

Delmarva Education Foundation



A Symposium on Rural Education: Research and Policy Issues

**June 25, 2003
Salisbury, Maryland**

PROCEEDINGS

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Introduction

The Delmarva Education Foundation (DEF) set out, somewhat unconventionally, to hold a symposium to ask questions rather than seek answers. The response from the economic, business, and political communities was impressive. Of the nearly 100 selected guests who were invited to the symposium, over 50% attended (See Participant List). Evaluation forms were mailed to participants prior to the meeting, and they were collected at the end of the meeting. This was to ensure that each was fully aware of the purposes for the meeting. The purpose of these proceedings is to document the collective effort of the day. Accordingly, in addition to summaries and transcripts, this report provides a tabulation of the evaluations, with an accompanying abstract of the comments submitted. Those observations and recommendations will inform decision-making on research priorities for DEF in the immediate future.

The "Symposium on Rural Education: Research & Policy Issues" was an all-day affair, convening in the Greater Salisbury Committee Board Room in Salisbury, Maryland at 8:30 a.m. on June 25, 2003 and concluding at 4 p.m. The day was structured to begin with local experts providing summary demographic data and overviews of the region's prospective development. This was followed by two smaller-group discussions across the street in the local library, where participants were divided loosely into "professional educators" and "community stakeholders" and invited by facilitators to think collaboratively to elicit some consensus on issues and priorities. Returning to the plenary session, the "ice had been broken," and informal discussions were lively and intense. Over lunch, the small group discussions were summarized by a representative from each group. The stage was thus set for three presentations by researchers from Maine, Washington, DC, and Colorado. These individuals generously shared their expertise and vision achieved through years of study emphasizing rural education policy and research. At the end of the day, the talk turned to the need for localized action. Solidly briefed on present and projected reality here and further a field, the participants were primed to do their work: compose questions around which DEF can craft a research agenda. What, DEF asked the symposium participants, do we need to know to improve educational opportunities for residents of the Lower Delmarva Peninsula? The report that follows describes both consensus and individual visions for our region.



Founder of DEF, Donald Harting listens as Sharon Clark, Assistant Director for Rural Education Research and Policy and the backbone of the Symposium project, reviews the day's agenda.

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MEMORANDUM

To: DEF Board of Directors

From: Donald Harting, Executive Director
Sharon Clark, Assistant Director for Rural Education
Research and Policy

Subject: “Symposium on Rural Education Research and Policy Issues” Results and Proceedings

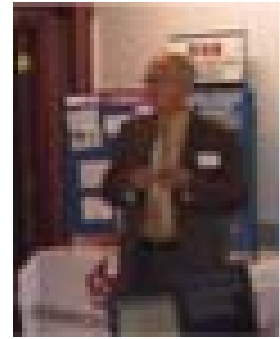
Date: August 13, 2003

Enclosed herewith are the proceedings from the “Symposium on Rural Education: Research and Policy Issues” that DEF held on June 25, 2003. We received some good direction from our recent symposium and summarize here the participants’ advice as to further activities of DEF that would be helpful to our community.

- 1.) As to whether or not it is possible (meaningful) to approach problems from the regional vantage point that we have suggested, the answer was, “Probably. Pick something and let’s see how it works.”
- 2.) The remarks of Nancy Jennings from Bowdoin College in Maine regarding “place-based” education sparked a lot of discussion. It would be helpful and appreciated if we could make available to our education community more information about “place-based” education.
- 3.) Robert Gibbs (USDA) emphasized that the best predictor of education attainment for the student is the attainment of the parents, and we have many parents with minimal education, particularly in our minority and immigrant populations. The perception was that a lack of understanding of the value of education is not limited to our minority and immigrant parents. We were advised that anything that we could do to help sell the value of education generally to our people is greatly needed.

Summary I (Overview of the Symposium)

To begin “setting the stage,” Daniel S. Kuennen gave a rapid-fire PowerPoint presentation placing DEF’s six-county region (See map in Appendix) in a larger context. Kuennen directs the Rural Development Center (RDC) at the University of Maryland Eastern Shore. The RDC was co-sponsor of the symposium. He stated that regional connections could include: labor market areas, sales and service market areas, commuting patterns, student recruitment areas, faculty and teacher recruitment areas, and education agreements. He said "rural," or non-metropolitan areas, are defined by occupation, economy, population, ecology, culture and history. Urban, or metropolitan areas, according to the U.S. Office of Management and Budget include core counties with one or more central cities of 50,000 or more or an urbanized area of 50,000, along with their suburbs.



Daniel S. Kuennen

Describing our workforce, he reported: fewer new entrants, older (45-64), increasingly diverse by population demographics (African-Americans, Hispanics, Asians, and women, including mothers, and less "white") and by participation (varying as to full-time, contracted, or part-time) higher education level, and lacking skills needed by employers. Manufacturing is needed, Kuennen noted. Industry growth will increase by 14%, nearly all in service-producing industries of health, business, social, and engineering/management. Occupational growth will occur most in health and computer-related fields. There is, he reported, a skills gap in math, reading, and technology. In addition, employers report deficiencies in problem-solving skills.

Asking, rhetorically, “What does the DEF region offer?” Kuennen responded: retirement, recreation, second home, trade, and academic amenities. Housing costs are low; and so are real estate values and property tax revenues. There is a pool of talented, experienced retired people with lots of disposable income.

How do these changes impact our region? Kuennen said we must prepare for increased demands (e. g., for transportation, water, sewer, and health services), geriatric needs, escalating housing prices and taxes, expansion of boundaries due to telecommunication, and environmental impacts due to population density and sprawl that bring habitat reduction. He predicted that responsibility for lifelong learning will diversify from colleges and universities to other non-traditional providers.



Memo Diriker

Building upon these observations, Memo Diriker, Director of the Business Economic and Community Outreach Network (BEACON) at Salisbury University, confirmed that we are experiencing in-migration of an older, retired population, and an out-migration of our best and brightest students. Further, we will experience language gaps as foreign nationals -- many quite bright and entrepreneurial -- migrate into the region to find employment and opportunity. Diriker said we will need to use scenario analyses, resource allocation models, and performance measures to plan for, and manage effectively, the disparity among the "haves" and "have-nots" created by these many changes.

Both speakers’ slide presentations are available on the Internet at <http://beacon.salisbury.edu/def/def.htm>.

With this background, and given an opportunity to share in open discussion among peers, two groups -- Professional Educators and Community Stakeholders -- gathered in separate meeting rooms at the Wicomico County Free Library, and shared their insights, concerns, and ideas. The discussions were facilitated by the three national researchers and Ruth Baker, Managing Director of BEACON at SU and a member of the symposium planning committee. The educators generated five categories of concern, the stakeholders, eight. The details of those sessions are captured in a separate section of this report (see Discussion Session Notes I and II).



Ruth Baker

When the groups reconvened in a plenary session over lunch, Charlene Cooper-Boston gave the presentation for the Professional Educators. Cooper-Boston is Superintendent of Wicomico County (MD) Public Schools. Her group identified these areas as needing attention:



Charlene Cooper-Boston presents to whole group.

- Resources and Funding
- Sustaining local capacity/ local sustainability
- Achievement, closing the gap and Accountability
- Teacher Quality
- Aspirations and Learning.

Speaking for the Community Stakeholders was Bill Cecil, Director of the Advanced Technology Center and Workforce Development at Wor-Wic Community College in Salisbury. Cecil said his group was most concerned about these topics:

- Demographic changes
- “Place-based education” and “brain drain”
- Attitudes toward education (some don’t value it)
- Lack of high paying jobs / lack of skilled workers
- Are our schools teaching the right skills to fill the available jobs?
- Timely communication, planning and information dissemination
- The regional context for educating including demographics and attitudes
- School’s role in the community



Bill Cecil presents to whole group.

Following lunch, the national researchers were introduced. Michael Arnold is manager of the rural education portfolio at Mid-continent Research for Education and Learning (McREL) in Aurora, Colorado. He put Delmarva’s “rural” in context, citing school districts in the Great Plains that go beyond rural to “frontier” (fewer than 5 people/square mile) and even “isolated” (fewer than 2 people/square mile), but confirmed the general feeling that ours is a rural area. Arnold said we should be aware of the schools' role in the community; our primary client, he feels, is the community. We will be "successful" if we work for what we are trying to get: achievement and high graduation rates. School improvement is "people development," he said, and suggested looking at Chupak, Alaska, the first school district to

win a Baldwin Award. Their model is now being shared, backed with foundation money. He urged the group to look at teacher quality, specifically aligning instruction with goals and working conditions. He was not a proponent of school consolidation, recommending instead a focus on what we want our children to know and be able to do.

The next speaker, Robert Gibbs, is a senior regional economist for the Economic Research Service, at the U.S. Department of Agriculture in Washington, DC. His Power Point presentation revealed associations derived specifically for the gathering, including identifying "twin counties" in some surprisingly remote (from us) parts of the country. His research identified these "twins" for our six counties (based upon industry mix):

Accomack, VA: Grady, GA
Dorchester, MD: Canyon, ID
Somerset, MD: Pittsburgh, OK
Sussex, DE: Benze, MI
Wicomico, MD: Cape Girardeau, MO
Worcester, MD: Harrison, MS

As to whether we are "rural," Gibbs notes this area is now classified by the U.S. Census Bureau as "micropolitan," an intermediate classification. In industry mix, Lower Delmarva doesn't fit "rural" or "urban." Employment is more like an urban profile, although manufacturing is more important in rural areas. We are above the expected levels in the arts/entertainment/ recreation sector. Our professional services sector is closer to a rural profile. Our educational attainment level fits rural. It matches the dropout rates for rural, but, Gibbs observed, one would expect higher educational attainment.

According to Gibbs, we have a higher share of high school dropouts despite a similar set of jobs, relative to our "twins" and a lower share of college graduates (except in Accomack and Worcester counties). Proximity to urban areas may explain "brain drain" and also the influx of retirees. Still, schools are viewed as selling points for growth. While acknowledging the tremendous growth of the Hispanic population over the last two decades, he stressed the challenge of addressing the long-standing, relatively low achievement rates of the much larger African-American population. He pointed out the strong predictive effect that educational attainment of parents has upon the educational attainment of their children. For this region, the numbers for those without a high school diploma are 39% African-Americans, 58% Hispanics, and 19% non-Hispanic whites. "Diversity," said Gibbs, "is going to be a major issue in the community, not just the growing population, but the population that you already have in place."

Nancy Jennings, associate professor and chair of the Department of Education at Bowdoin College in Brunswick, Maine, energized the group with her description of "Place-based Education." The term refers to "learning based in what is local." Potential barriers to its adoption are time, standardized tests, and teaching techniques (it must be based upon students' interests). Jennings told how teachers in Vermont decided not to oppose the state standards issue and chose instead to fight politically for what they felt was right for their students within the standards' context. Over four years, this ad hoc coalition revised state standards, got them included in the state framework, and are now working to make them part of the state assessments. She emphasized the benefits of a choice to pursue a localized strategy within the context of statewide policy discussions and decisions.

Notes from the Breakout Sessions as well as transcripts of the three national researchers' formal presentations follow.

Notes from Professional Educators' Discussion Session



The Professional Educators break into smaller groups during their breakout session.

Nancy Jennings and Mike Arnold, facilitators, led a small group discussion that brought forth these concerns:

Resources and Funding

- Funding: How do we provide all students with the same opportunities for learning?
- Are models indicating successful strategies, in combining demographic change to increase resources?
- How do we get policy makers/legislators in tune with rural demands to amend funding, legislation, etc.?
- There will be an increasing number of high school graduates through 2009. No Child Left Behind will increase the potential number of students attempting to access higher education. There is not enough space available in MD Higher education to absorb these students.
- Is there any correlation between school success and level of funding?
- How can we get more involvement (financially) from Corporate America?
- How do you identify funding resources?
- Most school districts have grant writers to garner funding. Are there personnel assigned to work with in kind resources?
- Without new money, what resources are in the community and available to public schools?
- Will squeezing more from each dollar be enough?
- How we identified what resources would be necessary to do the job?
- Resources: Being more effective with existing revenues--critical to expending public investment
- Is there a way to more effectively and efficiently use the resources we have? Can we stop reinventing the wheel?
- What resources are available to help with sustaining families?
- Resources: what are the most effective processes for building county commitment to hard (\$), in-kind (service, equipment, etc.) and/or soft (good will, vocal commitment to PUBLIC education in rural, low economic settings?)

Sustaining local capacity/local sustainability

- Two aspects of brain drain: High _____? Will leave and find good jobs. All others left to ___ nothing to stimulate _____ not able to further develop their potential.
- Development for retired community at odds with diverse job growth/economic development.
- Critical challenge in developing local economy with high quality/high wage jobs.
- How do we create a diversified economy with increased higher pay/higher skill jobs that attract graduates and motivate students to learn?

- What factors will most likely influence one's decision to stay or leave the area?
- Are we working on ways to work with, understand, respect and appreciate our diversity?

Achievement -- Closing the gap and Accountability

- What models (rural) have proven to improve achievement, thus reduce gap?
- How do you maximize student achievement?
- What does research say is the effective way to narrow achievement gap? (curriculum, organization, staffing)
- What methodology is needed to help close the achievement gap of the diverse learner experiences?
- Who is going to serve the baby boom echo generation in higher education? How do we ensure access in higher education for minorities/disadvantaged students?
- How can we get more families involved in their child's education? Nontraditional avenues, community outreach.
- How do we address the achievement gap before fourth grade?
- How are we measuring/finding out which teachers make a difference in a P-12 classroom? Are we going to use student performance?

Teacher Quality

- What are the barriers to teacher quality?
- How do we balance accessibility and reduction of barriers to standards mandated by state and national entities?
- What are the skills teachers need to "reduce the gap" within their own classrooms?
- How can we better prepare teachers for the workforce?
- Do standardized tests really make a good teacher? (tests for certification, PPST, etc)
- How might we build teams of educators (access the expert retirees) to facilitate learning?
- Without certification regulations how do we benchmark the qualities of a new teacher?
- How do you provide additional learning experiences to upgrade teaching staff?
- Are we going to find out/measure if "highly qualified" teachers really make a difference?

Aspirations & Learning

- Which of the issues are uniquely "rural?" Is that important?
- How can we better recruit students to higher education and special areas?
- How might we develop high tech premier vocational centers in rural locations?
- Are there characteristics of rural learners that should be considered in public education?
- How can we increase awareness and motivate students with all their educational opportunities?

Higher Education

- Can we make sure our students have the same access to courses (esp. higher level math, science & technology) as students in Montgomery and Fairfax counties have?

Notes from Community Stakeholders' Discussion Session



Community Stakeholders hold a lively discussion during their breakout session.

Ruth Baker and Robert Gibbs, facilitators, led a small group discussion that brought forth these ideas:

Demographic changes

- Hispanic, etc.
- What is impact on educational system?
- How can system adjust to this change?
- How can needed changes be adopted and implemented?
- Included = aging
 - what are their educational needs?
 - what resources do they bring?
 - how does this shift change tax base?
 - how do these shifts affect our sense of "place" and trend toward "place-based education?"
 - differences in how different groups value education

What is "place-based education," how do we learn more about it and might it be appropriate for our region?

- "Brain drain"

Attitudes toward education: some don't value it.

- Lack of high-paying jobs; some don't see the point

"Chicken and egg" problem

- Lack of high-paying jobs/lack of skilled workers to fill these jobs (construction, manufacturing)
- Also work ethic issues
- An obstacle to economic development

Are our schools teaching the right skills to fill available jobs?

- Entrepreneurship?
- Who's guiding the non-college-bound kids?
- Do we need to change our concept of guidance counseling?
- How to better connect kids to post-graduation opportunities?
- How do \$ streams and testing influence this?

Timely communication, planning and information dissemination across region

- Throughout region re: education and training opportunities
- Between education and industry re: needs: Who should have what role?
- How do we do this regionally?
- Role of schools in community

Pail 1: context for educating

- Demographic
- Economic
- etc.

Pail 2: Community/regional planning and collaboration

- attitude
- dissemination
- education and industry
- connect learners to workforce
- "place-based" education

School's role in community

- after school program

larger education role (adult continuing education, community activities)

Presentations



Michael Arnold **Mid-continent Research for Education and Learning**

Thank you for inviting me. My experience with DEF began about a year and a half ago. Don Harting called me, and we had a nice conversation. Then he called back a bit later and said he'd noticed that I'd be in Baltimore for a meeting. He convinced me to drive to Salisbury, and he, Sharon, and I had a good conversation about rural education issues.

They are talking about establishing a rural education research center. We don't have a lot of really strong rural education research, and so any organization that is willing to do that, I'm willing to throw my support behind. So, thank you for having this and for this great meeting. It's a great opportunity. I also want to say just how fortunate I am to be here today, to be lumped together with Nancy Jennings and Robert Gibbs. They are just tremendous researchers. I think when you get to hear them a little bit, you'll understand that. In the country, there probably aren't two finer people studying rural education.

I wanted to talk about the issue of what is rural. I come from a part of the country--the Great Plains, which is "frontier," less than five people per square mile. I'm used to that. And there's an even smaller designation, "isolated," which is two people per square mile. So this seems pretty populous to me. And the issue of what is rural doesn't make much difference. As long as you feel like you're rural, you're rural! Bill Newland, when he was Executive Director of the National Rural Education Association, would say, "Do you think you're rural? Yeah? Well, congratulations, you're rural!"

On the other hand, it does sort of matter. Don Harting helped me think about this more clearly. He said, "The problem we run into is when we think we're talking about the same thing, and we're not." And we run into that in rural education a lot. A lot of the research in rural education comes from the southeast, and when they talk about small size, they're talking about something much different from what we're talking about in the Great Plains.

We had a paper commissioned by a guy who talked about making sure that you don't have any school districts bigger than 3,000 students. Holy cow! In our region, a district of 3,000 is a major school district. As you look at rural education, keep that in mind. Oftentimes in rural education, we define rural as "metro" and "nonmetro." But in education we want to do it by locale code. The metro designation is not as clearly defined for school districts as locale codes are. For instance, if you've been to Nebraska and to North Platte, North Platte would be considered a rural district. It's got 20,000 people in the community. That's a major population center in the middle of Nebraska. Grover, on the other hand, has a population of about 300, is way out there in the middle of nowhere, and it'd be classified as being "metro" because it happens to be in a very large county with a fairly large community. So, with us, it does make a difference what is rural when you're looking at research, but also when you're applying for grant money.

The next thing is: What is the school's role in the community? That came up in our group discussion. I think there's a fundamental question, and that is: Who is the primary client of the school? Most of my colleagues at McREL would say it's the individual student. I would say it's the community, because we pay tax dollars to our school district in order to educate kids and to get an

educated workforce for the community. Our kids, and I, should get a return. That's not to say we don't care about individual kids. It just means we have to consider what's best for the community as well as for individual kids. Are we educating kids to do well in this community, or to go somewhere else? Are you only teaching college-bound kids and they're going to go somewhere else? In South Dakota, your dream is to grow up and move to Rapid City; if you grow up in Rapid City, your dream is to grow up and move to Denver. So an important issue is to figure out what is what the community needs, and are we going to focus on those needs? Are we going to define "success," and what are the outcomes? Generally, in education today, most people think of outcomes as "achievement." There are other things related, such as graduation rate, student satisfaction, and community satisfaction. So, we need to address: What do we want our kids to be able to do in the community?

An issue we see happening is that a rural community has a decision to make. (Some don't have a decision, because they're just losing population. For instance, South Dakota's population peaked in 1930 and has been declining ever since.) For a real community, what do you do with the people moving in to your community? There's a little school district called Rush in the eastern plains of Colorado, about 50 miles from Colorado Springs. People are moving out from Colorado Springs to live in the community. The problem is you have the old ranchers who perceive that they have a particular value towards education. And then you have these new people moving in from the city-- "40 acre people," because they take these big ranches and cut them down to 40 acres. And many don't put utilities on them; they just put a mobile home out there. And they perceive these people to have different education and community values. There's real struggle, between the two groups, because the old timers think, "They just don't get it," and the new people are saying, "They don't like us." I thought I heard that here you've got increasing diversity—an immigrant group that is diverse, wealthy retired people, and how does that mesh with your whole group?

The issue of school improvement: How do we get our schools to do better? I heard on NPR (National Public Radio) the other day, they were interviewing somebody who was very upset with the University of Michigan. We have this achievement gap, and we aren't doing that much to close it. She said, "It's not rocket science!" And I thought, "It's not; it's a lot harder, because you have to deal with people." The real challenge is how are we going to get leaders who can do that? That is the weak link of the educational system right now. It isn't that they aren't trying hard. It's a very difficult job to lead school improvement. So, leadership development in schools would be another issue.

There was some conversation about models for rural schools. You might look at the lesson of Chupak, Alaska. It's an area of about 27,000 square miles and a couple hundred kids. It was the first school district to win a Baldwin Quality Award. They used, as their foundation, a program called Onward to Excellence, and looked at other models, and used information from McREL. They crafted their own school improvement model. Now they're spreading it around and getting big money from the Gates foundation to do so. So, something to think about would be: what would be a school improvement model to develop for this region? Because nothing is going to fit specifically to your community. You are going to have to alter it in some way. Working across state lines...I think that would be a great contribution.

Teacher quality came up. What do we want teachers to know and be able to do? We got into providing professional development around that. Schools have all this professional development, but it doesn't relate to their school improvement goals. And one of the things that can help is to align

that. And there's a bigger problem of alignment of the standards, curriculum, and instruction, which will improve learning pretty well. So that might be a service you all can think about.

Another issue for teachers is working conditions. We hear people say they want to pay teachers more. But once you have them, you have to keep them. Luckily, you don't have the problem of extreme social isolation that the Upton Schools in Wyoming have. The superintendent put his secretary on finding a potential mate for an excellent math teacher, but he still left for a bigger school in a lot bigger community. The secretary said, "He was just too picky!"

I want to follow up. This was a really excellent discussion about rural schools, a unique discussion. This was the first discussion in which consolidation didn't dominate. The problem is it overwhelms everything else. My suspicion is that consolidation would not be fruitful for you. The best analysis ever done was in Michigan, and they decided there wasn't much to be gained from that. My suggestion would be to try to stay away from that, for a while at least. Focus on what do we want our kids to know and be able to do, and how to go about that.



Robert Gibbs
Economic Research Service, U.S. Department of Agriculture

I'm going to do a Power Point Presentation, but I did want to make a couple of points about "what is rural." It's an important issue; and it's not been settled. I think it's good to know that in some ways you are comfortable with where you fit on the rural-urban spectrum. That's not true of every place. So I wanted to bring up the point that, in terms of the new census classification system, as of 2000, Salisbury is no longer technically a "non-metro" place, that Wicomico County is no longer a nonmetro area. And also to alert you, because it may have implications for the way people perceive the region, and maybe even the way you perceive yourselves, there's a new intermediate classification, called "micropolitan" area, introduced by the Office of Management and Budget, which essentially is defined in the same way that "metro" area is, except that instead of requiring a city to have 50,000 people, this center only has to have 10,000 people. Cambridge, in Dorchester; Sussex; and Worcester (called Ocean Pines, I think) also are included. So that could have an effect on the way people view this part of the Eastern Shore. People, especially those with budget authority, should see what's happening here and how the area is changing.

Most of what I'm going to show you now is a rehashing of what Dan and Memo presented this morning, maybe in a different guise. I put this together because it helped me to think about the issues that you're dealing with, and what I wanted to talk about today. I learned a lot about Delmarva and rural education and economic development by putting this together.

I call it "Delmarva in the Rural-Urban Context," because I'd like to show you comparisons with other rural and urban areas. I broke out the industry mix of the six counties that you're concerned with and compared it with what's going on overall in the rural and urban economy (we call them "non-metro" and "metro.").

So (slide 1) Delmarva doesn't fit the typical pattern of either. It depends on the industry you're talking about. In agriculture, for instance, it's a little less concentrated in employment. Delmarva falls between a typical rural and a typical urban profile. Results might be different if you look at income, or in other ways. If you look at manufacturing, for example, Delmarva is much more like a typical urban profile, about 13% employment, which is much less than a typical rural area, where manufacturing is much more important for the last several decades. Is this a transition from a much higher level of employment? Is it moving toward an urban profile because skill levels are rising and manufacturing productivity is going faster here, and so employment tends to shrink in the face of that? Or are there other factors at work?

In the retail sector, the arts/entertainment/recreation sector, Delmarva comes out above both the rural and urban profile. That is not surprising, given that you have a center like Salisbury, and with the retail sector that's very vibrant along the coast in Ocean City, Rehoboth, and places like that. And the high employment rate isn't surprising, given your concentration in tourism. Professional services does fall off the urban profile; employment is only half of what you get in a typical metro area. So, all in all, you have a real mix here.

What I did then was look at educational attainment (slide 2). Delmarva fits more with a typical rural county. The share of adults 25 years or older, with at least 4 years of college or an advanced degree, on Delmarva is a couple points higher, several percentage points above the rural (with 15.5% and 17.5%); but it's below the metro educational attainment of 26.5%. High school dropouts

matches the rural profile almost perfectly. If you calculate the educational level needed in each of the industries we talked about, and apply those average education requirements to Delmarva's industry mix, you'd expect Delmarva to have a higher educational level than it does. I'm not convinced it is just due to the mix of specific industries you have here because there are other things that play in determining what the educational level of a population is, like the age structure. With a higher share of older residents, you'll have lower attainment, because each cohort has been rising in educational attainment. It's also true, and important for Delmarva, that racial and ethnic composition plays a significant role here. Educational attainment varies quite a bit across the different counties. It's lower in Accomack, Dorchester, and Somerset counties. It's higher in Wicomico and Worcester.

The next thing I did, just for fun, but interesting, I went out to all counties in the United States and tried to find a twin for each of the six Delmarva counties. I did it by looking at each county's industry mix and then finding the county that matched it with the closest mix. I used the Index of Dissimilarities, which compares all 3,000 counties. I thought they'd be nearby; but they're not, at all.

Accomack County's twin is Grady County, Georgia, which is in south Georgia on the Florida border. Dorchester County's twin is Canyon County, Idaho, which is just west of Boise. Somerset County's twin is Pittsburgh, Oklahoma, in the southeast area of Oklahoma. Sussex County's twin is Benze, Michigan, south of Grand Travers Bay, right on Lake Michigan. There's quite a bit of recreation and tourism there, too. Wicomico County's twin is Cape Girardeau, Missouri, south of St. Louis on the Mississippi River. Cape Girardeau may be the county seat, but its population profile matches Salisbury's, to a degree, and also is a regionally important center. Worcester County's twin is Harrison, Mississippi, on the Gulf coast near Biloxi and Gulf Port, where there is lots of tourism and recreation.

Since they do match on industry mix, I looked at the educational attainment to see how they compare. The share of adults who have not completed high school in 2000: the pattern is Delmarva has a higher share of high school dropouts. You have a similar set of jobs, but a slightly different educational mix. And it's quite different in Somerset and Sussex. Worcester is the only one to break out of this pattern. It is slightly lower than its Mississippi twin. That's not surprising. For those with at least a four-year degree, Delmarva has a lower share of educational attainment, except Accomack and Worcester. So, again, the two deep south counties didn't do quite as well. There definitely are regional and, I would argue, a demographic component to all of this.

There are a couple of topics I'd guess you'd want to keep in mind as you develop an education development strategy. First is your metropolitan proximity. Delmarva is unique, for rural counties.

It's so close to large, major metro areas, such as Philadelphia, DC, Baltimore, and Hampton Roads. And given the large occupational industry mix difference between those places, Philadelphia and DC aren't typical metro areas. They have a very high rate of professional and managerial employment. So it's not hard to see why you'd have a hard time overcoming a long-standing brain drain. This is more of a challenge than in other rural areas, which may have equivalent opportunities in their local area, and whose young people don't have the same set of nearby opportunities to pull them away. So it's easier here just to leave for a lucrative alternative.

The flip side of this, and increasingly important in rural development, is that you do have these places with huge population areas nearby, with folks -- managers and professional -- looking for places with high levels of natural amenities and who probably have experience with this area through vacations and visiting here. So you have a real strength here to have proximity to a

population with financial resources to consider Delmarva as a place to retire to or set up a second career, as telecommuting becomes more real and commonplace. But high quality schools are a key location factor for this group. Schools are seen not just as a place where you provide kids who are here with tools to go out and do well with a career; it's become a selling point for rural areas, and there are many who are weak. It's a lot worse in many places. This is a great selling point, especially to the group of folks who don't live so far away and who are looking around for a place to retire to or start a second career.

This is just to show you: there's a huge disparity between local earnings and those in metro areas nearby. "Earnings/jobs in Manufacturing, in a Retail Industry, in Year 2000." I picked Baltimore County and Chester County, Pennsylvania for comparison. The first set of bars represents manufacturing earnings, which generally shows more variation across states. The second bar represents retail earnings, which is much more similar, wherever you go. Even for retail, we see differences between Wicomico (\$15,300) and Chester County (\$26,100). These figures come from the Department of Commerce. Living costs are higher than in Wicomico; but this is an area where there's still lots of land that is fairly moderate and reasonable in house values. The indication to me is that there's a real welfare difference, as an economist would say. So for a young person who's non-college-bound, and is thinking about options in the short term, this is the best place to get a return on the education they have. There are some options that aren't so far away, and this is just one place. Suburban counties similar to this are all over the East Coast. And of course, manufacturing is even more varied, and there's more disparity –Wicomico County (\$37,000) and Chester County (\$78,000). One of the qualifications I'd put on manufacturing is that while disparity is there, I wouldn't advise a student to get a job in Chester because that sector hasn't been doing too well for a whole range of things. You see the high earnings coming from unionized labor; but these kinds of shops are quickly disappearing. So it's not realistic in all cases. But this is indicative of the calculus that they're making and why it's a challenge to Delmarva to retain these young people.

The other thing we talked about this morning was the racial and ethnic inequalities. This morning we talked about the Hispanic, Korean, and East European burgeoning populations. But the traditional diversity on Delmarva has been between whites and African-Americans. And Delmarva still has a large share of African-Americans. Hispanic growth has been tremendous in the last 10-20 years, but it's a small share, overall. So it's a future issue, but it's not happening right now. Somerset is 41%, Accomack is 31.8%, African-American. And I think the same figure that Memo had us write down is the same. I think this is an issue you really can't get around. You might be saying, "You're showing us educational attainment of adults and their educational choices have already been made, so, what difference does it make?" The last generation is a very important predictor of what's going to happen in the next generation. It's because parents' education attitudes toward school and their income are critical predictors of a student's future attainment. And when you have a population that has a very different educational attainment level, that's a challenge. In 2000, 7% of African-Americans, 20% of non-Hispanic whites, and 11.6% of Hispanics 25 or older have a college degree. I'm not persuaded by that statistic for Hispanics. Maybe some of you could tell me a reason for that. I think it's a small sample size, which may be driving it. For those without a high school diploma: 39% of African-Americans, 58% of Hispanics, and 19% of non-Hispanic whites are included. To me, this is a challenge that needs to be addressed at some level. And I credit the discussion today with saying that diversity issues are going to be a major issue in the community -- not just the growing population, but the population that you already have in place.

I'm a firm believer that you shouldn't discount manufacturing. Some say it's going the way of agriculture; the share of employment in it is declining. But over 20% of employment in rural areas,

overall, still comes from manufacturing. It's still a very key anchor sector in many rural economies. I think that's true for much of Delmarva as well, even though it only makes up 13% of the employment here overall. It's very important as a base. More importantly, manufacturing job growth in the 1990's, unlike earlier periods, really is related more closely to higher educational attainment levels.

I have a slide I can't take credit for, by David McGrannahan at ERS, who came up with the slide. If you look in the 1980's, this is the change in manufacturing jobs. We took all the nonmetro counties and ranked them according to educational attainment level. The first bar represents counties in the bottom half of the education mix. In the 80's, we had 6.5% growth in manufacturing jobs, where the higher education counties had only 3% growth. In the 90's, that reversed in lower education areas. There was a 3% drop, but an almost 9% increase in higher education areas. So, an educated labor force is much more important for a location. Manufacturers say a skilled labor pool is important; and very often they were having trouble finding it. They can get them trained, but they can't keep them, an extension director in a small town in Indiana told me.



Nancy Jennings
Bowdoin College

When you study rural education, it's like being a blind man with an elephant: you study just the piece you're looking at. And because rural areas are so different, and you make these vast claims as to the kind of rural areas you looked at, then if you went to another place, you'd see there are different issues. So it's been a treat to hear your concerns -- very different from concerns I normally hear in New England. I've done a fair amount in rural schools in South Carolina, and those issues are different too. If I live long enough, maybe I can see the whole elephant, in some way!

I want to talk about Place-based Education -- not just its substance, but a story about a group similar to this that has done a spectacular job of working through the system and has come away from the margins of changes in education into the center. It's an ongoing story, so I may be giving them too much credit. I don't know how it'll play out. It's an example of how a group of people from different perspectives can come together and do something somewhat meaningful.

Let me give you the definition of Place-based Education. It comes from Rachel Tompkins' group, The Rural School and Community Trust. I don't know when they came up with it, but it's on their web site and is used often by people who write about Place-based Education. They define it as:
learning that is rooted in what is local: the unique history, economy, environment, culture, literature, and art of a particular place. The community provides both the context of learning and the object which students are learning about; the student work focuses on community needs and interests, and community members serve as resources and partners in every aspect of teaching and learning.

Place-based Education is a big deal in New England and the northeast. You can understand why. We come from a tradition of local control and people who are rooted in the environment and the beauty of the place they come from. I live in a house built in 1790, and people there can tell me whose family owned it all along the way. It's a place where heritage runs deep. And so a lot of the movement of Place-based Education is rooted in places like New England. Mike, can you tell us about the far west? Is it important there? (Mike: Yes, in isolated places.)

When I went down to South Carolina last year -- I've been working there in rural area schools for ten years -- I was looking at standards and how teachers are making sense of their state standards and state assessments that happened in the last ten years. And I talked to superintendents about Place-based Education. Most didn't know about it or had no interest in it. One superintendent, from a district that has had lots of trouble going through desegregation, still has most white children going to private white-flight academies; and the public school district is primarily African-American. He said that the reason it's not powerful there is because it means sub-standard education for black kids. If you come from that tradition, the sense of having kids value their own community takes on a very different feel. Marty Strange at the Rural School and Community Trust, said recently that in communities that have division, Place-based Education needs to be handled very differently than in communities where there's a kind of unified character.

The story I want to tell about happened in Vermont. They really believe in their environment in Vermont! The advocates of Place-based Education, I've heard, are very worried about state standards, No Child Left Behind, and particularly state assessments.

The concerns are that you have to worry a lot more about reading and math proficiency, you don't really have time to take your kids into the woods and teach them about local flora and fauna, to spend time with their grandmothers and old people in the community. So the concern is that standards and assessments are going to narrow the curriculum and not let the broader, rich sense of education flourish.

The other concern is that standards and assessments drive away the experiential, hands-on discovery learning that Place-based Education is so much a piece of. Again, if you have to make kids score proficiently on a math test, it'd be easier and more efficient by practicing on a multiplication table than it might be learning about multiplication in a more experiential way.

The third concern is that standards and assessments aim to train and educate kids to be responsive to the global marketplace and not necessarily to the local needs and local industries. I think this argument goes even farther and is stronger than that. It came up in our group today. It forces teachers to think about educating kids in a de-contextualized sense, not being sensitive to who these kids are, where they come from, what their needs are, or where their attention is.

So, when Vermont went through its development of state standards, it was fairly late in the game, and they wanted to keep local control of the curriculum. The people who developed the standards had this sense that there should be a process of revision of the standards as soon as they got adopted. So, it was sort of like: here are the standards, but here is the way you change them. There's a way they did this.

There's a group of people, very similar to yourselves, who looked at the standards and said, "There's nothing here about stewardship of the land, or about kids' learning where they're from that will help them understand that where they come from is a beautiful, unique, and wonderful place that has a history. What can we do to make sure that piece of their education doesn't get lost?" And shortly after they began meeting and talking about the gap they saw, they made a critical decision to work through the system of standards and assessments, rather than choosing to stay on the outside and hammering and railing against them. I think this was a critical move they made. It's very tempting as people who feel victimized by federal and state regulations, to say, "We're going to dig in our heels and do what we do, and tell everybody that they're the bad folks out there." And there are a lot of legitimate reasons to that. The concern is that you get rolled over. And you'll lose if that's the position you take because, whether you agree or not, the standards and tests and No Child Left Behind are going to be a factor in all of our lives, for at least a few more years, if not longer. And so, how do we work within the system to do what we want to do?

And that's what the group in Vermont decided to do. An organization of environmental activists and environmental agencies, nonprofit organizations, teachers, superintendents, foundation people, state department of education people, department of agriculture people, and department of natural resources people came together and said, "OK, let's change the standards so there's a piece in here that we want, that reflects rural life and reflects what we need in rural schools. And more than that, that reflects the kind of education we want our kids to have, which is the part of learning that goes on outside of school, learning that can be embedded in what you observe in your daily life in the place that you live."

And what they did over a course of about four years is to revise the state standards so that there are now place-based standards in the Vermont framework. And it was a difficult task. They went to the State Board twice; the first time they were sorely rejected. They spent a lot of time, and a lot of

political and social capital, trying to get this maneuver to work. But it did finally work. And now they got two place-based standards put into the Vermont framework; and now they're working to get the standards as part of the state assessments. That's the key: if it's not accepted, it might get lost. The teachers really have to attend to that.

One of the issues I've been looking at is, so what? What's the effect of this? Although it's too early to tell, some of the stories that occur...

We did a statewide survey about what teachers were thinking about and how standards shape their teaching practice. One of the things we found was that many, especially the teachers in rural schools, said that when the standards group came out and when the conversation was limited to saying that these standards don't apply to rural schools or are bad for rural schools, they didn't pay much attention to them. But when it became clear they weren't going away, and that there was an initiative to make the standards workable for rural practitioners, they began to look at them more. Although it's just anecdotal information at this point, a number of teachers said, "I've learned to do what I want to do, but related to the standards. Being able to tie what I do to the standards has helped me not only clarify for myself what the goal of some of this more progressive educational type stuff is, but also not get under such heat, from parents or committee members or whoever else, because I can say to them, 'Yeah, I've taken your class and I have students in the pond to muck around in the mud, and when we're there, we're doing this and this and this.'" And that's critical. More than saying, "I don't care that these standards are out there; I think this is important." Standards have helped teachers clarify what their goals are and also have helped justify what they do.

The other piece is that because a lot of groups came together to work on Place-based Education, it made everybody aware of each other's existence, and it got people on the periphery of educational circles to be asked to join in the center. So the conversation about education in Vermont is much richer now than it was five years ago, when there were providers that only a small group of people knew about, or only a certain fringe of people paid attention to. When the state department of education now heard about them and had worked with them, they were much more likely to be invited into the whole broad series of policy decisions that were going on. That's the most important lesson for me to learn. Regardless of the topic you've identified to work on, it's learning to position yourself so you can be a key player in the policy decision-making that goes on in the state for the next 5 to 10 to 15 years, and figuring out how it is you can position yourself to do that. I think the people I've been working with in Vermont have seen that.

So I think the other key piece to Place-based Education and making it work is two things. It is not only tying it to the standards, but also convincing people -- and yourselves perhaps -- that the kind of learning environment you want for kids is possible -- the kind of things we talked about this morning. You can, with hard work and skills, learn to take the broader conversation of education and learning and make it work so that students can still do well on the state assessments the curriculum is tied to.

Research is being done which shows that, with certain modifications, this kind of experiential, broad-based learning -- that a lot of us in this room would say is "good teaching" and "good learning," -- can lead to higher scores on state assessments. And that's the final key to think about, if our beliefs about education come true.

Summary II (Afternoon Plenary Discussions)

Following the three national researchers' presentations, there was a brief opportunity for reflection and comment among the symposium participants.

In general, the sense of the group as to whether or not it is meaningful to approach problems from the regional vantage point that DEF has suggested was "Probably. Pick something and let's see how it works." The remarks of Nancy Jennings from Bowdoin College in Maine regarding "place-based" education sparked a great deal of discussion. While Robert Gibbs of ERS/USDA emphasized that we have many parents with minimal education, particularly in our minority and immigrant populations, the group's perception appeared to be that the lack of understanding of the value of education is not limited to our minority and immigrant parents, and this is a challenge ripe for addressing.

Participants were encouraged to convey their observations and recommendations for pursuing issues of rural education policy and research by way of evaluation forms handed in at the symposium's end. Briefly, a tabulation of these evaluations discovered very positive impressions of the symposium and encouragement for more work as follows:

- More focused topics
- Development of a mission and action plan
- Share information about the conference with the public
- "Market" education
- Develop a clearinghouse on information on rural education
- Study place-based education



Plenary Group discussions.

A complete tabulation of the evaluation results as well as an abstract follows.

Abstract of Evaluation Tabulation

Symposium purposes: do you feel these purposes were met?

- 76% believe we identified the region's education and workforce development imperatives.
- 24% believe we crafted a regional education vision, or laid the foundation for doing so; this is in progress.
- 64% believed we learned from the research-based evidence for successes of similar rural regions elsewhere in the US.
- 72% believed we identified regional educational policy issues for which additional research data could be helpful.
- While 76% could see the region described as "meaningful," some indicated uncertainty about the definition in this context.
- 69% feel that regional communications have been established or begun.
- 56% believe the relationship between education and workforce development was clearly defined or begun generally. But we need to hear about economic development priorities and job/wage opportunities in the region, and the needs of the growing Hispanic population. Dialogue needs to be ongoing. One person said that for education to be valued, local jobs have to have a need, and they must offer pay to recognize the preparation.

For future planning, we should:

- bring issues identified to public's attention;
- form small action groups on specific tasks, such as developing place-based assessments;
- structure more in-depth discussion and focus
- establish a clearinghouse for information exchange
- develop a research plan to be implemented (Dennis P--survey)
- distribute the proceedings
- bring in key people from the church community and create a gallery walk of statements developed from this session

Regional educational policy issues for further research:

- immigrant population--ed attainment
- full service school centers--dawn to midnight for community
- obstacles to high school completion
- do a needs assessment: students, business, schools, young adults
- grants for place-based education
- address the achievement gap

Ways to improve the process:

- Combine community stakeholders & educators
- Use the web site for further links to homeschool community
- Half--rather than whole-day meetings
- Encourage representation by Hispanic community

Evaluation Tabulation: "Symposium on Rural Education: Research & Policy Issues"
(25 participants responded. Their comments are italicized. A summary follows.)

<p>Symposium purposes: Do you feel these purposes were met? The planning committee planned this symposium with the purposes of: 1.) identifying the region's educational and workforce development imperatives; 2.) crafting a regional education vision; <i>laid the foundation for crafting; in progress</i> 3.) learning from the research-based evidence for successes of similar rural regions elsewhere in the United States, and 4.) identifying regional educational policy issues for which additional research data could be helpful. Please give a brief explanation. Use the back of this paper, if necessary. <i>But it is too early to expect 1 & 2 to be accomplished. There was not really sufficient closure on issues 2,3,4.; place based ed/network of varied background & interests. Coming eventually to form concerning issues.</i></p>	<p>Yes</p> <p>19</p> <p>6</p> <p>16</p> <p>18</p>	<p>No</p> <p>1</p> <p>10</p> <p>5</p> <p>1</p>
<p>As a result of attending and participating in the symposium: 5.) Are you able to describe the characteristics of our region? 6.) Do you see the region that was described as "meaningful?" <i>I'm not sure of the definition in this context...it's quite varied but by Venn Diagram there are meaningful overlaps. Not sure about VA-no one was here-not convinced they need to be involved. Don't know what this question means!</i> 7.) Do you feel that regional communications have been established? <i>Begun. Unsure what is meant here. Somewhat.</i> 8.) Do you believe that the relationship between education and workforce development was clearly defined? <i>Begun; generally.</i> 8a.)If no: What do you feel needs to be explained or further clarified? <i>In part--we needed to hear about economic development priorities and job/wage opportunities in the region/_ (?) _ presentation of national data by Gibbs. Ideas were shared once. We've got the whole elephant coming towards us and we need to take in a part at a time. But needs more. What are the needs of the growing Hispanic population? It will take a while. For now. Need to continue this dialogue--needs to be ongoing. A specific seminar or meeting of smaller number of stakeholders to identify the relationship and then share with larger group for review & discussion & confirmation. It will take a while. The defining role that the local job reality has on education. For education to be valued, local jobs have to need it and the pay has to recognize the preparation.</i></p>	<p>Yes</p> <p>21</p> <p>19</p> <p>17</p> <p>14</p>	<p>No</p> <p>1</p> <p>4</p>
<p>Regarding your participation , do you feel that: 9.) Activities were run on time? 10.) Discourse was "civil," even though there may have been disagreement? 11.) You had a chance to be heard? 12.) There was a focus on things related to the symposium purposes?</p>	<p>Yes</p> <p>21</p> <p>23</p> <p>23</p> <p>23</p>	<p>No</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>

For future planning:

13.) What do you feel should be next steps?

Pursue research discussed at the forum. Bring issues identified to public's attention

Small action groups on specific tasks such as developing Place based assessments.

More in-depth discussion and focus

Focused work groups--professional educators + "stakeholders" a good start.

Establish & convene special task forces perhaps.

Create a clearinghouse for information exchange

Form a legislative advocacy or lobbying group--without which the shore will continue to get short shrift when it comes to the allocation of State resources.

See # 4--a steering committee?

Develop research plan--prioritize--Implement

Define one or two issues and define problems then draft possible solutions for grant funds.

1) Identifying the purpose of what we're doing. 2) Targeting a few key projects; select 1 or 2 and do them.

1) Distribute proceedings. 2) Develop series of task forces that will meet to develop agenda for further (research) studies.

Assimilate data into a mission.

Look at distilled ideas--take one or two that would have strong support to move forward with research.

Has it been done anywhere else? Can DEF help educators influence economic development efforts?

Defining rural/bringing in key people from church community/create a gallery walk of statements already developed from this session.

1) Organize committee/goals; 2) Market organization to communities; 3) Involve business leaders

Choose 2 main issues to begin this mission.

Summarize findings; make recommendations to be reviewed by group! Consolidate recommendations to be studied by the DEF Board.

14.) What are at least 3 regional educational policy issues for which additional research data could be helpful?
Educational attainment/employment of immigrant population. Importance of math competency to college attendance/graduation. Transportation as a barrier to college attendance.

Marketing of public education by communities. Closing the achievement gap in rural areas. Full service school centers (schools being open from dawn to midnight for all community)

1) Resources and funding. 2) Capacity building/sustainability. 3) Maximizing achievement.

Obstacles to high school completion; -workforce develop/training funding availability

The effect of testing. Who is being "left behind."

1) The biggest overlooked issue facing Delmarva is the rapid growth of the Hispanic population. Research is needed to assess the impact of this major demographic trend. How will our region accommodate the educational needs of this sector of the population? 2) Why is it that K-12 and higher education institution on the E. Shore never get their fair share of the Md. Budget "pie" going to higher education? 3) Why is bachelor's degree attainment so low on the lower E. Shore?

Models for rural education that work. How can we use changing demographics to our advantage? (Involving educated moving in) Resources available for collaborative efforts.

1) Role of school in community; 2) how do we integrate social skills with academic preparation; 3) place-based education. Will that model work in our region?

1) With the growing H.S. population there may not be sufficient capacity in colleges to absorb these numbers. How significant a problem is that locally? 2) What are the educational needs of the growing "new" minority populations and retirement population? 3) The ultimate question is can we find a way to resolve the rural education issues with a regional, multi-state approach? The main barrier is political funding lines.

1) Role/impact/significance of education (marketing, raising perceptions); 2) place-based education; 3) combined connection between workforce & education.

1) Do a 3-4-pronged "needs assessment" 1) students--what courses, etc., would be helpful? 2) business--what skills do you need? 3) schools--what do you need? 4) young adults--what would keep you here? What would we need to develop an effective & seamless school- to-career strategy for our area? How do various parts of the community see the value of education?

Work to secure funding, grants, etc. Concentrate more effort on place-based education.

Use schools 12 months of year. Insure "place-based" education is folded into school mandated requirements. Find one (no more than one) issue that real progress can be made with wide practical use. (School improvement goals; teacher retention)

1) Closing the achievement gap. 2) Affective domain (sensitivity). 3) Local sustainability.

Testing issues; accountability policies; budget

I think it would be wonderful to reach out to high school students to motivate them and increase their awareness of educational (AAS, bachelor's & Master's degrees) opportunities. It was mentioned many times during today that in order to do this we need to reach out to the parents as well.

Place-based education, maximizing ____ (?) workforce in school system of new " ____?" folks with college degrees to include _____. How can we work across county and state lines?

1) Place-based ed: what we have in common (MD, DE, VA); 2) why such low ed rate when we have so many colleges? 3) what does at risk population want from their educational experience? Focus groups

1) Funding and resources available in area; 2) effective practices

1) How do we address the achievement gap? 2) can we help schools align school professional development of the curriculum and instructional issues that will accomplish the above.

1) Communication--public access to meaningful information about education resources. 2) focus on non - college or vocational ed. p.r. 3) highlight current school community partnerships--identify gaps.

Accountability impact on regional needs. Further study of colleges in "twin" situations.

15.) In what capacity would you like to be involved in the future in a continuing mechanism of communication?

Receive follow-up information from symposium. Identify how our college can be a resource and partner in region.

However you might find me useful.

1. Active participant. 2 facilitator. 3. Team leader. 4. Presenter. 5. Etc.

In whatever needed

Continue as consultant

Offering web site for further links to hom school community

Salisbury University hopes to continue to play a large role in meeting the educational needs of our region. Principal contact person should be Dr. Ellen Zinner at SU (410-543-6011).

Continuing conversations--issues haven't been defined yet.

Continue my support as a Board member and other appropriate venues the Board recommends.

I'll be a willing participant.

Not sure what options there are. Please keep me on the mailing list.

A member of the group

Committee member; resource for information

A participant

16.) What would you like to see changed in the process?

Great start. I learned a good deal. It was very hard to give up a full day. During the school year, two halves would be easier. Excellent format as is, but I would like to know more about specific regional issues and initiatives. Not sure. Thanks for inviting me to participate. Community stakeholders & educators not be segregated into five groups. Mix them! Full day programs are difficult. Half day would be preferred in the future. The full day program was appropriate and important today! Better focus at the beginning; have the 3 experts work with us over a longer period of time. Thanks for including me! More interaction between educ & business people. Continue along the same line. Well done with very good participation. Excellent process. Thank you! Continued emphasis on the main categories already listed. More consensus-building issues. There was much discussion RE: Hispanics needs with little Hispanic representation. More time allocated to small group discussion.

"Symposium on Rural Education: Research and Policy Issues" Program

Morning –

- 8:30 Registration and Continental Breakfast
Greater Salisbury Committee Board Room
- 9:00 Greetings and Introductions
Donald Harting, Delmarva Education Foundation (DEF)
- 9:30 Our Region
Daniel Kuennen: Rural Development Center
University of Maryland Eastern Shore
Princess Anne, Maryland
- Memo Diriker: Business, Economic and Community
Outreach Network (BEACON), Salisbury University
Salisbury, Maryland
- 10:15 Break and travel to discussion rooms
Wicomico County Free Library meeting rooms, lower level
Room 1-- Professional Educators
Facilitators: Michael Arnold
Nancy Jennings
Room 4-- Community Stakeholders
Facilitators: Robert Gibbs
Ruth Baker
- 10:30 Discussion sessions
- 11:45 Sessions findings
Greater Salisbury Committee Board Room
- 12:30 Lunch
Greater Salisbury Committee Board Room
Catered by Lynda Neill, "Season To Taste"

Afternoon ---

- 1:00 National Trends in Rural Education
Michael Arnold, McREL
Robert Gibbs, ERS, USDA
Nancy Jennings, Bowdoin College
- 2:30 Break
- 2:45 Sharing, Questions, "Answers?"
Facilitator: Michael Arnold
- 3:30 Closure and Next Steps
Donald Harting, DEF
- 3:50 Evaluation and Recognition
Sharon Clark, DEF

**"Symposium on Rural Education: Research and Policy Issues"
Participant List**

<p>Dana Abbott-Painter Manager Georgetown Site of Wilmington College</p> <p>Michael Arnold Senior Consultant Mid-continent Research for Education and Learning (McREL)</p> <p>Lewis Atkinson, III Assoc. Secretary of Adult Education and Workforce Development Delaware Department of Education</p> <p>Susan Atwood DEF Board Member</p> <p>Ruth Baker Managing Director Business, Economic, and Community Outreach Network (BEACON) Salisbury University</p> <p>Ed Barber Ass't Superintendent for Administration Worcester County (MD) Public Schools</p> <p>Stuart Bounds President Chesapeake College</p> <p>Karen-Lee Brofee Superintendent Somerset County (MD) Public Schools</p> <p>Andrew Carrington Associate Vice President for Academic Affairs University of Maryland Eastern Shore</p> <p>William Carter DEF Board Member</p> <p>Bill Cecil Director, Advanced Technology Center and Workforce Development Wor-Wic Community College</p> <p>Doran Christensen DEF Board Consultant</p>	<p>Sharon Clark Assistant Director for Rural Education Research and Policy DEF</p> <p>Charlene Cooper-Boston Superintendent Wicomico County (MD) Public Schools</p> <p>Robert (B.J.) Corbin Executive Director Lower Shore Workforce Alliance</p> <p>Jeanne Davis Treasurer Eastern Shore Home School Association</p> <p>Memo Diriker Director, Business, Economic and Community Outreach Network (BEACON) Salisbury University</p> <p>Janet Dudley-Eshbach President Salisbury University</p> <p>Robert Gibbs Economic Research Service U.S. Department of Agriculture</p> <p>Richard Gochnauer Administrative Coordinator, Department of Education Wilmington College</p> <p>Terry Greenwood Chief Executive Officer Sylvan Learning Centers (Salisbury, Pocomoke City, and Berlin, MD)</p> <p>W. Dorsey Hammond Chair, Department of Education Salisbury University</p> <p>Roger Harrell Dorchester County Health Department and DEF Board Member</p> <p>Donald Harting Executive Director, DEF and DEF Board Member</p>

<p>Katherine Harting Princess Anne, MD</p> <p>Gains Hawkins Interim Vice President of Institutional Advancement University of Maryland Eastern Shore</p> <p>Ray Hoy President Wor-Wic Community College</p> <p>Nancy Jennings Associate Professor and Chair, Department of Education Bowdoin College</p> <p>Keith Koehler Public Affairs Specialist NASA Goddard Space Flight Center</p> <p>Daniel Kuennen Director, Rural Development Center University of Maryland Eastern Shore</p> <p>Cristine Layton Financial Aid Officer Georgetown Site of Wilmington College</p> <p>Klein Leister DEF Board Member</p> <p>Lynn Lester Director of Administrative Services Seaford (DE) School District</p> <p>Marvin Long Wicomico County (MD) Councilman</p> <p>Sally Maggard National Program Leader Economic and Community Systems U.S. Department of Agriculture</p> <p>Susan Parker Editor "The Daily Times" (Salisbury, MD)</p>	<p>Linda Parry Electronic Outreach Librarian Wicomico County (MD) Free Library</p> <p>Dennis Pataniczek Dean, Seidel School of Education and Professional Studies Salisbury University</p> <p>Michael Pennington Director, Tri-County Council and DEF Board Member</p> <p>Ileana Smith Assistant Campus Director Delaware Technical and Community College</p> <p>Vern Smith Aerospace Education Specialist NASA Goddard Space Flight Center</p> <p>Renee Stephens Business Development Representative Maryland Department of Business and Economic Development</p> <p>Constance Stewart Site Director Sojourner Douglass College</p> <p>Rachel Tompkins President Rural School and Community Trust</p> <p>Karen Verbeke Acting Chair, Department of Education University of Maryland Eastern Shore</p> <p>T. Jan Wiseman Executive Director The Greater Salisbury Committee</p> <p>Verne Wolf DEF Board Member</p> <p>William Wyatt DEF Board Member</p>
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Speaker Biographies

Michael Arnold first became interested in rural education when he started kindergarten at Mammoth Hot Springs in Yellowstone National Park. This interest continues in spite of his best efforts to divert his attention to more profitable pursuits. He currently manages the rural education portfolio at Mid-continent Research for Education and Learning in Aurora, Colorado and develops instructional materials for NASA missions and ABC News in the Classroom. He is chair of the National Rural Education Association's Research Committee.

Ruth E. Baker is the Managing Director of the Business, Economic and Community Outreach Network (BEACON), in the Franklin P. Perdue School of Business, at Salisbury University. She earned a B.A. in History at Yale University and a Master's degree in Public Policy at Harvard University.

Memo Diriker, Associate Professor of Marketing at Salisbury University, is the Director of the Business, Economic, and Community Outreach Network (BEACON). BEACON is an outreach service organization operating under the auspices of the Franklin P. Perdue School of Business at SU.

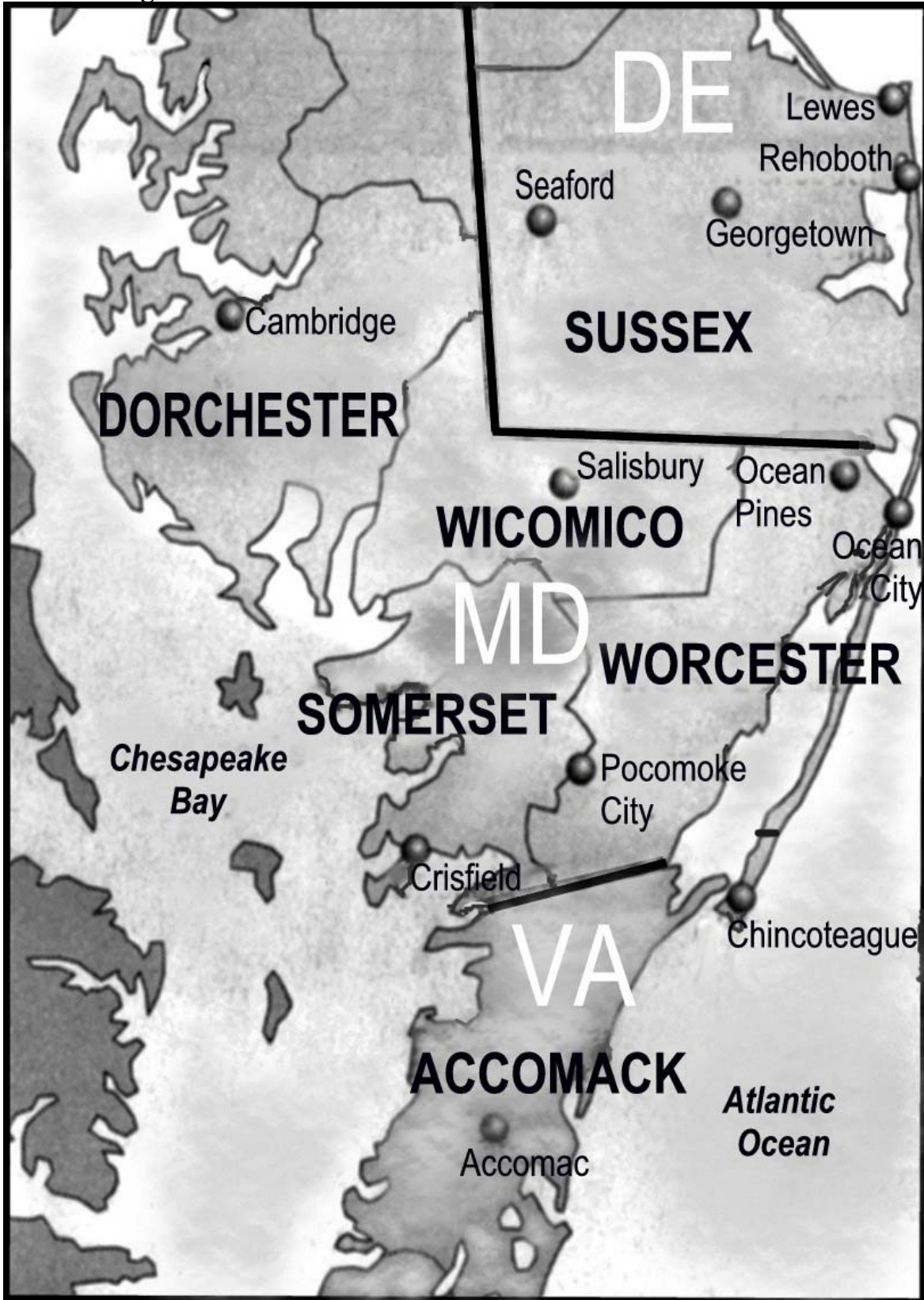
Robert Gibbs is a senior regional economist and leader of the rural labor, income, and education research group at the Economic Research Service, U.S. Department of Agriculture, in Washington, DC. During his 13 years of federal service, his research has focused on topics such as rural-urban migration and the economic well-being of racial minorities. More recently he has led agency projects on the rural low-wage workforce and rural education. In addition to his duties at ERS, he has served as an instructor at the University of Pennsylvania, as a visiting scholar at the Joint Economic Committee of Congress, and in 2002 as president of the Southern Regional Science Association.

Nancy E. Jennings, B.A. (Macalester College), M.S. (University of Illinois, Urbana-Champaign), Ph.D. (Michigan State University), is associate professor and chair of the Department of Education at Bowdoin College in Brunswick, ME. She teaches courses in educational policy, current issues in education, and curriculum and instruction. She has over 10 years' experience teaching in public schools. Her work has appeared in numerous education journals including *Journal of Education Policy*, *Teachers College Record*, and *Journal of Research in Rural Education*. Her most recent work has focused on issues in rural education. She is the author of the book *Interpreting Policy in Real Classrooms* (Teachers College Press, 1995).

Daniel S. Kuennen is Director of the Rural Development Center, and Special Assistant to the President for University Outreach and Community Engagement at the University of Maryland Eastern Shore. He has received over \$12 million in development grants for economic development on the Delmarva Peninsula.

Appendix
(Symposium Handouts)

DEF's Region



Some things DEF has learned about our region

- 1) The Nielson Rating System considers our six (6) counties in the tri-state area to be a single DMA (Designated Marketing Area).
- 2) The map we use is modified from the masthead of Salisbury's "The Daily Times" newspaper. It is basically their circulation and advertising area.
- 3) The businesses we have had a chance to examine draw their clients from throughout the area and are dependent for their staffing on graduates from high schools throughout the region, e.g. Peninsula Regional Medical Center, Health South Rehabilitation Center, and Sylvan Learning Centers
- 4) One can attend classes and obtain degrees from eleven (11) institutions of higher learning (post high school) without leaving our region.
- 5) The aggregate public school operating budgets for the region are at least \$422 million.
- 6) Our region has a total population of 381,551 with 64,932 of school age (5 to 18 years old) according to the 2000 census. The public schools in our 6 counties had 59,249 students enrolled on Sept. 30, 2001. (DE =24,954, MD= 28,917, VA=5,378).
- 7) Our population is spread over a land area of 3,128 square miles with a population density of 122 per square mile. For comparison, the rates are 1,177 per square mile for Anne Arundel County, MD and 1,174 for New Castle County, DE).
- 8) Our public schools are in 13 school districts. We have 65 private schools, 3 home school associations and 25 public libraries as part of our educational system.
- 9) We have 120 public schools. The largest number (42) do not have "standard" grade configurations. We have 37 elementary schools for grades K-5, 20 middle schools for grades 6-8, and 21 high schools for grades 9-12.
- 10) Our situation is not unique in this country. The rural trading area around Sioux Falls, SD, for example, includes parts of four states and has many more public school districts than ours.

6/22/03

A History of Education on the Lower Delmarva Peninsula: A Preliminary Summary of our Research

Interest in education was evident in many of the first settlers on the Delmarva Peninsula. Public education did not exist at that time, and children were taught at home. Books were rare and highly valued, being passed from child to child. At first only the wealthy could afford them.

Laws passed in the late 1600's encouraged "learning." Wealthy families sent their sons away to school (education for girls was not considered appropriate), and families with lesser income hired a tutor. At times several families pooled resources for that purpose.

In 1723 a plan was formulated mandating the establishment of schools in each of the ten counties in Maryland. Schools built on the lower shore merged in 1770. They were known as "academies" and were boarding schools for children of families who could pay the tuition. Prior to the American Revolution, taxes and duties on certain products and imports provided funds for education. At one time a lottery was used as a source of revenue.

In 1865 a public school system was established, and 24 one-room schools were constructed at a cost of \$325.00. Until the schools could be built, space was rented in churches, lodge halls, and vacant buildings. At one time there were a total of 83 schools in the area. An 1867 convention required admission of female students to public schools. A few private schools admitted girls prior to that time. The evolution of education was similar in Delaware and Virginia.

The 20th century brought many changes to the Delmarva Peninsula educational menu. The "normal" schools, designed only to train teachers, upgraded instruction and increased areas of learning. The community colleges appeared, some developing from the older "academies." The University of Delaware, which began as a private academy in 1743, became a major university. The University of Virginia established facilities at Wallops Island, which developed into Eastern Shore Community College. The one-room schools vanished, replaced by primary and secondary schools in all areas, and the segregation of African-Americans was abolished.

The need for education in many fields not requiring a college degree was met by the community colleges. Instruction was offered in such fields as business administration, secretarial skills, nursing, health care, trades, forestry, and safety. These schools awarded certificates attesting to the students' competence and later, degrees. A small school established in Princess Anne for the education of African-Americans experienced such growth that it was enlarged and absorbed into the University of Maryland System. Today UMES offers major programs leading to B.A. and B.S. degrees in 26 disciplines and the M.S. and Ph.D. degrees in a few others. Another school, Sojourner-Douglass College, which began as a private African-American institution, was developed for the benefit of working adults, offering classes that began in the evening.

Another example of progress can be seen in Salisbury University, which began as a "normal" school in 1925. Its two-year courses were increased to three years in 1931 and to four years in 1936. It was authorized to confer the B.S. degree in 1960 and now offers Masters degrees in six areas.

Growth and development continues in education. The "Thirst for Knowledge" persists!

“Scientific Research”

The recently enacted Federal “No Child Left Behind” act and the companion “Education Sciences Reform Act of 2002” contain many definitions but do not define “Scientific Research” although the term is frequently used. We are working on our own multidisciplinary definition of “Scientific Research” and would be happy to have any comments on our efforts to date.

1) Scientific Research starts from an assumption that the authorities could be wrong --- that best practices might not be best practices. That is a key issue that distinguishes scientific research from advocacy studies and other useful intellectual efforts frequently called research.

2) Scientific Research is an inquiry to answer a question using methods accepted as “State of the Art” by peers in the appropriate research discipline, methods that are equally likely to get an answer that pleases or displeases the inquirer. The inquirer is prepared to abandon long held teachings or beliefs and to publish the results regardless of the answers to the research questions.

Note: Whether or not the subjects profit from the research (e.g. gets well, learns, etc.) is not the issue -- the issue is what do the researchers and their professional community learn from the research. It is just as important to learn the conditions under which something does not work as to learn the conditions under which it does work.

Today’s Action: If you would like to comment please write on the back and return with your evaluation form to the registration table.

6/22/03

Rural Symposium Discussions, Wicomico Co. Free Library, 10:30-11:30 a.m.

In an attempt to give each participant a "voice" in the symposium, we have planned small group discussion sites and times. Please feel free to speak your mind, voice your concerns, and ask questions as you deem it appropriate. We have prepared some sample questions related to our purposes, ONLY in the event that there is difficulty in getting started.

The main purpose of the group discussions is to identify issues of concern for which more information from the research literature could be informative and helpful.

For the comfort of all, we have grouped participants in "like" contexts; that is, professional educators will gather together, and all others --"community stakeholders" -- will do the same. It is hoped that this will facilitate open communication within a familiar context, with familiar terminology and references. If your name is in the "wrong" group list, feel free to change; but, please do so before sessions begin. During the afternoon session, there will be an opportunity to share ideas in the large group.

Room 1: Facilitators-- Nancy Jennings and Michael Arnold; recorder, Heather Rieken

Professional Educators

Dana Abbott-Painter	Jeanne Davis	Lynn Lester
Lewis Atkinson	Janet Dudley-Eshbach	Dennis Pataniczek
Ed Barber	Joseph Falodun	Ileana Smith
Stuart Bounds	Dick Gochnauer	Vern Smith
Karen-Lee Brofee	Terry Greenwood	Connie Stewart
Andrew Carrington	Dorsey Hammond	Rachel Tompkins
Bill Carter	Ray Hoy	Karen Verbeke
Doran Christensen	Cristine Layton	Verne Wolf
Charlene Cooper-Boston		

Room 4: Facilitators-- Ruth Baker and Robert Gibbs; recorder, Linda Jagusiak

Community Stakeholders

Paige Bethke	Gains Hawkins	Linda Parry
Bill Cecil	Jack Jackson	Mike Pennington
Norman Conway	Keith Koehler	Jerry Redden
B.J. Corbin	Dan Kuennen	Renee Stephens
Memo Diriker	Klein Leister	Jan Wiseman
Roger Harrell	Marvin Long	Bill Wyatt
Kat Harting	Sally Maggard	

[Room 3: extra space if needed; accommodates 15 people.]

Sample questions (for getting started, if needed):

- 1) What does it mean to prepare rural students for the 21st century workforce?
- 2) How can we better prepare students for that future?
- 3) What are the most cost-effective ways to deal with:
 - a) a declining school age population? b) a very mobile school age population?
- 4) Does teaching in a rural school require different knowledge and skills than teaching in a non-rural school?
- 5) Does consolidation of schools hold any promise for students' welfare in our region?

June 25, 2003

Annotated List of Rural Education Web sites ("Webliography?")

American Association of School Administrators: www.aasa.org

Rural/Small School System Leaders Conference, July 13-16, 2003, Park City, Utah
Declining Enrollment Resources; Rural Education Achievement Program (See file.)

Appalachian Educational Lab: www.ael.org

Serves as the Regional Educational Laboratory for Kentucky, Tennessee, Virginia, and West Virginia and operates the Eisenhower Regional Consortium for Mathematics and Science Ed for these same 4 states. In addition, it serves as the Region IV Comprehensive Center.

Center for Rural Policy & Development at Minnesota State University, Mankato:

www.mankato.msus.edu/dept/ruralmn

Smaller school districts experience greater hardship with infrastructure, resources, staffing as a result of higher costs per pupil

Center for the Study of Rural America at the Federal Reserve Bank of Kansas City:

www.kc.frb.org/ruralCenter/conference/02program.htm

Regional approach to rural development; (See book in file.)

Center for Study of Small/Rural Schools (U. of Ok): www.occe.ou.edu/cssrs.html

The Center for the Study of Small/Rural Schools is a cooperative effort between the University's Colleges of Education and Continuing Education. Endorsed by the National Rural Education Association as one of its five recognized rural education research centers, the center assists small and rural schools in building and maintaining necessary knowledge bases, founded on state-of-the-art research in the areas of school improvement and reform, restructuring, staff development, administration, and teaching. The center utilizes a multifaceted approach in assisting small and rural schools through workshops, training programs, surveys, needs assessments, and provision of technical assistance and various other services. Its clients include school boards, teachers, administrators, businesses, community groups, rural organizations, state and federal agencies, as well as international agencies and governments.

College of Education, Kansas State U: www.coe.ksu.edu/cress

The Center for Rural Education and Small Schools was approved by the Kansas Board of Regents and established as a part of the College of Education at Kansas State University in 1978. The center focuses its efforts upon the improvement of the education of the children and youth of the rural and small schools of Kansas and the regional area served by Kansas State University.

25th Annual Conference: Oct. 12-13, 2003, Manhattan, Ks.

Colorado Department of Education: www.cde.state.co

Teacher supply & demand

Economic Research Service (ERS)

www.ers.usda.gov/publications/ruralamerica/

Socioeconomic conditions

[/AmberWaves//AmberWaves/](#)

A new ERS magazine offers a window into the broad range of ERS research and analysis.

Food, farming, natural resources, and rural America are covered. On-line and print editions are available. This magazine replaces *Agricultural Outlook*, *FoodReview*, and *Rural America*. *Rural America* ceased publication with the January 2003 issue (Vol. 17, No. 4).

ERIC Clearinghouse on Rural Ed. & Small Schools (CRESS): www.ael.org/eric/rural.htm

"Achievement in middle grades is higher in schools with elementary configuration than in middle school configuration" ("Limited" evidence. See file.)

What is ERIC?

The Educational Resources Information Center (ERIC) is a federally supported system of [16 clearinghouses and supporting organizations](#) that makes various written materials about education accessible to all who are interested. The ERIC system produces a computer-searchable bibliographic database of the literature in education. Currently the database describes over 1 million articles, reports, curriculum guides, books, and other information resources. The ERIC system is funded by the [U.S. Department of Education](#) through its [National Library of Education](#).

What is the ERIC Clearinghouse on Rural Education and Small Schools (CRESS)?

It is the component of the ERIC system that is responsible for information about the following areas of interest:

- [American Indian & Alaska Native education](#)
- [Mexican American education](#)
- [Migrant education](#)
- [Outdoor and Experiential education](#)
- [Rural education](#)
- [Small schools](#)

What does ERIC/CRESS do?

Within its areas of interest, ERIC/CRESS

- [acquires and screens](#) (for timeliness, usefulness, clarity, and richness of content) education-related materials such as [journal articles](#), reports, curriculum materials, and conference papers.
- writes detailed descriptions of the selected materials and feeds these descriptions into the [computer-searchable bibliographic database](#).
- answers [requests for information](#).
- maintains this Web site, making hundreds of resources available in downloadable form.
- develops and disseminates [free publications](#), [low-cost publications](#), and a [free newsletter](#).
- conducts workshops.

Forum for Rural Maryland (independent office of Governor): www.ruralforum.state.md.us/summit

6 committees: local leaders involved include Alan Gorsuch, Norman Conway, Donald Bradley

Harvard Education letter: www.edletter.org/curent/reform.shtml

"Schools with enrollments of 350 or less tend to have more trusting environments...greater chance of...improvements in math & reading"

Heartland Center for Leadership Development (NE): www.heartlandcenter.info

The Heartland Center for Leadership Development is an independent, nonprofit organization developing local leadership that responds to the challenges of the future. A major focus of the Heartland Center's activities is practical resources and public policies for rural community survival. Based in Nebraska, the Heartland Center was organized in 1985 by a group of Great Plains leaders as an outgrowth of Visions from the Heartland, a grassroots futures project. Today, the Center is known throughout North America for its field research on Clues to Rural Community Survival and for its hands-on programs in community leadership development.

Heartland Center programs and publications stress the critical role played by local leadership as communities and organizations face the challenges associated with changing times. Programs of the Center emphasize that local capacity is critical -- and renewing local leadership essential -- as towns, cities and states work to remain competitive today and in the future. "Energizing Entrepreneurship in Rural America:" April-4, 2003.

"A Field guide for Community Building," activities, resources, trouble shooting: www.heartlandfieldguide.info

Journal of Research on Rural Education (JRRE): www.ume.maine.edu/cofed/research/jrre/

The Journal of Research in Rural Education (ISSN 8756-0534), established in 1982 by the College of Education and Human Development at the University of Maine, publishes the results of educational research conducted in or relevant to rural settings. JRRE welcomes single-study investigations, historical and philosophical analyses, research syntheses, and policy studies regarding any grade level and age group.

Particularly encouraged are manuscripts dealing with learning and instruction; preservice and inservice teacher education; educational leadership; and the social, historical, and economic context of rural education.

(LSS) Laboratory for Student Success: www.temple.edu/lss/

One of 10 Regional Education Labs funded by the Institute of Education Sciences (IES) of the U.S. Dept. of ed. To revitalize and reform educational practices in the service of student success. Serves Mid-Atlantic Region (De, MD, NJ, PA, & DC). Primary mission: to bring about lasting improvements in the learning of the region's increasingly diverse student population.

McREL: Mid-continent Research for Education and Learning: www.mcrel.org

A nationally recognized private, nonprofit organization improving education for all through applied research, product development, and service.

One of 10 regional educational laboratories in the system which represents the U.S. Dept of Ed, serving the 7-state Central Region (Co, Ks, Ms, Ne, NDk, SDk, Wy). Focuses on: helping low-performing schools transform into high-performing learning communities and capturing the procedural knowledge to make it happen; and it leads, nationally, standards-based instructional practice.

Publishes Rural E-News: ruralnews@mcrel.net

A monthly e-mail newsletter service that highlights information for rural educators and others interested in rural education.

Publishes: "You Know You're Rural When...": www.mcrel.org/resources/rural/You_Know/index.htm

Minnesota Rural Education Association: www.mnrea.org

"Value-added assessments"

MREA is an association of 150 school districts located in non-metropolitan Minnesota. We represent about forty percent of the state's independent school districts. The organization was founded in 1985 by a group of school board members and administrators who believed that non-metro school districts needed a clearer voice in St. Paul. MREA is an inclusive, grassroots organization. Our members include school districts, education agencies, and individuals. Our Board of Directors includes teachers, school board members, and administrators.

Missouri Association of Rural Education (MARE): www.MoAre.com

"Unified voice to promote rural education in Missouri"

National Education Knowledge Industry Association: www.nekia.org/about-nekia.html

NEKIA is the only national trade association representing an emerging industry of researchers, educational developers, service providers, and a rapidly increasing number of entrepreneurs who work across the education spectrum from research to development to dissemination to practice, to advance the development and use of research-based knowledge for the improvement of the academic performance of all children.

National Rural Education: www.nrea.net

The National Rural Education Association (NREA) is the oldest established national organization of its kind in the United States. Formerly known as the REA, the Association traces its origins back to 1907 when it was originally founded as the Department of Rural Education. For more information about the NREA, see

[Background](#)

Montana Heritage Project--community study & civic engagement, Michael Umphrey; MBM Associates, Elaine Johnson--consultants in education & business

National School Boards Associations: www.nsba.org/conference/workshops/rural.cfm

Rural and Small District Forum , April 5, 2003

Join your colleagues and learn about the promise of "Rural Education in the Twenty-First Century." PAUL THEOBALD, Dean of the School of Education and Counseling, Wayne State College, Nebraska, discusses the events and ideologies that have put America's rural schools on the defensive for the past 50 to 75 years, and points out positive signs on the horizon.

NCREL (North Central Regional Educational Lab): www.ncrel.org

Is a nonprofit, nonpartisan organization dedicated to providing research-based expertise, resources,

assistance, and professional development opportunities to educators and policymakers.
Pulling Together: The Rural Circumstance: R&D Resources for Rural Schools:
www.ncrel.org/rural/intro.htm (see file)

Nebraska Rural Community Schools Association (NRCSA): www.nrca.net
See newsletter

Orton Family Foundation: www.orton.org

A nonprofit, private operating foundation working with rural communities as they cope with rapid economic, social and environmental change. Mission is to provide rural America with the tools they need to undertake responsible rural and land use planning.

Ex: Community Mapping Program: students, educators, community partners--use resources and technology to investigate social, economic and ecological systems, identify & solve local problems, and develop enduring connections

Public Education Network (PEN): www.publiceducation.org

PEN is a national association of local education funds and individuals working to advance public school reform in low-income communities across our country...seeks to build public demand and mobilize resources for quality public education for all children through a theory of action that focuses on the importance of public engagement in school reform.

Rural Policy Research Institute (RUPRI): www.rupri.org

Conducts policy-relevant research and facilitates public dialogue to assist policymakers in understanding the rural impacts of public policies and programs.

"Place-based rural policy; diversity; commonality"

Society for the Provision of Ed to Rural Australia (SPERA): www.spera.edu.au/

SPERA holds an annual conference each year to encourage collection and sharing of relevant information on the provision of education in rural areas. Ian McKay, distance education

Southern Rural Development Center (SRDC) <http://srdc.msstate.edu/ruraled/index.html>

SRDC has served the 29 Land-Grant institutions of the 13 Southern states, Puerto Rico, and the Virgin Islands since 1974, is one of 4 regional rural development centers supporting research and extension efforts to improve the lives of people living in non-metropolitan areas of the U.S.

Co-Sponsored conference in New Orleans, April 14-15, 2003. (See file; see conference notebook)

Tennessee Technological University Rural Education Consortium: <http://plato.ess.tntech.edu/rued/about.html>

The Rural Education Research and Service Consortium was established in 1984 to link the resources of the University with the schools and communities of the TTU service region. It works with educators, governmental officials, and other community leaders in identifying problems and solution strategies, accessing potential resources, and assisting with the implementation and evaluation of university, school, and community initiatives. Its program is one of the 6 National Rural Education Assn. endorsed rural education centers.

The Rural School and Community Trust: www.ruraledu.org

Began in 1995 as the Annenberg Rural Challenge, an organization dedicated to improving rural schools and communities by strengthening the ties between them. Voted by Worth (Dec, 2002) as one of the nation's "100 Best Charities." President: Rachel Tompkins, Washington, DC; newsletters: "Rural Policy Matters," and

"Rural Roots;" reports: "When it Comes to Schooling...SMALL WORKS: School Size, Poverty, and Student Achievement," Feb. 2000; and "Why Rural Matters 2003: The Continuing Need for Every State to Take Action on Rural Education," Feb. 2003; strategies: 1) expanding place-based education; 2) improving teachers and school leaders in rural places; 3) improving research and analysis on rural education; 4) enhancing rural community organizing, developing rural leaders; 5) ensuring appropriate policy for rural schools; 6) engaging rural young people in community building and civic action; and 7) building visibility and credibility for rural places and their schools.

What Kids Can Do: www.whatkidscando.org

An initiative of the Rural School and Community Trust. A national nonprofit organization that promotes the value of young people working with teachers and other adults on projects that combine powerful learning with public purpose. Publication: "Making Youth Known: Small Towns, Big Dreams." (July, 2001)

United States Department of Education: www.ed.gov/index.jsp

Rural Education Achievement Program awards (REAP)

NCES: <http://nces.ed.gov/pubsearch/>

Data from 1999 "Fast Response Survey System" on vocational education programs in secondary schools: rural schools are less likely to offer vocational ed programs for occupations projected to be fast growing

<http://nces.ed.gov/surveys/ruraled/>

Teacher quality: www.ed.gov/PressReleases/12-2002/12202002.html

National Education Program: Education Leaders Council (ELC): www.educationleaders.org; NCLB: www.followingtheleaders.org

The Organizations Concerned about Rural Education (OCRE): www.ruralschools.org

A coalition of organizations interested in improving rural education and rural economic development.

W.E. Upjohn Institute for Employment Research: www.upjohninstitute.org

Rural dimensions of welfare reform

W.K. Kellogg Foundation: www.wkkf.org/Programming

Grants for regional rural development

Workforce Investment Act (WIA) of 1998: www.ael.org/eric/digests/edorc009.htm

"Authorized the establishment of the most comprehensive workforce improvement programs ever enacted...Local schools can help share because of the principles of local participation, increased skills for workers, and youth programs." (Lionel Beaulieu, Dec. 2000)

June 25, 2003

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For her invaluable work on the planning committee and in generally keeping us moving forward and focused on our mission, we are pleased to recognize Salisbury University's Ruth Baker of BEACON. To Ellen Zinner of Salisbury University, whose idea first got us started, our sincere thanks. Gains Hawkins, of the University of Maryland Eastern Shore, put his talents to the task of promoting the symposium, which included finding succinct and graceful words to describe it, earning our respect and gratitude.

DEF staff put their hearts and souls into preparing for the symposium, as well as their exceptional skills, which we may sometimes seem to take for granted but never will. For this we thank DEF office manager Linda Jagusiak and staff assistants LaChesha Bevel and Heather Rieken.

We are indebted to The Greater Salisbury Committee for making available a fine meeting room for our plenary sessions. The Wicomico County Free Library was gracious in providing additional meeting space for our small group discussions.

Don's daughter Katherine Harting photographed the symposium and edited these proceedings. We recognize her generous support of DEF through her labors and are deeply grateful. Our spouses, Shirley and Ed, endured months of our spending long days at the office and then more time thinking out loud at home. They must know we could not have done this without them, and so, gratefully, we proclaim just that.

Finally, to the participants, including our speakers and board members: You took a risk in committing a long day to an unfamiliar effort sponsored by a fledgling organization. We are delighted to be so well launched on our mission and pledge to live up to your confidence as we go forward.

Donald Harting, M.D., M.P.H. Executive Director Delmarva Education Foundation	Sharon Clark, Ed.D. Assistant Director for Rural Education Research and Policy Delmarva Education Foundation
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Delmarva Education Foundation's Mission

"...to improve educational opportunities for residents of the Lower Delmarva Peninsula by supporting a regional approach to educational problems through an organization respected for its competence and objectivity."

An electronic version of these proceedings may be found on the Internet at www.delmarvaed.org

Additional copies of this document may be purchased for \$10 each by contacting:

Delmarva Education Foundation
122 South Division Street
(Wicomico County Free Library)
Salisbury, MD 21801
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