

## Redding Consortium Overview

The Redding Consortium for Educational Equity (Redding Consortium) was created in 2019 to recommend policies and practices to the Governor and Delaware General Assembly that will achieve educational equity and improve educational outcomes for all Pre-K to grade twelve students in the city of Wilmington and northern New Castle County Delaware.

## Redding Consortium Spending Plan

*Spending plan approved by the Redding Consortium voting members on September 9, 2024.*

The Redding Consortium is required in epilogue to submit a spending plan for its use of state funds. The spending plan must be approved by the Office of Management and Budget, Controller General's Office, and the chairs of the Joint Finance Committee. All of the below spending categories are to maintain programming that the Redding Consortium recommended for funding during the last fiscal year, with the exception of spending related to redistricting planning that the Redding Consortium called for at the September 9, 2024 meeting. The following report addresses the approved Redding Consortium funding plan for FY25, which includes operating funds and carryover funds.

The funded programs and allocations covered in this report are as follows:

- Outside School Time (OST) Services and In-School Health Services
- State Funded Full-Day Pre-K
- Support for Redistricting Planning
- Racial Equity Data Dashboard
- Whole School Professional Development
- Redding Consortium Schools Scholarship
- Middle School/High School OST Programming ("Boost" Program)
- UD/DSU Staff Support for the Redding Consortium

# Outside School Time Services and In-School Health Services

*Approved Funding Allocation for FY25: \$5.7 million in operating funds.*

## Program Overview:

The Redding-recommended Outside School Time (OST) grants issued by the Delaware Department of Education (DDOE) are relatively young in their current form. For context, after initial limited-time grants were awarded in 2021 and 2022 that did not fully align with Redding's recommendations, DDOE awarded three competitive three-year grants in 2023. This grant-funded programming began in the second semester of the 2023-2024 school year. Because data is collected by schools and districts on an annualized basis, the most current impact data available is for the 2023-2024 school year. Due to this occurrence, OST program impact was measured after programs had only been in place a few months. As detailed below, one of the grant recipient schools was also able to provide impact data from the summer of 2024.

## *National OST Impact Updates:*

Since the General Assembly approved funding for the current round of OST recipients in 2023, there has been substantial additional information from states regarding the impact of OST programs. A national aggregate report commissioned by the U.S. DOE in 2023, based on survey data of states receiving 21st Century Community Learning Center after-school funds (which generally fund programs much less ambitious than Redding-funded programs), suggested improved attendance and improved student discipline rates among over 40% of students who had participated in after-school and summer activities.<sup>1</sup> Delaware reported improvement on these metrics in the same report among over 70% of its students who participated in after-school and summer programs. Texas recently reported substantial gains in reading and math scores by students who participated in its Additional Days School Year summer program in 388 Texas elementary schools.<sup>2</sup> Texas has also reported measurable improvements in math scores and school attendance among students who participate in its ACE after-school programs.<sup>3</sup> A 2023 study in Kentucky of over 30,000 students who participated in after-school programs showed positive impact in both academic and attendance measures.<sup>4</sup>

## *Redding-Recommended OST/Student Health Center Competitive Grants--2023*

Through budget epilogue language, applications for Redding-recommended OST grants were limited to schools educating students in grades K-5 in northern New Castle County (including Wilmington), which was identified in past DDOE surveys as having 50% or more of their students classified as "low income." The competitive RFP issued by the state, consistent with the epilogue language, contained some minimum requirements for successful applicants, including free participation for all students, free transportation to and from the programs, a

---

<sup>1</sup> <https://www.ed.gov/sites/ed/files/2024/03/21APR-2021-2022-Report-2024.03.05.pdf>

<sup>2</sup> [Expanding School Days. Expanding Opportunity | Wallace Foundation](#)

<sup>3</sup> [Texas ACE Highlights and key takeaways from the 2021-22 programming period](#)

<sup>4</sup> [Kentucky 21st Century Community Learning Centers Initiative](#)

combination of academic and non-academic programming, a plan for active involvement of community partners, and a school-based health center. Extra points in the competitive evaluation process were awarded to schools that offered before-school (in addition to after-school and summer) programming, and to schools that involved paid high school aged mentors from the school community in the programming.

After a competitive RFP process, three schools were awarded OST/student health center grants of \$1.9 million per year for a three year period, with the second and third years contingent upon General Assembly reauthorization of necessary funds: Kuumba Academy, EastSide Charter School, and The Bayard School.

### *Kuumba Academy*

Aside from meeting the baseline requirement for Redding grants that 50% of its student population be low income, Kuumba reported a number of other socioeconomic factors impacting its student body: 75% of its students are Medicaid eligible, almost 20% of its students come from households with no means of transportation, and 92% come from households that do not have two parents. Kuumba Academy had already begun a robust OST program using funds awarded under a prior Redding Consortium grant and 21st Century funds. Kuumba used the new OST funds to:

- Hire a full-time school psychologist and a full-time school counselor.
- Expand the number of “student advocates” working on a 1:1 basis with students enrolled in the OST program.
- Expand services at the student health center to include optometry and dental care, and expand hours to outside school time hours.
- Create a partnership with High Roads School of Delaware, which provides expertise in working with students with disabilities.
- Expand parental involvement programs for participating students.
- Create a program where high school aged students at Kuumba mentor elementary school age students.

*Although Kuumba only had its enhanced OST funding for part of the 2023-2024 school year, it demonstrated concrete benefits to participating students.*

- **Improved Attendance:** Students who participated in Kuumba’s OST program had “on track” school attendance (missing less than 10% of school days) at a 92% rate, as opposed to 78% for the school’s overall population.
- **Improved Student Discipline:** Although 60.3% of Kuumba Academy’s students participate in its OST program, only 31.3% of student suspensions involved students participating in the OST program. This preliminary data is not definitive, as single students could have multiple suspensions, but it suggests that students participating in Kuumba’s OST programming were less likely to be suspended.
- **Prevention of “Summer Learning Loss:”** Kuumba reports that 40% to 70% of students participating in its various summer academic growth programs demonstrated

measurable growth in reading and math during the course of the summer. Kuumba reports that its students typically lose 20% of their academic gains over the summer months absent programming.

- **Use of Student Health Center:** Kuumba has exceeded all internal goals for use of its enhanced student health center. During the 2023-2024 school year, 248 of the school's 643 students used the health center for some reason, including 110 students who had full physicals, 103 visits for mental health reasons, and 62 visits for dietician reasons.

One area where Kuumba has not seen immediate results from its OST programming is in student reading and math scores—student reading scores of OST participants are roughly the same as other students, and student math scores are slightly lower. This result is not necessarily attributable to the OST programming, as students who started with lower test scores might be overrepresented in the pool of students who choose to participate in OST activities. Nevertheless, Kuumba is revisiting the curriculum of its OST academic programs to try to improve these numbers.

### *The Bayard School*

Many students at The Bayard School come from extremely challenging home backgrounds. Almost 6% of the students are identified as homeless, another 1.5% are living in foster care. Over 18% of the student body is classified as English Language Learners, and over 60% of the student body is classified by the state as “low income.” Bayard’s student academic proficiency numbers, as reported by Delaware DOE for the 2023-2024 school year, were among the lowest in the state: only 7.8% of students were reported as proficient in English Language Arts, and only 3.1% were reported as proficient in math (both numbers including middle school aged students).

The Bayard School OST program is operated in close collaboration with the United Way of Delaware. It is centered on an afterschool enrichment program that is overseen by the program coordinator, United Way staff, and paid high school age mentors, using a ‘science of literacy’ online tool called BookNook. The OST program includes:

- For students fourth grade and older, a Developmental Asset Profile and Life Maps Programming, individualized for each student.
- Literacy training through tutors trained by Literacy Delaware.
- A “STEAM” education program that blends art with engineering, cooking, and environmental science.
- Community Violence Prevention Initiative workers to work with specific at-risk students.
- Bi-monthly family health and wellness education provided by the Delaware Health Equity Coalition.
- Financial literacy training from Stand By Me.
- “Safe Passage” employees for the safety of students walking to the program (bus transportation home is provided).

The information provided by Bayard shows **some benefit with respect to student discipline** for students participating in the OST program, specifically with respect to in-school suspensions, and **some limited benefit with respect to school attendance**. The data does not prove any immediate impact on student math or reading performance (again, understanding that the program was only underway for one semester and participating students may have entered the OST program with greater academic challenges).

### *EastSide Charter School*

EastSide Charter School is reported by DOE to have almost 69% of its students living below the poverty line, one of the highest percentages of any school in the state.

EastSide Charter School's OST proposal differed from the other two awardees' in that it was focused on the creation of a new physical structure, the STEM Hub, that would serve as the central place for OST activities when complete. Under the epilogue language authorizing these grants, schools were permitted to include capital expenses in their RFP responses. Therefore, EastSide's proposal called for completion of the physical structure and salaries for a staff that would design curriculum and programming while the building was complete, with actual programming to begin in the 2024-2025 school year. The STEM Hub was formally opened in January 2025 and a number of OST activities have already begun in the building, including individualized tutoring, an art club, a coding competition, and hands-on hydroponics programming. Statistics on the initial impact of these programs, which are just weeks old, are not yet available. EastSide Charter School's grant also contains funding to establish and operate a student-based health center, opening of the health center has been delayed by improvements needed for soil remediation and building code compliance.

## Impact

For one of the two schools where OST programming was underway, data collected by the school showed a benefit to students in both attendance and student discipline even in the short time that the program existed. There were also possible benefits in preventing summer learning loss and impacts on student health. Data for the second school suggested some limited benefit in student discipline and student attendance.

At this time next year, the Department of Education should have

- data reflecting a full year of programming at Kuumba and the Bayard School
- data reflecting one semester of programming at EastSide Charter School, which should present a more robust measure of impact.

We are grateful to DDOE for helping us gather data for this update. We strongly recommend that DDOE require, as a condition of continued funding, that recipient schools gather and provide timely impact data on students' attendance, discipline history, and reading and math performance. This process will allow for easier analysis of program impact and the potential to compare data for students who participate in OST programming to students who do not participate in these programs.

# State-Funded Full-Day Pre-K

*Approved Funding Allocation for FY25: \$3.7 million, all in operating funds.*

## Program Overview:

This pre-kindergarten (Pre-K) model helps ensure that full-day community-based early care programs offer high-quality instruction and streamlines funding for early childhood centers (ECCs). These funds support the Redding Consortium’s recommendation that the state support full-day seats for three- and four-year-old children in the city of Wilmington. The children supported through this model are from families who are low-income, or may be experiencing homelessness, or may be in the foster care system. These children are also typically in feeder patterns for elementary schools in Wilmington with high concentrations of students in poverty.

From Fiscal Years 2023 (FY23) through 2025 (FY25), the ECCs that receive Redding funding have consistently reported the program metrics listed below:

Description	FY 23 - FY 25
<b>ECC Location</b>	City of Wilmington
<b>Age Served</b>	3 & 4 year olds
<b>Eligibility</b>	Family is at or below 100% FPL (35% of enrollment can be at or below 130% FPL); or Foster care; or Children experiencing homelessness.
<b>Required Staff to Child Ratio</b>	3 year olds: Ratio of 2 adults:17 children (licensing is 1:10) 4 year olds: Ratio of 1 adult:10 children (licensing is 1:12)
<b>Required Qualifications</b>	Bachelor of Arts (BA) for administrators Minimum Associate of Arts for lead teachers; 50% of lead teachers must have BAs
<b>Salary</b>	Competitive with surrounding public school districts

## Impact:

The Redding Pre-K model has helped provide full-day high-quality programming for participating students. Due to this funding model, ECCs can depend on this funding source that is tied to high-quality standards. Notable outcomes from this model include:

- Expanding the number of seats at ECCs with no family co-payments for Wilmington children
- Using the Redding model as the statewide model

- Delivering high-quality instruction (Head Start and Early Head Start standards)
- Ensuring early care and education is provided seamlessly by staff for the full day
- Streamlining funding for ECCs, making funding more dependable
- Making budgeting for ECCs easier, therefore allowing them to better hire and retain quality teachers

The metrics listed below show the result of Redding funding from FY23 to FY25. ECCs were able to increase seats and provide more than six hours of care.

Description	FY23	FY24	FY25
<b>Number of seats</b>	180 seats	255 seats	254 seats
<b>Number of hours</b>	A minimum of 6 hours	Full day: more than 6 hours	Full day: more than 6 hours
<b>Payment Schedule</b>	9 months over 12-month payment schedule  OR You 12 months over 12-month payment schedule	9 months over 12-month payment schedule  OR 12 months over 12-month payment schedule	12 months over 12-month payment schedule (Extension Year) <sup>5</sup>
<b>Funding source</b>	Redding Consortium	Redding Consortium \$3.7 million <sup>6</sup>	Redding Consortium \$3.7 million <sup>7</sup>
<b>Number of days</b>	At least 180 days or 9 months of programming	At least 170 days (equals 9 months of programming) <sup>8</sup>	At least 170 days (equals 9 months of programming)

The Redding Pre-K model is helping shift the ecosystem to supporting all early learners and ensuring those children and families who are low-income, in poverty, experiencing homelessness, or in foster care are well-equipped for a bright future.

<sup>5</sup> \*When given the option, all programs chose a 12 month payment schedule over a 9-month payment schedule.

<sup>6</sup> Remaining city of Wilmington seats were covered by approximately \$2.3 million from state appropriation for ECAP

<sup>7</sup> Remaining city of Wilmington seats are covered from state appropriation for ECAP

<sup>8</sup> For standardization purposes, the Office of Early Learning matched the school district calendar to the community-based calendar for early learning at EECs, which has a minimum of 170 student days. This requirement is equal to the number of instructional hours for Head Start.



## Data and Outcomes:

This is currently the third year of implementation of this funding model; there are outcomes to report from preliminary data collection in the second year of implementation. The most accurate way to capture impact and outcomes focuses on a comparison of child growth in developmental domains. The data below compares child outcomes and growth data for 3- and 4-year-old classrooms. The data is from the first year of tracking child outcomes with high-qualified teachers who follow Redding standards in their classrooms compared to teachers that do not follow Redding standards in their classrooms. This distinction is crucial because classrooms accepting Redding funding must follow standards for high-quality instruction.

The two charts below capture preliminary data from programs in the city of Wilmington. The data compares classrooms that receive Redding funding and classrooms that do not receive Redding funding, both comparison groups accept Purchase of Care (POC). The data compared between the Redding-funded and non Redding-funded classrooms is related to child growth in the developmental domains of literacy and math.

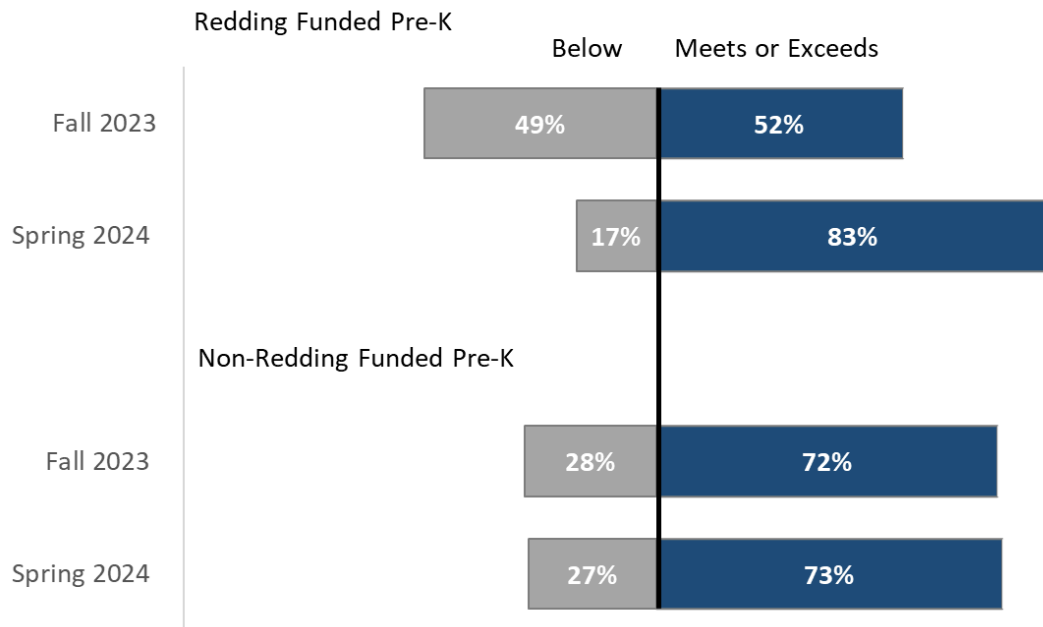
Two data points to highlight from the figures below are for students in Redding-funded classrooms, there was a:

- **31 percentage point increase** in the number of children meeting or exceeding developmentally appropriate expectations in **literacy**
- **28 percentage point increase** in the number of children meeting or exceeding developmentally appropriate expectations in **math**.

Another important data point to note is that more students in Redding-funded classrooms started the year “below” developmentally appropriate expectations compared to their peers in non-Redding funded classrooms. Despite this fact, students in Redding-funded classrooms ended the year with similar metrics to students in non-Redding-funded classrooms, meaning students in Redding-funded classrooms made larger gains in literacy and math and a greater percentage of those students moved from “below” to “meeting or exceeding” developmentally appropriate standards.



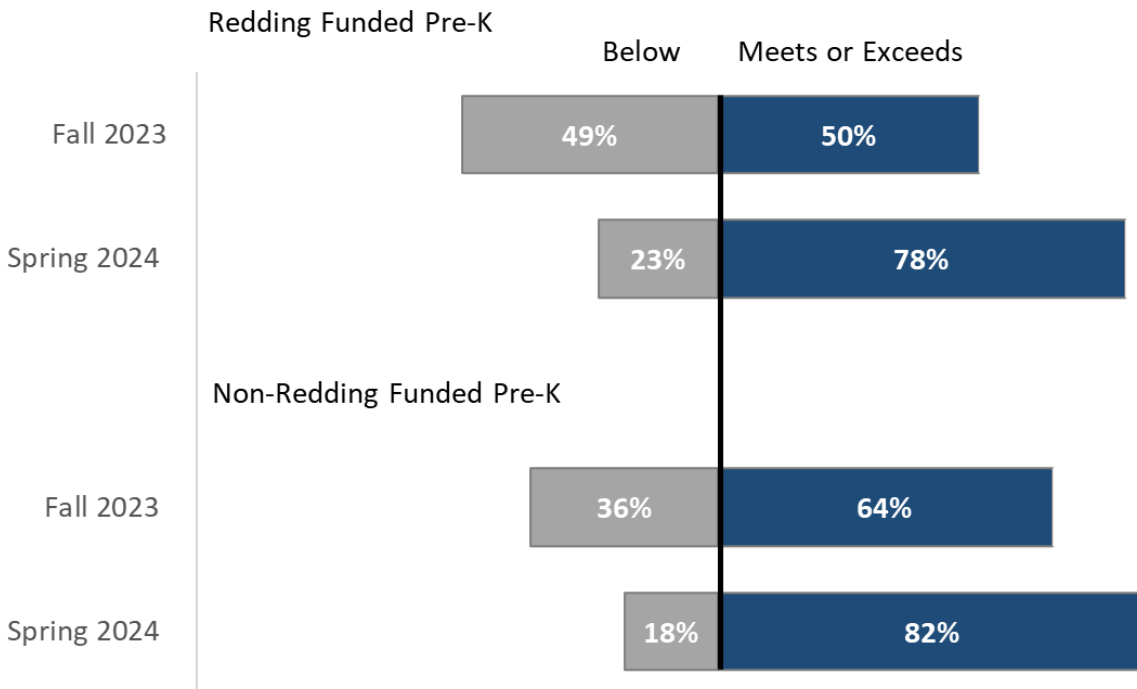
**Redding-Funded vs. Non Redding-Funded Classrooms, School Year 2023-24, Literacy Domain**



\*Fall 2023 shows beginning of year assessment results and Spring 2024 shows end of year assessment results.

For students in Redding-funded classes, more students started at below developmentally appropriate expectations in literacy (49%) compared to their non Redding-funded peers (28%). In Redding-funded classrooms, students made a bigger percentage point gain in literacy, meaning more students moved from “Below” expectations to “Meets or Exceeds” expectations. In Redding-funded classrooms, the percentage point increase was 31% (from 52% to 83%). In non Redding-funded classrooms, the percentage point increase was 1% (from 72% to 73%).

**Redding-Funded vs. Non Redding-Funded Classrooms, School Year 2023-24, Math Domain**



For students in Redding-funded classes, more students started at below developmentally appropriate expectations in math (49%) compared to their non-Redding-funded peers (36%). In Redding-funded classrooms, students made a bigger percentage point gain in math, meaning more students moved from “Below” expectations to “Meets or Exceeds” expectations. In Redding-funded classrooms, the percentage point increase was 28% (from 50% to 78%). In non Redding-funded classrooms, the percentage point increase was 18% (from 64% to 82%).

**Improvements to tracking**

The Redding Consortium leadership and staff maintain a collaborative relationship with the DDOE Office of Early Learning (OEL), Early Childhood Support team who manage the funding for this initiative and provide guidance and expertise on Pre-K instruction. To continue to improve program effectiveness and quality service and care to children, families, and educators, collectively we will continue to update tracked metrics for this Pre-K model. These tracking improvements are related to staff retention and turnover, Purchase of Care use, and feeder patterns to kindergarten.

Currently, it is difficult to track staff retention and turnover rates at ECCs because the funding model for early care is child-focused. For example, a child may age out of a 3-year-old program and into a 4-year-old program mid-year, meaning that child may switch classrooms and have a different educator. Data tracking for early care is not comparable to public K-12 education and

does not necessarily operate similarly with one child being in one class all year with the same educator.

Future Metrics May Include:

- **Data collection on staffing in ECCs:** OEL plans to update their program report template to track numbers for staff retention and turnover rates per ECC site based on the academic year. Ultimately, the goal is to compare this information to similar facilities that are not receiving Redding funds.
- **Data collection on POC eligibility:** OEL plans to update their program report template to gather information on the number of families not eligible for Purchase of Care who are instead served with Redding funding.
- **Data collection on POC co-payments:** Tracking and calculating the number of families that do not have Purchase of Care co-payments as a result of Redding funding.
- **Data collection on student tracking:** Determine best path forward for tracking if Pre-K students continue to their feeder pattern school or attend elsewhere.

# Redistricting Planning

*Approved Funding Allocation for FY25: \$1,598,000, all in carryover funds.*

## Overview

Since 2019, one of the main charges of the Redding Consortium, as required by House Bill 222, is to address redistricting in the city of Wilmington and northern New Castle County. Redistricting refers to changing school district boundaries. The ultimate goal of the final redistricting plan is to address systemic and systematic change for Wilmington students.

The Redding Consortium has created and approved an [interim plan](#) to serve as a framework for developing the final redistricting proposal. Key areas of the interim plan include:

- The removal of the Christina School District from serving the City of Wilmington
- 18-month timeline to create final redistricting plan
- A **landscape analysis** to identify systemic factors affecting educational equity for PreK-12 students in the city of Wilmington and northern New Castle County
- The creation of three subcommittees to create final redistricting plan
  - Operational Impacts Subcommittee
  - Fiscal Impacts Subcommittee
  - Community Engagement Subcommittee

Creating subcommittees to address redistricting will ensure a structured, thorough, and equitable transition. The subcommittees will address key aspects of a redistricting plan, such as financial resources, operational logistics, and community engagement. This strategy allows for a more effective and well-coordinated implementation of the redistricting plan.

For more information on redistricting planning please see the approved [Interim Plan](#), and the [Redistricting FAQs](#) and [Redistricting materials](#) linked on the Redding Consortium website.

## Landscape Analysis

Of the approved funding allocated for FY25, a portion is dedicated to funding a vendor to complete the social drivers of health and education landscape analysis identified in the interim plan. The chosen state-approved vendor was the American Institutes for Research (AIR).

AIR will conduct the landscape analysis to identify and understand the systemic factors affecting educational equity for Pre K-12 students in the city of Wilmington and northern New Castle County. This analysis will help inform the work of the subcommittees and the Redding Consortium as a whole as they create a final redistricting plan. AIR will conduct this work using a three-phase approach, with a report following each phase. **The landscape analysis will be conducted with a \$410,081 budget, spanning from November 2024 to October 2025.**

## Impact

### *Landscape Analysis--Three Phased-Approach:*

AIR will conduct this work using a three-phase approach, with a report following each phase.

#### Discovery and Customization (Nov 2024 – Feb 2025)

- Establish relationships with stakeholders, including community partners and individuals with lived experience in the City of Wilmington.
- Conduct interviews, focus groups, and data analysis to refine the study's focus.
- Assemble a diverse research team and organize an initial project kickoff meeting.

#### Data Collection and Analysis (March 2025 – June 2025)

- Use a mixed-methods, place-based research design to assess educational outcomes, neighborhood conditions, and social drivers of health.
- Perform quantitative neighborhood- and school-level analyses using public data sources.
- Conduct qualitative focus groups with students, parents and guardians, educators, and community members to capture lived experiences.

#### Reporting and Co-Interpretation (July 2025 – Oct 2025)

- Publish three phased reports summarizing findings from each research stage.
- Host a community co-interpretation event to collaboratively review findings and shape actionable recommendations.
- Deliver a final report providing a holistic analysis of Wilmington's educational landscape, identifying systemic challenges and opportunities for improvement.

The findings from each phase of the landscape analysis, along with the cumulative impact of all reports, will provide critical information to the Redding Consortium full-body and three redistricting subcommittees. The subcommittees will use AIR's data, information, and interview findings to inform their redistricting planning to ensure the redistricting path recommended is driven by community input and updated data about city of Wilmington families and schools.

Future spending for redistricting planning may include proposals to use funds for activities such as, but not limited to, subcommittee retreats, community engagement, and communications. All future spending proposals must be approved by the full body of the Redding Consortium.

# Racial Equity Data Dashboard

*Approved Funding Allocation for FY25: \$1,204,525, all in carryover funds.*

## Program Overview:

The approved funding reflects one-time costs for the construction of the data dashboard, which was one of the Redding Consortium's formal recommendations. The Redding Consortium, in partnership with DDOE and Data Service Center (DSC), will create a publicly accessible racial-equity data dashboard that highlights data about city of Wilmington students and educators through an equity lens. The purpose of the Equity Dashboard is to highlight how public schools serving city of Wilmington students are progressing toward nationally recognized indicators of educational equity. Through one-of-a-kind data stories using academic, social and educator indicators, the dashboard will highlight the effects of inequity faced by city of Wilmington students in and out of school.

In FY23 and FY24, the Social Determinants of Health and Education Work Group focused on the funded recommendation to create a public facing Equity Data Dashboard. The work group partnered with staff members from DDOE and DSC to provide input on the dashboard. The work group and DSC held brainstorming sessions to determine potential metrics, audiences, and uses for the dashboard. The co-chairs and work group have worked with DDOE and DSC to build the dashboard prototype and follow through on the promise to help the State address race-related school inequality. There was a series of focus group meetings with work group members, stakeholders, and Redding Consortium members to gain input and feedback on the purpose, goals, data, and appearance of the dashboard. The Social Determinants Work Group also facilitated a contract with DDOE to work on geocoding Wilmington data for the dashboard.

## Impact:

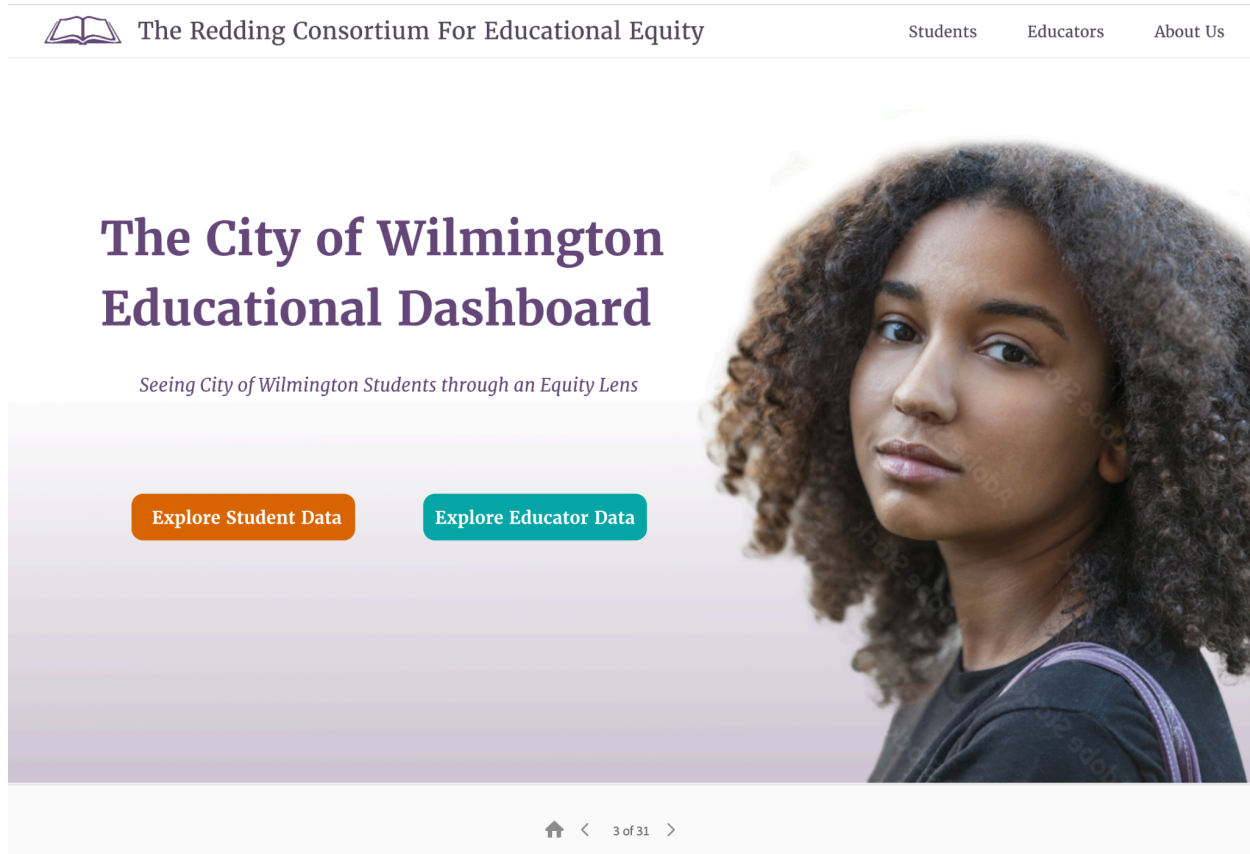
As a result of this work group's efforts, and the collaboration with DDOE, DSC, and the University of Delaware, DDOE now has **geocoded data for Wilmington students**. DDOE contracted with University of Delaware to geocode all addresses in Delaware--this allowed DDOE to match students with their geocoded address and determine which students live within the city of Wilmington. This geocoded data is a huge milestone for data collection and analysis for Delaware schools, families and policymakers. This new data label allows DDOE, and those who use their data, the ability to track outcomes for students in the city of Wilmington with more ease and accuracy.

DSC created a prototype of the dashboard that highlights educator data related to demographics and student/teacher ratios. Importantly, the dashboard also highlights student information related to:

- Demographics overview
- Attendance, chronic absenteeism, excused and unexcused absences, tardiness
- Behavior overview
- In-school and out-of-school suspensions

- ELA and math proficiency in grades 3-8 and 11
- Courses of rigor, Career and Technical Education courses, related arts courses

### Front Page of Equity Data Dashboard Prototype



### Data and Outcomes:

The dashboard is not currently populated with real or live data. DSC aims to complete Phase 2 of building out the dashboard by April 2025. One barrier to completing the dashboard has been the DDOE focus on and shift from the eSchool platform to Infinite Campus for student data management. When the dashboard prototype was created, all student data was stored in and linked to eSchool. As DDOE transitions from eSchool to Infinite Campus, their capacity and focus has shifted to supporting districts through this transition.

DDOE and DSC have worked extensively to ensure data alignment with Infinite Campus and both entities are currently working to ensure that the geocoded data, which is linked to addresses, is seamlessly integrated into Infinite Campus. The Redding Consortium team will continue to collaborate with DDOE and DSC to complete the dashboard as the transition to Infinite Campus continues. The finalized dashboard will be a powerful tool for equity and transparency and can inform decision-making for Delaware legislators, schools, organizations, and families.



## Redding Consortium Schools Support Scholarship

*Approved Funding Allocation for FY25: \$730,371, all in operating funds.*

\*This amount is approximately double the amount recommended for FY24, to reflect the popularity of this program.

### Program Overview:

The Redding Consortium created the [Redding Schools Support Scholarship](#) after the Educator Work Group provided recommendations to address teacher recruitment and retention issues in high-needs Wilmington schools in 2020. The work group convened stakeholder meetings and worked with the DDOE to implement the recommendations in 2022.

The Delaware Higher Education Office (DHEO), in partnership with the Redding Consortium Scholarship Committee, administers a scholarship for eligible employees or student teachers working in a Redding Consortium School and wish to pursue a degree or credential in an education program. The Redding Consortium Scholarship funds are for educators and staff working at high-needs schools in the city of Wilmington to enhance their skills and professional credentials.

### *Definition of a Redding Consortium School:*

To define a “Redding Consortium School” the Educator Work Group identified schools in the city of Wilmington with a high percentage of students from low-income families (schools with a 50-percent threshold or above), English language learners, and students with disabilities. To determine which Wilmington schools met this criteria, the Educator Work Group used data from the Delaware Department of Education’s State School Annual Report Card published in 2020.

### *Eligibility Requirements:*

For the 2024-25 school year, eligible participants submitted an application for an award of up to \$10,000 for the entire academic year (instead of per term: fall, winter, spring and summer) to help DHEO plan ahead for the funding and awarding process. Eligible expenses under this scholarship are tuition and mandatory fees at a Delaware Institution of Higher Education. DHEO confirms eligibility with the school before awarding the scholarship and checks again in the spring.

Listed below are the Redding Schools Scholarship eligibility requirements.

## Redding Schools Scholarship Eligibility Requirements:

Applicants must meet the following eligibility requirements	
<b>Eligible Employees</b>	Teachers, paraeducators, student teachers, principals, nurses, counselors, social workers, and other education support staff in an eligible Redding Consortium school.
<b>Enrollment</b>	Enrolled in a Delaware public or private institution (listed below).
<b>Education-Related Program</b>	Associate, bachelor's, master's, certificate, and advanced credentialing programs are eligible. Majors unrelated to education are ineligible.  *Beginning in the summer of 2023, doctoral programs were no longer eligible <sup>9</sup>
<b>Credits</b>	There is no minimum number of credits that an eligible employee must be enrolled in to qualify for this scholarship.

### Eligible Delaware Institutions

- Delaware State University
- Delaware Technical Community College
- Goldey Beacom College
- Relay Graduate School of Education – Delaware
- University of Delaware
- Wilmington University

### Eligible programs of study include but not limited to

- Educator Prep/ARTC programs
- Education, all general and specialty areas
- Education leadership at the masters or certificate level
- Mental Health Professionals
- Speech-Language Pathologists/Occupational Therapy
- School Nurse

## Impact:

The Redding Consortium Schools Scholarship has helped fund educators and staff working at high-needs schools in the city of Wilmington to enhance their skills and professional credentials. In turn, these educators can better support Wilmington children and families.

Since the fall of 2022, **over 200 scholarships have been awarded** by DHEO to eligible educators and school employees at Redding Consortium schools. DHEO has tracked the

---

<sup>9</sup> Doctoral programs became ineligible due to the work group co-chairs' decision for the scholarship to prioritize educators and staff working in frontline roles at these schools.

scholarship data for the educators and staff who received awards across each term. Many educators have received more than one scholarship award. This demonstrates the educators' dedication to completing their degree program and their commitment to using the skills and knowledge gained from these programs to impact their school communities.

**Redding Consortium Scholarship Impact Statements:**

The following statements are excerpts from the 2024-25 Redding scholarship applications. These statements highlight the educational and financial impact of the program on educators and staff in Redding schools as they pursue their degrees with support from the scholarship.

---

*"I am currently an **Instructional Paraeducator**. The course work is giving me research-based knowledge to effectively assist the students I work with as well as furthering my career goals of becoming a certified teacher."*

---

*"I am currently a 3rd Grade Reading Teacher and Special Education case manager servicing students with disabilities and deficits in reading, in a high-needs school. My courses of study at the university thus far have **provided me with in-depth knowledge of evidence-based reading curricula and strategies that have been beneficial in instructing my own students**. I have been able to incorporate things learned from coursework, in my own classroom that have ultimately increased my teaching performance and effectiveness of instruction."*

---

*"Once I complete the program of study, my employment goal is to transition into a role as a school counselor. **My long-term aspiration is to become a dedicated and effective counselor within an educational setting**, where I can support students in overcoming challenges, fostering their social-emotional well-being, and empowering them to achieve their academic and personal goals."*

---

*"The opportunity from the Redding scholarship **creates an affordable pathway to become an effective and knowledgeable teacher** to make a difference which **in turn raises the quality of instruction in the classroom**."*

---

*"Those of us who stay in the field for an extended amount of time do so because we are passionate about what we do. **This is an amazing opportunity that will help teachers in Delaware continue to learn and grow as educators**."*

## Data and Outcomes:

The Delaware Higher Education Office has collected and tracked data on key metrics for the Redding scholarship program for every application cycle since the program began in 2022. The following section provides an overview of these metrics and the outcomes of the program.

There have been **140 total awardees over the past 3 years**. As a requirement of the scholarship, educators and staff must remain at a Redding school.

### Data Summary for All Awardees (140)

Number of Awardees	Status	Description
81	Active	Awardees are actively in a degree or certificate program.
14	Completed graduate certificate or degree program	Some graduate certificate or degree program recipients have applied for scholarship funding for master's coursework after receiving their graduate degree or certificate.
45	Inactive or Ineligible	<b>8 awardees moved to ineligible</b> - the doctoral degree program is no longer eligible.  <b>37 educators or staff</b> who have applied in the past but have not continued to apply in subsequent application periods.

Of the 140 total awardees, the graph below shows the number of employees who have received scholarships - broken down by active awardees, those who have completed the program, and those who have moved to being inactive or ineligible.

**Number of Redding Scholarships by School and Status as School Year 2024-25\***

School	Active/Awarded	Completed	Inactive	Total
The Bayard School	13	2	7	22
EastSide Charter School	6	1	8	15
Edison (Thomas A.) Charter School	10	2	2	14
Great Oaks Charter School	0	0	2	2
Harlan (David W.) Elementary School	7	2	3	12
Johnson (Joseph E. Jr) Elementary School	2	0	1	3
Kuumba Academy Charter School	5	1	6	12
Lewis Elementary School	5	1	3	9
Maurice Pritchett, Sr. Academy	7	1	4	12
P.S Dupont Middle School	2	0	1	3
Pulaski Early Education Center	5	0	0	5
Shortlidge Academy	10	0	2	12
Stubbs Early Education Center	6	3	3	12
Warner Elementary School	3	1	3	7

\*Pulaski Early Education Center and P.S. DuPont Middle School were recently added to the list of qualifying Redding Schools.

### 2024-25 Data Summary:

There were **81 active awardees in the 2024-25 application cycle**. Of the 81 total awardees:

- 29 individuals are first time awardees of the Redding scholarship.
- 52 individuals are returning awardees of the Redding scholarship and are continuing to pursue their degree.
- 18 are scheduled to complete their program/degree by **Summer 2025**.

### Redding Schools Support Scholarship – 2024-25 Application Cycle

Number of Awardees	Degree Program	Description
14	Bachelor's Degree	<b>Most popular bachelor's degree programs by total number of awards:</b> Elementary education and early childhood education
46	Master's Degree	<b>Most popular master's degree program by total number of awards:</b> Teacher leadership, elementary education, and special education
18	Graduate Certificate Program	<b>Most popular graduate certificate program by total number of awards:</b> National board-certified teacher and elementary education certificates

A few important notes about the scholarship data that can impact data collection and reporting:

Most full-time students complete a Master's in Education within 1.5–2 years (9–12 credits per semester). Part-time students who are balancing work or other commitments take fewer credits per semester, which extends the completion time. Most part-time students may complete a Master's in Education within 2.5 to 4 years. Other data nuances are that some programs are more accelerated, such as graduate certificates, and Delaware institutions program structures and timelines can vary.

These data caveats may provide background information on the 14 total graduates over 3 years of the program. As noted in the data above, as the program hits year 4, there are expected to be another 18 awardees who are completing a program or degree.

#### Future Data Tracking:

The Redding Consortium and staff maintain a collaborative relationship with DHEO related to this program. DHEO currently does not have the infrastructure to monitor retention data for awarded educators after they have completed their programs. To continue to improve program effectiveness and retention data collection, the scholarship committee is considering how to best collect retention data metrics to better track the long-term retention of educators and staff in Redding schools.

# Whole School Professional Development

*Approved FY 25 Funding Allocation: \$785,000, all in carryover funds.*

## Program Overview:

The Redding Consortium Educator Work Group Co-Chairs are using the remaining carryover funds for whole school professional development to fund professional learning opportunities for educators and administrators in Redding schools.

The co-chairs are working with DDOE leadership to implement the Educator Work Group's recommendations that were approved by the full Redding Consortium in 2020 and submitted to the Governor and General Assembly.<sup>10</sup> Using survey feedback received from a survey of Redding school leaders, the work group co-chairs, in collaboration with DDOE, developed a set of parameters for the whole school professional development requirements outlined in the Redding Professional Learning RFA. Eligible Redding schools had an opportunity to submit competitive proposals of up to \$50,000 to support their school's professional development needs.

Redding professional learning grants have been awarded to three schools through DDOE's bid solicitation process. These three awards account for \$150,000 of the total funding to date. The Educator Work Group Co-Chairs have allocated \$400,000 to support this initiative. The RFA will open again in February-March 2025, providing eligible Redding schools with another opportunity to submit grant proposals.

Additionally, the co-chairs have also dedicated available professional development funding for educators and staff in Redding schools to participate in 4th Dimension Leaders' Equity Practitioner Program (EPP). The EPP is a six-month program designed to provide educators and staff with the knowledge and resources necessary to strengthen their skills as practitioners in education.<sup>11</sup> This year's cohort launched on January 25, 2025 and will engage in collective learning experiences and work on direct-action projects that aim to address structural and systemic inequities in schools with a focus on improving student outcomes.

## *Teacher Leadership & Alignment with the Wilmington Learning Collaborative*

The FY25 refocus on whole school professional development was informed by lessons learned during the 2023-24 academic year. In 2023-24, there was a Redding Teacher Leadership Initiative Pilot Program in 12 eligible Wilmington schools during the academic year. This initiative was aligned with the Educator Work Group's efforts to provide professional development support for educators in city of Wilmington schools, but did not align with the goal of providing *whole school professional development*. For the program, each of the participating schools

---

<sup>10</sup> Redding Consortium, [Educator Work Group - Interim Recommendations](#), December 2020.

<sup>11</sup> Equity Practitioner Program, January 2025 Cohort, [4th Dimension Leaders](#).



designed and implemented teacher leadership models customized to meet their school's needs.<sup>12</sup> The participating schools are listed below.

**Redding Teacher Leadership Initiative: Participating Schools**

District/Charter	School
Brandywine	Harlan Elementary School P.S. DuPont Middle School
Christina	The Bayard School Maurice Pritchett, Sr. Academy (formerly Bancroft) Pulaski Early Education Center Stubbs Early Education Center
Red Clay Consolidated	Shortlidge Academy Lewis Dual Language Elementary School Joseph E. Johnson Elementary School Warner Elementary School
Charter Schools	EastSide Charter School Kuumba Academy Thomas Edison Charter School

Educator coaches from the organizations [Leading for School Improvement](#) and [Lead with Purpose Together](#) provided up to six hours a month of one-on-one coaching support to teacher leaders. The teacher leaders in the program used the skills learned to work directly with fellow educators to provide mentorship support and help improve their teaching skills in the classroom. In addition, there were six Community of Practice Sessions that brought together teacher leaders and administrators from all of the schools to promote high-quality professional learning.

At the end of the pilot program, the Redding Consortium and Wilmington Learning Collaborative (WLC) leadership teams prioritized working on the alignment of teacher leadership programming for city of Wilmington educators. The WLC has taken the lessons learned and data insights shared from the Redding pilot program to help inform their work in this program area. For the 2024-25 school year, the WLC created and launched its own specialized teacher leader model program, the Teacher Leadership Design Fellowship, for experienced educators in city schools.<sup>13</sup> As the WLC focuses on this fellowship, the Redding Consortium will focus on whole school professional development that aligns, with fidelity, to the original work group recommendations.

<sup>12</sup> Rodell Foundation, Redding Teacher Leadership Initiative, *Teacher Leadership Qualitative Summary Report*, 2024.

<sup>13</sup> The WLC Teacher Leadership Design Fellowship is a leadership development program for seasoned educators in WLC schools during the 2024-25 school year. There are 9 WLC district schools and 2 partner charter schools are participating in the TLDF program.

## Middle School/High School OST Programming (“Boost” Program):

*Approved Funding Allocation for FY25: \$640,000 in carryover funds.*

### Program Overview: Boost ‘26

The Boost ‘26 Program is a cross-district initiative that promotes collaboration across the five northern New Castle County public school districts and charter schools. This initiative provides graduation coaches that directly support city of Wilmington students to improve graduation rates. Currently, the vendor Communities in Schools (CIS) has been funded to support the program for three years. There are currently four coaches working with over 500 students. These coaches work closely with school counselors to ensure student success concerning attendance, letter grades, and progression throughout high school. The program is currently supporting students in the Boost 2022 and Boost 2023 cohorts and tracking their student performance, meaning these students started receiving Boost coaching support in 2022 and 2023 respectively.

### Impact:

The statements provided on the following page are from students and staff currently participating in the Boost program for the 2024–2025 school year. Highlighting the qualitative data provides a voice to the students, educators, and staff impacted by the Boost 26’ program. Learning how the Boost program shaped their experiences and trajectory at school can highlight an increase in social and emotional wellbeing, motivation, and nuanced shifts that are not captured solely by the data.

### Data and Outcomes:

The Boost 26’ program has already shown success in supporting students academically. In the 2023–2024 school year, 89% of participating students were promoted to the next grade level while 9 of 19 participating schools had a 100% promotion rate. These targeted interventions are showing effectiveness of graduation coaches on academic success. The testimonials below show that students report more self-confidence, consistent attendance, and greater academic achievement with the help of graduation coaches. Moving forward, we hope to collaborate with CIS to create a more robust data collection system to better capture the impact of the Boost 26’ program.

## Boost 26' Student and Staff Impact Statements

*"When I began Communities In School through Mr. Barnhill, I was 14 years old. I struggled with school and my grades because I was hanging around the wrong people, missing classes, and didn't put any effort into doing my work. I'm grateful for the help and motivation Mr. Barnhill gave to me. It pushed me to expand my horizon, giving new and different things a try. I am participating in a nursing program studying Anatomy and Physiology, CNA, and Phlebotomy. I'm thinking about schooling abroad for college in South Korea... **with the motivation and confidence I've grown with the help of Mr. Barnhill, I won't give up on trying to chase that dream**, instead, I'll put my all into studying, learning the culture, the language, the laws, and so much more I need to know to be able to study in South Korea. I thank Mr. Barnhill and Communities In School heavily help me become a better version of myself, without these connections I wouldn't be where I am now. Thank you."*

- Student, Nursing Program

---

*"The BOOST 26' Program has been beneficial to me in ways that I did not recognize. In the short few months I have had to meet Mr. Oliver has gotten to know me not only on an academic level, but I also feel comfortable sharing personal things with him as well. Mr. Oliver pushes me to strive for excellence in any area that I want to succeed in, especially in my academics.... **One thing that I appreciate about Mr. Oliver is his willingness to understand. He listens to whatever concern I have, no matter if it is personal or academic. It shows that someone in this building cares about my personal well being and not just in school.**"*

- Student, William Penn High School

---

*"I've been in this program since freshman year. My experience in this program has been really good. At first I thought it wasn't for me because I thought it was only for those who were 'bad' but I came to realize it's a really great program and it shouldn't be looked [at] as a program that's for those who are bad. Being with Mrs. Smalls has been such a wonderful experience. She gives great guidance and encouragement when it comes to my grades and attendance . **Ever since I've joined this program my attendance has been really good and my grades have improved so much and even as a person I can say I've grown a lot mentally with just being able to talk with her and knowing someone wants to help me as much as possible.**"*

- Student, Hodgson Vo-Tech

---

*"I have worked with Mr. Barnhill from CIS for a few years now with many students, but recently I have worked very closely with him with one particular student. This student is really struggling academically and personally with lots of issues at home which are preventing her from coming to school consistently. Because she is missing so much class time, she has fallen behind and now feels very hopeless about passing her classes. Mr. Barnhill has been working with her for a couple of years now, and has helped her become more organized and I have noticed her attendance is starting to improve. **The extra support Mr. Barnhill is providing for this student is invaluable.**"*

- Guidance Counselor, Thomas McKean High School

## UD/DSU Staff Support for the Redding Consortium:

*Approved Funding Allocation for FY25: \$240,000 in operating funds.*

### Overview:

Senate Bill 148 (150th General Assembly) indicates that, “The Consortium shall be staffed by the University of Delaware’s Institute for Public Administration (IPA) and Delaware State University’s (DSU) School of Graduate Studies. The staff shall be managed by a policy director from the Institute for Public Administration, who shall be approved by the Co-chairs of the Consortium. An annual line-item and direct allocation of funding shall be provided to the Consortium to support the operational services, research, and analysis carried out by the Institute for Public Administration and Delaware State University and in the development of the transition, resource, and development plan.”

### Impact:

IPA and DSU staff support are integral to the continued operations and success of the Redding Consortium. Staff collaborate to support the Redding Consortium co-chairs, full-body members, and subcommittees in all aspects of work. Staff provide administrative and technical support for meetings; data, research, and expertise to guide informed decision-making; communications support; community engagement strategies for transparent two-way dialogues with the community; and trusted and fostered relationships with many state departments and organizations across the state.