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Dialogue4Health Webinar Presentation

“Moving Kids Towards Success: School Policies That Support Active, Attentive Students”

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>> Joanna Hathaway: Hello, and welcome to "Moving Kids Towards Success: School Policies that Support Active, Attentive Students." My name is Joanna, and with my colleague Tonya, we'll be running the forum. Steve Clark, with Home Team Captions, will be providing realtime closed captioning throughout the web forum. The text is seen in the media viewer panel, which is accessed by clicking on the icon with a small circle with a filmstrip running through it. On a PC find the media viewer icon on the top right-hand corner of the screen. On a Mac it should be in the bottom right-hand corner. Within the media viewer, on the bottom right-hand corner, you will see the show/hide header. Please click on this in order to see more of the live captioning.

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The audio portion of the web forum can be heard through your computer speakers or a headset plugged into your computer. If at any point you are having technical difficulties regarding audio, please send a question in the Q&A panel and Tonya and I will provide teleconference information to you. When the web forum ends today, a survey evaluation will open in the new window. We'd appreciate your feedback to improve our web forums.

After the event, the recording and presentation slides will be posted on our website at Dialogue4Health.org. We would like to invite you to connect with us via Twitter and Facebook, and both links are on the screen right now.

We are encouraging you to ask questions throughout today's presentation. To do so, simply click the question mark icon, type your question in and hit send. Please send your questions to all panelists. We'll be addressing questions both throughout and, mostly, at the end of the presentation.

We will be using the polling feature to get your feedback during the event. The first poll is on screen now. Please select your answer from the available choices and click the submit button. I am attending this web forum individually, in a group of 2-5 people in a group of 6-10 people, in a group of more than 10 people.

It is my pleasure to introduce our moderator for the day, Amanda Wilson. Amanda is a project manager and strategic engagement coordinator for Active Living Research. She oversees multiple projects and contributes to the communication, dissemination and capacity building efforts of the program. She manages their special supplement journals, provides technical assistance to grantees, and plays a lead role in the coordination of their webinars.

With a master's degree in parks and recreation, she provides a valuable connection to programs within the field and seeks to develop new partnerships across multiple sectors.

As well as being very valuable to the ALR team, she has become very valuable here at D4H as she's taken over the moderator role for one of our most popular web forum series. It's been a real treat to work with her, and if I lived in San Diego, I'd like to go bike riding with her too. It is my pleasure to introduce her. Amanda, please go ahead.

>> Amanda Wilson: Thank you very much, Joanna. I would like to welcome everyone and thank you all for joining us for today's webinar, which as Joanna mentioned is part of a series of web forums

focusing on physical activity and represents a terrific collaboration between Dialogue4Health and Active Living Research.

Dialogue4Health is a project of the Public Health Institute and is a community that conceives build strategies to improve the public's health. Dialogue4Health partners with local, national and global organizations to host web forums and shares critical resources.

Active Living Research is a program of the Robert Wood Johnson Foundation, that uses evidence to prevent childhood obesity and create active communities, especially among youth in low-income and minority communities at the highest risk for childhood obesity.

Today's forum will provide evidence that supports the importance of physical activity in the school setting and offer ideas to get kids moving throughout the school day. As you can see from this slide, this is just an overview of today's agenda. We're going to start out with a brief introduction, then move through some policies and strategies that can support daily physical activity in schools at the national, district and school level.

Our first speaker today is Abigail Gamble, who is going to begin our webinar with an introduction and overview of today's topic. Dr. Gamble is a New Jersey native who lived in Mississippi since arriving in 2004 -- sorry, since arriving. She has lived in Mississippi since arriving in 2004 at the University of Mississippi to earn a master's degree in health promotion and doctoral degree in health and kinesiology. She is most passionate about reducing child health disparities in Mississippi, particularly in the Mississippi Delta region.

You're going to pick up that we like to do fun facts here. The fun fact about Abigail, she is a huge sports fan and is hoping that Miami is able to pull off a three-peat this year. Please go ahead, Abigail.

>> Abigail Gamble: Thank you, Amanda. I am looking here for my slides. There they are. Thank you. Well, welcome, everybody. Good afternoon. Or good morning, wherever you are in the country. The purpose of this brief introduction is to provide an overview of why in-school physical activity is such a hot topic, and provide overview of factors that influence this at various levels. These levels of influence will be discussed in more detail by each panelist using practical experience and research as examples.

We no longer look at schools as a place we send our children to be educated only in the mind. But we now take the approach of educating the whole child, which includes acknowledging the important role of health and wellness in achieving academic success.

In May 2013 the Institute of Medicine published a report titled "Educating the Student Body," and in this report authors recommend taking a whole-of-school approach to strengthen and improve policies and practices for physical education in the school environment. In addition to these recommendations by the Institute of Medicine, there are a number of other national organizations that support similar recommendations for in-school physical activity to increase overall physical activity, promote health and to help youth meet the national guidelines of 60 minutes of physical activity, preferably moderate to vigorous, per day. While these recommendations are worthy and much needed, they place added pressure on many already struggling schools in terms of academic priorities, time and funding to support in-school programs.

This, in part, contributes to only about half of youth meeting national guidelines for physical activity. I'm certain most of us are familiar with why physical activity in youth is so important. If you bring your attention to the teal blue star in the upper left-hand, in the black circle are childhood obesity and pediatric chronic disease. Decades of rising childhood obesity rates fueled early onset of chronic disease, namely type 2 diabetes in youth, and these changes in health are fueled by correlating decreases in physical activity, hence the recommendations for strategies to increase physical activity opportunities mainly at school.

As we travel clockwise around the circle of circles, the increases in obesity and related disease in youth are the impetus behind the guidelines and recommendations which provide impetus at the state level. Many states have legislation which mandates in-school physical activity, and we know there is some variation in this legislation by state. From the state level there is variation in how in-school physical activity policies and practices are implemented, and at the district level more variation. There's more variation as well as at the school level, all the way to grade level.

At the national and state levels and somewhat at the district level, we also know that there is some variation in how recommendations are put into practice by region. And at the school and grade levels we also know that there are variations in physical activity levels by sex. However, I'd like to draw your attention to the center of the model, the large yellow circle which represents confounding factors, or those that influence practice at every level, which also impact the black circle, childhood obesity and chronic disease outcomes.

These confounding factors include the social determinants of health, for example, education, income, politics, the natural environment, examples are weather, rural settings,

mountainous areas or coastal regions, the built environment, which may include access to physical activity resources, street connectivity and traffic calming measures, and culture, defined by all of these things and much more.

Our strategies are not as simple as here are the national recommendations or here is the great state mandate, but how can we make implementation effective and sustainable. We can, but we need to take into account these confounding factors when developing policies and programs and must include the people impacted by policy and receiving the programs in the development, implementation and evaluation process.

As we continue with our webinar today, Darla will provide overview of strategies, concepts and evidence at the national level, and Emma will share insight at the state, district and community levels. I will then share an example at the community and school level. And we will all make reference to how our efforts impact the individual child.

With that, Amanda, I pass the ball back to you for Darla's introduction.

>> Amanda Wilson: Thank you very much, Abigail. Welcome to those of you that have been joining us over the last few minutes. To catch you up, if you missed the beginning, we are just finishing introduction and are accepting questions throughout the webinar. You can use the Q&A function. Please submit your questions to all panelists.

With that, we're going to move on to our next presentation. Darla Castelli, who is going to talk about how quality physical education and physical activity opportunities can improve learning and brain health. Dr. Castelli has been working with school-age youth in physical activity settings more

than 20 years and led several physical activity interventions. Her research focuses on the effects of physical activity, cognitive and brain health in children.

She's presented her work at U.S. Congress and Senate briefings in Washington, DC and was recently a member of the Institute of Medicine Committees on Fitness Measures and Health Outcome in Youth and Physical Activity, Physical Education and the Cognitive Benefits for Children.

The fun fact about Darla, she likes to cycle around the Hill Country in Austin, Texas.

With that, Darla?

>> Darla Castelli: Hello, everyone. Thank you for joining us today. There's another fun fact that I didn't reveal to my co-panelists. It's that I enjoy doing webinars because of my potential reach to individuals who can have an immediate impact on children's lives, but also there's another reason I enjoy webinars, and it's because I can sit in the comfort of my own office wearing pink fuzzy slippers and drinking my green tea. So not only do I like to cycle around Austin, but now you have an image of me with my feet on my desk in my pink fuzzy slippers.

I would like to present Bringing the Brain to the Head of the Class. This will provide a national landscape, overview of some of the empirical evidence we have now of the benefits of physical activity among children and adolescents.

The common reason we're probably all gathered here today is we have a concern that the world has stopped moving. I'd like to borrow an illustration that was displayed in the designed to move, a physical activity action agenda sponsored by Nike and many other entities, including those on the call today.

It is projected that by 2030 we anticipate that just under 50% -- there will be a 50% reduction in

the amount of physical activity engagement and the regularity of that engagement when we make comparisons back to 1965. The reasons for that are the choices that we have made, within our leisure time, the types of transportation, our domestic choices we make, and certainly how our jobs have evolved over time. Technology has manifested these instances of sedentary living.

As previously reported, both Emma and I had the opportunity to be on an Institute of Medicine panel that was charged with summarizing the empirical evidence related to physical activity, physical education and academic performance. So we thought of the mediating factors of physical health, mental health, psychosocial health and brain health as they all interact and relate to potentially increasing the academic success of students in school.

Based upon the summary of that empirical research it was recommended that we take a whole-of-school approach. A whole-of-school approach is a commonly designed element where it's all hands in, that health is a priority of children among schools, and how we can make health a priority is by providing opportunities for children to be physically active before, during and after school.

You see one of the primary components of that is physical education and the formalized education of coming to an understanding and comprehending how to move, when to move, where to move, and understanding the concepts related of that physical activity engagement and the physical fitness that may stem from that opportunity.

The whole-of-school approach makes an inference that all leaders within the school environment have a responsibility and an opportunity to try to impact the lives of young people within those schools.

Let's face it, schools have become an obesogenic environment, where children sit for six

hours a day. There are exceptions, and many of you are probably affiliated with those. But we are making the recommendation that we take a whole-of-school approach, where everyone is contributing to this notion where physical activity can be provided.

One specific model gaining momentum, particularly over the last couple years, and this is my research which was funded by the Active Living Research mechanism, is the model called Comprehensive School Physical Activity Programs. It identifies five points of intervention surrounding the school day where we can increase the number of opportunities for children to be physically active.

You'll notice that the center red ball is physical education, which I will speak a little bit more about in a moment. Then there's also the notion of physical activity during the school day. Any initiative such as recess or physical activity breaks during the classroom, that would fall under this point of intervention.

Staff involvement focuses on the wellness of the adults within the school building and on the school grounds, but it also gets them to contribute to the whole-of-school approach. So a physical education teacher might work with the school nurse or may collaborate with a classroom teacher to provide physical activity opportunities within the classroom or across the school day.

Physical activity before and after school gets at that notion of active transportation to schools. And certainly we've known that's a point of intervention for quite some time. Of course, family and community engagement, the school grounds could be opened up after the school day so that playgrounds could be utilized by families, or certainly school programs could offer family wellness nights or open gyms, opportunities for families coming to the school grounds for perhaps student/teacher conferences and then make this an opportunity for physical activity engagement.

In the lower left corner you see a Comprehensive School Physical Activity Program guide, which is available from the CDC website, and it takes you through the design and implementation of a Comprehensive School Physical Activity Program.

What I'm really curious to hear is how many of you have already heard of or know about comprehensive school physical activity programs. So we're going to call a poll question now. We're specifically asking you do you know of a school district or a school that is currently implementing a Comprehensive School Physical Activity Program. If you're not quite sure then say I think so or no, but if you already are aware of programs being implemented, then go ahead and suggest yes.

As I already spoke about, while you're actually answering the questions, as I already spoke about some of our research is tied into the professional development surrounding the Comprehensive School Physical Activity Program implementation and the training of teachers. What I'm hoping to hear from you in the poll is how many people may have been -- or are already involved in that.

Our initial research -- as you're finishing the poll, I'll move on. Our initial research findings, again, were funded and sponsored by Active Living Research. We trained 330 physical education teachers from nine different states across the country, and this was a one-day workshop with follow-up for a 12-month period of time, where we provided supports through booster shots, such as webinars, and there's that image of the pink fuzzy slippers coming into your head.

We provided resources and other supports for these teachers across that period of time. Then we wanted to know how many of the five components the teachers actually implemented in relation to the amount of professional development that they had received in their school district, in relation to what we had provided.

What we actually discovered was that the full implementers, which meant that they had programming across at least three of the Comprehensive School Physical Activity Program components, they had the most hours of professional development. So teachers, when they're trained and prepared, are actually very capable of implementing such programs.

So now that you're familiar with that, I see that the results from the poll are in. And what I see is that we actually have quite a few of you out there, some, about 1/3, have actually heard about the Comprehensive School Physical Activity Program model. Some of you still have questions remaining. Our continued research will try to inform you regarding the effects of this particular model.

I'd like to focus on quality physical education as one of those components of the model and present you with a few reminders of what quality actually looks like. Some key components are the opportunity to learn, so certainly having the number of minutes that are recommended, but also safe participation, enough equipment for every child, and content that's appropriately delivered is an element of quality. We want that content to be meaningful.

You see a picture in front of you of adolescents engaging in a spin class. Certainly, topics such as this might be interesting and motivating for that particular age group. There's appropriate instruction that is both teacher and student centered, and those individuals delivering that instruction are highly qualified individuals and they use a variety of approaches. It's not just team sport oriented, but that content is about lifetime fitness and physical activity that can be conducted across the lifespan.

Certainly, it's important to begin to track some of the learning that transpires within physical education. However, what we know is that many schools do not necessarily offer or have the

opportunity for physical education in their schools, and so we see that it might be that there's a semester on or off or no state mandates for physical education beyond the sophomore year in high school, but in essence we make the assumption that there is quality, and we make the assumption that there is physical education offered in schools, but that's not necessarily the case.

Now that you've been familiarized with the Comprehensive School Physical Activity Program models and how that might be an example of a whole-of-school approach, I'd like to shift the discussion slightly to the effects that might be positive benefits that come out or stem from these quality program -- physical activity opportunities. What we know is if we offer physical education, physical activity, then academic performance is likely to be positively impacted through that.

If we have K-12 students meet the national learning standards in physical education, then we can start to talk about these natural byproducts, such as the benefits of becoming more healthy and cognitively healthy, faster responders and more accurate responders.

Now, if we look at the trends and the data across the decade, we see that this topic has been around since the 1950s. However, the number of studies that have been completed, whether cross-sectional or experimental in nature, has just grown exponentially since the turn of the century. We now have a critical mass or significant findings that suggest that there is a positive association between physical activity engagement and the success of our children academically.

When we step back and think about how we measure that cognitive performance or cognitive and brain health, in children, remember, this is commonly measured as standardized tests, grades, attending school, and enhanced memory. But we also have across the lifespan looking at attention, carrying out of daily living tasks, or simply talking in the context about do you remember where you

put your car keys today or where you parked your car? Which is the functional capacity as we begin to age becomes more important.

On the bottom of your slide, the last bullet that you see, inhibition, working memory, and cognitive flexibility are common tasks we focus on to try to assess the cognitive and brain health of children when we examine the effects of physical activity.

Specifically, we are looking at what's called brain events-related potential, and these ERPs stem from experimentally designed research that uses an EEG cap, with children facing a monitor where they use a keypad to respond to items that come on the screen. What's eventually presented is the brainwaves you see in the right-hand column. Some common tasks children have to carry out are an oddball paradigm, so press the button when you see the cat, but not when you see the dog. That would be an example of a congruent task. Or identify the direction of the arrow in the middle of the boxes.

An incongruent task is in the lower right-hand corner of your slide, which suggests that you have to read the word "blue" but it appeared in the color ink of red. That is an incongruent task. To give you an example how this might be transferred into classroom is when we introduce novel content. So that's very familiar. We have to navigate that interference.

After participating in just 20 minutes of walking, in work conducted by Charles Hillman and myself while at the University of Illinois, you can see that there are effects on the brain resources that are actually allocated by the congruent and incongruent task.

So if you look at the heads of the individuals in the middle column, the blue is cool and there's very little neural activation in that region, but the red is fiery, reflecting high neural activation in that

area.

You will see that after exercise in the incongruent tasks there actually is greater neural activation. That means children are, just after 20 minutes of walking, which could be like recess, they have substantially more neural activation and the allocation of working memory has increased towards a given task.

So basically you see in the left-hand graph that they are faster responders and more accurate responders. Well, how do we take the lab setting into this -- the laboratory findings into the school settings? In this graph is one example of a way that we can translate that information. So you see we could stand up and get out of our chairs for a few minutes, stand up and stretch as a class, or stand up and shake out the wiggles. That would result in a benefit of resetting attention.

If we had a brain break within class, or a physical activity break in some manner, what we might see is that on an off-task or on-task behaviors would actually increase. You could have the students say patterns of numbers or spell out words, while they're in the classroom. You also see that the benefits exponentially increase by the amount of time spent in physical activity, and the longer these effects will last post-activity.

So we know that physical activity within the classroom in brief forms is actually beneficiary to memory, attention and allocation of working memory. We know that over time when physical activity increases fitness there's an increase in the strength of the correlation between aerobic fitness and performance on standardized testing.

What you see on the chart is children in Texas and weak to moderate correlations displayed in some of the research we had conducted. You also see from this particular slide that absences, the

number of times children attend school or the unexcused absences, which there is no confirmation why that has transpired, is also related to aerobic fitness.

So there are positive effects over time, with fitness being related to standardized testing, with fitness being related to academic achievement, attendance, and also corresponding brain slides in a randomized control trial, which we have conducted over a five-year period. Children engaged in physical activity more than 60 minutes after school on a regular basis, and nine months later we see greater neural activation on those children who participated in the fitness program over the wait list control.

All of this empirical evidence, although briefly introduced today, should provide evidence that ultimately we don't need to make a choice about focusing on health outcomes or educational outcomes, but we can actually simultaneously potentially achieve both if children are given opportunities to be physically active. Some suggestions are recommendations that I have for you today, and we can follow up in our question and answer session, is demand quality physical education and physical activity programming in the school and your neighborhood and those schools you're involved with where you promote health. I'll let you know some of those qualities; they are actually present.

Also considering the implementation of Comprehensive School Physical Activity Programs where there is no more than 60 minutes of sedentary time. Thinking about promoting physical activity across the curriculum. There's 10 minutes of physical activity after every 60 minutes of sedentary time.

We also need to help other people understand why this is important. We're on the call

because we know it already is important. It's a passion for all of us. Sometimes we need to share that passion with administrators and help them understand that more time is not necessarily beneficial academically.

I think my co-panelists will speak more about this, but we need to advocate for policies supporting physical education and physical activity programs, and certainly we need to have that demand for quality programs. So those policies will likely support that.

I thank you for your attention today. I will be eagerly awaiting your questions at the end of the webinar. I hand it back to you, Amanda.

>> Amanda Wilson: Sure. Darla, one quick question for you before we move to our next presenter, before you mute. I just was wondering, I know a lot of classroom teachers aren't necessarily used to providing physical activity throughout the school day. Is there any advice you can give to a classroom teacher to incorporate these short breaks of physical activity breaks throughout the day? Any resources that they can utilize, that advocates can kind of share with them so they can become comfortable with leading these short activity breaks?

>> Darla Castelli: Sure. Thank you for your question. One of the reasons I showed the slide on professional development is teachers are actually very eager to take on this task, but they really want some support and training and resources. So the Take 10 curriculum. There are free state curriculums, like energizers, and it really doesn't necessarily cost money, per se. Oftentimes, the physical education teacher is willing to film other students performing the physical activity, so the classroom teacher only has to click on the video and the class performs that particular activity that another class is leading them through.

To get started, I would recommend that they find a friend and find another colleague who has a similar passion and willingness to do this, and share resources and perhaps try the physical activity together with the two classes, then you have two people in the room and it may increase the comfort of kind of releasing that classroom management in a moment.

The physical education teacher can probably serve as the best resource within that school.

>> Amanda Wilson: Great. Thank you. Maybe we can share some of those resources, if people are interested, after our webinar today. I'm going to move on. I want to remind people that you can submit questions throughout the webinar, you don't have to wait until the end, using the Q&A function. Please go ahead and submit your questions to all panelists. We'll answer them either throughout the webinar or at the end, which we've left time for discussion.

So moving on, I'm going to introduce our next presenter, who is Emma Sanchez-Vaznaugh. She's going to talk to us about the association between physical activity policy and fitness from a district level perspective.

Dr. Sanchez-Vaznaugh is affiliated faculty member at the Center on Health and Risk in Minority Youth and Adults at the University of California-San Francisco. She's also an associate professor in the Department of Health Education at San Francisco State University, where she teaches in the master's of public health degree program. Her research focuses on social inequalities in health and the extent to which environments and policies impact population patterns of disease overall and according to race or ethnicity, migration and socioeconomic status.

She recently served on the Institute of Medicine Committee on Physical Activity and Physical

Education in the School Environment. And our fun fact about Emma, she likes to go biking with her two kids to the Golden Gate Park in San Francisco. With that, I'm going to turn it over to you, Emma.

>> Emma Sanchez-Vaznaugh: Thank you for inviting me to participate in this webinar. Before I begin, I'd like to pose a question to the audience, just to keep in mind as I present. The question is, Who pays for physical education in your schools? You have several options. The first is your state. The second is your school district. The PTA. Option D is a combination of the above. Option E is other. If you would like to specify in the Q&A, that would be great. The last option would be "Frankly, I don't know."

I'm going to proceed. Before I begin, I'd like to thank the Robert Wood Johnson Foundation and the Public Health Institute for partnering to organize this webinar, and special thanks to Amanda and Joanna for leading this effort.

In the next few slides I'd like to talk about the research that we conducted to examine the association between school district compliance with physical education programs and children's fitness. I will then describe the translation of the research into materials for advocates and policymakers to support their efforts to improve children's health and educational outcomes. This included a dissemination piece, which I will talk about as well.

Focusing on physical education in schools is important because this is a strategy that can reach many, many children, and we know that physical education can increase physical activity and in turn improve physical fitness levels. I will mention, in the earlier presentation increased physical fitness, particularly aerobic fitness, can have powerful effects on brain health and academic performance, two pathways involving enhanced memory.

In the state of California, the law requires that elementary schools provide at least 200 minutes of physical education every 10 school days, and since 2002 the California Department of Education is required to monitor compliance with this policy.

Although compliance at the school and district levels may be particularly critical for the success of physical compliance with such policies on children's health. I'm really curious to know from the audience if -- I'm going to briefly discuss the sources that we use, the data sources we use for this study, but you're welcome to look at the details of the methods published in the American Journal in 2012. The link is here on the slide, but can be made available afterwards as well.

For this study we combined data from four different sources, the California physical fitness test results, otherwise known as Fitnessgram, which is collected every year in schools for fifth, seventh and ninth graders. We also collected or downloaded data for schools and district characteristics in the state, from the California Department of Education. Data on school district compliance with physical education policies was obtained through a Freedom of Information Act request to the California Department of Education. The compliant data was for the years 2004-2006, but given ongoing funding cuts in California there's no reason to believe that compliance has changed.

We combined these data sources with US Census data for the year 2000 to try to get proxy measures of socioeconomic status at the school and district levels.

OK. So our study found that of the 55 school districts for which compliance data were available, 50% were reported as being in compliance with the state mandate. These 28 districts represented 21% of the over 1,000 schools and 17% of about 91,000 fifth grade students in the sample.

However, the vast majority of the 91,236 students in our study went to schools in noncompliant school districts.

When we look at schools and whether there were differences depending whether they were in a district that complied or not complied with a policy, we found there were significant differences in terms of the percentage of students eligible for reduced meals, which was lower in schools in compliant districts. The percentage of residents with college graduate levels were also lower in -- I'm sorry, I'm getting a little bit caught up with this. Were lower in the compliant districts, and the diversity of the students was also smaller or lower in districts that were not compliant with the policy.

This table shows results regarding the association between district-level compliance with PE policy and children's fitness, and the data overall children in districts that complied with the district were 30% more likely to be classified as meeting or exceeding physical fitness standards than children in districts that did not comply with the policy. We looked at this association by race or ethnicity and found it was similar for all groups, though only statistically significant among Latino and white children.

In this study involving about 91,000 fifth grade students attending public elementary schools in California, we found that students attending schools in districts that weren't compliant with the physical education requirements were significantly more likely to meet or exceed performance goals for physical fitness than those in common compliant districts after controlling for other student, school and district-level characteristics.

These findings add evidence that physical education policies are linked with fitness levels among younger children in elementary schools, and this is significant given what was presented in

the earlier presentation about the impact of physical fitness on health and academic performance.

Our study findings suggest that approaches to increased physical activity at the population level, including physical education mandates, may contribute to overall improvements and perhaps reduce disparities in children's physical activities and fitness levels. However, success of these policies will likely depend on adequate funding to ensure the policies are fully implemented, and that monitoring of compliance is conducted in every school.

Some of our recommendations include the following: That state policymakers and educators should recognize this is important. This means it should be made a priority for all educators. A state physical education policy on the books is a great big step. However, compliance and monitoring are equally important. Therefore, we also need to ensure that all schools comply with the law. In order for schools to be able to comply with and fully implement the policies, physical education should be funded in all schools. This is probably one of the biggest challenges that we are facing, but in public health we have a very strong history of success with other public health issues, such as tobacco, where we were able to pass policies to pay for smoking cessation and prevention.

I'm going to talk about our research translation. We're very fortunate to receive funding support from the Active Living Research to translate these findings into materials that could be used in efforts to improve children's health and education.

We also wanted to make sure these findings were relevant to broader audiences, especially among educators where action and support for physical education is most crucially needed.

As part of this project translational project, we put together a policy brief to summarize the research I just presented. This is a screen shot of the cover page. We also prepared a short deck of

PowerPoint slides that advocates or other practitioners may find useful in the local advocacy efforts to improve physical education in schools.

This is one part of the result that I just presented, but in a sort of pie graph. Let me talk a little about our dissemination efforts. We disseminated the research findings, including the policy brief and slides to a broad range of audiences, including practitioners in public health and also in the education arena. Last year we gave testimony at the State Board of Education and the California Public School Accountability Act Committee. We recommended that the index, which every school had initiative, the deadline to put this on the ballot is August 1, so that voters can decide it in upcoming election in November this year.

The policy brief and deck of slides are available at this website, the Active Living Research. You can feel free to contact me to send you the materials directly or if you have any questions. I also wanted to mention that the policy brief includes funding from the IOM report that Dr. Castelli talked about, specifically highlighting the importance of fitness to academic performance.

I'd like to acknowledge my research team and colleagues, and also thank the Robert Wood Johnson Foundation Active Living Research and Salud America! Research Network for supporting our efforts to improve children's health. Thank you.

>> Amanda Wilson: Thank you very much, Emma, for that presentation. I wanted to ask a quick question before our final presenter, Abigail. I noticed that a lot of people didn't know or know already that their state does not collect compliance data. Is there a place that the public can find this information and to find out if their state does have compliance data?

>> Emma Sanchez-Vaznaugh: Thank you for reminding me about that, the poll results. I actually am not surprised. Just to share a little of the story how I got to this, I started to look for this, and I was very fortunate to find that the California Center for Public Health Advocacy had looked into this and published some fact sheets about it. I built my research off of that. So in California we're lucky to have that data, because I think for the most part the state law requires that that be collected.

My suggestion is to -- for people to look in their -- to find out with their state Department of Education or maybe even their local school district to figure out if that data is available. I think it's so important if we really want to make an impact on physical education, to really try to monitor how much schools are implementing it.

>> Amanda Wilson: Great. If they're not, then obviously one of the first steps is to advocate that they do start collecting that data. So that's really helpful, to figure out if it already is collected or it's something that needs to be advocated for. So thank you very much, Emma.

We're going to go ahead -- we're getting a lot of great questions. Just a reminder once again to go ahead and submit your questions through the Q&A function, and to send them to all panelists. There will be time at the end for us to have a bit of a discussion with your questions. Moving on to our last presenter. I've already introduced Abigail. We're going to let her jump right into her presentation.

>> Abigail Gamble: Thank you. My presentation today is focused on in-school physical fitness policy and practices in Mississippi, particularly in the Mississippi Delta where communities are predominantly rural, low income and African-American. I would like to also acknowledge my colleague Jeff Hallam at Kent State University for his contribution to this work. Also I would like to

acknowledge the funding agency. The information I am sharing with you today are the result of two Active Living Research funding projects, one through Round 9 Dissertation Awards, one through Research Translation Award.

Those of you not aware, which I'm sure is most of us, Mississippi is the persistent leader in childhood obesity. In 2007, the Mississippi Legislature acted to reduce childhood obesity and improve overall health through the Healthy Students Act. The Mississippi Healthy Students Act is an unfunded mandate, like other state mandates across the country, that outlines minimum in-school time requirements for students, establishes nutrition and dietary requirements, and requires each school develop and activate a wellness council. The research to date is focused on the in-school portion of this mandate.

I would like to note that the 150 minutes of activity-based instruction for K-8, then the half Carnegie unit, or 60 hours for high school students, is not specified whether it should be PE or recess. It's just activity-based instruction. So there's a lot in the mandate left up to the discretion of the districts and schools throughout the state.

It's exciting to share that recently, for the first time, Mississippi is beginning to observe a decline in student obesity levels, which is undoubtedly a big deal and warrants acknowledgment. However, what we haven't heard in the news is that the disparity gap in obesity between white and black students appears to be increasing. That is that we have observed significant declines in obesity status among white students. However, among black students the overall obesity rates remained relatively unchanged, at about 47%. This disparity is significant across all grade levels.

One thing I should note, this is not just the obesity rates, but overweight and obesity for

students in Mississippi. It's a sample of students in Mississippi.

Mississippi has the highest state percent of African-American population in the country, excluding Washington, DC, and much of Mississippi is rural. However, there's a distinct 18-county region in northwest Mississippi, called the Mississippi Delta, that is rural and communities are predominantly low income and African-American. So the focus of the outcomes that I'm going to share with you in the next few slides are from research conducted in the Mississippi Delta communities and not necessarily throughout the rest of the state of Mississippi.

With that, I have a poll question. Curious to know how you would best describe the geography of the area in which your work is conducted. Is it predominantly urban, suburban, rural, Native American reservation or other. If other, please share your responses in the Q&A section.

Here's what we learned several years ago from a dissertation project that examined the role of policy and built environment on children and physical activity in the Mississippi Delta. School districts with lower socioeconomic status and higher African-American population had weaker in-school policy and most obese students. These were also the most active when given the opportunity. This may seem counterintuitive, that the most obese students were also most active. You are correct. These findings are very counterintuitive. But think about what the students are saying through their actions here. Students are basically saying that they want to be active, and if they're given the time and space that they will use it to be physically active. Obviously, there are great health impacts that can be observed from allowing the most obese students the time to be physically active. The problem is they're not given ample opportunity, due to monetary, spatial and academic barriers.

So what we wanted to know after this project was completed, we wanted to know more about

what was happening in the Mississippi Delta across the different schools and districts. We wanted to hear from students, teachers and administrators at the district and school levels about what success in the Delta looks like, and how they're able to overcome barriers to achieve success.

We also wanted to know more from those that continued to struggle to implement in-school physical activity policy and those still seeking to find their success. We conducted focus groups with students, PE teachers and principals and interviews with administrators, to identify in-school physical activity students typically engage in and they want to engage in to identify barriers and best practices, and to understand administrators' role in developing and implementing in-school physical activity policy.

We also conducted a strategic planning meeting with the department, Mississippi Department of Education, their Office Of Healthy Schools, the Mississippi State Department of Health, the Center for Mississippi Health Policy, and the Bower Foundation. These four state sort of entities are very active with childhood obesity and in-school physical activity. We had a strategic planning meeting to hear about the work they've been doing and the current work they have, just so we can all be on the same page about what was happening throughout the state.

Here's what we learned: At the state level, we obviously learned that the Mississippi Department of Education is not -- doesn't bear the burden of the state mandates on their own, the State Department of Health, the Bower Foundation and Center for Mississippi Health Policy all provide support for in-school physical activity policy and practices, whether through small funding opportunities, doing hands-on work with the schools and developing wellness councils.

However, the state-level corps of supporters warned the researchers to be mindful of the message we're sending and how. Many at the table at the strategic planning meeting had been working to get Mississippi to the point it's at for over a decade. So they've been working tirelessly to get the Mississippi Healthy Students Act to come to fruition. They encourage researchers and practitioners to be very mindful of the message we're sending our legislators and policymakers about the effects of the Mississippi Healthy Students Act, because we don't want them to start to rethink whether or not the legislation is needed or is the legislation doing more harm than good. We can tell from the recent declines in the obesity prevalence that we believe that the Mississippi Healthy Students Act, that there is promise; we just have other areas that need to be worked on.

At the district level we learned much of the responsibility for developing and implementing policy is left to the discretion of the individual schools, and district serves more as evaluator. Principals seem to recognize in-school physical activity is important for academic success, and successful programs are supported by strong community partnerships.

However, the district and school administrators and the PE teachers recognize that extreme morality and attrition remain barriers. When I talk about that, we're talking about the smaller communities that may only have a couple hundred or up to a thousand residents really isolated and far away from more centralized towns within the Mississippi Delta.

Then in terms of faculty and principal attrition, there are the Teach for America program is all over the Mississippi Delta. I had the opportunity to live in the Delta for two years when I finished my doctoral work. When I moved into the apartment complex everybody thought I was a Teach for America teacher. In fact, I wasn't. So Teach for America comes in for 2-3 years, then there's teacher

turnover. Then the principals are new, that comes in and use their position for 1-2 years, then move on to another school or another position. So that faculty and principal attrition is a big barrier.

In addition, the teachers and principals recognize that there are monetary barriers, so they lack funding for staff support. It's difficult to organize a PE class with 80 students in one gymnasium. Then, obviously, money for equipment.

There are barriers in terms of scheduling, so PE teachers report that they don't get to see students often enough, and the time they do have with the students is not long enough to be able to make a difference.

Then there are space barriers, that most of the Mississippi Delta schools do not have a gymnasium.

At the student level, students recognize the importance of in-school physical activity. It was very rewarding to hear fourth and fifth grade students say they understand being physically active helps them to be better learners. They desire and enjoy being active at school. Some wish they had more time to be physically active. Others believe they have ample time for physical activity.

With that, another poll question. Do you strongly agree, agree, neither agree nor disagree, disagree or strongly disagree with the statement that principal and/or faculty attrition is a barrier to implementing in-school physical activity policy in your school district and/or school?

Moving on. One of the exciting things about the work that we did with the focus group and interviews is that qualitative research is hypothesis generating. It helps bring more questions to the surface. It might help answer some questions, but also brings new ideas and questions to the table.

We took this information and applied it to a socioecological model to represent the outcomes

and synthesize what we were hearing from those we were talking with. If you look at the gray box at the top, school wellness councils and community partnerships supportive of ISPA are very important. They provide support at the school level, namely for the principal. We found that the successful school programs, the PE teachers reported that they had very supportive principals. They refer to them as in-school physical activity champions. Having this in-school physical activity champion has a trickle-down effect to get teachers to buy into the idea that integrating physical activity into the day is important, and that trickles down our to our students; we show them physical activity during the day should be the norm.

From there, having these relationships at different levels fosters an environment and a culture that is supportive of in-school physical activity, which transcends to create effective and efficient student and teacher relationships and student-student interactions, which helps the teacher with classroom management and behavioral issues.

Then at the individual student level we know that integrating physical activity throughout the school day enhances students' focus, increases alertness, improves behavior, they experience more enjoyment and they're able to receive more -- increase physical fitness.

With these in mind, we developed a logic model. If you come to the left side, we find our resources and inputs. The main thing we found for the Mississippi Delta region is that we have strong policy at the state level, the district level is really not as instrumental in implementing the policy, but it really trickles down to our school and community levels to provide the support for physical activity.

Our resources and inputs, we have school and community levels. Our strategies and activities, not just physical education but physical activity integrated throughout the school day. Then

we have our outputs. If we come over to our outcomes section, if you come to the bottom, there's the yellow rectangle, improved health outcomes as a result of increased physical activity and improved physical fitness. There our improved health outcomes, we have more efficient and effective student learners, improved academic performance, which leads to greater educational attainment, and greater educational attainment has the capacity to reduce and eliminate health disparities, as does improved health outcomes.

The problem in the Mississippi Delta, among the schools we spoke with, is that we're missing, in the resources and input section, the connection with our teachers and principals because there's such high attrition. At the community level those schools in the most rural areas have a difficult time connecting with the community partners, because they're so far away from everybody, they feel so disconnected, and they have a difficult time getting the community to be engaged and to develop their School Wellness Councils.

That sort of sets up the stage to -- I hate to say the word "failure," but sort of crumbles with the rest of our logic model, because if the strategies and activities aren't supported, we don't have the environment and culture that is supportive of in-school physical activity.

We come to another poll question, again using that agree to disagree continuum. Do you, in terms of community engagement or developing community partnerships, support in-school physical activity practices? Are there barriers at your school in getting them engaged in developing community partnerships?

We move on to the next steps for the work we're conducting in Mississippi. It was recently funded by the Transdisciplinary Collaborative Center for Health Disparities Research, University of

Alabama-Birmingham. I'm partnering with a community-based organization in Mississippi, a pilot test, the RARE model used in HIV and AIDS research to do community health needs assessments. We're going to pilot test using this model in one Mississippi Delta community to develop a School Wellness Council, and to obviously the purpose is to develop the policies and help implement the policies to effect practice, in hopes that to develop this in communities struggling and missing the wellness council piece, we hope that will provide the sustainability for culture and environment supportive of in-school physical activity, despite all of the attrition.

The outcomes of that are yet to come. If it is successful, we hope to be able to apply for some larger funding mechanisms where our office here at the University of Mississippi Medical Center and Office Of Population Health can have a community-based outreach corps, where we're all over the state of Mississippi helping schools develop their wellness councils and implement policies and practices that are successful.

One of the ideas about using this level of intervention is that it's very community specific. The RARE model was developed for that reason. It's designed to engage the community, for the community to identify what their needs are, and for the community to determine what their best practices are to help improve areas that need improvement.

So it's very applicable, I believe not just here in Mississippi but to anywhere throughout the United States, to utilize this model to help engage the community, if that's a barrier, which I see that some do agree. I guess it's about 14% from our poll question, that -- or maybe about 18%, that some agree community engagement is a barrier at the school or district level.

We also have a research brief that is published on the Active Living Research website and on the University of Mississippi Medical Center, Office Of Population Health website. This is a conglomeration of Mississippi-based evidence that supports in-school physical activity policy.

With that, I'd like to close just with this simple idea, that we know, based on our former panelists on this webinar and other evidence out there, in-school physical activity promotes academic achievement. So therefore, it makes sense that a good investment in the future of Mississippi, or anywhere else, in public education may be through investment in opportunities for in-school physical activity and enhancing student fitness.

I'd like to close with one more sort of thought, is that I know that throughout my presentation I spoke about how one of the main barriers is funding. We also recognize that across the country a lot of state mandates are unfunded. I know that in a conservative state like Mississippi, and likely in other conservative states throughout the country, it is highly unlikely that we will ever have a mandate that is going to provide funding for this type of mandate. While that's really discouraging, I think it's something that we need to accept as reality at this point and move to solutions, to connecting with community organizations and connecting with other funders, that we can help schools and help communities to seek out other resources to help support their program.

With that, I hand it back to Amanda and open up for questions.

>> Amanda Wilson: Great. Thank you very much, Abigail, and all of our presenters for your great discussion. We do have a lot of questions that have come in, some really great discussion points from our participants. I'm going to jump right into it so we can spend these last 20 minutes answering some of your questions.

The first one is, let's see, for Darla. This is always a tough question. I'm going to prepare you for it. From Erica Boykin: I'm soon meeting with superintendents to get their buy-in to provide comprehensive school physical activity policy training in their school districts starting next year. What are some key points that I need to include in my elevator speech?

>> Darla Castelli: Thank you so much for your question. It is a touchy subject from the standpoint of administrators need to make difficult decisions, and we all understand that they make difficult choices about the daily schedule, about where the funds actually go to, how much time is allocated to academics versus other subjects, such as physical education or breaks during the school day for physical activity.

I think some of the key points, maybe my response transcends all three presentations, is here in Texas we actually have mandated coordinated school health and also mandated school health advisory committees or parents and teachers who actually are a part of a wellness council for each school. Perhaps the way to begin is establishing these wellness councils, then there can be groundswell from there. I know as a parent in my child's school district we actually, I believe it's June 6, go before the school board and are requesting some components of comprehensive school physical activity programs be enhanced.

I think that some of the talking points for an administrator are we have no known existing evidence that time away from academics will actually decrease the effects of academics. It's developmentally appropriate for children to take physical activity breaks, and that those breaks every 60 minutes have been associated with improvement in academic achievement, and then perhaps having the backing of a wellness council may help you initiate the first steps. I know that in many

schools it begins with the parents asking for a runners' club or some sort of physical activity component after school or during a period during the school day.

So if any of the other panelists would like to chime in and provide other tips, I would be welcome to that.

>> Amanda Wilson: Any other panelists have anything to weigh in on before our next question?

>> Emma Sanchez-Vaznaugh: I think Darla gave a great answer. I have nothing to add.

>> Amanda Wilson: This next question is relevant for all of the panelists. Maybe we'll start, Emma, with you. How do you engage parents in the process and help them understand the importance of physical activity? We have parents that do not support physical education or physical activity because their kids are not athletic or sporty.

>> Emma Sanchez-Vaznaugh: Well, I think that's -- yeah, that's a difficult challenge. Although, I think that these kinds of perceptions are likely to vary by socioeconomic status and other confounding factors as mentioned earlier. I think it is very important that we all work very hard to make our research available to all audiences, including parents, to really promote the importance of physical activity for children's health and education. I think that we may not be doing a good job at that, but there are many translational research efforts that have been supported by the Active Living Research and others to try and accomplish that.

>> Amanda Wilson: Abigail, do you have any comments on that, how to engage, how do you engage parents in the process and help them understand the importance of physical activity?

>> Abigail Gamble: For me, about a year ago, I had this a-ha moment in working with schools, where every time I approach a school about a project or talk about physical activity I was approaching from

an obesity standpoint, and it was a -- it seems rather simple, but it was a great a-ha moment when I realized, when talking with school administrators, that the focus doesn't need to be on obesity, but on academic achievement.

So if you take that sort of insight and apply it to trying to get parents to be more engaged, it's there must be some way, this really would be more community specific, but what are the parents interested in? What are they most passionate about? Are they interested in their child's academic performance? Is it getting them to feel better? Finding out what the parents are most interested in, then figuring out how your passion or focus, how they really overlap, and you can sort of kill two birds with one stone. That's really the first thing that comes to mind for me.

>> Amanda Wilson: Great. Darla, anything to add before the next question?

>> Darla Castelli: No. I think our panelists have done a nice job of responding.

>> Amanda Wilson: This next question is for you, Darla. This is a question, did you compare schools where kids participate in 60 minutes of physical education but do not have physical activity breaks during the school day? Is there a significant improvement in education or health outcomes for programs with physical education and physical activity components versus a program with only a physical education focus?

>> Darla Castelli: Our research actually made a comparison between wait list control, individuals who went home after school, did not engage in physical activity program, versus those with more than 60 minutes in an after-school program. We did not directly in our research. However, Joe Donnelly, out of the University of Kansas, did do this direct comparison. He compared 24 schools that had the beginnings of a CSPAP model.

They had, during the school activity breaks, recess, physical education provided versus schools that did not. What they actually found were almost a grade level higher of improvement across some of the categories, such as reading, mathematics and science in those 24 schools that had more physical activity, had the brain breaks and physical education.

One other resource for you: Julian Reed did a comparison study in South Carolina on schools that had no physical education, had no physical activity breaks, or opportunities for physical activity breaks across the school day, and found a similar comparison, that the school that actually had physical education, 60 minutes of physical education each day, outperformed those schools that did not. And primarily, that was in fluid intelligence, and that fluid intelligence is more like critical thinking and problem solving. It wasn't necessarily specific to subject matter.

>> Amanda Wilson: Great. Thank you very much. This next, actually a statement from one of the audience members, and this is about the question that I raised after Emma's presentation, about the availability of compliance data. So Lindsey Simpson, thank you for this tidbit of information that I will share. She said, In the absence of state-collected compliance data folks might be able to get some information from the school health profiles data, from the Centers for Disease Control, from CDC. She said the most recent version included a section on physical education. So that's possibly another resource for those that don't have that state compliance data.

Moving on to our next question, I am not sure which panelist wants to take this on, so I'm going to read it and see if one of you can jump in. School design elements can make it easier for schools to adopt policies and staff to adopt practices that encourage physical activity. What design elements

are most important to consider in construction/remodeling projects to support physical activity? One of you that wants to tackle that question?

>> Abigail Gamble: I'll take a stab at that first. I'm not sure if you're referring to school design in terms of the physical design of the school or more of a cultural design of a school, if you will. I know that in the lower income areas, having funding to make structural changes is a challenge.

So what I found through the research I've conducted is that this sort of culture that is supportive of physical activity really stems from the support of the principal. When you have a principal that understands the connection between health and education it really is very, very important. And a lot of the principals mentioned that when they first started at a school, that it was challenging to get some of the teachers to buy into this idea of taking a five-minute physical activity break throughout the day. They talk about being very persistent and knowing it's important for children, and developing a schedule and providing resources for teachers to help them integrate physical activity into the day, that it really starts to spread throughout the school.

So I think that when you have an administrator that understands this relationship it makes a world of a difference. Maybe the same can be true if you flip the script a little, if you had had a group of teachers really passionate about physical activity and understood that connection between physical activity and performance and behavior, that they might be able to encourage the principal to jump onboard in order to create something that's more schoolwide.

>> Darla Castelli: I have a possible resource for individuals interested in the architecture surrounding schools. The book is called "The Third Teacher." It describes 79 different ways that you can use design to transform teaching and learning.

I wanted to give a quick shoutout to an elementary school being opened this fall. It's Odyssey Elementary in Salt Lake City, Utah. They have integrated many of these recommendations into the architecture of the school. There will be tread desks and there will be physio balls within the classroom, there will be climbing walls within the hallways and all kinds of other opportunities for children to be physically active. I will post that resource for you.

>> Amanda Wilson: Great. Maybe one more resource before we move on. Another project called Learning Landscapes, out of Colorado, and they have done some studies on -- basically, they've gotten community input and found that something as simple as painting on pavement can increase physical activity. So that's just another resource to have a look at. Again, called Learning Landscapes.

Moving on to our next question. This is kind of a statement, but could possibly be a question as well. We've run into school districts being handcuffed by janitorial unions claiming any events held in gyms or fields require janitorial staff be assigned and compensated. This drives up hourly rates of use, pricing out many recreation activities. How can schools deal with this and allow their facilities to be used for activity? Again, I'm not sure what panelist might be best for that. Is there one of you that wants to take that question?

>> Abigail Gamble: Well, hearing none --

[Laughter]

>> Darla Castelli: This is Darla. It is a very real issue. There used to be schools were provided to programs, such as Boys and Girls Club, YMCA had free access, Girl Scouts and Boy Scouts used to have free access to schools.

There are rumors, we hear people being charged \$100 an hour for custodial services as well. Again, I think it potentially goes back to the joint-use agreements and potentially parents demanding as taxpayers that there be shared use, and that there not be a fee or be some way to waive that fee.

Again, bringing it to the attention of all parties, sometimes people aren't aware this is the circumstance in joint use. Certainly, perhaps we can open these facilities to individuals. I completely concur, it's an inhibitor. I'm not the most creative person to come up with a solution. I know it's real. I think beginning a dialogue and making everyone aware of the circumstance is a potential starting point.

>> Abigail Gamble: Very well put. I echo that response.

>> Amanda Wilson: We're running out of time. I wanted to know if any panelists have any closing remarks or closing advice for our attendees today, before I wrap it up. Maybe start with you, Emma.

>> Emma Sanchez-Vaznaugh: I don't have anything to add, other than just thanking everyone for participating in the webinar. I will be very happy to answer any questions over e-mail, if you have any.

>> Amanda Wilson: Darla, any closing comments from you?

>> Darla Castelli: I wanted to thank everyone for joining us on the webinar today, and for all of your good work and efforts that you put forth. We were the speakers and got to share our research, but we know that you all have wonderful testimonials yourself. Keep up the good work. I am available by e-mail as well.

>> Amanda Wilson: OK. Abby, any final comments from you?

>> Abigail Gamble: No. Just thanking everyone for their participation, and also I'm available for further questions or discussion via e-mail following the webinar.

>> Amanda Wilson: Great. I wanted to take this opportunity to thank all of our panelists for the great presentations and for all of you for participating. So we would hope that you will be able to apply what you learned and be inspired by the discussion today to increase physical activity in your schools. Be sure to check out the resources that are available through Dialogue4Health, and please complete the survey that you will receive soon after this. Also, you will receive a link to a recording of the web forum once it has been posted in the near future.

I think -- I almost forgot to thank some very important people. We would like to thank Joanna Hathaway and Tonya, who worked very hard to make sure everything went smoothly for this webinar and helped us get the Q&A organized and everything. So we don't want to forget them. They made this happen today.

I believe -- I guess I'm thanking myself, kind of, our co-sponsor, which is Active Living Research. And with that, we would like to wrap up today's webinar and remind you again that these slides and recordings will be available shortly on the Dialogue4Health website.

Have a great day, everyone, and we hope to see you on our next web forum.

[Ended at 12:28 p.m. PT, 3:28 p.m. ET]