

Draft Budget Estimates

Redding Consortium's Educator Work Group

Recommendation: Develop a Grow Our Own Program

Based off the data and information reviewed, the Educator Work Group recommendations include tools and suggestions on not only strengthening the pipeline but strengthening a more inclusive and sustainable pipeline. The following provides the Work Group's recommendations and how they would further enhance a teacher pipeline.

The Work Group recommends a program geared towards recruiting and supporting related education professionals, community members, parents, and others representative of the school population.

This program will provide support towards, and build on, experiences and familiarity with school communities, including their supporting roles in the classroom, supervision of students, and administrative assistance.

The Work Group recommends that Institutions of Higher Educations (IHE) create partnerships with already established and new Teacher Academies in Delaware's districts and schools to create pipelines of critical shortage area candidates flowing from schools to postsecondary programs and ultimately back into Delaware schools.

Teacher Academies are programs of study in high schools that provide career and technical education programs to prepare students for careers in education. This partnership could help increase the number of students entering teacher preparation programs in Delaware. While the Teacher Academies have a relationship with Delaware Technical Community College and Wilmington University that allows a credit transfer, other IHEs should develop similar relationships. This includes providing a course package that is financially accessible for the school and the students. An example of a new Teacher Academy is Howard High School of Technology.

The Work Group recommends that districts further develop and advertise Teacher Academy and Future Teachers programs, especially to increase the enrollment of critical shortage area candidates.

Further development and advertisement of the Teacher Academies and subsequently the teacher profession, will help remove the stigma associated with the profession. Additionally, specific interest in critical shortage area candidates will help create a more inclusive teacher workforce that more accurately represents the student demographics within each of the schools.

The Work Group recommends that the Delaware Department of Education's scholarship and tuition forgiveness programs should be expanded with increased funding so that more prospective and current educators can access.

This includes programs such as the Christa McAuliffe Teacher Incentive Program, Delaware Teacher Corps Incentive Program, Speech-Language Pathologist Incentive Program, Critical Needs Reimbursement Program, and High Needs Loan Repayment Program. The Delaware Department of Education would need to work with the Legislature to increase this funding.

Teacher Academies in Delaware

The Delaware K-12 Teacher Academy program is a 3 and 6 course Career and Technical Education program that prepares students for professions in elementary and secondary education. The sequence of courses students participate in include, Human Growth and Development, Teaching as a Profession, Foundations of Curriculum and Instruction, and Exceptional Children. The program also provides students with early college credit/credentials that surmount to Praxis Core/ParaPro certification, up to 12 college credits at Delaware Technical Community College, and up to 6 college credits at Wilmington University. The students participate in job shadowing, mock interviews, resume workshops, and mentorships. There are currently 19+ schools offering this program to students in grade 10 to 12. The center for Research in Education and Social Policy at the University of Delaware conducted a K-12 Teacher Academy Survey (n=471) and the results from the survey support the Work Group’s recommendation. Howard High School started a Teacher Academy program during the 2020-21 school year, this would be a great partnership to develop student incentives.

Recommendations	FY 22 Estimated Funding
The Work Group recommends a program geared towards recruiting and supporting related education professionals, community members, parents, and others representative of the school population.	\$4,000 per candidate per semester for four years for tuition, fees, books, and other costs.
The Work Group recommends that Institutions of Higher Educations (IHE) create partnerships with already established and new Teacher Academies in Delaware’s districts and schools to create pipelines of critical shortage area candidates flowing from schools to postsecondary programs and ultimately back into Delaware schools.	No cost to partner between IHE and established or new Teacher Academies.
The Work Group recommends that districts further develop and advertise Teacher Academy and Future Teachers programs, especially to increase the enrollment of critical shortage area candidates.	\$100,000 for operation/technology support
The Work Group recommends that the Delaware Department of Education’s scholarship and tuition forgiveness programs should be expanded with increased funding so that more prospective and current educators can access.	TBD

Recommendation: Create a Whole School Professional Learning Package Offered to High-Need Schools Within the City of Wilmington.

The whole school professional learning package proposed here involves efforts to improve leadership, teacher content knowledge and practices, curriculum, student achievement, and the social-emotional aspects of a school or district. Professional learning will also address racial disparities and inequities. It is based on the premise that schools are systems that improve to the degree that the entire system undergoes focused and skillful attention. This package is modeled after promising PL in the Laurel and Seaford School Districts where they focused on PL for both administrators and educators to improve student outcomes and school culture.

Wrap around services that attend to social-emotional aspects of learning and development and that involve students and their families should also be considered.

The model requires extended partnerships (3-5 years) with organizations or institutions such as institutions of higher education (IHEs) and community centers that possess expertise in the areas of school leadership, core content area curriculum and assessment (English Language Arts, Mathematics, Science and Social Studies), social-emotional learning, special education, and building school culture. In the work groups recommendations, they propose implementing at five schools

The following represent good faith estimates based on information available to the Consortium. It is important to work with the potential schools to implement the whole school professional learning package without overwhelming the staff and creating initiative fatigue. The budget below provides the cost for one year for all areas to be implemented, it is important to work with the schools to determine needs.

Support Area	Activities	Total Cost for 5 Schools
Point Person from External Support Team to Coordinate Activities	Create and oversee the yearly schedule	\$30,000
Needs and Readiness Analysis, Co-Construction of Plan, End of Year Meeting	Per support area: - 1 day planning - 1 day site visit - 1 day developing and delivering report Meeting with each school’s leadership to collaboratively develop a support plan Meeting between School Leaders and External Support Team Coordinator Overview/Debrief of Prior Year’s Work Formulation of Following Year’s Plan	\$75,000
Professional Learning and Coaching for School Leaders and Educators in Four Content Areas (ELA, Math, Science, Social Studies) and for School Leaders	Summer PD for teachers and leaders across all 5 schools Coaching for teachers and leaders during school year	\$500,000
Special Education and Social-Emotional Support	PD for staff around special education and social-emotional support.	\$50,000
Initial Start-up Materials (books, curriculum, etc.)	Any books for teachers, leaders, and students. Would be an initial investment.	\$540,000
Project Evaluation		TBD
	Total for five schools in Year 1=	=\$1,195,000

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