

**Wilmington Education Improvement Commission
Meeting the Needs of Students in Poverty Committee**

**Findings from Needs Analysis and
Opportunities for “Early Win” Impact Projects and “Immediate” Action Steps**

Overview

In order to ground its work, the Meeting the Needs of Students in Poverty (MSNP) Committee of the Wilmington Education Improvement Commission collected and analyzed feedback from parents, school principals, and other community stakeholders on addressing the “real” needs of students living in Wilmington. During the period from May to September 2016, parents, caregivers, and other community stakeholders participating in two Wilmington community education events were surveyed; and school principals from six elementary schools in Wilmington were interviewed. The data collected from both groups of participants were aggregated and analyzed for common themes and reported as findings. These findings were further analyzed to recommend opportunities for “early win” impact projects to be undertaken by the MSNP Committee.

Findings from Needs Analysis

The findings from the analysis of the common themes in the needs identified by the parents/community stakeholders group and the school principals group are summarized below:

- Better integration of services and linkages between school and community such as community schools and co-location of services in schools, including connection of families to State and community services available to help them address basic needs and employment, and a formal process and support for transitioning children from childcare centers to kindergarten
- More social work and behavioral health services and resources for students and families in school and out of school, such as family crisis therapists, social workers, and counselors; and support for addressing trauma
- More emphasis on cultural competency such as bi-lingual staff and training for parents, staff, and administrators
- Need for more family engagement starting in early childhood and throughout K-5 and beyond, including helping families to realize the need for education for their children and be able to support their child’s learning

Recommendations for “Early Win” Impact Projects and “Immediate” Action Steps

The opportunities for “early win” impact projects aligned with the overall charge of the MSNP Committee would be:

- Improving the integration of services, including facilitating better transitioning of young children to kindergarten, enhancing channels for rapid access to information about services and resources and for networking, and encouraging more co-location of community services and programs in schools
- Increasing the emphasis on cultural competency through training and development
- Strengthening family engagement through efforts to encourage more communication and stronger relationships between teachers and parents
- Increasing behavioral health supports for children and families through training and support for use of trauma informed practice in schools and community organizations and efforts to provide more behavioral health services on site in schools

Based on the feedback received from the school principals, “immediate” action steps the MNSP Committee could take to make a difference include:

- Link the schools with the Historically Black Colleges and Universities Sororities and Fraternities for college and career opportunities and mentoring
- Work with schools to include the name of the pre-school or child care center the child last attended on school registration forms
- Link schools with community resources that could help students to capture their stories on paper and get them published, such as the Kid Authors Program
- Link the schools to organizations that would be willing to provide turkeys for distribution to families for the holidays
- Assist the schools with resources to support the engagement of more mentors for their students, such funds to pay for background checks
- Support schools with a campaign to encourage getting to school on time and reduce tardiness

Meeting the Needs of Students in Poverty Committee

Findings from Analysis of Needs Identified Through School Principal Feedback

Overview

In order to ground its work, the Meeting the Needs of Students in Poverty Committee (MNSP) of the Wilmington Education Improvement Commission collected and analyzed feedback from school principals on addressing the “real” needs of students living in Wilmington. During the period from July to September 2016, principals at six Wilmington elementary schools were interviewed. The feedback from those Principals were aggregated and analyzed for common themes and reported as findings.

Findings

The findings from the Needs Analysis are summarized below:

- Better integration of services and linkages between school and community such as community schools and co-location of services in schools, including school staff awareness of State and community services available to help children and their families to address basic needs and employment
- More social work and behavioral health services and resources for students and families in school and out of school, such as family crisis therapists, social workers, and counselors; and support for addressing trauma
- More emphasis on cultural competency such as bi-lingual staff and training for parents, staff, and administrators
- More formal process and support for transitioning children from child care and other pre-schools not in school districts to kindergarten, including support for parents to encourage them to register their children early and stronger connections between childcare providers and schools
- Need for more family engagement starting in early childhood and throughout K-5 and beyond, including helping families to realize the need for education for their children, prioritize participating in academic events, and registering and getting their children to school on time
- Need for more mentoring support for students for both academics and career awareness

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Meeting the Needs of Students in Poverty Committee of the WEIC: Mapping Analysis

October 5th, 2016

Breakdown of Children Population**

UNIVERSAL LEVEL:

TOTAL POPULATION OF CHILDREN

MODERATE RISK LEVEL:

POPULATION OF CHILDREN WHO ARE ON PUBLIC ASSISTANCE (DHSS)

HIGH RISK LEVEL:

POPULATION OF CHILDREN WHO ARE IN THE SYSTEM* (DSCYF)

9,633

CHILDREN AGE BIRTH TO 17 LIVE IN WILMINGTON EASTSIDE

9,025 (93.6%)

CHILDREN RECEIVING ANY FORM OF PUBLIC ASSISTANCE

864 (9.0%)

CHILDREN RECEIVING INTERVENTION SERVICES FROM DSCYF

10,966

CHILDREN AGE BIRTH TO 17 LIVE IN WILMINGTON WESTSIDE

8,661 (79.0%)

CHILDREN RECEIVING ANY FORM OF PUBLIC ASSISTANCE

243 (2.2%)

CHILDREN RECEIVING INTERVENTION SERVICES FROM DSCYF

20,599

CHILDREN AGE BIRTH TO 17 LIVE IN WILMINGTON PROMISE COMMUNITIES

17,686 (85.9%)

CHILDREN RECEIVING ANY FORM OF PUBLIC ASSISTANCE

1,107 (5.4%)

CHILDREN RECEIVING INTERVENTION SERVICES FROM DSCYF

*children in home and out of home that are receiving behavioral health, child welfare, and/or youth rehabilitation services.

** encompasses children population data from zip codes: 19801, 19802, 19805

Breakdown of Adult Population**

UNIVERSAL LEVEL:

TOTAL POPULATION OF ADULTS

MODERATE RISK LEVEL:

POPULATION OF CHILDREN AND ADULTS WHO ARE ON PUBLIC ASSISTANCE (DHSS)

HIGH RISK LEVEL:

POPULATION OF ADULTS WHO ARE IN THE SYSTEM (DOC)

31,588

ADULTS AGE 18+ LIVE IN WILMINGTON EASTSIDE

14,729 (46.6%)

ADULTS RECEIVING ANY FORM OF PUBLIC ASSISTANCE

2,460 (7.8%)

ADULTS RECEIVING SERVICES FROM THE DOC

30,146

ADULTS AGE 18+ LIVE IN WILMINGTON WESTSIDE

10,988 (36.4%)

ADULTS RECEIVING ANY FORM OF PUBLIC ASSISTANCE

1,627 (5.4%)

ADULTS RECEIVING SERVICES FROM THE DOC

61,734

ADULTS AGE 18+ LIVE IN WILMINGTON PROMISE COMMUNITIES

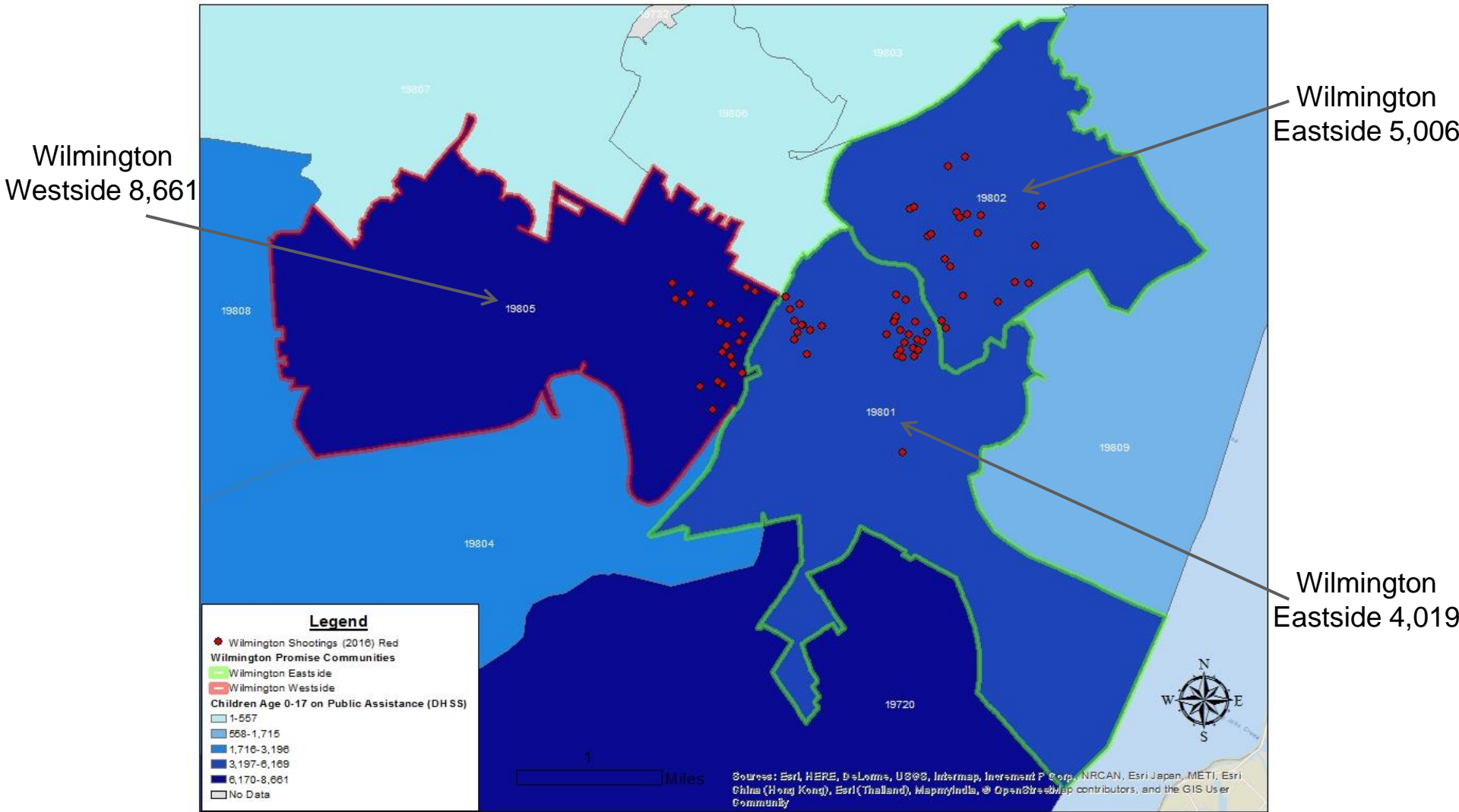
25,717 (41.7%)

ADULTS RECEIVING ANY FORM OF PUBLIC ASSISTANCE

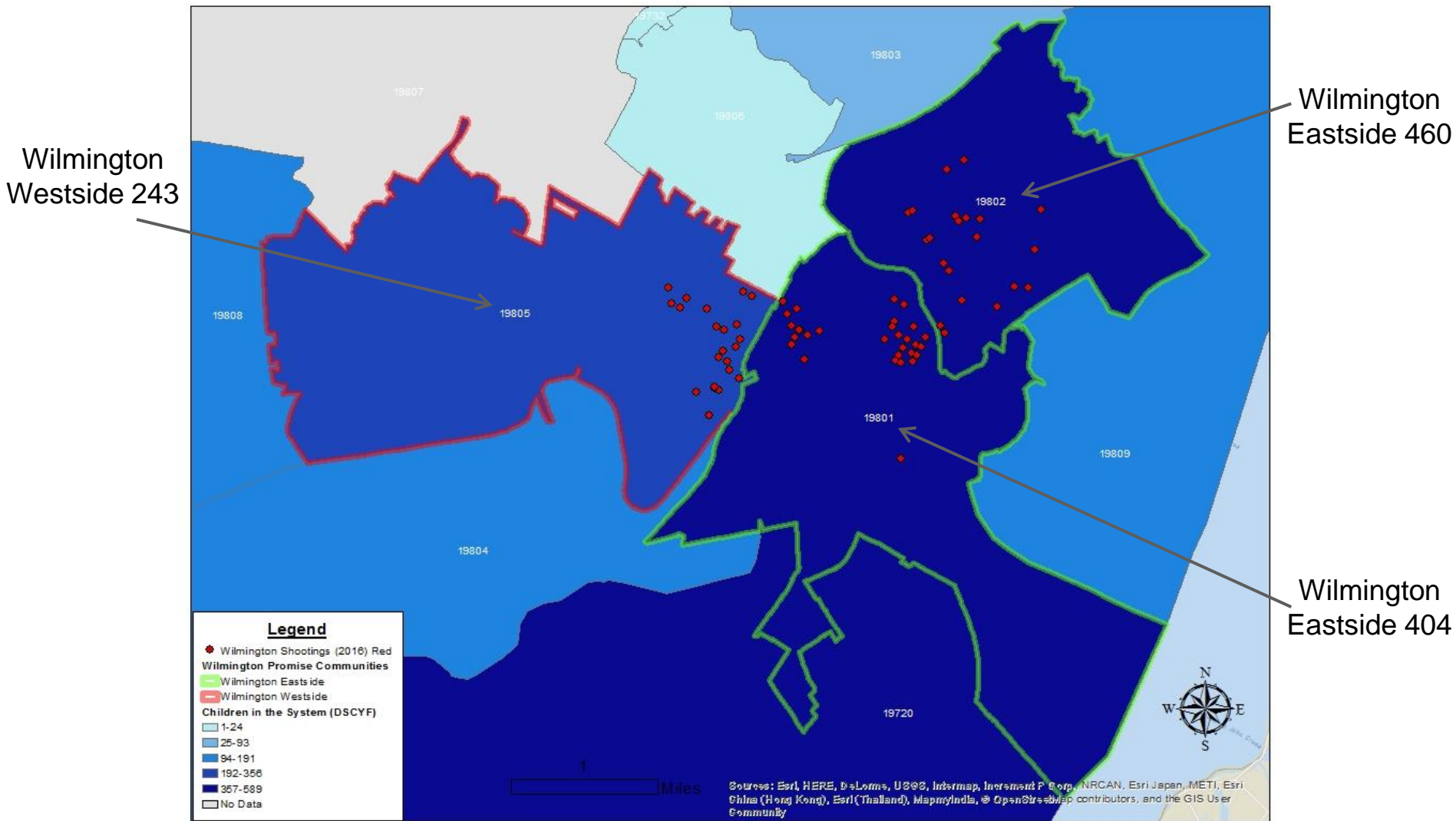
4,087 (6.6%)

ADULTS RECEIVING SERVICES FROM THE DOC

Children on Public Assistance (17,686 children)

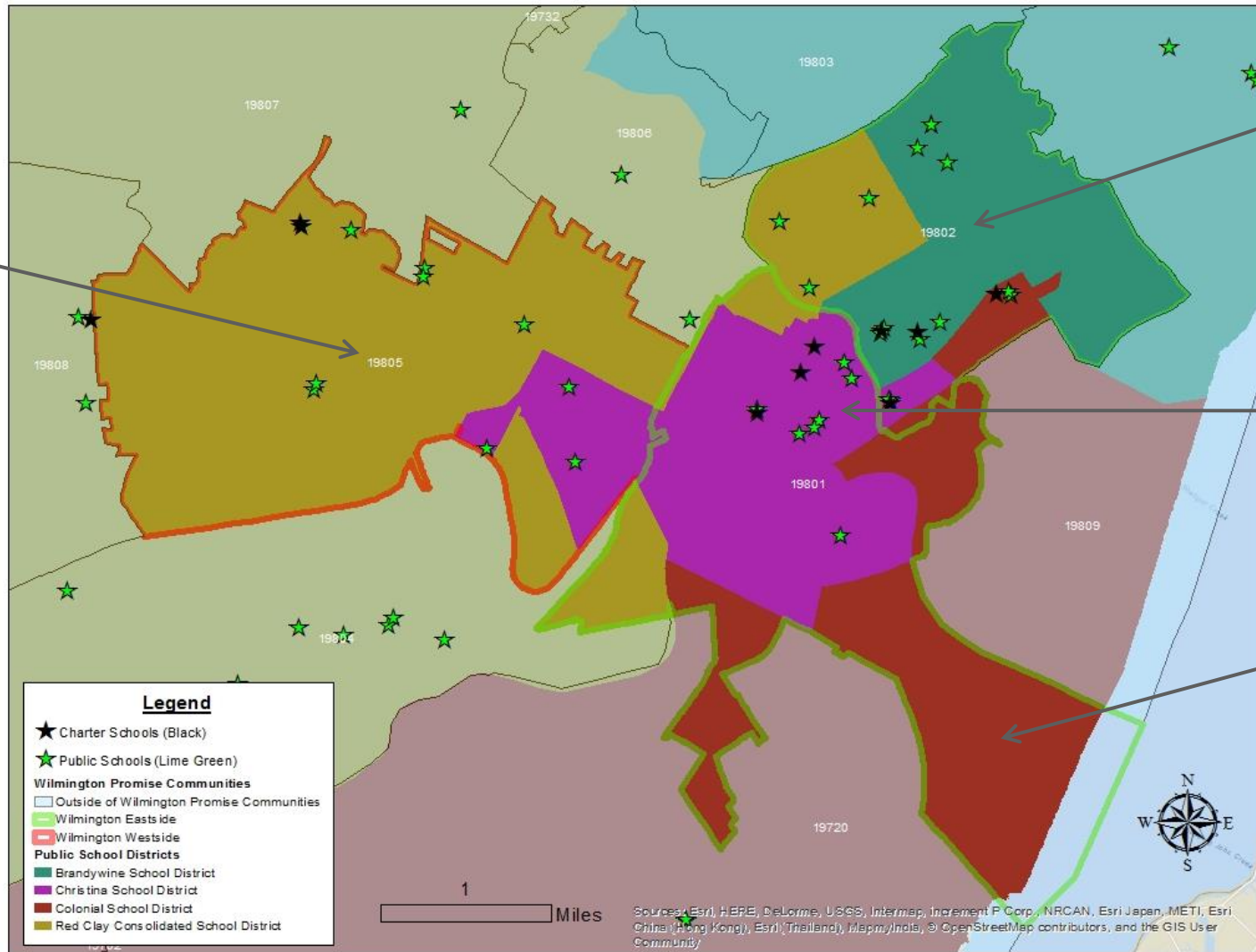


Children in the System* (1,107 children)



*children in home and out of home that are receiving behavioral health, child welfare, and/or youth rehabilitation services.

Traditional & Charter Schools & Boundary of Public School Districts



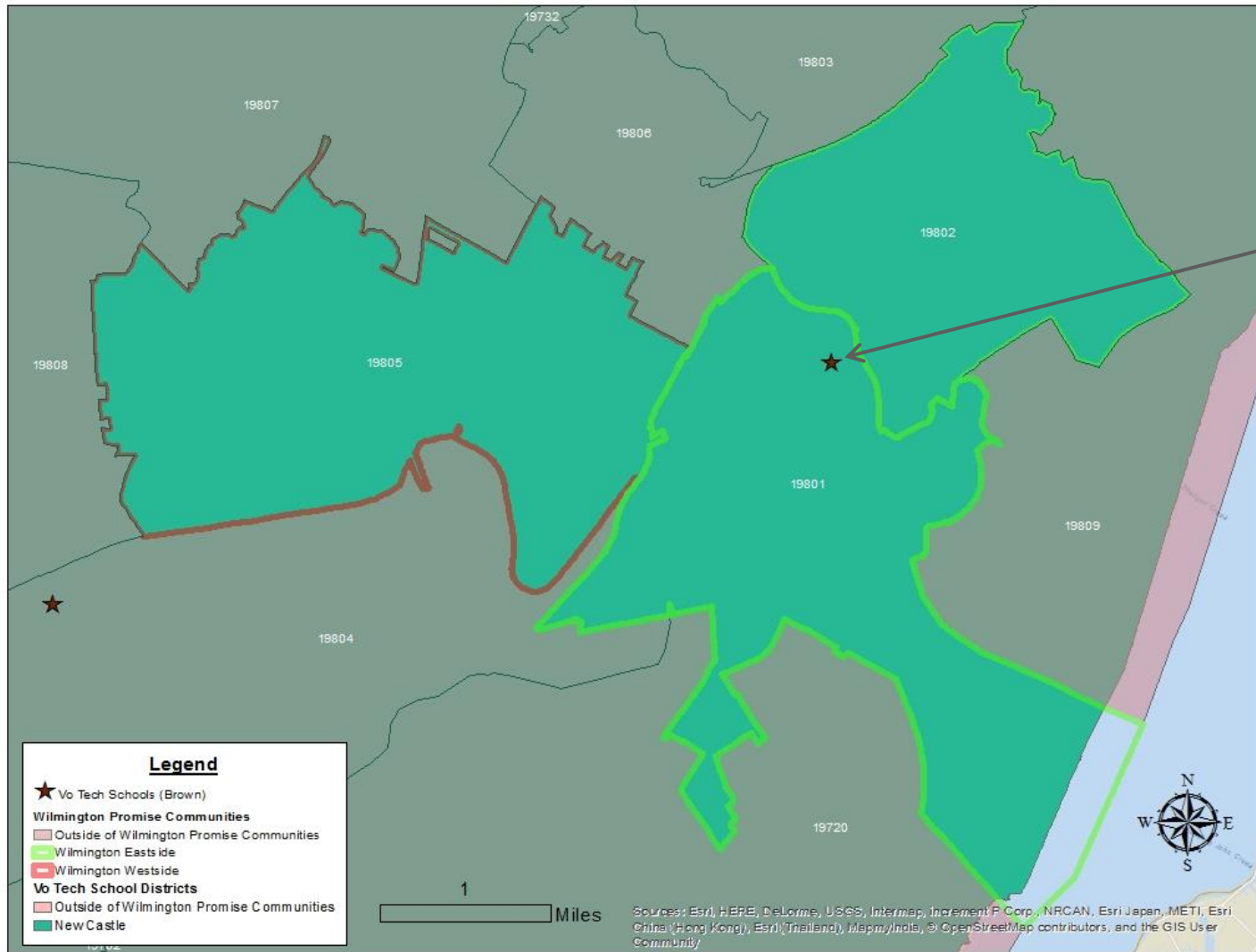
Brandywine

Christina

Colonial

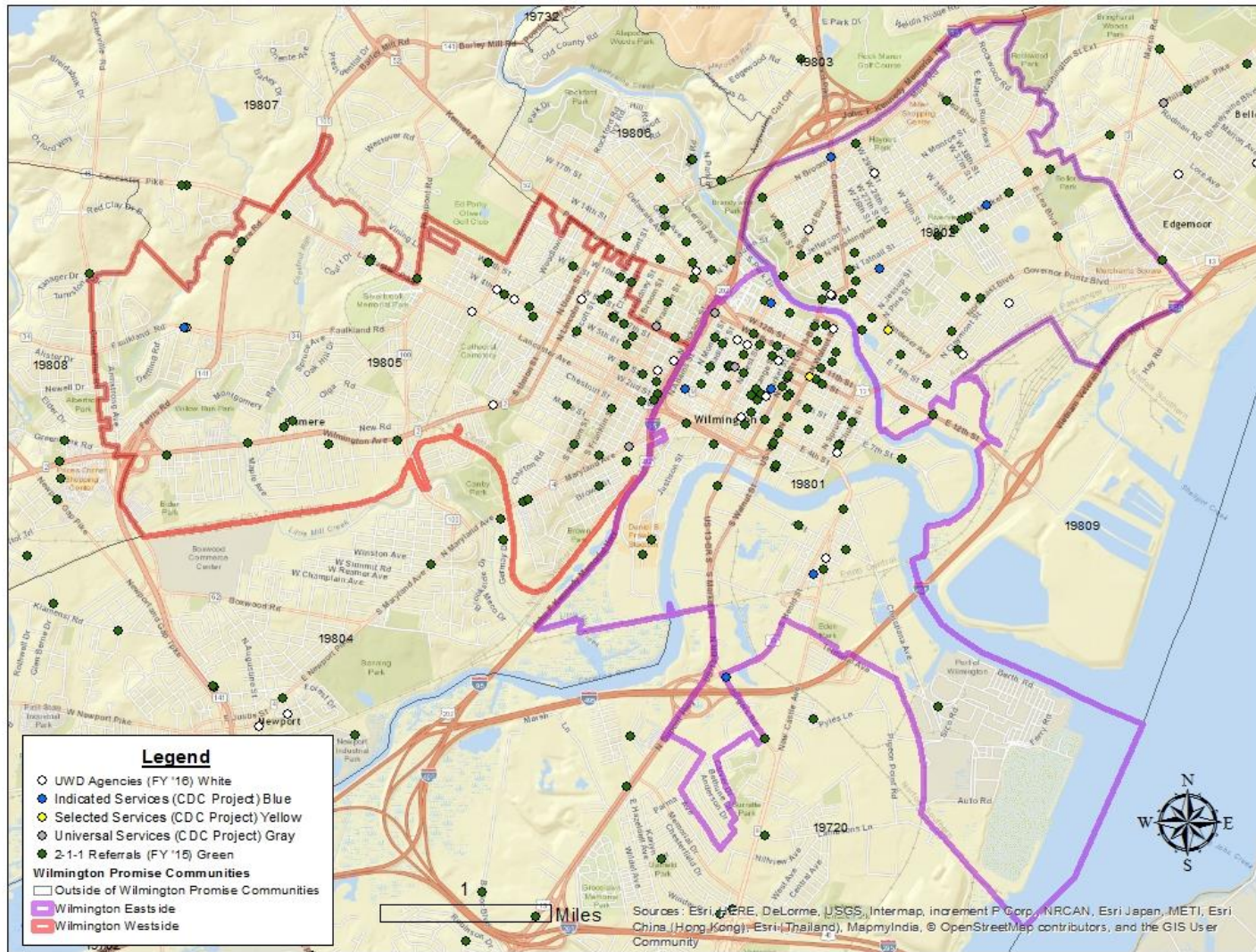
Red Clay Consolidated

Vo Tech School District



Howard High School of Technology

Programs & Services



Wilmington Promise Communities

