Every Day
Every School
A Great Place to Be

Understanding the School-Community Relationship

Conference on Child Friendly Cities
Organized by the Mid-South Planning & Zoning Institute
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Executive Director
21st Century School Fund
Today’s Discussion

• Part 1: The 21st Century School Fund and Building Educational Success Together (BEST)
• Part 2: Growth and Disparity: Public School Construction Spending 1995-2004
• Part 3: Housing and Schools in Urban Enrollment Decline
• Part 4: Projects that improve the lives of children, families and communities
Our Work

• Local non-profit
  – Research
  – Advocacy to improve District of Columbia Public Schools
  – Innovative practice in joint planning and development

• National community of practice
  – Research and communications
  – Develop policy framework and model policies for improving urban public school facilities
• Research
  – Project with Brookings Institution and the Urban Institute on enrollment patterns of school children in the District of Columbia
  – Study for the DC State Education Office on public charter school facilities—their utilization and cost
  – Ongoing tracking of K-12 public education infrastructure spending in the District of Columbia
• Advocacy
  – Public participation
    • Local school governance
    • District wide policy
    • District-wide school facility planning
    • Project specific planning and design
  – Adequate funding
    • Local school operations, including facilities
    • Capital improvements
  – Responsible facilities management
• Innovative Practice
  – Oyster Elementary School Public Private Development Partnership
  – Thurgood Marshall Academy Public Charter High School
  – Savoy Elementary School Joint Use Development
  – Co-location of 2 DCPS public elementary schools
  – Software applications to bring information to parents and educational facility planners
Partners

• 21st Century School Fund, Washington, DC

• KnowledgeWorks Foundation, Cincinnati, Ohio

• New Visions for Public Schools, New York City

• Save our Schools, New Orleans, Louisiana

• Center for Cities and Schools; Berkeley, California

• Education Law Center, Newark New Jersey

• National Clearinghouse for Educational Facilities, Washington, DC
• Research
  – Impact of facilities on learning and teaching
  – Growth and Disparity: 10 Years of Public School Construction
  – Housing in the Nation’s Capital 2006
  – Designing a pilot study to try to understand the impact of major construction programs on educational outcomes and communities
    • New Haven
    • Los Angeles
Model Policy and Practice

• BEST researches, advocates and builds constituencies for policy and practice that:
  – Integrate community involvement into educational facilities and community **planning**
  – Provide for the **design and operation** of schools as centers of community
  – Require effective and efficient **management** and **oversight** of facility planning, design, construction, modernization, and maintenance
  – Ensure equitable and adequate **funding** for capital improvements and maintenance
Communications

• NCEF, www.edfacilities.org  
  – National Clearinghouse for Educational Facilities  
  – www.21csf.org  
  • BEST information and data website to be launched in May 2007  
  • Publications  
  • Declaration for High Performance School Buildings for All Children
Significant Issues

Growth and Disparity: A Decade of U.S. Public School Construction

This new fabulous report by the BEST partnership finds that the nation's school districts spent more than $300 billion for hard bricks and mortar costs to build and renovate schools. But despite this massive investment, many of the nation's children are still crowded and substandard buildings. This report shows that the schools with the greatest need, primarily those in high-poverty and predominantly minority school districts, have seen the least investment. Read more...

Fulfilling the Promise of Abbott

Gov. Jon Corzine recently restated his commitment to the reforms ordered in Abbott vs. Burke, the Supreme Court. Read more...
Part 2: Public School Construction Spending 1995-2004

- **$504 billion**
  - Total Capital Outlay (U.S. Census of Governments)

- **$304 billion**
  - K-12 construction “hard” costs (McGraw Hill)
How Much Was Spent?

Total Capital Outlay $504 billion (in 2005 dollars)
New vs Existing

All Types = $304 Billion

- New School Construction: $124,108,709,504 (41%)
- Additions and Improvements to Existing Schools: $105,214,284,075 (35%)
- Improvements to Existing Schools: $74,274,675,092 (24%)

Of the building improvements to existing schools, 35 percent included additions along with existing building improvements and about 25 percent was spent on improving existing school facilities, without adding more space.

Source: McGraw-Hill Construction; National Center for Education Statistics
Per Student $$ Varied Dramatically

[Map showing construction expenditures per student with different color codes for varying ranges (less than $4,000, $4,000-$5,999, $6,000-$7,999, $8,000-$9,999, and $10,000 and more).]

National Average $6,519
per student

Source: McGraw-Hill Construction
Low Income Districts Left Behind

School Districts by Students’ Family income

- Very Low Income >75% F/RL
- Low Income 40-75% F/RL
- Moderate Income 25-40% F/RL
- Middle Income 10-25% F/RL
- High Income <10% F/RL

Source: McGraw-Hill Construction; National Center for Education Statistics

Construction Spending per Student

SY2001-02 Enrollment (in thousands)

National Average $6,519

<table>
<thead>
<tr>
<th>Income Type</th>
<th>Enrollment (in thousands)</th>
<th>Construction Spending per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low Income</td>
<td>6,000</td>
<td>$4,800</td>
</tr>
<tr>
<td>Low Income</td>
<td>12,000</td>
<td>$5,179</td>
</tr>
<tr>
<td>Moderate Income</td>
<td>9,000</td>
<td>$6,302</td>
</tr>
<tr>
<td>Middle Income</td>
<td>8,000</td>
<td>$7,105</td>
</tr>
<tr>
<td>High Income</td>
<td>5,000</td>
<td>$9,361</td>
</tr>
</tbody>
</table>

School year 2001-2002
Minority Districts Left Behind

**School District Types by Race and Ethnicity**

<table>
<thead>
<tr>
<th>Predominantly minority SD</th>
<th>Majority minority SD</th>
<th>Majority white SD</th>
<th>Predominantly white SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5,172</td>
<td>$5,612</td>
<td>$6,452</td>
<td>$7,102</td>
</tr>
</tbody>
</table>

Source: McGraw-Hill Construction; National Center for Education Statistics
Disparity Increased with Household Income

Source: McGraw-Hill Construction; U.S. Census Bureau, Census 2000 Summary File 3 (SF3)
School Construction Spending: 1995-2004
by type of district

<table>
<thead>
<tr>
<th>Type</th>
<th>Total Students</th>
<th>% of students</th>
<th>Total Exp.</th>
<th>Exp. Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>15,478,839</td>
<td>32%</td>
<td>$84,246,828,491</td>
<td>$5,443</td>
</tr>
<tr>
<td>Suburb</td>
<td>18,016,822</td>
<td>37%</td>
<td>$123,796,146,791</td>
<td>$6,871</td>
</tr>
<tr>
<td>Town</td>
<td>6,096,168</td>
<td>13%</td>
<td>$35,060,292,373</td>
<td>$5,751</td>
</tr>
<tr>
<td>Rural</td>
<td>8,767,809</td>
<td>18%</td>
<td>$56,464,546,938</td>
<td>$6,440</td>
</tr>
<tr>
<td>TOTAL</td>
<td>48,359,638</td>
<td>100%</td>
<td>$299,567,814,592</td>
<td></td>
</tr>
</tbody>
</table>

Data source: BEST; McGraw-Hill Construction; NCES CCD SY2004-05
Enrollment Growth 1995-2004

Enrollment Change from 1995 to 2004

-14% - 1%
0% - 5%
6% - 10%
11% - 54%

Source: National Center for Education Statistics
Recommendations

1. Collect data, measure and monitor need, and analyze distribution of funds

2. Target state and federal funding to address disparities

3. Address these policy gaps in NCLB reauthorization
Part 3: Urban Enrollment Decline

• The decline of urban public schools coincides with the flight of the middle class—it is not an “educational reform” issue.

• The continued decline of urban public school enrollment is housing and communities that are being planned, designed and built for childless households or for families without a linked strategy to school issues.
Facilities: A critical part of Education

- People (teachers, students, parents, administrators, etc.)
- Programs (academic curriculum, sports, music, art, etc.)
- Place (school buildings and location)
Why School Facilities Matter

• Education and well-being of children
  – Attendance
  – Teacher retention
  – Health and safety
  – Curriculum delivery

• Community vitality
  – Civic center and asset
  – Neighborhood landmark
  – Major consumer of natural resources
Why Housing and Community Matters

• Concentrated poverty increases challenges to student achievement
  – Parental involvement with children and school
  – Increased student mobility—changing schools due to family housing and employment
  – Student and family health barriers
  – Politically marginalized, so difficult to protect interests
Van Ness Elementary School &
Capper/Carrollsburg Neighborhood

• In 2001, DC received a $34.9 million Hope VI grant to redevelop the 33-acre Capper/Carrollsburg public housing project as a mixed-income development:

  – 700 Capper public housing units are to be replaced one-for-one

  – 700+ market-rate and workforce-rate rental and ownership units will be added

  – 600,000 sq ft of office space and 20,000-40,000 sq ft of retail space will be added
Above: Capper/Carrollsburg Neighborhood with Public Housing

Right: Ariel view of the Van Ness Elementary School

Below: Capper/Carrollsburg Neighborhood after housing demolition
Van Ness & Capper/Carrollsburg: A Decade of Change

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Neighborhood Change</th>
<th>School Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>463</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td>485</td>
<td></td>
<td>DC Opens first public charter School</td>
</tr>
<tr>
<td>1998</td>
<td>336</td>
<td>DCHA closes last open Capper high rise</td>
<td></td>
</tr>
<tr>
<td>1999</td>
<td>309</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>307</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>274</td>
<td>HUD awards HOPE VI to DCHA</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>250</td>
<td>Phase 1 Tenant Relocation: 166 families</td>
<td>DCPS institutes &quot;small school subsidies&quot;</td>
</tr>
<tr>
<td>2003</td>
<td>177</td>
<td>Demolition on &quot;first ribbon&quot; of Capper/Carrollsburg</td>
<td>DCPS locates city-wide special education pre-school</td>
</tr>
<tr>
<td>2004</td>
<td>151</td>
<td></td>
<td>Public charter school tries to lease building</td>
</tr>
<tr>
<td>2005</td>
<td>48</td>
<td></td>
<td>School Closes</td>
</tr>
<tr>
<td>2006</td>
<td>0</td>
<td></td>
<td>DCPS locates special education central administration</td>
</tr>
</tbody>
</table>
Urban School Districts Closing Public Schools

- Many cities are closing public schools
  - Baltimore, MD
  - Washington, DC
  - Seattle, WA
  - Pittsburgh, PA
  - Milwaukee, WI
  - Chicago, IL
  - Cleveland, OH
  - New Orleans, LA
  - St. Louis, MO
  - St. Paul MN
DC Housing and Families

- Housing production in the District continues to boom
  - and the city has been gaining both households and population in recent years.

  - But the available evidence suggests that newcomers are for the most part singles and childless couples.

- Part of the explanation lies in housing market trends.
  - the city is losing affordable housing, while most new housing is both high-priced and high-density, and therefore less attractive to families with children.
  - The rising cost of homes certainly poses a challenge for families with children.
  - In addition, condominiums now account for almost half of the city’s sales market—49 percent compared to 41 percent just a year ago.
  - Historically, very few condominium residents in the District have children enrolled in the public school system.
  - Moreover, recent SF homebuyers are less likely than existing homeowners to have a student enrolled in the public school system.
Condominiums Not Serving Families with Children in DC

Public school children generated by different types of housing

Source: Housing in the Nation’s Capital 2006, Fannie Mae Foundation
School Choice Policy

- Urban school districts have instituted a variety of policies to retain students
  - Out-of-boundary placement
  - Magnet or city-wide schools
  - Inter-district Schools
  - Public charter schools
  - Vouchers
School Choices Vary Across City

Pct. of Public School Students Attending Charter Schools by Cluster of Residence

- 0 - 10%
- 10 - 20%
- 20 - 24%
- Over 24%
Wide Disparities in School Quality

Distribution of students by school's reading performance

Ranges of School Proficiency Scores for Reading (Grades 3 - 11)

Percentage of Public School Students in 2005

- DCPS
- Public Charter

Ranges:
- 0 to 10%
- 11 to 30%
- 31 to 50%
- 51 to 70%
- Above 70%

- 4.2% DCPS, 2.5% Public Charter
- 28.7% DCPS, 28.2% Public Charter
- 31.2% DCPS, 50.4% Public Charter
- 22.3% DCPS, 16.4% Public Charter
- 13.6% DCPS, 2.5% Public Charter
Students Traveling
to Attend Better Schools

Average school proficiency score by school type and distance traveled

<table>
<thead>
<tr>
<th></th>
<th>All public schools &lt; .5 miles from home</th>
<th>DCPS schools &gt; .5 miles from home</th>
<th>Charter schools &gt; .5 miles from home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>52.2</td>
<td>57.7</td>
<td>59.8</td>
</tr>
<tr>
<td>Reading</td>
<td>43.5</td>
<td>49.0</td>
<td>50.1</td>
</tr>
</tbody>
</table>
Desired Outcomes

• Facilities that support quality instruction, administration, and operations
• School locations, organization and choices that retain and attract families and students in public schools
• Public school buildings that are community and neighborhood assets
Intentionality: A Plan to Support Educational Infrastructure

• Is there a city-wide plan that provides for education, administration and operations infrastructure for early childhood through post secondary education?
  – Location and utilization of buildings and land
  – Condition of facilities and grounds
  – Design of interior and exterior space
In Support of Access

• Does this plan ensure that the locations and organization of schools encourage and welcome students and families and utilizes the assets of the city?
  – School locations
  – Feeder patterns
  – School boundaries
  – School size
  – Grade configuration
A Plan to Support Neighborhoods

• Does this plan improve the quality of life in our neighborhoods and communities?
  – Does it provide green space and access to play areas?
  – Is it open to a wider community of families or community members?
  – Is it scaled, in size to the community within which it resides?
  – Is it accessible by foot and public transportation?
Housing Policy Matters

- Cities need to make a commitment and understand the advantages to housing and serving low income residents.
- Produce more new affordable housing
- Preserve existing affordable housing
- Expand funding and regulatory tools to make housing more affordable
- Promote mixed-income development
- Encourage more rental options and single-family development
School Investments Matter

- Targeted school-by-school building and site improvement
- Create “community schools” with social and health services in schools to help families reduce barriers to the academic success of their children
- Improve school quality for existing families and spur neighborhood improvement
- Create options to retain more young families in hot market areas
How to Build Bridges?

• Research
  – Understanding the relationship between schools & communities better

• Policy Reform
  – Public processes that anticipate coordinated programs, integrated planning and joint use

• Practice
  – People knowledgeable and experienced in collaborative planning, programs and development
Research

- Contextual research is needed at a macro level
  - Policy
  - Budget
    - Growth and Disparity: 10 years of Public School Construction
  - Practice

- Community specific research needed to guide actions
  - Chicago study on Gentrification - needs a school overlay
  - Housing in the Nation’s Capitol
  - New Haven and Los Angeles - what is the impact of multi-billion investment on educational outcome and communities?
Policy Reform

• Little policy support for integrating facility or program planning or development

• State and local policies are needed
  – BEST has model policies on planning, schools as centers of communities, school facility management and funding

• Housing and community development policy needs to be analyzed for impact on education and schools

• Advocacy for policy change needs to be supported
Part 4: Practice

• Innovative projects need to be supported, documented and shared
  – Oyster public private partnership
  – Thurgood Marshall Academy Public Charter HS
  – Savoy Elementary School and Campus
  – Sidwell Friends Middle School
Benefits of Working Across Sector

• Working across the school/community divide can lead to better schools and more vibrant communities

• School improvements reinforce redevelopment efforts just as neighborhood revitalization reinforces school reform efforts
Project Examples

• J.F. Oyster Bilingual Elementary School
• Thurgood Marshall Academy Public Charter High School
• Savoy Elementary School
• Sidwell Friends Middle School
Oyster Context: Washington, DC

- A 1926 public elementary school on 1.67 acres in high density residential zone
- Near public transportation
- Crowded and in poor condition
- City had not built a new school in over 20 years and had no public funds for school construction
Oyster Process: Public Private Development Partnership

• 21st Century School Fund managed processes to:
  – Engage local school and neighborhood and school district and city in a public process to capture value of land and property taxes to finance public school reconstruction
  – Utilize private sector financing, project management, design and construction
The Oyster Deal

• In exchange for .88 acres and zoning rights to FAR density of 240,000 SF, 35 years of fixed payment in lieu of property tax

• District of Columbia secured a 47,000 GSF school with underground parking for 38 cars at no cost
Oyster School and Apartment Building Rendering
Oyster School and Apartment Building 2001
Thurgood Marshall Academy
Public Charter High School: Context

• Small public charter high school located in Anacostia near Metro Station
• Serves primarily students from low income families who live in Ward 8
• Rigorous college preparatory curriculum, extended school day
• Opened in a church with 85 students in 2000, 2006-2007 enrollment is 360 students.
• Enrollment is 100% African American students
Anacostia Neighborhood, Washington, DC
The Old Nichols Avenue School, Circa 2003
Old Nichols Avenue School

• Closed and derelict elementary school (c1900 and 1927), Existing 34,000 square foot buildings from the early 1900s
• Expansive halls, large windows, high ceilings, inefficient circulation
• Spacious classrooms, but no common or specialty areas, little administrative space
• Missing mechanical spaces
• Heavy construction materials
• Multi-story
• Insufficient water, sewer and site amenities
• Limited exterior space
Thurgood Marshall Academy
Public Charter High School (2005)
Washington, DC

• Renovated school fall 2005—added art, science, music and library, now 64,000 square feet at $200 per square foot in construction cost

• Not LEED certified, but major restoration and reuse of site, structure and elements of interior detail.
  – Owner, Thurgood Marshall Academy
  – Public Partnering, 21CSF
    • Washington, DC
  – Project Manager, JFW, Inc
    • Gaithersburg, MD
  – Architect, Bowie Gridley Architects
    • Washington, DC
  – General Contractor, Hitt Contracting
    • Fairfax, VA
TMA: Process

- Negotiate and purchase building from city
- Subdivide land between neighboring Savoy Elementary School and Nichols
- Work with TMA community on clarifying building needs
- Document needs, vision, plan, for TMA and Savoy in Concept and Development Plans approved by City
1900 Original and 1920s Addition

The Thurgood Marshall Academy Charter School
Complexity of Renovation in Old Structures

The Thurgood Marshall Academy Charter School
Creating Common Spaces
The Thurgood Marshall Academy Charter School
Expansive Hallways
The Thurgood Marshall Academy Charter School
The Marriage of Generations

The Thurgood Marshall Academy Charter School fall 2005
Restored Artistry

The Thurgood Marshall Academy Charter School
Savoy Elementary School: Context

• District of Columbia Public School
• Pre-School-6\textsuperscript{th} grade
• Losing enrollment
• Constructed in 1968 for 750 students
• 2006-2007 enrollment approximately 330 students
• 67\% of students from families eligible for free or reduced price lunch
• 100\% African American
Savoy Elementary School: Context

• Modernization with downsizing capacity of Savoy Elementary School
• Demolition of Savoy multi-purpose room and new construction of
  – Underground parking
  – High school sized gymnasium with stage
  – Community center
  – 6400 SF of space for commercial use over center
Savoy: The Process

• Define Savoy School needs through extensive participatory process with school
• Challenges with politics in Ward—tension between public charter and traditional public schools
• Funding for planning and design with TMA
• Working with school district to assume responsibility for construction
• Capital cost sharing based on hours of dedicated use
• Use agreements on operations based on hours of dedicated use
Partners

• District of Columbia Public Schools
• Thurgood Marshal Academy Public Charter High School
• District of Columbia Department of Parks and Recreation
• Anacostia Museum
Savoy Elementary School
Rear Entrance to Savoy ES
MLK, Jr. Avenue view of Savoy ES

Future entrance to Community Center
Community Center
Thurgood Marshall Academy PCS
Shared Gymnasium
Savoy Elementary School
New Savoy Cafeteria
Community Center
MLK, Jr. Boulevard
Shared Gymnasium
New Savoy Cafeteria
Savoy Elementary School
Thurgood Marshall Academy PCS
Community Center
MLK, Jr. Boulevard
AERIAL VIEW OF MARTIN LUTHER KING JR. ENTRANCE
The Sidwell Friends Middle School, Washington, DC

- Exclusive private Quaker School in Washington, DC
- School set out to create a Platinum LEED Certified building, anticipated by March 2007
- Existing 40,000 square foot building from the 1960s
- Renovated existing building and added 40,000 sf of art, science and library, now 80,000 square feet at $262 per square foot in construction cost
Project Team

– Project Manager, JFW, Inc.
  • Gaithersburg, Maryland
– Architect, Kieran Timberlake and Associates
  • Philadelphia, Pennsylvania
– LEED Consultant, GreenShape, LLC
  • Washington, DC
– General Contractor, Hitt Contracting,
  • Fairfax, Virginia
Schools of the 1960s

- Built in tight economic times, baby boom enrollment growth
- Narrow corridors
- Small classrooms
- Low floor to floor ceiling heights
- Asbestos, lead paint
- Good daylight, but poor thermal quality
- Missing specialty educational spaces that require non-standard room specifications
- Uninspiring design
- Limited exterior space
Completed School Fall 2006

The Sidwell Friends School, Platinum LEED Certified
Green Roof and Solar Chimneys
The Sidwell Friends School, Platinum LEED Certified
White Roof and Photo Voltaic Panels

*The Sidwell Friends School, Platinum LEED Certified*
Engineered Wetlands
The Sidwell Friends School, Platinum LEED Certified
Rapidly Renewable and Reclaimed Materials
The Sidwell Friends School, Platinum LEED Certified
Rapidly Renewable Materials
The Sidwell Friends School, Platinum LEED Certified
Reclaimed Materials

The Sidwell Friends School, Platinum LEED Certified
Political Lessons

• Educate public and industry on the benefits of reuse of old schools

• Educate school and municipal officials
  – Quicker
  – More economical
  – Results often of higher quality
  – May be design compromises
    • May not be possible to achieve optimal adjacencies
    • Sizes of rooms
  – Buildings almost always able to meet program with existing and addition
Project Lessons

• Creative, flexible, thoughtful, collaborative team is essential
  – Architects, engineers, builder and project manager
  – Hire architects and builders with experience working with existing buildings

• Early studies and data collection are significant upfront cost
  – Existing conditions drawings typically do not exist
  – No drawings on modifications made over the years
  – In depth environmental studies
  – Analysis of public utilities
  – Time to understand basic structure
  – Energy analysis
  – Extra study to get good pricing from specialty contractors

• Biggest challenges
  – Creativity and flexibility to meet program requirements in an existing structure
  – Disciplining the size and use of additions
  – Mechanical system
Practice

• Training is needed on how to work across sectors to reinforce and support core work for:
  – Community leaders
  – Professionals in education
  – Planners, architects, developers and builders
NCES Common Core of Data Local Education Agency Locale (School District)
Locale Code School Year 2004-05
Urban-Centric Locale Codes

11 - City, Large:
   Territory inside an urbanized area and inside a principal city with population of 250,000 or more.
12 - City, Midsize:
   Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.
13 - City, Small:
   Territory inside an urbanized area and inside a principal city with population less than 100,000.

21 - Suburb, Large:
   Territory outside a principal city and inside an urbanized area with population of 250,000 or more.
22 - Suburb, Midsize:
   Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.
23 - Suburb, Small:
   Territory outside a principal city and inside an urbanized area with population less than 100,000.

31 - Town, Fringe:
   Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.
32 - Town, Distant:
   Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.
33 - Town, Remote:
   Territory inside an urban cluster that is more than 35 miles from an urbanized area.

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