



Marcy Raymond and Jack McClintock

ersation about teaching, and learning, and the future of work. Very excited today to have our guests with us. Today, we have Marcy Raymond and Jack McClintock. Welcome.

Marcy Raymond: [00:00:14] Thanks.

Annalies Corbin: [00:00:00] Well, hello and welcome to the next episode of Learning Unboxed, a conv

Jack McClintock: [00:00:15] Thank you.

Marcy Raymond: [00:00:15] Thanks for having us.

Annalies Corbin: [00:00:16] So, Marcy Raymond is a former chemistry teacher, principal, founder of many schools. She's a bit of a serial school starter, lots and lots of work in innovation education spaces. Currently, she is a STEM Education Specialist with the Education Service Center of Central Ohio. And I first met Marcy when she was launching the Metro Early College High School in Columbus, Ohio, which is Ohio's very first STEM school and a platform for innovation and school design that many schools across the nation are based on. So, welcome, Marcy.

Marcy Raymond: [00:00:53] Thank you.

Annalies Corbin: [00:00:54] Also, joining us today is Jack McClintock, a self-professed visionary and an entrepreneur. He's the founder of G&P Productions, a company he founded almost immediately upon graduating from high school. I've had a wonderful opportunity to get to know Jack over the years because he is a founding student at the Metro Early College High School, the very school that Marcy helped launch. And Jack started and began running his company at the same time he completed a bachelor's degree with honors in Business Administration from the Ohio State University's Fisher College of Business.

Annalies Corbin: [00:01:31] So, we're very excited to have both of these folks here today to talk with us about, quite frankly, the insanity, if you will, or the bravery - maybe that's a better way to put it - of taking on startup endeavors. In particular, endeavors that have such meaningful impact in the world of education. So, I want to start with a big, hairy, audacious beast that's in the room, which is starting a school is a massive undertaking. So, Marcy, I want to start with, what were you thinking?

Marcy Raymond: [00:02:06] Lots of people have asked me that question.

Annalies Corbin: [00:02:08] You're going to continue to get that question. So, that is -- Honest to goodness, I don't think that we can really underscore the depth and breadth of really what this was. And all the components is very complex. But at the heart of it, Marcy, why was it worth doing?

Marcy Raymond: [00:02:29] We knew now, and we knew then, that if we didn't continue to innovate on behalf of the children of Central Ohio or the world really, if we didn't continue to innovate, then we would continue to have gaps in capacity building for the next generation of adults. And when we look at the opportunity space for kids and the opportunities that entrepreneurial adults need in order to be able to feel confident enough to be able to do those things like Jack, we had to do school differently. We couldn't do school the same way.

Marcy Raymond: [00:03:05] So, it was almost like a moral imperative. We have to do something different. And if we don't have someone who tries, then we continue to have the same things that are failing multiple students all around the country. So, rather than waiting for some incremental change to make a difference, we decided to blow it up, and start it over, and do it differently. Everybody was like, "What are you thinking? How could this possibly happen?" or "Will it be successful?" And there are people probably betting on that it would not be successful.

Marcy Raymond: [00:03:37] Well, 11 years later, that is not true. So, we knew that the opportunity space was there. We knew that - Rich Rosen says - the enlightened self-interest was available to help convince people to jump on board. And we knew that there were enough students in Central Ohio that would really flourish in a different environment that we wouldn't have so much trouble getting students in.

Marcy Raymond: [00:04:08] The harder parts are keeping the fidelity to the idea for innovation and entrepreneurship because, really, when you start a school, you're really an entrepreneur. You're doing something that hadn't been done in that way before. You're taking the research-based elements of the best practices from across the world and trying to implement them in a, sometimes, low cost, really effective way that can be measurable from the objectives and can also make a difference for the community.

Marcy Raymond: [00:04:37] Really, our goal then, and it is now, for the for that school and all the other schools that we've started, the goal is that we are meeting the needs of the community from a workforce development standpoint. We know that there are not enough people who have confidence in STEM - Science, Technology, Engineering, and Mathematics - to be able to even persist to a degree in college. And that even when you aren't interested in persisting to a degree in college in that STEM field, these characteristics can help you to be successful in anything that you would choose.

Marcy Raymond: [00:05:17] So, we're just trying to make sure that we're continually meeting the demands of what our community needs, and that we are open and flexible enough to be able to try and fail quickly, and not persist in the failure, but try and fail quickly, and try again, and try again, and try again until that demand is met.

Annalies Corbin: [00:05:39] And you also have to be willing to say yes. And I think that -- I'll never forget the first time, Marcy, that I met you. As the PAST Foundation was really getting up off and running, we recognized that we desperately needed a place to test. We needed a lab. We needed a safe space to step outside of traditional education and try stuff. We didn't know what that stuff was. We were just making it up along the way as we went along and had the wonderful opportunity to have a conversation with you. And I if recall, I managed to get about four words into, "Hey, we're this team of anthropologists, and we really want to think about the world differently." And I think that's as far as I

got when you said, "Yes. When can you move in?" And we did, which brings me to that you have to be willing to step so far out and say yes.

Annalies Corbin: [00:06:31] So, Jack that brings me to you because while there's this whole amazing group of people within this community - In this case, we're talking about Columbus, Ohio where we have these examples all across the country and around the world, a community embracing something very different, and that's a big giant leap. It's a bigger, maybe, leap on the part of the first group of potential participants of families of students. I mean, I can ask you the same question I asked Marcy. What the heck were you thinking? Because the reality is when year one Metro opened, you had no idea what you were really getting in for. So, why take the risk?

Jack McClintock: [00:07:14] Yeah, that's a good question. I think, for me, I can actually remember that decision pretty well. And at the time, I had grown up in one of the local districts. And so, my friend base was in that district. I lived in that community. And so, for me, the decision was really difficult because it was not -- And especially when you're that age. I mean, I was in eighth grade. So, for me, the decision of whether or not I wanted to choose the potential of a new form of education and maybe perhaps a better way for me to learn versus my whole friend base and everything else, I mean, there was a lot of risk.

Jack McClintock: [00:07:52] Honestly, I would attribute it largely, thankfully, I had the guidance of my parents in my life, and they said, "This seems like a really great opportunity. It seems like it really fits you." I think, I kind of always had a little bit of the entrepreneurial bug, which I know, Marcy, you've mentioned that word in terms of a startup. So, something about it was exciting. And I think that my parents helped me realize that. They, ultimately, did give me the decision. They said, "This is not our decision. We want you to make that decision." And I'm really thankful that I said yes, but I knew it was risky.

Annalies Corbin: [00:08:26] It was very, very risky. I mean, there's so much at stake for you personally, not just the future in your journey, but there were going to be lots of implications and lots of, I would argue, amazing interactions along the way. Part of the architecture, Marcy, of these types of schools, the notion of creating these specialized startup endeavors who were, by design, intended to not just push the envelope but really sort of blow out the concepts of what we were trying to accomplish in that timeframe.

Annalies Corbin: [00:09:00] And in the case, when the school originally started, it was 9th-12th but an early college. So, tied to the idea of giving students lots and lots of opportunities, and experience, and exposure earlier. We're going to circle back around that, Jack, and talk about that sort of early college component of it. But Marcy, share with us just a little bit about the intricacies. I use that word deliberately. The intricacies of how a group of stakeholders or partners come together to be able to successfully create something that is such a risk.

Marcy Raymond: [00:09:33] Well, I can tell you it's not accidental. It is very purposeful. And when we were looking at who could we partner with, how could we partner, who are the best people out there that can help us with what we're not yet good at, and how do we put those things together in a seamless way that doesn't put any student in jeopardy but, also, promotes the ideals and the constructs that you want.

Marcy Raymond: [00:09:59] So, a couple of things come to mind. First is you have to be strong on your mission and vision. Like if you come in, and you waver just a little bit, then the fidelity to your idea is going to fall quickly. We knew that we were about the potential of each student. That was our mission. Your potential was the whole thing. It was the tagline and the mission all in one. So, it was simple, something that could be easily attained, the potential for each student. But the potential for

each student is different from student to student. And knowing that we needed that individualization, we need to have pretty strong partners that could handle that.

Marcy Raymond: [00:10:38] So, working with Battelle Memorial Institute, who is headquartered in Columbus, Ohio, they did not have any desire to move their headquarters. I think in their will, they said that it has to be in Columbus, Ohio, and that they had a really difficult time getting STEM professionals to (A), come to live in Columbus; and (B), stay in Columbus. And that their enlightened self-interest would be, can we attach ourselves to a system of educational experiences that could cost Central Ohio's people to be more prepared to do this kind of work? Because Battelle was running into an opportunity gap. They have the opportunity, but they don't have enough people prepared to be able to do the work. And so, that was a great partnership for us.

Marcy Raymond: [00:11:27] And then, the Ohio State University, the largest university in the State of Ohio, almost largest in the country, and the opportunity to be able to expand in the College of Engineering and to expand for Central Ohio participation in the colleges of the Arts and Sciences, and look at Physics as a major, they didn't have a lot of Central Ohio people who were choosing those majors at that time and still. So, how do we help the pipeline by early preparation and confidence in the part of each of the students, so that their individual potential could be met in something that they're passionate about?

Marcy Raymond: [00:12:06] So, passion was a big part of what we wanted to have available for every single student, but it also had to be us, and it had to be our partners. So, when we first started talking about curriculum, large universities have really tight curriculum development series. And so, we were kind of this hole poked into something that they had a lot of experience and very good results from, but we're trying to say, "Okay." So, I'll take math as the example. So, we're saying, "All right. So, if we have a school, and we want our students as soon as they have mastered content that is typical of high school that they can enter into college level coursework." And they said to me, "Oh, they'll be seniors then?" I said, "No, they might be freshmen." And they say, "What do you mean they might be freshmen? They're like 14 years old, 15 years old."

Marcy Raymond: [00:12:06] If they're ready to do the coursework, then we want them to be able to be exposed to the coursework as soon as they're able. And we know that the research says for you, your research at every college and university, if they get 12 hours of college coursework in Math, English, Science, and Social Studies, they're more likely to persist the degree than if they don't. So, our target was to try to get 12 for every student prior to exit of high school. They did not think, at that time, that this was even a possibility.

Annalies Corbin: [00:13:25] No, they hated that conversation.

Marcy Raymond: [00:13:28] And we sat with the Math -- I'll just keep with the Math. They were lovely people. They just knew what they knew. And so, we sat with the Math Department, or I sat with a Math Department, and we had these deep conversations. Luckily, I taught Math in high school, so I did know what AP Calculus looked like, and I did know what it was the students were typically able to do. So, it was a pretty good learning process for the both of us, for the university and for us as a school and development.

Marcy Raymond: [00:13:56] And I said, "Hey, look. What is the entry level Math that is the hardest Math for kids, it's like the make or break at Math?" right. And they say, "It's calculus. It's calculus." I said, "Okay, our kids are going to be calculus-ready." "Is that what you mean, your kids are going to be calculus-ready?" I'm like, "As many kids as I can get calculus-ready, they're going to be calculus ready, and I'm going to try to do it earlier than senior year." They're like, "Okay. Good luck with that."

Marcy Raymond: [00:14:22] So, we had to really work hard and build the curriculum backwards. That's not something that was typical or typically done with a college or university. And it's not, quite frankly, what high schools have asked of colleges and universities either.

Annalies Corbin: [00:14:36] Exactly. So, there's a misalignment in terms of the way we think about the objective of prep and ready for. And so, as part of that restructure in that K12 and the realignment, if you will, with our post-secondary really had to be around changing not just the order of curriculum - Folks get confused by that - but really shifting down these standards, and expectation, and the opportunity exposure. So, that was definitely part of that that journey.

Annalies Corbin: [00:15:06] And Jack, you had to live that. So, whether it'd be Mathematics or any other subject, being in an early college meant a whole host of different experiences, pressures, but also intriguing opportunity. And so, just give us the highlight, if you will, about sort of how you felt. What happened in that moment, in that space, where you're at that precipice between, "I'm a high school student. I'm 14, I'm 15, 16 years old, but I'm also now college-ready"?

Jack McClintock: [00:15:40] For me, it was I yearned for the opportunity. And until that point, I felt mostly like I was limited in that. And so, having a new goal, a new expectation, it was kind of a free slate. It was just an empty slate. And then, when that empty slate was filled with this kind of new way of thinking - really, it was a different way of thinking even - and saying, "There's actually an opportunity for you to not just earn high school credit by the time you graduate but to finish college credit," I was excited about that.

Jack McClintock: [00:16:13] And so, I think, for me, yes, certainly, there was, again, I'll say risk in that pursuit, and there was pressure, and there was a lot of higher expectations. I was excited that, finally, somebody was giving me that opportunity. And I think I wanted to stand up to the expectation. And so, I mean, I think, in my life, at least, what I found is a significant growth and a significant season of learning that ultimately allowed me to finish. I finished high school with over 60 college credits, and that was on a quarter system at the time with Ohio State, which was significant. For me, essentially, that was an Associate's Degree by the time that I graduated from college or from high school.

Annalies Corbin: [00:16:55] And then, how long did it take you, on top of that, then to complete your undergraduate degree once you finished high school?

Jack McClintock: [00:17:01] Two years. So, I finished exactly two years later.

Annalies Corbin: [00:17:04] So, you took a path that for many is eight years as part of this program. And I want to be really mindful and be really, really careful because a lot of the pushback nationally and globally when I certainly - And I know Marcy as well - have these conversations with places contemplating this, a lot of what we hear is it's only for the smart kids. It's not for all kids. It's not equitable. And that's just not the case. By design, and a lot of thought was given to how do we best ensure that this is an opportunity that has broad application and a wide array of students to be able to engage in that. So, in this case, it was a lottery base where students come from all over the city originally at the time.

Annalies Corbin: [00:17:48] And so, as that then translates, and you sort of take that experience of our senior now, again, to come back to the sort of serial school starter, it goes other places, and you take a lot of the lessons learned from that first incoming class. And I also want to call out the incoming class as the founding class at any school, no matter what school you're talking about, are unique. That's just one of the cultural components.

Annalies Corbin: [00:18:13] And so, everybody who came after you, Jack, at that school came because they, now, knew why they were there. I mean, within nine months on popular media and whatnot, students self-selected for very different reasons than you self-selected for. And I know Marcy has seen this over and over again. So, as you take that experience of starting the Metro School and move it into other communities, what's different about the conversation as the next iteration?

Marcy Raymond: [00:18:42] Well, I think part of the reason why I'm a serial starter is that people still don't believe that it could be them or that they could do it. So, when we were starting at Metro, the area high schools were still like, "Oh, but you're a specialty school, and you have big partners, and Battelle, and Ohio State University. That, we can't do that. We don't have that."

Marcy Raymond: [00:19:01] And so, the next construct for me is -- I take it as a challenge. So, the next construct for me was to say, "Okay. So, let's go with a regular public high school, and let's do this there." And you have different constraints. So, I got to hire every single teacher at Metro. I got to pick who was going to be the best fit for the students, the construct, and the ideas that we had, and helped to groom them as instructors. And we had great teachers to groom them as instructors in a different way of thinking.

Marcy Raymond: [00:19:35] In a regular public high school, you're most likely going to have the people who are already there, and you don't really have a lot of say in who it is that you get to work with, but I got to meet wonderful people in a public setting, and we did it again. So, we were able to -- In Reynoldsburg at eSTEM, we were able to say, "Hey, this is a regular school that is a public entity that could also do this, that could also teach with mastery, so that the students know with confidence that they have the capacity to choose the next thing, that has pathways where students can see themselves and their future of work, that has the ability for students to be able to earn massive amounts of college credit prior to exit of high school or some college credit." So, it wasn't that everybody had 60 hours of course credit prior to exit of high school but a lot did, but everybody had some. So, every single student in the graduating classes that I worked with at Metro, every single student had college coursework, every single one.

Marcy Raymond: [00:20:41] In eSTEM, we did that again. Every single student was graduating with some college coursework. So, we were able to look at college coursework in a new way. So, it isn't college coursework like when I went to school. It's college coursework as any post-secondary, credit-bearing endeavor, which could be in current technical areas. So, for a student, a particular student at eSTEM, who was really interested in drawing and fine arts and really wanted to go into more of a digital media kind of environment. So, we worked with Columbus State, and they graduated with an Associate's Degree, and went on to work right after high school because they were able to enter into something that they were really passionate about and that there was work availability for them to be able to do it in digital design.

Marcy Raymond: [00:21:37] So, if we always are thinking about the next system that a student would be entering into, it's easy to plan backwards. The problem is if we just do it the way it's always been done, we are hit or miss with large numbers of students. Like there's the top kid that can do anything no matter what the environment is. There's the kid that could do anything because they work really hard. And then, there's the kid that doesn't know what they want to do, and hasn't been inspired, and they do the minimum. And then, there's kids that struggle, and we do a good job helping kids who struggle in almost all settings.

Jack McClintock: [00:22:13] But what about that kid that I just described that, "I don't know what I want to do. I'm not driven by anything right now," how do you inspire the passion to work hard, so that

they could see outcomes for themselves? I think that in Jack's case and in most of his friends' case at Metro in those first two classes, they were all inspired to do something.

Annalies Corbin: [00:22:32] And they were easily engaged, right? And that's the other thing that I had the distinct pleasure. It was truly, truly a pleasure to be able to be embedded in that environment for the first, what, five or six years. I lived in Metro with all of you, had a very intimate opportunity to get to know the students and teachers through the programming and the curriculum. And what I saw repeatedly, and I guess the thing that got me there every day with a smile on my face, is how engaged the students were.

Annalies Corbin: [00:23:02] Back to Marcy's point about that kid who has found their identity, you very quickly -- You were brave to go on the journey. But, you, very quickly - you could tell - had a sense of, "I am interested in X, Y, and Z. And I can really pursue that." And as you went through school both in high school and in college, and then started your own company. So, this environment led you to that moment. And so, what are the key takeaways, Jack, for you, from this alternative school opportunity, this early college, this exposure and this engagement that made it possible for you to do the thing you did?

Jack McClintock: [00:23:44] Yeah. So, one of, I think, the key attributes that I had to learn very quickly, and part of it was certainly just because I was in the founding class, but it's how to embrace change because the realities of an experimental school, there's a lot of change.

Annalies Corbin: [00:23:59] Every day.

Jack McClintock: [00:24:00] Every day, something different. And in the moment, I think that those things are frustrating to a ninth grader.

Annalies Corbin: [00:24:08] To all the adults in the room too.

Jack McClintock: [00:24:10] And probably to all the adults in the room too. And I found myself, though, pretty quickly understanding that change was kind of -- that was the paradigm. That's what we were living in. And I think that that's reality in our world. And especially as an entrepreneur, that's reality.

Jack McClintock: [00:24:30] And so, I think that looking back over my time at Metro, I think that's probably one of the things I am now most appreciative of is that being a part of an environment that was willing to innovate, an environment that was willing to not just accept the standard because it was standard, being a part of that environment, which resulted in a lot of change, and sometimes maybe to the outside person, they would call that chaos even, but all of those things were very important to what I now deal with every single day in my business. And I think that that's a really important factor of an environment like Metro and other experimental schools.

Marcy Raymond: [00:25:12] A lot of times, people talk about what are the qualities that you most want in the person that you're hiring. Well, we want somebody who's flexible and agile. We want somebody who's persistent. We want somebody who will try to solve the problem without stopping. We want somebody who will try to coordinate other people to try to solve the problem without stopping. Those are the tenets of the kinds of things that we really worked hard on doing. And people were like, "Well, your academic standards, that's what you're working most on, aren't you?" And I said, "Well, of course, but that's not the most important thing." We work on habits, like what are the habits that you need in order to be able to be persistent and resilient regardless of the environment. Do you remember any of them?

Jack McClintock: [00:25:51] The five? Yeah. Active and responsible decision maker, effective collaborator. I might have missed the effective word, but communicator, engaged learner, which is talking about engage.

Marcy Raymond: [00:26:04] Critical thinker.

Jack McClintock: [00:26:05] Critical thinker. I missed critical thinker.

Marcy Raymond: [00:26:07] Problem solver.

Jack McClintock: [00:26:07] And the most important one.

Annalies Corbin: [00:26:08] All the stuff that's in the middle of the weeds, right?

Jack McClintock: [00:26:12] Yeah, right.

Marcy Raymond: [00:26:12] I have to do them in order. In my head, I have to say them in order.

Jack McClintock: [00:26:15] Yeah. And to that point though, I think that's actually critical because, now, even -- So, I have had the honor now of actually hosting Metro students in my workplace, in my business. And even just last week, actually, I had a little pre-interview with the potential intern that's going to be coming and being on our team for a little while.

Jack McClintock: [00:26:34] And in that interview, I told him, I said, "Listen, I'm eight years removed now from Metro." And I said, "Those five habits are not just a cliché saying that they want you to memorize. I'm asking how you're going to actually engage - again, with engaging - those habits in, now, my business? Because if I'm going to have you come and be a part of my business and a part of our team, and I'm going to have you around our clients, and I'm going to have you around even just my colleagues, I need to know that those things are real for you." And it was, I think, a real moment for them, kind of an awakening of like, "Oh, all those habits actually mean -- Those are important. Those aren't just a saying that's on the wall."

Marcy Raymond: [00:27:15] Yes.

Annalies Corbin: [00:27:16] Right, right. And I think that you actually landed on one of the spaces we haven't yet talked about, but, I would argue, again, from that sort of embedded outside looking in, which is a kind of funny way to think about it, but I think it's really tangible in the sense that I think one of the absolute beauties of these types of learning environments, whether they're schools, or innovation labs, or community hubs that are just open and engaging, is the realness.

Annalies Corbin: [00:27:43] The real world comes in, and not just a visit, and not just here in there, but the partnerships and the industry component of saying that this body, this group of learners, whether they're the teachers, or the students, or anybody else in between, are completely capable, willing, able, and engaged enough to join us in, actually, doing real work, solving real -world problems is, I would argue, one of the successful underpinnings of why this not just works but is sustainable and has broad application.

Annalies Corbin: [00:28:21] But, again, that component is by design. And we've seen some great examples of it not working. So, Marcy, as we think about what next iterations of these type of schools might be, where does that continue to fit in, back to Jack's point of the tangible piece of that?

Marcy Raymond: [00:28:42] Well, I think, it's a continuum. I think, we did have a continuum of experiences for almost even the first-year students, the pioneers. So, I was going to ask you earlier. Do you remember that poem that I read it the first day of school, and then I read it again at graduation?

Jack McClintock: [00:28:56] I don't.

Marcy Raymond: [00:28:56] It was O Pioneer because it fit them so well. They're trying something different. They're looking at the world as an opportunity. And I could hardly read through it at graduation. So, it was like a big thing for me.

Annalies Corbin: [00:29:10] You're cheering up right now.

Marcy Raymond: [00:29:14] I know, I know. So, when we're thinking about the continuum of experience, in a regular school environment, they're talking about, "Oh, we need to have more internships, and we need to have more service learning, and we need to have more." Well, you don't just have those things. You have to embed those things.

Annalies Corbin: [00:29:29] They have to live with you, right? Yeah.

Marcy Raymond: [00:29:31] And it has to be part of your fiber of everything that you do because you're leading to the outcome that you're a successful business person, you're a successful scientist, you're a successful electrician, but you're successful in your work environment when you're an adult. That's the job of a high school. And not everybody believes that that's the job of the high school. They think it's about getting the right number of credits. That's missing the whole point of high school. So-

Annalies Corbin: [00:29:57] High school is practice.

Marcy Raymond: [00:29:59] It's practice.

Annalies Corbin: [00:30:00] It's practice for real life.

Marcy Raymond: [00:30:02] So, instead of saying, "Well, we'll have an internship," or "We'll have an experience where you're going to be mentored by an adult in the workforce," we're saying, "This is going to be part of a capstone experience for you." Meaning, we're going to have small experiences all along the way in all kinds of coursework and all kinds of settings. We'll have roundtables to talk about how you're doing and your habits. We'll have gateways where you can say, "I'm ready to do this next thing." Those are practices that we have to help guide. And it takes everybody in the system to help make that guidance work.

Marcy Raymond: [00:30:39] But if we look at our preparation for the world of work, college, military, whatever, when we're looking at that, we have to look at it in an embedded way, so that we do real rich problems inside of every class that have a relationship to something that's urgent or important either in the field of study, in the community, or in the world.

Marcy Raymond: [00:31:02] So, the millennial concepts, we're just coming around with the UN. The UN said that these are the things that we think are the big problems that have to get solved. And so, we took those problems into the classes. So, in Social Studies class, I believe that you guys had your end-of-the-term project was about solving one of those millennial issues. It could have been-

Jack McClintock: [00:31:27] Even do a whitepaper in.

Marcy Raymond: [00:31:28] ... poverty. It could have been women, issues of women and violence. Lots of different things that they could think.

Annalies Corbin: [00:31:34] It was on climate change and the environment-

Jack McClintock: [00:31:36] That's mine.

Annalies Corbin: [00:31:36] ... that's sitting on a shelf in my office.

Marcy Raymond: [00:31:38] Yeah, it was great.

Jack McClintock: [00:31:38] I did carbon sequestration.

Annalies Corbin: [00:31:38] Exactly. Yeah, yeah, yeah. That was it.

Marcy Raymond: [00:31:42] Now, how many tenth grader -- That was in your tenth grade year, right?

Marcy Raymond: [00:31:46] Yeah, yeah, yeah.

Jack McClintock: [00:31:46] Yeah, I think so. Yeah.

Marcy Raymond: [00:31:46] So, how many tenth graders would talk about carbon sequestration, right?

Jack McClintock: [00:31:49] Yeah, right.

Annalies Corbin: [00:31:50] But that's the unboxing of the experience, right? And so, when we think about how we translate, at the end, as we think about wrapping here for the purposes of our conversation, one of the questions that folks who are listening to this, they're trying to figure out, how do I take all of this amazing experience that you've had and translate that directly into my own needs, my own community, my own backyard? How do we literally unbox what's happening here, so that we can then do something with it?

Annalies Corbin: [00:32:23] And I think part of that gets to the flavor of how, when, and why then do you make the leap because, I think, that's the other piece. And we only touched on a little bit, but there is a component of readiness embedded through all of this. And so, sort of as sort of last bits of advice check, so, as a participant, someone who lived through it, what would you say a community has to think about in terms of readiness to launch down this type of a path?

Jack McClintock: [00:32:57] Yeah. I think, at the core, we have to understand that education is dynamic. It cannot be standardized. And so, every single student that's coming into that environment is unique, and the world is unique, and the world is dynamic. And so, why are we going to try to fit a standardized specific form of educating into a unique student and a unique environment? I think that that's super important to realize. And I think that as we continue to move forward as a culture, and as education continues to develop, we have to figure out how to do that well. And I don't have the answers, thankfully, because people like you guys are thinking about that every day, and I'm thinking about my business, but I think that that's so critical as to how we solve that problem well moving forward.

Annalies Corbin: [00:33:54] Thank you so much for that. Marcy, sort of parting thought. I mean, for starters, I just need to celebrate a moment with you because, holy moly, right? How proud are you of

Jack, not only the journey but to sum it up. Quite frankly, that's exactly the message that we are constantly out in the world talking about. So, what's the parting shot, Marcy?

Marcy Raymond: [00:34:20] I think it's that your mission has to be the potential of each person. If you can do that, you could do anything really. You'll make mistakes, but you can do it. I think we get too into habit. And this worked once, so we'll do it again. Okay. Did it work as well the second time? Well, no, but I'll do it again just to make sure. Okay. Did it work the third time? No, but I am comfortable with it. If that's the answer, then we're already not fulfilling the potential that he deserved or that every student deserves. It can't be about the adults. It has to be about the community. It has to be about the service to the student. We're providing service for our community. And we, as educators, have to assure the community that we'll get the potential for each person to be maximized.

Annalies Corbin: [00:35:20] And for those of you who can't see Marcy, because you're listening, this is one of those moments where there's lots of tears as she thinks about the success of that. So, I want to thank you both for a couple of things, for not just only joining me today for this conversation, but, more importantly, for letting me be part of your journeys. It has truly, truly been a privilege and one I'm really looking forward to seeing what happens next. So, we have a lot of work to do in this space.

Jack McClintock: [00:35:51] Absolutely.

Annalies Corbin: [00:35:51] I think we're all ready to do it.

Marcy Raymond: [00:35:52] But look at this adult we have over here.

Annalies Corbin: [00:35:53] Yeah, pretty darn amazing.

Marcy Raymond: [00:35:57] Right?

Annalies Corbin: [00:35:57] Pretty darn amazing. So, thank you so much for joining us.

Jack McClintock: [00:36:00] Thank you. Thank you.

Marcy Raymond: [00:36:00] Thank you.