

**Meeting the Needs of Students in Poverty Committee
Update Report
April 26, 2016**

1. Comprehensive plan of services and supports for children living in high need neighborhoods
 - a. Service and Resource Mapping and Analysis
 - i. Began the planning for service and resource mapping and analysis of formal services provided in school and out of school targeted to children living in high need neighborhoods and their families
 1. Will be conducted by the University of Delaware Institute of Public Administration and Center for Community Research and Service
 2. Data to be collected include service/program description, target audience, use of evidence-based practices, location, eligibility requirements, family engagement, outcomes achieved, and funding source and as well a policy inventory
 3. Analysis to include service accessibility, gaps, effectiveness based on outcomes reported and recommendations on how coordination could be improved
 4. Projected to take 8 months to complete
 5. Planning to coordinate these efforts with similar asset mapping efforts being conducted in the community, such as with the CDC Community Advisory Council
 - ii. Began the information gathering on services being provided in school through presentations by senior representatives of the Brandywine, Colonial, and Red Clay School Districts.
 1. Reflection is that the districts are providing an array of services directly and through community partners to support their students to keep them in school and learning, especially those with high risks, and to engage their families, but needs exist for more emotional behavioral health support and services for ESL students
2. Integration of services for children and their families
 - a. Continued research on evidence-based best practice models for integrated service delivery of community based services to meet the needs of children and youth living in high need neighborhoods
3. Collaboration with community initiatives with similar focuses
 - a. Continued gathering information on similar efforts taking place impacting the health and well-being of children and their families in Wilmington to determine opportunities for collaboration, including the work of the Delaware Center for Health Innovation Healthy Neighborhoods

Committee, the CDC Community Advisory Council on reducing youth violence, and trauma informed care for children with significant adverse childhood experiences, such as those in foster care

4. Early wins

- a. Began planning for short-term wins that the subcommittees on early learning and in-school and out-of-school services and supports can take action on while some of these long-term goals are pursued
 - i. Early Childhood
 1. Build on the work of Project Launch on integrated services for families of young children
 2. Work with Children and Families on their Strengthening Families workshop series
 - ii. In-School Supports and Services
 1. Work with the school districts on promoting cultural sensitivity in the classroom through capacity building with their faculty and staff
 2. Examine the new ESSA and its implications for Delaware education reform and its alignment with the work of the WEIC
 - iii. Out of School Supports and Services
 1. Developed a partnership with Delta Sigma Theta Sorority to implement an educational symposium for families of the eight city elementary schools, "Addressing the Needs of Our Children", to take place on April 30 at Warner Elementary School
 - a. Includes an update on WEIC progress and workshops on how families can become effective advocates for their children and what families perceive are the needs of their children for services and supports
 - b. The session is to inform parents and obtain feedback
 - c. Expect some wins from parents' feedback and survey results within the next 60-90 days
 2. Will solicit feedback from 500+ families on the needs of their children at community events
 - a. May 21 – Readiness Teams Conference
 - b. June 2 – "My Very Own Library" Celebration at the Blue Rocks Game in partnership with United Way.
 - c. Expect to analyze results and act on feedback by July 2016
 3. Partner with the Delaware Department of Education to conduct a best practices review of community schools, including what is working in Delaware and other places

- around the country on non-curricula supports for children, to be shared in a policy brief to be published in the Fall
4. Partner with United Way of Delaware and eight city elementary schools to help their 3000 students to each set up “My Very Own Library” through the distribution of new books that reflect their diversity through book fairs at the schools during 2016-17 school year
 - a. Will host a culminating event on June 2 to celebrate the 2015-16 program with a night of fun and baseball to thank our partners, volunteers, schools, students and families
 - iv. Other early wins
 1. Advocacy
 - a. One member sent school data to some of the legislators to encourage them to support the approval of the redistricting plan
 - b. All committee members asked to contact their legislators to discuss the importance of taking action now to support the efforts of WEIC.
 - c. Numerous members will be in Dover on May 4th in connection with Early Childhood Advocacy Day to meeting
 - v. All of these wins illustrate collaboration among schools and community partners to support children and to listen to, engage, and strengthen families
 5. Next steps
 - a. Prepare for the events on April 30, May 21, and June 2 to engage families to get their feedback on the needs of their children
 - b. Contact legislators to support WEIC, including the redistricting plan
 - c. Hold meetings of the subcommittees before the May full committee meeting to take action on their “short term” wins

Respectfully,
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