Redding Consortium for Educational Equity

Social Drivers of Health and Education Landscape Analysis

Full Body Retreat| October 28, 2025

How does the social driver landscape analysis inform the redistricting plan?

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

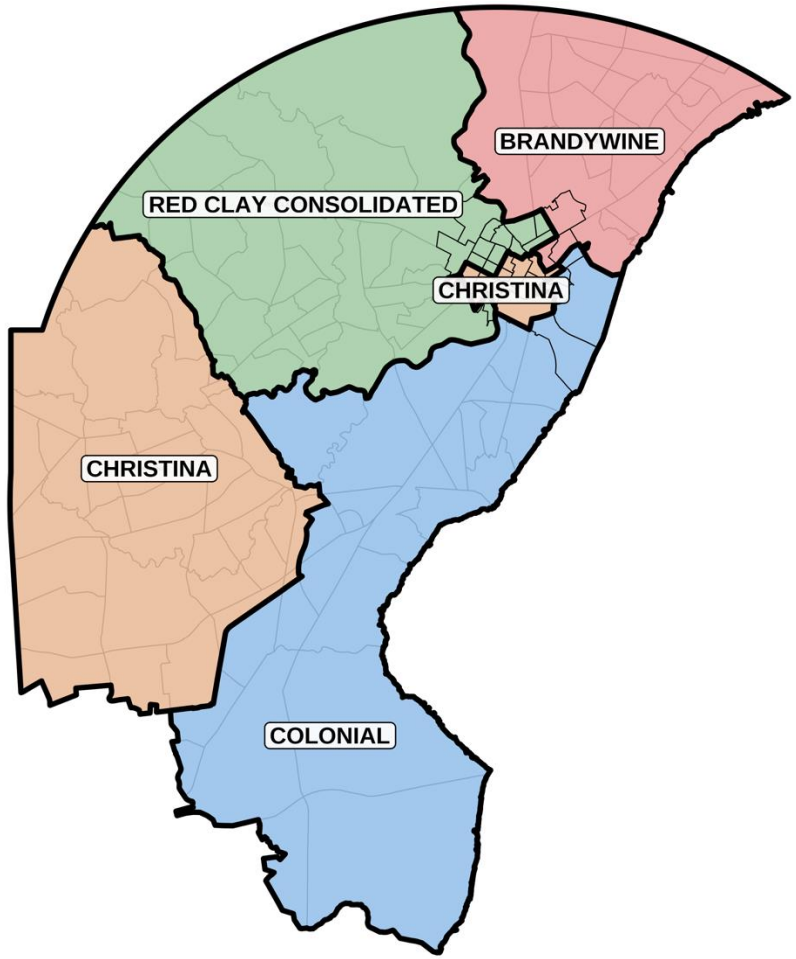
1. Resource requirements from state, district, and local
2. Distribution of capital assets and financial obligations
3. Funding for effective implementation

Further Recommendations for Action

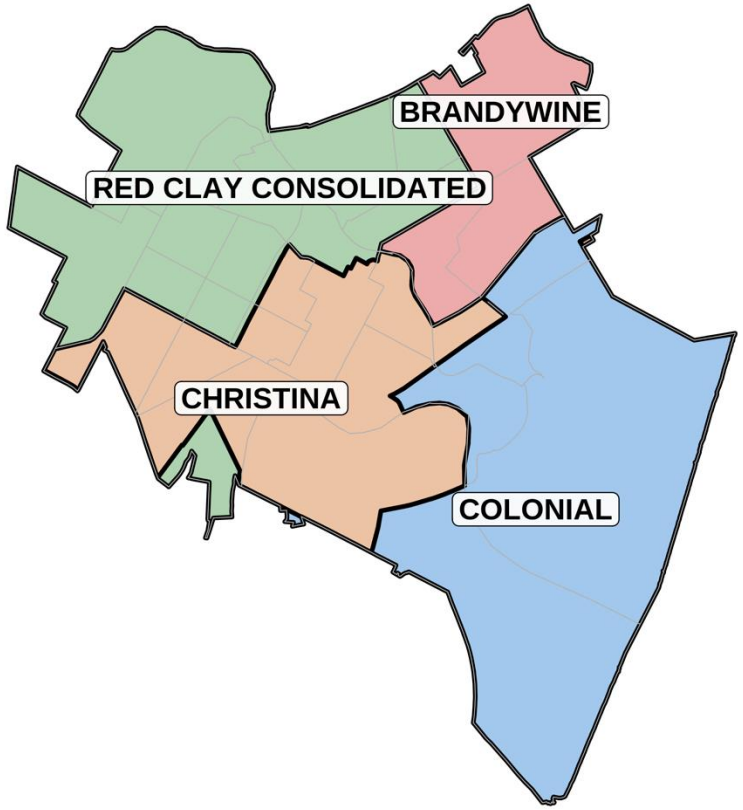
1. Revenue Policies: Referendum Reform and New Castle County Tax District
2. **State investment in impacted school districts:** (1) High-quality early learning expansion, (2) premium pay policy, (3) specialized programs, **(4) enhanced wraparound services, (5) social drivers needs assessment**
3. Choice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

Overview: The Four-District System

Northern New Castle School Districts

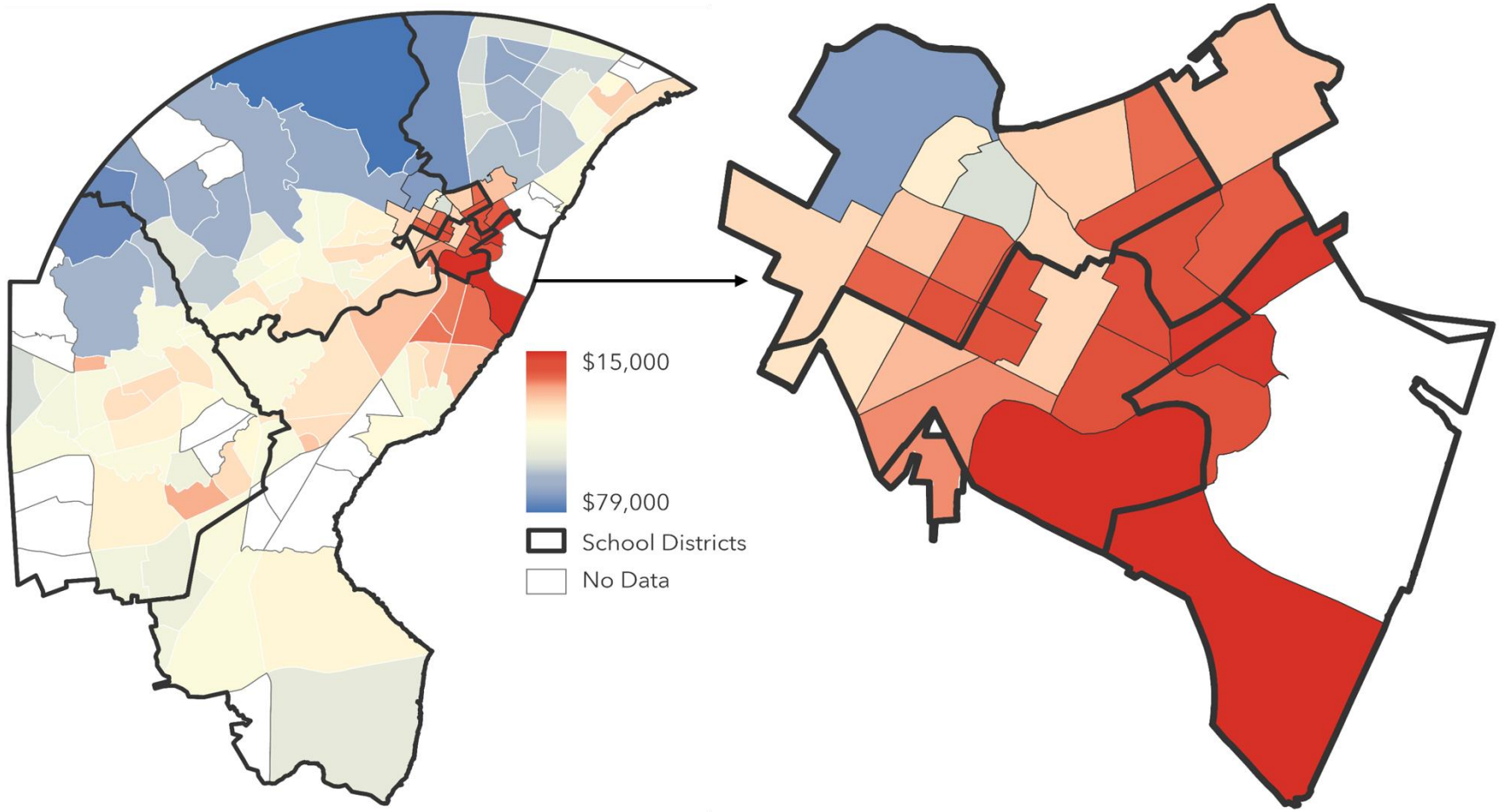


City of Wilmington



Historical Trends Connecting Neighborhoods to Income

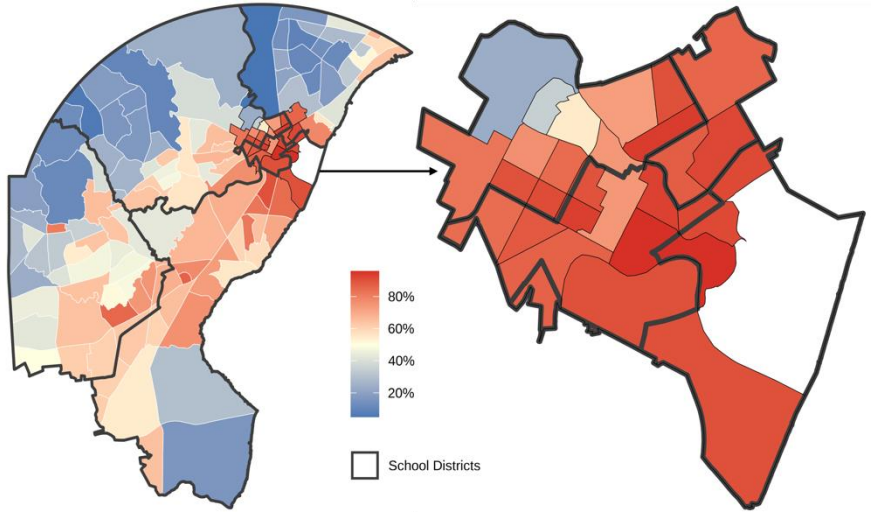
Average Annual Household Income in 2014–2015 for individuals who were born in New Castle County and the city of Wilmington between 1978 and 1983



Source: The Opportunity Atlas: Mapping Economic Mobility Across the U.S., Opportunity Insights and the US Census Bureau.

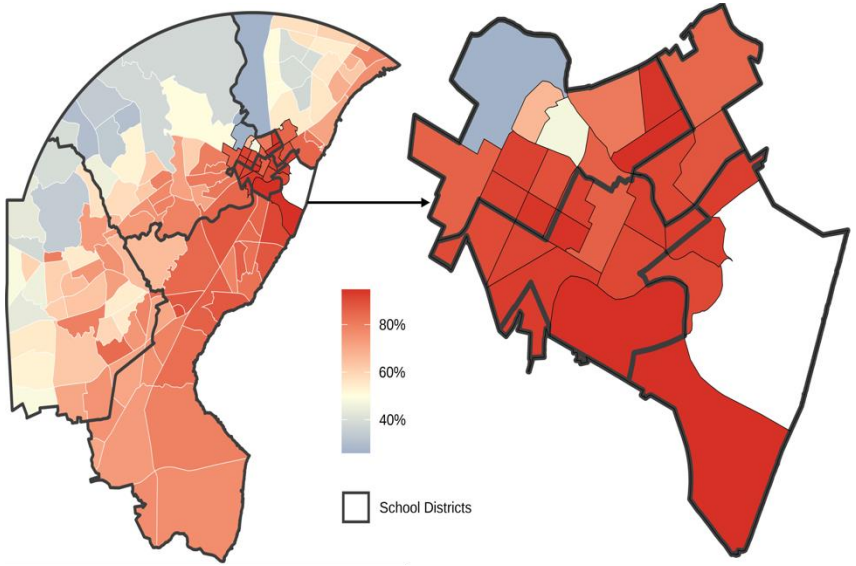
Race, Ethnicity and Educational Opportunities

Percentage of African-American and Hispanic/Latino (2024)

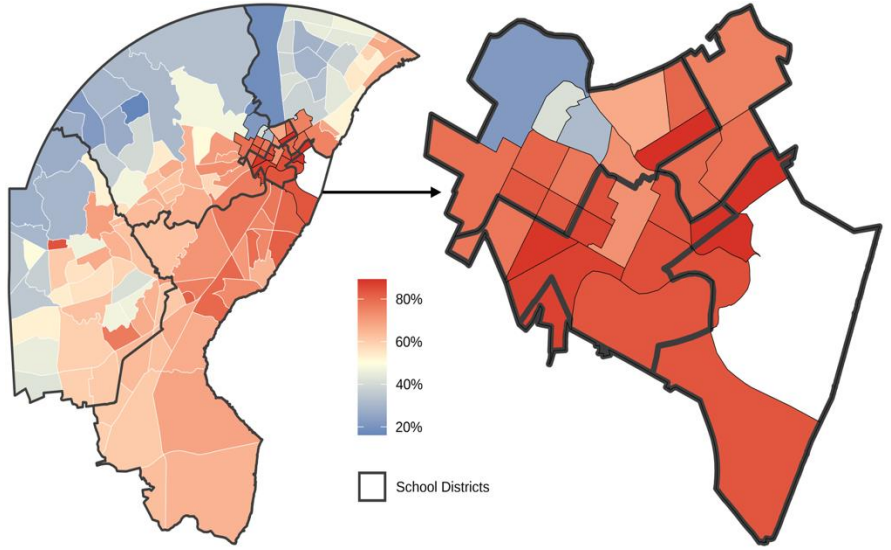


Source: Delaware Department of Education Technology & Data Office

Percentage of 3rd, 8th, and 11th Grade Students Scoring 1 or 2 in Math (2024)



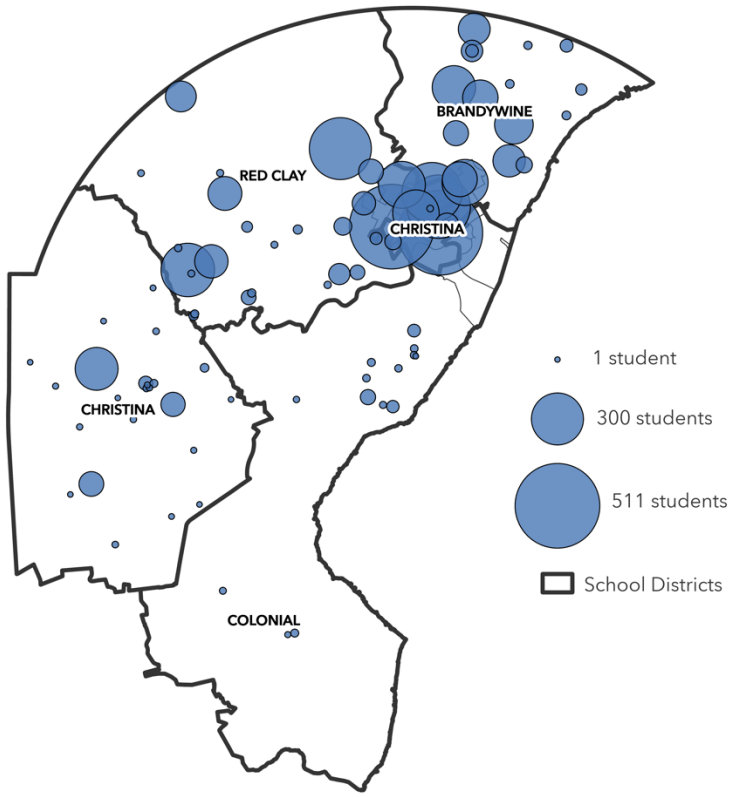
Percentage of 3rd, 8th, and 11th Grade Students Scoring 1 or 2 in Language Arts (2024)



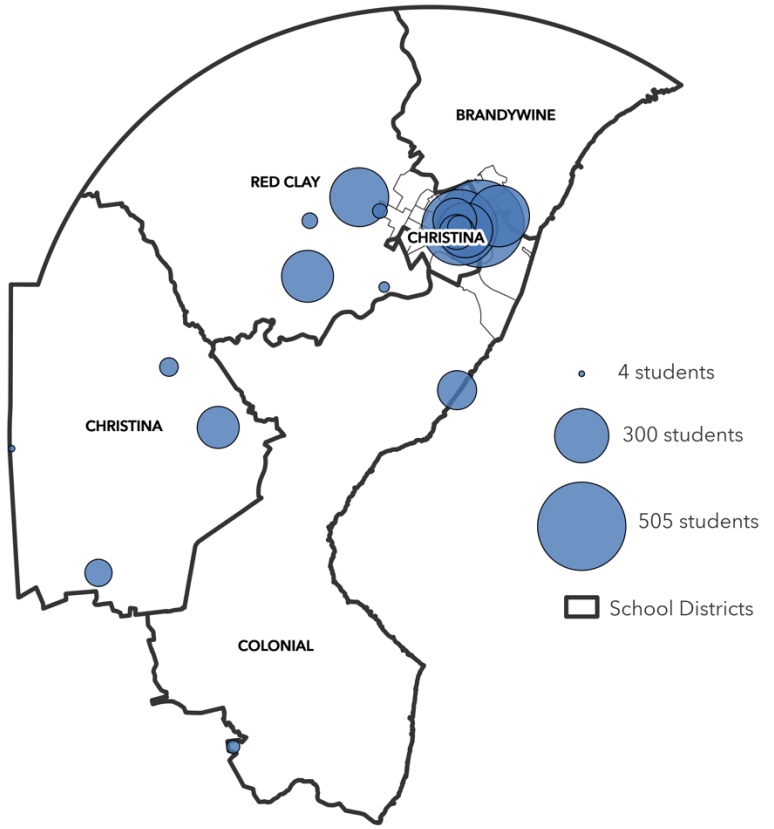
Source: Delaware Department of Education Technology & Data Office

Where City of Wilmington Students Go To School

Traditional Schools Attended: City of Wilmington Students (2024)



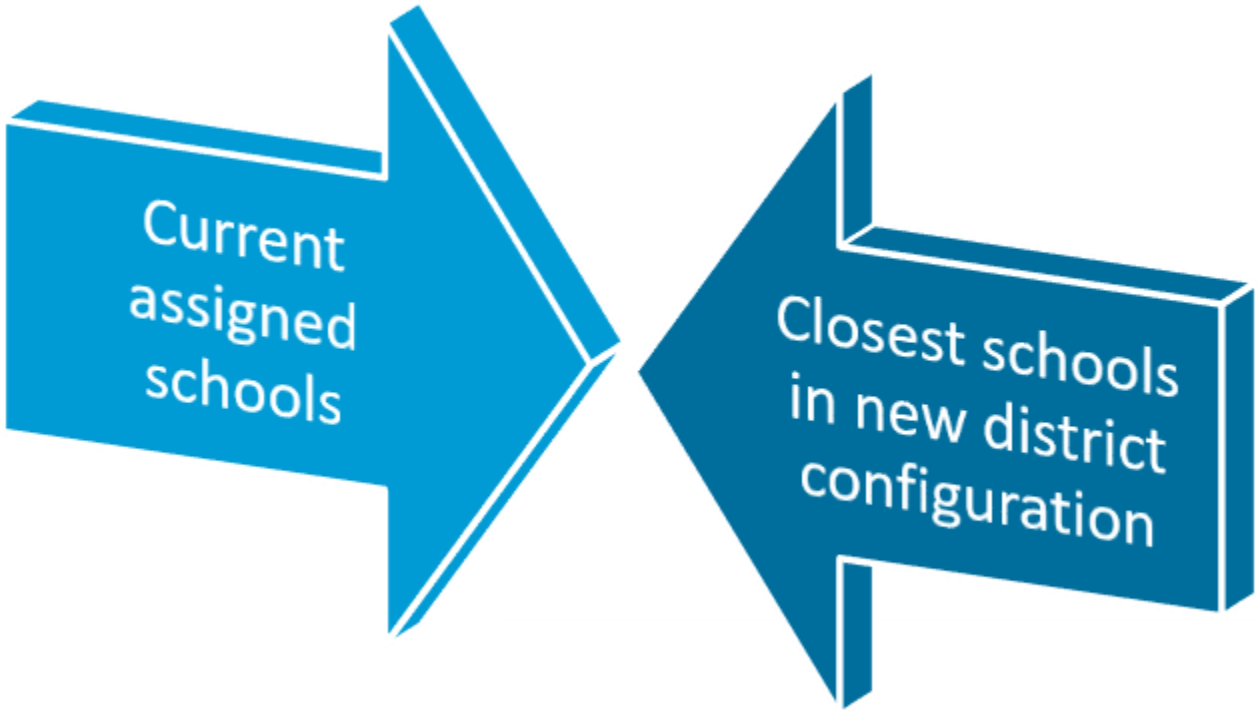
Charter Schools Attended: City of Wilmington Students (2024)



84% of students currently attend schools in the city of Wilmington, Red Clay, or Brandywine.

Redistricting Scenario Approach

- Distance traveled
- Math proficiency
- English language arts proficiency
- Graduation
- Chronic absenteeism rates
- Teacher experience
- English Language Learners
- Students with disabilities
- Suspension rates
- Low-income students



Takeaways: Redistricting Scenarios

For Christina and Colonial...

- Metro, New Castle, and Brandywine/Red Clay options were all **favorable** for elementary students
- Metro, New Castle, and Brandywine/Red Clay options were all **favorable** for **Christina** middle school students
- Brandywine/Red Clay was **favorable** for Colonial middle school students and Metro and New Castle were **comparable**

For Brandywine and Red Clay...

- Metro and New Castle were both **favorable** for elementary students, but Metro more so than New Castle
- Metro was comparable for middle school students and New Castle was **mixed** for Red Clay and **less favorable** for Colonial

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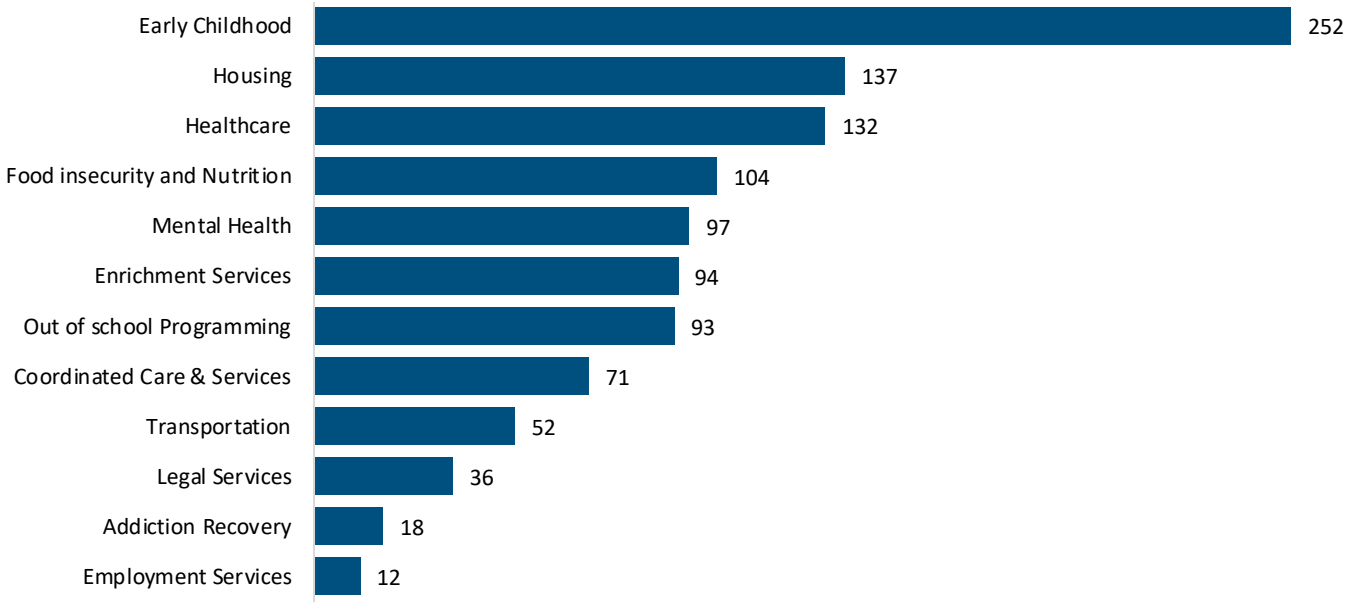
Wraparound Services

Coordination with community partners



Overview: Rich Ecosystem of Community Partners

Social Driver Assets in the city of Wilmington



Source: Community Asset Dataset, AIR and the University of Delaware Institute for Public Administration
Note: The early childhood figures include larger providers along with small providers and licensed individuals who may only serve small numbers of children.

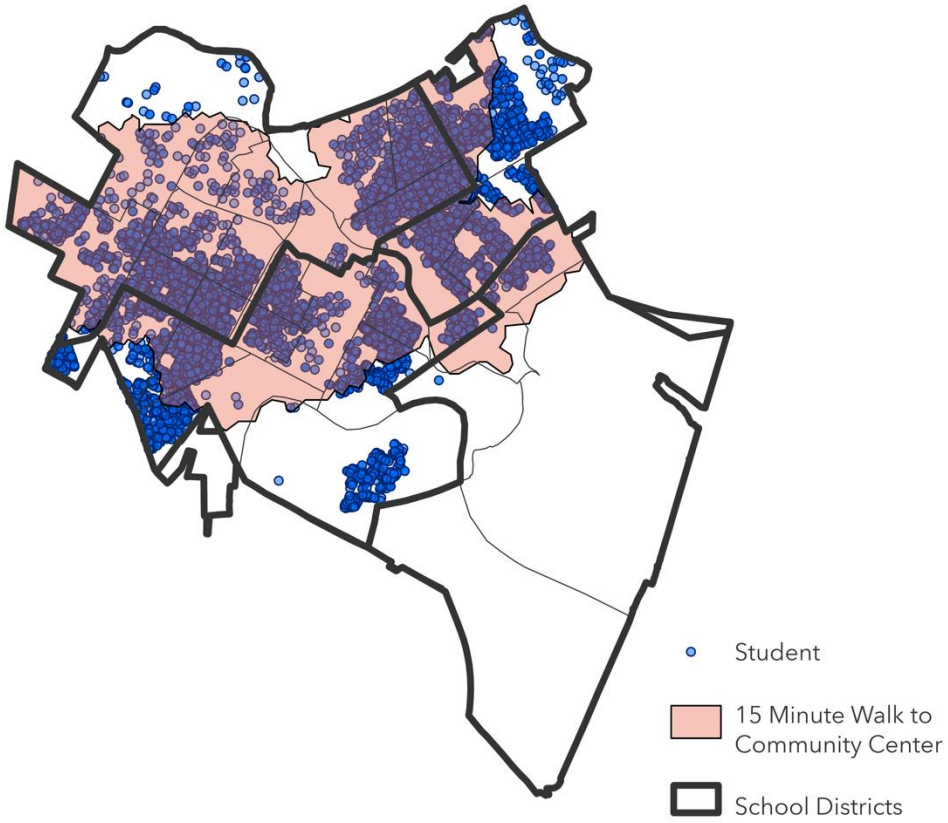
> **“There is a sense of love. There’s a sense of, ‘Hey, I know you,’ and ‘Oh, you grew up with my mom.”**
>
> - Community Center Staff

Overview: Community Center Access

> “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.”

- Community Center Staff

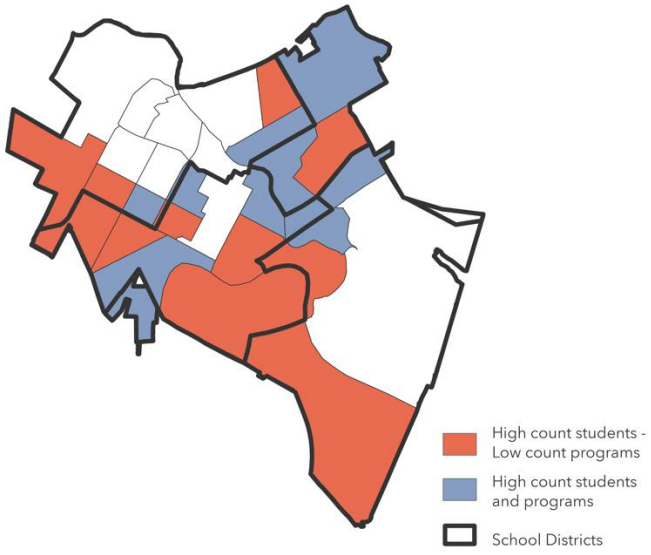
15-minute Walks to Community Centers



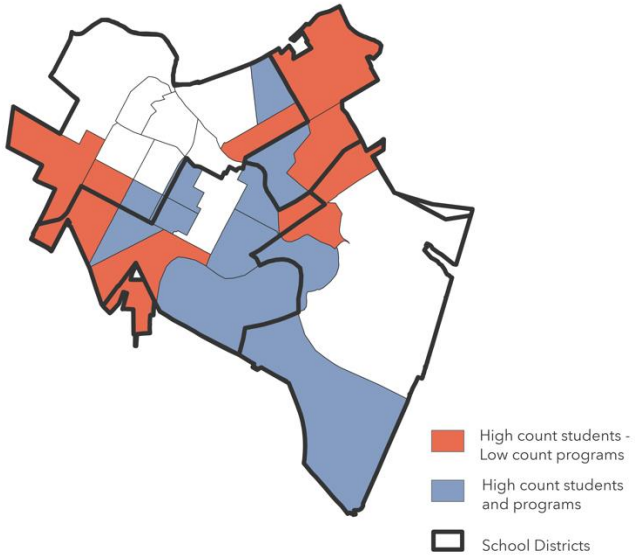
Source: Community Asset Dataset, AIR and the University of Delaware Institute for Public Administration and Delaware Department of Education Technology & Data Office

Overview: Varied Coverage for Community Partners

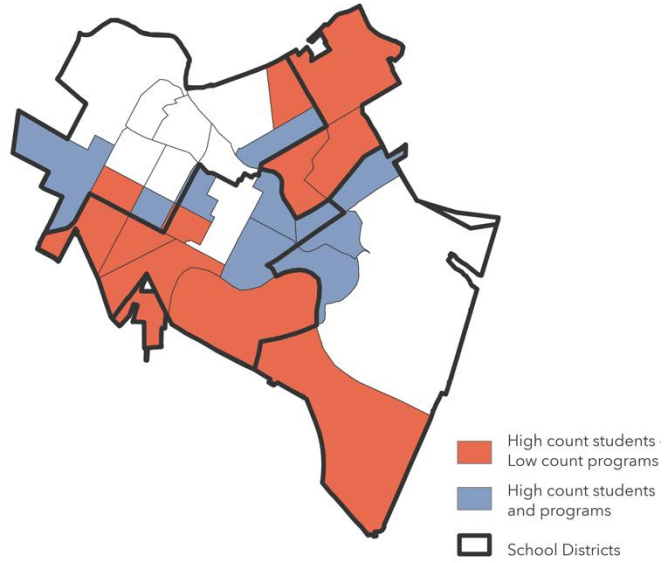
Distribution of Students and Afterschool Programs



Distribution of Students and Housing Support Services



Distribution of Students and Mental Health Services



Source: Community Asset Dataset, AIR and the University of Delaware Institute for Public Administration and Delaware Department of Education Technology & Data Office

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Public Safety



Key Driver: Public Safety

Students are avoiding school options, parks, public transportation, and community centers due to concerns about their safety.



46%

of survey respondents identified School/Neighborhood safety as one of the drivers affecting education and learning.

Key Driver: Public Safety

Numerous students and parents shared that exposure to community violence is causing them to keep indoors and avoid walking in the neighborhood and visiting local parks and public spaces.



> “It’s the area where I live that prevents me from letting them go outside because it’s dangerous … there’s no nearby park … so I just don’t take them out.”
>
> - Parent

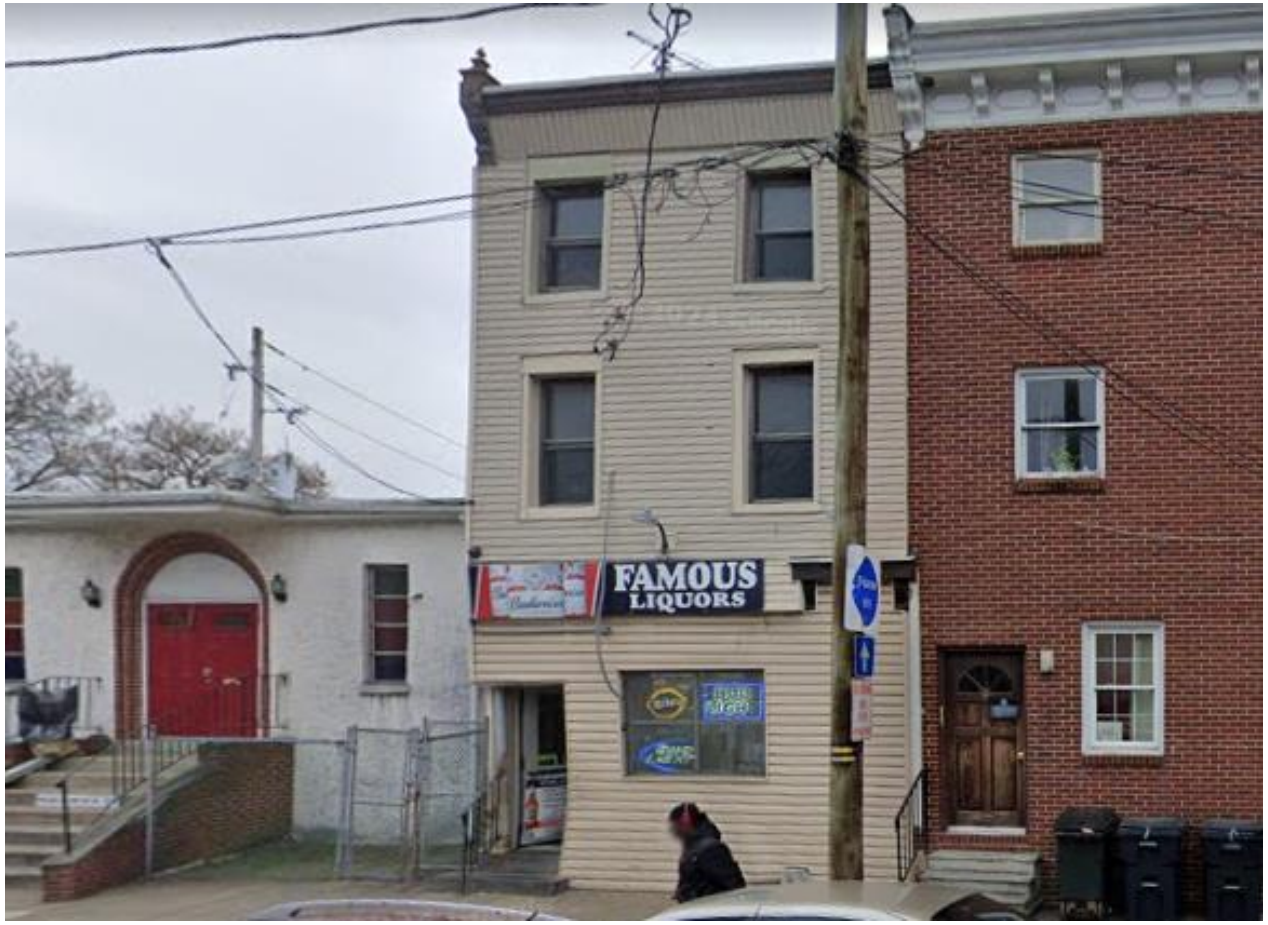
> “Now over there, the kids can’t come outside no more. One day I said, ‘I never see your siblings outside no more.’ And she said, ‘Yeah, [my friend’s brother got shot right on the corner right there, so they’re not allowed to come outside no more.”
>
> - Student

Youth Research Team Highlight: Dangerous Streets





Youth Research Team Highlight: Unsafe Spaces and Local Establishments





Key Driver: Public Safety



Numerous female students we spoke to who described their cumulative trauma from regular public harassment, especially when commuting to school or after-school activities.

> “I was walking to my bus stop...when two white men opened the back of their van and asked me to help them lift something out. I said no, and they proceeded to chase after me.”
>
> - Female Student



A common theme throughout our conversations with both students and adults was the existence of long-standing conflicts between young people from different neighborhoods within Wilmington.

> “They're pulling people from different neighborhoods. They've got some Riverside kids, some Northside kids, and these days, people beef with each other for no reason.”
>
> - Parent

Recommendations

- Additional **safe public spaces and community centers.**
- **“Trust Networks”** with staff and community members stationed at key locations (e.g., bus stops, school entrances) to ensure safe navigation to school and through the the city.
- More **point-to-point transportation** options (i.e., not public transit or bus stops)
- Embed more **licensed social workers in schools** for trauma support and conflict intervention.

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Mental Health



Key Driver: Mental Health

Mental health surfaced as a significant and growing issue for Wilmington students and parents. Many schools and community organizations offer resources, but their inconsistent utilization and accessibility remain significant barriers to support.



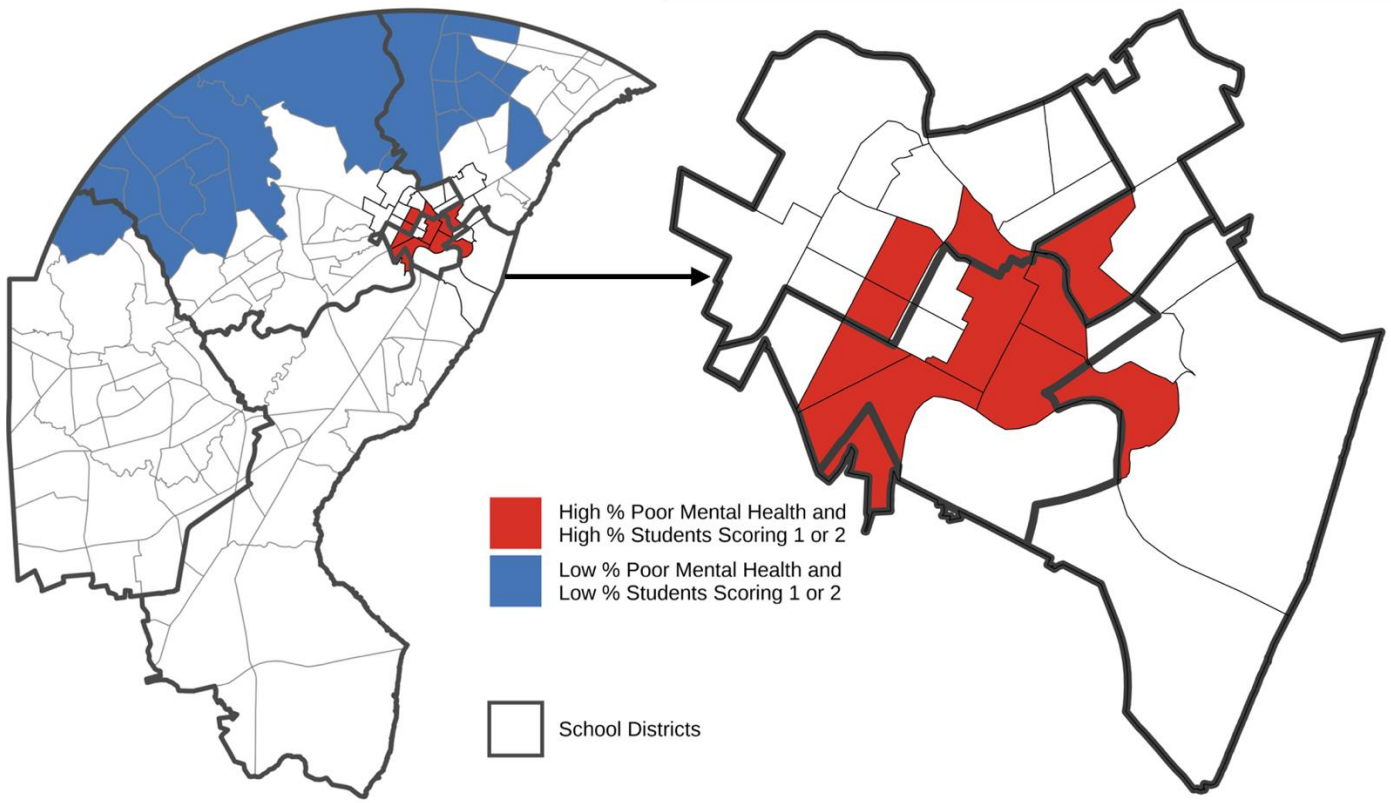
60%

of survey respondents note mental health as one of the drivers affecting education and learning.

Key Driver: Mental Health

For students, the need to address the complex circumstances of mental health is urgent, as it has a clear linkage with learning and life outcomes.

Clusters of Poor Mental Health and Students Scoring 1 or 2 in Language Arts



Source: Centers for Disease Control and Prevention PLACES: Local Data for Better Health, and Delaware Department of Education Technology & Data Office

Key Driver: Mental Health

Some school staff and students felt that mental health resources are available for students and families; however, they may not be aware that services are available or feel comfortable accessing the resources.

Other school staff felt that the counseling and mental health system is strained, and students disengage because the system isn't responsive.

> "If I have an issue, and now you're telling me I got to wait two weeks to talk to a counselor? We got a wellness center and you don't got an appointment until next Thursday? But I need you now."
>
> - School Staff

> "I know some families are like, 'You don't say anything. This is family business.'"
>
> - School Staff

Youth Research Team Survey

WHAT ARE SOME REASONS YOU MIGHT NOT GO TO A CLINIC, HOTLINE, OR THERAPIST OUTSIDE OF SCHOOL? (CHOOSE ALL THAT APPLY)

I don’t think I need help (36%)
I don’t think I’d be understood or taken seriously (32%)
I don’t have time (32%)
I don’t feel comfortable talking to a stranger (28%)
I don’t trust therapist or clinics (28%)

I don’t know where to go (24%)
I don’t have transportation (24%)

My family wouldn’t approve or might find out (20%)
I’m scared of being judged or labeled (20%)
I can’t afford it (12% - 3 votes)
I have no insurance (4% - 1 vote)
I don’t have a private space (4% - 1 vote)
Other - “I just don’t think people would understand me where I’m coming from because they didn’t go there so there is no point” (4% - 1 vote)

Recommendations

- Significantly **improve and expand School-Based Mental Health Services**, ensuring licensed providers are available beyond the scope of traditional counselor duties.
- Integrate **comprehensive mental health education into the new district curriculum**
- Provide enhanced **mental health supports and training for educators**.
- Develop a network of **no-cost or low-cost community mental health clinics** and strengthen insurance protections.
- Fund a youth-centered **anti-stigma campaign** supported by a newly established **Youth Mental Health Advisory Board**.
- Work proactively to break down **generational mental health stigmas** to address parent consent and access barriers.

Housing



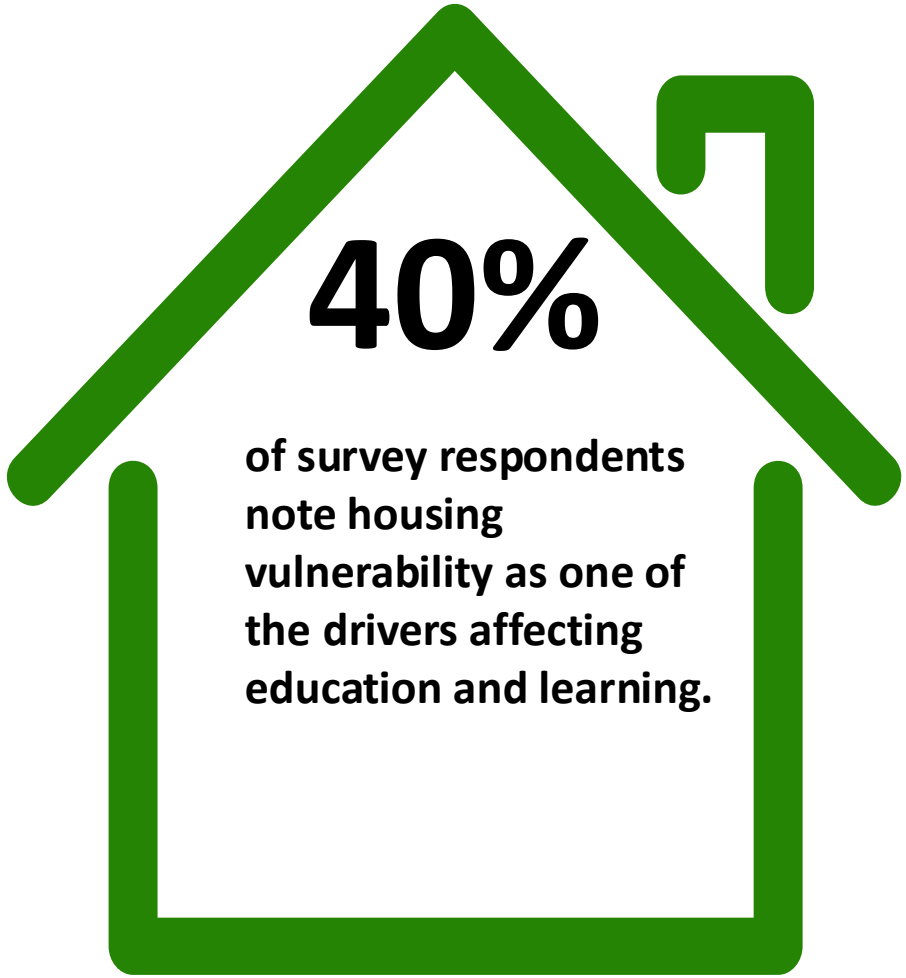
Key Driver: Housing

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

- School Staff

> I'm moving out this week because our landlord randomly decided to sell our house. And so that's another thing. They're selling all houses. Everybody has to move out, find somewhere else to live and it is a real hassle.

- Parent



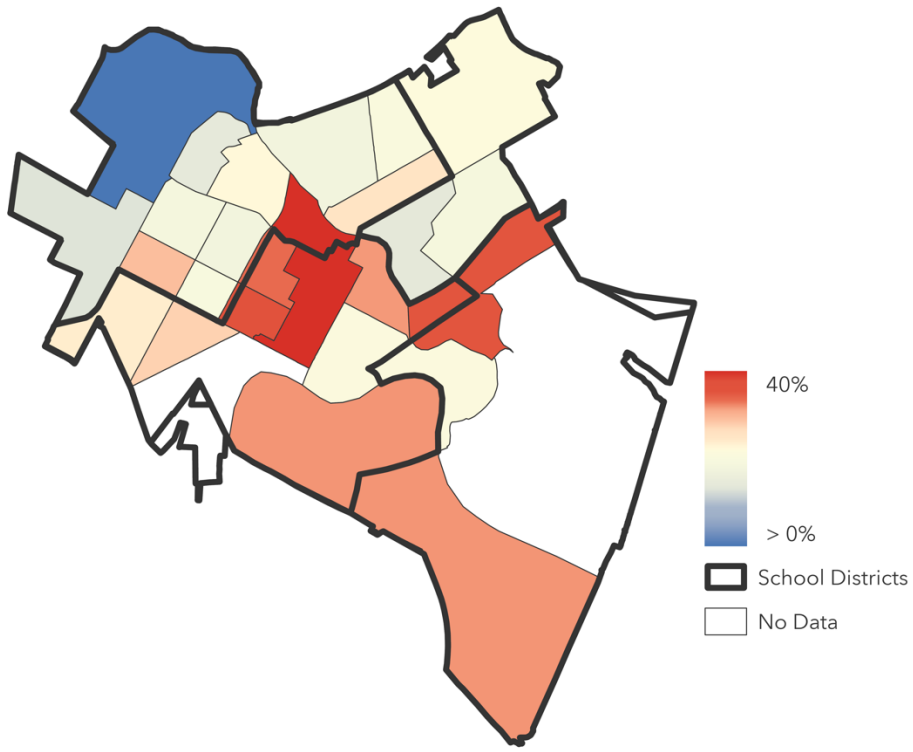
Student Mobility

In 2022, there were 8,848 students who lived in the city of Wilmington and were enrolled in school in Delaware for the following three years.

How many students changed schools?	**1,832 (21% of total) changed schools.**
How many changes?	The 1,832 students **collectively changed schools 2,685 times**.
How many times did they change?	**1,212 (66% of movers)** only changed school one time.
	424 (23% of movers) changed schools two times.
	196 (11% of movers) changed schools three or more times.
When did the changes happen?	**1,461 (54%)** of the moves happened at the end of the school year.
	1,224 (46%) of the moves happened during the year.
How did the moves impact academics?	**Average math and English language arts scores** both drop significantly the more moves a student makes.
Where were students moving to?	**68% (1,818)** moved from one traditional public school to another.
	17% (454) moved from traditional schools to charters.
	11% (288) moved from charters to traditional schools**.**
	5% (125) moved from charters to another charter.

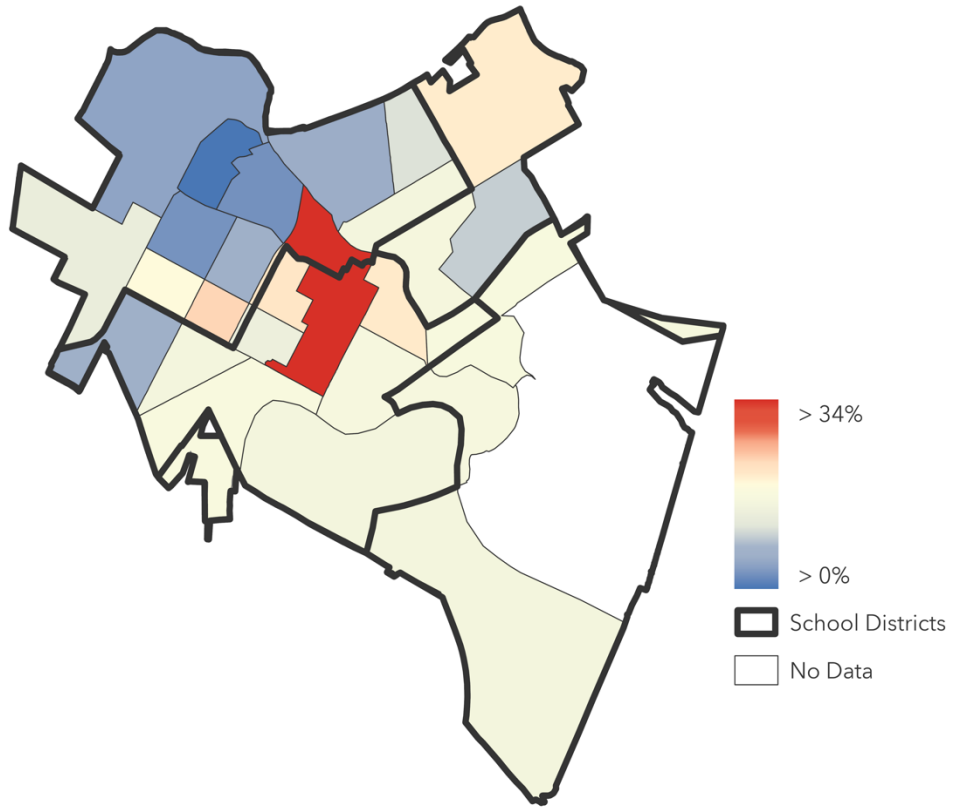
Mobility and Evictions

Percentage of Wilmington Students Who Changed Schools (2022–2024)



Source: Delaware Department of Education Technology & Data Office

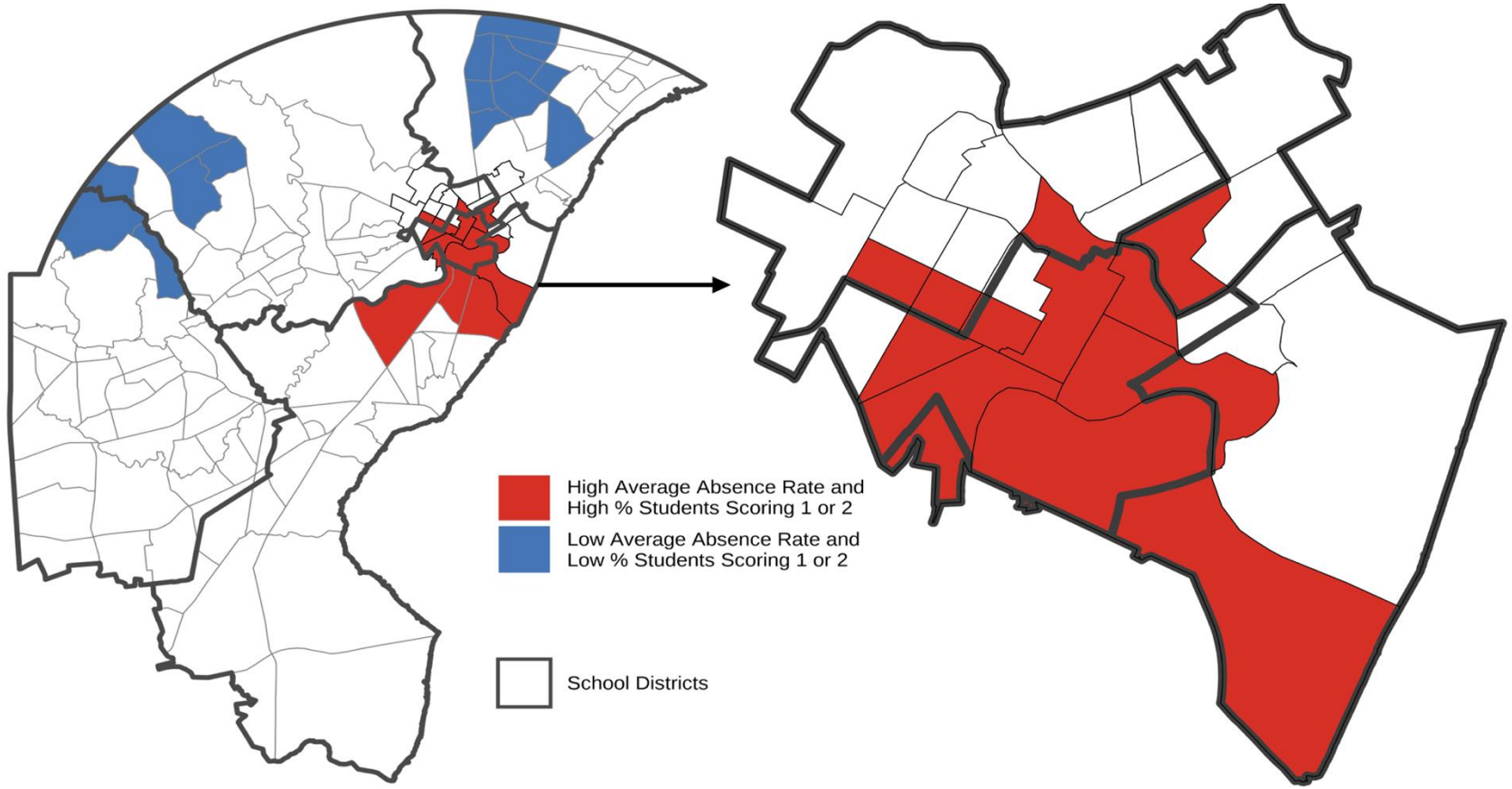
Percentage of Rentals with Eviction Filings Since September 2024



Source: Princeton University Eviction Lab

Chronic Absenteeism

Clusters of Average Absence Rate and Students Scoring 1 or 2 in Language Arts



Source: Delaware Department of Education Technology & Data Office

Recommendations

- **Prioritize McKinney-Vento families for affordable housing** solutions.
- Connect families with **free legal representation** in eviction cases.
- Couple **housing vouchers with long-term case management and mandatory family financial literacy** programs starting in elementary school to support asset-building and mitigate "benefit cliffs."
- Partner with **local rental property owners** to brainstorm potential options for rent stabilization and investigate the impact of special interest groups and lobbies on the housing market.

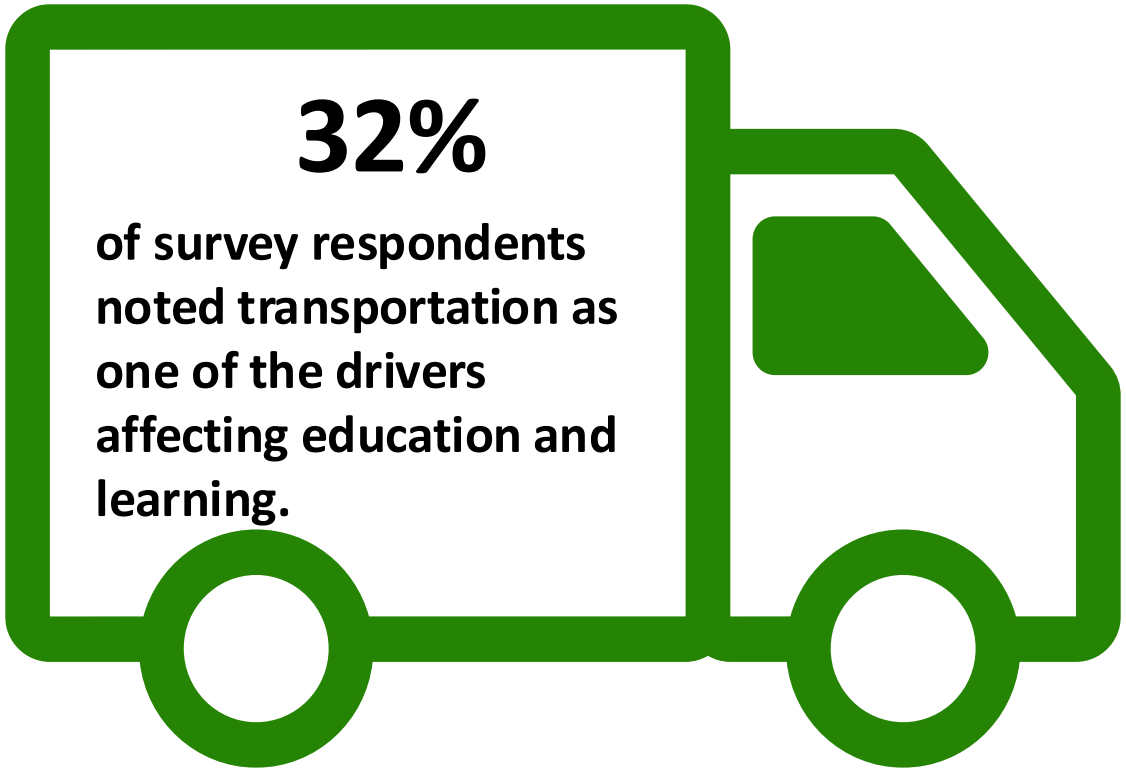
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Transportation



Key Driver: Transportation

Transportation availability and safety and dangerous pathways for pedestrians create systemic barriers for some Wilmington students to access educational opportunities, attend school regularly, and participate in extracurriculars.



Key Driver: Transportation

Numerous community-based organizations and after-school providers offer transportation or transportation support. However, staff noted that their supports are not sufficient to address persistent gaps in transportation.

> “We have bus passes here that we give out for free…But we are limited with what we can give out. We can't give you a year's worth of bus pass to get back and forth to work or six months or anything like that. It's just kind of fly the seat. ‘Okay, you have to work this week? Let's give you a week bus pass.’ But then now what happens next?”
>
> - Provider

For some students, concerns about safety deter them from using free public transportation limit their involvement in extracurricular activities and after-school programs.

> “I'm young, and the guys on the bus, crack heads too, just won't stop. They won't give up. And it's like, I don't even want to get on the bus anymore because this is what I got to go through.”
>
> - Student

Key Driver: Transportation

Several providers mentioned that it can be a **challenge to provide consistent services** when they have to contend with the logistical challenges of multiple school districts and student and family schedules.

> **“It takes you an hour already just to get from school to home. And then, imagine how long it takes to get from home over to … do your internship and to learn about skills, professional skills and development … it makes it very, very tough to expand our programs in a very vast way, because we keep coming against these certain factors and barriers that just limit that opportunity.”**
>
> - Provider

Lack of safe transportation options also limit students’ school options in the choice system.

> **“There are some families who are choosing school choice because of the programs and opportunities at different schools. And if you cannot safely get your child to school on time regularly, you will lose that choice.”**
>
> - School Staff

Key Driver: Transportation



Redistricting operations should **incorporate considerations of where students are walking to school** and whether their pathways are safe.

> **“We have kids that literally live 800 feet away across Kirkwood Highway...You cannot walk across Kirkwood Highway ... Kirkwood Highway, it's a highway.”**
>
> - School Staff

Recommendations

- Create a **unified transportation plan that accounts for differences across neighborhoods**.
- Develop **flexible school start times** and protocols to mitigate chronic lateness caused by transit delays.
- Create **DART-run minivan programs for after-school and cross-town activities**, investing in the transportation necessary for students to access sports and extracurriculars.
- Improve reliability and quality by making **bus drivers full-time** with full benefits to stabilize the workforce.

Recommendations

The **Youth Research Team provided invaluable, authentic, and human-centered data,** highlighting the critical distinction between their lived experiences and what services and supports are needed. Currently supported only through a temporary 8-week summer stipend via the City of Wilmington's Youth Career Development program, this mechanism is insufficient for complex, year-round policy development.

We propose that the city of Wilmington expand its Youth Career Development program from its current 8-week summer stipend to 12 months of sustained funding for an expanded cohort of student researchers. This investment will embed youth experts directly into the redistricting and wraparound services planning and implementation processes, ensuring the new district leaders and their partners receive continuous, invaluable insight into the lived experiences of students as they lead the next steps of this ambitious and critical work.

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Questions?