

Rural – A Concept Beyond Definition

Overview of Past and Present After School Efforts in Addressing Rural Challenges

Presented by the California AfterSchool
Network's Rural Subcommittee:

Bruno Marchesi, Network Coordinator
Susan Maschmeier, Rural Subcommittee Co-Chair
Gloria Halley, Region 2 Lead
Damian Maldonado, Rural Subcommittee Consultant

What Is The Issue With Rural?

“Rural – A Concept Beyond Definition” - the problem of defining rural was then and continues to be a concept that has no single definition.

- Towns with less than 2,500 residents and at least 20% of income come from agriculture (Creighton University).
- Any city, town or village with fewer than 15,000 inhabitants (Missouri Economic Development Dept).
- Ratio of primary medical physicians per 1,000 inhabitants, 30 minutes travel from population centers, population over 65 (Guidelines for Medically Underserved Areas).
- Average daily attendance of fewer than 600 students (Rural Education Achievement Program , REAP).
- Beale Codes, Metro Status Codes, and Locale Codes (National Center for Education Statistics, USDE).

2004: Beginning of Statewide Efforts

- Region Wide Meeting Held in Madera, CA
- Disparities in Funding to Rural Programs.
 - ✓ Absolute and Competitive Priorities
 - ✓ Rubric Scoring Criteria in the Effective Collaboration & Partnerships section, and the Program Administration section
 - ✓ No Consistency in Identifying Rural
- Rural Subcommittee Group Formed
- CDE Expressed Interest in a Report



Formal Report to CDE

Presented in July of 2004

The reports purpose was to make formal recommendations on program & policy implications for the 21st CCLC grant requirements.

The objectives of the report were to:

1. Identify the current national and state demographics.
2. Identify a clear definition of what defines rural.
3. Identify the challenges faced by rural programs in obtaining grant funding
4. Identify effective strategies for addressing the identified challenges.

Report Recommendations

Recommendation #1:

- *Accept NCES Locale Code Definitions for Rural Schools*
- *NCES Locator at <http://nces.ed.gov/ccd/districtsearch/>*

Recommendation #2:

- *Award Grants on a Percentage Bases to Programs Based on their NCES Codes*

Recommendation #3:

- *Shift Rubric to Meet the Needs of Rural Programs based on the Locale Codes and Assign Readers from Rural Communities to Read Rural Applications*

Outcomes of Report

- CDE Changed Reader's Conference Format
 - Implemented Recommendation #3
 - Assigned Readers from Rural Areas
 - Special Emphasis on Rubric Criteria
- Rural Programs Funded Before Report
 - 142 Programs in both Cohorts 1 & 2
- Rural Programs Funded After Report
 - 125 Programs in Cohort 3 only
 - Approximately 76% increase from previous Cohorts



Recent Changes

- In 2006, NCES implemented changes to their definition of rural and the NCES codes.
- Statistics continue to show that rural communities and programs faces some unique challenges.

In California, 85.8 % of rural students live in poverty.

This is over 20% above the national average.

Only four states in the nation have higher rural student poverty rates than California. (MS, SC, AL, NM)



21st Century Community Learning Centers (CCLC) initiative is the **only** federal funding stream dedicated exclusively to after school and summer programs.



Nationwide, 38% of rural participants chose their after school program because transportation was provided **to and from it.**

By comparison, only 22% of urban and suburban participants chose it for this reason.



California rural schools serve 26.7% ELL students compared to 3.4% nationwide.

Only 5% of California's public school students attend rural schools, yet they still rank 10th largest absolute rural school enrollment in the U.S.



Recent Changes

- Last year, The Network held it's first Rural Summit with great success.
 - Based on previously funded work
 - Recommendation report published and distributed
 - Used at the California After School Challenge

Recent Changes

- Recently, at the request of the rural subcommittee, CDE explained that it defines rural based on grantee interpretation, or when necessary use the NCES codes.
- Rural subcommittee has requested group look into the feasibility of using the new NCES codes, or other definition to define rural after school programs.

Corresponding Categories	Metro-centric	Urban-centric
City	1, 2	11, 12, 13
Suburb	3, 4	21, 22, 23
Town	5, 6	31, 32, 33
Rural	7, 8	41, 42, 43

http://nces.ed.gov/ccd/rural_locales.asp

New Definition of Rural from NCES

41 - Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

42 - Rural, Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.

43 - Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

Definitions

Census-designated place – an unincorporated community (i.e., without legal boundaries) for which locale officials provide boundaries for the purpose of Census tabulations.

Urbanized areas and clusters – densely settled cores of census blocks with adjacent densely settled surrounding areas. When the core contains a population of 50,000 or more it is designated as an *urbanized area*. Core areas with populations between 25,000 and 50,000 are classified as *urban clusters*.

Recent Changes

- This year, 2nd Rural Summit
 - Held January 19, 2011
 - Over 80 participants
 - Roundtable Recommendations

