, so that's really expensive to do all of those different things.

Daylene Long ([00:35](https://www.rev.com/transcript-editor/shared/GOH7XPNXUVZ0au_7-w9hiFihIr23dW0OrViAcZuCx9Xyz7P8_qixUKGSPxvYLFvdFuKzu1dgCGIutN-1H1dPn8cLzi0?loadFrom=DocumentDeeplink&ts=35.31)):

Okay. Honors and AP for biology?

Kimberly Herder ([00:38](https://www.rev.com/transcript-editor/shared/kOlrh7rywfDnk4l34AaLOsJd5jQ7YiFioOuucLFFaO1GukyAxWnhSgfHuZ6cN9g_qmbsTqM16PI-8zMm8mqvJn_Re_A?loadFrom=DocumentDeeplink&ts=38.82)):

Yes.

Daylene Long ([00:39](https://www.rev.com/transcript-editor/shared/49kgngmmas-XKkl5mnZyABg0u37HnbWeovF5hymTczYs0DDMe9hB9y8V8cEcSfltqjPxdigzEJx3cMnTKD093RUvKEM?loadFrom=DocumentDeeplink&ts=39.54)):

Okay.

Kimberly Herder ([00:40](https://www.rev.com/transcript-editor/shared/nRk6dUHThp-SX-aeGc6fqfm129-yugImZPFx25AELsmurC_lMStPOGl9AHBWJg9wZIm6gNTmQ7q_ktuYzbkdNVW6sY8?loadFrom=DocumentDeeplink&ts=40.68)):

And yeah, they do honors. Yeah, but it's an IB magnet school.

Daylene Long ([00:45](https://www.rev.com/transcript-editor/shared/jeq5VcSAiifdSFYpi6d23KYQBSYsP_RIPg9cn8wR7Y1kjeRLpFweqSE2ImBxFFrdnBbbd6TClHmPsfThzr5JC2dd_QQ?loadFrom=DocumentDeeplink&ts=45.8549999)):

Okay. Do they do an ap? Do they do environmental?

Kimberly Herder ([00:51](https://www.rev.com/transcript-editor/shared/mKTsQxWbBqoyE2p3u1V2nLQOYPSRvVtAVmED7rWxz-omv0Q_N-gICV0UNYSkOPRXJwKIpHyIYV4yWk_2yveqhBCXOn8?loadFrom=DocumentDeeplink&ts=51.33)):

Yes.

Daylene Long ([00:52](https://www.rev.com/transcript-editor/shared/DghPlTr87E__nlVGSVz1_fBsDCIxsi-C_phtqeR-5o9ItTsxWTGGKvWlnqsx9VIN_9PXOcrbbtoIdeqW8exft4hzfuQ?loadFrom=DocumentDeeplink&ts=52.17)):

Okay.

Kimberly Herder ([00:53](https://www.rev.com/transcript-editor/shared/3Ln8DNZ50OGFradRuEy3KMKnpRpUQvE5_vPIuwQoDzOW_CZwtzLYfDkE_ESsBYVg4ybrsHfMuK87WJXK-Nl2Hd0jv6o?loadFrom=DocumentDeeplink&ts=53.61)):

Regular environmentals and apes as well. The school, it's a large school. It has, they have 12 translators on staff, 12 different languages and translators on staff, military families. They do dual enrollment with the community college, a big CTE school and HSA skills, USA, all of that kind of stuff. 85%, the population is minority, 74% graduation rate, which for Pennsylvania is pretty low and their proficiency graduating is only 38% in science.

Daylene Long ([01:36](https://www.rev.com/transcript-editor/shared/BWvbvBzjGIwTX-YrqCZZAFuaJORqddoFt5sbMEoicUPaMtTj1U4Ns0nhszZJtOjvEq6HjIY4gPi0LEBLxbFMilW-q7Q?loadFrom=DocumentDeeplink&ts=96.39)):

Okay. Do you know if she teaches CTE if she's got any crossover into CTE?

Kimberly Herder ([01:41](https://www.rev.com/transcript-editor/shared/cdYjbChsb83aOtR0XFUcVOn66mKHg616Wx9fi4A7vV_2IB1UC3msMdLfkblO6TMfFr9TuWem2XHvEQYu8W4_CA-lrw0?loadFrom=DocumentDeeplink&ts=101.25)):

Don't know. I think like larger districts here in Oregon as well that you can't find out a lot about the, it's not privacy, I think it's security issues.

Daylene Long ([02:00](https://www.rev.com/transcript-editor/shared/hW7yqcU-WvXj29N7N1ezHlqNeS_YZCFBP3f_SQ9iv8oPrWOUonqOyaEfTQE0ikRBOISqjlnm-qkABLZkbY4eqLD4zJ8?loadFrom=DocumentDeeplink&ts=120.27)):

Okay. So I think I'm going to start this one off by asking what she teaches

Kimberly Herder ([02:05](https://www.rev.com/transcript-editor/shared/J-PVvZmPH1wzojoOHxS2Yf54sP9eMhH9ardhfI4TQ63_FwDdaTg98bBplbZnL8qrMC0TkTMKxw0glFPiHxUMvsz4sgw?loadFrom=DocumentDeeplink&ts=125.04)):

Yes.

Daylene Long ([02:06](https://www.rev.com/transcript-editor/shared/p3eG0xlR2OrqJYz0QvUkAy4UQCoU76aU48s_AbGXRPI75VAvEV6Af-WFfxrrf8rb06Xd_q6RCM2hANeDsi1Qvfkte9s?loadFrom=DocumentDeeplink&ts=126.39)):

So that if we want to follow up with some CTE questions, we can. And then if she doesn't cross over into CTE, I may ask, or I may have you follow up with an email asking her to introduce us to somebody that does the health science CTE at her school.

Kimberly Herder ([02:23](https://www.rev.com/transcript-editor/shared/WNXRboQrBr4-iufdYqV2LNDz9mg5qkN7bTrm7LwKVsH9wl-StMGQkYzdcCB-ZGntvm_ITZT8-ROgSIlae0GAgj_CxUs?loadFrom=DocumentDeeplink&ts=143.25)):

Yes.

Daylene Long ([02:23](https://www.rev.com/transcript-editor/shared/dAPWAZ-2OwoEnCrF6-xC12rCCXDjKZNUaNPehYuw3lTI4nnO-JkM4TUWm8y6bKr4345sx_kWNn7HptvVMj3drH2x0IA?loadFrom=DocumentDeeplink&ts=143.88)):

Could you tell if they were PLTW or if it was just It doesn't list that and actually I did not go into, because I think I can still get into some of the PLTW stuff. I didn't go in to see if it happens to be

Kimberly Herder ([02:37](https://www.rev.com/transcript-editor/shared/Z_8DBUeJmG6SVxx8g9EEnYGT-XL8Sqh6mvTEVuYEksz8K6lsv_TwCYJ8xiP--VQ9CAvhgcNIZp71htaKZ3jck0TmbDs?loadFrom=DocumentDeeplink&ts=157.8)):

A-P-L-T-W school. It did not look like it to me because of the AP and the ib And very few IB schools have PLTW partially. They're both so expensive.

Daylene Long ([02:50](https://www.rev.com/transcript-editor/shared/CrIUdwSlvayoKWcsjQDncVo7MaPhi4Lo2vI8NruDuEivWJCM_-g9rP3rwjjH-RMcbXGr2YwqsLpTHViO6MxaIM0986o?loadFrom=DocumentDeeplink&ts=170.6699999)):

Okay. PLTW. I've seen a big brand shift with the new leadership, so it's interesting to see which way they're going. They were doing something in social sciences or English and I don't know, something Math too. They're taking

Kimberly Herder ([03:12](https://www.rev.com/transcript-editor/shared/6Tv3sSysKX00UFTA1hLoctQsd18K-TfZMXmkubM_kZXDX7IYLW9IBi6qJs4-HGHN-WPVX-aWOW1iCAwiSaU_6UcuiGc?loadFrom=DocumentDeeplink&ts=192.785)):

Applied math. They're doing a whole series S on that. What was the other thing? But there was the part of me that was going, that's absolutely the school that we were just talking to, the school districts that need PLTW.

Daylene Long ([03:28](https://www.rev.com/transcript-editor/shared/FnzHAbDnqDUQbldQKBl0WTzt-2pqzSHozsNw5qJ3GXi9i8nJVOzYWATYgvRfTKJISVccBmBdSb_m6J7DLYOrAQ_LpqE?loadFrom=DocumentDeeplink&ts=208.57)):

The ones,

Kimberly Herder ([03:29](https://www.rev.com/transcript-editor/shared/WHG0udOC8lOzfMoQYNnEUMVj5umMmqM5TLByO6an5fo0U1C3iIwaQ3hwqgTQ5o_Kg2aS5me-f8pSjU3orrvwuDy8U0s?loadFrom=DocumentDeeplink&ts=209.44)):

Yes. But you could never get that match for PLTW because they were concerned about the dollars and it, the startup is expensive, so it was ISSA or whatever, but that's exactly what they need because the curriculum's.

Daylene Long ([03:44](https://www.rev.com/transcript-editor/shared/MczM3D3zphmeBSKc9XMQI0IyvQnQdP8Bi8aI3L9MLWi8vfzNCbSbAF5PdqmLSGUnMM3xl2vikkmvYtirUvKMe3oRjbU?loadFrom=DocumentDeeplink&ts=224.5)):

But this superintendent was not concerned about money. He thought

Kimberly Herder ([03:48](https://www.rev.com/transcript-editor/shared/1Yms32hUkq1FehdzNY0OELlgMYbuuKx2b5BrqD5NvxvVHW-5rCju7x_S9nVXClrLfnmKG5aPHq1cvKoLV84Yi9hXsXI?loadFrom=DocumentDeeplink&ts=228.49)):

It

Daylene Long ([03:48](https://www.rev.com/transcript-editor/shared/gOoSU7oSgnmVyIzNVHzWxUire5l-LbhGcCQGMYgKLUJhSMKRQo0yp2C9MOijqdKaWUmatvt-BqXycOhIDR_U4hUVXfk?loadFrom=DocumentDeeplink&ts=228.645)):

Actually met the needs of his population, that those were value. He was value driven, I felt. Yes. And that absolutely. I mean, they would absolutely do amazing things

Kimberly Herder ([04:03](https://www.rev.com/transcript-editor/shared/3xrj3eANaD93DI0jRF5ylHxWjemigEObE7x_TM8ZyjCYkB9wlW4AdgoqcP4-SI96fGwn5K_hz08yJkmZwkbUo5iK-KM?loadFrom=DocumentDeeplink&ts=243.385)):

If they had the curriculum.

Daylene Long ([04:05](https://www.rev.com/transcript-editor/shared/X4DevAATd0HXq6SPoKvb6UoQYUuDX5FXSgmpB7Yk8zYVKVjNS8GKQ5YuSNB9Roh-iGym55_VR_C05uBPoGGUETtv0lw?loadFrom=DocumentDeeplink&ts=245.14)):

Yeah. It's interesting. Well, maybe that's an opportunity for our client.

Kimberly Herder ([04:11](https://www.rev.com/transcript-editor/shared/9_tjHcA7Zlg19hn00kTrpzaLCXh2ocSKOWtykl6vGoA60W1m18y1AaqHRYs722nL6b03xz4uM42aLASP4PYbQVZlPlA?loadFrom=DocumentDeeplink&ts=251.8)):

Absolutely. Absolutely. I did have another question. I mean on this one, it's a couple places in different things. I got title funding and that just had sparked me, not necessarily just for these guys, but on the other schools, a lot of'em that we talked to that they, that's something that I never played in was what it takes to get those title funds and how you have to, what the rules are behind that. I don't have experience in that.

Daylene Long ([04:50](https://www.rev.com/transcript-editor/shared/1gC5eDwYPd3uRVI57tQjLVxr5i4YG-Utev33b_zbIV2I1YTe4C4EuKWrOI7ZzFWjdDNkbOcYLLUmZJukdkIFm_Qi7YU?loadFrom=DocumentDeeplink&ts=290.86)):

I've gotten some of that information. And it's Nicole, is that her name?

Kimberly Herder ([04:58](https://www.rev.com/transcript-editor/shared/_HihzCYT2ZyGGFIYSzb6Ptp_sAT5GoJ6heyIrfI14LOWA8vwGDzQ4euNHG-FQ_pv4mPHUgilppvm3J9esqnTiRtJqH0?loadFrom=DocumentDeeplink&ts=298.21)):

Yes.

Daylene Long ([04:58](https://www.rev.com/transcript-editor/shared/bz99Zfu7dcgKulbwbEOeJWq1j0qgugU4Y2vhXYKXviZPB1dSpPXMy8EWNBoj-XtiEdpj0uwkNb1FnIZQrtzdAC3d7Gw?loadFrom=DocumentDeeplink&ts=298.93)):

Okay. She's getting ready to join us. Okay.

Kimberly Herder ([05:19](https://www.rev.com/transcript-editor/shared/IqS4oYFa0fHOh-k8jQl4dNdJO5Jw4KNPX9rMM6G0uOqRNJAhnUmerNFOLnR-I1c1oiejXbHSFBDj10-JYajzuFW9aKQ?loadFrom=DocumentDeeplink&ts=319.18)):

Nicole Evans. Ms. Evans. Okay. Got your note. I

Daylene Long ([06:25](https://www.rev.com/transcript-editor/shared/63fRyYm75-NAMmzjlMhX3noN-m5Yi6Ru1X2pFmEd-C7_SsrC7vDW2m3IdULB185w2jdCuxbzWtssnVMDwiBPRkgN8Rk?loadFrom=DocumentDeeplink&ts=385.525)):

Do. You want got to let the dog, well ghost tell him I'm not your lunchtime feeder. That is. Tell him, I swear she's got this internal clock just right on. She's like, it's time tweet

Kimberly Herder ([07:54](https://www.rev.com/transcript-editor/shared/qB5g_3gUdOLrptfbRa5lCSdqFj7PJFUzbFTYalViAu9l5vLPZkGKepgm9Nyv4jkNL71LKx6X9aKbhrPioV-KKQIdEk8?loadFrom=DocumentDeeplink&ts=474.175)):

Now. She's probably Panicking.

Daylene Long ([07:57](https://www.rev.com/transcript-editor/shared/fRbr3TgWgafIFsTMqZ66gUePyMaXJ9OMbyBCiddhQCWhrSzy6KMHdk4ANzmMW-_Jlq37gEwDjioNhpyWcT652dT6FjI?loadFrom=DocumentDeeplink&ts=477.29)):

She might be. Okay. She's coming back in.

Kimberly Herder ([08:44](https://www.rev.com/transcript-editor/shared/ahwkS5JCvOeq7fg8M5H9BnttqvPLpPMttJ8wrsiU3zVmmkJ850IRAQwW0rMbgfRHxGPg1c4K7YPTJL6PAQ_nhSbB8mY?loadFrom=DocumentDeeplink&ts=524.6)):

Nicole Evans. Hello.

Bio Nicole Evans ([08:48](https://www.rev.com/transcript-editor/shared/rtvvM-kYjGeGOav-cA5lQCEHZwk6HgORivWqbA5UGbJEF_CJg0f4CMKwR2HLeNS-QhPGq7CzJG2yuEHyw32gRyJWXpM?loadFrom=DocumentDeeplink&ts=528.53)):

Hi.

Kimberly Herder ([08:49](https://www.rev.com/transcript-editor/shared/HkpRfTfaCMSOC5dT6l8Wd9VJdrdsYBpZn0yoXYeVUi9m665HMw4zCwOYXBko0g7rk--aaXfrTXDsvBF8zjiVk3KhP3c?loadFrom=DocumentDeeplink&ts=529.4299999)):

I can see you and I can hear you.

Bio Nicole Evans ([08:51](https://www.rev.com/transcript-editor/shared/0iSvHFzMRJPXwyH3aQIa0O966z0BmTYnl7Xg-b7x-iMHUpIrzY_fudLDDoZTfMdtoFpffUV6trg2cMSTP4eZnPSLJ18?loadFrom=DocumentDeeplink&ts=531.89)):

That's good. We had a PD and I don't know if they changed the settings. I have a school district computer, but I don't know. It would work in a breakout room. It just wouldn't work without a breakout room. I don't know what they did to the settings. I have no

Daylene Long ([09:09](https://www.rev.com/transcript-editor/shared/_ZHYXwKoLCNqiw-OSfTMBaKydRDvW1vF_uOTlJ2nx26ReqtItHzDtdh4wT7czw8hykkOqLEPgOITUCKBRPAzu3A2Jdo?loadFrom=DocumentDeeplink&ts=549.215)):

Clue's. Okay. At least they didn't turn your character into one of those talking kittycat or something

Kimberly Herder ([09:14](https://www.rev.com/transcript-editor/shared/o78Z5micJkx7pacaQ3yOv-JjWbke3owKsxBm2NU8ngjIj9VFhGkWaxlSYOgZg9om5vNgtIOM7GSMpDPZpPjzT-2FzKA?loadFrom=DocumentDeeplink&ts=554.49)):

Like

Daylene Long ([09:14](https://www.rev.com/transcript-editor/shared/d5JPScag5liBqSt0ZyjpRCTZEUFXCsTl8nMQZHyjQTxENXJUzyODW4tMpAb2EigK58K0p0kbfPKrjv3i77bUivNbMgQ?loadFrom=DocumentDeeplink&ts=554.61)):

That. That would've been,

Kimberly Herder ([09:16](https://www.rev.com/transcript-editor/shared/zQXr43vCZFx1RD8rWuLzxX8MAnD5W_dDqSIasvCFxD2le5TPvJYepIm4B9bYTALlKHN-85oCi0np2704-bwwLpUfWJQ?loadFrom=DocumentDeeplink&ts=556.5599999)):

I

Bio Nicole Evans ([09:16](https://www.rev.com/transcript-editor/shared/uTBC9XflXcwRasS1__7JULhrp6rWycht-GQlbyEjKTqURmlvgGI59oanbHGjM8QLM7ARiedZC34DummTtBAVjSI7EYk?loadFrom=DocumentDeeplink&ts=556.65)):

Mean, that's a good thing.

Kimberly Herder ([09:18](https://www.rev.com/transcript-editor/shared/BDpB1JSleTaIBxBPJzx3N7puJlJ3z4_gxB_efyyOyw3by5zAt0cyUEYipptStCWvSaEnUR5vqEQQXfUnqmeIyk8kMeE?loadFrom=DocumentDeeplink&ts=558.75)):

Yeah, it's a

Bio Nicole Evans ([09:19](https://www.rev.com/transcript-editor/shared/l8kXIfeNQr92Ao-ntCt-xV88lfqZlSeS-wQdZH6pKHRApjwoRdKTJO4RF-W6qU6g9QaesvYkGfWN6XFvbEpHqbic-4k?loadFrom=DocumentDeeplink&ts=559.6799999)):

Good thing.

Daylene Long ([09:21](https://www.rev.com/transcript-editor/shared/mbQr_b7_-EV0a4lBQy3U9fjtwvD8LIFsScc5Z8qLJabNPF6oxkmFXjJ4KZ7-wOG4QxK0uD6YLl15JSdsZLu7I1cR4sM?loadFrom=DocumentDeeplink&ts=561.9)):

Kim, do you want to kick this off?

Kimberly Herder ([09:23](https://www.rev.com/transcript-editor/shared/c_ZiVKMzwjoo0CB2JGbQnCjqTMlEV5pAZha0DsB_iob1k7ivXEJiu9gsgOX5leRBBCEvup6XP1t2Nz1vv83Dd1Ul3mU?loadFrom=DocumentDeeplink&ts=563.13)):

Yes. I want to say hi, and glad to meet you. I'm Kim Herder and I'm with Daylene Long. And Daylene is our lead researcher and CEO of Catapult X. And we're very excited. I'm very excited to have you here and participate in this research study. And so I will in a moment, step off screen, turn my screen off and I'll be doing the background things and you'll be talking directly to Daylene, but if there's anything else, then I'll pop back on, but that's how it will go. So, all right.

Daylene Long ([10:01](https://www.rev.com/transcript-editor/shared/7OMFWnuKvfjRV7_2GLDz_XdBv28KiWTseawF1lzmrj3T5xutF9TMU61OTQa5R1YqWpypRX6TDys9GS6At1vodBgJTTc?loadFrom=DocumentDeeplink&ts=601.89)):

So Nicole, let me just give you a little bit of background just so we've got kind of a foundation set. We are recording today, but I promise that you won't end up on YouTube or America's Funniest videos. And I'm not going to ask you to do a TikTok dance or anything like

Bio Nicole Evans ([10:18](https://www.rev.com/transcript-editor/shared/Zk3QUb9S6sosum3ehvMZ1dABuCifXFdkWbYKrcef02UNGJnyJb8b-pGd0_6Ifup5HA1rGL98UAs-CdhLTUfT1Uce1jw?loadFrom=DocumentDeeplink&ts=618.125)):

That.

Daylene Long ([10:19](https://www.rev.com/transcript-editor/shared/2ZmDFXaFB-aN4SZ_09O1RadavTe5gm5e43sq3-_8IMEgM3wOuJp2DuD1uczcIkmmrQG65Xy-9AC7OMriQgdeeuYmhjo?loadFrom=DocumentDeeplink&ts=619.77)):

You're safe there. It's just that the recording helps me to take more specific notes, so that's why we do it. That's

Bio Nicole Evans ([10:27](https://www.rev.com/transcript-editor/shared/hk34g4leuOPxmLotei4-15kAXEa8bIGR_Tt3AhUjtKdHMbkZElwLOhVGMAd5wNsyaSjrwQSV_gF1LdfGjMcc6VGAEaA?loadFrom=DocumentDeeplink&ts=627.27)):

Fine.

Daylene Long ([10:28](https://www.rev.com/transcript-editor/shared/E20w42XwQM7o0kctEftMnVyMRwdeVvPaHGmYjaQcAiZ8isEErnZ7eVmTKL5pH5BclCGOUoszr-7BxW6BcQ_KCs6ylkY?loadFrom=DocumentDeeplink&ts=628.23)):

And then, let's see. Our goal today is really to amplify educator voices when it comes to what you guys need in the classroom from vendors specifically, what's working, what's not working, what has changed in the last few years and is a challenge, those kinds of things. We want to give you the opportunity to speak directly to the people who run these companies and let 'em know what you guys need. Okay. So you're going to see, we ask a lot of what and why questions. It helps some educators to think of Kim and I as filming a documentary because we'll ask a lot of steps and a lot of details along the way, and it just helps us give a whole context to the district that you're working in, the populations you're working with, that kind of thing. And there's no right or wrong answers. So I would love to hear what you teach to start off with.

Bio Nicole Evans ([11:27](https://www.rev.com/transcript-editor/shared/KEULn_AH2Pa-7XV3wIAzrxLlaGZqkqhILi2bGNO3_WieWY7ig09-hvj2FP7lAP-Yi38YWdxR7bTkLBo-0-4OlbWoojg?loadFrom=DocumentDeeplink&ts=687.48)):

So I teach actually biology and genetics in high school.

Daylene Long ([11:32](https://www.rev.com/transcript-editor/shared/IEN1ZKJ0EUF5kT2wI5yYa_1GcT-UaR-2-XcOFXkgq1o2S2HZlIG6yBdzewIxeOSpEQNKxMAy_rRUM23U_m0gc720dIE?loadFrom=DocumentDeeplink&ts=692.52)):

Okay, you do. So is the genetics like an advanced genetics course?

Bio Nicole Evans ([11:37](https://www.rev.com/transcript-editor/shared/46R5UQAHTU3HKPEIHmVltaDRQZg4h4NMXaBl24keAU0ajm96IK0C1lZN8VW-NBmuVZrriBrn7dqYTaW24vj2D27TOiw?loadFrom=DocumentDeeplink&ts=697.35)):

Yeah, it's equivalent. It actually just passed for college levels. Well, my students take my class then they will get college credits. We have a relationship with the university in Pennsylvania.

Daylene Long ([11:49](https://www.rev.com/transcript-editor/shared/jGJsiHlI_6VLvIOaqCp2um7UNLvKzA5rXVXu1bh8kpTtahv6mogcnuQTFKV2WFqS6jPC-KhzNhqEIsy-g9bNAaWFBjQ?loadFrom=DocumentDeeplink&ts=709.815)):

Okay. Is the genetics course a year long course?

Bio Nicole Evans ([11:54](https://www.rev.com/transcript-editor/shared/2J9dqfHHTC_7iGtxfj7vVdYknOK1Mmfsa0pc9FZLrYLR8j74JMKfbxUI-cRGw97CxlqWieI8G5jEHamwRxktBIRGn2E?loadFrom=DocumentDeeplink&ts=714.07)):

It's a year long course.

Daylene Long ([11:55](https://www.rev.com/transcript-editor/shared/y3vFv7maTfOdyJPDsh0Q2pvEBRc60ONFOZFw1_LzO2EliZHkZlfyhzNj1NRBox1ltItw0BrqtFN4iNGkim4i5Rsgrtk?loadFrom=DocumentDeeplink&ts=715.795)):

Okay. And what year do students typically take that in?

Bio Nicole Evans ([11:59](https://www.rev.com/transcript-editor/shared/eZn2AI8vGqThrqVvrXlMnFqqK9TQjpiPAY6_UFcO3I0V5kq2F9ZUJXAizZS3P2VA_qS4IqYodGJig0KremHjzilgGdE?loadFrom=DocumentDeeplink&ts=719.53)):

11Th and 12th. Okay. 11Th and 12th graders. And

Daylene Long ([12:03](https://www.rev.com/transcript-editor/shared/wNcSMQbmJmWZGFBAPjKJ4T8N5W4HGwv4FA1doPMFc0eQ53QkldegoUf2Z3ah1Ub-J-aAabhOJRzAjui3fOhbtgRAvMg?loadFrom=DocumentDeeplink&ts=723.25)):

Then your biology course, what kind of level is that and what kind of students are you working With? That's a

Bio Nicole Evans ([12:09](https://www.rev.com/transcript-editor/shared/OhPphcj-x4N_BToa-quZ0vcF1RxsziB25BdiuvQ2IubQ5X6XosIEqYewYxOvCPQJcpg4I1qfYhTR0Nk_Jw9chOE8v4k?loadFrom=DocumentDeeplink&ts=729.845)):

Plethora of everything because if the kids come in as magnet, normally they will take physical science in ninth grade, but if they come in at magnet or honors, then they can take biology in ninth grade. So it's honestly ninth through 12. I have seniors that may have failed it before and they need to take it again. So it's literally a plethora of all four grades, honestly.

Daylene Long ([12:33](https://www.rev.com/transcript-editor/shared/z4QwGDTUMNj8AcBhe_sDgnM-wRiQHKbS7Ho7LUDNZtBNk5Ojcj_C9hnu4gEjw-XMhHSlb5tbcxhFyrhj_XeI1hIgKiU?loadFrom=DocumentDeeplink&ts=753.85)):

Okay. Okay. Well that's interesting. It sounds like you've got your work cut out for you. I

Bio Nicole Evans ([12:39](https://www.rev.com/transcript-editor/shared/rAWCowhPcgpkLZMRpqQuFgO29WBjhKXjz4sr_BwHvOo-kd7VufB3_29zynRJRFiECqOUln_oLGBPfKk48FSlsd9Wx7I?loadFrom=DocumentDeeplink&ts=759.55)):

Surely do. I definitely. Do

Daylene Long ([12:42](https://www.rev.com/transcript-editor/shared/a71_skDJHzJiCET8L9btSce7xWXY2WflisMajmL6IKQDjGpqt8ZDn2BnRZAL2NWx-j7P6J11bYKRM3YoMbnZonn_HHo?loadFrom=DocumentDeeplink&ts=762.975)):

You cross over with the CTE at all or is that separate at your school?

Bio Nicole Evans ([12:48](https://www.rev.com/transcript-editor/shared/HjRb373BMuopbqkBx78AGQdSctpSwO34jEeAQEcxglbIXj_ENiAdLwjqyZP5F1a28qAxwACnShnUsnSAYD5BZHQJdo4?loadFrom=DocumentDeeplink&ts=768.82)):

We have a completely separate entity because the way that Northeast is run, we have our little communities. So CTE does something completely different than what I would do in the health and medical community. So students who wants to go into medicine, then these are the kids that I work with and the CTE, if they want to go into that program, then they work with those set of teachers. So teachers are classified and then we teach those students.

Daylene Long ([13:15](https://www.rev.com/transcript-editor/shared/YIi7qgYj86levKTa76gZ5jWw97Kqu7srzEWjdlIiVUHUukohFGSvZHhsDETYfLUH7t3zidYqD-Sz3yzczGbcUST-v64?loadFrom=DocumentDeeplink&ts=795.105)):

So under the CTE umbrella, you don't have a health science and medical, it's actually,

Bio Nicole Evans ([13:21](https://www.rev.com/transcript-editor/shared/bKK5dhG39UdpvjDTE7gGarUYaBrGm5o7X2D2_zwl1L_7S1agoxaT7Rhk8_WExw1PW3b7R2dQ7TAjoMqlqY8DVjda1vU?loadFrom=DocumentDeeplink&ts=801.76)):

It's its own entity. So healthcare medical is its own entity in the building in Northeast.

Daylene Long ([13:27](https://www.rev.com/transcript-editor/shared/ZhpdlVLZENSiBrqcD0JhhcQH5dT6_pv3rdxXzg-uF0GiwDQagJv40Gkpk72zSNNI4JSN7QlOYH39DCj5Rup_LSPko0s?loadFrom=DocumentDeeplink&ts=807.67)):

Okay, and you are in that one?

Bio Nicole Evans ([13:29](https://www.rev.com/transcript-editor/shared/k2r6F_tHxRGh-NS_2t1ecp19ZO8I2ZydoU9eHfVW7jGp2C-horvwzNry4WIM5PJjZ7sIzH10liPkMqAxxGRXWS5TGc4?loadFrom=DocumentDeeplink&ts=809.23)):

Yes.

Daylene Long ([13:29](https://www.rev.com/transcript-editor/shared/KhRdi1eRkn03gMgvqJ0KF3wXrCQfHx1e_fO5oruNhXarblsCJziXax9LRAPyHPbzI64FBayag0uQmyPG9SmufxQ3jQI?loadFrom=DocumentDeeplink&ts=809.86)):

Okay, that's helpful. It's interesting how so many organizations do that differently, but you're not funded with CTE dollars, you're funded with science.

Bio Nicole Evans ([13:42](https://www.rev.com/transcript-editor/shared/Hmz8tfVoQ2QR5rGZ4kUhI2oH8-DNxInjp5g3rDDn7b5-Es8Kv8PAgZTfnoGuQIEBAqLLHcIrIPfMxGtrVA59YWTxYWc?loadFrom=DocumentDeeplink&ts=822.88)):

Yes.

Daylene Long ([13:43](https://www.rev.com/transcript-editor/shared/pjQNImt-yOXP4dQkeRuDmrYuPNxAAQqbPHDwiajun3YDPMrpFeG4UeeUPEVqJW3An5Q9AZ3K33sf3_CALjXbbrOJ_wA?loadFrom=DocumentDeeplink&ts=823.54)):

Okay. All right. That's helpful. Okay, so when you filled out your survey, you had mentioned that you had purchased materials for life science education in the last six months. Go back to that and tell me about when you first knew you needed to place an order, what your thought process was, who you selected, those types of things. So

Bio Nicole Evans ([14:07](https://www.rev.com/transcript-editor/shared/DdYeBXMMByhpJVMpgDIN7vIDZqqp3-FLVXuZE6ahvGOzRQBqFsQpRebS67G-6fXrvJ0LUvNaoMeymAuFiGcjLR3OpJU?loadFrom=DocumentDeeplink&ts=847.605)):

For me, my degree is in pre-med and then I transferred into teaching biology instead of going on to becoming a doctor. And what I always felt at Northeast is that if the students are going into medicine, are we equipping them for that? So I applied for several grants and got money from the school and grants and I just bought models, dissection things for them to dissect because it's hard to tell them that the heart does this if they don't know what a heart actually looks like. So it's like we're defeating the purpose and showing them a picture in a textbook, that's great, but nothing beats like a model or dissecting a frog, dissecting a pig and actually seeing the heart and taking the heart out. So every time that I gain get money, then I buy models or dissecting kits or specimens, something that can help them because if they're going into medicine, even though it is a school in Philadelphia and we're not funded the way a suburban school, they still should get the exact same quality education as someone who is in the suburbs. So I try to make sure that I order supplies that can introduce them to what, if you're really going into healthcare medicine, these are the things that you definitely have to have or have to be able to do.

Daylene Long ([15:32](https://www.rev.com/transcript-editor/shared/M9DsZlnVv4jhP_4Z0fRoyznAQcU64Ze2YpE4A9ETVbT54FYJBS9Ev38s_A_uHAb6BIEuOPJos642QXJ-ABRlNzAqIKo?loadFrom=DocumentDeeplink&ts=932.45)):

I'm right there with you. I think that being able to see and hold a heart and see how they look different on the inside age and disease and all of those other kinds of things. So important if you're going into the medical field, do you remember with the models and with the dissection, which vendors you used? We

Bio Nicole Evans ([15:57](https://www.rev.com/transcript-editor/shared/zoZsx8rWFjouJZf2HKjSBgrw56XjAeqPr-ZrQO4mznHjVMTqyMSD1IADJECSFQQX4lcqlGQKiJ1VsK2XRuxTd6hVUJA?loadFrom=DocumentDeeplink&ts=957.98)):

Use because we actually have a business account, so we use Carolina, Lynn, Carolina, those are the two major ones that we have accounts with Lynn and Carolina. And

Daylene Long ([16:10](https://www.rev.com/transcript-editor/shared/JOgsniTojQ088TgUCGmpPJADeiNKK5UFoVRdvbmkTHqpFT7OZIAq0OUHPufFhU7rcYFMRAzx_yB4b1Hd3vXJw6Li_Pw?loadFrom=DocumentDeeplink&ts=970.79)):

In your mind, how do you differentiate the two? How do you decide I'm going to do this one with Carolina and this one with Flynn

Bio Nicole Evans ([16:17](https://www.rev.com/transcript-editor/shared/RGm1yFshSFRONdANbl6_2f7J4aJWLCsYggMAzC4tyNTw_gm-Uyftsr47TAnAS4ko0Ea1H02gElPY_tXpuRC4jxGnFOo?loadFrom=DocumentDeeplink&ts=977.33)):

Actually based on price, a lot of it has to do with that. Because we're a district school, we're not quite funded. You have to maximize the money that they give to you. So it's based on who has, and sometimes Flint, their prices can be a little bit cheaper and we do get I think 15% up. So if it comes out cheaper, we might as well go with Flint. But then if Flynn is out stock, because the last time we tried to order frogs, we try to order frogs, but the frogs on back order, then we just got them from Carolina. So it's based on do they have it in stock and what's the best price we're going to get because that funding has to stretch as far as possible.

Daylene Long ([16:57](https://www.rev.com/transcript-editor/shared/ayg9cx_fntppyj760uLdOXcE-xR1rCA0IVQzUcGZRE5r6nsmAk69C7gEAXvowd213ujBKKRz_HFPbIcZQ8hCI_maSb8?loadFrom=DocumentDeeplink&ts=1017.47)):

That makes sense that those would be your top priorities. Are there other factors that weigh in shipping, professional development, freebies, quality, reliability, any of those kinds of things important to you specifically?

Bio Nicole Evans ([17:16](https://www.rev.com/transcript-editor/shared/-4JlHuuEWtAl3g4i_lnHIGBNdxbsW3fgzAA56TGRcir-zNtE8is5H5A6ywSoBANInv-15URYNjx4A5gkc2sZ53Q1Fno?loadFrom=DocumentDeeplink&ts=1036.01)):

Oh definitely. I haven't quite seen freebies. That'll be perfect. I haven't quite seen that in the Atlanta Carolina, but definitely, yeah, those would definitely benefit. We tend to do our orders beginning of August. We kind of have to go back before the students go back, so we have time for the orders to actually come in. So shipping it is something, but it's not one of the major things that we're looking at. We do have time for these orders to get to us.

Daylene Long ([17:44](https://www.rev.com/transcript-editor/shared/DWYg6QdwvwDZlnVmr5FeZ1_Po17Cq7KBl_rhmVSL1SznQCidEiB72xwunopyBawG1RlbOyY13dHTxv5wZoGa3xIiRaw?loadFrom=DocumentDeeplink&ts=1064.75)):

That's good. Do any of the vendors give you any extra perks that sway you one way or another or get you really excited or drive loyalty for you?

Bio Nicole Evans ([18:00](https://www.rev.com/transcript-editor/shared/gsgUtcqM5ex1kF0ua9CCNmF2yJBsxKPljMxMfLVgEv3uUzk_w21cMS3sAYNsO4u3akMCKllxBqMxMh8pNUUA4siTpIk?loadFrom=DocumentDeeplink&ts=1080.75)):

I think Flynn because of the fact we do get an extra 15% off and 15% goes a long way if you're ordering pigs that are like a thousand dollars. So 15% off additional discounts is always something that's beneficial for us.

Daylene Long ([18:15](https://www.rev.com/transcript-editor/shared/Bvn6jeHhw59aSRevU2Pz570Q0CM3GWMwiGhT-pPNiV_m_rfF4QhNGbrVezzIszQBCec_sKWme6bs5mp1MaEOlmET9-s?loadFrom=DocumentDeeplink&ts=1095.9)):

Okay, that sounds good. And are you the person that if you're deciding, okay, we're going to get this many fetal pigs for the year, do you have to put the spreadsheet together yourself and kind of figure it out? Or does that go to another person in your department? How does that work? I

Bio Nicole Evans ([18:34](https://www.rev.com/transcript-editor/shared/wjDb2cr0O4yT7nCbtih6owyEXQ68gp0f844zjUHQh_cMcviy8inWua3gMt6r182X8Wg0JRH3Nu0aOzhl_dwXE8nlQ5M?loadFrom=DocumentDeeplink&ts=1114.02)):

Actually have to do it. If we're placing an order, then you have to go sit there, go through, fill out the entire spreadsheet, and then I will go to the department head and sit, these are the things that I want to order over the biology teachers, so these are things I want to order. And then she would approve it and then she would call in and then get the discount, everything. So I have to literally sit there and figure out how many are we going to need to last us for the year and put all these numbers together. Okay.

Daylene Long ([19:03](https://www.rev.com/transcript-editor/shared/LfmjFKyxpYwzavGx_aAfhiYT0YIUaJb_OOoWvyiodwwPVIthqodfZFDLSoF3A2HEeyRMwFc_i_NuOojHbUbaAmj2cTE?loadFrom=DocumentDeeplink&ts=1143.075)):

Do you have to show her your spreadsheets?

Bio Nicole Evans ([19:05](https://www.rev.com/transcript-editor/shared/oEgTXxnXqUA3pfnjtaTRLGHNbqwyaVLZa2HnG2wpAzYZ8ul_Yqa69ly-jIs7cw6Jep1ClEF6_v0iBBcGWKj7vsexnKc?loadFrom=DocumentDeeplink&ts=1145.645)):

Yeah, I don't have to, but out of courtesy, she is the department head out of courtesy. Then I'll go back. But do I have to do it? I don't, but out of courtesy to her and we get along well. So I tend to just show her these are the things that I think and then it's always good to have a second opinion. I may think the 500 frogs are good and then we actually need 600. So it's actually good to get a second opinion.

Daylene Long ([19:34](https://www.rev.com/transcript-editor/shared/Bvgu1wLz6teAdnl2Iju-Z2ErdTuL3aP6moSWV_0p5HOvRVWNmzuML7j8QpK4QL5ZTWMw7_KtbbwdnvOoeOSHRhQExKE?loadFrom=DocumentDeeplink&ts=1174.65)):

Yeah, that sounds good. How do you discover new things that you might want to try in a school year for your teaching?

Bio Nicole Evans ([19:45](https://www.rev.com/transcript-editor/shared/6lodWAQGhv48us3zmYjXLegG0ckh_grEeeibz8K4el79_DfbnkUcyALXEsUFRwtzZRhfVqkHoG9YmTj7bo1ZvumK6ns?loadFrom=DocumentDeeplink&ts=1185.96)):

I think when we look, we get the catalogs and I think the catalogs are super that you could actually go through and see like, oh, these are things that you would like or sometimes we would collaborate and just throw things out. These are things our wishlist as we would call it, our wishlist of things. So you get different ideas from different individuals and sometimes even search online to see what's the best way or to make biology fascinated for these students that really don't care anything about it. So any one of those, because sometimes someone may see something, hear something and you're like, oh great, I never thought about that. So by collaboration, looking at the books or even doing internet searches online.

Daylene Long ([20:33](https://www.rev.com/transcript-editor/shared/jqvXhgGha6E3TWffXUbKwckkTwg6eUWD1D4A0eNBhSr4oFyzY9XwaDlGWcKtYYyCuJdcPgmkfTJ5u-JkkEbK925MQTw?loadFrom=DocumentDeeplink&ts=1233.475)):

Okay, that sounds good. Let's see. Oh yes. For your genetics courses, do you do any biotechnology work?

Bio Nicole Evans ([20:44](https://www.rev.com/transcript-editor/shared/qEHu2ZTJDus7cD_uLh5Gn0O1sAbr642JuDyO76XEEtpEwIYfcGakz8TpNNrrcEv20WDIH28oa7EjzqJb6NUIxmPQWVE?loadFrom=DocumentDeeplink&ts=1244.85)):

Yeah, actually right now we're gel electrophoresis, so we're actually working on that right now as we speak. So there is some biotechnology incorporated into it.

Daylene Long ([20:57](https://www.rev.com/transcript-editor/shared/8abdC9ixi5wFBaOjiMRmz61wnkZEtpNSImBVIg4MXphb8UgCVpJtEbWvPIcA5tqlsBIibw0mCQMx-cmHtjo2HIRqgt0?loadFrom=DocumentDeeplink&ts=1257.22)):

Where do you get your biotech supplies?

Bio Nicole Evans ([21:00](https://www.rev.com/transcript-editor/shared/6nY2O3b9uT5aBtiq_WFbd0tCLfRE3yUL_tsr-VoL7AkKwNaj0AmhOD67bt1AvEG9SgYqMY9Sk0qhssTs57IAKbO2_ek?loadFrom=DocumentDeeplink&ts=1260.19)):

The same places we have Flynn and then certain colleges they donate free things to the school so that when they're not using it anymore. So that's also a benefit as well.

Daylene Long ([21:14](https://www.rev.com/transcript-editor/shared/Pbk8fSxNSG8TMF86RbE5t_NNWTF4FRnxGGxElek1cb9MDUGVgTqGQ_VWtgibh8HxqXWsFmKRWEcFPEUjXoCCHP0LiL0?loadFrom=DocumentDeeplink&ts=1274.26)):

That's nice. Yeah, that's a really nice community partnership you have going on with that. Okay, so let me flip through my questions. You mentioned you typically buy stuff in August, so is your fiscal cycle on a typical school year going from June to July or July to June,

Bio Nicole Evans ([21:41](https://www.rev.com/transcript-editor/shared/Uz7ORqezTqtDqIC6IvtRgpB874Q9f2U6VZ374weu9DZw8IlyquaPMNoTXqlNkOYHccQ8m9fAsDahC0HTumh1yi6RTrs?loadFrom=DocumentDeeplink&ts=1301.14)):

September? Actually the kids, the students come in in September, but we actually go back in August to get things ready for them. So we are there, we're in the building even before the students get into the building. So that's our prepping and PDs. And what are the new things initiatives for the year? We go through that in August.

Daylene Long ([22:02](https://www.rev.com/transcript-editor/shared/4TEu1mcAYroCgQck6VWHGr3_3lNOHrwDlRz3pQ3rQ-IGFFl5TdI-4LbEaslKz-Mq0He4dtiP3MsCJ7hLQkavErq7PAc?loadFrom=DocumentDeeplink&ts=1322.925)):

Okay, that sounds good. Are there any particular conferences or online groups on Facebook or that kind of stuff where you collaborate with other biology or health and medical teachers?

Bio Nicole Evans ([22:17](https://www.rev.com/transcript-editor/shared/GygWfWGR0aR7oDWlysce0D61JxUwQJAX8iaVyxXW4U6dzwgk8VPTO2HwTLcaSM3zKZQQwQHvGH_vyluxoJuDDGVvW-s?loadFrom=DocumentDeeplink&ts=1337.17)):

Yeah, there is a Facebook group of biology, Facebook group science, biology. It is something like that. And they also put stuff up there as well that I'm a part of.

Daylene Long ([22:27](https://www.rev.com/transcript-editor/shared/GHnnwccTNOF1Ls3FrdBy7UVvkzaqSEPamb0r0c71OFKag_O4oiPmEOStXaSc-u5daAqXXMgJf-2M0DxLXnogLah_7Tk?loadFrom=DocumentDeeplink&ts=1347.55)):

Do you have any favorites?

Bio Nicole Evans ([22:29](https://www.rev.com/transcript-editor/shared/6_0ieGv35tWrjGiVOsdQJTuC9oae4pQWVfO_i7E4Snzst2waaNNyLtf8TSEoGHSPkYjcxPgGvq9kPQtOBMjViV2A63Q?loadFrom=DocumentDeeplink&ts=1349.56)):

Not really. Okay.

Daylene Long ([22:33](https://www.rev.com/transcript-editor/shared/PxZ0vl_ctBd8SR0nuljSX54XWYn4miKjU6Fz_aPDEOulz1KWZyiKDhCYIg2hMGUgDqr0RsSMccH9vFW4uJGmfB_eKCI?loadFrom=DocumentDeeplink&ts=1353.55)):

Okay. So let me just flip through here. Okay, so when you're looking at department budgets, do they break it out by class and does your science department chair break it out by class or subject and what kind of ends up being the range that you get to work with for the year?

Bio Nicole Evans ([23:04](https://www.rev.com/transcript-editor/shared/1Gm1daIBlrjPFCUTxInM-hC8TxyAg2xZdo8ujVQ1q3RXrkQ7xHuTTPK_YYJsUNkaIPjSbbVNEjTPCT9nh9gfkqmvNOg?loadFrom=DocumentDeeplink&ts=1384.96)):

The way that it works is she gets one lump sum of money and then part of it, it's like what every teacher in the science department would actually need. So we could say, okay, well we need these set of things and then each subcategory may get an additional funding and then you can decide what do you want. So for me as a bio lead, then I can say, okay, well these are the additional things that I need so everyone can get something. But obviously the chem teacher is not going to use a fetal pig, whereas I would actually need it. So you do have sub funding and then you can go outside and get grants on different things to help you pay for additional stuff, which is pretty much what I did. I received several grants to pay for other things.

Daylene Long ([23:53](https://www.rev.com/transcript-editor/shared/HtAAjIsFEl2ap8uRtLI-2PMujY-5rw51ufmRMMe9g--W_hGzGesFQLNUQQyskzesHmG_f4eRGcNbIUw3FMSEoeDRsQY?loadFrom=DocumentDeeplink&ts=1433.27)):

Okay. What does the range end up being per year?

Bio Nicole Evans ([23:58](https://www.rev.com/transcript-editor/shared/VGnHis8F8ljqUU_7LC-48xo-3pAy9j5DYtMIulBXYWSPyOnkxyPGP7X-7cNyZOJsY1KOHScKdHARCpt6gOaendkvux4?loadFrom=DocumentDeeplink&ts=1438.25)):

It's not much. She may get, I think this year based on funding. I think it may have been 10,000 total and then each subcategory maybe got like 2000 or something like that. It wasn't much, so that's why I had to go and get an additional grant to substitute for everything else.

Daylene Long ([24:21](https://www.rev.com/transcript-editor/shared/dZJSSJ0UFTZdrGeo7pWFBkIOKrqngOc4yLDL2L4DipFIzkeWJ62Cmzb82tEwEW1yq8v7vdD_6mj0L7heaxGaIvWcssY?loadFrom=DocumentDeeplink&ts=1461.68)):

Well, it's great that you have the skills to be able to do that. Some teachers don't love grant writing or chasing that kind of stuff, so it shows a lot of initiative that you go out and do that

Bio Nicole Evans ([24:34](https://www.rev.com/transcript-editor/shared/9sbTkUoIunTEwNupSWi437_be1hi8MbaS0sciCe3sC8sG0MeyM_iyzOuMAR8dPTvEmePuJuCT9nKGCfYqCwOCHRk3Uc?loadFrom=DocumentDeeplink&ts=1474.34)):

And

Daylene Long ([24:34](https://www.rev.com/transcript-editor/shared/VBqnQLnLrgkaBuhAGwY8VZdXDafsqDELaa8QTNxutoeVc-GRmAi_gRxZB-0CVLk2lb6IePHexB8TGOMB0vKURvq0fSc?loadFrom=DocumentDeeplink&ts=1474.49)):

Probably just adds extra work onto your plate. I

Bio Nicole Evans ([24:37](https://www.rev.com/transcript-editor/shared/ayB8Kn5cNEcIdoALPLb4BVv2tcbLFvW7EaMzUoUTIfHS2d7diMr28K21SH2i7r_RjcG9tgAOBIBiAT6sFA5KlT_ATx0?loadFrom=DocumentDeeplink&ts=1477.94)):

Mean It does, but then as I look at it, even though I didn't become a doctor because of my personal situations, if I can get them to do it and come back and say, miss I inspired you, you know what, it was worth it. I look at it that way.

Daylene Long ([24:56](https://www.rev.com/transcript-editor/shared/6bOjk-86w2tK98DMLb1R93n5yQcuGCvbpTdowcBuK5apB02AUGP3BdDhcZ7JgtJcO5XgpIwAoGPgaho05yU_g7etitE?loadFrom=DocumentDeeplink&ts=1496.3)):

Yeah, that's great. One of the things that came up in the survey is we talked about what makes a vendor reliable or trustworthy for you, and can you talk a little bit about what's really important to you from vendors to consider them reliable and trustworthy? So

Bio Nicole Evans ([25:19](https://www.rev.com/transcript-editor/shared/-iz4Clt_0YBZbrTEXbbG3E5IJh0JKnJ_oinynxL6kKjnxF6azU02E7QFsuVCbr-hZ7vqSKnJ9FSZtnJ52qhqna2QkmQ?loadFrom=DocumentDeeplink&ts=1519.4)):

Besides money, obviously money is probably going to be the number one factor, but if the kits are worth it because you can buy a kit and you're still trying to figure out what do they want me to do with this, I bought kits and the way that they assemble it, this is not for high school, it's not for our high school. So I think trustworthiness, excluding price is to understand that if you develop a kit, make sure that the wording, everything is beneficial to every school. And to understand that my students are not going to be on the same level as someone who's in a suburb. So if they have kids that I know or quality kits that I know my students are going to understand it and I know they're not going to have any difficulties with it. I think that goes along with trust. You're selling me this kit that is going to be beneficial and my students are going to learn from it. And I think that gets me to trust them over someone else.

Daylene Long ([26:25](https://www.rev.com/transcript-editor/shared/RzJXDRCVlHmq9VZufo-BXLFywwR2FQifurrx44ubxuuZEWHyXS33hp480Dtd48afUcs_lYMh_M3Uhimn-b5PmRuknqI?loadFrom=DocumentDeeplink&ts=1585.125)):

Okay. And you said you've run across some kits that maybe weren't appropriate for your students. What kind of issues did you run into? They

Bio Nicole Evans ([26:35](https://www.rev.com/transcript-editor/shared/0DVCKITGbwhjbeiqaz4773BxCU7AvJHhgFiZ-C7QtHTfSZ8RIyb4vfGa08sC2klix0fk2uhtHMKV8jgbYZPW_76_L8Y?loadFrom=DocumentDeeplink&ts=1595.03)):

Were extremely high level because even though it said high school, I would let my students try and deal with miss, what am I supposed to do? It's, it wasn't written on or it may have been written on a high school level, but not in the sense that my students who are probably most of them or some of them are not on a high school level, they didn't understand the wording of it. So then that was like you are given on this kid and they're frustrated because they don't know what I want them to do. They couldn't even read the language that was on.

Daylene Long ([27:12](https://www.rev.com/transcript-editor/shared/Q6ViywZ5ge7AIJ0RKpow2iKslu8Tzq8GoiVRWCD4V4C-OucQQe2hNWODzASpltT7o7KeAdb6-HH_OICE5hRx5iy7SL8?loadFrom=DocumentDeeplink&ts=1632.9)):

What contributing factors go into that? Is it multiple languages? Is it poverty levels, migration or what do they call it? Military students? What's contributing to not knowing the language at the right level? I

Bio Nicole Evans ([27:33](https://www.rev.com/transcript-editor/shared/b3pDCQ21Qjper9NhT0Dtkvm59MCFJGSkBDxw9ToUbQrwII-NUlltd5pjBINUtyYAdyjuZ8WIZEJ-AK6_cYorG7NOvtI?loadFrom=DocumentDeeplink&ts=1653.69)):

Think socioeconomic may have a lot to do with it. I mean Philadelphia is a poorer city as compared to other cities out there. And I also feel that the kids or some of them assume that they come in with some knowledge, but if they're getting physical science before my class, which has really nothing to do with biology whatsoever, then that's a lot of learning curve that these students have to do. And if they've never, because to be honest in Philadelphia, most of the science classes is watching a Bill Knight or something like that. So they don't really get, it's focusing on reading and math until when they get to high school. Then the high school focus on science. So prior to high school it's about reading and math. So then now I'm throwing out all these biology content and they're looking at me, what am I talking about? So it's just to make sure that when kids are done, it is like you have to also take that into context as well that the language just can't be on that level because we do have some high schoolers that are not performing on their level.

Daylene Long ([28:47](https://www.rev.com/transcript-editor/shared/OWYSUGgAFHPMJdcPPoWOEteTapfzERJwAAPjW2UZrNBDsRA5vIdiF4JpueHd1s1YGl_XUcy9yzO-GyoYcn6mYV4J8TM?loadFrom=DocumentDeeplink&ts=1727.31)):

So what kind of tools then help you in that situation? Is it that you need vocabulary help or remediation or what helps you the most to reach all of your students? I

Bio Nicole Evans ([29:03](https://www.rev.com/transcript-editor/shared/WKrfSXKnwVitpjPe-jhOb3pLP-zDoKnKY4eIT1lXby4O7yzOALrqExz-0tH0ZoPzQ8aMIAbf7homT-137zmv-8bPnwM?loadFrom=DocumentDeeplink&ts=1743.48)):

Think vocabulary help is great as well as I know that some kids that I've bought, it kind of gives you a preview of the lab or preview so you could kind of understand the wording that they're using. So I know that, okay, I may have to modify this or I may have to do something, but then if I don't see how you're wording it and then I order this lab and it's like I have to create the worksheet again, then that's just not beneficial to me. I don't have the time for that about. Yeah,

Daylene Long ([29:38](https://www.rev.com/transcript-editor/shared/HZQxG0SEARg4NsWiob0t2UNvSFWWId9uAWBeDI-2SFn-FTY2ViPmbvi4aWwzO_9n5rAL5ntlFB4tAJgrfz3SyiTsnW0?loadFrom=DocumentDeeplink&ts=1778.28)):

That makes a lot of sense. The resources you talked about that kind of show it in advance of those videos or are they workbook or what would be ideal for you?

Bio Nicole Evans ([29:48](https://www.rev.com/transcript-editor/shared/GsfMbF8YFlNTAtb7FTiBcyWrAJk4TcMK6r3boWXPhEn_uSaajmQIdTB3zNm7tW1YAwmRuW8cKEZ-zSMb6HtwVZF22Z0?loadFrom=DocumentDeeplink&ts=1788.28)):

Ideal would be if you're selling lab case or something that maybe part, not the whole worksheet, but maybe part of the worksheet is uploaded so that you can review and see the language that is used and then, well, I know my students, I could determine, okay, well this might be a challenge for them, it's a great lab, but this might be challenging for them. So I think that would probably also help as well. Okay,

Daylene Long ([30:17](https://www.rev.com/transcript-editor/shared/paaGSDUoB9Oy_UCjmXKPBBrEi6PhjbHeqMaXINi7152ftyney5qpA5cm_MUH8mL71a_My_rGVJHww-NL0YWbKW6NWSw?loadFrom=DocumentDeeplink&ts=1817.29)):

That's helpful because I think what we hear most from teachers is that they want to be able to reach all students and having as many resources as possible to reach all students they're teaching is really important.

Bio Nicole Evans ([30:31](https://www.rev.com/transcript-editor/shared/GnnBGA5mB3CzIF9vePJLuPnvUDCOohK2PNfbQ9Y3S2JbRB8mQGO6SsgzLVloeCrvukvX23wL3PupynUDRo39DQDbev4?loadFrom=DocumentDeeplink&ts=1831.45)):

So

Daylene Long ([30:32](https://www.rev.com/transcript-editor/shared/njWEU3EIm-JBx7ymcyDdiybGjpVdtbNP9IjuA8eIe7fAf1ra24Lip4cZojnkIs1DAG7NKlzXJFCMppRHJpUXz5UYOKA?loadFrom=DocumentDeeplink&ts=1832.83)):

That seems to be definitely a trend of what we're doing. What about things like professional development? Do you have any vendors that come in and teach you how to work with their resources? No,

Bio Nicole Evans ([30:47](https://www.rev.com/transcript-editor/shared/kTlF1ep0yPurbclXfcPkVfuuaD_ZDpY7qZCQ-QCQO3OjZEo6mvqxYwIS_7PNNaX6TV0PW26z25EX3yHrUcRLOKO6Vhg?loadFrom=DocumentDeeplink&ts=1847.83)):

I don't ever recall anything like that, no. Okay.

Daylene Long ([30:53](https://www.rev.com/transcript-editor/shared/l1jcHOihj5oAygX3u6fHqCmgkVN2wTFPfPpRsj8VzJbhTXjvpAbYb21kFACKrqZNBoiPaqy3bSQXrb5QdlDMrmwi0ks?loadFrom=DocumentDeeplink&ts=1853.83)):

So then how do you get professional development then for teaching, for the sciences, for learning how to use the products and that kind of thing?

Bio Nicole Evans ([31:07](https://www.rev.com/transcript-editor/shared/r38NhcZAHmmhuLfvkdy4bp9ZoxGm4lqB4oy21xieJSowsWgQE2eO-X-FMLrpix3Km5jY2eteoQMNlb1Kzrb57sHTRBc?loadFrom=DocumentDeeplink&ts=1867.39)):

We actually don't, our professional developments are not about have, I don't even think we've ever had one about learning to use a product. I mean we may have had a PD and someone else who has probably used it in advance, well, another teacher who may have had it, they may share with us. I know even for when we were running the gels, some people were not familiar with it. So a teacher who knows something did that, but as you see a vendor doing it, no. But I think that would be beneficial too because I think that also scares some teachers sometimes to some of them are just so stuck in doing things in the old fashioned way because you're scared to try things new. So I think that would definitely be beneficial if vendors would come in and say, okay, these are the sample things that we have and this is how you work them. I think that would definitely help. Do

Daylene Long ([32:10](https://www.rev.com/transcript-editor/shared/KaKkiHX7-Tk5tb85ZclXX-GayoaNysHjNGuw3VSjf1o8wjvfWKMJjE0WJ0hTwxMoIJzTj4IUZ19_VOFDsgtAQKkj9jM?loadFrom=DocumentDeeplink&ts=1930.96)):

You get a chance to go to any conferences or meetings where you can collaborate with other teachers or run into vendors or anything like that? We

Bio Nicole Evans ([32:24](https://www.rev.com/transcript-editor/shared/voqWK7pWq4VRMG112ApEIu4zerpimMTf7zfecvRQqI-B9YW6_dyHtB-TqbmhY5F9VaSJX4ZmUI9ptfINak5VbXxP0Y4?loadFrom=DocumentDeeplink&ts=1944.645)):

Have meetings and we can do that, but I don't remember vendors being there. I don't think so. I don't think we've ever had that.

Daylene Long ([32:41](https://www.rev.com/transcript-editor/shared/GPuKcEPHppCEBqFMhRz7DefFNWL6jHZBBozPvhodxBgIVvyqK9W1JhnPMVsFvRnRvdbuL1ISLxxx-0HPR600XpA0wJQ?loadFrom=DocumentDeeplink&ts=1961.78)):

Okay, that sounds fine. So I think I've got two major last questions for you and one of them is do you buy any science supplies through Amazon? You mentioned Carolina and Flynn, but does your district have a business account with Amazon?

Bio Nicole Evans ([33:01](https://www.rev.com/transcript-editor/shared/09dJJAxEgzJUa0MaDTy5i32hkKSPGWmQQH1okPsQeaUFBtnT3y7TKtcG2uyv9B3LJhzMOnkU6_PsbDJpuFqoRV5Ri-I?loadFrom=DocumentDeeplink&ts=1981.58)):

We don't have a business account and I have purchased through Amazon. So the way that that will work is that we would order it and then the school district would reimburse us. So we would then show them the order and how much it costs and then they would, but we don't have a direct business contract with Amazon.

Daylene Long ([33:19](https://www.rev.com/transcript-editor/shared/V3_r5dKM_ytKoSSFh3Sw0_bB11ohMsJwFevrm1F7PsBhWshaXcDo0o6t7bNv_3Ag7chgWPG_0mD6oau5DeZENP3gDeg?loadFrom=DocumentDeeplink&ts=1999.315)):

Okay, that sounds good. And really my last question before we bring Kim back for her questions is you've got an opportunity to talk directly to product developers, just CEOs to the leads of some big companies that prepare materials and trends and all kinds of things For science educators thinking in the next five to 10 years, what would you like to see that's different or developed or enhanced? What kind of advice would you give to those companies? I

Bio Nicole Evans ([34:03](https://www.rev.com/transcript-editor/shared/W81RjRPP_666VP9JJzs7FLcIPoo9uthYyuhKB9Hrt_GLaLOqytU4K6gAw3B9rknEKsYr4xtGXM2jyHbpL_4Rx4ogdWQ?loadFrom=DocumentDeeplink&ts=2043.265)):

Think one of the first advice I think is that whatever you're selling to these students, because the students that we have are just not the students that we had five, 10 years ago. The learning is just completely different. So I think that we have to understand that if you're developing kits, then you have to keep in mind that you may have people that are on one level and then you have them on another level. So if you're selling directions or worksheets that make sure you differentiate them, you should have a copy for the kids who are on that level. And then maybe something for the kids who are just not there. I mean they're in high school, but they're just not reading on that level, which is no fault of theirs. So I think that that's one thing that needs to be addressed is that we have kids in high school who are just not reading on that level.

Bio Nicole Evans ([34:56](https://www.rev.com/transcript-editor/shared/Mr4a2bHnP2vBEUBYB0vcxiBJ4k-FpEGLfWn4zNv3NqqMXzIz4GSWeGvGa1f17rvWxkrUGUFaZwOCy0V0ZeGrADJsQPQ?loadFrom=DocumentDeeplink&ts=2096.185)):

So you can't sell one worksheet for the whole thing. It just doesn't work that way. And I think there has to be a lot of hands on work because these students are not the students that are going to read a lot of information. So I've seen worksheets and there's so much reading, they're not going to read that. So it has to be a way that it's more hands-on and the instructions or directions they have to be differentiated for the top student who is reading on that level to the bottom student who's still in the same class, but they're just not reading on that level. So it has to be different from the way that we normally do things. These kids are just not reading the same way that they were reading.

Daylene Long ([35:43](https://www.rev.com/transcript-editor/shared/7CNsoSLyNYP-ot3SctKB7v9rNniNrBGu5fGy1HpFPZHd0JlESdhTOpU-lxrOewdsryn_oImqRA-UU8mURIJ6nAqo9Xc?loadFrom=DocumentDeeplink&ts=2143.35)):

And you said it was different five or 10 years ago. So what has changed? I

Bio Nicole Evans ([35:48](https://www.rev.com/transcript-editor/shared/FeXoVFsTial_wFCN2NAaSW5USH7PMzLvntrpyRd_jWUwPHbFceufS8qdkXE2mMMpg54sBAXXcC-d6R-hdA7kyOhuXBo?loadFrom=DocumentDeeplink&ts=2148.815)):

Think honestly when covid happened, I think a lot of that one year, I think these students really lost a lot. And I think at least I know from my school district, and I'll be honest, if they just showed up and turn on a camera, they literally passed. So they didn't really have to do anything. So they spent literally a year and a half not being pushed to learn. So then when we got them back into that setting, they expected the same exact treatment that I didn't have to do the work where I can turn the work in whenever and I still get a grade. So I think that year and a half when we went virtual, that was detrimental to these students because I think that they never lost the fact that that wasn't really learning. We was just getting by because it was brand new to everyone. But now they have to learn and they lost a year and a half that I don't think that these students are recuperating after that. I

Daylene Long ([36:53](https://www.rev.com/transcript-editor/shared/n2FlG-vLpG_VEQV9kYL4LxRAg11EzU8AMG9gC3cC8ABuUUSy4hJMV1oV9ORWHcVhIWHb8A0NvRvNOwST3Af92cY-oGw?loadFrom=DocumentDeeplink&ts=2213.67)):

Hear that my son's in college, but he was in his senior year of high school in 2020 and it did change everything.

Bio Nicole Evans ([37:04](https://www.rev.com/transcript-editor/shared/KJ1YeMgdwATs9RphgYp5kUCCQCoZj-cQs63VoWAyuZ3D3oOGEKug7ZpqIZdUCUz9m7ywAoc8mSpg70byAgnoTlU5MVY?loadFrom=DocumentDeeplink&ts=2224.53)):

And

Daylene Long ([37:04](https://www.rev.com/transcript-editor/shared/i5kTGYZt53AQRdQl454UK3JhJgxdJ-WPmXTpH3o58UMOHurtTDOY7_DTIqwBTtSooXb2sDiEW_zv_wBhyd5UMDbhYlc?loadFrom=DocumentDeeplink&ts=2224.92)):

I think we all knew that it would. We just weren't really sure how it was going to change everything. And that makes sense of it being the root of why you're getting kids coming in at so many different levels and a lot of those populations lost people during, had people in their families die or be laid off or those kinds of things. That's interesting. Are there any other factors that are different because of this change that we've had in society?

Bio Nicole Evans ([37:39](https://www.rev.com/transcript-editor/shared/cgvYbGPcyaSH4RF2APeRo70rS-ERj4pl4C0xTHtt1ZAR9cbhWJD4XWTrVZiL6CmkyJgUx5YXrB7ufT-ni20q6bAZk8U?loadFrom=DocumentDeeplink&ts=2259.895)):

I think teaching wise as well, I think some teachers just got comfortable and I think when Covid happened, and I don't know, teachers just didn't know the classroom was going to open back up, that a lot of them went to different careers. So then you're left with some older teachers who are stuck in doing things in the older way that's just not working for these kids today. So I think a lot of teachers did leave the career and they left with new and bright ways of doing things, and then the people that left that stayed behind, they're not willing to change and do anything new and it's not matching with the students that we have in front of us right now.

Daylene Long ([38:26](https://www.rev.com/transcript-editor/shared/4_ddTpEfdhlPD7DSDj2LFZM9DL0jMZgHERvt_y5cewkIO2O7vFCp2uZgBKvV2Pz0QASRx1hjmGqoY0Gmjzakm_OlWPQ?loadFrom=DocumentDeeplink&ts=2306.9699999)):

How does the prevalence of every student having a phone affect your teaching?

Bio Nicole Evans ([38:34](https://www.rev.com/transcript-editor/shared/DUPrtPU3_i6hLoS24-RQ66u8o9gI3pKnDAdOiSTX0bMuPwqVFJqaKwNW9NjY6xaM_9EZ0IXik_mOHz_luksOfQ3laR4?loadFrom=DocumentDeeplink&ts=2314.085)):

That's the worst. I think that this generation with TikTok and with Instagram and all of that, it's like they need everything done quickly. And then with the phones, is that the ability to do critical thinking that has been lost because it's like why am I going to think about it when I could punch it in and get the answer I'm buying? So I think that has definitely, I mean, there isn't anything wrong with the phones, but they're not using the phones for the right ability. So I think that is one of the hardest, that's one of the biggest struggles that we have or the phones that they are just so tied to them.

Daylene Long ([39:16](https://www.rev.com/transcript-editor/shared/FUACZSJR9aICE1-UlLV_9-izx9UcoOUUBzREBESOiGiWxhnu1zO8Nr6HThQTlKQUXQ7vgw9WCsFzv_aewPq_1_qrupI?loadFrom=DocumentDeeplink&ts=2356.81)):

In an ideal world,

Bio Nicole Evans ([39:18](https://www.rev.com/transcript-editor/shared/7O1FTFXyhY8ez_rvUZvZhrJ81B1Q_VxlHGRvSNdxiWOPmUVT7jjrxY9rNrJTj1Qylzr-Uc7h356hAMlUNBzNDD1GMro?loadFrom=DocumentDeeplink&ts=2358.67)):

10 years out,

Daylene Long ([39:20](https://www.rev.com/transcript-editor/shared/4vziNDszmOFucubU3fkUnSfYBX3cEGs_Ad1ONF_l_Xg_DdsD6UhPTwLq9oW-sOiE6Y6gI1Ovop9Ov4cX5Gk9pBwr3WA?loadFrom=DocumentDeeplink&ts=2360.08)):

How would phones be used in the classroom alongside good learning?

Bio Nicole Evans ([39:28](https://www.rev.com/transcript-editor/shared/csXtVG2C9i_0vHPQr-mHPUPykqTI6lhAjPqzAKX6D9Rb-NlLsPJoWnbs8zkplu53qrZWJonR8trq6VEXRKPI8IaQUVo?loadFrom=DocumentDeeplink&ts=2368.18)):

I think that I know in our rooms we have smart boards and the phones could connect to the smart board and they could type things on their phone and they could pop up on the board and they can work things out. I think if it's connected to the boards and they can problem solve or they can do little animations to help them, I think that that will be definitely beneficial because me telling them osmosis high to low and they're like, okay, why do I have to learn this? But I think maybe they could do an animation or do something that helps them, or even a virtual cell on their phones and they can see water coming in and out and they can manipulate that. I think that would be beneficial. Something that they can actually see versus just reading this or looking at a picture. That's

Daylene Long ([40:16](https://www.rev.com/transcript-editor/shared/RkKS6HaCt8SVp-R6eRf6gLgPhzjDRXjaI2pz99XyzpuTRiF6z60OiyBU2yuZ0uToKhezb4oNoPT3WWoE7nRQ1Y8nk-8?loadFrom=DocumentDeeplink&ts=2416.78)):

Interesting. We have had some teachers tell us that they think the solution is to not let them use the phone in the classroom. How do you feel about that?

Bio Nicole Evans ([40:28](https://www.rev.com/transcript-editor/shared/m--OH_p35im6BmBuWHaNwnIXw8vxgi4ApCq8OTIMgc5MT2yX1PnE_PPmgRlADMd8t2rncPPyzS-7IIYquYjmSLfgOpU?loadFrom=DocumentDeeplink&ts=2428.835)):

I, I think that time has come and gone. I think maybe when we were growing up then maybe phones should not be used. I don't think that phones should be taken away because it is technology and the world that we're going to in virtual reality and all of that, that is technology and that is a skill that they can take beyond high school. So taking away the phone is that the world is going forward and we're trying to take them backwards. So I don't think that that is the right way, but what I do think is that we should develop maybe virtual programs again, that if we're sitting here talking to them about a cell, that there's a virtual thing about a cell that they can manipulate and they can see how that works outside of the body, I think that's better. But taking away the phones, I don't see the benefit in that. I think it just needs to use the phones the right way for education.

Daylene Long ([41:28](https://www.rev.com/transcript-editor/shared/uuj1RNXUjz2eJuSUPWrK9f3rE_DCTEws-mTssQwTiq7yJilN6aCEGV7jrjvdcXfzT9i4nz8038Ot3svHdKuH-RJa7B0?loadFrom=DocumentDeeplink&ts=2488.93)):

I tend to agree with you because I think that that's how they're going to use phones in their jobs and in their life and at a grocery store and everywhere they go. So I think that accepting it, but making it a teaching tool is important.

Bio Nicole Evans ([41:48](https://www.rev.com/transcript-editor/shared/6itwgk7XpgLRFvCbd7v7Uz1QG648J26CzpPIfSl6J_7J8uGpjga7mzQmS0oJ0zfjjXckhZvfldqfMxZYCU1eFnRR-uo?loadFrom=DocumentDeeplink&ts=2508.59)):

That is better. Again, the world is going forward, so why are we pulling them back to the stone age? It doesn't make any sense.

Daylene Long ([41:54](https://www.rev.com/transcript-editor/shared/DHgTfJr7pMSzJFN1Qyude9BVU8VPNmfNhpepJrnyrXR62NoYjNAEioMNNBwYbIcoIe7r9v1EAb4Z0jhE18n6ZvLbQlc?loadFrom=DocumentDeeplink&ts=2514.68)):

Yeah, I agree. Kimberly, I'd like to bring you back in and see if you've got any questions. We've got a few minutes left and I wanted to check in and see if you've got any follow-up questions.

Kimberly Herder ([42:06](https://www.rev.com/transcript-editor/shared/f0N9YiMyn61T2efaak30BabUVxCbMU3f7GO2ipOEvK5quDPv67AoLjf6Cx-528Y88psclpAeNUz8o3n82UvRbWLD36M?loadFrom=DocumentDeeplink&ts=2526.44)):

I do. Well actually I have a whole page, but then you were kind of followed up on some of 'em. The first one I'm going to go back to though is on grants that thank you for doing it. I've done it. It's hard. So thank you. Is there anything a vendor could do that would assist you in the grant writing process?

Bio Nicole Evans ([42:31](https://www.rev.com/transcript-editor/shared/33u-ch0ZtptwDkz9PEwPchmAyMbmzKoiEE65_m5Oc2uXDuvzr4pQjiPIAjsBszd9Tkmtt8OSOev6W9E1hJxRd6rA1Mo?loadFrom=DocumentDeeplink&ts=2551.4899999)):

First of all, I think let us know what grants they're willing to give. I mean, that would be number one. If they have grants out there that we will qualify for anything like that, absolutely. I think that they can, or even tell me, there may be grants that as a vendor that they know because they've worked with so many people that I may not know. So even if they send out newsletters that say, okay, well these are the grants that are out there in case you're not known as a science person, that would definitely be beneficial.

Kimberly Herder ([43:02](https://www.rev.com/transcript-editor/shared/zQ6VSF7fzNOeiMuznTFt4_ygHP_lz5Y3V4Ho9mE48BEKjkp-CWXeNGtAuKIWKuGVi5ciAa4i2SyAswySAWO6NZu2JiQ?loadFrom=DocumentDeeplink&ts=2582.3)):

How would you get that? How would you like them to get you that information? Is that an email? Is it?

Bio Nicole Evans ([43:08](https://www.rev.com/transcript-editor/shared/xMiUiU37zAZDvrk9vVLymLbQ-aiCynQlcJRypGLQTqJAv-hPIIh8KGxN8ye3_smtGf4F2E7ZDdt4GytKBlpr4WRgvTk?loadFrom=DocumentDeeplink&ts=2588.93)):

Yeah, business school emails because we have to check it all the time. Even school emails or even mail at home, any one of them.

Kimberly Herder ([43:18](https://www.rev.com/transcript-editor/shared/A5HYPFgSPWmfUXZ3gCvEu0gZqXnpcHRUoQvgwSS9zEVV46l2yLjOy_6b91jXRRNC33VSB38ZXmpVA43ZCnT3vswHYZg?loadFrom=DocumentDeeplink&ts=2598.89)):

Okay,

Daylene Long ([43:19](https://www.rev.com/transcript-editor/shared/x_SMs8cS77GRGbcTm58kC3dDEJxKG-lkMhf824nkPMbUSXh5DcCPsp_u_wPhtFkf7iczRnKidCdgSeyVVgacK2qkp4A?loadFrom=DocumentDeeplink&ts=2599.64)):

Good.

Kimberly Herder ([43:20](https://www.rev.com/transcript-editor/shared/2y-aTTOQ39uXQObTziIbyMMSyzL4-ng0PWVuy6AG0DeOgieb6rWTFB5Ls5e0ls7aKHZWhNL77xoKPi_xG1jxRtEmAzw?loadFrom=DocumentDeeplink&ts=2600.54)):

And then I also had one on the scaffolding that you were talking about or differentiating, particularly your biology class that you said that you have some ninth graders who are advancing really quickly and you have some seniors who are trying to do catch up. So I was thinking about in that scaffolding, you had mentioned that the work, something a vendor could do is make a worksheet that you could either have access to or see or be pliable. I was just hoping you could follow up on that for a second as to a little more something like that might look like.

Bio Nicole Evans ([44:01](https://www.rev.com/transcript-editor/shared/jncOMfqTP1VyqdxpP7Huzghe61DGSOUmvA9xs_8vicUtf6SiqsPHJOebr245uRy3PPk236HGylkxxjGZKsBaBNqJX3c?loadFrom=DocumentDeeplink&ts=2641.19)):

I think that there, because I could talk about osmosis and I could talk about it in a manner for someone

Kimberly Herder ([44:08](https://www.rev.com/transcript-editor/shared/n_cwID9Ct_ztqM9T3AZExkYlp-1FKYvtdZVEQUUgYcKdBwZXEk113uBiPCkEqgeSh3s0S8t8XK1E4qZrgz99RS6KCJY?loadFrom=DocumentDeeplink&ts=2648.33)):

Who's

Bio Nicole Evans ([44:08](https://www.rev.com/transcript-editor/shared/qv4MnzXcLW6qZmfk2U22W_odTajZxJ7giy3-HDDi62iSwGmNjms39XltDEjDnI4G7U7oFWpJYSsrNzOTzD3GN359R5E?loadFrom=DocumentDeeplink&ts=2648.57)):

Magnet who can use the bigger words, and I can talk about osmosis for seniors that didn't get it the first time, I probably wouldn't get it the second time, but just want to get out of school. So I think even if you saw the kids and you say, okay, well this is for your students who are on the level, but this is the same thing, simplified for a student who's not reading on that level, think in that manner, that would be so much better. Or let us see the worksheet or just couple pages. It doesn't have to be the whole thing, but maybe the first page or second page or something like that. So we can gauge the level and how much work do we have to do to actually maybe scaffold is based on the students that we have in our process. Do you

Daylene Long ([44:54](https://www.rev.com/transcript-editor/shared/8gkdvUBVp0biVok5LfhEA_YfI3nP2anmpJ2HYofUUD2CUuZ_cAX4j_QQY3GEqCNBGfFV5UVFP6hIFysL003LYlpwxxY?loadFrom=DocumentDeeplink&ts=2694.7199999)):

Remember any of the kits that came in that you thought, oh, this isn't going to work for my students? Do you remember anything specifically?

Bio Nicole Evans ([45:03](https://www.rev.com/transcript-editor/shared/JknRZi1qFp2GtFXLk3xcGSb_BdAfqV-cZXnx3JWeyTY7OfCh0T30XV02CuTb86l2EIUGsc8ulqSxBCunGGW_deJ4OaI?loadFrom=DocumentDeeplink&ts=2703.87)):

There was a kit. It's like science kits. It's online, I think it's called Science Kits or something like that. And I was able to get one sample and the sample was really nice. It was unlevel or something like that. And then we ordered a second kit from them and it was based on the person being diabetic and they had to do the feedback loop or something like that. But the instructions were just so poorly written that I felt it was more like a college student would probably understand because they're going into all these big words pertaining to having diabetes. And my students were like, what is this? They didn't even know where to go with that kit, but it's like science kits or something like that. We ordered from it twice and I didn't order from them again because I felt like the first one was so well done that I expected it for the rest of them. But the other one was just so high level that there's no way that my students could have done that, but they couldn't.

Daylene Long ([46:11](https://www.rev.com/transcript-editor/shared/gxLXaumUSOb5-vuScB2O4GXj7Eidm14cRX6lkMQCtToKsCxHg0rDzxmuH3Z2YW2j2z9vYirQVxC6Hr9Ms18HnZ_HD7E?loadFrom=DocumentDeeplink&ts=2771.82)):

Kim, what other questions do you have? I want to make sure that we get Nicole out of here on time.

Kimberly Herder ([46:16](https://www.rev.com/transcript-editor/shared/a-8y4ztC6dBwyDJF6BQNIj7AuXDekb3S9Az-gYz12mBnejLhVXg-_xX1QVU-ACAVpYdxtg0QXT5k8YAeulESjWsdwbo?loadFrom=DocumentDeeplink&ts=2776.53)):

That was really it. The others think we covered.

Daylene Long ([46:22](https://www.rev.com/transcript-editor/shared/8tq6O2UFvoK2qIjhuOLFBrqcFXWAK1FX471oU-QAgJB7xiIxb3fxyBZYFtgZAM5QUZ117ZnYkwWda3E1iKMerD0ToIA?loadFrom=DocumentDeeplink&ts=2782.8)):

Okay, you want to fill her in on next steps?

Kimberly Herder ([46:26](https://www.rev.com/transcript-editor/shared/W88LKVvJNuSfUIp0fYPicnzgkFmXJUDZ7Isppt_ZARCrHCDrlr4gNebYn0sjOCRYZCw2UEHVnPgE99cchzyKby10hOQ?loadFrom=DocumentDeeplink&ts=2786.76)):

So tomorrow you'll get a thank you note for me. But thank you right now for your doing, I found this being a part of this that you're very inspiring and so take that home with you. And I'm sure that if you have students coming back and say, you made a difference, you made a difference. So thank you. In that note, it's going to ask you a couple questions. One of them being if you would willing to be part of our network that if you fit the profile of something else that we we're doing, if you'd be willing to be part of our research group.

Bio Nicole Evans ([47:08](https://www.rev.com/transcript-editor/shared/5oyG4o2vq7N2PgaKpH_qmvsWXkzDNuMOZ08i19JAmp8YNzBXLAiWVAjGYUC3gElS84HlpayN92DpT0yxyCQHrcNZHbg?loadFrom=DocumentDeeplink&ts=2828.28)):

Absolutely.

Kimberly Herder ([47:09](https://www.rev.com/transcript-editor/shared/9e5amGtmnKubhowtOXhgLEJKnU0iBjBDer7Rum-FjzKq_ekZ67bR3KGu9kttfcFA0s9paI-ULdqQEGu8zodfWVayiTo?loadFrom=DocumentDeeplink&ts=2829.6)):

Okay. Well thank you. And then the other part of it is, is that in that note, we'll also be Daylene LinkedIn and things like that if you would be willing to add us onto your profiles or your links and that kind of thing that we'd like to stay involved from that side as well.

Bio Nicole Evans ([47:28](https://www.rev.com/transcript-editor/shared/jI-BSXItKqYFoAuvvy0ASrekTD4Je779mrrVWQiO8C2UN0btuZF-7j8U8Nz43SAwcMjGhMi0lRGFKFVo4MRhx40FRcs?loadFrom=DocumentDeeplink&ts=2848.17)):

Sure.

Daylene Long ([47:30](https://www.rev.com/transcript-editor/shared/sCtY_ORIrbsZPeVdNl3SAe4c6it65fx7ZV75O9ZwnZNsGFGm9KQEBJyY5NsgJoVy4BEXzv43WVjJdPyxu7cJMaGuNrw?loadFrom=DocumentDeeplink&ts=2850.1)):

Okay. So tomorrow morning is also when I'll send out your gift certificate so you can expect that tomorrow. And if you've got any follow-up thoughts after this, you're like, you know what? I should have told them this. Just shoot us an email and you part of the community now for the teachers who provide feedback. And so we appreciate that

Bio Nicole Evans ([47:53](https://www.rev.com/transcript-editor/shared/f61RAjnl-qOZ3ZZeal5egJ2WeY5SkQFF1v3F2Z1Bj0jOwmQej23Oox1XBEaaTkxL7zUIjRUMT8mDGenzHvMkSzwbW6Y?loadFrom=DocumentDeeplink&ts=2873.98)):

And

Daylene Long ([47:54](https://www.rev.com/transcript-editor/shared/SqOVFURmftKdVE-esX5PpA-vhWkDANHni3nKAPCUdlAZkM4JDaL4LTzxyEJoLqijB-h09cViVLOb57j0IXH-F94VFIc?loadFrom=DocumentDeeplink&ts=2874.2199999)):

Thank you again for all that you do for students.

Bio Nicole Evans ([47:56](https://www.rev.com/transcript-editor/shared/05nSN_bCGvrdTCsWohlAPC-ODgbQLCKwYcHfD8WC6xRQocORF9NZtXXn7v5o61spYxVplK8aGbnRWMnhSaMdj2JFdLs?loadFrom=DocumentDeeplink&ts=2876.945)):

Thank you as well.

Daylene Long ([47:58](https://www.rev.com/transcript-editor/shared/azLeQzDO4Uu0OeRwjT1VhBIF_OQ37-jBY9BEvubZaouF71AX4rPbmvKWl8fzidz7soUoMVRaXE6rPetrsn0Zl7lq0Cw?loadFrom=DocumentDeeplink&ts=2878.3449999)):

Thank you. Well, we will talk to you again, and thank you again. Thank

Bio Nicole Evans ([48:03](https://www.rev.com/transcript-editor/shared/56-KARFxAI85fctcPLLYQcW-swL1ZUvQSl8-dFlHo6zcpmrZRwPbtUdVgRo2-YpyTt7g0EKXfZxAPt6pf1B-CGrIG38?loadFrom=DocumentDeeplink&ts=2883.34)):

You.

Daylene Long ([48:09](https://www.rev.com/transcript-editor/shared/2KquPyh7LR9gaBEOhpLUjdkt33XvGjYVC3UQx52dpOBoC3lSb-6c2De-D9oadMP8mnKCzVS7bpscazGTlQiw7Po1Tgk?loadFrom=DocumentDeeplink&ts=2889.85)):

Let's see. Kim, do you want to hang on for just a second? Yeah. Okay. Boy, that was a good one. And I think this phone issue is a really interesting one. I wish we'd asked it in some of the earlier ones, but I'm definitely going to add that question into things.

Kimberly Herder ([48:30](https://www.rev.com/transcript-editor/shared/mAXsDmtPW2knKEJHM51dfFrfWAOUPO-nUChRmBBS3rIZRxkWh1qbY8l2Kat2ouYgrkQmT-I1Z5fwgzb0CngcUfM5juU?loadFrom=DocumentDeeplink&ts=2910.52)):

Well, I was thinking that as this goes on, even to the people that we've interviewed already, I would like to send out as this close up say that this project's gone. I think thank you again. Let us know that maybe that's a question we can just put in there.

Daylene Long ([48:48](https://www.rev.com/transcript-editor/shared/tLz9eZyF8Iauw4uGBuhnG-7cT4WvZpdtigO6Wn51g6UERsYgYRSbIYijkR-VmnPeuH1uSzQ1a0PZYGoGlgHK_5yf7Qg?loadFrom=DocumentDeeplink&ts=2928.16)):

Yeah, there might be one or two that we just Yeah, I think so too. Let's think through what those things could be to maybe quantify just a little bit more. But she was great. How old do you think she is?

Kimberly Herder ([49:04](https://www.rev.com/transcript-editor/shared/fF8U7Bb3I2_EuEFWuhPIzxeZjvwjy0Tw-DdTzgBs0iJxNJD9jmvTEE_6xZWFDVzCHSImkVZ8Vy_gC4z60naJwqvGfEk?loadFrom=DocumentDeeplink&ts=2944.78)):

She, well, she's born between 65 and 80. So she's in your,

Daylene Long ([49:10](https://www.rev.com/transcript-editor/shared/rPDl-642fXUOE_o1jiV2kCCC6unbFjCnLTGwNMGW5zstRO7h2avPdgRazna-XxNlL9dho8pC6iV1TYlw33EXQq2b8A8?loadFrom=DocumentDeeplink&ts=2950.51)):

Yeah,

Kimberly Herder ([49:11](https://www.rev.com/transcript-editor/shared/HRAlWzoXoT-cCmuFUwezay6XQ5Pd0U4wX9rvSWqSDvDh_hRpjxqqFmkRG2FBg3XdkXQox3CWAJr4NNAinP3eye7HnKY?loadFrom=DocumentDeeplink&ts=2951.83)):

I'm guessing probably, yeah, that she probably was born in 70 in the seventies. Yeah.

Daylene Long ([49:20](https://www.rev.com/transcript-editor/shared/bN1mbGIpMDws589k91mfH8PCWBk_Gyr1jIL-QspoBnWOZs1SaXAfwuYcN0764uZZD7rKQBlk05KPXjMhouxidLLPurQ?loadFrom=DocumentDeeplink&ts=2960.41)):

She's got a very great progressive attitude and I think she's one that we definitely should continue to go back to for more information because I think one, she's got a population that's all over the place that she's working with, and two, she's very forward thinking and I like that.

Kimberly Herder ([49:41](https://www.rev.com/transcript-editor/shared/DDc3GC_J9JkqiOSavfCHW3Dc9zXGwQ_eLfcid3w2LBcO2BpMRWhTGr-Jpsu9cI5oNROM2xk5QcIIvcegOp8x7gP5hsI?loadFrom=DocumentDeeplink&ts=2981.44)):

It'd be interesting to know her story too, of why she didn't go, what her situation was. Not to go on to med school because she's definitely.