

Appendix A

REVISIONS TO THE STANDARDS FOR THE CLASSIFICATION OF FEDERAL DATA ON RACE AND ETHNICITY

The information provided below describes the reasoning for the change in the Race and Ethnicity Data Elements since the 1994 and 1995 print editions of the Student and Staff Handbooks and provides explanation on why these Handbooks elements differ from the categories required for reporting to the U.S. Department of Education (USED).

In 1997, the Office of Management and Budget (OMB) adopted new standards for classifying race and ethnicity and provided guidelines in 2000.¹ And in 2007, USED issued its own guidance on how education institutions and other recipients will collect and maintain race and ethnicity data on students and staff, as well as how these data will be aggregated and reported to USED.² Implementation of this new guidance will be required by fall 2010 in time to report data for the 2010–11 school year. In the interim, educational institutions and other recipients may continue to use the older standards set in Office of Management and Budget (OMB) Statistical Policy Directive No. 15.³ For easy reference, a description of both sets of standards is provided below.

Directive 15: Presented in the 1995 Print Edition of the Staff Data Handbook

The *Standards for the Classification of Federal Data on Race and Ethnicity* (Statistical Policy Directive No. 15) was issued by OMB in 1977. They were designed to provide a standard classification for record keeping, collection, and presentation of data on race and ethnicity in federal program administrative reporting and statistical activities. As such, these are standards to which all federal agencies and programs must adhere.

Directive 15 required a minimum of five acceptable racial and ethnic categories be included in all federal data collection instruments. The categories and their definitions are as follow:

- **American Indian or Alaskan Native:** A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian or Pacific Islander:** A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
- **Black:** A person having origins in any of the black racial groups of Africa.
- **Hispanic:** A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

¹ *Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity* is available from the OMB website at <http://www.whitehouse.gov/omb/fedreg/1997standards.html>. *Provisional Guidance on the Implementation of the 1997 Standards for the Federal Data on Race and Ethnicity* with accompanying appendices (3) can be accessed from the OMB website at <http://www.whitehouse.gov/omb/inforeg/statpolicy.html>.

² *Final Guidance on Maintaining, Collecting and Reporting Racial and Ethnic Data to the U.S. Department of Education* is available from the USED at the Federal Register web site at <http://edocket.access.gpo.gov/2007/E7-20613.htm>.

³ *Recommendations from the Interagency Committee for the Review of the Racial and Ethnic Standards to the Office of Management and Budget Concerning Changes to the Standards for the Classification of Federal Data on Race and Ethnicity, Appendix I: Directive No. 15 Race and Ethnic Standards for Federal Statistics and Administrative Reporting* is available from the U.S. Census Bureau website at http://www.census.gov/population/www/socdemo/race/Directive_15.html.

2007 USED Guidance on Maintaining, Collecting, and Reporting Race and Ethnicity Data

In 1994, in response to the need to reflect the increasing diversity of the population of the United States, OMB began a comprehensive review of the current racial and ethnic categories in collaboration with the Interagency Committee for the Review of the Racial and Ethnic Standards.⁴ OMB accepted the recommendations of the Interagency Committee in 1997 and released standards for federal data on race. In order to conform to the new guidelines, USED issued its own guidance in 2007 on how education institutions and other recipients will collect and maintain race and ethnicity data on students and staff, as well as how these data will be aggregated and reported to USED. These revised standards have two categories for data on ethnicity (“Hispanic or Latino” and “Not Hispanic or Latino”) and five minimum categories for data on race, of which respondents will be allowed to select more than one. The new categories and their definitions are as follow:

Ethnic Categories (“Hispanic or Latino” and “Not Hispanic or Latino”)

- **Hispanic or Latino:** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term, “Spanish origin,” can be used in addition to “Hispanic or Latino.”

Racial Categories

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
- **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Native Hawaiian or Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White:** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

These new standards differ from the Directive 15 standards in several key ways. Major differences in the new standards include:

- 1) Ethnicity is required to be collected separately from race. Every individual is to be identified as either “Hispanic or Latino” or “Not Hispanic or Latino” irrespective of race. As follows, ‘Hispanic or Latino Ethnicity’ is a distinct element in the Handbooks.
- 2) Individuals are allowed to select one or more races. The detailed information on race and ethnicity reported for each individual must be maintained at the local level for each individual.
- 3) The older category, ‘Asian or Pacific Islander’ has been divided into two new categories, ‘Asian’ and ‘Native Hawaiian or Other Pacific Islander.’

Additional racial and ethnic categories may be used at the local level, provided that these are more granular subcategories of the one ethnic and/or five primary racial groups (e.g., Cambodian, Chinese,

⁴ *Recommendations from the Interagency Committee for the Review of the Racial and Ethnic Standards to the Office of Management and Budget Concerning Changes to the Standards for the Classification of Federal Data on Race and Ethnicity* is available from the U.S. Census Bureau website at http://www.census.gov/population/www/socdemo/race/Directive_15.html.

and Indian might be collected as subcategories of Asian). See below for preparing aggregated reports for the USED, any additional categories should be aggregated to the ethnic and racial categories above.

Educational institutions and other federal funding recipients are required to implement this guidance by the Fall of 2010 in order to report data for the 20101-2011 school year.

Aggregating Individual Collection Categories into Federal Aggregate Categories

The Handbooks follow the 2007 USED guidance for collecting and maintaining data on ethnicity and race at the local level, now including the elements 'Hispanic or Latino Ethnicity' and 'Race.' However, as the Handbooks focus on the needs of local agencies in collecting and maintaining data, they do not directly address the guidelines for reporting race and ethnicity to USED. When aggregating local data for federal reporting, the race and ethnicity options in the previous section should be aggregated into the seven categories below⁵. The seven aggregate categories for reporting to USED are:

- **Hispanic/Latino of any race;**
- and, for individuals who are non-Hispanic/Latino only:
 - **American Indian or Alaska Native,**
 - **Asian,**
 - **Black or African American,**
 - **Native Hawaiian or Other Pacific Islander,**
 - **White,** and
 - **Two or more races.**

The last aggregate category, 'Two or more races' is not included as an option for the element '0849 Race' in the Handbooks. As that category is not an option for collection of race data at the local level, it is beyond the scope of the Handbooks. When reporting aggregated race and ethnicity data to USED, the following guidelines should be used:

- 1) Respondents who choose 'Hispanic or Latino' should be aggregated into the 'Hispanic or Latino' category regardless of their race selection(s).
- 2) Individuals who choose one race and are 'Not Hispanic or Latino' should be aggregated into the single race category they selected.
- 3) Individuals who choose more than one race and are 'Not Hispanic or Latino' should be aggregated into the 'Two or more races' category.

For further explanation on aggregating individuals into the seven USED categories, see the *Final Guidance on Maintaining, Collecting and Reporting Racial and Ethnic Data to the U.S. Department of Education* at <http://edocket.access.gpo.gov/2007/E7-20613.htm>, section I. B.

Additional information on implementing the new guidance is being developed by the National Forum on Education Statistics and can be found at <http://nces.ed.gov/forum/publications.asp> in the Fall of 2008.

⁵ Using only the two ethnic and five racial categories, a total of 62 possible race/ethnicity combinations are possible. Two additional possibilities may apply to individuals who do not select a race. For a full list of these combinations, see <http://nces.ed.gov/statprog/2002/appendixa.asp>. The USED guidance does not dictate any coding scheme for maintenance of these combinations.

Appendix B

CROSSWALK OF FIELD OF STUDY CODES FOR THE SCHOOLS AND STAFFING SURVEY AND THE CLASSIFICATION OF INSTRUCTIONAL PROGRAMS

Included in this appendix is a crosswalk of the codes included in the *Classification of Instructional Programs* (CIP), published by the National Center for Education Statistics (NCES), and those used in the NCES Schools and Staffing Survey for major and minor field of study. In this handbook, Data Element 0373, "Postsecondary Subject Matter Area," uses the CIP Codes (Series 13, Education Programs) as a further breakdown of coding that can be entered when the option "Education" has been selected. Appendix G in this document contains a detailed listing of the Education Programs using the CIP Codes. The listing below indicates equivalent codes from the two NCES listings. The CIP Codes are currently under revision and there will be additional relevant codes available in the future.

SASS Major and Minor

Field of Study Codes

CIP Codes

Education Fields

General Education

01 Early childhood education or pre-elementary education	13.1204 Pre-elementary/Early childhood/Kindergarten teacher education
02 Prekindergarten	
03 Kindergarten	
04 Elementary education	13.1202 Elementary teacher education
05 Secondary education	13.1205 Secondary teacher education

Education-Subject Areas

06 Agricultural education	13.1301 Agricultural teacher education (vocational)
07 Art education	13.1302 Art teacher education
08 Bilingual education	13.02 Bilingual/Bicultural Education
09 Business education	13.1303 Business teacher education (vocational)
10 Cross-cultural education	
11 English as a Second Language education	13.14 Teaching English as a second language/foreign language
12 English/language arts education	13.1305 English teacher education
13 Family and consumer science education	13.1308 Home economics teacher education (vocational)
14 Foreign languages education	13.1306 Foreign languages teacher education
15 Health education	13.1307 Health teacher education
16 Indian education (Native American)	
17 Mathematics education	13.1311 Mathematics teacher education
18 Music education	13.1312 Music teacher education
19 Physical education	13.1314 Physical education teaching and coaching
20 Reading education	13.1315 Reading teacher education
21 Religious education	
22 Science education	13.1316 Science teacher education, general
23 Social studies/social science education	13.1317 Social science teacher education 13.1318 Social studies teacher education

24 Trades and industry/industrial arts education 13.1320 Trades and industrial teacher education (vocational)

Special Education

25 Special education, general 13.1001 Special education, general
26 Autism 13.1013 Education for the autistic
27 Deaf and heard-of-hearing 13.1003 Education of the deaf and hearing impaired
28 Developmentally delayed
29 Early childhood special education
30 Emotionally disturbed or behavior disorders 13.1005 Education of emotionally handicapped
31 Learning disabilities 13.1011 Education of the specific learning disabled
32 Mentally retarded 13.1006 Education of mentally handicapped
33 Mildly or moderately disabled
34 Orthopedically impaired 13.1008 Education of the physically handicapped
35 Severely or profoundly disabled
36 Speech or language impaired 13.1012 Education of the speech impaired
37 Traumatically brain injured
38 Visually impaired 13.1009 Education of the blind and visually handicapped
39 Other special education 13.1099 Special education, other

Other Education

40 Counseling and guidance 13.1101 Counselor education/Student counseling and guidance services
41 Curriculum and instruction 13.03 Curriculum and instruction
42 Educational administration 13.04 Education administration and supervision
43 Educational psychology 42.18 Educational psychology
44 Other education 13.1399 Education, other

General Fields

Arts

45 Art, fine and applied 50.07 Fine arts and art studies
50.04 Design and applied arts
46 Drama or theater 50.05 Dramatic/Theater arts and stagecraft
47 Music 50.08 Music
48 Other visual/performing arts 50.99 Visual and performing arts, other

English

49 English literature or composition 23.01 English and literature, general
50 Communications or journalism 09.01 Communications, general
09.04 Journalism and mass communications

Foreign Languages

51 French 16.0901 French language and literature
52 German 16.0501 German language and literature
53 Latin 16.1203 Latin language and literature
54 Russian 16.0402 Russian language and literature
55 Spanish 16.0905 Spanish language and literature
56 Other languages 16.99 Foreign languages and literature, other

Mathematics		
57	Mathematics	27.01 Mathematics
58	Statistics	27.06 Mathematical statistics
Natural Sciences		
59	Biology/Life science	26.01 Biology, general
60	Chemistry	40.05 Chemistry
61	Geology/Earth science	40.06 Geological and related science
62	Physics	40.08 Physics
63	Other natural sciences	40.99 Physical sciences, other 26.99 Biological sciences/Life sciences, other
Other Areas		
64	Agriculture and natural resources	01 Agriculture business 02 Agriculture sciences 03 Conservation and renewable natural resources
65	American Indian/Native American studies	05.0202 American Indian/Native American studies
66	Architecture, environmental design	04.02 Architecture 04.04 Architectural environment design
67	Business and management	52 Business management and administrative services
68	Computer science	11.01 Computer and information systems, general
69	Engineering	14 Engineering
70	Family and consumer science (home economics)	19 Home economics 20 Vocational home economics
71	General studies	24 Liberal Arts and Sciences, and general studies
72	Health professions and occupations	51 Health professions and related services
73	Humanities	
74	Law	22 Law and legal studies
75	Library and information science	25 Library science
76	Military science	29 Military technologies
77	Multi- or interdisciplinary studies	30 Multi/InterDisciplinary studies
78	Philosophy	38.01 Philosophy
79	Public administration or service	44 Public administration and services
80	Religion or theology	38 Theological studies and religious vocations
81	Other area or ethnic studies	05 Area, ethnic, and cultural studies
Social Sciences		
82	Economics	45.06 Economics
83	History	45.08 History
84	Political science and government	45.10 Political science and government
85	Psychology	42 Psychology (except for 42.15)
86	Sociology	45.11 Sociology
87	Other social sciences	45.99 Social sciences and history, other

Appendix C School Codes for the Exchange of Data (SCED)

Elements of the Coding Structure

The SCED framework consists of four basic elements. Taken together, they create a unique identification code for any secondary course. The four component elements are course description, course level, available credit, and sequence.

Element 1. Course Description consists of two parts, a Subject Area and a Course Identifier within that Subject Area. For example, the course General Math is coded as 02002—Subject Area Mathematics (02) and Course Identifier (002).

Subject Area. These are 22 general content categories, each represented by a two-digit code. The categories are mutually exclusive and, to date, can include any course offered in secondary schools. The Subject Areas are listed in an exhibit at the beginning of chapter 3, Course Codes and Descriptions. Subject Area identifies a single course when it is combined with the Course Identifier.

Course Identifier. Courses within a Subject Area are distinguished by a three-digit code. The codes carry no meaning within themselves. As with all entries in the NCES Handbook series, “999” is reserved for courses coded as “other.” Only some numbers between 001 and 999 have been used in this system; unused numbers can accommodate new courses as these are added to the SCED.

The Course Descriptions are fairly general. They provide enough specificity to identify the course’s topic and to distinguish it from other courses in that Subject Area. However, the Course Descriptions do not include course objectives.

Three other elements in the SCED structure provide additional information about a course when combined with the Course Description.

Element 2. Course Level conveys the course’s level of rigor. There are four options for coding this element:

- *B* for basic or remedial. A course focusing primarily on skills development, including literacy in language, mathematics, and the physical and social sciences. These courses are typically less rigorous than standard courses and may be intended to prepare a student for a general course.
- *G* for general or regular. A course providing instruction in a given subject area that focuses primarily on general concepts appropriate for the grade level. General courses typically meet the state’s or district’s expectations of scope and difficulty for mastery of the content.

- *E* for enriched or advanced. A course that augments the content and/or rigor of a general course, but does not carry an honors designation.
- *H* for honors. An advanced level course designed for students who have earned honors status according to educational requirements. These courses typically include additional content not found in general courses, and are formally designated as honors courses.

The majority of courses that schools offer are general: intended for any student in the proper grade level range. However, some courses are distinguished by having more or less rigorous requirements than the “usual” course and are designated as advanced/enriched, honors, or basic/remedial. Some school systems place students in, or allow students to select from, different “tracks”—particularly in academic 8 subject areas—while others do not use such distinctions, holding all students to the same standards. The coding structure enables schools to portray such differences.

Personal judgment is needed in assigning and interpreting the Course Level element. While individual schools, districts, and states may have criteria that clearly distinguish one level of course from another, these criteria are not the same in every state or school district. And, not every course catalog will include courses at all of these four levels.

Element 3. Available Credit identifies the amount of Carnegie unit credit available to a student who successfully meets the objectives of the course. A course meeting every day for one period of the school day over the span of a school year offers one Carnegie unit. A Carnegie unit is thus a measure of “seat time” rather than a measure of attainment of the course objectives. While some schools and districts use a performance—or competency—based metric of student progress, the Carnegie unit remains the predominant metric of student progress in schools in the United States and is part of the SCED framework.

Available Credit is coded as a one-digit number carried out to two decimal places, with an explicit decimal. That is, one Carnegie unit would be coded as 1.00. A half-unit of Carnegie credit would be reported as 0.50. Note that Available Credit for a given course can vary from school district to school district.

Element 4. Sequence describes the manner in which school systems may “break up” increasingly difficult or more complex information. School districts operating on a semester or trimester schedule frequently offer consecutive courses fitting one course description. For example, Accounting may be broken into two different courses that together make up a complete Accounting course. Or, the requirements for studio arts could include Creative Arts—Comprehensive (SCED #05154) and two additional studio arts courses selected from a number of choices (drawing, ceramics, sculpture, painting, etc.)

Sequence is a two-character element that should be interpreted as “part ‘n’ of ‘m’ parts.” In the example given above, if each course were a year in length, Creative Arts—Comprehensive would be course “one of three,” or “1 3.” It is important to

remember that sequence describes only the order in which the courses are taken. If the arts sequence in this example required six semester-long courses, the second semester of the introductory Creative Arts—Comprehensive could be shown with the sequence “2 6,” or, “part 2 of 6 parts.” The Sequence indicated for a given course can vary from school district to school district.

Exhibit 1 is an example of how the four SCED elements are used to identify a specific course, and the Level, Credit and Sequence that can differ for the same course.

Exhibit 1. Course code structure: United States Government—Comprehensive

course description		course level	available credit	sequence	
04	151	H	1.00	1 1	
Social Sciences and History	U.S. Government —Comprehensive	Honors	one Carnegie unit	“1 of 1”—not part of a sequence	
course description		course level	available credit	sequence	
04	151	R	0.50	1 2	
Social Sciences and History	U.S. Government —Comprehensive	Regular	one-half Carnegie unit	“1 of 2”—1st part of a 2-course sequence	

Additional Notes on the Content and Structure of SCED

Course description codes. SCED is intended to be an electronic system, part of the NCES *Handbooks Online*. Because of this, Subject Areas can be numbered in an arbitrary order (e.g., “01” is English Language and Literature, “02” is Mathematics, and so on). The Course Identifier codes within the various Subject Areas similarly carry no meaning other than that they distinguish one course from another. Unused numbers among the Course Identifiers are simply placeholders for additional courses that may be added to SCED and *Handbooks Online* in the future.

One important characteristic of an electronic data handbook is that, if there are good search criteria, it is just as efficient to include many entries as it is to include a few. A number of the courses in SCED will be offered by only a few districts; however, when a code and description are needed, they will be available.

Ambiguous Subject Area descriptions. Some courses combine content from more than a single subject area, and the assignment of the course to a Subject Area is a judgment call. When SCED is integrated into *Handbooks Online*, users can create their own course lists

and assign individual courses to whatever Subject Area is appropriate for that list while retaining the original SCED code.

Additional transcript information. SCED makes it feasible to include detailed course information on electronic student transcripts, with standard course descriptions that are widely understood. However, there will undoubtedly be additional information about courses and their outcomes that schools and districts will want to add to an electronic transcript or other student record. This could include, for example, grade assigned for performance in the class or flags identifying courses that meet State high school graduation or college admission requirements.

Treatment of special education courses. There are no course descriptions in SCED that are intended solely for students with disabilities, or that indicate that a course has been modified for these students. When this information is appropriate, users will need to add an element in order to note that a course is adapted to meet the individual needs stated in a student's Individual Education Programs (IEP).

Treatment of AP and IB courses. Advanced Placement (AP) and International Baccalaureate (IB) courses are assigned individual codes in SCED, rather than being identified by the Level element. This is because the College Board and International Baccalaureate Organization define the content and set the performance standards for AP and IB courses. Unlike "honors" or "advanced" classifications, a course's designation as IB or AP is not at the discretion of the school or district using SCED.

Treatment of foreign language courses. Obviously, SCED does not include every language other than English that could be taught in secondary schools. The languages for which there are course descriptions were those most likely to be found in the high school course catalogs reviewed for the development of SCED. For each language, there are five course descriptions that progress from introductory to higher levels of fluency; separate course descriptions for native speakers, field experience, study of conversation and culture, and the language's literature; and two courses preparing the student for the IB level A and level B examinations, respectively.

Miscellaneous subject area. This set includes courses that can not be assigned to any of the other subject areas. Miscellaneous courses often include activities or skills that are applicable to a range of topics: standardized test preparation (22001) or study hall (22006) are examples of this. Other miscellaneous courses, such as family living (22208) or community service (22104) address what may be perceived as important but nonacademic areas.

Appendix D

NCES LOCALE CODES

NCES Locale codes are derived from a classification system originally developed by NCES in the 1980's to describe a school's location ranging from "large city" to "rural." The codes are based on the physical location represented by an address that is matched against a geographic database maintained by the Census Bureau.

In 2005 and 2006, NCES supported work by the Census Bureau to redesign the original locale codes in light of changes in the U.S. population and the definition of key geographic concepts.

Why did NCES revise its locale code system?

Two developments following the 2000 Decennial Census led to a change in NCES's locale code system. The first was the substantial improvement in geocoding technology that made it possible to locate addresses precisely, using longitude and latitude coordinates.

The second development was a change in the Office of Management and Budget's (OMB) definition of metropolitan and nonmetropolitan areas. OMB re-examines and fine-tunes basic geographic concepts and definitions after every decennial Census. The revisions following the 2000 census were more extensive than they had been in 1990 and 1980. OMB introduced a "core based statistical area" system that relied less on population size and county boundaries and more on the proximity of an address to an urbanized area.

The current locale codes found in the Handbooks are based on an address's proximity to an urbanized area (a densely settled core with densely settled surrounding areas). This is a change from the original system based on metropolitan statistical areas. To distinguish the two systems, the new system is referred to as "urban-centric locale codes."

The urban-centric locale code system classifies territory into four major types: city, suburban, town, and rural. Each type has three subcategories. For city and suburb, these are gradations of size—large, midsize, and small. Towns and rural areas are further distinguished by their distance from an urbanized area. They can be characterized as fringe, distant, or remote.

What is the net effect of the change to an urban-centric system?

Compared to the old locale code system, the urban-centric locale codes allow more precision in describing an area. For example, there is a new category for small cities, and rural areas that are truly remote can be distinguished from those closer to an urban core. The urban-centric system places a larger number of addresses in town locales and correspondingly fewer in suburbs/urban fringe. However, the percent of schools that are in city locales does not change much with the urban-centric system. The same is true for the percent of schools in rural locales.

Previous Metro-Centric Locale Codes and Handbook Option Set:

Large City: A central city of a CMSA or MSA, with the city having a population greater than or equal to 250,000.

Mid-size City: A central city of a CMSA or MSA, with the city having a population less than 250,000.

Urban Fringe of a Large City: Any territory within a CMSA or MSA of a Large City and defined as urban by the Census Bureau.

Urban Fringe of a Mid-size City: Any territory within a CMSA or MSA of a Mid-size City and defined as urban by the Census Bureau.

Large Town: An incorporated place or Census-designated place with a population greater than or equal to 25,000 and located outside a CMSA or MSA.

Small Town: An incorporated place or Census-designated place with a population less than 25,000 and greater than or equal to 2,500 and located outside a CMSA or MSA.

Rural, Outside MSA: Any territory designated as rural by the Census Bureau that is outside a CMSA or MSA of a Large or Mid-size City.

Rural, Inside MSA: Any territory designated as rural by the Census Bureau that is within a CMSA or MSA of a Large or Mid-size City.

Current Urban-Centric Locale Codes and Handbook Option Set (Handbook Element #0839 Locale Codes):

City, Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more.

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.

City, Small: Territory inside an urbanized area and inside a principal city with population less than 100,000.

Suburb, Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more.

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.

Suburb, Small: Territory outside a principal city and inside an urbanized area with population less than 100,000.

Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.

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.

Town, Remote: Territory inside an urban cluster that is more than 35 miles from an urbanized area.

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.

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

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.