

Creating a positive Rural Town Community climate towards a safe, diverse, inclusive, and supportive community through school engagement

Adlena Jacobs, Texas EPFP Fellow
2023-2024
Community Involvement

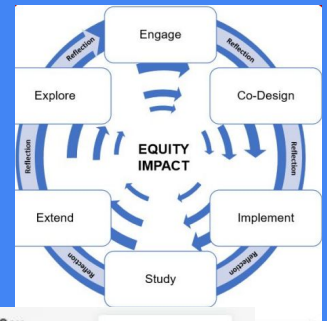
Defining The Problem:

Small rural towns limited access to resources to develop a positive climate between the school and the community.

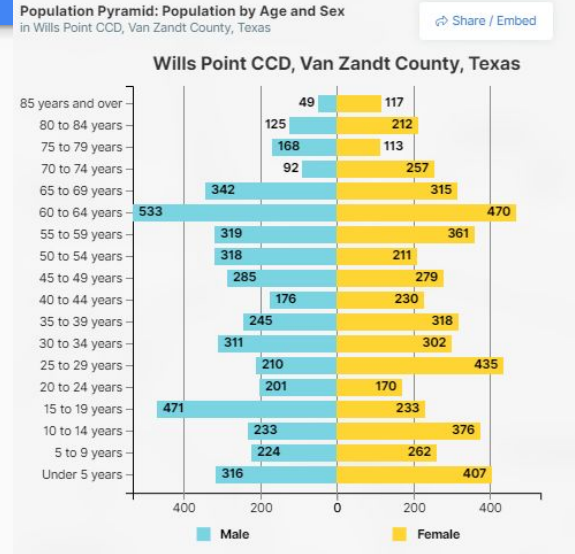
More than 8 in 10
persistently poor
communities are rural

https://afterschoolalliance.org/AA3PM/Afterschool_in_Rural_Communities.pdf

Explore



Living in a small town is different than working in a small town educational system. Diversity looks different from a 6A school district compared to a 4A school district. Economic changes have inflated since 2018 to present. Therefore it directly impacts community involvement & available resources for a small dense area to experience inflated growth rates. [America After 3pm Article “From Big Cities to Small Towns. Indicates that Parents, policy makers and voters are keenly aware that access to variety of services and resources differs from one community to another. .](#)



[Resource: US census Bureau](#)



The population in Van Zandt County, Texas was 53,607 per American Community Survey data for 2013-2017. The region has a civilian labor force of 23,791 with a participation rate of 55.5%. Of individuals 25 to 64 in Van Zandt County, Texas, 16.7% have a bachelor's degree or higher which compares with 32.3% in the nation. The median household income in Van Zandt County, Texas is \$50,061 and the median house value is \$112,600. - <https://cantontxedc.com/> Canton EDC 2020 Explore the diverse job employments in the area of Van Zandt county

A close-up photograph of a person's hand holding a purple marker, drawing on a whiteboard. The background is blurred, showing some green and red lights. The word "Engage" is overlaid in white text on the left side of the image.

Engage

Identify Key Stakeholders
to increase awareness to
develop positive
community climate
through positive school
engagement

Resource: U.S Department of education Guiding principles for Creating
safe, inclusive, supportive and fair school climates

Wills Point Stakeholders

The Growing Importance of Afterschool in Rural Communities (March 2016)



Pam Pearson

Wills point City Manager



Kate Keierleber

School District Community
Manager



Aibeth Laugisch

District Bilingual Director



Pamela Blakely

Teacher/Parent living in
the community

This report takes a closer look at the afterschool experience of children and families in rural communities, examines the ways in which programs are increasing opportunities for these students, and evaluates what more can be done to increase access to afterschool programming regardless of geographic location. As rural children and families grapple with issues such as poverty, lower wages and educational attainment levels, food deserts and obesity, the need for additional supports in rural communities is undeniable. Afterschool and summer learning programs hold enormous potential to fill the gaps in rural communities while also helping these communities prosper. Afterschool and summer learning programs are providing new learning opportunities for children—helping them to discover newfound interests, explore a variety of topic areas, and learn about different cultures and communities beyond their own zip code.



Co-Design

By asking all stakeholders questions about how can we provide our community with resources with a inflated population.

- What is your opinion of the town climate between the school and the community?
- Do you believe the climate is moving towards a positive movement, if so what are they doing to create a positive climate for all diverse backgrounds (immigrants, minorities, disabilities, new residents and current long lived residents)?
- If you think the climate of the town between the community and school engagement is negative



Parent University

Co-Designing a Parent University

- Parent education for community
- After school education/care
- Digital education, Employment, Health & Wellness, Finances*

Career & Technical Education Department

WPISD CTE PRESENTS

Family and Community Engagement night: ESL Adult Education Classes

ENGLISH AS A SECOND LANGUAGE

REGISTER HERE

ESL COURSES

October 10th @ 6:30-7:30pm
Wills Point High School
CTE Hospitality Room

Day care available
6 lessons
Every Tuesday
October 10-Nov. 14, 2023

Contact: adlena.jacobs@wpisd.com for more information

WPISD CTE FAMILY & COMMUNITY ENGAGEMENT PRESENTS

HEART & HEALTH

DEMO DAY 2/26/24

JOIN MRS. REYNOLDS AND THE HOSA STUDENT ORGANIZATION WILL BE EDUCATING THE COMMUNITY ON HOW TO PRACTICE BASIC HOME HEALTH CARE AIDE

SESSION PART 1

- ✓ CPR & AED 101
- ✓ HOW TO RECOGNIZE A STROKE
- ✓ CHEST PAIN? RECOGNIZE & TAKE ACTION

SESSION PART 2

- ✓ NUTRITION/HEART HEALTH FOODS
- ✓ PHYSICAL ACTIVITY 101
- ✓ PROPERLY MEASURE BLOOD PRESSURE

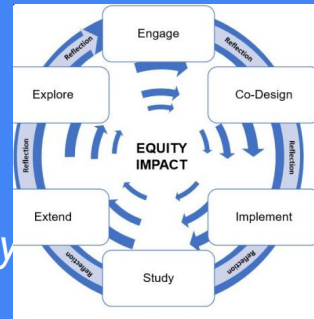
FREE SESSIONS AT 6-7:30 PM

CONTACT US
ADLENA.JACOBS@WPISD.COM

SPANISH TRANSLATOR PROVIDED:
parnela.blackely@wpisd.com

Co-Design timeline

With responses of all stakeholders it helped me to determine a timeline of Opportunities for parents to have adult education about the school community



IMPLEMENTATION

Advertisement (Social Media)

After work hours

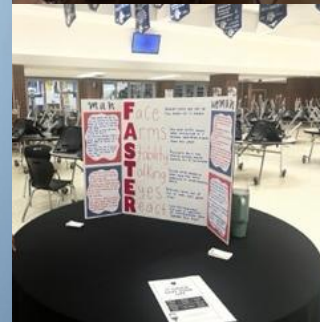
Provided daycare

Afterschool snacks

After School learning

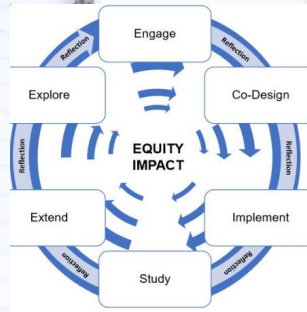
blocks

Transportation





- Thirty-eight percent of rural participants chose their afterschool program because transportation was provided to and from it. By comparison, only 27 percent of urban participants and 18 percent of suburban participants chose their program for this reason.
- Particularly in this challenging economy, we must do more to keep kids safe, inspire them to learn and help working families in the hours after the school day ends and before parents return home from work. At the federal level and in some states and localities, the after school community is facing a serious threat to afterschool funding from policy makers who want to divert resources from afterschool to extended day programs. Policy makers should note that families from all types of communities want and need more afterschool programs, and feel strongly that more resources should be directed to support afterschool programs. If we are going to ensure that more children in America have after school learning opportunities, we need to direct more resources to after school rather than diverting funds to other initiatives.

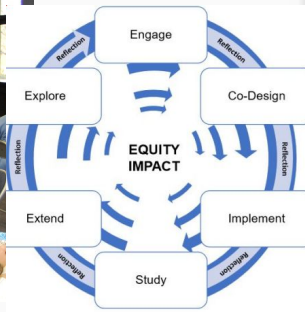


America After 3PM was sponsored by JCPenney Afterschool. Between March and May 2009, 29,754 parents/guardians responded to survey questions about their after school child care arrangements during the 2008- 2009 school year. RTI, a market research firm, conducted the survey and analyzed the data for the Afterschool Alliance. Additional information from America After 3PM is available at www.afterschoolalliance.org.

EXTEND

Future Plans:

- Continue build relationship with Advisory Committee and stakeholders
- Continue to build on after school adult education programs on campus
- Develop the Parent University program

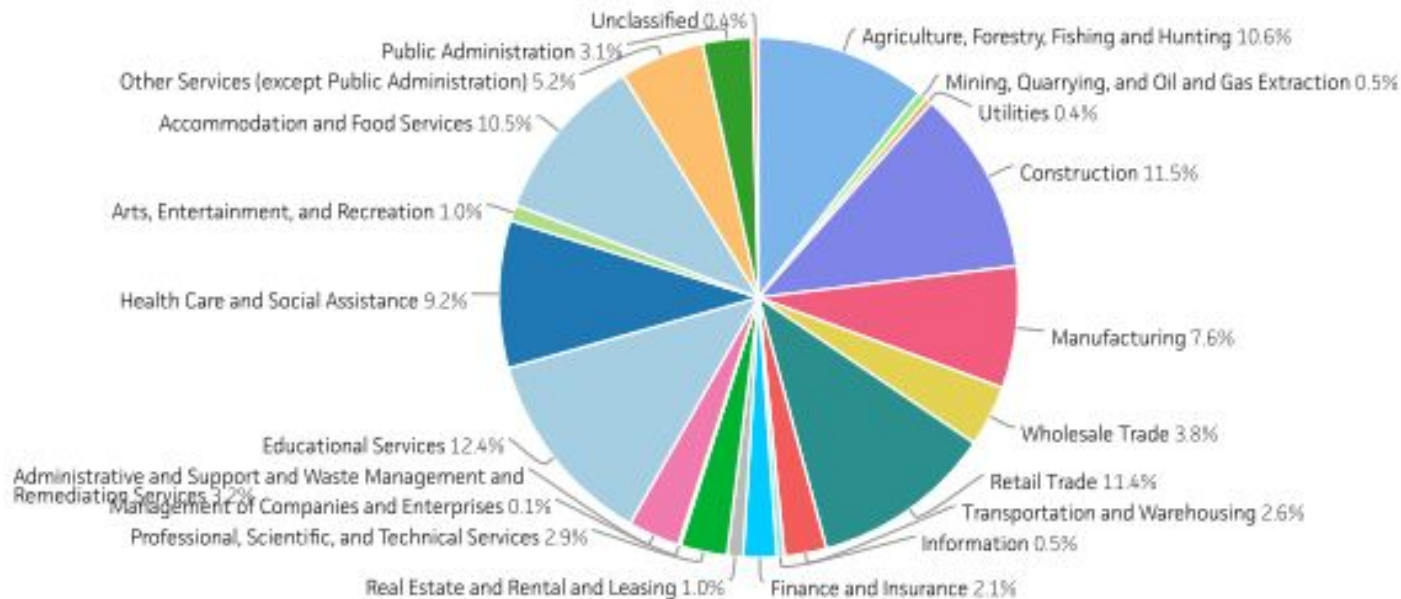


Resources

- *The Department's guidance on evidence use can be found at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>. The Department's What Works Clearinghouse (available at <https://ies.ed.gov/ncee/wwc/>) identifies the tier of evidence that reviewed studies meet, as applicable*
- *7 U.S. Department of Education Office for Civil Rights, Civil Rights Data Collection. (n.d.). 2017-18 State and National Estimations. <https://ocrdata.ed.gov/estimations/2017-2018>. 8 Burke, A. (2015). Suspension, Expulsion, and Achievement of English Learner Students in Six Oregon Districts. REL 2015-094. U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest. <https://files.eric.ed.gov/fulltext/ED558158.pdf>*
- <https://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf>
- Wills Point CCD, Van Zandt County, Texas is a city, town, place equivalent, and
- township located in Van Zandt County, Texas.
https://data.census.gov/profile/Wills_Point_CCD,_Van_Zandt_County,_Texas?q=060XX00US4846794225
- [https://www.afterschoolalliance.org/AA3PM/Afterschool in Rural Communities Executive Summary.pdf](https://www.afterschoolalliance.org/AA3PM/Afterschool_in_Rural_Communities_Executive_Summary.pdf)
- <https://www.afterschoolalliance.org/researchReports.cfm>

Employment

Total Workers for Van Zandt County, Texas by Industry



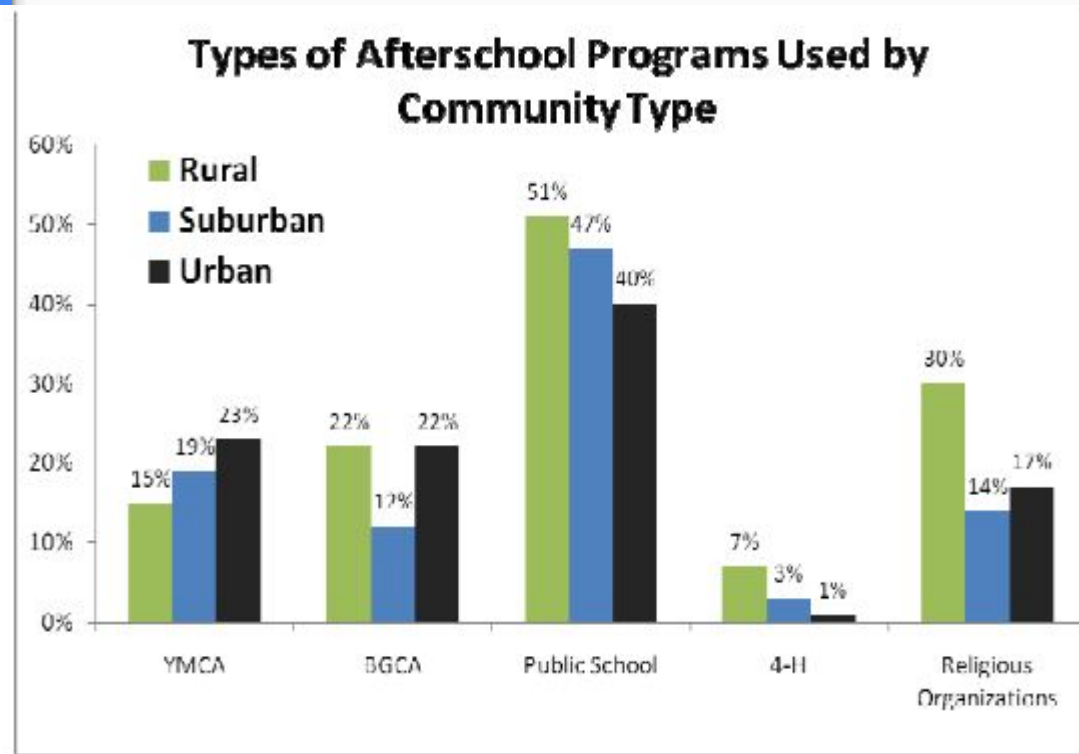
Key Findings

How Kids From Big Cities to Small Towns Spend Their After School Hours

	National %	Rural %	Number of Rural Kids	Suburban %	Number of Suburban Kids	Urban %	Number of Urban Kids
Percentage of Kids in Afterschool Programs	15	11	1,171,600	13	3,933,230	18	3,347,430
Percentage of Kids in Self Care	26	26	2,713,481	26	7,838,946	26	4,522,469
Percentage of Kids Who Would Participate if an Afterschool Program were Available	38	39	4,059,948	33	8,304,440	46	6,089,922

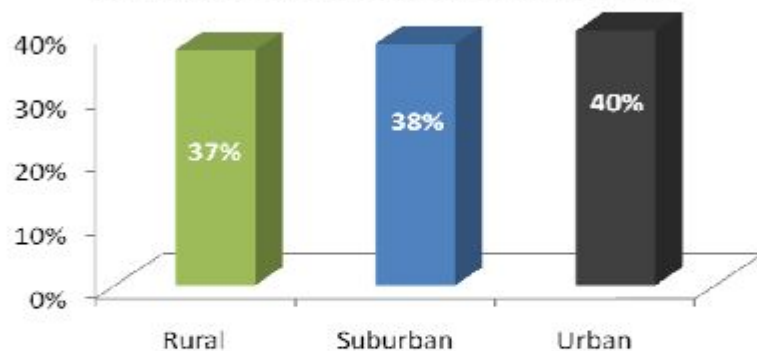
Afterschool participation

Rural children participate in programs run by the 4-H (7 percent) and religious organizations (30 percent) at a much higher rate than urban and suburban children.



Transportation

Non-Participants Agreeing that Transportation to and from Local Afterschool Program is Not Provided



Transportation and cost are barriers to afterschool participation in all community types.

- More than a third of rural (37 percent), urban (40 percent) and suburban parents (38 percent) of children who do not participate in afterschool programs report that transportation to and from the program is not provided.