



USING EDUCATION FOR RURAL DEVELOPMENT

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United States Department of Agriculture

Education and Economic Outcomes in Rural America

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Southern Legislative Conference Webinar
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The views expressed here are the author's alone and should not be attributed to the Economic Research Service or the U.S. Department of Agriculture



Introduction

- ERS Mission: “to inform and enhance public and private decision making on economic and policy issues related to agriculture, food, the environment and rural development.”
- We have a number of resources available online at www.ers.usda.gov, including data, maps, topic pages, *Amber Waves* magazine and other reports and publications



Outline

1. Defining “Rurality”
2. Trends in Educational Attainment
3. Education and Economic Outcomes
 1. People
 2. Counties
4. Education and Population Change



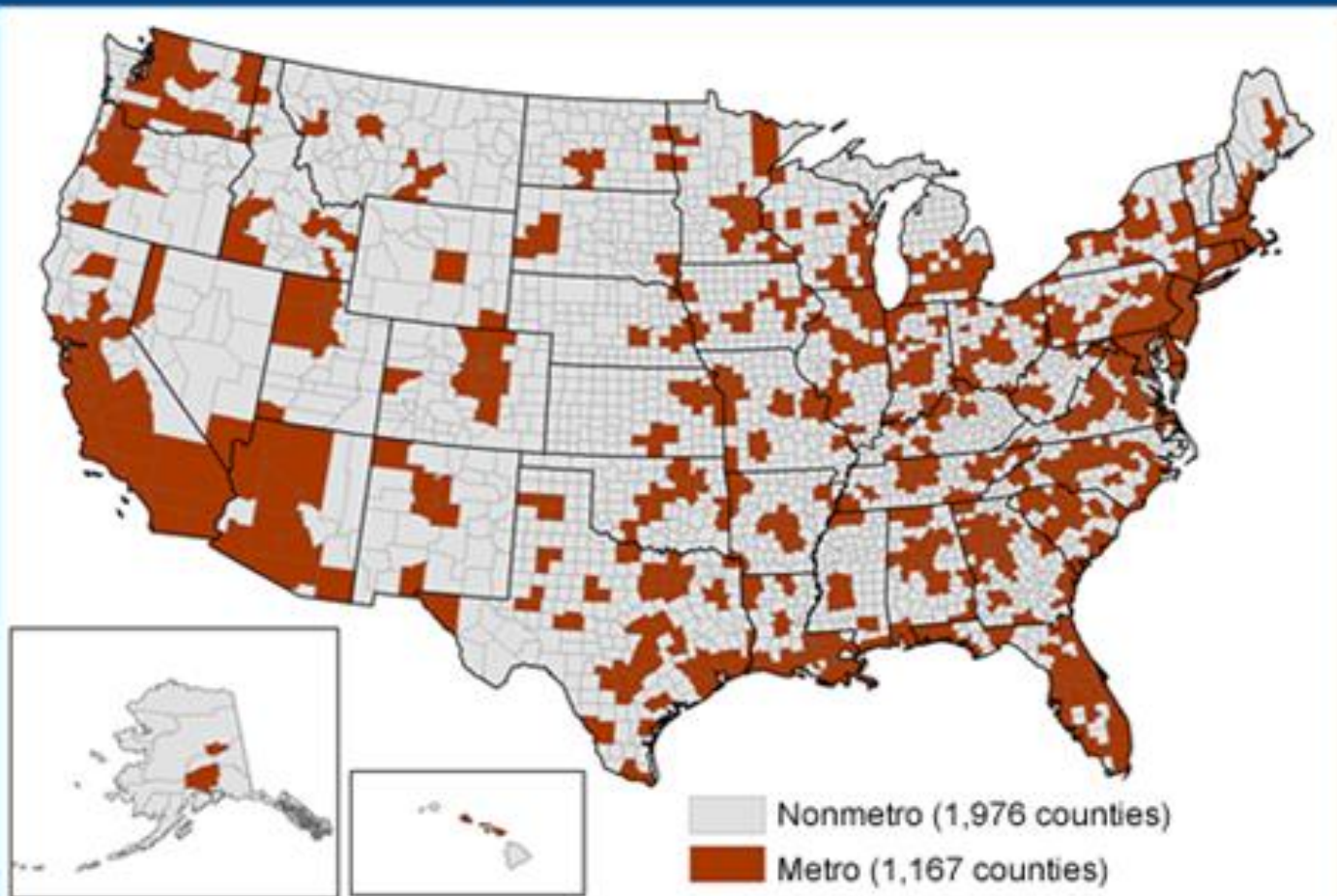
Rural Areas Defined by Population Size and Adjacency to Metropolitan Areas

Code	Description
Metro	
...1	Counties in metro areas of 1 million population or more
...2	Counties in metro areas of 250,000 to 1 million population
...3	Counties in metro areas of fewer than 250,000 population
Nonmetro	
...4	Urban population of 20,000 or more, adjacent to a metro area
...5	Urban population of 20,000 or more, not adjacent to a metro area
...6	Urban population of 2,500 to 19,999, adjacent to a metro area
...7	Urban population of 2,500 to 19,999, not adjacent to a metro area
...8	Completely rural or less than 2,500 urban population, adjacent to a metro area
...9	Completely rural or less than 2,500 urban population, not adjacent to a metro area



Defining Rural Areas

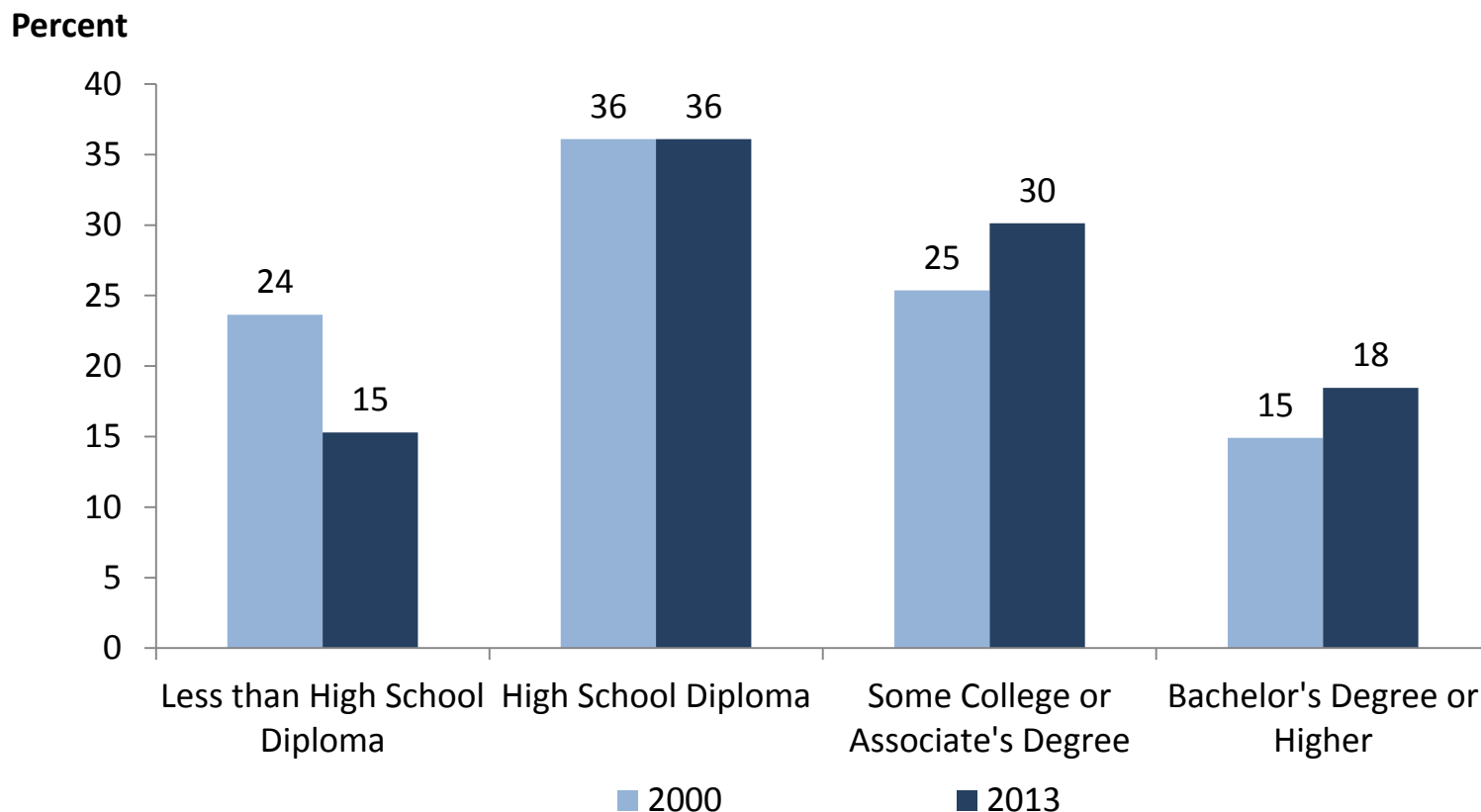
Metro and nonmetro counties, 2013



Source: USDA, Economic Research Service using data from the U.S. Census Bureau.



Rural Educational Attainment, Adults 25+, 2000 and 2013

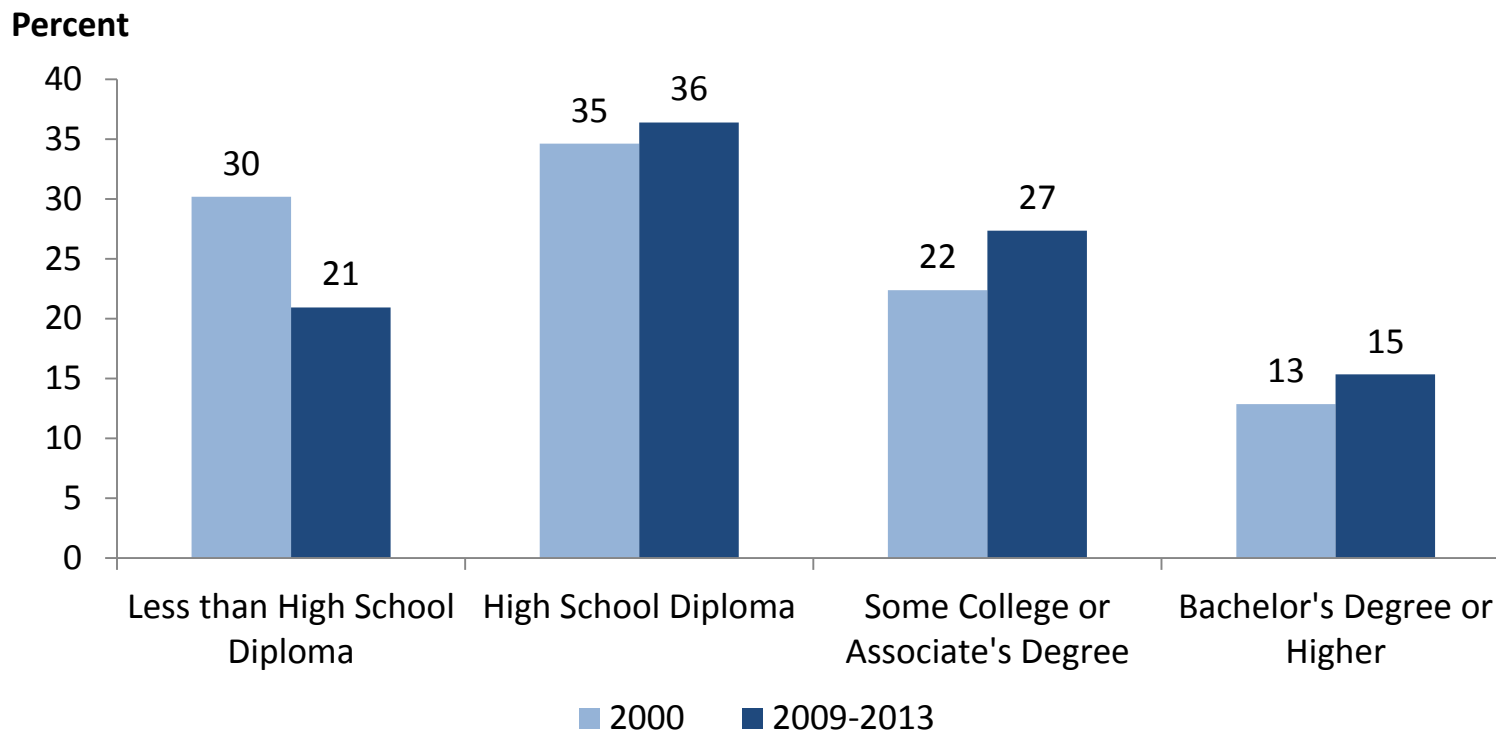


Notes: Educational attainment for the population age 25 and older, 2000 and 2013. Counties were classified using the Office of Management and Budget's 2013 metropolitan area definitions.

Source: USDA-ERS using data from the Census Bureau's 2000 Census and 2013 American Community Survey



Rural Educational Attainment in the South, Adults 25+, 2000 and 2013



Notes: Educational attainment for the population age 25 and older, 2000 and 2009-2013. Counties were classified using the Office of Management and Budget's 2013 metropolitan area definitions and SLC's "South" definition.

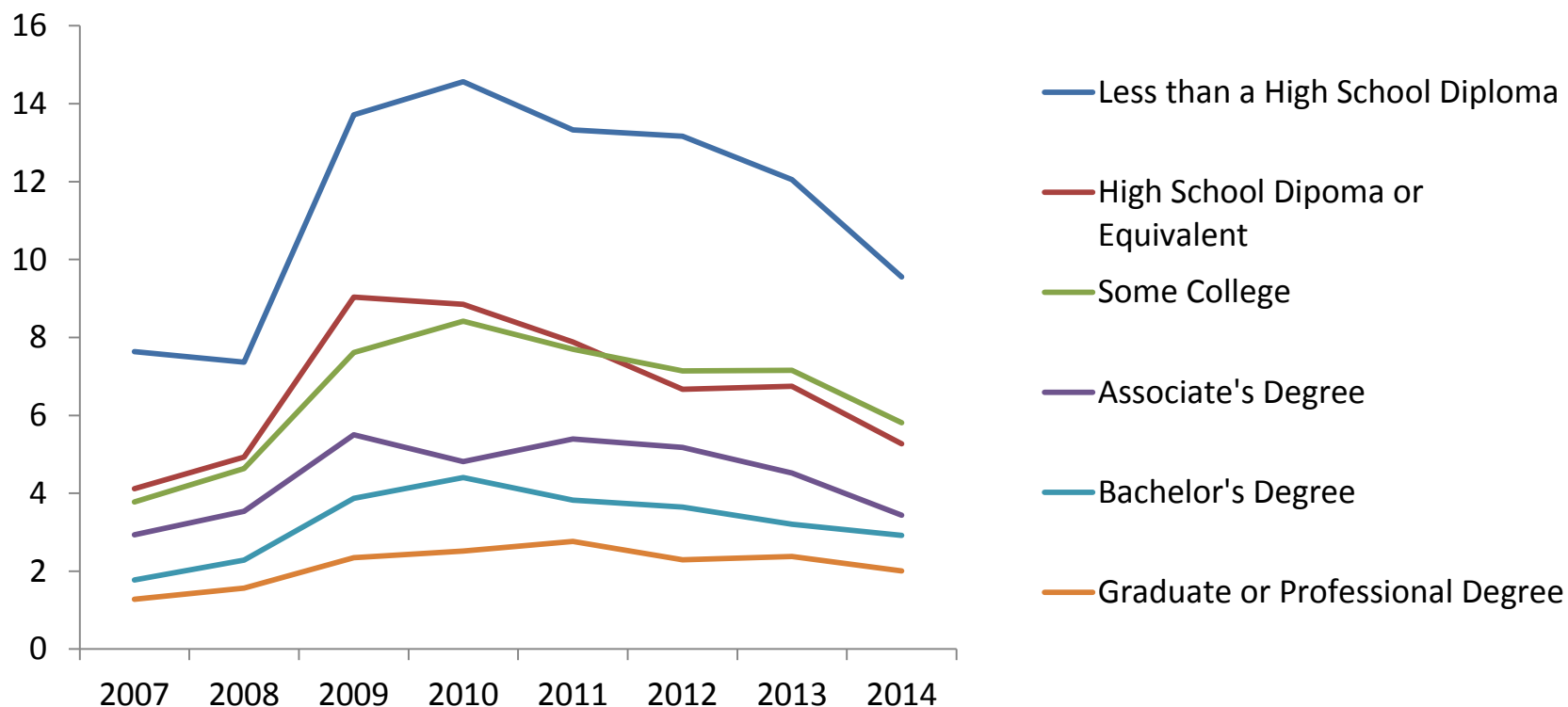
Source: USDA-ERS using data from the Census Bureau's 2000 Census and 2009-2013 American Community Survey



Education and Unemployment

Unemployment rates for the rural population ages 25 and older, by educational attainment, 2007 to 2014

Percent



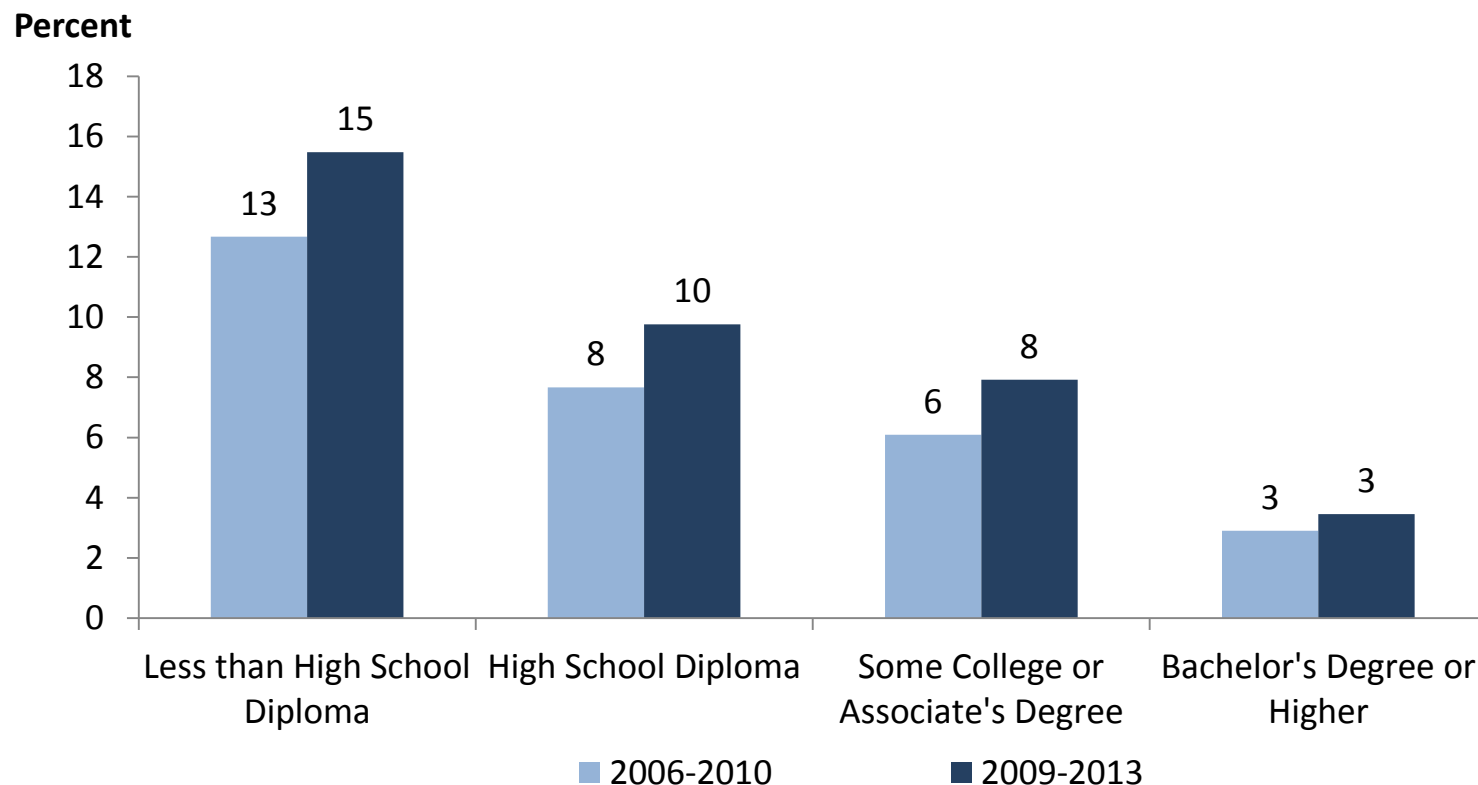
Notes: Figures for 2007-2013 reflect the 2003 OMB definition of nonmetro counties, while the 2014 results are based on the 2013 OMB definition.

Source: U.S. Census Bureau, Current Population Surveys, 2007 to 2014



Education and Unemployment in the Rural South

Unemployment rates for the Southern rural population ages 25 and older, by educational attainment, 2006-2010 and 2009-2013



Notes: Figures reflect the 2013 OMB metropolitan area definitions and SLC's definition of "South".

Source: U.S. Census Bureau, American Community Surveys 2006-2010 and 2009-2013

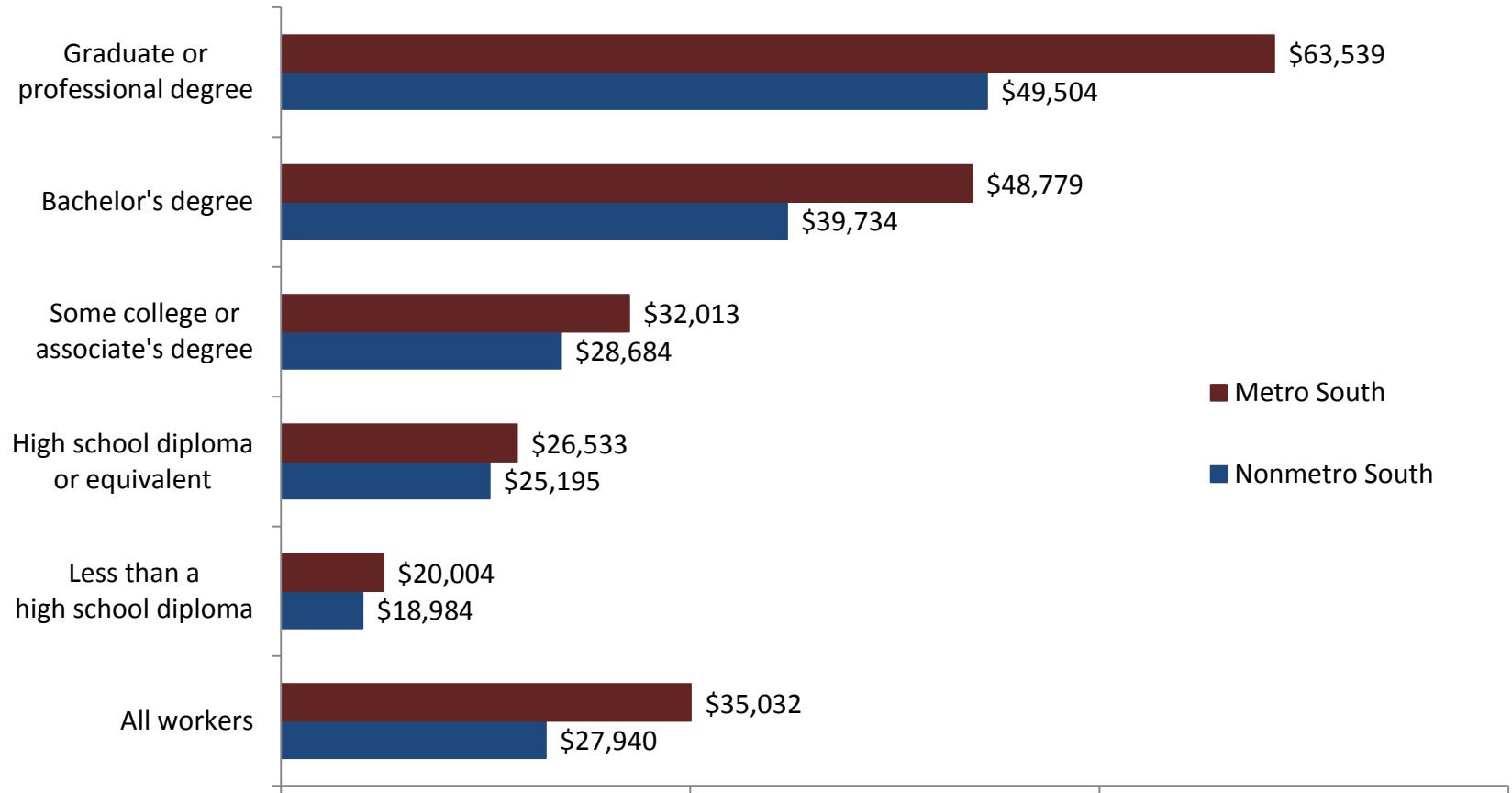


Geography Warning

- The next slide uses the Census Bureau's South region rather than SLC's definition
- Census Bureau's definition includes Delaware, Maryland and District of Columbia, excludes Missouri (included in the "Midwest" category)



Median Earnings Rise in the South with Educational Attainment



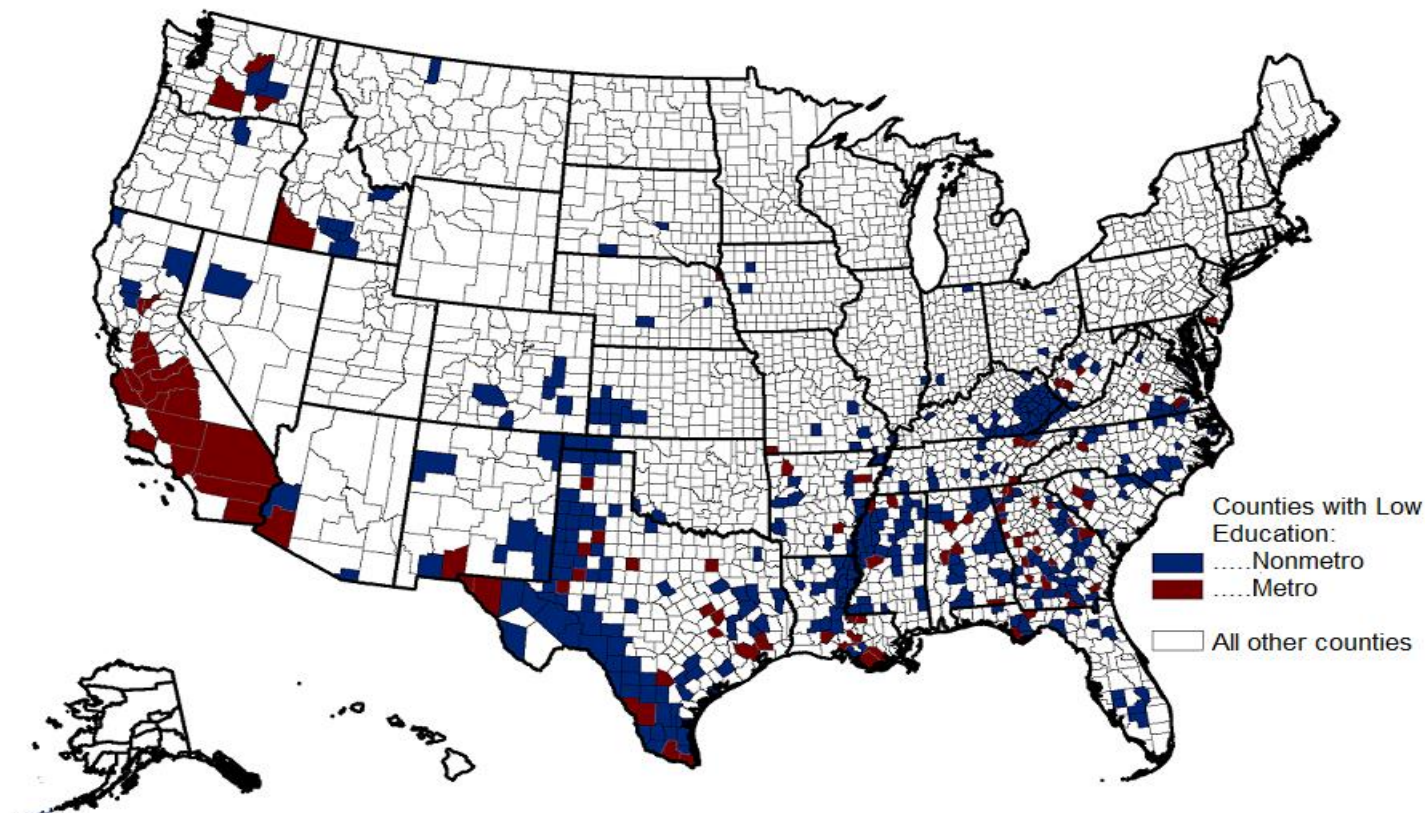
Notes: Median earnings in 2013 dollars for all adults ages 25 and older with earnings. Counties were classified using the Office of Management and Budget's 2013 metropolitan area definitions and the Census Bureau's "South" definition.

Source: Census Bureau's 2013 American Community Survey



Defining Low Education Counties

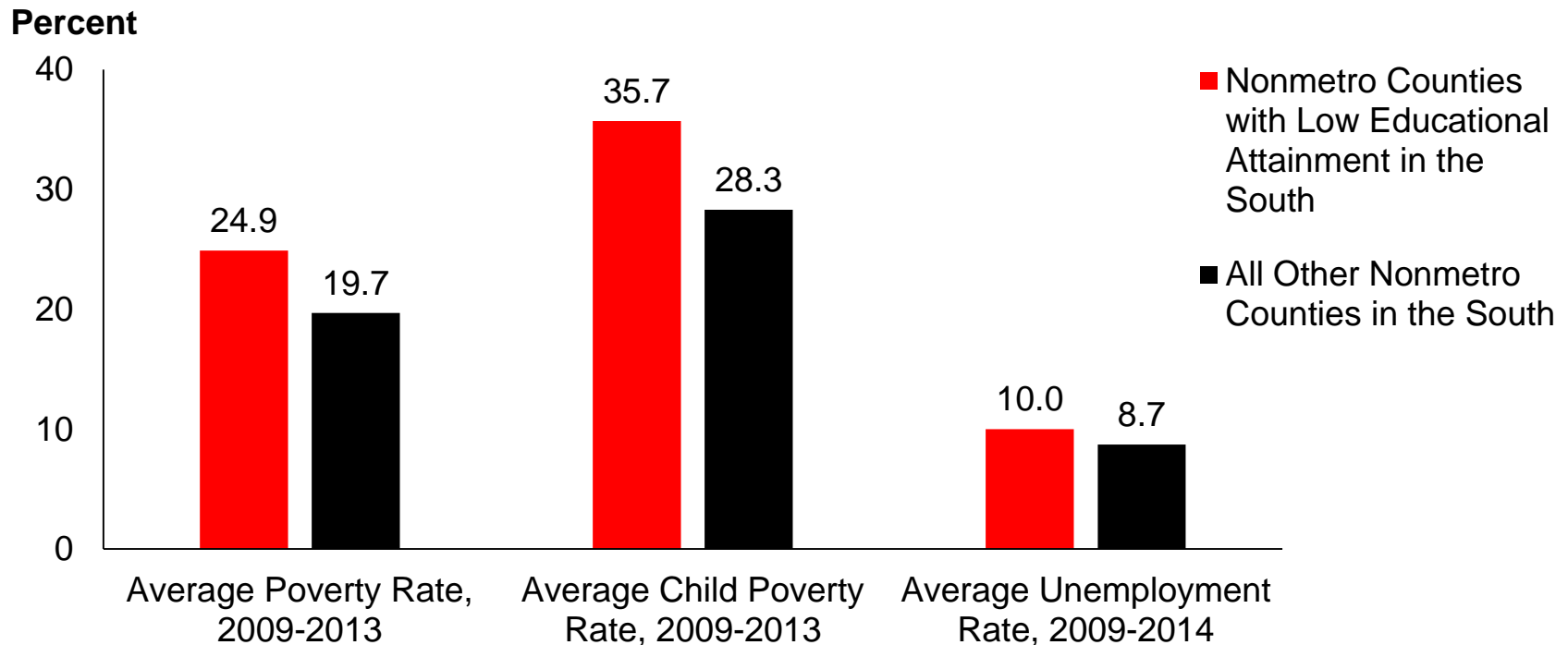
Counties where 20% or more of the working-age population (ages 25-64) has less than a High School Diploma or equivalent, 2008-2012



Source: Census Bureau's 2008-2012 American Community Survey



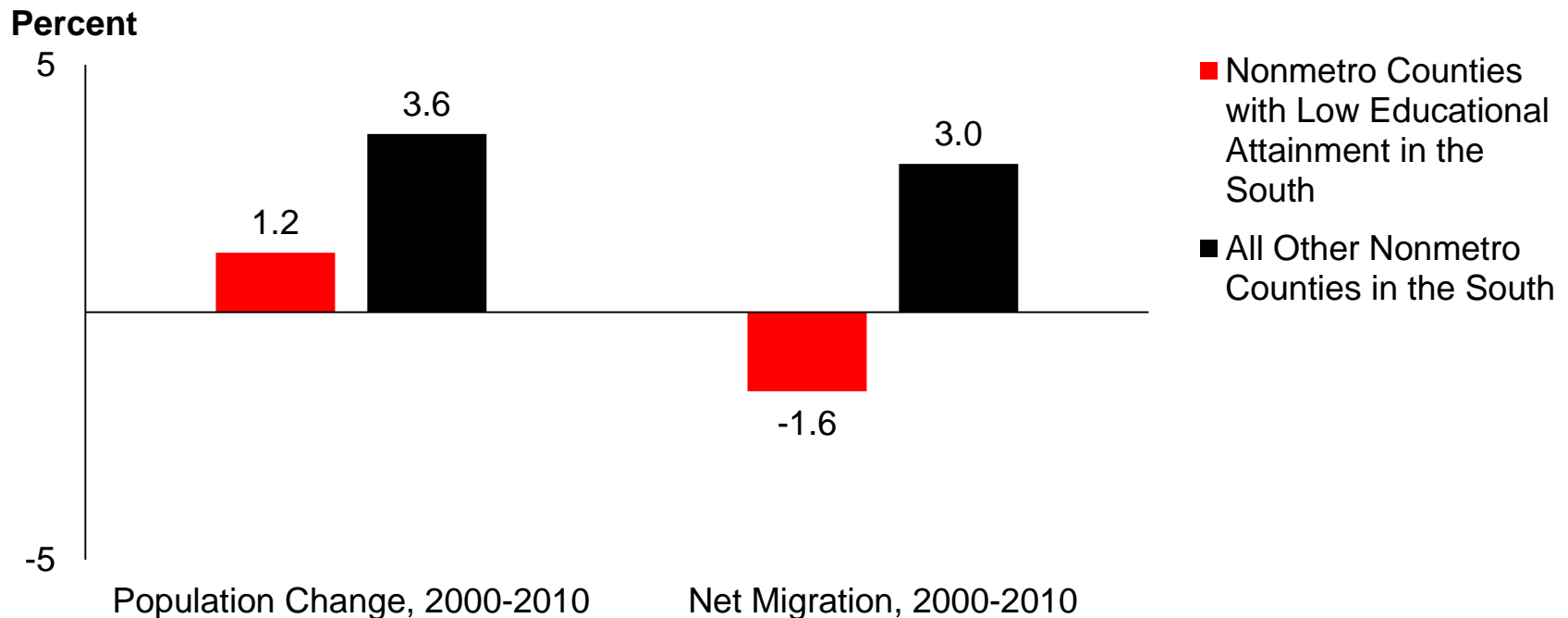
Low Education Counties in the Rural South and Economic Outcomes



Source: USDA-ERS using data from the Census Bureau's 2009-2013 American Community Survey and Bureau of Labor Statistic's Local Area Unemployment Statistics, 2009 and 2014. SLC's "South" definition is used for this chart.



Low Education Counties in the Rural South and Population Outcomes

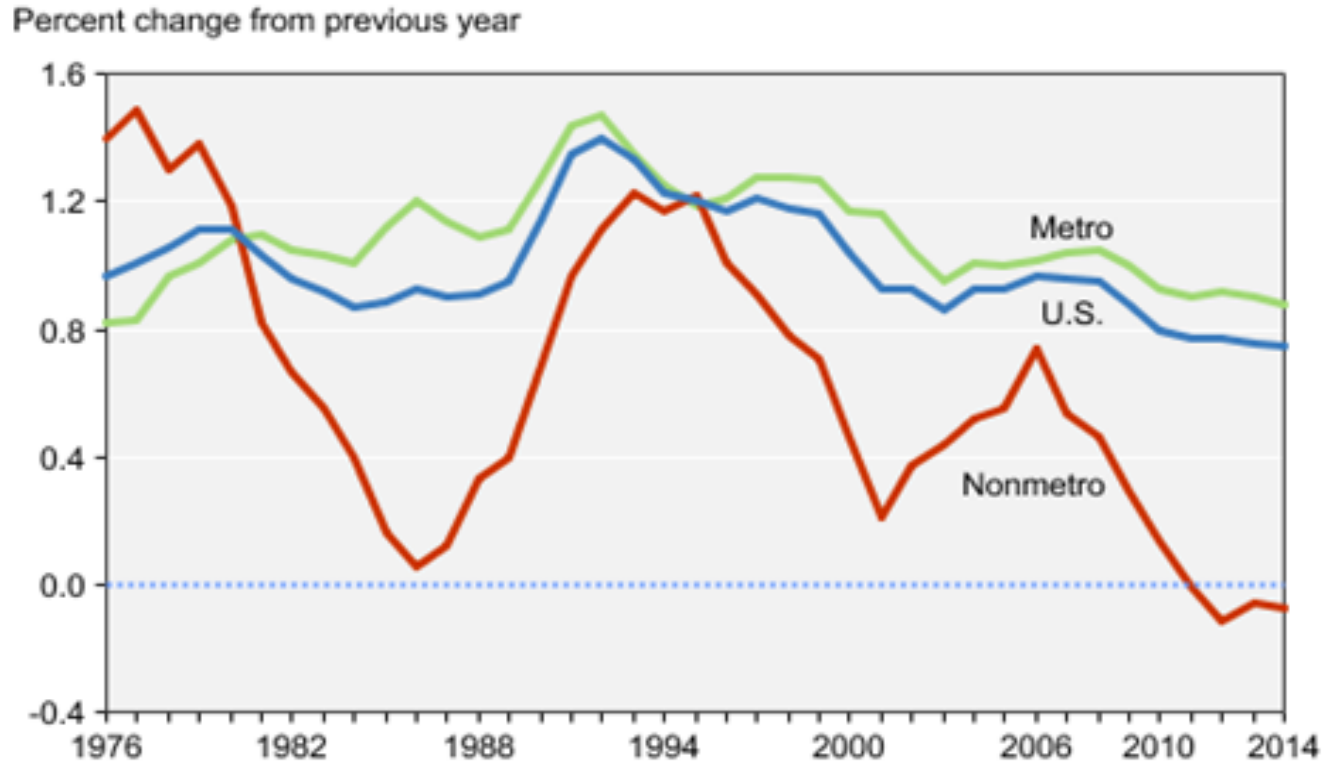


Source: USDA-ERS using data from the Census Bureau's 2000 and 2010 Census and the University of Wisconsin's net migration estimates, available online at <http://www.netmigration.wisc.edu/>. SLC's "South" definition is used for this chart.



Population Change

Population change by metro/nonmetro status, 1976-2014

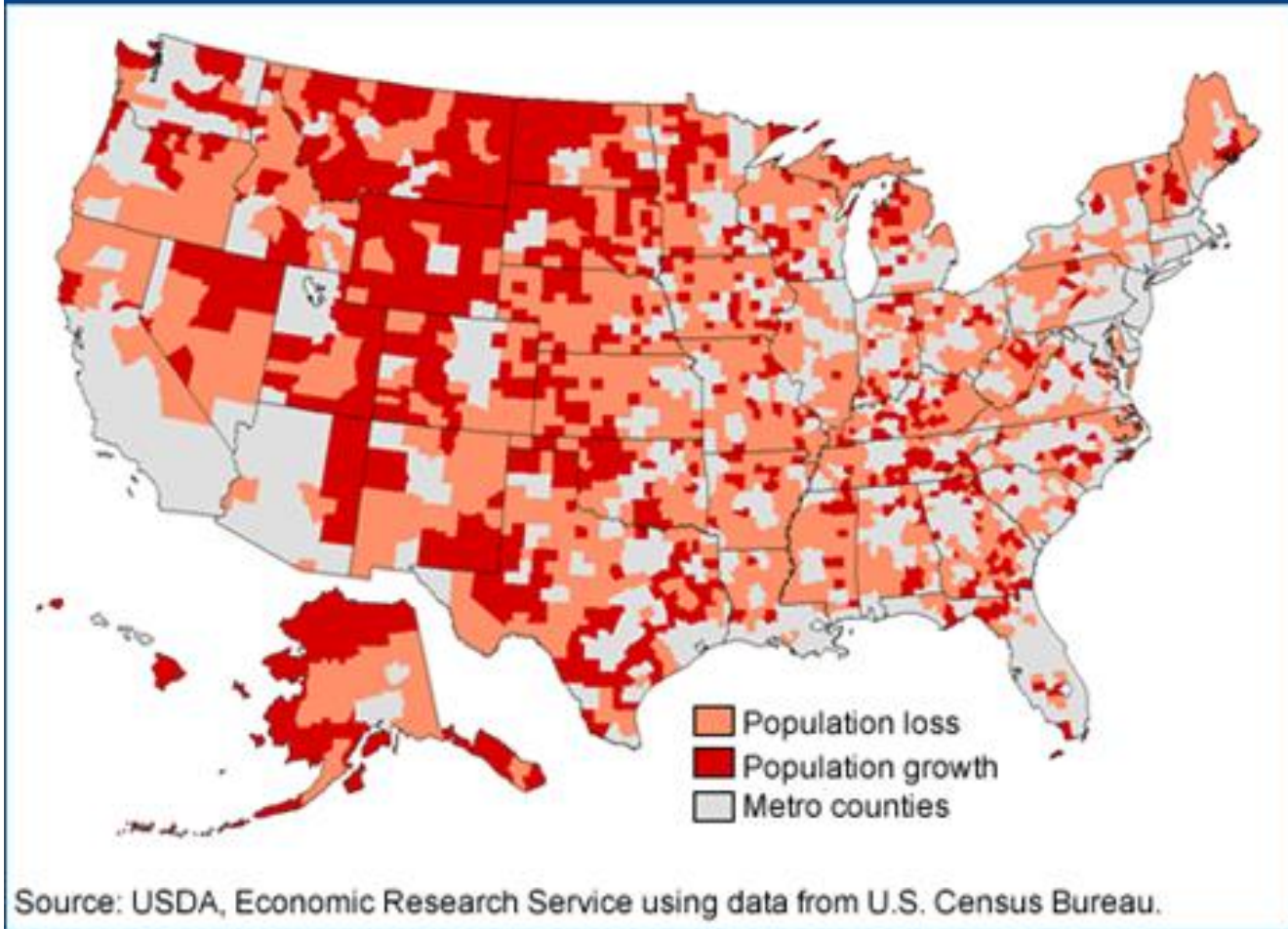


Note: Metro status changed for some counties in 1980, 1990, 2000, and 2010.
Source: USDA, Economic Research Service using data from U.S. Census Bureau.



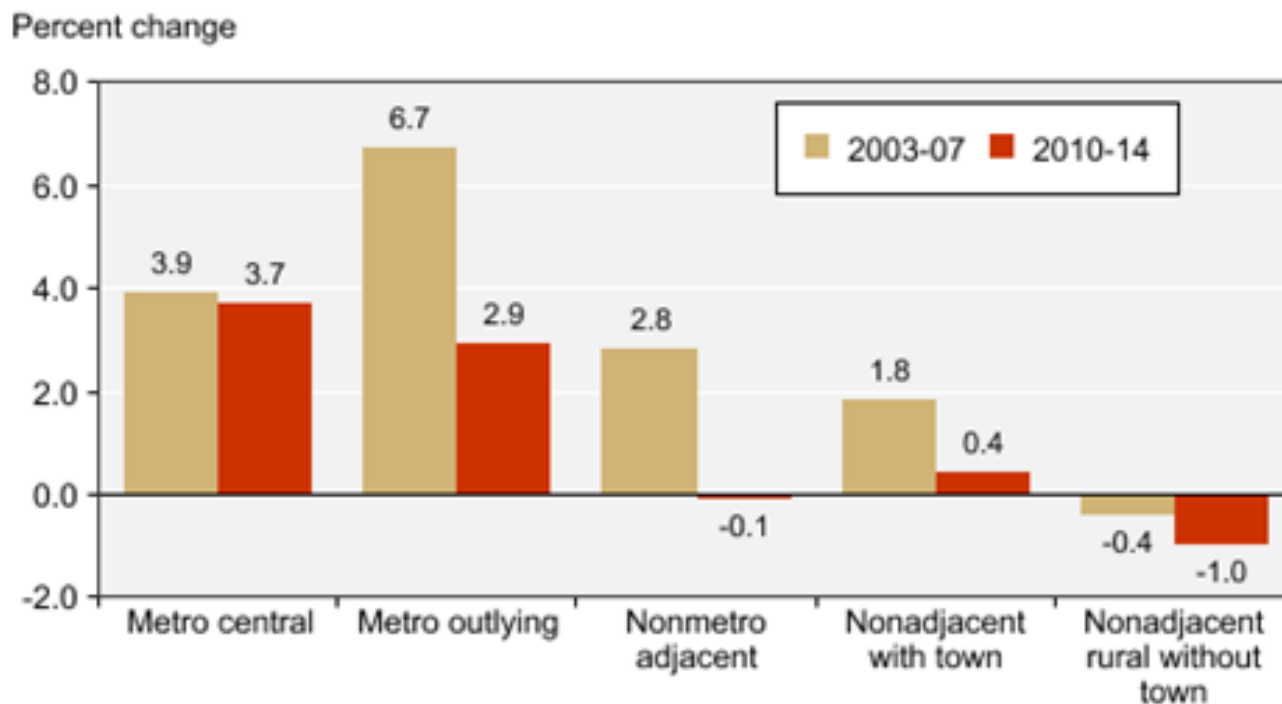
Population Change

Nonmetro population change, 2010-14



Rural Population Change

Population change by county's place on the rural-urban continuum, 2003-07 and 2010-14



Note: Categories are based on 2013 metro definitions. Metro central counties contain urbanized areas of 50,000 or more. Metro outlying counties are tied to central counties through high commuting levels (25% and higher). Nonmetro adjacent counties are both physically adjacent to a metro area and have 2-25 percent commuting to the central counties. Nonadjacent counties are divided into those with and without urban populations. Source: USDA, Economic Research Service using data from U.S. Census Bureau.



Conclusions (1 of 2)

- Educational attainment is growing in rural areas, but rural areas lag urban areas in college completion
- Education is associated with higher median earnings, but rural areas offer lower earnings than urban areas, especially for highly-educated workers
- Rural people with higher education were more likely to keep their jobs or find work more quickly than others during the recession



Conclusions (2 of 2)

- Low education counties have:
 - Higher poverty and unemployment rates
 - Slower population growth and net out-migration
- All of these findings are true in the U.S. as a whole, but rural areas in the South have:
 - Lower levels of educational attainment than in other rural counties
 - Lower earnings
 - Higher poverty and unemployment rates

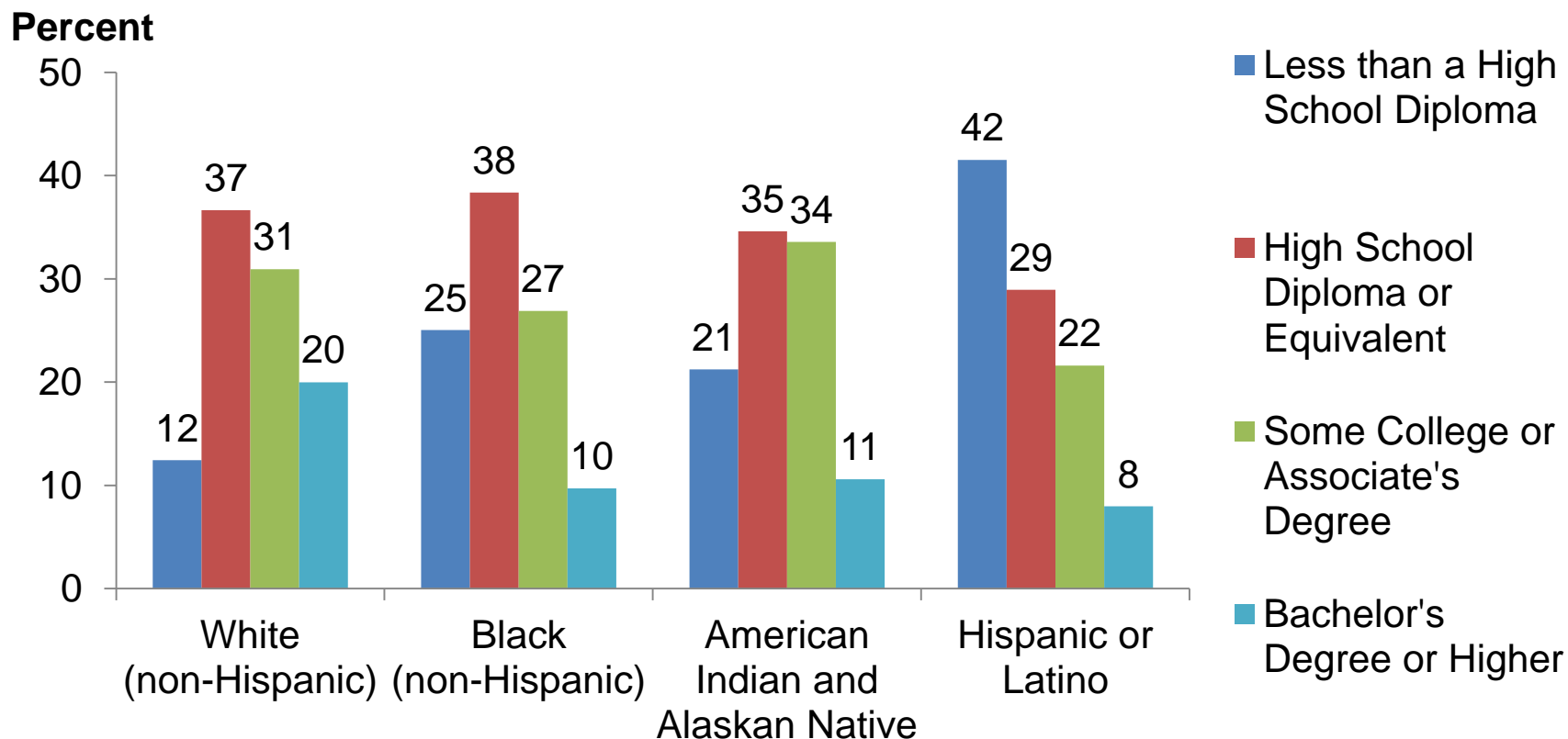


Other Resources

- Main Site: <http://www.ers.usda.gov>
- Topic Pages: <http://www.ers.usda.gov/topics>
- Rural America at a Glance:
<http://www.ers.usda.gov/publications/eb-economic-brief/eb26.aspx>



Rural Educational Attainment, Adults 25+, 2000 and 2013



Notes: Educational attainment for the population age 25 and older, 2013. Counties were classified using the Office of Management and Budget's 2013 metropolitan area definitions. Categories only include respondents who give one race or ethnicity.

Source: USDA-ERS using data from the Census Bureau's 2013 American Community Survey





Battelle*for*Kids

Education as a Tool for Economic Development

June 18, 2015

Brief Overview

Recognizing Rural Prosperity Dynamics

Reshaping the Rural Policy Perspective

Rewriting the Rural Education Rules

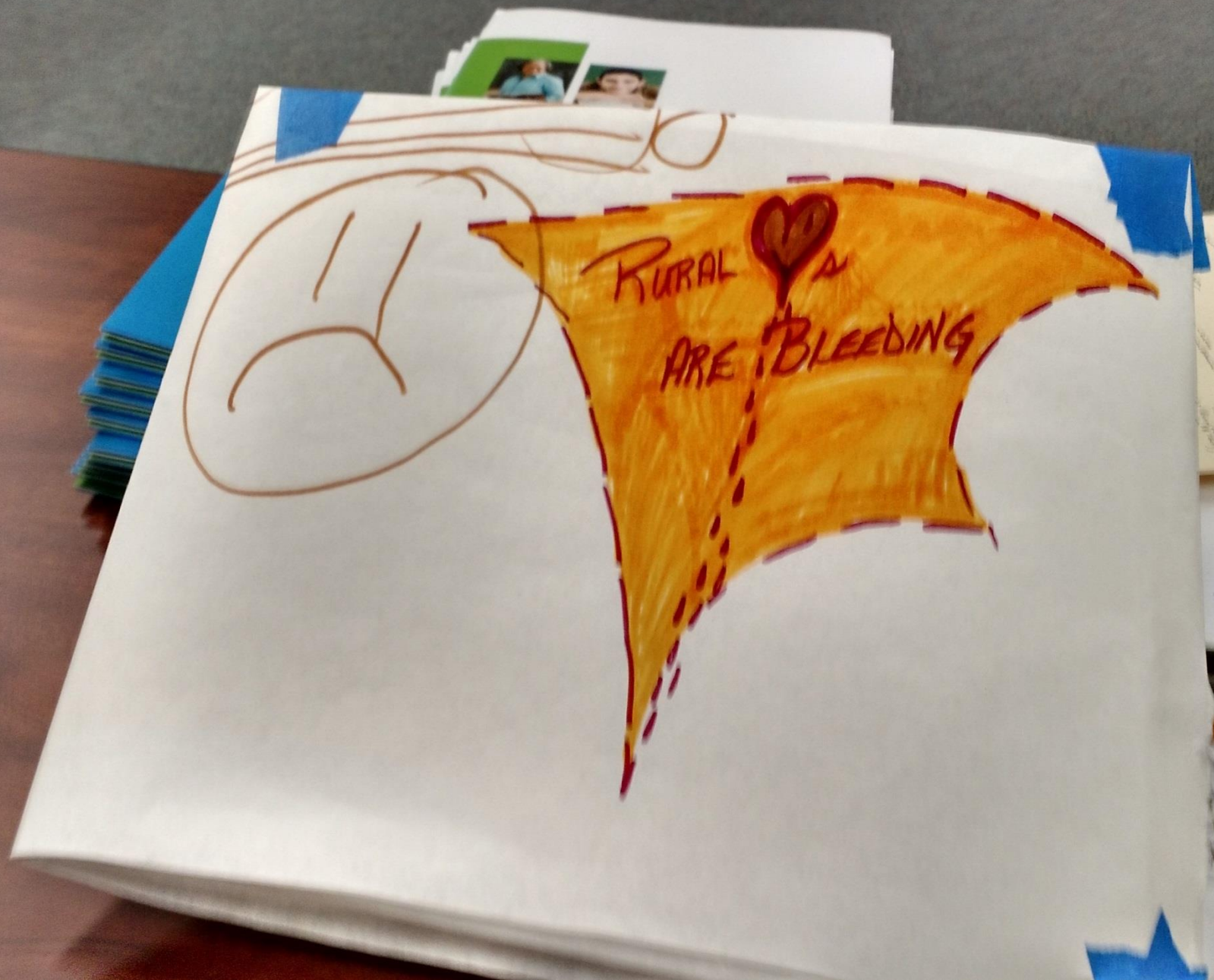
Reviewing One Example

Rural Prosperity Dynamics

Rural Community	Rural Education	Rural Economy
Social inclusion and equity stresses (e.g., growing Hispanic rural student populations)	College/career readiness and rising college costs	Government debt and retrenchment of services
Globalization displaces the power of place.	Only 17% of rural Americans hold a postsecondary credential with labor market value. We are overlooking the significance of developing middle level skills.	Most available good rural jobs demand middle level skills
More boomers leaving cities	Public service pension costs	Loss of pension plans
Intergenerational clashes	College loan bubble	Farmland mortgage bubble
Rural-urban poverty gap grows	More rural students	More competition for local jobs
Low community aspirations Fear of brain drain Apathy	Empower students to be “globally competitive” and own their learning	Low work ethic and high substance abuse often bigger problems than academic preparation
44% of military is from rural areas while 17% of Americans are rural	Leveraging and strengthening talent of returning veterans	More education and earn less

Rural Prosperity Dynamics

Rural Community	Rural Education	Rural Economy
Health care access and cost	Limited health education	Contentious healthcare policy
Water access and cost	Talent pipeline not well planned or developed	Nonexistent/contentious water policy and rising costs
Energy access and cost	Talent pipeline not well planned or developed	Nonexistent/contentious energy policy and rising costs
Corporate versus locally owned farming	Talent pipeline not well planned or developed	Global demand for agricultural commodities
Internet connectivity, adoption and use gaps	Limited access to emergent learning technologies and opportunities	Economies of scale and market access dilemmas
Barriers to and/or lack of new and entrepreneurial local leadership	Talent pipeline not well planned or developed for value chains tied to urban demand	Successful American cities make up 3% of landmass and generate 85% of GDP
Educators make too much money. Pension envy.	Market barriers to attract, retain and leverage highly effective educators	Collective educator income and tax revenue often main source of local wealth



Handwritten notes on a piece of paper to the right of the poster. The text is faint and mostly illegible, but appears to be a list or series of notes.

A Policy of Investment

Ohio Appalachian Collaborative
Super High, Rural ROI Research
BFK Global Study
National Rural Funders' Collaborative
Rural Prosperity Index
Rural Turnaround Research
Boom Town Research

- 1) No substitute for self discovery
- 2) Schools are at the center of community identity and destiny
- 3) Relationships are everything
- 4) Resources must be shared
- 5) Ingenuity drives decisions
- 6) Race, class and power matter
- 7) Family economic success is the bottom line

Rewriting Rural Rules

Accountability dilemmas

Policy overload/overlook
dilemmas

Capacity building dilemmas

Sustainability dilemmas

Ohio Appalachian Collaborative

- 1) Alignment of Self Interests = wealth creation, school identity and self agency at the center of community development
- 2) Synchronized Assets = one dual enrollment network that connects 27 LEAs, 2 ESCs and 9 IHEs involving 48,000 students, 3,800 educators, 100 schools and 45 communities around education for local benefit (essentially a rural school network operating as a regional community college)
- 3) Favorable Economics = secure \$3.6m annual college cost savings, leverage necessary human and social capital, double % of young Appalachians with postsecondary credential holding labor market value and fund cost neutral innovation due to reduced remediation and credit recovery expenses

To Learn More

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Thank You!



*Rural Education and Economic
Development Webinar
June 18, 2015*

About SCORE

The State Collaborative on Reforming Education (SCORE) collaboratively supports Tennessee's work to prepare students for college and the workforce. We are an independent, non-profit, and non-partisan advocacy and research institution, founded by former U.S. Senate Majority Leader Bill Frist.

Goal #1: *Tennessee is the fastest improving state in the nation.*

Goal #2: *Every Tennessee student graduates high school prepared for college and the workforce.*



SCORE's Theory of Change

Four research-based drivers of student achievement:

*Embracing
High
Standards*

*Cultivating
Strong
Leadership*

*Ensuring
Excellent
Teaching*

*Use Data To
Enhance
Student
Learning*

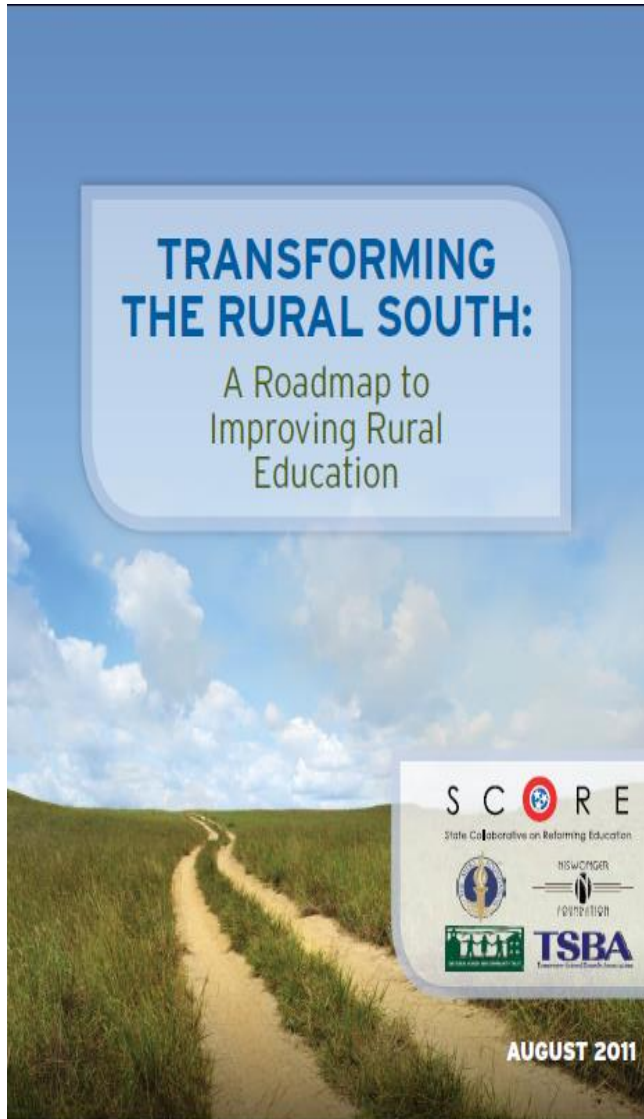


Key Priority Areas

- **Assessments:** Select and implement high-quality assessments that are nationally benchmarked and aligned to Tennessee's State Standards.
- **Standards:** Ensure the continued and improved implementation of Tennessee's State Standards in English Language Arts and Mathematics.
- **Teaching:** Elevate the teaching profession in Tennessee to ensure that high-quality candidates pursue a career in education and that Tennessee's current teachers receive the support they need to improve student learning.
- **Leadership:** Transform instruction through high-quality school leadership that meets local needs.



SCORE's Rural Roadmap



- Based on research and the voices of summit participants
- Contains 34 action items for education stakeholders
- Items are categorized in six areas



Rural Roadmap: Top Priorities

- Highlighting the connection between education and economic development
- Offering schools and districts more flexibility
- Forming a pipeline of effective teachers
- Utilizing technology to meet instructional needs
- Creating professional learning communities for administrators
- Forming community partnerships to enhance educational opportunities



Rural Education Network

- Provide SCORE with Policy Direction
- Lend Expertise on Effective Rural Education Practices
- Help Share and Spread Best Practices
- Foster Learning Among the Network



Other Strategies to Engage Rural Communities

- Strong membership on SCORE's Steering Committee and Board of Directors
- Recognizing best practices in schools through the annual SCORE Prize
- Inviting rural education and business leaders to SCORE events/panels
- Engaging rural educators in our Educator Fellows Program
- Legislative engagement
- Annual listening tour





Mission

To Create Opportunities for
Individual and Community Growth
through Education and Other
Sustainable Projects

Children who are living in poverty are more likely...

- to be living in a rural area than an urban or suburban one
- to be struggling with reading in the early grades
- to drop out of school

Rural schools have a more difficult time attracting and retaining highly qualified teachers, directly relating to student achievement.

Why Rural Matters, 2011-12

Rural Concerns

- Counties with the highest rate of unemployment in Tennessee.
- Largest user of prescription drugs.
- High rate of babies born drug dependent.
- Highest rate of obesity in our State.
- First generation to attend college.

Our Regional Challenges

Scott Niswonger's Vision for Regional Progress

- Education
- Health Care
- Economic Development

Focus on the Link



“Learn, Earn, & Return”



- Select the region's future leaders from seniors in high school (academic success, service, leadership, financial need, personal motivation, and vision for being part of our region's future).
- Encourage them dream big dream and follow their passions.
- Provide the opportunity to attend the college or university that can best prepare them for their career path anywhere in the U.S.
- Provide a four-year comprehensive leadership development program.
- Encourage and support study abroad, internships, service abroad, etc.
- Provide personal and career counseling – whatever is needed.

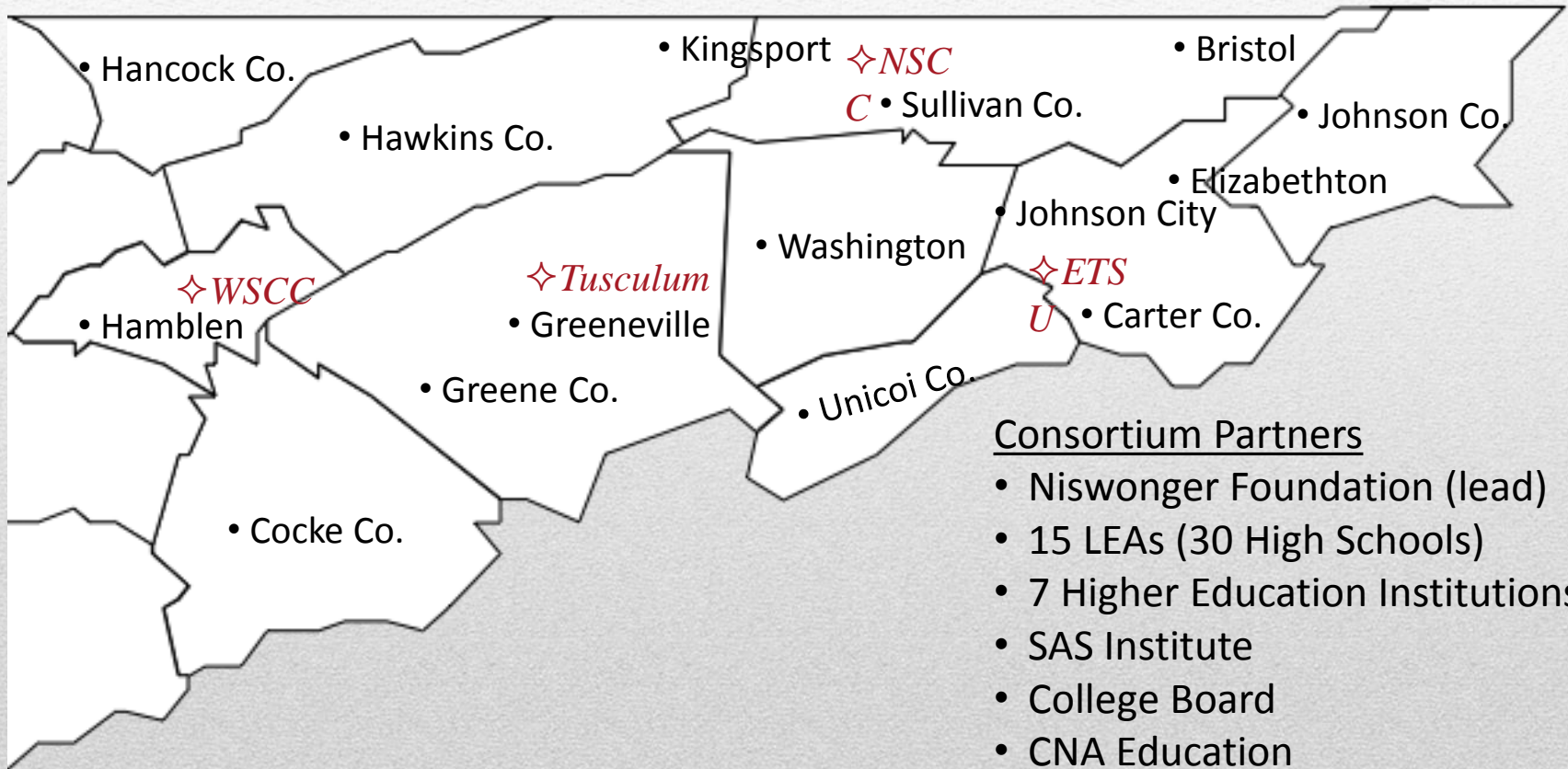
Scholarship and Leadership

- Designed for the specific challenges of rural education
- Rigorous, relevant and cost effective programs
- Removing constraint to educational innovation and problem solving
- Research-based and sustainable
- Always in partnership

School Partnerships

The Niswonger Foundation and the Consortium of school districts in Northeast Tennessee are committed to developing a stronger college-going culture and the expectation of post-secondary education for all students.

Consortium Partners



Consortium Partners

- Niswonger Foundation (lead)
- 15 LEAs (30 High Schools)
- 7 Higher Education Institutions
- SAS Institute
- College Board
- CNA Education
- SCORE

Current Situation

The 1st congressional district representing Northeast TN has lagged behind state and national averages in college and career-readiness

Districts in NE TN are geographically dispersed, limiting opportunities for knowledge sharing across the region

A 5-year i3 grant was awarded to the consortium; allowing for proof points across i3 strategies to increase course rigor and access

Sustainability planning is underway; leveraging existing momentum, impact achieved, and infrastructure assets

Theory of Change

Strengthen and **expand** the collective impact of the i3 consortium:

- Provide **access to shared resources** across the region
- Provide ongoing **implementation support** to scale promising practices and strategies that increase college and career readiness across districts in the region
- Facilitate **knowledge sharing and communication** between consortium partners
- Create a mechanism for **shared measurement** and **continuous improvement**
- Share the consortium model and reach nationally

Intended Impact

Opportunity for every student to graduate high school college and career ready. By 2020,

- 100% access for every student to rigorous courses and preparation
- Double the number of students that are college and career ready
- Increase students taking more rigorous AP coursework threefold
- Share a proven collaborative model for rural districts across the state and nationally

Consortium Impact

- Online Learning
- Advanced Placement
- College and Career Counseling
- Professional Development for Educators
- STEM Focus
- Dual Enrollment
- Distance Learning

Areas of Focus

- **Personalized Learning** – Increase access to rigorous *online courses* and blended learning classroom models.
- **Advanced Placement** – Increase access to rigorous courses by sustaining and expanding *AP* teacher professional development.
- **College and Career Advisors** – Increase awareness and access to *college and career* opportunities for students and families
- **Professional Development** – Increase level of rigor in schools by offering high quality *professional development* and opportunities for teacher-centered collaboration.

Sustainability Plan

- Build from a solid and intentional foundation.
- Have a mission that is constantly your “*True North.*”
- Focus on what is important, not what is easy to measure.
- Listen.
- Address the roles, needs and concerns of stakeholders.
- Remember that innovation begins with resources you already have and knowledge you have already acquired.
- Communication and engagement with school professionals are moving targets.
- Be prepared to be amazed at what can happen when dedicated and hard working folks say: “*We can figure this out!*”

Lessons Learned



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Questions?

Please submit them in the question box
of the GoToWebinar taskbar.

