



Susan Solar

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Annalies Corbin: [00:00:23] 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: [00:00:58] So, welcome to today's episode. I am super excited, as always, because we have amazing guests with us today. We are going to be talking about something called the 16 Strong Project. And very excited because this is a topic that we haven't really talked a whole awful lot about, but it's something that is really, really top of mind, in front of mind for so many folks around the country and around the world, educators today, very, very pertinent. And so, joining us is a Samantha Wettje.

Annalies Corbin: [00:01:27] Samantha is a Co-Founder of the 16 Strong Project and an adolescent mental wellbeing advocate. She created the 16 Strong in response to what she experienced as a young person growing up with familial mental health illness, mental illness, and addiction. And her work focuses on empowering resilience to adverse childhood experiences through educational workshops, online resources, and community outreach. So, Samantha, thank you for joining us today.

Samantha Wettje: [00:01:58] Thank you so much for having me.

Annalies Corbin: [00:02:00] And joining Samantha is Susan Solar, who is a licensed clinical social worker who has worked in many settings for over 35 years, doing a lot of work as a specialist in addictions. And she worked in rehab and outpatient until she started her work at a high school in 1998, where she counsels students on all types of challenges. So, Susan, thank you for joining us as well.

Susan Solar: [00:02:28] Thank you. I'm happy to be here.

Annalies Corbin: [00:02:30] So, Samantha, I want to start with you. So, help the sort of global community understand, what the heck is the 16 Strong Project? What's that mission and vision? And then, we're going to get to the nuts and bolts about how you and Susan interact or intersect with all of this.

Samantha Wettje: [00:02:50] Sure. So, to give a little bit of background, the 16 Strong Project is, as you mentioned, something that I started in response to my experiences growing up with, my father struggled with mental illness and addiction issues. And so, my time growing up throughout middle school and high school, my life was impacted by this. But I do, I like to tell people that I overall had a really, really great high school experience, but there were always things in the back of my head that would either remind me that I had sort of an atypical situation or I was really convinced that I was absolutely the only person that was experiencing this.

Samantha Wettje: [00:03:23] I thought my friends wouldn't understand. No one would know what I was talking about. I didn't understand everything that was going on necessarily because it wasn't something I learned about. And so, I didn't really talk about it too much. And in addition to that, since I was someone who, I did really well in school academically, I excelled athletically, I was on pre-varsity sports teams and I had a bunch of friends. And so, no one really ever thought to check on me.

Samantha Wettje: [00:03:46] And most people thought that I was okay because I looked okay. And so, that was sort of my reasoning for starting the 16 Strong Project. It wasn't until I started a career in finance after college and decided that wasn't motivating to me that I decided to go back to, what am I passionate about? What do I really care about? And so, the 16 Strong Project is really a program that's designed to empower resilience to adverse childhood experiences.

Samantha Wettje: [00:04:16] So, we work with middle school and high school students to first help them recognize the situations that they might be experiencing and how it might be impacting them in a negative way, potentially, and then also helping them in developing strategies, tools, skills for overcoming the potential negative impacts of things like positive coping skills, the importance of having strong support systems. And it really all starts with like that record recognition piece. And then, going from there, how to develop different, become resilient, and prevent the development potentially of either substance abuse issues or other mental health challenges in response to what they're experiencing.

Annalies Corbin: [00:04:56] Yeah. And a huge, huge topic in many, many communities around the world, and certainly, one that we see frequently as a topic of conversation within schools and school settings, community, and after school, and informal settings as well. How do we help all of the participants in our ecosystem manage and cope? So, just before we move on and talk with Susan about her involvement, what does 16 Strong mean? Help our listeners understand why you chose that.

Samantha Wettje: [00:05:25] Great question. So, 16 Strong, what it means is if we have 24 hours in a day and we're sleeping in a perfect ideal world for eight of them, although it's not always the case, but for math, we say we're sleeping for eight of them, that would leave 16 hours, 16 waking hours of the day. And so, 16 Strong means is what does each person need to get through 16 hours of the day in a successful, strong way?

Samantha Wettje: [00:05:53] So, that's going to look different for everyone. Like what keeps me strong for 16 hours of the day won't look the same as what keeps us strong, Annalies, or what makes Susan strong for 16 hours. And that's the case for all students as well or young people. And so, it's really talking about those coping skills, or those outlets, or those people in their support system that they need to get through the day in a positive way.

Annalies Corbin: [00:06:17] Yeah, absolutely. And that is so true, one size does not fit all. And so, I appreciate that very much. And thank you for sharing with folks because I know they were going to be wondering, unless folks noodled around on the website to figure out, what does she mean by this? So, that's awesome. So, Susan, talk to us a little bit about your intersection with the 16 Strong Project. And specifically, I assume that there's a lot that ties into what you indicated prior to our conversation about your passion around

character education and leadership as it relates to students being emotionally, socially, and academically okay. So, how does your work intersect with 16 Strong?

Susan Solar: [00:07:00] I think as a social worker in a high school, especially since I'm going into my 22nd year, I've watched things change so much and we've become more and more aware over the last couple of years especially of the level of stress and anxiety that our students are going through, especially this year. But we certainly have been looking at that, really, I would say, the last five or six years. We've become so much more cognizant of that. And the truth is, in a highly academic setting, like the high school I worked in, there's not always time to talk about mental health issues.

Susan Solar: [00:07:34] There's not enough time to really allow kids to explore things often beyond math, science, social studies, and English, especially when the majority of kids in a school like ours have such a rigorous academic schedule. They leave school, they go to sports, they go to all their activities. And what keeps falling by the wayside is emotional well-being and teaching kids not just English and science, and what to do on the field, but how to be kind, and how to care for each other, and how to recognize their own needs, and how to recognize the needs of others.

Susan Solar: [00:08:08] So, I have been teaching the character education and leadership class for the past 10 years. It's based on the 40 developmental assets that come out of the search institute. And when Samantha came to talk to me about this project that she was doing, it was such a perfect fit because she was able to come into my class once a week and really interact and engage with these students on a very, very different level. She could be so down and personal with them, she's a young person, so they identified her also as someone that was, they thought, fresh out of high school, but really fresh out of college. So, it's a very different element.

Susan Solar: [00:08:47] And it allowed us, at least once a week, but certainly, even more so than that, to literally spend a big chunk of time talking about the experiences that people go through and how they shape children. And even more so than that, the awareness that it's okay to ask for help, because even in a world like ours where we think this generation is okay with talking, or it's not a stigma to go to therapy, or in a school like mine, the kids line up outside my door to talk to a counselor. We don't think there's a stigma, but there can still be for so many children. And the way Samantha describes what she was going through when I knew her in high school, I would have never known. And I'm the therapist of the building and I didn't know what she was going through.

Annalies Corbin: [00:09:34] Right. And I don't think that that's so uncommon. So, I have been doing, for the last couple of years, very intensely, but for probably a decade or so, a program that I do with our in-residence partner, our high school kiddos here at the PAST Innovation Lab. We call it cultural baggage and it's really tied to a whole host of different pieces. And this year, one of the things that we did with it is we were spending a lot of time talking about our i-biases and the things that we are afraid of, right?

Annalies Corbin: [00:10:06] And the reason I bring this up is because, so last week, I met with 30 some odd of kids and one of the things that they had to do was share about something that they wanted to learn more about. So, that was a goal for them for this year. These kids are all learning to be doctors, nurses, whatever, they're in a health care pathway. And so, what is it that you are afraid of or uncomfortable about that you want to learn more about? And I would bet 90% of the kids, and they're all working remotely, so they are collaborating, but not necessarily a whole awful lot, so I felt like it was a pretty good survey, but I would say about 90% of the kids chose some kind of mental, or emotional distress, or illness, or difficulty as the thing that they're uncomfortable having conversations about.

Annalies Corbin: [00:10:59] So, I think that 16 Strong is a really timely—it was brought home to me last week very vividly that this is something that the kids are really anxious, I guess, to find a safe way to learn and to talk about. So, Samantha, talk to us about the ins and outs of the program. What's the structure of it? How does it actually work? So, when you go into Susan's classroom, what's happening?

Samantha Wettje: [00:11:31] Yeah. So, when I ran the workshop in Susan's classroom, like Susan mentioned, I would go in once a week and we'd always start with a time for talking about anything that's on your mind. What has come up in the last week since we last spoke? So, giving space for students to be able to share what's on their mind. I'd say it was hit or miss whether they were sharing, but they did have the opportunity to do so. But what we would talk about, it ranged really.

Samantha Wettje: [00:11:57] So, it ranged from talking about using the appropriate language when talking about mental health, or mental illness, or emotions. So, differentiating between different terms and the importance of using the correct term and not using terms or phrases like I'm so depressed incorrectly. And of course, if you are feeling depressed, that is an acceptable thing to share. But if you're feeling upset, it can be harmful to other people who are experiencing depression to say that, I'm feeling depressed or things along those lines.

Samantha Wettje: [00:12:25] So, we would talk about the importance of using the correct language, what an adverse childhood experience is, what that means. I know it's a term that I personally wasn't even familiar with until I was in grad school two years ago. And so, my eyes were open to that. And I think it's really at the basis of the work that I'm doing now. And I think it's so important to share that with younger people as well, to be able to recognize what that might mean for them.

Samantha Wettje: [00:12:52] And so, we would talk about that. We would talk about the importance of positive coping skills, the importance of developing or recognizing who your support system is, and what to do if someone isn't as supportive as you thought they might be. And we spoke about the barriers that you often face when you're seeking help. So, whether that would be something that you're feeling internally like shame, or embarrassment, or fear, or whether that's something you're experiencing externally.

Samantha Wettje: [00:13:19] So, in one of those situations, where someone might not be as helpful as you thought they were, and maybe they say, oh, is that really such a problem? Is that such a big deal or so and so? How is it worse than you? They're going through this, and they sort of brush it off, and what to do in those situations. I tried to incorporate like media, and song lyrics, and current events into the work we were doing as well to help students, help the class recognize that, really, what we're talking about is all around us, and we're seeing it in songs, and we're seeing it in movies, we're seeing it in TV whether we realize it or not.

Samantha Wettje: [00:13:53] So, trying to kind of connect those dots, and saying, okay, these are the lyrics of this song. Now, think about all the things that we've talked about in the last five or so weeks, however many had been at that time, and what are you seeing in this song, and what are you seeing or hearing in the other songs that you're listening to? And so, all of these topics were covered in a way that was interactive, reflective, and was not me standing in front of the class lecturing because I didn't want that, Susan didn't want that, and the class certainly did not want that.

Samantha Wettje: [00:14:22] And so, a number of small group activities, reflection exercises in order to try and get all of the students sharing, and comfortable, and giving them the opportunity to speak. Some of them are more comfortable sharing in smaller groups rather than a bigger group. And so, really trying to get everyone's voices out and heard. Another portion that I found to be really valuable was I spent the lesson

talking about myself and my story. And so, we found that when we were more vulnerable with the students, they really were able to relate, and latch on, and feel connected to myself and each other, I think, too.

Annalies Corbin: [00:14:59] Yeah. And I think that that's a consistent thing we also see with kids, that they're able to pick up on that very, very quickly. And the adults being willing to admit, I don't know or I'm vulnerable, I've had this experience is really, really meaningful. So, Susan, talk with us a little bit about sort of the student response. You've been in this business working with kids in sort of this capacity for many, many years now.

Annalies Corbin: [00:15:25] And I'm sure that you've seen programs come and go over time. And the way we think about this, especially in educational, formal, traditional academic settings, over time, has changed. So, talk to us a little bit about the way the students responded to 16 Strong. And what is it that you see about this program versus others that you think is sort of that positive attribute for the program?

Susan Solar: [00:15:50] The fact that it's so real and so genuine. And I had said to Samantha early on, when are you going to feel comfortable to share your story? Because that's when this is going to really shift. By that second or third lesson when she came in, and she said, okay, now, I'm going to tell you guys why I'm doing this work. That's when the change occurs, because they realize that even as adults, we have our stories and we have our challenges. And when we're willing to share them, and share what worked for us, and again, show our vulnerability, Samantha showed her vulnerability.

Susan Solar: [00:16:24] And I think the fact that she was able to say, hey, what you see is not what you get. I'm standing up here and I look okay, and I looked okay in high school, but that doesn't mean I was okay inside. So, let's be careful to look underneath the exterior and she challenged them for that. But there was always such a sense of safety in the room and a comfortability. Samantha has a very calming presence also. And I think she just handled everything with such grace and was able to really put the kids at ease, which is really, really important, because when you're only in a class once a week, you can't be seen as the stranger.

Susan Solar: [00:17:04] It's good to be the unfamiliar face, when you're the unfamiliar face, kids listen differently, but you can't be a stranger. And she is able to really walk that line between being the unfamiliar face and being so safe for them. And the activities, I felt, too, again, in a school like South, it's so rigorous academically and the kids are lectured to all day. And I never do that in my leadership class anyway because I know the kids don't want that, but the activities that Samantha chose and designed were creative.

Susan Solar: [00:17:38] They were interesting. They challenged the kids to come out of their comfort zone. She mixed them up with each other, the children. So, I think that the whole syllabus of the course, so to speak, was just so perfectly put together. We had a tremendous response in my evaluation at the end of the year when we asked them the high points and the low points of the course, her program was consistently a high point of the course for the kids.

Susan Solar: [00:18:07] And I think that's a really, really important thing because kids can be the toughest critics, and they're pretty honest at the end. And it's a very honest environment in the class. So, when I asked that question, what they really liked, if they didn't, they wouldn't have said if they're very honest. No, I really, really trust that they gained so much from it and they gained information that they're not gaining any place else in high school.

Annalies Corbin: [00:18:36] Yeah, it doesn't exist in any place within the curricula outside of program opportunities like this for most kids, not all kids. But for most kids and most school systems, that's certainly the case, that this has been one of those that there's been some reticence around, how do we effectively make

this a teaching and learning opportunity broadly across the entire population of the school, not just students in need in the moment?

Annalies Corbin: [00:19:01] And so, that's one of the other things that really intrigued me about the work that you were doing in the program, because in my work and in PAST work, generally, as we sort of traverse the planet working with a variety of different schools and environments, we get asked the question all the time, right? We're devoting X number of resources to a variety of different issues tied to social and emotional pretty, pretty broadly, and how do we do that effectively? And the pushback that I repeatedly have is, that's really important work, but it has to be work that is applied to the entire sort of demographic.

Annalies Corbin: [00:19:37] It has to be community-wide. It's not a conversation that can happen only in isolation and be effective for the general population. So, that's one of the pieces that I thought, oh, this is really, really great. So, Samantha, so I assume that this program exists beyond Susan's classroom. So, tell us a little bit about sort of scope and scale because that's the other question. I can see folks that are listening to this, hey, can I bring 16 Strong to my community, to my classroom, to my experience with my students? So, what does that look like?

Samantha Wettje: [00:20:10] Yeah. So, I guess I'll give you all the details. So, I was going to say, the short answer to your question that you just posed is yes, but there are several different ways that that can happen. And so, for some background or for some additional context, the first version of the program that I ran was last fall with Susan's class, as well as two other classes as well. And so, since then, the world sort of shifted remotely with the students online, everybody online.

Samantha Wettje: [00:20:43] And so, I had always envisioned the project as running as two different pieces, both in person and online or remotely. And so, when everything else switched to remote, I said, okay, well, I guess it's time to go that way with this work as well. And so, over the last few months, we've launched a couple of new initiatives. And one of them, the main one is our Every Voice Heard initiative. And so, what that is, there are two pieces to it. And one piece is a storytelling platform.

Samantha Wettje: [00:21:11] And so, it's a place on our website where we have volunteer contributors who either submit stories in poem form, video form, writing form, however they feel comfortable. They send their submission and we'd post it on our website. And so, what this really is, is it's designed to be—really, two things. It's a place for those who have stories about their experiences that they've had, how they've overcome them, how they're still overcoming them, advice they might have for a younger generation.

Samantha Wettje: [00:21:40] It's a place for them, it's a platform for them to share this story. And it's also a place that young people or anyone, really, could use as a resource. And so, as we were just talking about with, when I shared my story in the classroom, we see how meaningful and valuable storytelling can be when you can relate to something that you're reading, something that you're listening to. I mentioned that a big challenge for myself, and also, I see in others, is that they feel like they're the only one.

Samantha Wettje: [00:22:04] So, if you can see that you're reading a story, and you're kind of like, hey, this kind of sounds like me. And so, that can be tremendously helpful. And so, that's the Every Voice Heard story, storytelling piece of it. And then, we also have and Every Voice Heard Schools initiative. And so, what this really is, is working to get schools on board with basically committing themselves in some way, shape, or form to understanding what adverse childhood experiences are, why they're important, how they're impacting, how it could be impacting their students, why it's important for them to know about it, like understand it in their students, and also, as providing like light lift tips, strategies, tools that one portion of it is tips, strategies, and tools that like educators can use, for example.

Samantha Wettje: [00:22:54] And it's not as big of a commitment or time commitment as in putting an entire workshop into your classroom, but things like how to respond to a student that might come to you and share that they're struggling in a way that's helpful to them rather than harmful so that that student isn't sort of, I guess, discouraged from seeking help again if they don't get the help or supportive answer the first time around or highlighting the importance of checking in on all of your students, not just the ones that you might like think are struggling—I'm doing air quotes.

Samantha Wettje: [00:23:24] I realize people won't see this, but like that you think might be struggling based on poor behavior or coming late to class, not turning in assignments, not performing well academically. Those aren't always the students that you only need to check in on. And so, it's really a way for students or for schools to get on board with understanding the needs of their students and agreeing to listen to their students, believing their students, and doing what they can to support their students.

Samantha Wettje: [00:23:52] And so, there's a number of ways that they can do that, whether it's through, we have an educator toolkit that we've come up with. We have different guides that are designed for adolescents in order to—they're adolescent guides to understanding different mental illnesses, mental health challenges, or adverse childhood experiences that incorporate easy-to-understand language, pointing to different celebrities, athletes who have shared a story about certain topic, pointing to even different social media accounts that if you're seeking more information, or hope, or support that they can go to.

Samantha Wettje: [00:24:23] And so, putting it in terms that are teenager-friendly or young-person-friendly. So, that is our overall Every Voice Heard initiative. And then, we also have what we're starting up now is a Youth Advisory Board. And so, we're recruiting students, really, from anywhere, but students who will be or have the opportunity to really be a part of the work we're doing. And so, something that's really important to me is hearing the voices and getting the voices involved of those people who are actually working to support.

Samantha Wettje: [00:24:56] And so, asking them, hey, are you interested in this? Like do you already know about this? How do you want to learn about this and really hearing from them? Because I can try my best, and say, I think that students will like this, but it's really important to hear from them. What do you want to hear? Like what do you want to learn about and how do you want to learn about it? And also, having those students be peer leaders or school leaders in their school and be able to bring some of these messages back to their classmates.

Samantha Wettje: [00:25:21] And we know that peer-to-peer learning can be tremendously valuable and helpful. And so, figuring out ways that these students can bring these topics and lessons back to their classmates in whatever way makes the most sense, whether it's through a mental health type of club, whether it's through an event, an assembly, an ongoing event, hanging up posters that we would provide to them, and really hearing from them, and having them share it. And so, there are a few different ways and things to get involved with, but all very exciting and new opportunities, too.

Annalies Corbin: [00:25:56] Yeah. That's really wonderful to hear because I have no doubt that we will have folks that are listening that are like , hey, can I bring that to my school? So, that's fabulous. So, Susan, I'm a teacher, a young teacher or a new teacher sort of working in this space in a new school trying to figure out, how could I effectively craft both my courses and my support of students in a way that's meaningful?

Annalies Corbin: [00:26:23] And let's say I've heard this, I want to bring 16 Strong into into my classroom and into my day-to-day experience with my students, what kind of advice would you have for folks who are just getting started? Because oftentimes, one of the big hang ups that the adults have is, I don't even know how to

start doing this effectively with my kiddos. And even if I'm trained in this, there's still a reticence. Once you sit down and you really start to unpeel tough conversations, tough topics, and things that students are, quite frankly, largely uncomfortable with.

Susan Solar: [00:26:53] My suggestion would be to absolutely do your research, look at a program like Samantha's, really, really go through it and see which pieces would work for your school. Even with a program like hers, not every piece will necessarily be received well in every school. I would also strongly suggest, and I've seen this many, many years with any program, get yourself a committee because you have this passion, and that's wonderful, but you need other people to run things past.

Susan Solar: [00:27:22] You need someone from administration who's really versed in the program. Obviously, everything gets run past administration. And if they don't quite get it or they're not quite yet understanding the need for a program like this, it's very easy for administration to be stuck in their own comfort zone of academics. And oftentimes, they have to be reminded that our kids are much more than just students and that they're going through many, many things that don't have anything to do with what goes on inside our four walls.

Susan Solar: [00:27:53] So, having a team of people, really, what I always do when I look at a program like this is I pull together the people I know that are going to be on board that have a passion for this, but also, throw it out to your whole staff because you never know what staff in your building has been through something themselves or has watched their own child go through this and always wished that there was something available for their own child when they went through schooling.

Susan Solar: [00:28:19] So, pull some people together, always have an administrator on board because that solves a lot of problems if someone from the top is sitting next to you at the table rather than you having to run to them with every little idea. You're much more likely to be able to bring it into your school. I would also say move quick, because the time is ripe. Right now is when everybody's paying attention to social, emotional learning. Right now, we're paying the most attention we will ever pay to children's mental health because we've all just been through the worst thing ever, and we're worried.

Annalies Corbin: [00:28:54] Yeah. And thank you for that because that is fabulous, fabulous advice all the way around. And I do know that because we spend a lot of time working with younger new teachers and it's with the thing that I hear all the time, is I don't know how to get started. So, thank you for that, Susan, because that was fabulous. So, Samantha, sort of the same question to you, I'm a young teacher, I want to bring this program or something similar into my ecosystem very deliberately. Do you have a piece of advice for folks getting started?

Samantha Wettje: [00:29:26] Yeah. I think it's forming a committee, people that are on your team and on board is a tremendous advice. I think that even when I was first starting with my program and starting that, that is exactly what I did. I had classmates in grad school help me. I had Susan who I went back to. I think you've probably gathered that I went to the high school, that I ran this program at, and that's Susan's workshop.

Annalies Corbin: [00:29:48] She was your teacher. Yeah.

Samantha Wettje: [00:29:52] Yeah. So, she was the counselor at the high school that I went to. And so, I went back to the people who were on my team and would be able to help me get this done. And so, I think it's similar. And you should find those supportive pieces that you either already have or find people who are like-minded to help you with that. And I think another portion of it is also understanding that, and I can speak to, of course, my program, what I might present to you in an initial meeting is also flexible.

Samantha Wettje: [00:30:19] And so, like it can be amended, it can be changed to fit different school contexts. So, I've created this program, but there are definitely pieces of it that someone might look at it, and say, oh, I don't think my students will respond well to this. And I've worked with people in the past with either counselors or teachers to be able to run ideas back and forth to say, hey, this might not work, but this might work. And so, a good example of that is a portion of the program that I developed is scenario-based.

Samantha Wettje: [00:30:50] And so, I wrote up a number of different scenarios that are about fictional high school students that could be real high school students. And so, I had a conversation, they're very general, but I had a conversation with a counselor, who, she works at a very small private school. And so, she looked at the scenarios, and said, these are fantastic and I already know that my students would say, oh, but this doesn't sound like us. And so, that's an example of where she was like, this is a great activity and I'm going to amend these scenarios so that I can make it sound like a student in my school.

Samantha Wettje: [00:31:25] And so, that's exactly the case, is that you might see—don't be discouraged from using a program just because you look at it and you see one thing that might not necessarily fit with your students because it can be flexible and it can be changed. And even, I think when I ran the program the first time, there were things that the students might not have grabbed on, too, as much as I thought they would. And so, that is something that I have worked on since and can change per school as well.

Annalies Corbin: [00:31:56] Yeah, absolutely. It's rare that a program right off a shelf or out of the box is going to be the magic thing for whatever community or population that you're talking about. So, we have to embrace to modify. I love that very much. Thank you for that, Samantha. And thank you to both of you ladies for joining us today. I have no doubt that our listeners of Learning Unboxed have learned a lot. And I'm hoping that they will reach out to you. We will definitely post all of the information, make it easy for folks to learn more about the program and the project. And best of luck to you both, because it's a wonderful, wonderful project that you guys have going together. So, thank you for joining us today.

Samantha Wettje: [00:32:41] Thank you so much for having us.

Annalies Corbin: [00:32:46] Thank you for joining us for Learning Unboxed, 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.