

Redding Consortium for Educational Equity

Social Drivers of Health and Education Landscape Analysis

Discovery Phase Interim Report

Subcommittee Convening | March 15, 2025

Goals for Today

1. To **introduce ourselves**
2. To ensure subcommittees **understand key objectives, activities, and timelines**
3. To **review and refine takeaways** from discovery phase
4. To gather **recommendations and refine our approach to Phase Two** of the landscape analysis



About AIR



**Advancing Evidence.
Improving Lives.**

Founded in 1946, the American Institutes for Research (AIR) is a non-profit, non-partisan organization that is passionate about improving education, health, and workforce outcomes.

Our mission is to generate and use rigorous evidence that contributes to a better world.

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Social Drivers of Health and Education

What are they and how will they inform the landscape analysis?

Our Focus: Landscape Analysis



Education Needs Assessment

Focused on resources, experiences, and outcomes inside schools and districts.



Social Drivers of Health and Education

Landscape Analysis
Focused on conditions outside of schools and things that positively and negatively impact of students and families.



Our Focus: Social Drivers, Not Determinants

Social Determinants refer to the conditions in which people are born, grow, live, work, and age that affect health and education outcomes. **The term "determinants" suggests that nothing can be done to change the conditions.**



Social Drivers are the mechanisms or forces that create the conditions in which people are born, grow, live, work, and age that affect health and education outcomes. **A focus on "drivers" is action oriented and recognizes that conditions can be changed through policies and interventions.**



Overview: Social Drivers of Health and Education*



Connection to Each Other and Resources

- Residential segregation (White, Black, Hispanic/Latino)
- Percentage of Limited English Proficient
- Percentage of 16-19 enrolled in school or working
- Access to cultural institutions and libraries
- Proportion of population with computer and internet access



Access to Jobs and Fair Pay

- Labor force participation
- Employment rates of working age population
- Proportion of people below 200% federal poverty line
- Proportion of children living in poverty



Routine and Accessible Health Care

- Proportion of population with health insurance
- Proportion with diabetes/health issues
- Access to medical, mental health, and dental professionals
- Proportion of population with limited or uncertain access to food



Stable and Supported Families

- Access to high quality childcare/early childhood programs
- Percentage of single-parent households
- Percentage of children in foster care

***Compiled from:**

- Office of Disease Prevention and Health Promotion. (n.d.). *Social determinants of health*. Healthy People 2030. U.S. Department of Health and Human Services. Retrieved March 7, 2025, from <https://odphp.health.gov/healthypeople/priority-areas/social-determinants-health>
- The Educational Opportunity Project at Stanford University. (n.d.). *Educational opportunity project*. Retrieved March 7, 2025, from <https://edopportunity.org/>

Overview: Social Drivers of Health and Education, Continued



Safe Neighborhoods

- Homicide and violent crime
- Juvenile justice
- Percentage of population in correctional facilities



Stable, affordable housing

- Percentage renter-occupied housing
- Proportion that spend more than 30% on housing
- Proportion of population and students that are houseless



Safe, accessible transit

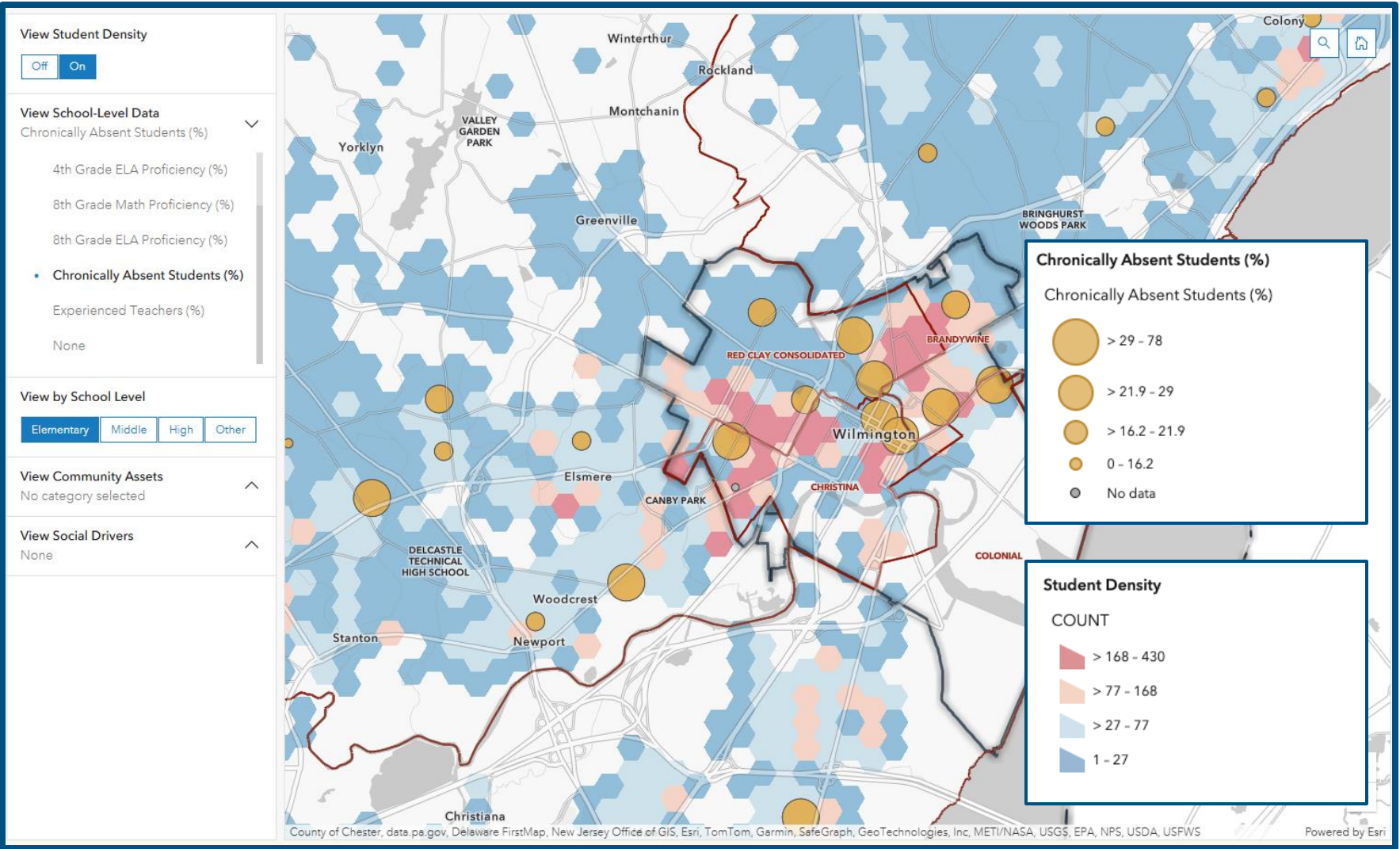
- Walkability and bikeability of neighborhoods
- Access to public transit
- Average commute times
- Percentage of population with one or more vehicles



High-Quality Education

- Licensed early childhood and Pre-K access and participation
- Kindergarten readiness
- 4th grade proficiency in literacy and numeracy
- Attendance/chronic attendance
- 4-year graduation rates and postsecondary
- Racial segregation within and across schools
- Teacher years of experience
- Climate and culture data (out of school suspensions)

Redding planning application



AIR has created a simple mapping application to support our planning and analysis.

The application will be available to the subcommittees throughout 2025 and will be updated with new analytics as we develop them.

To access the application visit:

<http://bit.ly/4ir3De1>

Overview of Landscape Analysis

What are the key activities and timelines?

Goals for Landscape Analysis

“...we go around the Brandywine River, everybody on that side of the Brandywine River goes to Brandywine. Everybody on this side goes to Red Clay. Well, it doesn't have nothing to do with academic capacity, resources allocation, any of that stuff. But we had reduced it to such a rudimentary hypothesis that it doesn't have a lot of weight to school districts, boards, all that kind of stuff.”

“I think really having a rationale...I think is important and we didn't do as good a job on that score.”

Redding is the latest in a long history of coordinated efforts to improve educational opportunities and outcomes for children in Wilmington.

Prior redistricting efforts were extensive and laid the groundwork for legal action.

Redding will need to provide additional, evidence-based rationale for proposed boundaries and reallocation of resources.

Goals for Landscape Analysis

1. Customize the landscape analysis approach to the **unique context of the city of Wilmington and northern New Castle County.**
2. Build on the **important work that has already been done.**
3. Make sure that the **community is meaningfully involved** in data collection and interpretation.
4. Provide detailed **data and insights to inform the redistricting plan.**
5. Provide a **targeted evidence-base to inform the coordination of wraparound services** *regardless of how district boundaries change.*

Social Drivers Landscape Analysis: Connection to Redistricting Stipulations

The social drivers landscape analysis will help the subcommittees to address **some** (not all) of the required stipulations for redistricting.

Determining Redistricting Approach

1. Redraw district boundaries

Community Engagement Subcommittee

1. Implications for educators, administrators
2. **Engagement of educators, staff, parents, district personnel, and community members**
3. **Assessment of educational needs** and resources required
4. Directives for improving secondary education
5. Process for monitoring and evaluation

Operational Impact Subcommittee

1. Orderly and **minimally disruptive** reassignment
2. Permit students to continue attendance
3. **Student transportation**
4. Implementation timeline

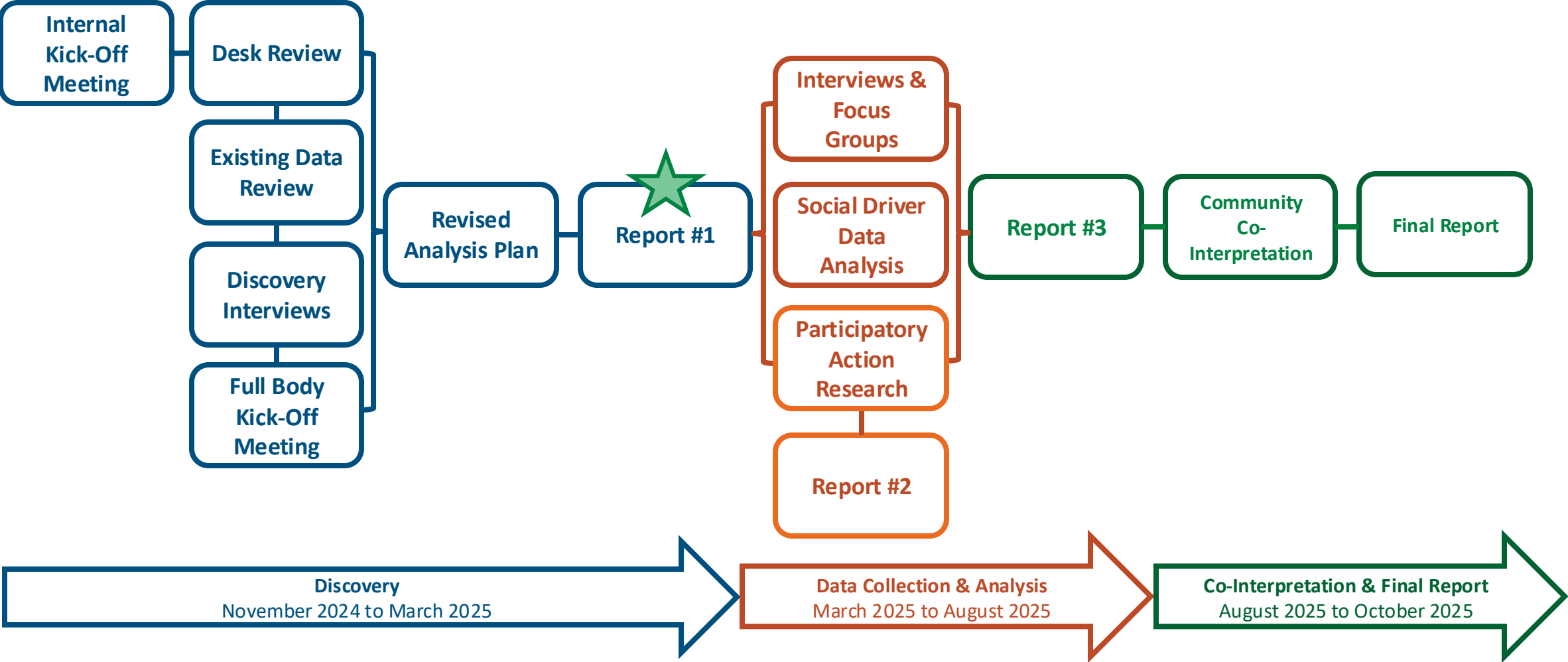
Fiscal Impacts Subcommittee

1. Resource requirements from state, district, and local
2. Distribution of capital assets and financial obligations
3. Funding for effective implementation

Further Recommendations for Action

1. Revenue Policies: Referendum Reform and New Castle County Tax District
2. **State investment in impacted school districts: (1) High-quality early learning expansion, (2) premium pay policy, (3) specialized programs, (4) enhanced wraparound services, (5) social drivers needs assessment**
3. Choice and Charter Reform

Landscape Analysis Phases and Timeline



Summary of Data Collected in the Discovery Phase



Insights from Discovery Phase

What were the key discoveries?

What are the implications for how we approach the landscape analysis in Phase Two?

Insight #1: Key Discoveries

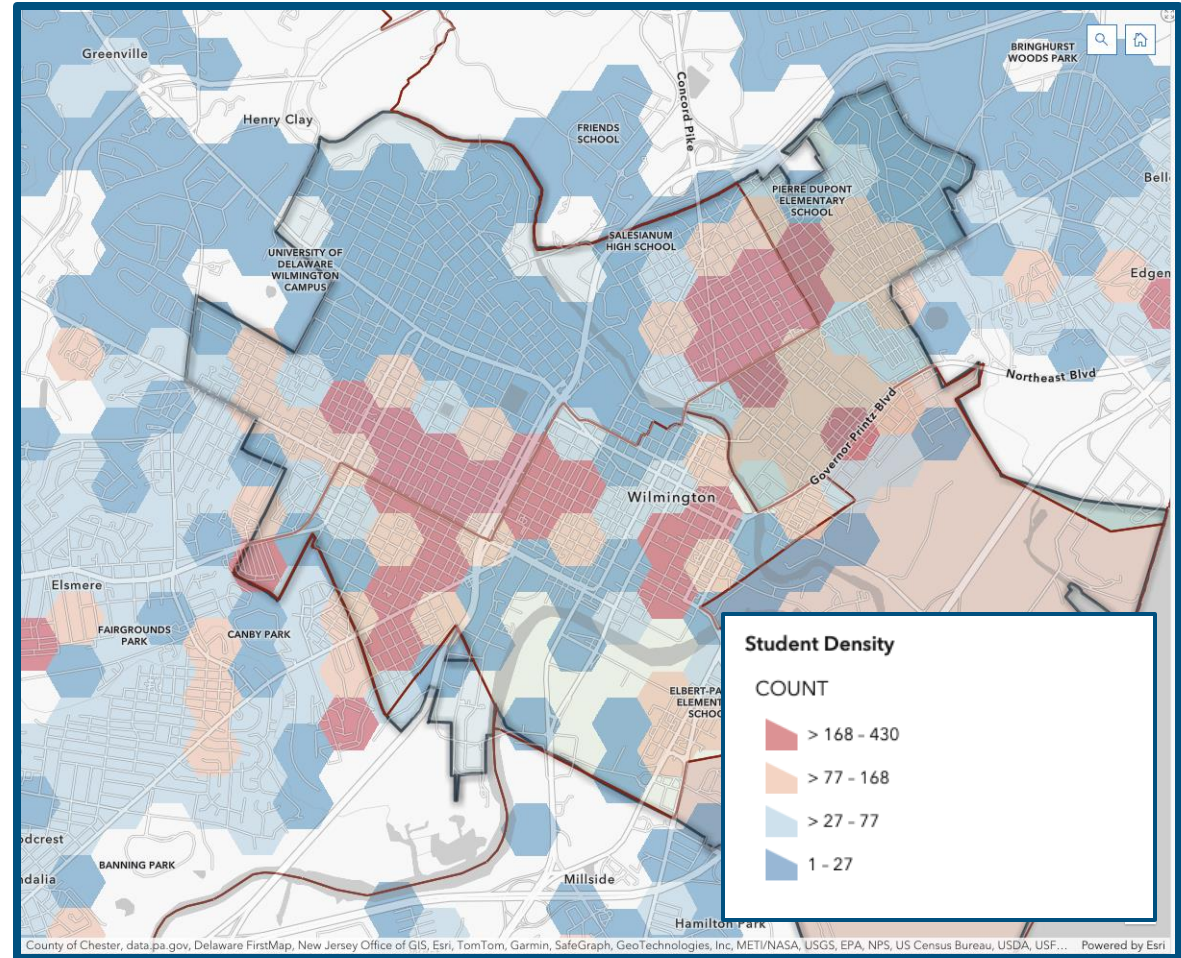
Most interviewees shared that the students and families they serve are facing **interconnected challenges** with accessing stable housing, transportation, food, quality health care, and after school and extracurricular options.

“And so that means that kids don't have a place to put their stuff. They have to get up early or they're getting in late at night because so-and-so didn't let them in so they're tired when they go to school. They're eating as they go, they're not necessarily having meals, you know what I mean? They're eating a lot of fast food, cheap dollar store sodas, three liters sodas for \$1.25. Which is causing, we're seeing a lot more things with the kids' teeth and just the ADHD. Some pieces of it isn't ADHD, it's just that they're hyped up on dollar store soda with a bunch of food dye and sugar. It's just all kinds of things like that.”

Insight #1: Key Discoveries, Continued

In Wilmington, many areas with the largest concentration of K-12 students are also areas with:

- Higher food insecurity
- Higher percentage of population who do not speak English proficiently
- Lower internet access
- Higher single female householder
- Higher renter occupied housing
- Higher % with no vehicle access



Insight #1: Our takeaway



We need:

- A more precise understanding of how students and families experience different combinations of social drivers in different neighborhoods across Wilmington
- Stronger evidence for how these social drivers impact health and education opportunities and decisions.

Insight #1: Research Questions for Phase 2

Based on what we learned in the discovery phase, we need to answer the following questions in Phase Two:

- How do combinations of social drivers vary by neighborhood?
- What is the relationship between social drivers and schools attended?
- How do school options and travel time vary based on exposure to positive and negative social drivers?
- How do students, parents/guardians/caregivers, and teachers describe the impact of social drivers on education and school choices and how do experiences vary by neighborhood?
- How does access to high-performing schools vary across census tracts and how do reassignment scenarios impact students' access and opportunities?



Insight #1: Data Collection for Phase 2

We will answer the research questions using the following methods.

- Spatial regression analyses examining which combinations of social drivers have statistically significant relationships with student experiences and outcomes (school attended, travel time, etc.).
- Based on the findings from the spatial regressions, we will conduct interviews and focus groups across a mix of neighborhoods in Wilmington. This will include:
 - 4 focus groups with up to 20 high school students
 - 4 parent/guardian/caregiver focus groups with up to 20 parents of middle and high schoolers
 - 2 focus groups with up to 10 school personnel



What is spatial regression?

Educational opportunities and outcomes vary based on where students live. **Spatial regression is a way to study how location affects outcomes.** Instead of looking at data points separately, this method helps us understand patterns across different areas by linking student data to their neighborhoods. This allows us to identify how factors such as neighborhood conditions (food insecurity, internet access, etc.) impact health and education outcomes.

Insight #2: Key Discoveries

Of all of the social drivers discussed in interviews, student mobility came up most frequently and often in relation to lack of stable housing.

“It's so disruptive to people's lives. When you literally don't know where you and your child are going to sleep that night...Everything just comes to a stop. And clearly that's affecting the kids and those families.”

“We've had kids move two or three times in a school year, right? So that is an issue. Stable, stable, affordable housing.”

“They built these new houses around there which pulled the affordable housing...They're now running between \$250,000 and \$300,000. There's no way that's affordable housing.”

“So you think about the Northeast part of Wilmington, East side, on balance, it's still very Wilmington, but there is also some, quite frankly housing development efforts that look great by the way, that I believe are forcing people to the county.”

Insight #2: Our takeaway



We need a more precise understanding of the scale and root causes of student mobility and the impact on health and education.

Insight #2: Research Questions for Phase 2

Based on what we learned in the discovery phase, we need to answer the following questions in Phase Two:

- What are the cross-district and cross-school student mobility patterns for students who reside/have resided in Wilmington over the last five years?
- How do parents/guardians/caregivers describe the root causes of student mobility and the impact on student health and education opportunities?
- How does student mobility impact schools' and community-based organizations' ability to serve students and families?



Insight #2: Data Collection for Phase 2



We will answer the research questions using the following methods.

- If the data is available, a descriptive analysis of elementary school students who resided in Wilmington when they began kindergarten and how (if at all) their residences and schools changed over five years.
- Based on the findings from the spatial regressions, we will seek to learn more about how students and parents are experiencing social drivers across a mix of neighborhoods across Wilmington. We will conduct:
 - 4 focus groups with up to 20 parent/guardian/caregiver of students who changed schools in the last two years.
 - 2 focus groups with up to 10 school personnel who support student transitions and wellbeing (e.g. counselors, social workers, communities in schools staff)
 - 2 focus groups with up to 10 frontline staff from community centers or youth-serving community-based organizations

Insight #3: What we discovered

“[Norman] was a place where lots of folks of Wilmington could come together. That no longer exists...our community center landscape was rich.... there were five or six of us that had some emphasis on kids from the city. And that was helpful. I believe that that system no longer exists.”

“The city provides no funding for community centers”

“I think another issue is you have these RFPs, request for funding, and that hurts community centers... some that might say, "Hey, I can't collaborate with others, because if I do, I won't get the funding or I lose out.”

“We opened up and provided services to kids from 17 different schools in six different school districts. We can't get any coordination of transportation or services, it's a nightmare.”

Insight #3: Our takeaway



Community centers have historically served as vital spaces for community connections and after school enrichment and academic support, but due to changing civic priorities and funding availability many have closed or are struggling to survive.

Insight #3: Research Questions for Phase 2

Based on what we learned in the discovery phase, we need to answer the following questions in Phase Two:

1. Beyond community centers, what is the broader landscape for out-of-school and after school enrichment and support?
2. What services are provided? What services do they feel they need to provide, but cannot?
3. How does access vary by neighborhood?
4. How do the experiences of youth vary based on their proximity/access to these organizations?
5. What are the alternative spaces that are places of community, connection and support for youth?



Insight #3: Data Collection for Phase 2



We will answer the research questions using the following methods.

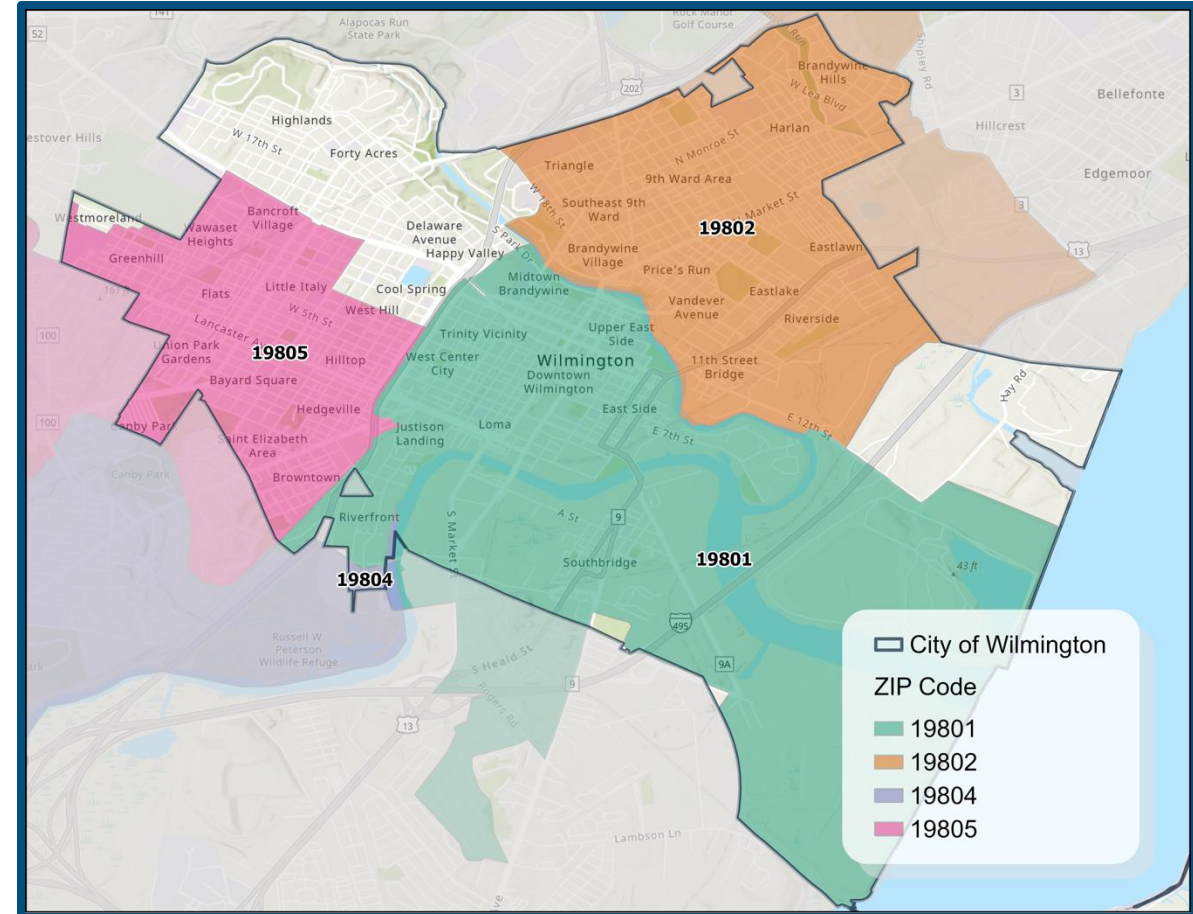
1. Incorporate community center locations into spatial analyses
2. 5 interviews with community center staff
3. 2 focus groups with up to 10 high school students who reside in neighborhoods with varied access to community centers and after school options
4. 2 focus groups with up to 10 middle or elementary school parents/guardians/caregivers who reside in neighborhoods with varied access to community centers and after school options
5. 5 interviews with other youth-serving organizations that we learn about through prior interviews or focus groups (e.g. churches)

Insight #4: What we discovered, part 1

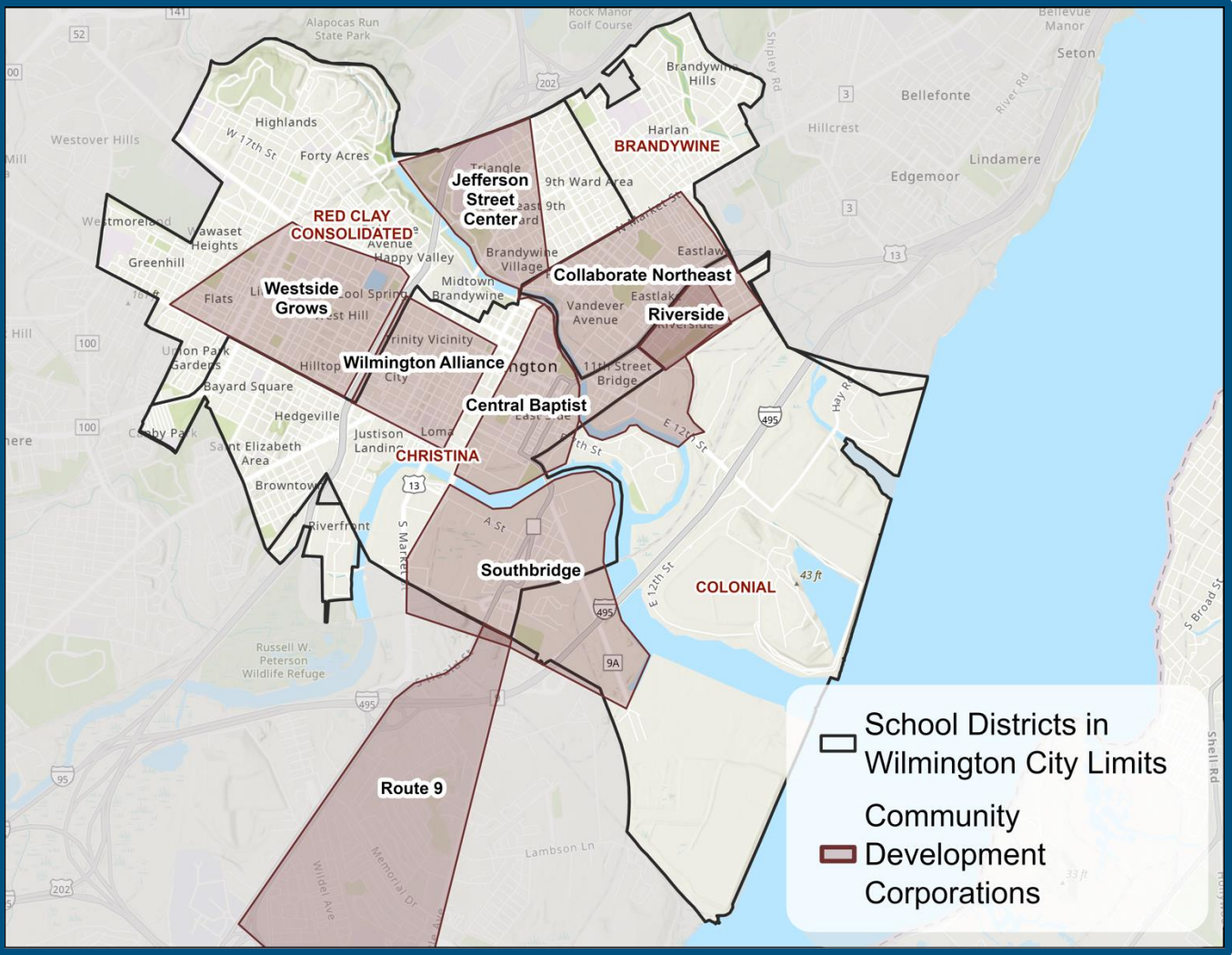
A large and diverse group of organizations are actively working to understand social drivers and provide wraparound services but may face challenges coordinating across multiple districts.

Reports from ChristianaCare, Housing Alliance of Delaware, Nemours, Prosperity Now, Delaware State Housing Authority, and University of Delaware echo findings such as:

- Zip codes 19801, 19802, and 19805 have higher burdens of **food insecurity** than the general region, touching students in all four districts.
- There are disparities in **access to preventative care** along the Route 9 corridor, and in zip codes 19804 and 19805, impacting students in Red Clay, Christina, and Colonial.
- The concentration of **substandard housing** is primarily located east of Route 13 and west of Washington Street in an area with high poverty rates and large populations of Black and Latino people.



Insight #4: What we discovered, part 2



There are 8 community development corporations (CDC) that operate within the Wilmington City Limits.

All have active efforts and strategic goals for addressing social drivers within their neighborhoods.

Insight #4: What we discovered, part 3

Area	Topic	Westside	West Center City*	Northwest	Northeast	Eastside	Southbridge	Route 9	Riverside
Housing	Housing Repair Programs	△		○	△	△	△	△	○
	Affordable Housing	△			○	△	△		△
	Special Population Housing Development	△							
Youth and Educational Programming	Kinder readiness program			○					△
	Youth Programming and Engagement	○		△		○	○	△	△
	Summer Educational Programming	△							
Health	Affordable and healthy groceries	△	△	△		△	△	○	△
	Health Screening and Care	○				△	△		△
Neighborhood Enhancements	Build or Renovate Community Spaces	△	△	△	△	△	○	△	△
	Neighborhood Enhancement for Public Safety	△		○			△		○
	Biking/Walkability	○		△		△	○	△	○
	Transportation	○			△	△	○	△	○
Economic	Small Business Support	△	△	△	○	○	○		○
	Workforce training and placement		△			○	○		

The CDC strategic initiatives span areas such as Housing, Youth Programming, Health, Neighborhood Enhancements, and Economics.

Notes. * Indicates CDC did not have a public strategic plan

△: Ongoing or known accomplished goal
○: Known strategic goal with no public updates found



Insight #4: Our takeaway



There is extensive investment across a wide variety of organizations in Wilmington to address social drivers, but we need to know more about the current state of collaboration between organizations, collaborations with districts, and how the current district configuration impacts their ability to provide wraparound services.

Insight #4: Research Questions for Phase 2

Based on what we learned in the discovery phase, we need to answer the following questions in Phase Two:

- Within the current landscape of organizations providing wraparound services to students and families, what are their priority service areas and what wraparound services do they provide?
- How does the current district configuration impact their ability to provide wraparound services?
- Where are areas of shared interest between organizations and opportunities for collective impact?



Insight #4: Data Collection for Phase 2



We will answer the research questions using the following methods.

- Cross-reference organizations from previous community asset mapping efforts, catalogue services, and integrate into spatial analysis
- Ten interviews or focus groups with administrators and frontline staff from CDCs or service organizations

Insight #5: What We Discovered

There is a long and rich history of participatory action research (PAR) in Wilmington and organizations that are actively supporting youth-centered PAR projects in the area.

The People's Report:

The Link Between
Structural Violence and Crime
in Wilmington, Delaware



Suchat Pederson, Photo Journalist for *The News Journal*

Yasser Arafat Payne, Ph.D.

Associate Professor, Department of Black American Studies
University of Delaware

Prepared with support from the
American Recovery and Reinvestment Act

September 16, 2013

Insight #5: Our Takeaway

The landscape analysis will benefit from having a parallel, youth-led PAR study and AIR should partner with a local community-based organization to make it happen.



Insight #5: Research Questions for Phase 2

The students leading the PAR study will create their own research questions based on what they think it is important for the subcommittees to understand.

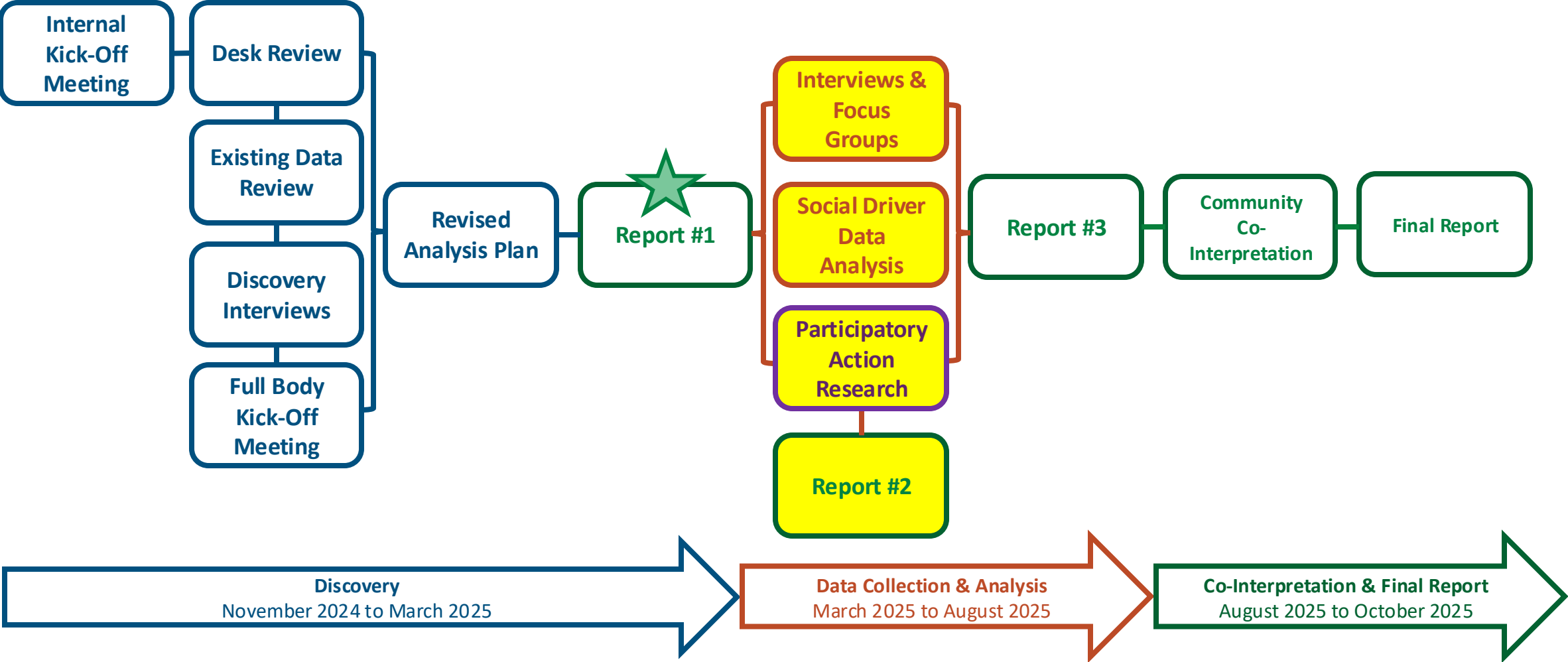


Insight #5: Data Collection for Phase 2

The students leading the PAR study will determine which data collection approaches are appropriate to answer the research questions they develop.



Landscape Analysis: Next Steps



Looking Ahead: Co-Interpretation



Phased reports. What are we learning as we progress through the landscape analysis and how do we need to adjust our approach?



Co-interpretation. What insights stand out to community members and what additional details should we include in the final report?



Final report. What have we learned about the social drivers of health and education and what are the implications for the redistricting plan?

Questions for Subcommittees

- ✓ What did you hear from the report that **aligns with your subcommittee's thinking** to date?
- ✓ What **stretches or changes your thinking** as the information relates to your subcommittee stipulations?

For Phase 2:

- ✓ What additional questions (or probes) that we should ask and why?
- ✓ What other constituents should we consider for interviews or focus groups and why?
- ✓ What other spatial analysis would be valuable to include and why?



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