

## **Social Determinants Work Group Motions**

### **Wraparound Services**

*We recommend that the State create comprehensive wraparound services in at least two, and up to ten, of the state's elementary and middle schools serving extraordinary percentages of children living in poverty. Those wraparound services should include comprehensive outside-school-time programs involving full-time on-site staff, the non-profit sector, business sector, and high-school aged mentors from the same communities as the students. The programs should be offered before school, after school, and during summer months. The wraparound services should also include social workers, counselors, school-based health centers, with services in those health centers including emotional wellbeing and behavioral health assistance.*

### **Racial Justice**

*We recommend that the state fund efforts to collect two types of data that can be used to develop solutions to race-related school inequality. Specifically, we recommend that the state make it possible to provide transparent and user friendly disaggregated open source schooling data (e.g., academic performance, graduation rates), access (e.g. availability of clubs, sports and activities, AP classes) and outcome data (e.g. enrollment, graduation, academic performance, and school discipline). We recommend that the state supplement this effort with the collection of primary data, such as interviews and other forms of ethnographic data to capture the larger context and voices of students, parents, other community members and educators. We also recommend the creation of a designation for historically-segregated educational settings. The purpose of this designation is to guide future interventions and supports for the families and communities that attend these schools.*

### **Birth to Five**

*We recommend that the state expand intensive home visitation programs including a referral system targeted at pregnant mothers, infants, and toddlers living below the poverty line in the City of Wilmington, in order to ensure that those children are receiving the highest level of care with respect to developmental milestones, health, and early learning. We also recommend that the state ensure the highest quality free Pre-K services, including all-day services, competitive staff salaries and benefits comparable to public education, with a requirement that teachers be ECE DEEDS certified, and proper staff-child ratios for three and four year old students who reside in the four targeted school districts. We also recommend that the state supplement its funding for existing ECAP slots to allow current providers willing to meet the specific aforementioned quality standards to receive adequate funding to do so. We also recommend that the state provide necessary funding for the Department of Education to require developmental screening of young children in licensed childcare centers.*