

**Wilmington Education Improvement Commission**

**Meeting the Needs of Low Income Children**

**February 22, 2016**

**4:00 – 6:00 p.m.**

**United Way of Delaware**

**625 N. Orange Street, Wilmington, DE**

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|--------------|---|--|
| <b>I.</b>    | <b>Welcome and Introductions</b>  | <b>Chandlee Kuhn</b>                             |
| <b>II.</b>   | <b>Approval of Minutes</b>  | <b>Chandlee Kuhn</b>                             |
| <b>III.</b>  | <b>Progress Update, Looking Forward</b>   | <b>Michelle Taylor</b>                           |
| <b>IV.</b>   | <b>WEIC Update</b>  | <b>Adriana Bohm/Nikki Castle/Michelle Taylor</b> |
| <b>V.</b>    | <b>Presentation from the Districts RE: Meeting The Needs Of Students and Families</b> |  |
|              | <b>Merv Daugherty and Harold Shaw</b> – Red Clay School District                      |  |
|              | <b>Dusty Dolan</b> – Colonial School District   |  |
|              | <b>Cora Scott</b> – Brandywine School District  |  |
|              | a. Q&A  |  |
|              | b. Discussion about research needs and recommendations                                |  |
| <b>VI.</b>   | <b>Committee Name Change</b>  | <b>Michelle Taylor</b>                           |
| <b>VII.</b>  | <b>Public Comments</b>  | <b>Jackie Jenkins</b>                            |
| <b>VIII.</b> | <b>Recap and Path Forward</b>   | <b>Jackie Jenkins</b>                            |

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

United Way of Delaware Board Room

Minutes—December 14, 2015

Committee Co-Chair Michelle Taylor called the meeting to order at 4:06 p.m. and introduced two new members of the committee.

Dawn Alexander requested the addition of her name to the previous week's minutes.

The Committee passed a motion to approve minutes from the last meeting with the added correction.

Michelle Taylor explained the structure and topics of discussion for the breakout groups.

New Castle County Councilman Jea Street submitted several documents to be included in the record. He wanted to remind the group that many plans existed from previous committees. What we need is action. Michelle thanked Jea.

Michelle Taylor then divided the Committee into breakout groups for targeted discussion.

**Breakout Groups Report Out**

Michelle Taylor called all members back to the table to share committee report-outs.

Committee Co-Chair Chandlee Kuhn reported on the In-School Support and Support Services group's discussion. The WEAC report stated that the Governor should create a coordinated plan to strengthen education from early childhood to college access. The group stated the need to review the early childhood action plan. The group also called for comprehensive alignment and training at all levels of education to mitigate gaps and a clear disconnect. They suggested the inclusion of cultural competency training and trauma-informed teaching strategies.

Michelle Taylor reported that Out of School Community Supports and Services group restated the need to keep Wilmington students as the focus of all action plans. The group also discussed the documents submitted by Councilman Jea Street for the record, and emphasized the need to develop a plan with tangible outcomes and metrics for success. The group also reiterated the need for parent and community involvement at every step of the process. The group called for DOE to conduct an equity assessment of current programs, culminating in a report of findings and resource allocation. The group agreed on the need to establish a partnership between the P20 council and WEIC, establish cultural competency and risk indicator standards, and develop a firm response plan to students meeting these indicators.

The group concurred that assessment and data analysis is needed to understand how student needs are addressed both in schools and through outside support services.

Committee Co-Chair Jackie Jenkins reported on the Early Childhood (Birth-5) Group. They discussed Title I allocation and called for a program assessment. They discussed parent training, coordinating, and collaboration. For school readiness, districts should take a greater role in early childhood education. Districts should participate more in transition plans. Home care centers should participate in STARS; incentivize full-day pre-k education. We should invest in high quality pre-k programs into cities. Wraparound services should be included; pre-k programs in public schools should also have access to wraparound services. Acknowledge that services are needed prior to beginning k-12 education. Education and outreach- there should be more of a concerted effort to reach out to parents, especially in non-traditional ways. Child development should be discussed in schools and home visits should be expanded in a culturally appropriate, non-judgmental way. Mandate no purchase of care for low quality programs for those on assistance.

### **Public Comment**

Michelle Taylor opened the meeting up to public comment. Seeing none, she encouraged committee members to share thoughts on breakout group discussion.

Members commended the work accomplished at the meeting.

Adriana Bohm encouraged the committee to take a stance on concentrated poverty.

Melissa Froemming responded that concentrated poverty has been discussed in other committees as well. She also states that the new ESSA law allows wraparound services to be funded through Title I. She suggested that schools with a certain proportion of low-income students have a mandated site coordinator.

The committee agreed to reevaluate perceptions and definitions of community engagement. Members noted that models should be realigned to meet the needs of urban parents and families, and parent involvement must be contextualized. Gaps must be narrowed between home and school life, beginning with schools reaching out to the parents and community. Schools must provide opportunities for parents to engage outside of schools as well (examples include sending home activities to encourage engagement and interaction, adapting programs like Parents as Teachers and ICare). Members agreed to add cultural competency training as a goal for the next year's plan.

The committee discussed practical issues concerning home visits, including safety.

Councilman Jea Street stated that he has never observed a safety issue during home visits during his career in public service.

Members restated the need to change home visits to fit the students, parents, and communities.

Councilman Jea Street stated to Michelle Taylor that his hope is she will continue this group's efforts regardless of what the outcome of WEIC.

Co-Chair Michelle Taylor adjourned the meeting at 5:59 p.m.

**Wilmington Education Improvement Commission—Meeting the Needs of  
Students in Poverty Committee**  
Attendance—December 14, 2015

**Committee Members**

Madeleine Bayard  
Adriana Bohm  
Vi Cade  
Nikki Castle  
Rosa Colon-Kolacko  
Melissa Froemming  
Jackie Jenkins  
Chandlee Kuhn  
Kenny Oates

Susan Perry Manning  
Gwendolyn Sanders  
Jae Street  
Michelle Taylor  
Monique Taylor-Gibbs  
Burtie Watson  
Gloria Grantham  
Patricia Belle-Scruggs  
Dawn Alexander

**Members of the Public**

Peggy Geisler  
Tyrone Jones

Orrin White

**Institute for Public Administration Staff**

Kelly Sherretz  
Saran Singh

**February 9, 2016**

**Meeting the Needs of Low Income Children  
Action Plan**

**Attending:** Michelle Taylor, Jackie Jenkins, Chandlee Kuhn, Dan Rich, Elizabeth Burland, Kelly Sherretz

**Action Items:**

- University of Delaware to conduct an asset map across the board to help the committee and working groups identify recommendations and what programs and services are available for these students.
- IPA with the Center for Community Research and Service and Kids Count in Delaware to conduct a review of state/county policies related to low-income students and their families, and a fiscal map
  - o People to talk to: Mary Kate McLaughlin, Judge Ranji, Jackie Mette, Erik Raser-Schramm
- United Way to look at national best practices for coordinating community supports
- Early Childhood
- GIS mapping: Layer Delaware Stars rating, where the kids are from, what schools they attend/feeder schools
  - o Include home day cares
  - o Focus on low-income students, their preparedness for kindergarten
- Early childhood hub program in Wilmington (locus of early childhood, model services and professional development support, etc.)
  - o Look at other models of this

**Other items**

- Need some short-term goals that tie in with the overall Commission recommendations, filling the gap between now and when redistricting and the other items are implemented.
- Currently a lot is going on, but we are working in silos. Need to coordinate both resources and services for more efficient and effective services, programs, and policies.
- More effective state coordination of funding and services. Ex. Family Services Cabinet Council under Governor Carper.



## WEIC Meeting the Needs of Low-Income Students: Milestones of Progress

<p>2015 to June 2016 Milestones for the Approval Stage</p> <p><i>Meeting Wilmington Student Needs</i></p> <ul style="list-style-type: none"> <li>WEIC Committees initiate development of plans to adequately support the needs of City Wilmington students</li> <li>Arrangements are begun with Student Success 2025, Access to Justice, and other potential partners to coordinate efforts to support the plan.</li> </ul>	<p>Committee Recommendations Action Agenda 1</p> <p>Our Goal: The governor and state legislature should mandate the IRMC to develop and implement a comprehensive plan for state and local services, including partnerships with private and nonprofit institutions, which will create a community of support for low-income children and their families. The plan also should address the needs of schools in which large percentages of low-income children enroll. The plan should include initial recommendations for program and policy changes, responsible groups or needed groups, and funding requirements and should be submitted by the IRMC to the governor and state legislature in January 2016 or a year after the mandate is implemented. The IRMC should provide the governor and state legislature with an annual report on the implementation and operation of the plan.</p>	<p>Committee Recommendations Action Agenda 1</p> <p>Our Success Metrics</p> <ul style="list-style-type: none"> <li>Comprehensive Plan jointly executed with common outcomes and joint accountability</li> <li>Coordinated community services</li> <li>Data that demonstrates parity among students' success, regardless of race, class or gender</li> </ul> <p>Our Goal Pathways</p> <ul style="list-style-type: none"> <li>MOU between identified stakeholders to work collaboratively including how dollars are spent and how data is evaluated</li> <li>Tracking and responding to data</li> <li>Family engagement that reflects collected competencies to understand their needs and ways to provide services</li> <li>Need legislative agenda</li> </ul>
<p>July 2016 to June 2017 Milestones for the Planning Stage</p> <p><i>Meeting Wilmington Student Needs</i></p> <ul style="list-style-type: none"> <li>WEIC committees create detailed plans to support the needs of City of Wilmington students and begin implementation of the plans</li> <li>The Commission develops a proposal for more effective integration of state and local government services for low-income students and their families, including partnering with private and nonprofit institutions</li> <li>The United Way completes a plan to coordinate nonprofit and community institutional support for public schools in the City of Wilmington</li> </ul>	<p>Committee Recommendations Action Agenda 2</p> <p>Recent improvements in early childhood programs should be accelerated. The Early Childhood Council, Office of Early Learning, and Wilmington Early Care and Education Council should re-develop an early childhood community plan for Wilmington that would provide access to high-quality early childhood programs and services for all children. This initiative should align with the state's already-approved early childhood strategic plan. A key step will be the development of a citywide partnership that includes all providers (family- and center-</p>	<p>Committee Recommendations Action Agenda 2</p> <p>Our Success Metrics</p> <ul style="list-style-type: none"> <li>More city kids enter school with age appropriate skills</li> <li>More families engaged in school activities</li> <li>More students involved in quality ECE</li> </ul> <p>Our Goal Pathways</p> <ul style="list-style-type: none"> <li>Education/Outreach</li> <li>Parent Training</li> <li>Screening/Intervention Services</li> <li>Title I Reallocation</li> <li>District Participation</li> <li>Wrap Around Services</li> </ul>

## WEIC Meeting the Needs of Low-Income Students: Milestones of Progress

<ul style="list-style-type: none"> <li>• Develop plan for the Wilmington City Government Office of Education and Public Policy</li> <li>• The Commission and partners begin development of an early childhood community plan for the City of Wilmington to further increase access of low-income children to high quality childhood services</li> </ul>	<p>based), Early Head Start, Head Start, school districts, and higher education. This initiative should be supported actively by the Governor's Commission on Early Education and the Economy, with the shared goal of working with providers to establish easily accessible and affordable high-quality services (including needed screenings and interventions to identify and address developmental needs) for all Wilmington children. This initiative should be coordinated with the existing Early Childhood Readiness Teams and include a formal partnership among early childhood providers and districts and charters serving Wilmington to facilitate the effective transition of children from early childhood to K-12 education.</p>	
<p>July 2017 to June 2018 Milestones for the Transition Stage</p> <p><i>Meeting Wilmington Student Needs</i></p> <ul style="list-style-type: none"> <li>• Continue implementation of WEIC committees' action plans to support the needs of Wilmington students</li> <li>• Continue development of a proposal by the IRMC for the development and implementation of a complete plan for state and local services including partnering with private and nonprofit institutions. Legislation is created to facilitate the integration of state services</li> <li>• Increased engagement and coordination of nonprofits in the City of Wilmington</li> <li>• The Student Success 2025, Access to Justice Commission, and other partnerships; continue execution with WEIC aligned action plans.</li> </ul>	<p>Committee Recommendations Action Agenda 3</p> <p>The state should increase supports in schools through increased numbers of psychologists, social workers, and other professionals with knowledge of working with students who experience trauma and other social or emotional challenges. Delaware should rely on models of best practices in other states to develop a program designed to meet our state's distinctive needs. We must ensure consistency among existing providers to embed improved services within all schools.</p>	<p>Committee Recommendations Action Agenda 3</p> <p>Our Success Metrics</p> <ul style="list-style-type: none"> <li>• Data sources</li> <li>• Research effective models</li> <li>• Clear pathways for defining metrics of success (what are our indicators, what are we looking to change</li> <li>• Every child meeting their potential</li> </ul> <p>Our goal pathways</p> <ul style="list-style-type: none"> <li>• Reword the vision to allow for clear stated goals</li> <li>• Develop framework for comprehensive needs assessment(site visits – observation, surveys, data analysis)</li> <li>• Develop success model, target certain strategies</li> <li>• Create sustainability</li> </ul>



## WEIC Meeting the Needs of Low-Income Students: Milestones of Progress

<ul style="list-style-type: none"> <li>• Finalization of an early childhood community plan for the city of Wilmington, which includes a partnership to increase access to high quality early childhood services</li> <li>• Continue to create plan for increases school supports</li> <li>• Begin to see changes in collaboration between districts and charter schools</li> <li>• Establish the Wilmington City Government Office of Education and Public Education</li> <li>• Begin development of recommendations by the P-20 Council to improve the alignment of resources and programs to support student learning from birth through college and career. With specific attention to transitions.</li> </ul>		
<p>July 2018 to June 2019 Milestones for the Implementation Stage</p> <p><i>Meeting Wilmington Student Needs</i></p> <ul style="list-style-type: none"> <li>• Continue implementation of WEIC committees' action plans to support the needs of Wilmington students</li> <li>• The United Way-led alliance of nonprofit and a community institution is fully implemented in support of Wilmington public schools.</li> <li>• New programs are put in place through the alliance of WEIC with Student Success 2025, Access to Justice Commission, and other partners</li> <li>• Begin implementation of the proposal for the development and implementation of a complete plan for the integration of state and local services including partnership with private and nonprofit institutions</li> <li>• Begin implementation of the early childhood community plan for the city of Wilmington, which includes a partnership to increase access to high quality early childhood services</li> </ul>	<p>Committee Recommendations Action Agenda 4</p> <p>The governor should redirect the Delaware P-20 Council, representing Pre-K through higher education, to recommend improvements in the alignment of re- sources and programs to support student learning and development from birth through access to college and careers. This should include a review of re- sources and programs from public, private, and nonprofit institutions. There should be a logical progression of learning for students from early childhood to post-secondary education and workforce readiness aimed at reducing the need for remediation at each transition. Improved alignment will benefit all children in Delaware. It will be of particular importance to low-income children who often lack sufficient support for their learning progress. Improved alignment also will strengthen cost-effectiveness in the overall delivery of educational programs and services.</p>	<p>Committee Recommendations Action Agenda 4</p> <p>Our Success Metrics</p> <ul style="list-style-type: none"> <li>• Explore having IRMC and P-20 Council collaborate to ensure alignment and use of resources</li> </ul> <p>Our Goal Pathways</p> <ul style="list-style-type: none"> <li>• Top to bottom review of state agencies, private agencies and others to determine best, most efficient use of resources</li> </ul>

## WEIC Meeting the Needs of Low-Income Students: Milestones of Progress

<ul style="list-style-type: none"> <li>Begin implementation of new roles for the P-20 Council to improve alignment of resources and programs to support student learning from birth through college and career with specific attention to transitions. Begin relevant legislation</li> </ul>		
<p>July 2019 to June 2020 Milestones for Continuation</p> <p><i>Meeting Wilmington Student Needs</i></p> <ul style="list-style-type: none"> <li>Continued implementation of WEIC committees' action plans to support the needs of Wilmington students</li> <li>New programs are put in place through the alliance of WEIC with Student Success 2025, Wilmington Education Strategy Think Tank, Access to Justice Commission, and other partners</li> <li>Continued implementation of the proposal for a comprehensive plan for integration of state and local services including partnering with private and nonprofit institutions</li> <li>Continued implementation of the early childhood community plan for the city of Wilmington, which includes a partnership to increase access to high quality early childhood services</li> <li>Continued implementation of new roles for the IRMC and, P-20 Council to improve the alignment of resources and programs to support student learning from birth through college and career with specific attention to transitions. Begin relevant legislation.</li> </ul>	<p>Committee Recommendations Action Agenda 5</p> <p>The governor should call upon the council of higher education presidents to create a coordinated and aligned partnership program to help strengthen Wilmington education from early childhood through college access. Delaware institutions of higher education- public and private-that offer teacher or administrator education programs should be asked to develop collaborative models of comprehensive professional development and ongoing training aimed at assisting early childhood education programs and Wilmington schools with high percentages of low-income or minority students. One step, consistent with Delaware's early childhood strategic plan, is for institutions of higher education to work more directly with the Early Childhood Council to better align early childhood and elementary education programs.</p>	<p>Committee Recommendations Action Agenda 5</p> <p>Our Success Metrics</p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p>Our Goal Pathways</p> <ul style="list-style-type: none"> <li>Top to bottom review of state agencies, private agencies and others to determine best, most efficient use of resources</li> </ul>
	<p>Committee Recommendations Action Agenda 6</p> <p>In collaboration with the State and New Castle County Chambers of Commerce and the Delaware Business Roundtable, the governor should launch a business sponsorship program focused on Wilmington schools with high percentages of low-income students. Business sponsors should work as partners with each</p>	<p>Committee Recommendations Action Agenda 6</p> <p>Our Success Metrics</p> <ul style="list-style-type: none"> <li>Sustainable Partnerships between businesses and families to promote and improve job readiness and employment opportunities</li> </ul>



## WEIC Meeting the Needs of Low-Income Students: Milestones of Progress

	<p>school, helping to generate the human, material, and fiscal resources needed to support student success. This type of sponsorship already is present in some schools and it should be available, formalized, and enhanced for all Wilmington schools. Once developed, the business sponsorship program should be expanded statewide for all schools with high percentages of low-income students.</p>	<p>Our Goal Pathways</p> <ul style="list-style-type: none"> <li>• Query schools- what do they need? School and family surveys</li> <li>• Share successful and business partnerships</li> <li>• Research and identify effective school/business partnerships</li> </ul>
	<p>Committee Recommendations Action Agenda 7</p> <p>The Wilmington Education Alliance, supported by the Office of Education and Public Policy, should play a leadership role in strengthening parent engagement in student learning, beginning in early childhood and extending through college and career choice. The alliance also should support parent advocacy, especially for students with special needs, and mobilize cross-sector community resources to strengthen the support for low-income families and Wilmington schools with high concentrations of low-income students.</p>	<p>Committee Recommendations Action Agenda 7</p> <p>Our Success Metrics</p> <ul style="list-style-type: none"> <li>• More families engaged consistently</li> <li>• Families feel like true partners</li> <li>• More children enrolled in high-quality ECE programs</li> </ul> <p>Our Goal Pathways</p> <ul style="list-style-type: none"> <li>• Specialized training for school community</li> <li>• Home visits/parent outreach</li> <li>• Create additional advocacy for ECE services from commission</li> </ul>

OUR GOAL/OUTCOME: Where are we going?

The governor and state legislature should mandate the IRMC to develop and implement a comprehensive plan for state and local services, including partnerships with private and nonprofit institutions, which will create a community of support for low-income children and their families. The plan also should address the needs of schools in which large percentages of low-income children enroll. The plan should include initial recommendations for program and policy changes, responsible groups or needed groups, and funding requirements and should be submitted by the IRMC to the governor and state legislature in January 2016 or a year after the mandate is implemented. The IRMC should provide the governor and state legislature with an annual report on the implementation and operation of the plan.

OUR SUCCESS METRICS - How will we know when we have arrived?

- Comprehensive plan jointly executed with common outcomes and joint accountability
- Coordinated community services
- Data that demonstrates party among students’ success, regardless of race, class or gender

OUR GOAL PATHWAYS - How will we get there?

Milestones

- |  |                   |
|--|-------------------|
| • MOU between identified stakeholders to work collaboratively including how dollars are spent and how data is evaluated. | June 2017         |
| • Tracking and responding to data  |                   |
| • Family engagement that reflects collected competencies to understand their needs and ways to provide services          |                   |
| • Need legislative addenda   | November 30, 2016 |

OUR KEY ACTION STEPS – What will we start doing?

<u>TASK</u>	<u>WHO</u>	<u>BY</u>
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OUR GOAL/OUTCOME: Where are we going?

Recent improvements in early childhood programs should be accelerated. The Early Childhood Council, Office of Early Learning, and Wilmington Early Care and Education Council should re-develop an early childhood community plan for Wilmington that would provide access to high-quality early childhood programs and services for all children. This initiative should align with the state's already-approved early childhood strategic plan. A key step will be the development of a citywide partnership that includes all providers (family- and center-based), Early Head Start, Head Start, school districts, and higher education. This initiative should be supported actively by the Governor's Commission on Early Education and the Economy, with the shared goal of working with providers to establish easily accessible and affordable high-quality services (including needed screenings and interventions to identify and address developmental needs) for all Wilmington children. This initiative should be coordinated with the existing Early Childhood Readiness Teams and include a formal partnership among early childhood providers and districts and charters serving Wilmington to facilitate the effective transition of children from early childhood to K-12 education.

OUR SUCCESS METRICS - How will we know when we have arrived?

- More city kids enter school with age appropriate skills
- More families engaged in school activities
- More students involved in quality ECE

OUR GOAL PATHWAYS - How will we get there?

- Education/Outreach
- Parent Training
- Screening/Intervention Services
- Title I Reallocation
- District Participation
- Wrap Around Services

Milestones

OTHER

We will be persistent with agenda by collaborating with key player  
We will be requiring ECE experience by school districts  
We will be managing transition by school districts partnerships

OUR KEY ACTION STEPS - What will we start doing?

TASK

WHO

BY



OUR GOAL/OUTCOME: Where are we going?

The state should increase supports in schools through increased numbers of psychologists, social workers, and other professionals with knowledge of working with students who experience trauma and other social or emotional challenges. Delaware should rely on models of best practices in other states to develop a program designed to meet our state's distinctive needs. We must ensure consistency among existing providers to embed improved services within all schools.

OUR SUCCESS METRICS - How will we know when we have arrived?

- Data sources
- Research effective models
- Clear pathways for defining metrics of success (what are our indicators, what are we looking to change)
- Every child meeting their potential

OUR GOAL PATHWAYS - How will we get there?

- Reword the vision to allow for clear stated goals
- Develop framework for comprehensive needs assessment (site visits – observation, surveys, data analysis)
- Develop success model, target certain strategies
- Create sustainability

Milestones

January 31, 2016

February 28, 2016

OUR KEY ACTION STEPS - What will we start doing?

<u>TASK</u>	<u>WHO</u>	<u>BY</u>
Bring ideas for framework	All sub-committee members	
Begin circulating new language	UD	

## WEIC Meeting The Needs Of Children In Poverty - Action Agenda 4

### OUR GOAL/OUTCOME: Where are we going?

The governor should redirect the Delaware P-20 Council, representing Pre-K through higher education, to recommend improvements in the alignment of re-sources and programs to support student learning and development from birth through access to college and careers. This should include a review of re-sources and programs from public, private, and nonprofit institutions. There should be a logical progression of learning for students from early childhood to post-secondary education and workforce readiness aimed at reducing the need for remediation at each transition. Improved alignment will benefit all children in Delaware. It will be of particular importance to low-income children who often lack sufficient support for their learning progress. Improved alignment also will strengthen cost-effectiveness in the overall delivery of educational programs and services.

### OUR SUCCESS METRICS - How will we know when we have arrived?

- Explore having IRMC and P-20 Council collaborate to ensure alignment and use of resources

### OUR GOAL PATHWAYS - How will we get there?

- Top to bottom review of state agencies, private agencies and others to determine best, most efficient use of resources

#### Milestones

December 2016

### OUR KEY ACTION STEPS - What will we start doing by next week?

#### TASK

#### WHO

#### BY

**OUR GOAL/OUTCOME:** Where are we going?

The governor should call upon the council of higher education presidents to create a coordinated and aligned partnership program to help strengthen Wilmington education from early childhood through college access. Delaware institutions of higher education-public and private-that offer teacher or administrator education programs should be asked to develop collaborative models of comprehensive professional development and ongoing training aimed at assisting early childhood education programs and Wilmington schools with high percentages of low-income or minority students. One step, consistent with Delaware's early childhood strategic plan, is for institutions of higher education to work more directly with the Early Childhood Council to better align early childhood and elementary education programs.

**OUR SUCCESS METRICS** - How will we know when we have arrived?

**OUR GOAL PATHWAYS** - How will we get there?

- Top to bottom review of state agencies, private agencies and others to determine best, most efficient use of resources

**Milestones**

December 2016

**OUR KEY ACTION STEPS** - What will we start doing by next week?

**TASK**

**WHO**

**BY**



OUR GOAL/OUTCOME: Where are we going?

In collaboration with the State and New Castle County Chambers of Commerce and the Delaware Business Roundtable, the governor should launch a business sponsorship program focused on Wilmington schools with high percentages of low-income students. Business sponsors should work as partners with each school, helping to generate the human, material, and fiscal resources needed to support student success. This type of sponsorship already is present in some schools and it should be available, formalized, and enhanced for all Wilmington schools. Once developed, the business sponsorship program should be expanded statewide for all schools with high percentages of low-income students.

OUR SUCCESS METRICS - How will we know when we have arrived?

Sustainable partnerships between businesses and families to promote and improve job readiness and employment opportunities.

More residents in Wilmington will be employed by our business partners.

OUR GOAL PATHWAYS - How will we get there?

- Query schools – what do they need? School and family surveys
- Share successful school and business partnerships
- Research and identify effective school/business partnerships

Milestones

- June 2016
- June 2016
- December 2016

OUR KEY ACTION STEPS - What will we start doing by next week?

<u>TASK</u>	<u>WHO</u>	<u>BY</u>
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OUR GOAL/OUTCOME: Where are we going?

The Wilmington Education Alliance, supported by the Office of Education and Public Policy, should play a leadership role in strengthening parent engagement in student learning, beginning in early childhood and extending through college and career choice. The alliance also should support parent advocacy, especially for students with special needs, and mobilize cross-sector community resources to strengthen the support for low-income families and Wilmington schools with high concentrations of low-income students.

OUR SUCCESS METRICS - How will we know when we have arrived?

More families engaged consistently

Families feel like true partners

More children enrolled in high-quality ECE programs

OUR GOAL PATHWAYS - How will we get there?

- Specialized training for school community
- Home visits/parent outreach
- Create additional advocacy for ECE services from commission

Milestones

OTHER COMMENTS

We will be HEARD by school districts, DDE, elected officials (Governor)

We will be working to increase participation by children and families in high quality early childhood education programs

We will be requiring accountability by school district leaders and providers

OUR KEY ACTION STEPS - What will we start doing?

TASK

WHO

BY

Create a FACE Council post commission