

Mathlete Competition Happy Hour

Transcript, March 7, 2024

SUSAN OSTERHAUS: And anyone who misses it that way, they will get a chance to take a look at it as well. OK, so sorry, Sara. Now, go for it, girl.

SARA LARKIN: No problem.

SUSAN OSTERHAUS: [LAUGHS]

SARA LARKIN: So I'm Sara Larkin. I'm the statewide math consultant for the Iowa Educational Services for the Blind and Visually Impaired and I am also a consultant on the Project INSPIRE. And then I'll introduce Susan here. Go ahead and tell about yourself.

SUSAN OSTERHAUS: I'm Susan Osterhaus. And am I showing up? I don't even know how I've got. But anyway, I'm Susan Osterhaus, and I am the statewide mathematics consultant at the Texas School for the Blind and Visually Impaired. I also am a consultant for Project INSPIRE. So anyway, it's the two of us that take care of the entire United States as far as statewide mathematics consultants.

SARA LARKIN: OK, all right, well, we're excited to share a new Mathlete Competition with all of you. This is a pilot program this spring. And so we hope you guys will all get as excited about it as we are.

SUSAN OSTERHAUS: So in case you're wondering, what is a Mathlete Competition? Well, it's a virtual event that's designed for braille readers in grades 6 through 12 throughout the United States. Now, as Sara mentioned, they're going to do also do a pilot run of this in Iowa. But this one that we're talking about today is going to be the one that is a virtual event.

And competitors will use their braille and their math skills throughout four rounds. And we're excited to let you know that all materials are available in both Nemeth Code and in UEB Math/Science. Some of you may call it UEB Technical, or just UEB Math.

But anyway, it will be available in both materials. So if you and your student are using either of the two approved, adopted math codes, we have the materials available in both. And we have a cute little-- we've even got a cute little logo here that we are putting on everything that says Project INSPIRE, Mathlete Competition, USC Upstate. And we have a little bit of braille on there that says Mathlete Competition as well.

Now, I mentioned four Mathlete rounds. So the first one that they will be doing is called the Sprint Round. And what we're going to do is we're going to have them read a problem written in words-- no math symbols; it's just all written out in words-- and they have to select the correct way to braille that problem from the three answer choices. So it's kind of like maybe, some of you teachers types if you're out there, that you've looked at your own braille that you've transcribed, and then you're supposed to look at it to make sure that there aren't any errors. And you know there's some weird little errors that crop up. So we're going to see if the students are going to be able to find the one that is written correctly out of those three answer choices.

I think we have a lot of fun with that. It's kind of fun to figure out if you can come up with the kind of mistakes that a student or a teacher might make. So the only way we know about this is because, obviously, we've made these mistakes ourselves, right? OK. Now--

SARA LARKIN: We all know how much students like to correct us.

SUSAN OSTERHAUS: Yes, right. This is usually the students' favorite round because if they're doing it to us, they'll find an error in our worksheet or something and tell us about it. OK, and then, after we do that,

we're going to have You Solve It Round. OK, so in this one, now we've got the real Nemeth Code, or the real UEB Math Code, using-- they're reading that, and they're having to solve the problem. OK, so this time they have to be able to read the math code, and then they have to solve the problem using the order of operations. So they have to be really up on that-- the Please Excuse My Dear Aunt Sally, or what's the PIMS? What is? It I can't even-- I never even learned PIMS.

SARA LARKIN: PEMDAS?

SUSAN OSTERHAUS: PEMDAS, that's what I'm trying to say. I just remember the "Please Excuse my Dear Aunt Sally," but that's PEMDAS. OK, so they really have to be able to do that. And then, this-- I like this one-- You Write It Round. And that's where they have to listen to the math problem being read aloud, and then they have to braille the problem.

SARA LARKIN: OK.

SUSAN OSTERHAUS: And this happens-- if you're wondering, well, how is that realistic? That happens all the time, I know, to me when I'm in the math classroom, and I run out of problems, like the students have done everything that's in the textbook or on the worksheet, and I still don't think they have it, I'll just come up with a problem out of my head. And I'll just start, I'll just say it out-- and, hopefully, correctly, and beautifully, verbosely, just so that they get it completely. And that's what we've really tried to make sure that there's no ambiguity about what they need to write, as far as what the math is.

And so you just, we're just going to say the math problem with appropriate pauses so they can be brailing as we're saying it. And then, that's all they have to say, all they have to do. But they do need to braille it correctly.

And then, finally, this is probably the most fun thing of all. That's the Relay Round, where they solve a math problem, and they get that answer, and then they plug that correct answer into the very next problem. And then, that problem goes to the next one. So basically, each answer is an A, and then they solve for A. Then they solve for B. Then they solve for C. So they go all the way through the alphabet. So we've got 26 problems in that particular round.

OK, what's next Sara? Well, in case you were wondering if we have any categories of students-- and we do-- we have the Junior Mathletes. And so just for you to be sure that you know what those Junior Mathletes are, what's expected of them, they need to be able to read, write, and solve problems in braille that contain fractions, mixed numbers, decimals, degrees, exponents, and grouping symbols. The parentheses and the brackets and the braces, that's what we mean by grouping symbols.

They should also be able to solve problems using what they know about the order of operations. That's the Please Excuse my Dear Aunt Sally or PEMDAS. OK, now, if they are above that, if they are Senior Mathletes they should be proficient with all of the Junior Mathlete content. Everything that we just talked about for Junior Mathletes, Senior Mathletes have to be able to do that. But in addition, they need to be able to read, write, and solve longer problems in braille that may contain-- so here's the newbies-- radicals, absolute value, negative numbers, and a little bit of geometry.

OK, so keep all that in mind. I hope you all are thinking, ooh, does this sound like my student Johnny, or my student Mary Jane, or whoever? Is this sounding like my student? OK, go ahead Sara.

SARA LARKIN: All right, so I get to introduce the first round. So this is for the Juniors, an example of what the Sprint Round looks like. So we have spelled out in words, 3 squared plus 4 squared equals 5 squared. And then, they need to select which is the correct way to write it.

Now, remember, the we have all of the rounds in Nemeth, and we have all of the rounds in UEB. So this is an example of the UEB test. But if they were taking the Nemeth test, they would be seeing these three options in Nemeth. So here we would-- oh, go ahead.

SUSAN OSTERHAUS: Sara, I was just going to ask, do we have anyone in the audience that is using UEB?

SARA LARKIN: Nope.

SUSAN OSTERHAUS: Anybody? Nope? Nobody? OK.

SARA LARKIN: That'll be interesting, to see how many we get for UEB, how many versus Nemeth. So let's go ahead and move. So basically, in this, we kind of combined some upper numbers and some lower numbers, switched some signs on them. So in this case, B was the correct answer. So since we have all the--

SUSAN OSTERHAUS: Miss Sara, I've got-- I have Mabel, who says she does know UEB math. And she's using-- I think, and Susmita says, yes, my students-- no, no, but that's-- she says hers is with Nemeth within UEB. But maybe, oh, and Shelly is the one who's sort of still learning. So I'm just thinking, Sara, maybe ask Mabel and Shelly if they think they can find what is wrong with, maybe, the other choices. We're just trying to get you all involved in this. [LAUGHS]

SARA LARKIN: So we've got our A, B, and C choices. So something is wrong in A, and it's supposed to say 3 squared plus 4 squared equals 5 squared.

SUSAN OSTERHAUS: Oh, Mabel says she needs her reading glasses, sorry. Oh, [LAUGHS]

SARA LARKIN: OK.

SUSAN OSTERHAUS: But Shelly, got any idea? And I can't see anybody out there because of the way we've got this. So if you're muted, you know how to unmute that, Alt-A, to let you know if you need to unmute.

OK, all right, well, so much for that. OK, keep going, Sara. I'm sorry.

SARA LARKIN: Well, the error-- I will tell you, the error in A is the numeric indicator is missing on the exponent. So on the 2, at the very right side, the UEB 2, there's supposed to be a numeric indicator in front of that 2. And then, in C, the error is there is a minus sign instead of a plus sign.

SUSAN OSTERHAUS: OK, and we do have-- we need to give credit to--

SARA LARKIN: Tell me, Michael, are you talking about?

SUSAN OSTERHAUS: No, no, no, one of our participants. She did get the minus sign instead of the plus.

SARA LARKIN: Oh, great! Good job! All right, so the next one, we thought we'd get some Nemeth in here too. So you're going to get to see the Senior Round in the Nemeth Code. So this particular expression is y is less than or equal to negative $4x$ plus 3. B is the correct answer again, so what is wrong with A?

SUSAN OSTERHAUS: I know somebody said they had a student with Nemeth within UEB, so--

SARA LARKIN: That's what this one is, yeah.

SUSAN OSTERHAUS: What is wrong with A?

SARA LARKIN: Time to look at the dots there.

SUSAN OSTERHAUS: I don't think they were expecting us to quiz them, Sara.

SARA LARKIN: [LAUGHS]

SUSAN OSTERHAUS: Oh, wait a minute. Wait a minute.

SPEAKER 1: Equal sign.

SUSAN OSTERHAUS: Yes.

SPEAKER 1: This is me. Yes, I don't know if you can hear.

SARA LARKIN: Yes, we can, great. Yes.

SPEAKER 1: OK, so--

SUSAN OSTERHAUS: You also said that, [INAUDIBLE] keep going.

SPEAKER 1: Yeah, in B, I mean, in the letter, the first choice, answer A is a less than sign, but there is no equal in it.

SARA LARKIN: Yeah they put the equals off after a space instead of that horizontal bar for the equals.

SPEAKER 1: Mm-hmm.

SARA LARKIN: Exactly. All right, how about C? Something's wrong with C.

SUSAN OSTERHAUS: And this is-- let's see. Tonya is saying negative sign to the right of the number indicator. That's Tonya's--

SARA LARKIN: Yes, exactly. Our negative signs are supposed to go in front of the numeric indicator, not after it. Yup. And the students don't even have to say why. They don't have to say what the error is. They just have to say, is it A, B, or C the correct way.

SUSAN OSTERHAUS: Yes, they don't have to do it. They don't have to do what we're just making you guys do.

SARA LARKIN: Yes, exactly.

SUSAN OSTERHAUS: We're being meaner to you. [LAUGHS]

SARA LARKIN: All right, so Susan's going to share our second round.

SUSAN OSTERHAUS: And that is the You Solve It. At first, we were only going to do this one because there's no answers. So get ready. Get ready, guys. You Solve It Round, sample problems.

OK, you need to braille the correct answer. And we have a Junior one is written in-- the braille is written in Nemeth. And I'll just--

SARA LARKIN: I'll just say, "solve it," yeah, they need to braille the correct answer on their answer sheet, yeah.

SUSAN OSTERHAUS: So they're going to get-- they're going to get the problem-- in this case, Nemeth, they're going to get the correct problem written in Nemeth. So what they have to do is be able to read the Nemeth, in this particular case, and then be able to write the correct answer. So guys, you can-- whichever way. You can read it as Nemeth, or you can read it as print. But, actually it's Math Type. And I want to see if anybody knows the correct answer because the students are going to have to do this.

For those of you who don't have your reading glasses on, it says, 8 minus 3, open parentheses, $\frac{1}{2}$ plus 1.5, close parentheses, divided by 6. What do you think the answer is? Oh, I've got-- and I'm not going to say it, but I do have an answer in the chat.

Anybody agree or disagree with them? Ooh, somebody said the same thing. This might-- do you think it's correct, Sara, if two people said the same thing or not?

SARA LARKIN: Well, either they're both correct, or they both made the same sort of error, huh?

SPEAKER 1: I got that one too, but I don't really-- I'm not good with math.

SUSAN OSTERHAUS: So you got it, but you're not sure of why you're right? All right, we've got everybody--

SPEAKER 1: 7

SUSAN OSTERHAUS: 7 is correct. Well, we've got 8 minus 3 times $\frac{1}{2}$ plus 1.5. Well, parentheses, they come first. So $\frac{1}{2}$ plus 1.5, they have to think, ooh, $\frac{1}{2}$ is like 0.5, maybe. That's just 2, OK? So they've got 8 minus 3 times 2 divided by 6.

First thing, after you've done the parentheses, you've got to do multiplication and division from left to right. So it's really 8 minus-- well, 3 times 2 is 6. So we've got 8 minus 6 divided by 6. So you've got to do the 6 divided by 6 first, which is 1. Then we've got 8 minus 1, which is 7.

So yes, so the students-- you're as smart as a Junior Mathlete, all of you who put that 7. And somebody went, yay!

SARA LARKIN: All of the answers shown turn out nice and neat. We don't get into nasty decimals and fractions. They all turn out nice and neat answers.

SUSAN OSTERHAUS: So if you get a really yucky answer, you probably are wrong. [LAUGHS] OK, so that was a Junior question. Now, you'll notice that the Senior-- which happens to be-- and by the way, there's a Junior version of that problem in UEB as well. But we just didn't want to-- we only have so much room on a slide, right, Sara? OK.

SARA LARKIN: Yep.

SUSAN OSTERHAUS: So the Senior one happened- we're being fair, once in Nemeth and once in UEB. So the Senior one is in UEB, and it's longer, as you can tell. And you can notice that it's still going to be those order of operations. You've still got to know that. You've still got your parentheses. Got the exponents-- that could have been in the Junior. But now, we have added in this particular one. It's longer-- that's one thing-- and it also has a radical.

So I'll read it for those people without reading glasses or whatever. I'm going to read the print. It's 13 minus 2 squared plus 5, open parentheses, 8 minus 7, closed parentheses, minus the square root of 3 times 12, end root-- very important-- plus 200. OK, I'll give you all a few minutes and see if you can figure out what the answer. Oh, somebody already got an answer in the chat!

SARA LARKIN: [LAUGHS]

SUSAN OSTERHAUS: I think they got a hit. I think they did it before I read the problem. OK, all right.

SARA LARKIN: [LAUGHS]

SUSAN OSTERHAUS: Somebody likes this. I'm sorry, if you're not a student, you can't you can't be in the competition, sorry. You'll just have to have to enjoy your student being in it. But if you're a student, yay! You need to be a Mathlete. [LAUGHS] OK, do we have anybody else who agrees or disagrees with the person's answer, and--

SPEAKER 2: I agree with him, but I just finished. She's fast! [LAUGHS] I thought that was just saying that for the student. [LAUGHS]

SUSAN OSTERHAUS: Do you want do you want to try to explain how you got your answer, or should I go with--

SPEAKER 2: So sure. You're doing the power first, I mean, you know, and then the parentheses, and then make sure what you have under the square root, and then you just do minus / pluses.

SUSAN OSTERHAUS: Yes, exactly. Very, very well-explained. Thank you very much. OK, so you did my work for me. I like that. So thank you very much.

SPEAKER 2: And I speak fast

SUSAN OSTERHAUS: OK, so we got some more people agreeing. We got three more people agreeing with the 200. Oh, whoops, what was the-- yeah, I guess I should say the answer what everybody got was 208. So that's what--

SARA LARKIN: And they'll only-- there's only 10 questions in this round. So we want them to really take their time for this round. It will still be timed, but we didn't put as many questions purposely in this round, knowing that it might take a little while for them to think through the problem.

SUSAN OSTERHAUS: And I hope we're getting you excited about this. So you'll get-- if you're not a student-- I'm assuming mostly, we have adults-- but if you are a student, we hope you're getting excited. And if you're a teacher, or a parent, or an adult who is not going to be able to be a Mathlete competitor, I hope you'll get that your student who is eligible excited. Please? OK.

All right, so I think we're ready to go to the next slide now. The next one is You Write It Round Sample Problems. And these are the ones where I told you: they're going to listen to the words, how it would be described in words. And that's like I told you, I used to do this to my students all the time. I would create a problem, and I had to be very careful with my words so that they knew exactly what to write.

Now, for the Junior problem, at this time, it's done in UEB. And it's basically, write forty-six degrees, 46 degrees. And we will read it-- I'll tell everybody to listen. Let me read it in its entirety first, and then we'll come back. And, of course, this is pretty short. But anyway, but that's basically-- it's going to be that we'll read it once completely through and then go back. And if it's longer, we'll pause at the right point for them to be able to write it and keep up.

And I think we're pretty good at that. Both Sara and I, we've had students, and we've done this with real students. And students are very fast, you know? I mean, we give them a little bit of a pause where it's going to be-- we know it's going to take them a little longer, and so forth.

And for anyone who will be reading this as a proctor, we write everything out so you know where to pause, and so forth, and so on. And what I say, that is for future versions and so forth. Because we know that everybody likes-- I mean, the same thing happened with our Nemeth in a Box and our Mission INSPIRE previously, that we ended up after we were finished with having fun with the kids ourselves, we shared and let you do it as well.

But we're hoping to-- right? Sara, we're hoping to do this a lot in the future. We're hoping to just really do more with this. But anyway, how do you write forty-six degrees? And we actually have it down correctly how you would write that in UEB. So that's pretty much all there is to that. There's not any-- I don't know that I can quiz you about it.

Unless, if you see anything wrong, please. Please, if you see that we've messed up with a dot somewhere, let us know because we have found, believe it or not, we make mistakes-- just like everybody else, OK? Anyway, and it's really funny because sometimes, it's like, where did that extra dot come from? We did not have that. We didn't see that.

But anyway, so that's the Junior. You'll notice, of course, we make it just a little bit harder for the Seniors. They have to write, the measure of angle A is greater than ninety degrees. So again, when we're doing that, basically, we would probably just say, measure of angle A-- give them time to do that, then pause-- and then say, is greater than. Because it's going to take them a little time to do that space, and then do the greater than, with two more, right hand and then left hand, space, and then ninety degrees.

So again, we'll give them plenty of time, and do our pausing at the right time, and so forth. And we have all that. In this case, we didn't put the pauses in, but we have that, actually, on the proctor document. OK, Sara, I think we're back. We're going to let you describe the next one.

SARA LARKIN: I get to talk about the Relay Round. I'm so excited about the Relay. And the reason we did the Relay this way, if you think about the way a Relay Round works-- or a relay works-- if I'm running track and I'm doing a relay, one person passes off the baton to the next person. Well, in this case, we are passing off the answer to the next problem. So that's what makes this a relay.

So here's an example of a Junior Relay. There's just one calculation at each step that they need to make. So the first one is just A equals 1,000 minus 700. So they just have to do that quick calculation and say, A equals 300.

So then, when they go to step 2, problem 2, they use what they got for A . So A is 300. So when it says, A divided by 30, that's really 300 divided by 30. And so that would give us an answer of 10, and then we're going to pass off that b equals 10 to the next problem. So then, since C equals b squared, c would equal 10 squared.

So all they're doing is plugging in that number and seeing what they get. So what is 10 squared? Well, it's going to be 100.

SUSAN OSTERHAUS: And this is fun. I can guarantee, it's fun. [LAUGHS] Wait till they get to the next one.

SARA LARKIN: And let's say they make a mistake on number 2. Well, then, 3 might get messy. So then, they should go back and try to see if they can find their mistake, because, again, we always try to make very nice, neat answers.

Here's an example of a Senior round. But this time, instead of just one calculation per step, they have two calculations at each step. So when I'm doing a equals 5 squared minus 4, I need to square my 5 to get 25 and then subtract 4 to get 21. And then, I'm going to plug that in for a in that next problem. So instead of a divided by 3 plus 4, it becomes 21 divided by 3 plus 4.

Well, you can see, if I hadn't gotten 21 there, if I was off, it might not divide easily by 3. And so then I would know early on, maybe I need to double-check this. So 21 divided by 3 gives me 7, and then I add 4, and I get an answer of 11.

And then, we plug that into the third problem for b . So c equals the square root of 99 divided by 11. Well, 99 divided by 11 is going to give me 9, and the square root of 9 gives me 3. So notice how we get those nice, neat answers in the process.

SUSAN OSTERHAUS: And they go all the way to Z.

SARA LARKIN: And we go all the way to Z. And they might not make it all the way to Z, but they could make it all the way to Z. And they'll have 30 minutes for those 26 problems.

All right, so some important dates. These all occur on Saturdays, 11:30 Eastern or 8:30 Pacific. There will be a practice date, and so any of the students, we will mail out the practice tests. And then on that day, they'll get to open up the practice tests, and they'll actually get to practice those types of problems.

The Junior Mathletes are going to be on April 6 at that time, and the Senior Mathletes will be on April 13 at that time. And so they'll get a chance to take the questions out of their envelopes and do those rounds so they kind of get exposure to it.

The actual virtual competition for those that are participating virtually will be May 4. We'll have a Zoom room for the Juniors and a Zoom room for the Seniors. Like I said, these are all Saturdays. And then, we will do an awards program on May 18.

So basically, what's going to happen after the competition, someone will actually take a picture of those braille papers, send it to us, and we'll score it, find out who the top three are for the Juniors and who the top three are for the Seniors, and those awards will go out on May 18. We're also looking at bringing in a speaker for that time as well. So that's why it's an hour, because it'll be the awards and a speaker for that hour.

We do have a link, and I will-- at the end of the session, I think I'll go ahead and put the PDF file in the chat so that you can get this. But it will also be posted with this video. There's a link to the Mathlete competition on Paths to Literacy, or you can even search Paths to Literacy, Mathlete Competition, and it'll show up for you, too.

So, how can the student prepare? Well, they can attend one of those practice sessions if they want because they'll get that envelope of materials. And then, we will also post the answer keys on Paths to Literacy so that they can check their answers to see how well they did on their own. They can even just practice those similar problems at home or at school however they want to practice those. We will have the same number of questions in that practice round as we will the actual round, so they'll get an idea of just how many questions will be on there.

SUSAN OSTERHAUS: And I would highly recommend that they come to the practice session. I mean, like it's optional, so to speak, but I think they will have-- they probably will have an advantage, wouldn't you say, Sara, if they come to the practice sessions?

SARA LARKIN: Because they'll be exposed to the problems already, yeah. So they'll get an idea. And I had one student I was talking about-- that wanted to do the Juniors, but he hasn't gotten to exponents yet. Well, I talk to him about what an exponent was-- that if you square something, it's just like multiplying times itself. He'd go, oh, yeah, and then he was off and ready to go because he knew his multiplication facts.

Another thing we do is, if you have a student who doesn't know their addition or subtraction facts or their multiplication or division facts, they can use those tables from APH. And we will provide those if they're needed. But no calculators, because we want them to use what's up there to solve those problems.

All of the Mathletes will get a T-shirt, and they will get a certificate of participation. And then, of course, those top three winners will receive a medal. And that's top three Juniors and top three Seniors. All right, Susan, how can they register?

SUSAN OSTERHAUS: OK, well, you have to click on that link that says Register a Mathlete. So be sure that-- and this needs to be the parents because we need permission and so forth. And it will remain open through Tuesday, March 26. So that means you still have 19 days, but please, do not procrastinate. Get in there and register your Mathlete.

And if there's any problems at all-- you know how things happen-- please email Tina Herzberg. See, we're giving this away to somebody else, not us. But Tina is our boss, so to speak. She is the head director of Project INSPIRE and so forth.

And so if you have any questions, if you have any problems with registration, do not hesitate to contact Tina and let her know that something happened and you need some assistance, or if you have any questions. And oh, and somebody is asking, Sara, are the practice problems sent to the home? Yes. And

so when you register, that's what they will be asking. One of the things that they ask for is the address so that we can be sure to mail those to the student.

And that's the other thing, is we need-- that's why everything needs to be done by the correct date and so forth, so we have that information in time enough to be able to send you all those materials. And you're probably not-- maybe not familiar with when we did Nemeth in a Box and Mission INSPIRE, that's what we did. Everything was sent.

Because, of course, when we were doing Nemeth in a Box, that was when COVID was happening. So everything, that's-- it's funny. We had planned to do everything virtual, and then COVID hit. And we were like, we were the best game in town because we'd already planned to do this virtually. So everything will be-- we decided, we're not calling this "Mathlete Competition in a Box," but it everything will be in the box that they need. And as we said, if you need-- and that will also be asked when you register, if you do need those math facts charts that actually come from APH, you can request those.

But as Sara said, that's all that they're allowed to use. Because sometimes, some of the students are still having trouble with their basic facts with addition/subtraction, or multiplication/division. But otherwise, you've got to use your noggin, as she said. OK.

SARA LARKIN: And I noticed there are some Iowa people on here. So I will say, for those of you in Iowa, the registration link is going out to all of the TVIs to get the students registered. And that we will be holding on Friday, April 26, in person instead of virtual. So that pilot will be an in-person event.

SUSAN OSTERHAUS: We're going to check it out both ways. We like to be thorough. Right, Sara?
[LAUGHS]

SARA LARKIN: That's right, that's right. All right.

SUSAN OSTERHAUS: Let me-- and now it says, will the student take the test from home, and parents will send the answers to you? Yes, and in fact, that's another one of the questions on the registration, is, do you have you need to have someone who will be able to take a picture and send the answer to us? So not necessarily parents. In case, could be, it's basically any. It could be an older sibling. It could be grandparents. So we want we don't want to rule anybody out, just as long as they're able to get that test photographed and back to us.

OK, now, I want to thank you all for your wonderful attention. You were all great with taking our cute little quizzes- I hope they were cute. And so now, it's time for questions.

But before I do that, please know we've got Tina Herzberg for, I would say, anything to do-- especially to do with registration, definitely contact Tina. And then, I've got my email address and Sara's email address. Probably for us, maybe a little more about anything about the problems or whatever.

But Tina is your-- she is basically anything to do with registration, or getting the boxes sent, et cetera. She's going to be the one in charge of sending all those materials out and so forth. So she's the really that's why she's listed first there.

And if you want to know more about Project INSPIRE, other things we're doing, you can go to Project Inspire website. Which we've got a link there. And everything that you ever wanted to know from us, it seems like everything's going to Paths to Literacy.

So if you go to Paths to Literacy and just put plus whatever you want to find out about, that's probably good. And if I can tell you one more thing before I give questions over to everybody else, if you all will look in your chat-- Tina did ask us one thing. Go in your chat and all the way back, way back to the beginning. She just wanted us to plug the fact that they have Unified English Braille teachers of students

who are blind or visually impaired, perspectives on UEB math, science, and Nemeth Code within UEB contexts.

OK, they are having doing this survey, and in the Purpose and Procedure is that you are invited to participate in a research study that's conducted by all these folks, including Tina. And the purpose is to examine perspectives of teachers of students or TSVIs specific the two braille math codes. They are really trying to figure out how much information is out there, and depending on your answers to this survey, this might give us a better way of asking for funding and so forth.

So we urge you to please take this survey. And I'm going to, say I think what we really need here is just so that we can justify trying to get more funding and grants to be able to give you more of all of the things that we have been able. Basically, we're looking for a Project INSPIRE 2 because we are on our last, our fifth year of funding for the first Project INSPIRE.

So if you could do us all a favor and help them out with doing that survey, and it's supposed-- I think is this the one that Tina said? I think she said it's really quick. So I hope that would be great.

But, OK I'm going to stop talking now and see if we've got any more questions. And I'll go back to the bottom and see if we got any more questions in the chat. It says, can the parent sign the child up, or does the TVI have to? It needs to be the parent, right, Sara, because--

SARA LARKIN: Except for Iowa. I think the TVIs are taking care of the Iowa one because it's going to be on a Friday when the TVIs are able to bring the students. Parents can, obviously, bring the students too, but-- so that'll be a little different here.

SUSAN OSTERHAUS: Right, and now, Carolyn-- I'm going to ask you a question in just a minute, Carolyn. I think the survey-- I'm trying. I mean, I took it a few billion times, but I think when you go in there, they're asking for some personal information. But Carolyn, were you able to just answer everything that was necessary? Carolyn, speak up, please? [LAUGHS]

SPEAKER 3: Unmute. I'm unmuted now. Yeah, yeah, so yeah, I've got a link to a survey about that. I didn't leave my name or anything because I didn't need any more information back. But I did...

SUSAN OSTERHAUS: Yeah, I went in and did this other, that other survey. I see, OK. But you didn't-

SPEAKER 3: Oh, so this is a different survey?

SUSAN OSTERHAUS: Well, I thought-- well, let me see. Well, somebody was talking about, can the parent sign the child up, or does the TVI have to? So now we're back to the Mathlete Competition. So I believe that as far as I'm concerned, the parent needs to fill out the form for the Mathlete Competition because they ask who the TVI is, and so forth, and so on.

So I just-- so you're talking about the survey. I'm sorry I messed everybody up by talking about the other survey. And so let me try to get through all these questions, since I've got answers to two questions here. OK, so the parents need to sign up the child if it's the virtual one. If you're in Iowa, the TVI does it, right?

SARA LARKIN: Yes, and the parents will know if the TVI has signed them up because they'll get a follow-up message to approve pictures and things like that.

SUSAN OSTERHAUS: OK, and so Carolyn thinks she already took the survey that we were talking about, the two math codes. OK, and Katie says, is the survey just requested for TVIs, or are you hoping parents will respond as well? I'm trying to remember. Katie, I'd say go in there and see if. [LAUGHS]

I'm trying to think. I think they said, what did they... [INAUDIBLE]

SPEAKER 3: I think it was directed at TSVIs.

SUSAN OSTERHAUS: Yeah, I think so. It says-- yeah. I don't mean to. Well, but Katie, aren't you kind of the teacher and the parent? [LAUGHS]

KATIE LANE-KARNAS: I'm not a licensed TVI. So I always like to support you all, so I'd be happy to fill it out. But if you're looking to say, like, this many TVIs did it, that's probably not me.

SUSAN OSTERHAUS: OK, well, and I'm-- Sara and I aren't doing that. There's some other folks doing that research thing. I don't know what to say. I'm sorry. [LAUGHS]

KATIE LANE-KARNAS: No problem.

SARAH LARKIN: You have a question, Susan? Oh, I'm sorry.

SUSAN OSTERHAUS: I would say--

SARAH LARKIN: I would say ask Tina.

SUSAN OSTERHAUS: Yes.

SARA LARKIN: I think that's your best choice there.

SUSAN OSTERHAUS: Yes. And thank you for your support. Katie has been wonderful. She has been involved with all of our-- [LAUGHS] everything from the beginning. OK. All right.

SARA LARKIN: Question about Canada and whether the child from Canada can participate. Yes, we will accept students from Canada. We do have a limited number of seats. So assuming we don't get more than we can handle, yes.

SUSAN OSTERHAUS: So please, go ahead and fill that if you have not yet. We do know that you email Tina, and so we do know about that. So we can answer that question. [LAUGHS] OK, all right.

SARA LARKIN: And I did put in the chat the presentation for today the, PDF file. So you can, you should be able to download that to your computer, if you'd like.

SUSAN OSTERHAUS: And I'm looking-- well, there's just some nice compliments in the chat. OK, and so and Michelle, so you're in the same situation as Katie, meaning that you're not a TVI. But so if you're just dying to fill that survey out, ask Tina. But I know those researchers. They do have to have certain specific criteria. So I don't want to-- neither one of us, Sara nor I, want to speak for them. But--

SARA LARKIN: Correct. But come be a Mathlete. Have your child come be a Mathlete, though.

SUSAN OSTERHAUS: Everybody can be a Mathlete. No, well, not everybody. 6th through 12th graders, sorry. And we'll sneak the Canadians in. I'm winking. But anyway-- [LAUGHS] Oh, but anyway, we have a question.

SARA LARKIN: Yes?

CAROLYN MASON: You mentioned something about somebody else proctoring. Like if the student couldn't take it on that day, would we be able to proctor it and do it a different day?

SARA LARKIN: I would say contact Tina and get the answer to that directly from her. I'd just hate to misspeak. Would you agree, Susan?

SUSAN OSTERHAUS: Yes, yes, yes.

CAROLYN MASON: OK.

SARA LARKIN: As far as her.

CAROLYN MASON: I know Leo, my student, is committed to some things on Saturdays. So I don't know-- you know, I need to check with his mom to see if he's available on these days.

SARAH LARKIN: Sure.

CAROLYN MASON: If I can talk him into doing it.

SARA LARKIN: We also have a question. Is the practice session-- will that be recorded for the student? The practice session will not be recorded. The student can still practice on their own, and they can still check their own answers, but it will not be recorded. And that's because of the fact that we'll have students on there, we will not be doing that recorded.

SUSAN OSTERHAUS: Good question, though. Any more questions of us? OK, is everybody out there going to sign up a Mathlete for us? [LAUGH] That's my question.

SARA LARKIN: I'm going to stop the recording, then.