

Please stand by for realtime captions.

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Good afternoon. We have another great webinar today. Entitled introduction to federal research and resources and rural education in the United States. With us today is our presenter. In the webinar room. Lives is an associate Commissioner knowledge division for the national Center for education and evaluation and regional assistance Institute of educational sciences at the US Department of Education. Liz oversees the national Library of education. All of these programs aim to take education research, make education research usable for educators, policymakers, parents, students and edger education stakeholders. I have to go through my usual housekeeping reminders. If you have questions or comments on the presentation, feel free to chat them in the chat box located in the bottom right corner of your screen. I will keep track of all the questions that come in. At the end of the presentation, Liz will respond to each of them. We are recording today's session and will email a link to the recording and the slides to everyone who registered for this presentation of this webinar.

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We will send you a certificate of participation using the email you used to register for today's webinar. If anyone needs additional certificates because multiple people watch the webinar with you, please email us and include the title of today's webinar along with the names and email addresses of those needing certificates. If you need to zoom in on the slides being shown by the presenter, you can click on the fullscreen button in the bottom left side of your screen. Two eggs of the fullscreen, run the mouse over the blue bar at the top of the screen so it expands and click on the return button to get back. Finally, at the end of the session we will share a webinar satisfaction survey. We will let you know when the survey is available in the URL will appear in the chat box. We appreciate your feedback after the session today. Please keep in mind to reserve your comments about presentations, style and value of the webinar for the survey and use the webinar chat box for questions you would like to ask Liz and to report any technical issues you encounter. I will hand the virtual microphone over and she will take it from here.

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Thank you. And thank you for having me today. I work at the national Center for education, evaluation and regional assistance the center is part of the Institute of education sciences, which is the research arm of the US Department of Education. Some of you may know that the Institute of education sciences which I will refer to as IES during this presentation, they have four centers. And a lot of the data that I will present today come from the national Center for education statistics. And a lot of the data I am going to present comes from a program I oversee. The regional educational laboratory program. Which I will talk about more at the end of the webinar. Let's get started. Here is another review that I thought would be helpful. These are the topics I'm going to cover. First I should say, I was asked to do the webinar because someone requested a webinar on rural education. I thought what would be most helpful is an overview of what we know from federal data and research about rural education, rural students, throughout the country. This is an overview of some of the federal data we have on rural education. In order to understand some of the things we are going to talk about I will start with the locale definitions that I'm using that come from the national Center of education statistics. After we go over the definitions, I will go into three different topics. Student enrollment, demographic characteristics of students and performance of students. We will look at all of those. For rural students compared to students other locales around the country. For those three topics I am going to present national data that we have at IES. For topics where I put an asterisk, I am going to talk

about some national data we have, nationally represented. But go a little deeper and provide some findings from studies in particular, states, about rural education. For those two topics we will go into more depth. Finally, I will briefly go over some federal research efforts and federal resources. That may be helpful to you. If you want more information about rural education in the US. Some of the resources are ones I use for this presentation. I want to ask a question. I would love for you to think of the answer and compare it to what you hear on my next slide. I'm sorry. Let me do the definitions first. These are the definitions we will be using. There are four different locales that the national Center for education statistics uses. Different categories. I want to give you an overview of the definitions without going into too much detail. First we have the city cities are territories inside an urbanized area. And inside a principal city with a population that can range from less than 100,000 to more than 250,000. Suburb is a territory inside a principal city and inside an urbanized area. A town is a territory that is inside an urban cluster that can be anywhere from less than 10 miles from an urbanized area to more than 35 miles from an urbanized area. Rural area is a census defined little territory that is less than five miles from an urbanized area to more than 25 miles from an urbanized area. Here is the question. What percentage of public school students in the US do you think go to school in a rural area? Or in a rural school? Ask yourself that question. I would love for you to think about the answer. And then I will give you the answer. I did this because I was surprised when I looked at the data for the first time a few years ago. My next slide shows the answer to that question. This shows the number of students in rural schools and the percentage they make up of the total of public school population in the US. In the fall of 2016. This shows we actually have over 15 million students in public schools in the USA. And 9 million are in rural schools. That means that about almost 19% of all public school students are in rural schools. That was a little higher than I expected. I was thinking that rural areas are not very densely populated. I expected it to be closer to 10%-12%. It is interesting to note the most common locale for public school students is the suburbs. Nearly 40% of students in public schools in the United States are in suburban schools. That is the population in context. Next, I want to give an overview of the demographic characteristics of students in rural schools compared to the other locales. This 1st slide shows us that at least as of the fall of 2016, which is the most recent year for which we have national data, rural schools at a much higher percentage of white students in a smaller percentage of black and Hispanic students. Then did schools and all the other locales. I have rural on the far right. You can see that 70.8% of the students in rural schools are white. This is in contrast to, if we look at the percentage of students in all schools across the nation, less than half, 48.9% of public school students are white. White students are highly represented in the rural schools. Likewise, only 13.2% of the students and rural schools are Hispanic. Whereas, in the nation as a whole, over a quarter of public school students are Hispanic. Next slide. I will talk about poverty. People often think, rural areas are very poor. I had guessed that most of the students in rural schools are in schools with lots of poverty. Sort of yes and no. What this shows is that in the fall of 2016, more than two thirds of rural students attended schools in which 25-75% of the students were eligible for free or reduced price lunch. We use that in determining poverty. This is the group I am talking about. It shows rural students and most of them are in schools that we think of medium poverty schools with 25%-75% eligible for reduced lunch. This is interesting to me. It seems as though, the majority of rural students are in schools with some poverty. What is interesting, if you look at the highest poverty category of schools, at the top, schools were 75% or more of the students are eligible for free or reduced price lunch, only 14.7% of rural students are in such schools. Whereas, cities are 40%. For the nation as a whole, 24% of students are in high poverty schools.

Rural schools are not quite as poor as I was thinking in terms of the student population. Before I looked at the data. Next we will talk about student performance. What do we know about the performance of students in rural schools compared to nonrural schools? We will first look at data from the national assessment of educational progress. Many of you might have heard of this. If not I will say that it is the only assessment that the nation has that measures what students know and are able to do in various subjects across the whole country. We get a national measure of student performance. It is also done in every state. There are statistics on how students do in every state and in some large urban districts. This first slide shows something really interesting. The latest data for fourth-graders shows that, in 2019, fourth grade students and rural schools performed better on NAEP than did fourth-grade students in cities and towns . We have the NAEP math average score for students and rural schools is 240. Which is higher than the average for students in towns and students in cities. Lower than in suburbs. The same pattern is here for reading. The same pattern is seen with eighth-grade students. Eighth-grade students and rural schools perform better on NAEP than eighth-grade students in towns and cities. The schools where they are not outperforming is in the suburban schools. 12th-graders, the most recent published data is from 2015. The trends we saw before are not seen with 12th-graders. In 12th grade, students and rural schools do no better and no worse than students from the other locales. They all do about the same. Which is really interesting. How the differences disappear in 12th grade. The average score per rural students on math NAEP is 152. Which is not different from the suburban score or the town and city score. Same over here for reading. The differences disappear. But, here is a bit of something that is not consistent. If we look at high school graduation rates, our most recent data from the school year 2016-2017, rural students are actually more likely to graduate. Rural schools have a higher graduation rate. 89%. Then do schools in other areas. Very close to the suburban rate of 88. Nationally it is 85% of students graduating from high school in four years. Rural schools are above the national average for that. Now we will talk about college preparation enrollment. Here is the first topic where I'm going to go into more depth. I am not going to just provide national data. I am going to provide data from particular states. I thought it would be good to set this up by going over what some of the past research has said about college preparation and enrollment for rural students. Some past research has indicated that rural students have less access to college prep exams and have a never school curriculum. That is because rural schools are often smaller and have fewer teachers. So they have a more narrow set of courses to choose from. Nationally college enrollment rates have been lower from rural areas. And we have also seen smaller percentages of rural adults than urban adults have earned a bachelors degree or a graduate or professional degree. That is what we have seen in the past. Now I will show you the most recent data. Before I talk about the next slide, I want to explain something about college prep. This slide has to do with enrollment in what are called dual enrollment or dual credit programs. Probably many of you know what those are. But just in case I thought I should review. These programs called dual enrollment or dual credit are programs in which high school students can take college courses and get both high school and college credits. This can be done in one of three ways. Sometimes a college professor comes and teaches a course at a high school. It is a college-level course. The student will get college credit and high school credit. Or I think it is more common for student to commute to a local college or community college and take a course. The high school recognizes the credit for the course and the local college will as well. The third way that is becoming common, high school students will take college courses online. And get the credit both at the high schools and in the University from which they are taking the online course. What this slide showing is that in 2000 -- in the

school year 2015-2016, a percentage of rural public schools that had students enrolled in dual credit or dual enrollment programs was higher than the percentage of city or suburban schools. Almost 76% of rural schools had students enrolled in dual credit. Which is a high percentage. It is higher than suburban and city percentage. And higher than the percentage of schools in the nation as a whole. The next type of college preparation statistic I will show has to do with advanced placement courses. In case people don't know, advanced placement courses are courses that are college-level courses taught in many high schools around the country. They give students a taste of what college-level work is about. At the end of the course, students can take and are sometimes required to take the advanced placement exam for the course. If they score very well, some colleges will give the student credit. For that course. In 2015-2016, the percentage of rural public schools that had students enrolled in an advance placement math course was lower. This is a really different story than what we saw with the dual enrollment. Dual credit. Rural students or rural schools are more likely to have students enrolled. Advance placement is the opposite. Only 36% of rural public schools had students enrolled in advanced placement math courses. That is much lower than the percentage of suburban schools. Almost 80%. In the nation as a whole, over half of the nation's public schools or high schools offer advanced placement. 55.3%. You are much less likely to find an advanced placement math course in a rural school. The same is true for non-math, non-science advanced placement courses. Same pattern. It is a little bit higher. But 44.5% of rural schools have students enrolled in a non-math, non-science advanced placement courses. Where is nationally, 62% of schools have students enrolled in such courses. Rural schools are less likely than other schools to have advanced placement courses. I thought it would be interesting to look at some of the data we have from a particular state. I looked at one state. We have a study that one of our original educational laboratories did in Kentucky. This was done by looking at the 2012-2013 school year. The data from the study was consistent with the national data. A much higher percentage or a higher percentage of 11th and 12th graders and roll in Kentucky I schools participated in dual enrollment courses than did the other locales. 22.2% of the 11th and 12th graders in rural Kentucky high schools were participating in dual enrollment courses compared to only 17% in town and 10% in the city and 12.3% in the suburbs. In Kentucky. That is a case where the state is consistent with the national data. Let's look at college enrollment nationally. The most recent data are from 2017. This comes from the Census Bureau. The American community survey. This shows the percentage of 18-24-year-olds and rural areas who are enrolled in undergraduate or graduate programs was lower than for those in the same age and all the other locales. Only 30% of young adults in rural areas were enrolled in college. Compared to across the nation, 42.5% of young adults were enrolled in undergraduate or graduate programs. You can see if the percentage is higher for all the other locales. Next, I thought it would be interesting to show some findings from a study in Indiana. It actually shows how things look different in Indiana. At least when we look at this particular study which focused on Indiana high school graduates from the class of 2010. This slide shows the percentage of 2010, rural high school graduates who took at least one AP exam and the percentage who enrolled in college in the fall after graduation was actually very similar to the percentages for the nonrural peers. Here is enrolled in college. The rural is on the right. 62.1% of the 2010 graduates enrolled in college. And 60.6% of the nonrural graduates. This is population data. This is all the students. This is not a sample. All the students in the class of high school graduates. A slightly higher percentage of the graduates from Indiana high schools in 2010 went on to college. And a very similar percentage of those graduates had at least taken one AP exam. 27.2% of the rural and 28.1% of the nonrural. Less than a percentage point

difference. If we look more closely, you see something different about the graduates from the rural high schools in Indiana from the study. What we see is that, the rural high school graduates were much more likely to enroll in a two year college rather than a four year college. And they were more likely to attend colleges that were under matched, the presumptive eligibility when compared to nonrural students. That is a mouthful. What that means is, the rural students went to schools that were less selective than they could have attended. They qualified for more selective schools but tended to go to schools for which they were under matched. Here we see 27.8% of the rural that were less selective than for which they really qualified. Whereas only 24.4% of the nonrural students went to less selective schools. You can see 30.8% of the rural graduates went to a two year college. Which is about five percentage points higher than the percentage of nonrural graduates that went to a two year college. Remember earlier we saw with the national data that rural students are less or people in rural areas are less likely to be enrolled in college. I wonder if part of what is going on is that rural students may be in other locales besides Indiana are likely to go to two year colleges. I don't have national data. If that is the case, anytime you do a snapshot of enrollment in college or grad school, you will probably have a lower percentage of rural students in higher education. They are getting out of it more quickly if many are going to two year colleges. That is just a hypothesis. All I have are data from Indiana. Let's do a summary of what we learned about college prep and enrollment. Rural schools, a summary of what we learned from the data, rural schools across the nation are more likely to have students enrolled in dual enrollment or dual credit courses than our schools and all the other locales. Consistent with this we saw in Kentucky a higher percentage of 11th and 12th graders and rural schools in Kentucky participated in dual enrollment than did 11th and 12th graders and all the other locales in Kentucky. We also saw that rural schools are less likely to have students enrolled in at least one AP course. Nationally, young adults in rural areas are less likely to be enrolled in college or graduate school than our young adults and other locales. However, I showed you one study of students in Indiana that indicated a similar percentage of rural high school graduates as non-Royal high school graduates had taken at least one AP course and similar percentages of graduates from rural schools and nonrural schools had enrolled in college. But the footnote was that the rural high school graduates more more likely to go to two-year colleges than for your colleges and were more likely to go to a less selective college than they could have enrolled in. The final thing I will talk about is teaching mobility and recruitment. I was sure some national data and also show data from particular states and shed some light on what might be going on. To set this up I want to share findings from past research. On this topic. It is important to know, I think this is in the mainstream media quite often, that rural schools and districts face more severe educator shortages both for teachers and principals. Than for schools in suburban areas. Sometimes even urban areas. Research has shown that there were certain characteristics of rural communities that may be making teacher recruitment and retention more challenging. For example, research has shown that teachers often feel isolated because rural areas are sparsely settled. They are far from population concentrations. It can be quite lonely to be a teacher in a rural area. Rural schools and districts often have small budgets and a smaller scale of operation. Sometimes they have lower compensation for teachers. And they often have difficulty or summary Chesson in the past difficulty providing resources for students with special needs an English language learners. The most recent data at the national level for teacher mobility is from school years 2011-2012 into the next school year. The national data from those years indicate that teachers and rural schools were actually equally likely to remain in their schools and know more likely to leave teaching than are teachers in cities, urban or rural schools. Leading

teaching is a .4%. This is sample survey data. The difference is not statistically significant. There is no difference statistically. These are the percentage that remain in teaching. It is consistent internationally. At 84.6% rural teachers remain in schools in these particular years. From 2011-2013. Nationally 84.3% of teachers stayed in their position in the same school. The national data from the two years also showed that among teachers who moved, rural teachers were less likely than city teachers to move to a school in the same district. Among the teachers who moved, 49.3% of the rural teachers moved to a different district. Compared to the city teachers. Only 30.9% of those teachers moved to a school in a different district. Now I want to look at some of our state data. To see if we can see similar patterns. We have a study that looked at teacher mobility and four states in the central part of the U.S.. This looked at teacher mobility in Colorado, Missouri, Nebraska and South Dakota. It showed the percentage of teachers who stayed in the same school from one school year to the next, in this case from the 2015-2016, did not differ between rural and nonrural schools within each of the states. You see the percentage who stayed is the brown part of the bar. It is almost the same. For South Dakota, the percentage of rural and nonrural. It is about the same. If we combine all four states together, they are about the same. Interestingly enough, if we look among the teachers in those four states who moved to a position in a different district, those who moved to teach in a different district, between those two years, teachers who started in a rural school and started in a nonrural district were both more likely to move to a position and a nonrural district. For example, these are teachers who started in the first year, in a rural district, fewer than half of those who moved to a new school from a rural district went to teach in another rural district. 46.2%. Likewise, of the teachers who moved from a rural district, I'm sorry, from a nonrural district to another district only 12.4% moved to a rural district. The vast majority moved to a nonrural district. Even though we did not see differences in the percentage who stayed and the percentage who left teaching, when it comes to moving, it looks like teachers from both rural and nonrural districts, when they move they are not likely to go to a rural district. They are much more likely to go to a nonrural district. That may be contributing to the teacher shortage problem. The movement out of rural districts. This is happening in lots of places. To shed more light on this we have findings from another study in Oklahoma. The study looked at recruitment and retention of teachers in Oklahoma rural schools. School districts. And they found teachers and rural school districts in Oklahoma had a shorter duration of employment than those in nonrural districts throughout the state. They also found that rural school districts successfully recruited a lower percentage of the teachers they needed than did a nonrural school districts over a five-year period or six year period. From 2006 through 2012. Interestingly enough, most teachers in the rural school districts who left the position but were rehired in the same state, they were rehired in a rural district. That is a subgroup of those who left their position. Finally, we looked at the characteristics that were related to successful recruiting. Into rural districts. They found that teachers who were male, who had higher post secondary degree and those with more teaching experience were harder to recruit and retain and rural school districts. Teachers and rural school districts about that a higher total compensation package and increased responsibilities in the job assignment were actually positively associated with successful recruitment. And retention. I just want to summarize the findings on teacher mobility and retention from the data I presented. National data indicates that teachers and rural schools are really just as likely to remain in teaching as teachers and other locales. Among teachers who change schools, rural teachers are more likely to go to a different district. And the study of teachers and four states found that among those who changed, they are most likely to go to a nonrural school. Finally, that study of Oklahoma shows that teachers and rural districts

remained in teaching and districts for fewer years than teachers in the nonrural district. And the other big highlight was that over a period of 2006-2012 the rural districts were less successful in recruiting teachers they needed than nonrural districts. I would just go over some federal research efforts that you can look at to kind of look for more information, research and data on rural education. And some other resources I pulled a lot from a program in my group at IES , the regional educational laboratory program. This program is quite interesting. The regional educational laboratory, both conduct applied research that is requested by states and districts. And sometimes higher educational organizations. And they do 25% of their work in rural education. If you go to the website you can find a lot of publications on rural education. All the state findings I presented were from this program. I have an asterisk here because this program provides technical support to educators and education stakeholders with the goal of helping educators and policymakers use research and research based practices to improve education programs and to ultimately improve student performance. If you have people coming to you into your libraries who are looking for help to improve their education programs in rural areas, this program, you can refer them to this program. It is a free federal program. They can get on-site support for improving programs using what research says is best practice. It provides this for rural areas and nonrural areas. The second source of research data is the digest of education statistics. And national Center for education statistics. It is another center. And a lot of the national data I provided were from the digest. This is the website right here. One of our other centers has two world research centers. One is the national Center for rural education research networks and the other is the national Center for rural school mental health. You can look at these websites to see what research they are doing on rural education. Finally, here are two main resources on federal rural education at the federal level. This report called the 5005 report on rural education was requested by Congress. The Department of Education released it a year and a half ago. It summarizes a lot of the work the US Department of Education supports to help improve rural education. Likewise, this site, U.S. Department of Education website takes you to the rural education resource Center. You can go there and find all the programs that support, that our department provides to support rural education. That is another good resource. That is all I have for you today. I am happy to answer any questions. I want to point out, I know this PowerPoint will be posted. I have the references I used in the back. Once it is posted, you can look and see where each slide and which source data are used for each side. If that is helpful to you. Thank you very much for listening. I am happy to answer questions.

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Thank you. Great webinar. It is an eye-opening webinar with some of the statistics. They were very interesting. Any questions for Liz? Somebody had mentioned earlier, Patricia mentioned, that is often the only way they can get those classes.

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The dual enrollment classes. Yes. That make so much the Simi that that would be the only way students in some rural areas can access certain subjects at a high level.

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Any questions for Liz? I don't know a lot about this topic. Is that measuring the same thing across all schools? The same content?

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Yes. Exactly. Therefore you could do the comparisons. That is the same contents for all the fourth-graders across the nation in every state.

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Exactly the same content.

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That is my understanding. I don't work on NAEP that it is done for the comparative purposes. I did not show it here but there is a trend line and you can see if NAEP scores are going down overall. If they go down for certain important groups like low income students, black students and so forth. They check the trends over time. The last results for fourth and eighth graders were disappointing for a lot of states because the NAEP scores went down or stayed the same. A lot of states are trying to improve the NAEP scores. I did not present the trend lines but I presented the data for the most recent year we had. If you go to the website, and search the assessment page, you can see trends for NAEP going back to 1969. You can see how the nation as a whole has been improving or not improving. You can see every state in the nation. You can see some cities as well. It is really interesting.

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Any questions for Liz? Ashley put the satisfaction survey in the chat box. Please fill that out. We have plenty of time for questions. Let me throw a few things in. In your other data you have available, does anything go into technology measured against NAEP? I am interested myself. I was thinking all these wonderful laptops and tablets, depending on your point of view, wonderful a not so wonderful. How that may be affecting students and the NAEP scores?

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That is interesting. There is no research I know of that we sponsor. That looks at the relationship between technology and NAEP scores. I thought you were going to ask about rural students access to technology. We have data on that. And we do have, I'm sorry. I lost my train of thought. If you go to the digest of education statistics you can see who has Internet access and things like that by locale. It is interesting. There is no data that we have there may be some research that one of the centers is done that looks at the relationship between the use of technology and student achievement. It may look at NAEP scores but I am guessing it looks at other measures of achievement.

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There has been some articles I have read in the Washington area. Where kids are using tablets and the parents are objected because they said my kids have a break and they go on the tablet. They don't it is good for the kids. It is the parents opinion.

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We get that question a lot. It is something that teachers ask a lot as well. What is known about the effect of all the technology on our students? I am not an expert on that. I can ask my colleagues at the national Center for education research. If they have any data on that. I can get back to you. They may have research projects that are looking at that. My center does not. The evaluation center. But I will look into that.

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Thank you. Linda has a question. Not finding section 5005 report. That will be reported to the catalogers. We have a good bit of time for good questions. Let me throw this out. I am not well versed in this area. These advanced placements, how many realistically, how many classes could a kid accumulate normally to apply to a college?

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That is a great question. I am not an expert on that. I do know that it depends on the college. Some colleges are very generous with giving advanced placement credit and other colleges are less so. In terms of -- there is a lot of and giddily a big range. Some students take lots.



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Like a semester or whole years worth. Is that feasible?

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I know someone. My husband placed into college. This was in 1976. He was placed as a sophomore. That is rare. I think. But I am speaking from anecdotal. You can look at the college board the advanced placement program. You can go to the College Board website and they may have data on that.

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Maria has a question. Do you know of any data sets or research projects on rural teachers beliefs and how they impact the teaching practices? What do you mean by beliefs? Religious beliefs or teaching technique? Beliefs on teaching. I guess you mean styles of teaching or types of techniques. In my opinion on the right track?

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We don't -- I don't know any data on that. I don't know of any data. There may be research. But I don't know of any data we have on that. You can Google that and go to Eric. I don't know if everyone uses Eric. Eric is a big database of educational research. A lot of it, if a publisher participates in Eric they often make their research fully available. You could go and look for that.

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It used to be a gigantic Eric microfiche collection. Now it is all online.

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We are trying to get a lot of it online. But there is still microfiche that is not online. That would be my suggestion. Do a search on beliefs several teachers and things like that. That would be my suggestion.

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I should have put up the link to Eric. It is a great place to go. It is funny I did nothing of that. It is a great place to go to look for resources for information on rural education or any of these topics.

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Personally, I am interested in what I read about, completion rates, graduation rates in colleges and community colleges. And how some colleges are really pushing their students to graduate quickly or on schedule. Because it drags out and they don't complete. If it drags out they were not complete and/or run up a huge debt. Taking longer and missing class. There are so many complications. Ashley just put a link to ERIC in the chat box.

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Thank you. It was an oversight on my part. ERIC is under my division. I am a little embarrassed that I did not advertise ERIC .

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Any questions for Liz? This was a great presentation. Great resources.

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Thank you.

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There was one thing that there was variation early on and when it hit 12th grade it was all the same.

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Is it that fascinating. I cannot tell you anything more about it. My colleagues who work on NAEP would be able to talk about that. And they probably don't know why, they are just hypotheses or maybe there is research that is looked at that. It is fascinating.

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Any questions for Liz?

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Thank you very much for listening.

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We will give it a minute or two for last questions. You are getting more shoutouts. Let me go into my wrap-up comments. We have time for questions. Please put them in the chat box. I would like to thank Liz for a great webinar. Great resources and a great presentation. We appreciate that. I would also like to thank my colleague Ashley for her great work as tech support. I hope you enjoy the webinar as much as we did at GPO. Don't forget the upcoming webinars. We have two more scheduled for February. The next is tomorrow, Friday, February 21. Titled, a guided tour of NOAA climate dug up. Reporters in one. It sounds very interesting. Don't forget to register for our upcoming spring 2020 depository library Council virtual meeting. That is Wednesday, April 22. Until Friday, April 24. We run that from 1:00 p.m. until 4:00 p.m. Eastern time. You will receive notice of all upcoming webinars when they are announced if you sign up for email alerts. And from the Academy webpage which is linked to in the index section at the bottom of the homepage, you can view a calendar of upcoming webinars and other events. Access past webinars from the archives and a link to a web form to volunteer to present a webinar. A lot of the librarians present webinars. Any government information topic could be about how you manage your depository library. That is all good. And a last questions? I don't see any. A lot of shout outs and thank you's. I think I will close it out. Thank you one last time. Thank you audience. Please come back to the Academy for more great webinars. Have a great rest of the day. Thank you.

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[Event concluded]