



# Science Modeling Talks

## Episode 64 - “Developing Concurrent Enrollment for High Schools / Grants for Teacher P.D”

Guest: Brooke Jenkins

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Mark Royce (01:11):

Hi, Brooke. How are you?

Brooke Jenkins (01:13):

I'm great, Mark. It's good to see you.

Mark Royce (01:16):

You too. Man, I'm excited to talk with you today. You know my wife.

Brooke Jenkins (01:24):

Yes.

Mark Royce (01:24):

And she has told me that you you would be a very good interview. I'm excited. Yeah. Well, I think you're doing some pretty cool things just from the little bit that I've read. And I'm excited to talk to you today and share our conversation with the listeners. So to get going here, tell us about how you got introduced to modeling and perhaps how it impacted your teaching and a little bit about the beginnings of this journey.

Brooke Jenkins (02:00):

Okay. So I really first got introduced to modeling when I showed up at Estrella Mountain Community College. So this was after--I did my masters at ASU and then I taught high school and then I took some time off to raise my family. And as my youngest started to get close to starting school, I started to look to maybe work again. And I thought, okay, maybe I could adjunct at the local community college. And lucky for me, that ended up being Estrella Mountain Community College. And for some of our listeners that know that that's a place where modeling has a stronghold. They are a really good place where a lot of good modeling happens. So I was really lucky in that I rolled onto that campus and I interviewed with Levi Torson.

Brooke Jenkins (02:59):

He was the department chair at the time. And he was familiar with at least that I had been at ASU at the same time as him. And we were both there. And I actually knew Phil Root, we were all there at ASU at the same time. So I knew Phil Root from when he was an undergrad. And so we were all doing the work there, kind of doing active learning and maybe not necessarily modeling at that time, but we were all very interested in elevating chemistry education, trying to do better. And so, anyway, so we all ended up, I ended up working with him after he had discovered modeling, and I was interested in already doing active learning. And so when I came into that and he said, well, this is what we're doing, it was very easy for me to get on board and say, oh, this is great.

**Brooke Jenkins** (03:53):

Yeah, let's do it. So I started showing up to a classroom every day that had demos already set up for me. It had things set up like, okay, this is the activity the students are gonna do. And I said, great, let's do it. And I stumbled around for a bit, but I had good mentors. Fiona Lihs was also there, and they just kinda showed me the ropes. And at that point, I had not yet attended a workshop, but I just taught one class and I'd ask a lot of questions and I'd kind of figure some stuff out and just started doing it.

**Mark Royce** (04:28):

So you were like, so you were like practicing some modeling techniques even before the workshop?

**Brooke Jenkins** (04:35):

Yeah, I was doing modeling before I ever took a workshop. Yeah. But I had, like I said, good mentors in the room next door. So they just said, this is how you do it, and here's how you, you know, and they like, let me come watch them whiteboard, and then I would try doing it. And so, like on the fly, just doing it, I didn't know what I was doing. I just like jumped in and okay, it looks like good teaching. Let's try it. And I wasn't afraid. I'm like, okay, let's try. So we did. And, so one class turned into two and eventually it turned into a full-time position working with them. And I just loved it. I did, it was like, I mean, it's was my dream job. And

**Mark Royce** (05:14):

What years, what years were these? When did you first get this job?

**Brooke Jenkins** (05:18):

So I started... Yeah, I'm trying to remember. I think I started there in 2014. And Okay. Yeah. And then I left, so,

**Mark Royce** (05:30):

So about 10 years ago. Yeah.

**Brooke Jenkins** (05:31):

Yeah. And then, I only worked there until 2017, only three years. Which is crazy 'cause it had such an impact on my teaching, on my career that it's crazy to think that it was only like that short of a time. 'cause it really changed the trajectory of my teaching. So during that time, I also attended a workshop. I got to do that with Mitch Sweet and Rush Schafer. Which it was kind of funny because by that point I had been doing it for so long, they actually let me teach a little bit of the workshop. 'Cause they were like, well, you've done this, you've been doing this for so long already, why don't you go ahead and do this part of the workshop? Which is kind of them. And I know that you've had Mitch on. He's great. I've kept in touch with those guys.

**Mark Royce** (06:24):

And Phil Root recently, not too long ago.

**Brooke Jenkins** (06:28):

Yes. Love Phil. I kept in touch with him. In fact, I remember a great summer where I was teaching at Estrella still at the time, and Phil and Levi were working on the thermodynamic stuff. So I was like in a lab and they were in like, the room next door. And they had markers all over the whiteboard there trying to figure out like, how would we do this? Or how would we, you know, teach this? Or what evidence would we need to present? And it was just, it was fascinating to watch those men work. I'm like, I don't understand what they're doing. I was trying to keep up and it was just, it was really great to try to understand, try to keep up with what they were trying to accomplish. So yeah, I just was, I fell in love with all of what we were trying to do there.

Mark Royce (07:15):

Yeah.

Brooke Jenkins (07:17):

So yeah, that was how I first got introduced to modeling and got to do with it.

Mark Royce (07:22):

And in the workshop you went to was when?

Brooke Jenkins (07:26):

Um, I'm trying to remember. So that was in 2016. 2016 when I did that one.

Mark Royce (07:32):

Alright. Yeah. Cool.

Brooke Jenkins (07:34):

Yeah. The Chem One workshop I did.

Mark Royce (07:36):

So you were there three years and then where did you go? What happened?

Brooke Jenkins (07:40):

What happened? I know, so my husband had a job change, and we moved to Utah and it was one of those too good to pass up. And all my family was in Utah at the time. And so we packed our bags and we moved. And I thought that my, like career in higher education would be over, honestly. 'Cause jobs in higher ed are hard to come by. And honestly, I'd reached out to the Salt Lake Community College up here and they had no interest in talking to me. And I thought, okay, I'll teach in the high school and that will be what I do and that'll be great. And then I reached out to Weber State University, that's up close to where we ended up landing. So we're North of Salt Lake in Davis County. And Weber State University is located in Ogden. And, so I reached out to them and I just applied to adjunct, just do one class with them. And they reached back out to me and said, actually, we have a full-time position available. Are you interested? And I said, sure.

Mark Royce (08:58):

Hmm.

Brooke Jenkins (08:58):

So I went ahead and applied for that. And long story short, I ended up getting it. So there were other people that were applying for it. But I ended up getting that job. So that was in 2018, is when I started working full-time here, and I've been here ever since.

Mark Royce (09:14):

Wow. Yeah. That's cool. Now, I read somewhere that you spent some time working with BYU Idaho.

Brooke Jenkins (09:25):

Yes.

Mark Royce (09:26):

And did, was that a online instruction thing or what? Tell me about your work there, what you did.

Brooke Jenkins (09:37):

Okay. Yeah. So,

Mark Royce (09:38):

And was that your current, was that simultaneous with being at Weber?

Brooke Jenkins (09:45):

So that actually overlapped while I was at Estrella Mountain Community College for the most part.

Mark Royce (09:51):

Okay. Alright.

Brooke Jenkins (09:51):

So it was like, I had two part-time jobs. So when I was doing one class at Estrella Mountain, I would also have a one class with BYU Idaho. So I taught just one class online for BYU Idaho and it was great. I enjoyed doing that. The difference of course was that it was very much set out by-- that curriculum, I should say, was very much set out by BYU Idaho. You know, they had it set up, they were doing it their way and I was just administering it and I was setting it up. But over time with them, I kind of got invited to join some of the leadership with them. So I eventually got to be a group leader where I was over a group of science teachers. And then it got to be where I was involved with the assessment committee with them.

Brooke Jenkins (10:47):

So with that, I got to assess new hires to see if they were gonna be what we wanted to be hiring. I also assessed people after they got hired as they were kind of working in their classes, seeing if they were understanding what was expected of them and making sure that they understood what they were doing and helped coach them and make sure they were getting that great. And then I also eventually worked on student grievances, which is a really interesting set of work to do. Um, yeah, it seems, you listen to the student side and listen to the teacher side and kind of try to find the-- there always seemed to be like a linchpin or like a pivot point where everything hinged. Like if this was true or if this was false, it went one way or the other.

Brooke Jenkins (11:40):

It went to the teacher's truth or the student's truth. And so trying to find that point, that thing, was really interesting. Yeah, like we had one case that was really, really interesting 'cause we had a set of twins that were taking the same class at the same time. And they would take the same test, and it would be the same length. They would miss the same questions they would do. It was everything was the same, the same. And the teacher was convinced that they were cheating, which seems like a logical conclusion. And so, we did an investigation and the two students were like, no, this is not happening. And so we ended up letting them take the final and we proctored it separately.

Brooke Jenkins (12:27):

And no, they, again, they took almost the exact same length of time, almost to the second. And missed the same questions. It just, they're twins and like they, you know, that connection that they have, it just, it was just, so anyways, I got interested, like just got to be involved with these different situations and really see things from the student perspective and see things from the teacher perspective that was just more involved with how the university worked. And so that was some really interesting work that we got to do. And they got to do a bunch of presen-

tations with the university on, they have an online teaching and learning conference every year. So I got to go up to Rexburg and be involved with that. And it was really enjoyable experience, really great people trying to do a lot of good work.

**Brooke Jenkins** (13:12):

And that organization is very global, so they have a lot of students like in Ghana and Philippines and lots of different places. And so we had to structure our classes. That's one thing I would do in my reviews of the courses, is make sure that those courses were set up so that students in other countries could read those materials and understand them in terms of-- like for example, in chemistry, we often talk about freezing point depressions and like, why do we put salt on the roads when it snows? Well, students in Ghana don't understand that. Like, that's not an experience that they would be familiar with. So like, what else could we use? So that, that was just those types of things that we would think through as we were putting together our classes that maybe, like, how could we make this a more universally accessible class? It was interesting work with them. So I did that from, like I said, about 2015. I think that's when I started with them until after I started at Weber. So I kept doing that through my move, until this position became more permanent. So it was like 2019, I think is when I wrapped that one up.

**Mark Royce** (14:32):

Okay. Yeah. Cool. Yeah.

**Brooke Jenkins** (14:35):

Anyway, yeah, that was,

**Mark Royce** (14:36):

So now you're full-time at Weaver, right? Yes.

**Brooke Jenkins** (14:40):

Yeah. From the moment I started here, it was a full-time position.

**Mark Royce** (14:43):

Yeah.

**Brooke Jenkins** (14:44):

Yeah. I'm not tenured. I'm an instructor, so I'm not tenure track, so my focus is teaching. I don't have to publish.

**Mark Royce** (14:55):

Hmm.

**Brooke Jenkins** (14:55):

Which is actually kind of great. So I can publish. They think that's great if I do, but I am not required to. So I really can focus on the teaching,

**Mark Royce** (15:10):

I see you can focus on your passion,

**Brooke Jenkins** (15:12):

Which is the thing I'm passionate about anyway. So it's like the perfect position for me. Yeah.

**Mark Royce** (15:16):

Yeah. Cool. I know one of the things that you're involved with at Weaver is this thing of concurrent enrollment with high schools who are taking university courses. Am I characterizing that correctly? Now are you actually teaching high schoolers also? Like, do they come and take classes from you? Or how does this... How does this program work?

**Brooke Jenkins** (15:44):

Yeah. So the way the program works is, I set up the class and then we have high school teachers who administer it at the high schools.

**Mark Royce** (15:56):

Okay.

**Brooke Jenkins** (15:57):

So essentially it's like a canvas course. I design the curriculum. So I basically have set up the homeworks, the tests, the labs, and then those get used by qualified high school teachers. And then I take those teachers through professional developments and help them make sure that they're meeting expectations. We've got a really wonderful group of high school teachers that are just phenomenal, that are working with me and giving these students an excellent opportunity to get some college credits before they set foot on the college campus.

**Mark Royce** (16:41):

And you working with multiple high school campuses? Yeah, like, okay.

**Brooke Jenkins** (16:45):

Right now, I think we have 10. So we keep adding 'em. So I'm trying to think, I think we're at 10. We might be at 11, I can't remember right now. But we keep adding campuses. It's hard. So to be a concurrent enrollment teacher, you either have to have a master's degree in chemistry or, you know, a related field or, some group of qualifications basically that we've set up. So, to find a high school teacher that meets those qualifications can be a bit hard for chemistry. So that's where we're limited right now. So we are trying to expand what we are going to accept. The legislature here in Utah has actually expanded those things. So if you've taught advanced placement, AP Chemistry, for so many years and have done that successfully, then we can start accepting those teachers.

**Brooke Jenkins** (17:47):

There's a couple other things we can do as well. So we can take those teachers in and then they can start offering those, which I think is great because some of the big high schools, some of the big districts, those are who are attracting the chemistry teachers who have those master's degrees. But there are outlying high schools who, like, they're never gonna have those opportunities to have a concurrent enrollment class like this. If we can narrow that down and it comes to an opportunity, an equal opportunity for those students. And I don't think that accessibility is really fair. And so I try to figure out how do we get more teachers qualified, real good teachers qualified so that we can have accessibility in even those more remote locations. It just doesn't seem right. I dunno. So we're trying to work on some stuff to get those other teachers access to this as well.

**Mark Royce** (18:46):

So you're a modeler, modeling instructor. How do you incorporate your ideas about modeling with that kind of a program? That seems like it would be difficult to have your modeling influence on those high school students.

Brooke Jenkins (19:08):

And Yeah, and that's a great question because it can be hard because at the university level, there is a thread of academic freedom that has to exist, at least in my opinion, that like, there has to be a level of, you have some autonomy and academic freedom that exists, however, here's the labs that we're gonna do. And the labs that we're gonna do are the labs that come out of the modeling storyline. So, you know, we do the density lab out of the chemistry stuff. We do a bunch of the labs that have come from it. I pull those and I set them up. Like the gas and density labs, we do those labs. I'm trying to think what else. We do a bunch of the labs that come directly from it, and then we have workshops where I show them how to do it and hopefully how to do them well.

Mark Royce (20:04):

Oh, so you actually meet with the teachers, the high school teachers?

Brooke Jenkins (20:07):

Yes. We have professional development that's actually part of our requirement to be accredited. So like the university is accredited, but then there's a separate accreditation for concurrent enrollment programs. And that's one thing I've been working on really hard this semester, so it's like top of my mind right now. So we go through an accreditation process to make sure that our concurrent enrollment program is in fact accredited. And one of those things is, you have to make sure that, what we're doing on campus is the same as what they're doing in the high schools, and that includes professional development for our teachers that are doing the program. So yes. Professional development. So I have done, when we first rolled out... so what happens, we were using some labs that were not my favorite.

Brooke Jenkins (20:57):

They were older cookbook-type labs. Where like, do this, do that. Here's the calculation, multiply this by that --not my favorite. And, for my benefit, there was a disruption to that usage. And I said, that's okay. I'll come up with a new set of labs, it's okay. I'll figure it out. And of course, on the inside, I'm excited because that means I can bring in a bunch of the modeling stuff that I've got in my back pocket. So I did that. I rewrote all the labs for the concurrent enrollment classes and for my on-campus class so that they would be the same. That was the whole thing. Like, oh, they're the same, which means what they're doing out in the high school is exactly the same as what's happening on the college campus. So the rigor level's the same, we're good.

Mark Royce (21:48):

Wow.

Brooke Jenkins (21:49):

And yeah. So I mean, we had to elevate. Anyways, it worked out great. They're very excited about what we're doing. They love us. It's great. So I got all that stuff together and we rolled out that. So when I rolled out the new set of labs, we brought all the high school teachers to campus, and we had a day where we just, okay, here's what the labs are, here's how you do 'em. We went through and kind of did the modeling stuff with them. Now, I can't necessarily force them to do it properly or do it the way I would like to do it, I should say. That that sounds cruel, otherwise, but do it the way I would like it done. But, they do need to do the labs that I have set out, and they've got all the instructions the way that the modeling would have it done.

Brooke Jenkins (22:35):

So yeah, that's how I'm doing that with trying to bring those modeling ideals out. In addition to that, every year we're required by our accreditation body to have professional development. And so I make modeling stuff. So we do different whiteboarding techniques. We do, how do you get an experience in front of them first and then help them digest it and then bring out, you know, develop a model from that. We try to help them think through it in

those ways. It's usually not enough in the short time that I have in the professional development, which then leads me to the big project that I have been working on here, which is, I, ever since driving away, I can even remember it. I was like in my car with my kids in the back and I'm driving away from Arizona, like crying.

**Brooke Jenkins** (23:38):

Right. Because I was like so sad to leave Arizona. I didn't wanna leave. But, you know, this is what life is taking. Sometimes you just get on the rollercoaster that is life and you just go, and I'm thinking about at some point I am going to host a workshop in Utah, and I still want this to happen. It hasn't happened yet. I still want this to happen. And I know this is what needs to happen in order for the vision for this to happen for the teachers that I'm working with now and other teachers in this area, is they need to go to a whole workshop and understand what does this storyline mean? Like, what does this really look like? Because it's hard to catch it in an hour or two glimpse. I get that. I understand that. I didn't really understand it when I was doing it, you know, with Levi and Fiona as my mentors next door, until I had done it for a semester and I was stumbling over myself. But, you know, you do it for a week workshop, it's like, oh, I get it now. I understand what we're trying to do here. So that's what I'm trying to do.

**Mark Royce** (24:43):

So you're saying that the workshop really changed your perspective once you did the workshop, even though you had been doing it for a while?

**Brooke Jenkins** (24:52):

I would say it took me like two semesters of trying to stumble through it before it clicked for me.

**Mark Royce** (24:59):

Okay.

**Brooke Jenkins** (25:00):

And I say, I'm saying for my teachers here doing like an hour long professional development or a two-hour professional development, I feel like isn't cutting it. I think for them, I need to get them into a workshop. That's what I'm saying.

**Mark Royce** (25:15):

Yeah. Cool. Yeah.

**Brooke Jenkins** (25:18):

So one of the big deals for me is I've been able to get a grant here from the state of Utah. It's the STEM EIP, which stands for Endorsement Incentive program. So teachers, as they're getting their endorsements, the way it works here in Utah is you get your license and then you get endorsed in different areas that you can teach in. And if a teacher is working towards an endorsement, then they can have their tuition covered for taking that class. And I didn't know this before, if they're taking a class towards an endorsement, it doesn't matter if they've even already taken that class. So what that means is my teachers who already have a chemistry endorsement, they can still take this workshop class and still have it covered because it counts towards professional development for them. Wow. So, and I didn't know that before.

**Brooke Jenkins** (26:25):

So I tried doing this last year. I didn't worry about getting this grant because I thought all my teachers already have their endorsement. There's no reason to seek this out. And then I found out, and anyways, by the way, and I failed. Nobody, like, I didn't get enough people signing it up, and I totally failed. And I had to cancel the workshop, which is very humbling, by the way. Totally failed. And I had to regroup and lick my wounds and tuck my tail between my



legs, and that's okay. And I had a wonderful colleague here at Weber State, her name is Ali Lee, and she was like, what's going on, Brooke? You gotta get your, you know, let's pick you up. And she was the one who helped me figure out my mistakes and understand the incentive system here in Utah better.

**Brooke Jenkins** (27:16):

And honestly, part of it came from listening to the podcast. Where I listened to the podcast where they talked about the Cactus Caucus. And I was like, okay, I can do this. I can listen. I can do some of the things. I can get through some of this bureaucratic red tape. I can do this and I can figure out what incentives there are here and how to work the system. I can do this. I also recently listened to the one where they talked about what's going on in Ohio. And I'm like, okay, I'm not there, but this is where I wanna be someday. So like, okay, I can pick myself up. And with Allie's, encouragement, I got back on it and I started figuring some stuff out with her help. And I got the grant lined up. They okayed my class to be one that was approved to receive tuition waivers for this. And, I feel like we're back on track and I'm gonna be able to offer this. So any teacher in the state of Utah who wants to take this workshop that's hopefully gonna be this summer, looking like the end of July right before school starts. We're gonna do it.

**Mark Royce** (28:28):

Is it gonna be on the AMTA website list of workshops?

**Brooke Jenkins** (28:32):

We'll put on the, AMTA website. As soon as I get the dates nailed down. I haven't quite yet. I'm talking to a few of my teachers I currently work with to make sure they're good to go. And then I'll publish the dates. We'll get it up there though, for sure. And so, that's something. And then I have another grant that I'm trying to work on so that I can also pay stipends to the teachers. Wouldn't that be fantastic?

**Mark Royce** (29:02):

Oh my goodness. Yeah. So

**Brooke Jenkins** (29:04):

I'm waiting on that one. 'cause they haven't yet written up the rules for that grant just yet. They were kind of rewriting a few things and they've been telling me for a few weeks, we're almost done with it. We're almost done with it. And so I'm just kind of waiting to find out if that's gonna be applicable for us or not. But honestly, if they don't, I'm gonna go to some corporate sponsors and see if I can get money from them. So we'll see.

**Mark Royce** (29:25):

Oh, that's cool. Now are these grants, the first one you got and the one you're working on, are they, Utah-only?

**Brooke Jenkins** (29:36):

Yes, they're Utah.

**Mark Royce** (29:37):

Okay. So these aren't necessarily grants that our listeners can go after in their own states.

**Brooke Jenkins** (29:44):

For those who maybe are listening from other states and trying to figure out how do I make this work? I would say just try to figure out what your your state's system is like. And it took me a bit, and if you have stumbled and failed, like it's okay. I mean, I will admit, and Mark can attest that I have been reluctant to come on this podcast 'cause I

feel like I'm at the beginning of my story and I don't know that I have a lot to contribute just yet.

**Mark Royce** (30:17):

I think your story is very inspiring, Brooke.

**Brooke Jenkins** (30:23):

<laugh>. I mean, I'm trying, right? I'm like, I'm trying,

**Mark Royce** (30:24):

You're doing some really cool things.

**Brooke Jenkins** (30:27):

Well, I just think, I think there's people that are further along that like can say like, this is what this is working for me. And I'm, right now I'm saying this is what I'm trying and I'm not sure that it's working yet. But yeah. You know, I've got some good people that are in my corner. I've got an awesome department chair, name's Brandon Burnett, and before that Lane Berghout who, like I said, like I'm kind of a peon. I'm just like a instructor. I'm not tenure-track. I just am trying to do some cool stuff. And I really love chemistry education, and I like modeling and I'm kind of like trying to do this stuff that I think is cool. And I would like to elevate education here in northern Utah. And I just need some people to kind of show me the ropes. And I've got some people here who are trying to help me do that. And it's really fantastic.

**Mark Royce** (31:16):

Well, you're part of a great tribe, I think. So don't dismiss yourself at all because I think what you're doing is awesome. You know, it's really encouraging. So I'm excited.

**Brooke Jenkins** (31:32):

I guess I was trying to say before -- that if you try to figure out the incentives, 'cause that's what I messed up before, I didn't correctly understand the incentives in my state. What is incentivizing teachers to get to the workshops? Understanding the STEM EIP instead of like, how to get their tuition covered. That was a big part of figuring this out. So if there's something in your state that can happen for your teachers, trying to figure out that incentive system may be a really big part to making your workshop successful. And it may be a pain to figure out, but maybe there's somebody who knows how to do that. And maybe asking around and figuring out who does know that information can be really helpful for you

**Mark Royce** (32:25):

And worth the effort

**Brooke Jenkins** (32:27):

And worth the effort. Yeah.

**Mark Royce** (32:30):

That's great. Oh my goodness. Gosh, I'm telling you, I think this conversation, I think you've been very inspiring and I think we're gonna have listeners that are gonna love hearing what you've had to share and will probably feel encouraged and inspired, hopefully. It has been awesome talking with you and I'm really glad that we got a chance to do this. Is there anything you wanted to share before we, before we sign off here?

**Brooke Jenkins** (33:07):

I would say one last thing is if you are involved, if you're listening to this and you're involved a little bit, I think if there's a little bit of a desire to be more involved with AMTA, please reach out and do it. I think we've all got a little bit to give and those little bits that we have to give add up. And this organization can use your talents and they can use your voice. And, we love it. I would really love to see more of us just doing a little bit to lift. I know I'm not really active in the online communities and there's others who lift in those areas and that's great. Like, we don't all have to do that part of it. So if that's where you're active and you're doing your part, like thank you for being those kind of people. And if you are doing other parts of the lifting in other parts of our community, thank you for that part of it. If you're a little bit hesitant to join in and be part of it, don't. Be part of it. And whatever part you can lift in, like that's, we, we appreciate it.

**Mark Royce** (34:29):

Yeah.

**Brooke Jenkins** (34:30):

And you're part of us and you. Yeah. You don't have to be a big, loud voice to feel like you're part of us. You can be a little small voice and all of that matters. And so thank you for being part of this amazing organization.

**Mark Royce** (34:42):

Yeah. That's awesome, Brooke. And thanks for sharing that. I wanna encourage listeners to, if you haven't already, go to [modelinginstruction.org](https://modelinginstruction.org). Modelinginstruction.org. That's the home site for AMTA, the American Modeling Teachers Association. And your, like Brooke said, your voice will count and it's the community that makes this all work. And it's growing. It's effective. This is crazy, but lives are being changed when they discover the modeling approach in their classrooms. And I just wanna encourage you, if you haven't done it, do it. Go there. Well, Brooke, thank you so much. And I'll tell Brenda you said hi.

**Brooke Jenkins** (35:36):

Thank you so much, Mark. I appreciate it.

**Mark Royce** (35:38):

Okay. Okay. You take care.

**Brooke Jenkins** (35:41):

All right. Bye-Bye.