



Grady Burrows

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Annalies Corbin: [00:00:14] Welcome to Learning Unboxed, a conversation about teaching, learning, and the future of work. This is Annalies Corbin, Chief Goddess of the PAST Foundation and your host. We hear frequently that the global education system is broken. In fact, we spend billions of dollars trying to fix something that's actually not broken at all, but rather irrelevant. It's obsolete. A hundred years ago, it functioned fine. So, let's talk about how we reimagine, rethink, and redesign our educational system.

Annalies Corbin: [00:00:49] So, this is Annalies Corbin. Welcome back to another episode of Learning Unboxed. And we're very thrilled today to have with us Grady Burrows, who is Director of Health IT Talent at something called BioEnterprise, which is based out of Cleveland, Ohio. And Grady is here to talk with us both about what's going on in his industry, and industry's role in education workforce development through something called the community classrooms. So, Grady, welcome.

Grady Burrows: [00:01:19] Thank you, Annalies. I'm thrilled to be here.

Annalies Corbin: [00:01:21] So, let's start with, sort of, the big picture piece. We've got lots of school folks that come and go on this program. And we're really fortunate when we get to have industry folks to come in and talk with us. But we don't very often get to have industry folks who are leading education initiatives. So, I'm very excited about the conversation today, but let's start with what the heck is BioEnterprise in the first place?

Grady Burrows: [00:01:48] Sure. Sure. So, BioEnterprise is a nonprofit organization based in Cleveland, Ohio. We have two locations, one in University Circle, the other in Downtown Cleveland. And we've been around for about 14 years. In essence, BioEnterprise is an accelerator for the biomedical space. So, there's three areas that we actively promote and work in. That being pharmaceutical industry, medical device, and health IT company. That's where I come in. So, BioEnterprise, traditionally, has done a lot of work around growing, and nurturing, cultivating small and startup companies primarily through capital raises, venture capital, and other forms of capital to grow and enable those companies to do what they can do to flourish and go into their next stage of development and growth. And as of recently, I would say within the last four or five years, we have

undertaken the talent initiative as one of the efforts that I lead within BioEnterprise to grow and diversify talent for our health IT companies here in Northeast Ohio and the state.

Annalies Corbin: [00:02:57] And it's an intriguing concept. And just for our listeners, it's an intriguing way that all of those pieces fit together. They're obviously definitely related, but, collectively, they represent some of the greatest opportunity and the greatest shortages in workforce that we have in the country as we have aging populations. Everything tied to health, wellness, and biologics is going to be a huge, huge industry. And then, you add the IT and the cybersecurity components that are tied to medical devices and the work that's happening in health care generally. And suddenly, you've got the makings of an awful lot of careers and talent needs. Correct?

Grady Burrows: [00:03:44] Oh, definitely. Definitely. And what's kind of very interesting is that not only do we have emerging companies, like CoverMyMeds, OnShift, PartsSource here at Northeast Ohio, and even in Columbus, needing these talent bases. At essence, the skills that we're talking about of software development and data science are skill sets that are really needed by many industries, whether they'd be in thin tech, as you said, cybersecurity, both local, national, and really globally.

Annalies Corbin: [00:04:14] And so, as teachers, communities, schools, students are prepping and trying to figure out, "What am I going to do with life after K12?" there's an immense amount of opportunities as it relates to job potential across these spaces.

Grady Burrows: [00:04:34] Oh, definitely, definitely. I think that I really go by the mindset of this rising tide lifts all boats, but not only from an industry perspective but, obviously, the students that we're cultivating and growing for these jobs, as well as the educators. The reality is that not many people go to college these days to teach high school or primary school computer science. Most of those folks go for social studies, math, traditional math, traditional sciences. But today, this urgent need is calling for many people to get skilled up through a number of different ways to be able to deliver computer science and data analytic coursework in preparation for school-aged children. And whether they—they can seem to do that through their high school or school-aged careers, or determine and decide to be a free agent and do it part time as a contractor, or decide, as you said, life thereafter. There's many paths for people with this skill set today to offer them a wide variety of opportunities and to do really what they want when they want.

Annalies Corbin: [00:05:40] And part of the key to all of this—and we're going to get into nuts and bolts of the program that you are running for BioE in a moment, but the reality of it is you hit on two really critical things for educators, and the public, and industry, in general, to be thinking about. And one of those is that there is a drastic - and I'm going to say it again - a drastic shortage across the country and in many parts of the world of educators who are willing, and able, and skilled through a whole variety of mechanisms to teach computer science. We have the same problem with math and sciences, but it's even more extreme in the computer science space. And as more and more across the country and around the world, different governments are legislating, if you will, and recognizing the need and the desire for more student to complete their earlier educational pathways and, at least, be computer science-literate, if not well-skilled, we have an issue because where are we going to find those folks?

Annalies Corbin: [00:06:49] And the second piece of that is that not only do we have a shortage of people qualified to teach in that space, and what are we going to do about that? But we don't have very good means or mechanisms for students who find themselves in to that space as a potential career path as a result. So, it's a two-founded issue. Yes?

Grady Burrows: [00:07:10] Oh, definitely, definitely. As you said, the world is increasingly moving faster and faster into a digital age, where digital literacy is going to be the hallmark banner by which people will really progress and have opportunities or not. Northeast Ohio, we are classically known as a manufacturing environment, but, now, we're clearly a health-driven economy with the Cleveland Clinic being the largest employer and a number of industries in support thereof. So, not only in our region but nationwide, we can see the advent of new technologies like AI, VR, and all the things that are happening that really are going to mandate that demand only going to increasingly grow higher for those types of skill sets.

Grady Burrows: [00:07:58] And unfortunately, education has been a little bit slow to pivot. We're working very hard to change the [indiscernible] direction and to move in that direction. But as you said, from an educator standpoint, we're underserved. And really, from an interest standpoint, we are still fighting the battle of really letting people know how many great opportunities there are out there and how well they can secure their future by being an educator and being a student. So, it really is a double-edged sword. But I think that, luckily, with the programs that we are starting to get are in place, the ecosystems that are involved and are part of the Northeast Ohio landscape, as well as the State of Ohio, I'm optimistic, and I'm excited about what tomorrow has in store. But we have a lot of work in front of us. But it's an exciting time.

Annalies Corbin: [00:08:51] It is an exciting time. And I also want to stress that the field of computer science, generally—and within that, I am rolling all kinds of things. So, full disclosure. Everything I associate with IoT, IT, computer science, data, it's a really, really broad category of stuff. And to fully do it justice, you have to break it out into its component parts. But the reality of it is there are entry points for people inside that space that are everything from full-on college and graduate degrees, to career and technical degrees, to just right out of high school, depending on what you're talking about doing, what you want to do with it. And so, part of that battle is just making sure that young folks, and old alike, quite frankly, as folks shift their careers, that there are many, many ways to enter into the opportunities tied to the industries associated with computer sciences.

Grady Burrows: [00:09:46] Well, that's exactly true, Annalies. And we're finding that we're doing our work and due diligence to make that entry ramp even earlier and earlier, with even the advent of high school students entering internship opportunities and exposure opportunities directly in industries. They can find out what excites them, what they might like and want to pursue even more, as well as just really give them experience to what is possible. But you're so true, whether it's right after high school, going into an apprenticeship program, going through a boot camp experience through a concerted and compact amount of time, and coming out with full stack developer credential and skill sets that allows them to be productive when they hit the ground running, to two-year, and, obviously, four-year opportunities as well.

Grady Burrows: [00:10:33] So, there are a number of employers through the landscape in my area who are aggressively looking, and the demand is so high that if skill set and talent exist, they'll gladly take, and entertain a learn and earn type of environment where students can continue their education while being employed and being able to actually earn a living and make money along the way. So, the demand is high enough that it's creating opportunities for us to think outside the box and be creative on how we approach it. And really, to your point, offer multiple on-ramps and entry points for those students who are looking at going into technology and IT as really a career.

Annalies Corbin: [00:11:19] And that's a real key. We forget that 50 years ago, if you went to college at all, it was not uncommon that you worked, at least, part time, if not full time, all the way through while you were earning your collegiate experience. And we find that that is more and more rare these days. And the option being that, "I can't afford to go into post-secondary, so I don't," rather than, "I find a variety of different ways to earn and learn along the way." And so, it's nice to actually see such

a concerted effort all over to bring back the ability for folks to be able to earn a real living wage while they attain whatever their educational experience is. So, I commend the work that you're doing to make that possible. So, let's dig in a little bit then with that in mind to this notion of the community classroom that was created by the BioEnterprise Group. So, tell us a little bit about the rationale for. Let's start with that.

Grady Burrows: [00:12:20] Sure. Sure. So, about four years ago, when I joined BioEnterprise, we did a study and really surveyed our landscape and asked our health IT companies, if we could solve their biggest pinpoint, what would it be? And, of course, it's the talent. Finding enough local talent, talent that's diverse that comes from Northeast Ohio is our biggest need. And we just can't find simply enough folks. So, we began to go about and find out what the biggest barriers, and that was awareness and access.

Grady Burrows: [00:12:56] So, we worked really hard on the awareness piece, literature, and boots on the grounds, and outreach to educate people on what we meant when we talked about software development, and not your mom and dad's old software development in the bottom of a basement, but it's much more entrepreneurial, and collaborative, and energetic, and fast paced these days. And what even this nascent new areas such as data science, what that meant and how that worked. And, really, our drive was initially to do as much as we could to change the pendulum and move more education into the high school level and into even the middle school level.

Grady Burrows: [00:13:38] And we've been very successful partnering with Microsoft TEALS and other folks to provide professional development to teachers to enable them who did not have computer science degrees to teach in high school. But clearly, getting teachers in school, it's a big lift just because there's budgets, and there's constraints, and there is the sort of bureaucracy, but we will always push to be there number one reason and method to deliver content because it's the best leverage model. Children go to school. There's teachers. That's always where we want to see it happen.

Grady Burrows: [00:14:13] But we said even though that's our number one strategy, we need to do more. We need to have more access, more points. So, the thought of starting a community classroom came about last year. We had a grant from the Cleveland Foundation to pilot and target three schools within the CMSD, Cleveland Metropolitan School District, that had no computer science. And we provided transportation with a bus to pick the children up, bring them downtown to the Global Center, provide computer coding instruction and HTML JavaScript and C# content that was actually developed by Hyland Software and was donated to us because they have a very successful afterschool program, and they wanted to extrapolate that to a wider body.

Grady Burrows: [00:14:59] And the students really enjoyed it. They really enjoyed learning something new, something different, and being able to do it, quite honestly, in a very non-threatening environment after school, kind of, on their own pace because kids are extremely busy these days. And we saw that the ability and the success that we had was a good idea enough that we went to state legislature to scale our one day of class to five. And we were successful in getting the funding to be able to do that. So, we really want to impact and touch about five times as many students as we did in our pilot phase in this current academic school year.

Annalies Corbin: [00:15:41] And that's really, really exciting. And I got to to be part of your journey a little bit from a legislative standpoint, which is how I really got to learn too much about the program. And so, for folks that are out there, being able to get legislative support for any educational initiatives is always hard. Even in the best of climates, it's always difficult. So, kiddos on the effort because I know how big of a lift that was. But let's talk a little bit sort of nuts and bolts because, at the end of the day, what I hear all the time from my listeners and other folks in and around the world as I traveled

talking about the different things that are happening in 21st Century teaching and learning is that, "Well, that's awesome for Cleveland, but I'm this community in New Mexico," or "I am a community in Wyoming," or "I am even a community in South Carolina. And I don't have the resources that are available and able to be found." I'm in Cleveland. And so, I need to understand the nuts and bolts of the program. So, how exactly does the program work? And tell us a little bit, if you can, about the Hyland Software that you really sort of built the platform that you're building this on.

Grady Burrows: [00:17:04] Sure, sure. Well, the nuts and bolts comes down to kind of I would say the best approach is crawl, walk, run. It's hard to do everything at one time because, literally, you're talking about an investment in hardware, getting laptops or desktops. You're talking about forming a coalition of instructors, whether they'd be volunteers or they'd be teachers. And you're talking about needing and getting a curriculum. And there's always, always, always the transportation issue.

Grady Burrows: [00:17:36] So, we didn't just start this kind of on a whim. We really were thoughtful in working and trying to choose partners that could see the benefits of this effort. I would say, from a content standpoint, having a partner like Hyland Software, where I used to be an employee before I came to BioEnterprise, is phenomenal. Just to have that out-of-the-box coursework and curriculum handed over to us was really, really, really a nice thing to have. They have a very successful afterschool program that is standing and waiting room, and there's always a demand. There's an application process that's kind of rigorous. They have to write essays. But it's a suburban campus corporate environment that students have a little bit more access and resources, and parents willing to invest in those students to bring them there, and wait for them while they're there, and take them home all the time. Something that we don't have as much here in the city, inner City of Cleveland.

Grady Burrows: [00:18:39] So, we had to get very creative, but we tapped onto our resources. Again, our first year, we acquired the laptops, and we started with the pilot. So, starting small is nothing wrong with that approach in order to kind of get your sea legs. From a pure content standpoint, it's great to have a donation from a corporate entity or if you had someone donate, but there's tons of literature, and information, and teaching skills out there, whether it's Khan Academy or the list goes on and on with information. And kids really don't need—they don't need a full college course to expose them to coding. You have to get their interests and really attract them, whether it's through gamification, or video games, or simple scratch types of block coding techniques. There's a number of different tools and resources out there. You just have to work a little bit, network, and find out what other people are doing at free or reduced cost in order to get them going. And really, you'd be amazed at how much the kids can kind of teach you.

Grady Burrows: [00:19:49] But I would just say that picking partnerships and working within kind of the realm that you have, getting started is 50% of the battle. And figuring out who your constituents are going to be, how you're going to get the content or get them to your location for the teaching, and who your instructors will be, will be really, really important. My first year, I leveraged instructors who came from industry because I didn't have any other teachers. And finding that one person from industry who's willing to give his or her time a couple of hours after work or on a weekend can be the impetus and the starter to kind of get you just started. And then, you build from there.

Grady Burrows: [00:20:37] But I would say, if you have—if you can only get five old, refurbished computers that's donated internet connection, start small. That's okay because that's how, really, the Microsoft TEALS organization started out in the West Coast many, many years ago. There was one gentleman who was working at Microsoft who saw the need for more computer science instruction and decided to go to his local school and volunteered. So, you can really build something great from very meager beginning.

Annalies Corbin: [00:21:14] And how many students did you start with?

Grady Burrows: [00:21:17] So, I started with approximately 15 students in my program. Just that was really my resource kind of capacity at the time. I wanted to make sure I had a good a teacher-pupil ratio. So, I'm starting with that number, but I will always have no more than 20. But my plan is to offer, again, classes five days a week as opposed to one because you don't want to get it too large, and that-

Annalies Corbin: [00:21:42] Right.

Grady Burrows: [00:21:43] ... many students, this is their first time in front of a coding environment, and learning how to actually put things in a code editor, and it takes some time. And one of the other things that we found is that during the first year, if students are new to this, they're out to really only code when they're in the classrooms.

Annalies Corbin: [00:22:02] Right.

Grady Burrows: [00:22:03] So, there's that whole kind of like anything remembering week-to-week scenario of building upon what they've learned, and these kinds of things and skills that are new. So, you have to kind of bring them along slowly.

Annalies Corbin: [00:22:16] And so, then, how does this ultimately then—so, you're gonna scale this year, thanks to the legislative funding that you've received. But, ultimately, for this to truly, truly be meaningful, it has to have either a direct impact into the public school system, in this case in Cleveland, or it has to have sort of a tide turn as it relates to the number of educators exposed to it, willing to take it into their classrooms, whether they're a computer science teacher or not. So, how do you battle those two fronts? Because in every urban community across the country, these are the questions they're asking.

Grady Burrows: [00:22:52] That's a great question. And I think one of the unique things that even I found in my pilot, those three schools that were part of my piloting experience, two of the three actually had such a large interest in getting a teacher trained before the class ended, so that they could teach computer science within their school. So, although—because of this constraint, I can only get one of the teachers, but that was a big win for us because, again, that teacher got trained this very past summer, and, now, she's teaching and one of her schools an intro computer science class. So, going back to our number one priority, the more teachers that teach CS just from a pure exposure standpoint, we were able to build a relationship that, "Hey, you can do this with your kids." That turned into a conversation with her principal, who, by the way, have an old coding and an IT background. But she never really thought about leveraging it within her building. Turned into that teacher getting professional development. And, now, she's teaching it.

Grady Burrows: [00:23:58] So, those are little incremental things that, again, to help extend the tide to move forward. But one of the biggest things that we're trying to do right off the bat is we're not necessarily offering certification day one or credentialing. We just want to energize and catalyze the students to do more. We want to excite them and expose them to this world. And the real kind of full circle, the way I bring it home is I have a collegiate learn-and-earn program for students who are entering their second year of school. Whether it's at a two-year institution, maybe coming out of a boot camp, or at a four-year situation, I have internships within my industry that are really interested in hiring these students.

Grady Burrows: [00:24:44] So, the more students that I get through my cycle of my community classroom, that then decide to go on and study it post-secondarily, I can say to them - and a matter of fact, this fall, we'll be engaging students who, a couple of years prior, are some of the first to come out of Cleveland schools and are studying computer science - there are jobs, full-time jobs waiting on

you next summer that you can intern at with the ability to work part time during the school year, even if it's the minimal amount to keep you plugged in. But then, the whole point, and that the corporations understand, is that when they graduate with whatever program they're in, they will be extended an entry level position for full time, whether it's a junior developer, or a data scientist, or data analytics person.

Grady Burrows: [00:25:30] And I think that's a very, very compelling case because many young people, if you don't know what software development is or have a data scientist in your family or live in your neighborhood, you don't know what that person does. You don't know the industries or even the contacts. And although I'm really at the grassroots level working with students and undergraduates, I'm building connections with industry, which, ultimately, that's my mission, is to get more and diverse students in our industry because, ultimately, that's what industry is asking for.

Annalies Corbin: [00:26:03] And those are huge wins. I mean, the fact that you already have a pipeline in place for these students to progress through this, stay interested, stay engaged, and, ultimately, find their way in to some type of IT or computer science education that there is a place for them to go, right? And I think that's a lot of the battle right now the students are having in their own minds, as well as conversations with their families, is how and where is the best and highest use of the limited resources that we or I have, right? And you're offering something on the flip side that doesn't require you get all the way through to get there. That's huge.

Grady Burrows: [00:26:46] Exactly, exactly. And we're often fighting the tide but know of a young person who, a matter of fact, goes to one of our local universities, who came from a Cleveland public school, and pretty bright kid, STEM student and was going to study Chemistry, and decided that in his first year, he really wanted to study computer science. And just the headwind from the battle that he had with his own parents because they wanted him to be a chemist or a doctor. And he's talking about computer science, which is very nascent and new to his parents. And it was a very cathartic and kind of interesting process. But, ultimately, he understood and convinced them that he could do both.

Grady Burrows: [00:27:29] And it's one of really talking and educating people that these are the opportunities that are going to be in most demand, not only today, but growing in the future. And although it may not necessarily be secondhand or as well versed as what you're familiar with, you will have many, many, many opportunities both at a local, at a national, and international standpoint if you open up your mind and kind of suspend disbelief long enough. But more importantly, to your whole point, there's jobs available for you today where you can intern, get exposure and experience, and really determine, is this going to be for you, is this the right thing for you, and have some financial resource in your pocket to kind of make that decision a little bit more solid and real.

Annalies Corbin: [00:28:20] Yeah, that's a great carrot when you can get to that point. For the students just starting the program with you, though, Grady, what's the hook? What's the thing that, not only gets the kids there, but keeps them there to go all the way through your program?

Grady Burrows: [00:28:36] Oh, wow! That's great. Well, besides there not being a cost or a charge to the students directly, I'm working really hard to demonstrate there's there's value in getting this education and this training. Obviously, encoding in this area that I always tell the young people, they're huge consumers of so much technology, especially their cell phones for a large percentage of the day. But the ability to shift and move the paradigm in their minds to be creators of new things, whether it's apps or code, is where true wealth creation and sustainability lies. And that's not an easy thing for a 14 or 15-year-old to necessarily grasp, but some get it.

Grady Burrows: [00:29:20] The other thing is that coming to the Global Center, where we're going to be offering these classes, is really a diverse and interesting place because it's the center that has—it has entrepreneurs, that it has venture capitalists, and it has qualified IT companies. And not only will I be providing coding instruction, but I'm taking them and inviting them into a building that most of them, 99 of them, 99% of them have never been in before. It's a county-owned building, but it's a resource that is really new to them.

Grady Burrows: [00:29:50] And by exposing them to all those entities in that building, yeah, I'm selfishly trying to grow our health IT talent pipeline, but they might be that talent, that student who says, "Hey, what does the venture capitalist do? It sounds kind of interesting. I think I want to pay a little more attention to that," or the entrepreneurial endeavors, like some of the stuff I used to do, whether it's my lemonade stand or my candy selling abilities, I can see how that person piece and parse things together to make their entrepreneurial dreams come true. It's really about opening windows and giving young people options that they can begin to project themselves into, hopefully, computer science or data analytics base. But if not, and they're still moving into a positive area, that's a win for me.

Grady Burrows: [00:30:40] So, I'm hopeful that the ability of options. And I think that there are young people who definitely see it. BUT I have some really good partners, and some principals, and even the school district, the CMSD School District that believe in these options and are encouraging young people to come down and to take part if they think it's something that they might be interested in.

Annalies Corbin: [00:31:03] And that's a great scale opportunity for you, right? Currently, as I understand it, the program, it's a yearlong program, but given everything you have in the building with you, I would think that it'd be very, very easy to scale and create second and third-year experiences for students who somehow want to stay engaged if those other entities and enterprises within the building are willing to engage in some type of sort of mixed experience for students, whether it's getting involved and part of the entrepreneurial team, putting your coding skills to work, or something else, right, thinking about venture capital. You have an ecosystem there that could be just so incredibly powerful if leveraged through the work that you're doing, I assume.

Grady Burrows: [00:31:53] Right, right. We really, really do. And matter of factly, the space that we're moving into is right next to the Ohio State University's Cleveland office. So, just the pure synergies of having them come over, not only to talk about other issues and the great opportunities of going there, but around college admission, and testing, and date, and and just really what to expect as they pursue life after high school is really an awesome thing.

Grady Burrows: [00:32:22] So, it's about the exposure. And I think that as a young person, it's hard to necessarily say, "What do you want to do when you're all grown up?" because I think they have a lot of ideas, but it's much different when you're actually put in the environment, and you can see real-life folks or talk to real-life folks. But I've worked really, really hard, even from a teacher or instructor standpoint, to cultivate and curate a staff of folks who are really diverse because my goal was that when the young people come, they can look in the front of the classroom and see instructors, not all of them but some of them, at least one of them, who look like them. And they can project themselves and say, "Hey, if Mary got this and she looks just like me, I can do this too," because it's not out of the realm of possibilities. So, it's really about giving them that role models, setting them up for success by great exposure opportunities, and really taking them out of their environment long enough, so that they can imagine what a different tomorrow may look like.

Annalies Corbin: [00:33:31] And that's key, right? The ability to imagine what you cannot see. We talk about all the time at PAST that it's not just enough that I can see people who look like me. I need that in my growth and development, but I also need to be exposed to all the things I don't know about

because I can't do it if I don't know it. And so, you're ticking on all those right buckets. And I do also appreciate the notion of not asking kids, "Hey, what you want to be when you grow up?" I think that's a huge mistake today, back to your point, because the kids don't truly know. And when we asked that question as adults, and especially if we're adults that students perceive that are somehow not just like them or the background is very similar to them, we often compartmentalize or our students self-compartmentalize themselves until I could, or I can't, or I shouldn't, right?

Annalies Corbin: [00:34:30] And so, we take the ability to imagine what's possible away from them. And so, I do really appreciate that. I always like to to close the program asking my guests, for those folks that are out there in the world looking to do something somewhere, either having great success or struggling to get started, what are your greatest piece of advice, that last lob that you want to leave others with who are contemplating taking a similar journey to Grady Burrows. So, what would you tell folks?

Grady Burrows: [00:35:02] I think the biggest advice I could get and a key part of my success is really getting a leading group of individuals together, so you can ideate and create with a collective group that represents your pipeline or your ambition. That was what I did day one. I got high school students—or, I'm sorry, high school educators, college educators, and industry together in a room, and I really impressed upon them the fact that we're not going to necessarily try to jump to it after day one. We're going to talk about what the pain points are, how those distill down from industry to college, and from college to high school, so we could break it down into bite-sized, fundamental, chew-able pieces, and then begin to solution around that.

Grady Burrows: [00:35:54] But whatever your environment looks like, whatever your ecosystem looks like, pull together like minds and different kinds of thought, a diverse group of people that can represent your journey. And really try to sustain from jumping to the answers right away, but talk about root causes. Talk about barriers. Talk about all the things that might torpedo or keep you from reaching your goal. And then, to kind of talk about how you solution and fix those things. And I think by doing that, you'll come up with the best possible solution for yourself and have a much better chance of being successful because, really, this work, it's so dynamic, and it's changing, and it can be both frustrating and exhilarating at the same time. You don't really want to go a journey alone. So, having a group of folks to walk arms together and go through it with you is really, really key.

Annalies Corbin: [00:36:54] Absolutely. Never, never go down the journey alone. I think that's a great piece of closing advice. Thank you so much, Grady for joining us today, and thank you for what you do. And we will be checking in with you again later to see how it goes. So, thank you so much.

Grady Burrows: [00:37:11] Great. Thank you for the time, I appreciate it.

Annalies Corbin: [00:37:16] Thank you for joining us for Learning Unboxed, a conversation about teaching, learning, and the future of work. I want to thank my guests and encourage you all to be part of the conversation. Meet me on social media, @annaliescorbin. And join me next time as we stand up, step back, and lean in to reimagine education.