



Printable Edition

Note: This resource includes all articles from the December 2014 Rural Policy Matters newsletter. For the latest content updates, please check the [issue index](#) for this edition.

Editor's note: Links are free and current at time of posting, but may require registration or expire over time.

Fact and Figures About States Where More Than One-Third of All Students Are Enrolled in Rural Districts

Question: In which sixteen states are more than one-third of all students enrolled in rural school districts?

Answer: At least one-third of all students attend school in a rural district in the following states (in ascending order): New Hampshire, Montana, Georgia, Iowa, North Dakota, West Virginia, Arkansas, Tennessee, South Carolina, Kentucky, South Dakota, Alabama, and North Carolina. In addition more than half of all students attend school in a rural district in Mississippi (56.5% of all students); Maine (57.2%), and Vermont (57.5%).

Source: [Why Rural Matters 2013–2014](#).

To Travel: 2014 Rural Trust Global Fellows Share Their Stories, Part 2

Courtney Skipper was online looking for opportunities for herself and her students. Janis Jones wanted to go back to school, something difficult to do from her island community. Ashley and Miles Catlett love travel and its benefits for their students, but on teachers' budgets that's tough. Josh Gould wanted to figure out how more students from his school could have international opportunities.

These rural teachers were among thirty who found just what they were looking for in the 2014 Rural Trust Global Teacher Fellowship program. The program supports rural teachers, traveling individually or in teams, to design international travel experiences in which they are the learner. Teachers may also choose an international program in which to participate.

Teachers write proposals and if selected receive up to \$5,000 per person or \$10,000 per team. Participants also take part in a Rural Trust workshop on Place-Based Learning. In that workshop they consider how to connect student learning with their own communities and how to translate their experiences as travelers into student learning.

Applications for Fellowships for 2015 are now open. Information about the program and how to apply is available [here](#).

In Part 2 of this *RPM* feature, four rural teachers share what the Rural Trust Global Teacher Fellowship has meant to them and their students. (If you missed it last month, you can read Part 1 [here](#).)

"It helped me learn how to learn in new ways"

For Courtney Skipper being in a challenging and unknown context proved to be one of the most important things about her trip to the Galapagos Islands, Ecuador. "As a teacher, I'm always learning," she says. "But this experience—traveling alone in a country with a different language—helped me learn how to learn in new

ways.”

Skipper teaches sixth grade science at Oakhurst Elementary School in the Mississippi Delta community of Clarksdale. She chose the Galapagos as her travel destination, in part, because of her interest in genetics and biodiversity. “There are so many things you see there that don’t exist anywhere else in the world,” she says.

Skipper was also fascinated by the similarities and differences between the agricultural economies of Ecuador communities and the Delta. “Both places depend on the land, but the tools and approaches are so different,” she says. “Pesticides are not allowed in the places we were. You can see and taste the difference in the food.”

Skipper says the trip also put a new perspective on conservation. “We talk to students about environmental stewardship. This trip helped me see the importance of our actions at home.”

Just as important to Skipper were the ways the guides for her study group helped participants make sense of their experiences. “They made so many connections between all the new content we were learning,” she says. “They explained the *why* of what we were studying. And they were really good about tying new content back to things we had learned earlier. It reminded me what it is like to be learning something new for the first time.”

Skipper has taken those lessons into her school and classroom. “I’m doing more project-based approaches and more collaboration with other teachers. There are so many ways to connect science with other subjects.”



Courtney Skipper in the Galapagos.

She’s also hoping to create some travel opportunities for her students. “I’d like for our students to be able to go to a place that has meaning for them, that they can really explore,” Skipper says. “I think about all the different things they can learn from one trip.”

“This travel experience just keeps giving”

Janis Jones teaches K–12 French at North Haven Community School on North Haven Island, Maine. The community’s primary economy is lobstering, supplemented by small farms and part-time summer residents.

Jones is enthusiastic about all the ways the 60-student school offers students a “balanced, well-rounded academic experience and extra-curricular activities.” And she loves all the collaboration she has with the school’s other teachers.

“But I don’t have French teacher colleagues. That’s the main place I feel isolated,” Jones says. “I had wanted to go back to school for a while. I wanted to become better at teaching culture and at connecting French to other curricular areas. But it’s an hour-long ferry ride to the nearest community so going back to school had not been much of an option.”

Jones had known about a university in Tours, France that offered a summer institute on Teaching French as a Second Language. When she heard about the Rural Trust Global Teacher Fellowship from another Maine teacher, she knew what she would apply to do.

The experience exceeded her expectations. “It was so exciting to be there with teachers from Russia, Albania, Libya,” she enthuses. “We learned and shared so many innovative techniques for teaching culture and creating the feeling of a French-speaking region. It was eight hours a day for three weeks, working on a project, interacting with other teachers, interviewing people in the community.”

The opportunity to stay in one place was appealing to Jones. “It gives you a chance to get a deeper experience,” something the program also encourages. “They push you out into the community to find and learn about something that’s interesting to you.”

Jones decided to do a small ethnographic study on one of the teaching farms in the region. These artisanal farms, she explains, preserve and teach traditional French forms of agriculture and handcrafted food

production. "People are worried about losing French culture, especially food culture," says Jones.

Her time at the teaching farm also gave her ideas about ways she could connect her French curriculum at North Haven with a re-emerging small farm/local foods economy on the island.

Now that she's back she's already begun that curriculum. The school's K-4 students are partnering with a local farm to learn about farming and gardening, healthy food choices, animals, life cycles—all in French. They are "adopting" a goat at the farm and will create a stop motion video on how to make yogurt and cheese.

"This travel experience just keeps giving," Jones says. "I came back from France and dove in. I want the donors to know how profoundly grateful I feel. I'm still finding out what it did for me."

See Jones's blog about her trip at <http://janishaven.wordpress.com/>.

"Telling our stories is how we learn about each other"

For Ashley and Miles Catlett, the Rural Trust Global Teacher Fellowship offered a way to connect their work as teachers and their love of travel. They both teach in Davie County, North Carolina, which has a growing Latino population and increasing diversity. Ashley teaches English as a Second Language at Cornatzer Elementary and Miles is the counselor at Davie County Early College High School.

"Finding a way to connect what we each do in one trip was a challenge at first," Ashley explains. "They we came up with the idea of story. Telling our stories is how we learn about each other, and story is also a significant component of literacy."

The Catletts decided to collect student stories from different places. "That meant we needed to go to a place with a lot of diversity where students speak or are learning English," Ashley says.

They chose to go to London, one of the world's most diverse cities, and visit different kinds of schools in order to interview and record students talking about their lives.

"The theme of our trip was 'telling the story of diversity,'" Miles explains. "We wanted our students to hear the stories of other students from around the world and to tell their own stories."

The Catletts visited three schools, where they observed classes, spoke with teachers and administrators, and interviewed students. "We asked them questions like 'what is unique about your family?' and 'tell us about your perfect day,' questions that everyone can relate to," says Ashley.

"I was surprised how much I enjoyed the Infant School," says Miles of a K-2 school they visited. "The students there have a lot of responsibility. They are fostering leadership in very young kids," adds Ashley.

A rural high school outside London was surprisingly similar to the traditional high school in Davie County. And at Watford, a girls' school the Catletts were able to see a [Show Racism the Red Card](#) event in action.

Show Racism the Red Card is an anti-racism education charity that produces educational resources that encourage people to challenge racism. Professional soccer players formed the organization whose name references the red card used to dismiss players for serious misconduct during a game.

"That program came up in the research as we were deciding where to go," explains Ashley. "It's a non-threatening way to get into conversations."

Miles says he was struck by how effectively the program's activities and materials help participants talk about race in tactful and impactful ways.

The Catletts also spent several days in London and visited the Museum of Diversity and Tolerance, which is only open a few times a year.

Both Ashley and Miles have found many ways to translate their experiences to their North Carolina schools. Earlier this year they led a district-wide professional development program based on Show Racism the Red Card materials. "There were only positive things said about that program. We were confident the

activities would be useful," Ashley says.

Their students have begun listening to the interviews, reflecting on them, and recording their own stories.

Students are collecting stories at Parents Night this month. "They will map the locations of the stories," says Ashley. "It helps students explore their own heritages, not only families from Mexico and El Salvador but families who have moved around within the U.S. and those who have been here for generations."



Show Racism the Race Card at the Watford School for Girls, Watford, Hertfordshire, UK.

The Catletts say the fellowships came at a great time. "We just ate it up. We had a lot of fun. We had several adventures. We visited interesting places," says Ashley. "And we got a lot of ideas," adds Miles.

See the Catlett's blog about their trip at <http://tellingthestory.us/>.

What are you passionate about?

Every few years Josh Gould takes students from Noble High School in North Berwick, Maine to Europe. "The students who go always get so much out of it," he says, "But many of the kids who cannot afford to go are the kids who stay in the community after graduation. And available local jobs are just not sufficient for them to thrive."

When Gould and fellow teacher Janice Eldridge initially applied for a Rural Trust Global Teacher Fellowship they had two goals. First, they wanted to figure out how to reduce costs so more Noble High students could afford to travel. Second, they wanted to learn more about successful economic revitalization approaches.

They identified six research-based revitalization strategies that held promise for North Berwick and organized their European travel plans around places that had used those strategies.

They flew into Amsterdam to explore its use of **green technologies**, including wind and solar innovations.

Next they headed to Brussels, headquarters of the European Union, to learn more about how diverse countries had figured out how **to work together for common purpose**. "Every few years one of the communities in our district proposes to leave," Gould says, "so this strategy is very relevant to us."

From Brussels, Gould and Eldridge went to Prague and then Salzburg. Prague has improved its **transportation infrastructure** to make it easier to get to and move around within the city. Salzburg has made **outdoor tourism**, centered on lake culture, a key part of its economy.

Finally, Gould and Eldridge went to Italy where they visited farms to learn about **agrotourism** in the Chianti region. "The idea is people pay to be around you while you're doing your work," Gould explains. The tourist income helps support traditional agriculture. "Probably 25% of our kids could do something great like this," he adds.

In southern Italy, they visited Sorrento, Capri, and Pompei. The region has implemented a broad plan to stem population decline by focusing on **youth retention**. "They've done a lot with arts and entertainment and some ecotourism," says Gould.

Gould and Eldridge helped start a Travel Club at Noble High. As part of the Club's program, students will research and plan a trip. They will also figure out how to raise the necessary funding. Students can join the Travel Club in eighth grade. "If they each raise \$500 a year, they will have enough money for a trip," says Gould. The school will hold the money, which can be used for travel or for other educational experiences for the student.

"If the kids who are planning to stay here in the community have the opportunity to travel, their attitudes about what is possible will change," Gould says.

Gould encourages teachers to apply for a Rural Trust Global Teacher Fellowship. "What are you passionate

about? How can you find it? How can you share it with kids? What this program will lead you to will substantively change who you are," he insists.

Learn more about how teachers in your rural school can participate in the Rural Trust Global Teacher Fellowship program by visiting the program's [website](#). Applications for 2015 are open. Deadline is January 30, 2015.

Secure Rural Schools Program Defunded in Federal Spending Package

Many of the 729 rural counties that have relied on funding from the Secure Rural Schools (SRS) program will have to make cuts to local education and road services now that Congress has eliminated support for the program in the end-of-year spending package.

The federal program has provided more than \$2.8 billion to counties since it was begun in 2000. Last year the program distributed some \$270 million to eligible counties.

SRS was started in order to help counties make up for revenue losses resulting from reductions in timbering, primarily on federal lands. Before timber harvests began falling significantly in the 1990s, local governments received a portion of harvest revenues. This income helped compensate for the fact that federal lands generate no local property taxes.

SRS provided funding to communities in a number of locations across the country. However, many school districts that relied heavily on the program are concentrated in the Pacific Northwest where timbering had been a major part of the local economy.

The loss of SRS funding is likely to be particularly difficult for these communities. Other means of raising significant local revenues for schools, roads, and other public services are often quite limited because of relatively low property values, high unemployment, and low sales tax receipts.

Read more:

www.dailyonder.com/spending-bill-cuts-rural-schools-fund/2014/12/15/7649 (Includes an interactive map indicating counties receiving SRS funding in 2013 along with estimated amounts for each county)

www.oregonlive.com/mapes/index.ssf/2014/12/oregons_hard-hit_rural_countie.html

http://democratherald.com/news/local/feds-don-t-renew-timber-safety-net-payments-to-counties/article_f343e254-5126-583a-823e-a6910a41c6c1.html

www.naco.org/newsroom/Documents/Press%20Release%20Documents/PILTSRSr1s1214.pdf

Rural-Urban College Completion Gap Growing

High school completion rates are up in rural areas but rural adults remain less likely than urban adults to have a college degree.

The U.S. Department of Agriculture (USDA) examined data in the Census Bureau's American Community Survey (ACS) and found that the proportion of rural residents ages 25–64 with a college degree was fourteen percentage points lower than in urban areas. Further, the rural-urban gap among four-year degree holders had increased by two percentage points since 2000. ACS data included the years 2008–2012.

Writing in *Amber Waves* for the USDA's Economic Research Service, Alexander Marre notes that during the most recent recession rural counties with higher levels of educational attainment had "lower unemployment rates during the recession and faster job growth during the recovery than other rural counties." In addition, the 25% of rural counties with the highest educational attainment in the years 2007–2011 grew in population, on average. Remaining rural counties lost population, on average.

It is important to note that ACS data also indicate that the percentage of residents of nonmetropolitan counties

that had some college and the percentage with associate's degrees were slightly higher than in metropolitan counties. Among residents of nonmetropolitan counties, 22.9% had some college and 9.2% had an associate's degree compared to 22.0% with some college and 8.4% with an associate's degree in metropolitan counties.

This data suggests that rural residents are interested in pursuing college degrees but may lack access. Distance to a college of any kind is an impediment to higher education in many rural communities. Where colleges are relatively close to rural communities they are generally more likely to be two-year community and technical colleges.

According to the *Amber Waves* article, employment in education and health services are becoming an increasingly large proportion of all jobs in rural counties. During the period of the most recent recession and recovery, these two economic sectors grew in nonmetropolitan counties.

Increasing access to higher education, especially four-year degree programs, is an important economic development strategy for rural communities. Access might be improved by offering more four-year programs on the campuses of and in collaboration with two-year colleges; broadening financial aid to help cover the increased transportation costs, which are generally higher in rural areas; and strengthening broadband access in rural areas so residents have better access to online learning opportunities.

Read more:

www.ers.usda.gov/amber-waves/2014-december/rural-areas-laq-urban-areas-in-college-completion.aspx

www.hpi.com/front_features/article_08d5b76b-ecc9-5106-9e84-1939d0d2e2a9.html

www.edweek.org/ew/articles/2014/12/10/student-demographics.html

Students Injured in Shooting Outside School

Four people were injured December 12th in a shooting outside a Portland, Oregon alternative school. All four were affiliated with the school as high school students or as participants in job training or GED programs. They were on their lunch break at the time.

The incident at Rosemary Anderson High School was not a "school shooting" in the typical sense. The perpetrators were not students at the school. Nor do the victims seem to have been personally targeted. The incident was not related to school policy.

Nevertheless, the incident will be included in official counts of violent school incidents because its victims were on school time. In general, students are considered in the charge of their schools during the official school day, at school events, and while traveling to and from school.

The 2013 Rural Trust report, [Violence in U.S. K-12 Schools, 1974-2013](#), examined media accounts of school violence in which multiple people were injured or in which at least one person died. Counting all on-campus incidents, only about 3% involved a *group* of perpetrators, as seems to have been the case at Rosemary Anderson.

Three percent is also the percentage of incidents in which a police or other officer of the law shot a student. In most incidents involving a group of perpetrators, victims were randomly caught in the altercations of non-students. In most cases in which an officer shot, the victim was misidentified or was involved in a minor offense.

Read more:

Local coverage

<http://q13fox.com/2014/12/18/teen-shot-outside-portland-school-im-healing-up-and-i-thank-god/>

Charter Schools Facing Legal Challenges

Legal battles related to charter schools are heating up in several states. Late last month the Arizona Court of

Appeals found that charter schools are not entitled to the same level of funding as regular public schools. And earlier this month the American Civil Liberties Union (ACLU) and the Community Legal Aid Society, Inc. (CLASI) filed a complaint with the U.S. Department of Education's Office of Civil Rights alleging, among other claims, that most of Delaware's charter schools are easily racially identifiable and contribute to the resegregation of regular schools. The complaint also claims that admissions requirements in many charters effectively exclude lower-income students and students with disabilities.

Arizona charters not entitled to more funding

At issue in the Arizona case was whether charter schools have the right to the same level of funding as regular public schools. In this particular school finance case, *Craven v. Huppenthal*, parents of charter school students claimed that the state's school funding system was unconstitutional because it caused "gross disparities between charter public schools and other public schools." The lawsuit also alleged that the funding system violated the state's equal protection clause.

The court found the funding system constitutional; it also found that charter school students' equal protection rights were not being violated.

The appellate court based its decision on the constitutional portion of the claim on several factors, establishing first that the state's charter schools are not subject to the same regulations as regular public schools. Like charters in many other states, Arizona's charter schools are not required to comply with all state laws related to teacher employment, for example. Arizona's charters schools have other freedoms not shared with regular schools, like the ability to structure the school around particular subjects or pedagogical styles. In addition, charters are allowed to put into place measures that restrict enrollment.

The court also noted that the different methods for funding regular and charter schools gives charters access to certain funding sources not generally available to regular public schools such as access to start-up funds, ability to accept certain kinds of grants and donations, and some state funding streams.

Importantly, parent testimony that their children were receiving a good education in their charter schools was viewed as evidence that the schools were adequate, the bar previously established by the state Supreme Court as the threshold required by the constitution.

The court applied a different set of considerations to the equal protection claim. It held that attendance at charter schools is voluntary and children could enroll in a regular public school at any time, therefore their rights were not violated.

Delaware charters alleged to be in violation of federal law

The ACLU/CLASI complaint filed with the Office of Civil Rights claims that Delaware's charter authorizers--the Department of Education and the Red Clay School District--are in violation of both federal civil rights and disability law. The organizations are calling for a range of provisions to bring the state into compliance.

The complaint calls out admissions practices of many charter schools as major factors leading to the exclusion of students with disabilities and the racial resegregation of Delaware schools. These practices are also alleged to create significant hurdles for students from middle and lower income families.

Delaware charter schools may set a variety of admissions requirements, including minimum test scores, fees and other monetary expectations, and stipulations that parents write admissions essays, commit to specific types of participation in school activities, and meet other mandates.

In reference to these requirements, Courtney Bowie of the ACLU's Racial Justice Program writes on the home page of the ACLU of Delaware: "They [charter schools] get to choose which students can attend, rather than giving parents a true choice."

More than 75% of Delaware's charter schools are racially identifiable, according to the complaint.

The ACLU and CLASI call for the following remedies:

- A moratorium on the authorization and opening of new charter schools until an effective desegregation plan has been implemented;
- Utilization of a random opt-out lottery for charter school admissions;
- Assurance that the cost of attending a public charter school is free and that parents are not required or pressured to purchase uniforms or raise money for the school;
- Capping class size in traditional public schools at the same level as charter schools and ensuring that

- total funding for traditional public schools is equal to that of charter schools;
- Providing additional funding to schools with a disproportionately high number of students of color, students with special needs and low-income students;
- A plan to ensure that students with disabilities are recruited and reasonably accommodated in all charter schools.

Read more:

Arizona

www.educationjustice.org/newsletters/ej_newsblast_141124_AZCourtRules.htm

www.washingtonpost.com/blogs/answer-sheet/wp/2014/12/01/arizona-court-charters-cant-demand-same-funding-as-traditional-public-schools/

The ruling:

www.educationjustice.org/newsletters/ej_newsblast_141124_CourtRuling.pdf

Delaware

www.aclu-de.org/news/aclu-de-files-complaint-with-office-of-civil-rights/2014/12/03/

www.educationjustice.org/news/december-11-2014-aclu-claims-delaware-charters-segregate-by-color-and-disability.html

www.usatoday.com/story/news/nation/2014/12/03/complaint-delaware-charter-schools-segregation-discrimination/19841227/

School Finance Overview: Arizona and California

During the Great Recession many states made deep cuts to education budgets. Some states have begun to restore funding as the economic recovery has slowly increased revenues. Others have resisted.

In Arizona, the state Legislature is asking to delay implementation of a court order requiring them to raise funding.

In California, voters approved tax increases to support higher levels of education funding. That measure also gave schools much more flexibility to develop their own budgets--and a mandate to expand parent and community involvement in school decision-making processes.

In this article, we take a deeper look at how these two states are approaching school funding during the economic recovery.

Arizona resists court order to raise education spending

In July of this year an Arizona judge ordered the state Legislature to increase funding for schools by \$317 million. But attorneys for the Legislature were in court earlier this month asking for a delay while they appeal the order.

The crux of the issue is how the Legislature is required to comply with a 2000 voter-approved measure requiring the state to increase school funding every year by the rate of inflation or 2%, whichever is lower. That same measure, Proposition 301, also increased the state sales tax by 0.6%.

In 2010, during the recent recession, the Legislature only applied the increase to the transportation portion of the funding formula, not to base student aid. In 2011 the Arizona Education Association and several school districts sued. Initially, a lower court sided with lawmakers, but in 2013 a state Court of Appeals overturned the lower court ruling referencing a 1998 law prohibiting the Legislature from repealing or altering measures approved by voters.

In 2013 lawmakers began providing the increases.

In July of this year, Maricopa County Superior Court Judge Katherine Cooper, interpreting and implementing the higher court ruling, ordered the Legislature to raise the amount of funding provided to schools to the level it would have been had the increases been given every year. Cooper is also considering whether the

Legislature must provide back payments to schools for the years the increases were not funded. That amount could reach \$1 billion.

The state's charter school association is asking to be included in back payments.

California implements new funding and greater flexibility

Schools in California are seeing new funding and greater local flexibility in how to use their financial resources. According to a [paper](#) released earlier this year by Stanford University's [Policy Analysis for California Education](#) (PACE), some schools could see increases of 50% to 75%.

Funding for the new formula was approved by voters in 2012 in Proposition 30. That measure approved a four-year increase of 0.25% in state sales taxes and a seven-year increase in income taxes from 10.3% to 13.3% on the very wealthy (joint filers earning over \$500,000 and single filers earning over \$250,000 annually).

The formula, known as the Local Control Funding Formula (LCFF), provides additional funding for schools with high percentages of students facing educational challenges. It also eliminates many of the categorical funding streams of previous systems. As a result, districts have more flexibility in how to target funding to local needs.

The state requires districts to create three-year local control accountability plans. Those plans must demonstrate how the district will meet the needs of its most disadvantaged students. The plans must also show how the district will engage parents and local communities in meaningful ways.

LCFF was developed as a short-term effort to prevent deep cuts resulting from a steep drop in state revenues during the recession. Some have argued that LCFF funding merely restores funding levels to those of 2008 and that it does not provide enough new funding. Others argue that the flexibility offered in LCFF relieves schools of having to spend money in restricted categories that are not well-suited to the circumstances and needs of the school.

The PACE paper, [2020 Vision: Rethinking Budget Priorities Under the LCFF](#), recommends three guiding principles for how districts should develop their budgets and accountability plans. These include directing "resources to schools and students who need them most," providing more flexibility to teachers and schools to "experiment and innovate," and designing policies that help local schools learn about "what works and what does not."

In addition, the paper offers four general strategies. The first strategy is providing **more time**—for student learning through early childhood, after-school, summer school and tutoring programs; more time for teachers to work in instruction teams and develop curriculum; and more time for principals to train and conduct teacher evaluations.

The second strategy, **more people**, recommends investing in human resources by strengthening teacher recruitment and providing staff for teacher evaluations and support; investing in professional learning for teachers; and expanding support positions like counselors and librarians.

The third strategy, **community engagement**, focuses on parent outreach and engaging organizations and business in school decisions; it also emphasizes providing health and other services in schools.

Finally, the paper recommends expanding **information, data systems, and technology** for tracking performance, sharing information, and making good use of appropriate technologies.

LCFF funds first began flowing to schools in the 2013–14 school year.

Read more:

For a good background on what funding considerations are needed for rural schools, read "Characteristics of Strong Rural School Finance Systems, a Rural School Funding News Special Series"
<http://www.ruraledu.org/articles.php?id=2693>

Arizona school funding case:

Local coverage:

www.wral.com/arizona-legislature-seeks-school-funding-case-stay/14268620/

Prior RPM coverage of the Arizona case:

www.ruraledu.org/articles.php?id=3041

California:

Local coverage:

www.dailynews.com/social-affairs/20131110/proposition-30-a-year-later-california-schools-seeing-benefits-of-tax-measure

<http://news.stanford.edu/news/2014/may/education-school-funding-050814.html>

www.dailynews.com/general-news/20130803/school-funding-and-flexibility-key-to-californias-success-editorial

www.edweek.org/ew/articles/2014/12/04/14california.h34.html?tkn=WMOFn89mflk3xZcaaOxGuTlMokMGm1Ogzq3&intc=es

Public Policy Institute of California overview of LCFF:

www.ppic.org/main/publication.asp?i=941

LCFF FAQs:

www.cde.ca.gov/fq/aa/lc/lcfaq.asp#LCAP

PACE 2020 Vision:

www.edpolicyinca.org/publications/2020-vision-rethinking-budget-priorities-under-lcff

More from the Rural Trust

[Why Rural Matters 2013–14](#)

[Consolidation Fight-Back Toolkit](#)

[Global Teacher Fellowship](#)



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