Delaware Public Education At A Glance is a snapshot of state-level data highlighting the latest trends and issues in Delaware public education.

Rodel is a nonprofit organization that partners with Delawareans and innovators from around the world to transform public education in the First State.

Our vision is an excellent and equitable public education system that supports all Delawareans to achieve success in school and life.

For last year's edition of AAG, visit https://rodelde.org/our-work. For archived state data and info, visit www.rodelde.org/ataglance.

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Delaware Students 2023-24

Public Schools

Students enrolled in public schools¹ (includes charter schools):

- 142,156

Students enrolled in charter schools²:

- 18,450

Nonpublic Schools

Students enrolled in private schools³:

- 14,703

Students who are home-schooled⁴:

- 4,466

¹Enrollment includes all students (special and regular education) in preschool through 12th grade in traditional school districts, charter schools and vocational-technical schools. It excludes Dover Air Force Base. This count does not include students who may have enrolled after September 30th.

²Enrollment includes all students (special and regular education) in preschool through 12th grade. charter schools. This count does not include students who may have enrolled after September 30th.

³These data is self-reported as of October 5th. This count represents Delaware students. See DDOE’s report for counts of all students, which include students from other states.

⁴These data is self-reported as of October 5th. This count represents Delaware students. See DDOE’s report for counts of all students, which include students from other states. Enrollment includes multi-family and single-family home schools. Student enrollment is recorded as 141,718 in DDOE’s Student Enrollment and Unit Allotment Report, which varies slightly from that values presented in the Report Card, 142,156.

### Delaware Public School Students (Pre-K-12) 2023-24

#### Student Demographics

<table>
<thead>
<tr>
<th>Other Characteristics</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>73,230 students</td>
<td>52%</td>
</tr>
<tr>
<td>Female</td>
<td>68,926 students</td>
<td>49%</td>
</tr>
</tbody>
</table>

#### Other Characteristics

- **Multilingual learners**: 16,599 students (12%)
- **Students with Disabilities**: 26,018 students (18%)
- **Low-income¹**: 38,849 students (27%)

¹The low-income measure is used for many different purposes and the state methodology changed in 2013-14 for allocation of funds, reporting, and accountability purposes. Currently, low-income status is determined by student participation in the Department of Health and Social Services assistance programs such as Temporary Assistance for Needy Families and the Supplemental Nutrition Assistance Program (TANF). Percentages may not total 100 due to rounding. Totals may be greater than 100 due to rounding. The number of students is calculated using exact percentages provided on the Delaware Report Card.

Source: [DDOE. Delaware Report Card. Fall Enrollment](https://reportcard.doe.k12.de.us/detail.html#displaypage?scope=state&district=0&school=0&id=371)
Students of color comprise over half of the overall student population in Delaware.

<table>
<thead>
<tr>
<th>Race</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White or Caucasian</td>
<td>55,889 students</td>
<td>39%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>43,670 students</td>
<td>31%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>27,831 students</td>
<td>20%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>7,731 students</td>
<td>5%</td>
</tr>
<tr>
<td>Asian American</td>
<td>6,283 students</td>
<td>4%</td>
</tr>
<tr>
<td>American Indian or Alaska</td>
<td>567 students</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>185 students</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>

Source: DDOE, Delaware Report Card, Fall Enrollment
In particular, the **Hispanic/Latino** student population has increased by more than 8,500 students—or 44%—since 2013-14.

**White student** enrollment in public schools has decreased over the past decade by more than 7,600 students or 12%.

While public school enrollment is higher than it was a decade ago, there was a notable drop in enrollment between 2019-20 and 2020-21 in part attributed to the impact of **COVID-19**.

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**Note:** This count does not include students who may have enrolled after September 30th.

*other includes Multi-Racial, Asian American, American Indian or Native American, and Native Hawaiian or Other Pacific Islander.

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Over the last decade, the populations of students with disabilities and multilingual learners have increased by 41 percent and 75 percent respectively, compared to a seven percent increase in enrollment of public school students statewide.

*The low-income measure is used for many different purposes, and the state methodology changed beginning in 2013-14 for allocation of funds, reporting, and accountability purposes. Currently, low-income status is determined by student participation in the Department of Health and Social Services assistance programs such as Temporary Assistance for Needy Families and the Supplemental Nutrition Assistance Program. From 2012-2013, low-income status was determined by students who received any one of the following benefits: TANF, SNAP, Medicaid, or free or reduced price lunch.

Note: This count does not include students who may have enrolled after September 30th.

Delaware School Districts
2023-24

19
Districts in Delaware

219
Public Schools

108
Private Schools

196
Traditional Public Schools

23
Public Charter Schools

Note: The Bryan Allen Stevenson School of Excellence is scheduled to open in the fall of 2024.

Sources: Delaware Report Card, 2022. All Schools in Delaware: FirstMap, 2022. Private Schools
Delaware Charter Schools
2023-24

Sources: Delaware Report Card (2022), All Schools in Delaware, FirstMap (2022), Private Schools
**Multilingual Learners (MLLs)** are students who come from non-English speaking homes and backgrounds.

- Also known as English Language Learners, they are a diverse group representing numerous backgrounds.

- Three-fourths of MLLs in Delaware speak Spanish. The other quarter speak more than 90 languages.

- In total, they make up 10 percent of the total student population as of 2022.

**Multilingual Learners (MLLs)** are the fastest-growing student population in Delaware. They are enrolled in every district and charter in the state.

Yet, MLLs are severely under-resourced. Programs vary, with no required number of hours for direct instruction in the students’ native language, and are highly dependent on the availability of educators, which is extremely limited in most charter schools.

**Common models in Delaware include:**

- **Dual Language Immersion**
- **Bilingual**
- **Sheltered English Instruction**
- **English Language Development Class**
- **Push-In/Pull-Out**
- **No program**

For detailed descriptions of these programs, visit bit.ly/MLLDelaware.

Note: This is a snapshot of data taken at the end of the 2020 school year of kindergarten – 12th grade public school multilingual learner students provided by the Delaware Department of Education from the most recent EL Annual Report.

The number of adolescents reporting poor mental health is increasing.

Approximately four in 10 high school students in Delaware (37 percent) felt persistently sad or hopeless, a sharp increase from previous years. Approximately one-third (35 percent) experienced poor mental health during the COVID-19 pandemic.

Some groups are affected more than others. For example, persistent feelings of sadness or hopelessness were more prevalent among female students, Hispanic or Latino students, and/or students who identify as LGBTQ.

Percentage of Delaware High School Students Who Felt Sad or Hopeless,* 1999-2021¹

Note: The data that we have on mental health is based on student self-reporting on the Youth Risk Behavior Survey.

*Almost everyday day for >=2 weeks in a row so that they stopped doing some usual activities, ever during the 12 months before the survey¹ increased 1999-2021, decreased 1999-2015, increased 2015-2021 ¹ Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade (p < 0.05). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present). Data not available for 2019. This graph contains weighted results.

Approximately two in 10 Delaware high school students (18 percent) seriously considered attempting suicide and approximately one in 10 (nine percent) attempted suicide.

**Percentage of Delaware High School Students Who Seriously Considered Attempting Suicide,¹ 1999-2021²**

Building strong bonds and connecting to youth can protect their mental health. Schools and parents can create protective relationships with students and help them grow into healthy adulthood.

Assessment Results

Percent of Students Scoring At or Above Proficiency in English Language Arts (ELA) and Math on Smarter Balanced

<table>
<thead>
<tr>
<th></th>
<th>Pre-Pandemic</th>
<th>Post-Pandemic</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>63%</td>
<td>40%</td>
</tr>
<tr>
<td>Math</td>
<td>42%</td>
<td>32%</td>
</tr>
</tbody>
</table>

Percentage of Students Scoring at or Above Proficiency on SATs

<table>
<thead>
<tr>
<th></th>
<th>Pre-Pandemic</th>
<th>Post-Pandemic</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>49%</td>
<td>44%</td>
</tr>
<tr>
<td>Math</td>
<td>28%</td>
<td>23%</td>
</tr>
</tbody>
</table>

Note: These statistics are for 11th graders.
### Assessment Results

#### Percent of Students Scoring At or Above Proficiency on State Assessments by Race

<table>
<thead>
<tr>
<th>Assessment</th>
<th>All Students</th>
<th>Black or African American</th>
<th>Asian American</th>
<th>Hispanic or Latino</th>
<th>Multi-Racial</th>
<th>American Indian or Alaska Native</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>White or Caucasian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smarter ELA</td>
<td>40</td>
<td>27</td>
<td>74</td>
<td>30</td>
<td>41</td>
<td>42</td>
<td>48</td>
<td>52</td>
</tr>
<tr>
<td>Smarter Math</td>
<td>32</td>
<td>16</td>
<td>72</td>
<td>23</td>
<td>33</td>
<td>27</td>
<td>35</td>
<td>45</td>
</tr>
<tr>
<td>SAT ELA</td>
<td>44</td>
<td>28</td>
<td>75</td>
<td>30</td>
<td>-</td>
<td>41</td>
<td>-</td>
<td>58</td>
</tr>
<tr>
<td>SAT Math</td>
<td>23</td>
<td>8</td>
<td>62</td>
<td>13</td>
<td>-</td>
<td>22</td>
<td>-</td>
<td>33</td>
</tr>
</tbody>
</table>

#### Percent of Students Scoring At or Above Proficiency on State Assessments by Multilingual Learner (MLL) Status

<table>
<thead>
<tr>
<th>Assessment</th>
<th>All Students</th>
<th>MLL Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smarter ELA</td>
<td>40</td>
<td>16</td>
</tr>
<tr>
<td>Smarter Math</td>
<td>32</td>
<td>15</td>
</tr>
<tr>
<td>SAT ELA</td>
<td>44</td>
<td>3</td>
</tr>
<tr>
<td>SAT Math</td>
<td>23</td>
<td>1</td>
</tr>
</tbody>
</table>

*Note: Grade level: "all students." A dash indicates that percent proficient was not reported due to too small of a sample size.*

## National Assessment of Educational Progress (NAEP)

### National Scores

<table>
<thead>
<tr>
<th>Grade</th>
<th>2019 Score</th>
<th>2022 Score</th>
<th>Point Change</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th</td>
<td>240</td>
<td>235</td>
<td>-5</td>
<td>+23 pts from 1990</td>
</tr>
<tr>
<td>8th</td>
<td>282</td>
<td>274</td>
<td>-8</td>
<td>+12 pts from 1990</td>
</tr>
<tr>
<td>4th</td>
<td>220</td>
<td>217</td>
<td>-3</td>
<td>No statistical difference from 1992</td>
</tr>
<tr>
<td>8th</td>
<td>263</td>
<td>260</td>
<td>-3</td>
<td></td>
</tr>
</tbody>
</table>

### Delaware Scores

<table>
<thead>
<tr>
<th>Grade</th>
<th>2019 Score</th>
<th>2022 Score</th>
<th>Point Change</th>
<th>Comparison to National Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th</td>
<td>239</td>
<td>226</td>
<td>-13</td>
<td>-9</td>
</tr>
<tr>
<td>8th</td>
<td>277</td>
<td>264</td>
<td>-13</td>
<td>-9</td>
</tr>
<tr>
<td>4th</td>
<td>218</td>
<td>208</td>
<td>-10</td>
<td>-8</td>
</tr>
<tr>
<td>8th</td>
<td>260</td>
<td>253</td>
<td>-7</td>
<td>-6</td>
</tr>
</tbody>
</table>

### Notes

- **NAEP** is a countrywide assessment for K-12.
- The assessment—which captures student proficiency in math and English language arts in fourth and eighth grades—revealed “declines in every state between 2019 and 2022.”
- Delaware wasn’t spared from the dips, with **declines in all four categories**, prompting urgency to act.

Source: Rodel (2022), *We Knew State and National Test Scores Would Drop. Now Let’s Get To Work.*

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Note: NAEP assessments are conducted every two years in Delaware and capture a sampling of students—not all.
Opportunities to Transform the System

1. Continue to **invest in** and **scale** evidence-based high-dosage **tutoring** and other effective interventions.

2. Implement **literacy plan** and **Science of Reading** policies related to educator training and curricular materials.

3. Continue to scale and support educators to implement high-quality **instructional materials**.

4. Invest in **high-need** student populations, including multilingual learners.

5. Expand **mental health services** in schools and provide incentives to attract related workforce.
Additional Resources

**Delaware Department of Education:**
https://education.delaware.gov

**Delaware State Board of Education:**
https://www.doe.k12.de.us/domain/170

**School Choice and Language in Delaware:**
https://drive.google.com/file/d/11AfffPB3D29EHpWJgyJIDhjv0oxky_VVz/view
Delaware has a unique opportunity to update its education funding system, the core infrastructure for ensuring equitable allocation of resources. Our school funding system needs to be flexible enough that educators and leaders can support the unique needs of Delaware’s students.

The method through which Delaware disperses its dollars is considered atypical on a national level. This has led to persistent disparities between student groups in terms of academic achievement. A recent report by the American Institutes of Research (AIR) provides several recommendations on how Delaware can improve its funding mechanism and therefore address the disparities in outcomes for its students.
How Does Delaware Fund Schools?

School districts and charter schools get their revenue, or funding, from state, local, and federal sources.

In Delaware, state funding makes up the largest share of school funding (about 60%), followed by the local (about 28 percent) and federal (about 12 percent) portions.

In school year 2023, Delaware reported $3,169,928,336.28 in total revenue.

Federal sources include additional appropriations for students with high needs including Title I and IDEA funding.

Note: Revenue shows how much cash an LEA has available to spend during a year. Funds are categorized into three categories: Federal funds, State funds and Local funds. Federal funds may include: Title I, Title II, Title III, Title IV, IDEA, Perkins, Child Nutrition, Early Head Start, etc.

State funds may include: Division I, Division II, Division III, School Transportation, Educational Sustainment, Academic Excellence, Opportunity Fund, etc. Local funds may include: Local tax (includes current expense, tuition, and match), School Nutrition, local grants, etc.

For reporting purposes, school year includes financial information from July 1 - June 30 annually.
Total Education Spending for the State

In 2021-22, Delaware spent $2,612,814,844 on public education, which includes state, local, and federal funds.

The amount budgeted in Bond/Capital for the entire Department of Education in Fiscal Year 2023 was $378,709,848. Bond capital and minor capital are separate from the general operating funds. Bond covers school buildings, and minor capital covers improvements.

For every dollar spent on education:

- Instruction: 57%
- Facilities and debt services: 1%
- Food services: 3%
- Central services: 4%
- Instructor support services: 4%
- Transportation: 5%
- General support services: 6%
- Operations and maintenance: 9%
- Student support services: 11%

Note: Categories are based on school districts annual financial statements to the Delaware Department of Education. Total education spending for the state is inclusive of local, state and federal funds. “Instruction” refers to the total expenditures spent on instruction, including personnel salaries and excludes within-state tuition.

The level of funding available through local revenue sources varies across districts and charter schools more so than state and federal sources.

Note: Average revenues per pupil were calculated by dividing revenue by student enrollment based on the September 30th unit count. Vocational technical school districts and charter schools are funded differently than traditional school districts.

Average spending per student includes all sources of funding including federal funding, opportunity funding and other grant programs in addition to the base formula.

Delaware's overall spending on schools, when examined on a per-pupil level, is on par with other states.

Where Delaware lags is in providing additional support for multilingual learners and students from low-income backgrounds.

Delaware utilizes Opportunity Funding to provide for high-need students, which as of 2023 allocates:

- Approximately between $800 and $900 per learner student or student from a low income background.
- If a student fits in both categories, they receive both allocations (double the funding).

Opportunity Funding equates to only an additional 3-4% of the estimated average spending per student.

American Institutes of Research (2023) suggests systems should provide 100-200% more funding based on individual student needs.

Delaware's Unit Count: A Form of Resource-Based Funding

1. **TALLYING**
   Districts conduct a student count around September 30th each school year. They base this count on current attendance. Once the count is complete, districts report their numbers to the state.

2. **TRANSLATING**
   Once the count is verified by the Delaware Department of Education, it is translated into units using the current state unit formula.

3. **ALLOCATING**
   Using a math formula, the state allocated funding to districts and schools in the form of units, which are commitments by the state to pay for specific expenses, including teachers and staff.

4. **SPENDING**
   The funds must be used for specific expenses designated in the state’s budgeting system and must be spent by the schools to which they are allocated, regardless of factors such as student transfers.

Source: Education Equity Delaware, (n.d.), Delaware School Funding 101.
What Is A Unit?

A "unit" represents a **staff member** that a school is allowed to hire based on student-to-staff ratios.

Units are composed of **three divisions**:

<table>
<thead>
<tr>
<th>Division I</th>
<th>Teachers*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division II</td>
<td>Energy and All Other Costs</td>
</tr>
<tr>
<td>Division III</td>
<td>Equalization</td>
</tr>
</tbody>
</table>

**Preschool**

- **12.8 students** = 1 unit

**K-3**

- **Regular Education**: 16.2 students = 1 unit
- **Basic Special Education**: 10.2 students = 1 unit

**4-12**

- **Regular Education**: 20 students = 1 unit
- **Basic Special Education**: 8.4 students = 1 unit

**Pre-K-12**

- **Intensive Special Education**: 6 students = 1 unit
- **Complex Special Education**: 2.6 students = 1 unit

*value based on teacher’s position on state salary schedule

Delaware is one of seven states that relies solely on a resource allocation-based funding system that is largely in-flexible. Delaware's neighbors and more than 80% of the country use a student-based system.

Other states that use a resource allocation-based system exclusively are:

Delaware's Neighbors

Neighboring states including Maryland, New Jersey, and Pennsylvania employ funding policies that provide **annual additional funds** for **multilingual learner** students and students from **low-income** backgrounds as part of their funding formulas. This is known as a student-based system.

### Funding Model

<table>
<thead>
<tr>
<th>State</th>
<th>Funding Model</th>
<th>Students with Disabilities</th>
<th>Students from Low-Income Backgrounds</th>
<th>Multilingual Learners Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE</td>
<td>Resource Based</td>
<td>Multiple staff ratios by category</td>
<td>Flat dollar amount</td>
<td>Flat dollar amount</td>
</tr>
<tr>
<td>NJ</td>
<td>Student based</td>
<td>Census Based Allocation</td>
<td>Multiple weights based on concentration</td>
<td>50% weight</td>
</tr>
<tr>
<td>MD</td>
<td>Student based</td>
<td>Single student weight</td>
<td>Single student weight</td>
<td>100% weight</td>
</tr>
<tr>
<td>PA</td>
<td>Hybrid</td>
<td>Multiple student weights by category</td>
<td>Multiple weights based on concentration</td>
<td>20 teachers per 1,000 MLLs</td>
</tr>
</tbody>
</table>

Delaware’s **Opportunity Funding** is only 3% of total education funding.*

*may not be comparable to the percentage weight other states use

**MD**, **PA** and **NJ** all allocate a base **per-pupil** amount and add an additional percentage to that base in the form of a weight.

Delaware does not have a base per-pupil amount, so the weighted funding in other states has been expressed as a **dollar** amount to allow for comparison.

*distributed through weighted formula, remainder through old resource based formula

Source: AIR Report

In 2018, Delawareans for Educational Opportunity and the NAACP Delaware State Conference of Branches filed a lawsuit against Governor John Carney and others. The plaintiffs contended that Delaware had an inequitable funding system.

## Funding Lawsuit Settlement Timeline

<table>
<thead>
<tr>
<th>Programmatic</th>
<th>FY24</th>
<th>FY25</th>
<th>FY26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding structure for basic special education K-3 to be altered to <strong>align</strong> with 4-12.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funding Assessment Report released December 2023; Public Education Compensation Committee recommendations released</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not less than <strong>$50 million</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not less than <strong>$60 million</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To increase with enrollment of low-income and multilingual learner students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not less than <strong>$12.2 million</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not less than <strong>$12.2 million</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>$4 million</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>$4 million</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>$4 million</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source: The Institute for Public Administration at the University of Delaware, (2021). Delaware Education Funding Lawsuit Settlement.*
American Institutes for Research (AIR) released the Assessment of Delaware Public School Funding in December 2023

**AIR Recommendations:**

1. Increase investments in Delaware's public education
2. Distribute more resources according to student need
3. Improve funding transparency
4. Allow for more flexibility in how districts use resources
5. Account for local capacity and address tax inequity
6. Regularly reassess property values
7. Simplify the calculation of local share provided to charter schools
8. Implement a weighted student funding state funding formula

**Student Needs**

<table>
<thead>
<tr>
<th>Student Needs</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low income</td>
<td>81%</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>234%</td>
</tr>
<tr>
<td>Students with complex disabilities</td>
<td>275%</td>
</tr>
<tr>
<td>Multilingual learners</td>
<td>15%</td>
</tr>
</tbody>
</table>

Base Per-Pupil Spending: $10,074

AIR researchers mapped out the financial bases and weights for a potential student-centered funding formula that could be utilized in Delaware. Such a system would need to be implemented over time, and many states have held districts "harmless" during times of transitions so that no one loses funding.
# Opportunities to Transform the System

Our school funding system needs to be flexible enough that educators and leaders can support the unique needs of Delaware’s students.

Efforts in this area must go beyond equalization funding and similar initiatives, which fall short of addressing gaps in resources, and should be based on the principles of equity, flexibility, stability, and transparency.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Codify a <strong>student-centered funding</strong> formula that provides additional support for <strong>low-income</strong> students, <strong>gifted</strong> students, and <strong>multilingual learners</strong>.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Make additional allowances for flexibility and prioritize <strong>equity</strong> for districts and taxpayers. Distribute funds directly to districts and schools, and build in metrics for accountability.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Cultivate <strong>transparency</strong> by pursuing activities that increase public understanding of system while coordinating interagency data sharing and collection.</td>
</tr>
</tbody>
</table>
Additional Resources

**Education Equity Delaware:**
www.educationequityde.org

**Modernizing Delaware's School Funding System:**
https://delawareschoolfunding101.com

**Assessment of Delaware Public School Funding:**

**Delaware School Funding: Basics:**

**Money Matters: Evidence Supporting Greater Investment in PK-12 Public Education:**
https://edlawcenter.org/assets/files/pdfs/School%20Funding/Money%20Matters%20Talking%20Points.pdf

**Equal Is Not Good Enough:**
https://edtrust.org/resource/equal-is-not-good-enough/

**Serving Those With the Greatest Needs Will Benefit All Students: Results From a COVID-19 Education Survey:**

**AIR. Equity and Adequacy of New Hampshire School Funding A Cost Modeling Approach:**
Early Care and Education (ECE) encompasses learning time that occurs between birth and the age of eight. These years are critical for a child's long-term intellectual and social-emotional development.

Despite the importance of these early years, only 16 percent of Delaware children birth to five have access to publicly funded early care and education.

Moreover, roughly 50 percent of children in Delaware ages three to five (13,902 kids) are not enrolled in school, including nursery school, preschool, or kindergarten.

Delaware has made progress over the years, with increases in state spending and more families served through publicly funded programs.

Investments promise strong outcomes and returns. Specifically, an estimated six to 10 percent per year is expected for every dollar spent on ECE.

During the 2021-2022 school year Delaware preschool...

State spending totaled $6,149,300, the same as the last year.

State spending per child equaled $7,517, up $108 from 2020-2021 adjusted for inflation.

Delaware met 9 of 10 quality standards benchmarks.

State Spending Per Child Enrolled (2021 Dollars)

<table>
<thead>
<tr>
<th>Year</th>
<th>Spending</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>$9,557</td>
</tr>
<tr>
<td>2006</td>
<td>$9,907</td>
</tr>
<tr>
<td>2009</td>
<td>$9,452</td>
</tr>
<tr>
<td>2012</td>
<td>$8,921</td>
</tr>
<tr>
<td>2016</td>
<td>$8,906</td>
</tr>
<tr>
<td>2020</td>
<td>$8,121</td>
</tr>
<tr>
<td>2021</td>
<td>$8,024</td>
</tr>
<tr>
<td>2021</td>
<td>$7,881</td>
</tr>
<tr>
<td>2022</td>
<td>$7,517</td>
</tr>
</tbody>
</table>

Brains are built from the bottom up. In the first few years, more than **one million new neuronal connections** are formed every second.

Compared to **K-12** students, Delaware invests a **fraction** of what it does in children under five.

**Delaware invests an average of approximately $20K per child in K-12 education** (despite higher adult to child ratios and shorter school day and year).

### Center-Based Child Care Example - Annual Child Care Subsidy Reimbursement

#### Rates Per Child (Purchase of Care)

<table>
<thead>
<tr>
<th>Age of Child</th>
<th>State Reimbursement Rate</th>
<th>Costs to Meet Current Basic Delaware Requirements** per Cost Estimator Model</th>
<th>Cost to Fund Quality Care per Cost Estimator Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infants 0-12 months</td>
<td>$8,900</td>
<td>$16,500</td>
<td>$39,000</td>
</tr>
<tr>
<td>Toddler I 1-2 years</td>
<td>$8,000</td>
<td>$12,000</td>
<td>$32,000</td>
</tr>
<tr>
<td>Toddler II and Preschool 2-5 years</td>
<td>$7,000</td>
<td>$7,700</td>
<td>$26,500</td>
</tr>
</tbody>
</table>

### Experience shapes brain development.

Specifically, the interactions that children receive from adults impacts the formation of the brain’s architecture.

---

*Note: This represents 2022 data

*Average among three counties (Kent/Sussex are paid at a lower rate than New Castle County); Centers are open about 250 days/year; about 70 percent of centers in Delaware participate in Stars, which provides additional funding for reaching higher quality levels, at ~10-30 percent more. A new cost study is expected in the spring of 2024.**

**State licensing requirements – includes benefits and paid time off.

Nearly **51,000** children under age 5 lack access to publicly funded care.

Only **1 out of 7** children have access to publicly funded care
- Only **10%** of children aged 0-2
- Only **19%** of children aged 3-5

85% of children are without access to publicly funded early care and education programs
- Nearly **51,000** children

15% of children have access to publicly funded care
- Only **8,663** children

Source: Most Delaware Families Can’t Access Publicly Funded Child Care, First State Pre-K, 2023
Child Care is Unaffordable to Most Delaware Families

Child care is as expensive as housing and college tuition in Delaware

Only households earning above the state median income can afford child care as part of their annual budget.

A family of four in Delaware would have to make $88,683 annually to afford child care and other basic, survival expenses (housing, food, childcare, transportation, health care) – and Delaware’s median family income is $84,825.

Cost prevents families from:

- Joining the workforce
- Going back to school
- Buying a house
- Having more children*

63% of Delaware parents said they would either return to work or increase their hours if they found consistent quality child care, according to a survey of hundreds of Delaware parents in 2022-23.

*Delaware’s birth rate has been declining — and the state is in the bottom third of states for fertility replacement rates, which poses long term economic challenges for our economy and state services.

Source: Child Care is Unaffordable to Most Delaware Families, First State Pre-K, 2023
Child Care is Unaffordable to Most Delaware Families

Child care is a major expense for most families.

For a **single parent**
- child care costs **36%** of median annual income
- $11,834 yearly, pre-tax, per child 0-4

For a **married couple**
- child care costs **10%** of median annual income
- $11,834 yearly, pre-tax, per child 0-4

For a **family covered by state assistance** *(Purchase of Care, child care subsidy)*
- child care costs **9%** of median annual income
- As much as $4,800 for an annual income of $53K, pre-tax

*Delawareans can go to college for free with scholarships, nothing similar exists for 0-5 years old.*
Would These Delaware Families Qualify for Child Care Assistance?

At what point do families fall off the benefits cliff—or 185% of Federal Poverty Level—and when can they afford child care again?

Many dual-income, working families do not qualify and cannot afford it in their budget

<table>
<thead>
<tr>
<th>Family Configuration</th>
<th>Annual Salary</th>
<th>Combined Salary</th>
<th>Child Care Affordability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher &amp; teacher, married + 2 children</td>
<td>$63,528</td>
<td>$127,056</td>
<td>At 423% of FPL, this family is <strong>ineligible</strong> for state-funded pre-K (ECAP) or subsidized child care (Purchase of Care) and <strong>can afford</strong> the basics + child care.</td>
</tr>
<tr>
<td>Teacher &amp; construction laborer, married + 2 children</td>
<td>$50,772</td>
<td>$114,300</td>
<td>At 381% of FPL, this family is <strong>ineligible</strong> for state-funded pre-K (ECAP) or subsidized child care (Purchase of Care) and can <strong>just afford</strong> the basics + child care.</td>
</tr>
<tr>
<td>Construction laborer &amp; receptionist, married + 2 children</td>
<td>$30,708</td>
<td>$81,480</td>
<td>At 272% of FPL, this family is <strong>ineligible</strong> for state-funded pre-K (ECAP) or subsidized child care (Purchase of Care) and cannot <strong>afford</strong> the basics + child care.</td>
</tr>
<tr>
<td>Receptionist &amp; bank teller married + 2 children</td>
<td>$37,488</td>
<td>$68,196</td>
<td>At 227% of FPL, this family is <strong>ineligible</strong> for state-funded pre-K (ECAP) or subsidized child care (Purchase of Care) and cannot <strong>afford</strong> the basics + child care.</td>
</tr>
</tbody>
</table>

*Combined Salary - Child care market rate for two children.

Source: Rodel, Delaware Readiness Teams, First State Pre-K, deaevc, the YMCA. (2023). The "Missing Middle:" Delaware's Working Families Can't Afford Child Care but Don’t Qualify for State Programs

U.S. BLS May 2022 Annual Mean Wages for Delaware, District Pay Scales

Try out the child care affordability calculator: rodelde.org/child-care-affordability-calculator/
2023 Eligibility for Purchase of Care by State

Neighboring states provide child care to more families than Delaware

**Delaware Purchase of Care is at 185 percent and ECAP is at 135 percent**

Early Childhood Educators are Not Treated as Professionals

- **61%** have a high school degree with limited training in early childhood.
  - Research indicates an early childhood teacher with a bachelor’s degree in early childhood development or specialized training is better able to support children’s healthy development.

- **$13.25** hourly average salary of child care teacher.

- **40%** have healthcare benefits.

- **13%** of the workforce has another paid job to supplement their income.

- Out of the **10,000** early childhood educators in child care in Delaware:
  - **1/3** are on public assistance of some kind (e.g. TANF, SNAP).

"To have more highly qualified and trained teachers, that costs you money, either in literal training dollars or because now you’re hiring somebody who’s got more skills and they don’t want to make $13.25 an hour…it almost feels like everyone who comes in here for an interview, we have to hire them because we don’t have any other options."

– Delaware child care provider

Undervalued Workforce

No Support System professional development offerings are inaccessible and undervalued

Delaware struggles to recruit, train, and retain early childhood care and education professionals

Declining enrollment in early education degrees in Delaware and 358 high school students are enrolled in the high school career technical early childhood pathway

Delaware Mean Annual Salary

$60K Kindergarten Teacher

$29K Pre-K Teacher

Poor compensation and lack of benefits compared to K-12

Average tenure only 2 years

Opportunities to Transform the System

1. Workforce: Strengthen and support the workforce to ensure we have a strong early childhood system. Increasing compensation and supporting additional credentials would lead to a more qualified and satisfied workforce.

2. Affordability and Access: Increase eligibility and invest in state subsidized child care to make sure it is accessible and affordable to Delaware families.

3. Continuity: Streamline the birth to five system so that children can transition easily though child care and early childhood education, to pre-school and into kindergarten.

Early care and education is essential to childhood brain development and a child’s success in their academic career and in life.

Access to high-quality and affordable child care and pre-K allows parents to re-enter the workforce and allows children to have the experiences they need to succeed.

Brain science shows how important early care and education is, so it is imperative that we ensure the system is as strong as possible.
Additional Resources

**First State Pre-K:**
www.firststateprek.com

**Delaware Office of Early Learning:**
https://www.doe.k12.de.us/Domain/232#

**Delaware Early Childhood Council Strategic Plan:**
http://bit.ly/3Xd1ulp

**Delaware Readiness Teams:**
www.delawarereadinessteam.com

**The Delaware Association for the Education of Young children (deaeyc):**
www.deaeyc.org

**Child Care Affordability Calculator:**
https://rodelde.org/child-care-affordability-calculator
Great teachers and leaders are at the core of a high-quality education. Research demonstrates that teachers and leaders are the most important in-school factors impacting student learning. This makes educator support and development one of the highest leverage policy areas impacting student learning.

Delaware partners are working to dramatically increase recruitment, support, and retention of teachers of color in the profession through the teacher academy pathway, teacher residencies, and creating intentional spaces that cultivate and support culturally responsive practices of new and existing teachers.
Like the rest of the nation, Delaware educators are predominantly white and female. While there have been slight increases in diversity over the past five years, the teaching profession still does not reflect the communities it serves.

**Delaware Educators 2023-24**

**Gender**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2,263 teachers</td>
<td>23%</td>
</tr>
<tr>
<td>Female</td>
<td>7,578 teachers</td>
<td>77%</td>
</tr>
</tbody>
</table>

**Race**

<table>
<thead>
<tr>
<th>Race</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White or Caucasian</td>
<td>7,922 educators</td>
<td>81%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>1,149 educators</td>
<td>12%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>446 educators</td>
<td>5%</td>
</tr>
<tr>
<td>Multi-racial</td>
<td>142 educators</td>
<td>1%</td>
</tr>
<tr>
<td>Asian American</td>
<td>152 educators</td>
<td>2%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>22 educators</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>9 educators</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>


Note: Here "educators" refers to classroom teachers.
In the 2023-24 school year:

- African American men represented **2.9 percent** of educators statewide.
- Men of color represented **4.3 percent** of educators statewide.

### Delaware Students of Color 2022-23 and Delaware Educators of Color 2023-24, by District

<table>
<thead>
<tr>
<th>School District</th>
<th>Students of Color</th>
<th>Educators of Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indian River</td>
<td>9%</td>
<td>54%</td>
</tr>
<tr>
<td>Laurel</td>
<td>11%</td>
<td>59%</td>
</tr>
<tr>
<td>Delmar</td>
<td>10%</td>
<td>42%</td>
</tr>
<tr>
<td>Sussex Tech</td>
<td>6%</td>
<td>51%</td>
</tr>
<tr>
<td>Woodbridge</td>
<td>9%</td>
<td>55%</td>
</tr>
<tr>
<td>Seaford</td>
<td>18%</td>
<td>73%</td>
</tr>
<tr>
<td>Milford</td>
<td>14%</td>
<td>56%</td>
</tr>
<tr>
<td>Caesar Rodney</td>
<td>17%</td>
<td>52%</td>
</tr>
<tr>
<td>Colonial</td>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>NCC Vo-Tech</td>
<td>23%</td>
<td>74%</td>
</tr>
<tr>
<td>Smyrna</td>
<td>12%</td>
<td>49%</td>
</tr>
<tr>
<td>Cape Henlopen</td>
<td>12%</td>
<td>34%</td>
</tr>
<tr>
<td>Christina</td>
<td>24%</td>
<td>76%</td>
</tr>
<tr>
<td>Appoquinimink</td>
<td>20%</td>
<td>45%</td>
</tr>
<tr>
<td>Red Clay</td>
<td>22%</td>
<td>61%</td>
</tr>
<tr>
<td>Lake Forest</td>
<td>10%</td>
<td>41%</td>
</tr>
<tr>
<td>Capital</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brandywine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLYTECH</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Delaware educator data by race, by district is available on the Open Data Portal for the current school year. However, the same data is not available for students and had to be requested.

Sources:
- Delaware Department of Education. (2024). Educator Characteristics, Delaware Open Data.
- Delaware Department of Education. (2024). Delaware Report Card.
- Delaware Department of Education. (2024). Educator Mobility Data Request.
## Delaware Administrators 2023-24

### Administrator Demographics

### Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White or Caucasian</td>
<td>829</td>
<td>71%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>254</td>
<td>22%</td>
</tr>
<tr>
<td>Hispanic/latino</td>
<td>62</td>
<td>5%</td>
</tr>
<tr>
<td>Multi-racial</td>
<td>13</td>
<td>1%</td>
</tr>
<tr>
<td>Asian American</td>
<td>5</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>5</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>1</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>

**Total leadership: 1,169**

### Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>470</td>
<td>40%</td>
</tr>
<tr>
<td>Female</td>
<td>699</td>
<td>60%</td>
</tr>
</tbody>
</table>

**Total administrators: 1,169**

## Comparing Student, Educator, and Administrator Demographics 2023-24

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Student</th>
<th>Educator</th>
<th>Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>White or Caucasian</td>
<td>81%</td>
<td>71%</td>
<td>39%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>12%</td>
<td>12%</td>
<td>22%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>5%</td>
<td>5%</td>
<td>20%</td>
</tr>
<tr>
<td>Asian American</td>
<td>2%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Multi-racial</td>
<td>1%</td>
<td>1%</td>
<td>5%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>

The Public Educator Compensation Committee was established by Senate Bill 100 of the 151st General Assembly.

The compensation committee has released recommendations for a base salary scale, and in the upcoming year is considering compensation for teacher leadership roles, additional professional responsibilities and additional learning.

All our regional neighbors are in the top 12 in the nation and pay $4,000-$11,000 more in starting salary than Delaware.

Delaware is working to reverse trends in **educator retention**, where a majority of teachers of color are **not remaining** in their school after **five years**.

### Statewide

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Educators of Color</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1-Year</strong></td>
<td>83%</td>
<td>4%</td>
</tr>
<tr>
<td><strong>3-Years</strong></td>
<td>65%</td>
<td>9%</td>
</tr>
<tr>
<td><strong>5-Years</strong></td>
<td>51%</td>
<td>13%</td>
</tr>
</tbody>
</table>

**Teacher Retention Rates (2022-23)**

- **Same School Retention Rate**
- **Transfer Rate Between Districts**
- **Transfer Rate Within District**
- **Turnover Rate**

### Notes

- Each year represents a different cohort. One year percentage is showing the percent of educators employed in 2022 school year who were retained in school year 2023; two year percentage shows the percent of educators who were employed in 2021 and retained in 2023; five year percentage shows the percent of educators who were employed in 2018 and retained in 2023.

**Source:** Delaware Department of Education. (2023). Educator Mobility Data Request.
**Educator Retention**

**Why do educators leave the profession?**

Between 2019 and 2023, school leadership was the top reason educators left their positions, with 69 percent selecting it as a factor and approximately 40 percent selecting it as a major factor. Other major factors selected by educators include district leadership and/or district policies, educator leadership and involvement in decision-making, and student behavior and school climate.

School leadership is also a top factor for leaving a current position for both experienced (40 percent) and novice (38 percent) responding educators statewide.

School leadership is a top major factor in leaving a current position for educators who identify as white (37 percent) and for educators of color (45 percent) statewide. Educators who identify as white selected student behavior and school climate (29 percent) more frequently than educators of color (26 percent). Educators of color identified educator leadership and involvement in decision-making as a top major factor (30 percent) more frequently than white educators (22 percent).

**What factors could have encouraged educators to remain in their positions?**

Having a more effective administrator or school leader and a pay increase were the most frequently chosen factors that could have encouraged educators to remain statewide.

Educators of color more frequently identified more culturally competent educators and administrations (24 percent) and opportunities for advancement (23 percent) as factors that could have influenced them to stay compared to their white peers (10 percent and 12 percent, respectively). A higher percentage of white educators identified working with different students and/or improved student attitudes and behavior (23 percent) when compared to educators of color (17 percent).

*Note: Responses collected between 06/10/2019 and 11/30/2023.*

Source: Delaware Department of Education. (2023). Educator Mobility Data Request.
## Opportunities to Transform the System

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Expand student <strong>access</strong> to teacher <strong>academies</strong> through intentional partnerships with community-based organizations and institutes of <strong>higher education</strong>.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Expand <strong>access</strong> to <strong>high-quality, sustainable</strong> teacher <strong>residency</strong> programs throughout the state.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Leverage <strong>financial aid available</strong> to <strong>aspiring teachers</strong> including scholarships, loan forgiveness, and teacher apprenticeship programs.</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td><strong>Invest</strong> in retention efforts like compensation, teacher leadership opportunities, creating welcoming and affirming environments, and affinity spaces for teachers of color.</td>
</tr>
</tbody>
</table>
Recruitment, Training, and Retention initiatives

Recruitment
Teacher Academies
Grow Your Own

Training
Teacher Apprenticeship Opportunities
Residency Programs

Retention
Affinity Spaces for Teachers of Color
Compensation Reform

Join Delaware Schools:
https://www.joindelawareschools.org

Teacher prep programs in Delaware:
https://www.doe.k12.de.us/domain/553

Rodel Teacher Network. (2023). Culturally Responsive Leadership in Schools:
A student who is college and career ready has the knowledge and skills to be success in college, in the workplace and beyond.

Delaware is in the midst of an exciting new chapter in the expansion of career pathways in Delaware. The state is starting earlier with its middle schoolers, deepening the impact of career pathways in high school, and engaging more employers through new industry partnerships. The world our young people are entering today is far more uncertain, volatile, and polarized than it was just a decade ago, meaning Delaware must continue to build equity and access to postsecondary success.
88 percent of the class of 2022 graduated high school in four years with a regular high school diploma. But that's not the only measure of postsecondary success. Today in Delaware, more students than ever are completing advanced coursework and dual enrollment opportunities.
The **Delaware Pathways Initiative** has made strides recent years, building new, innovative programming focused on centering the needs of students while aligning with long-term labor market demands.

**Progress Underway:**

- **Accelerated apprenticeship opportunities** for students

  - 900+

- **High School Students,** or more than 65%, in Pathways

  - 30,000+

- **Middle school** students in career exploration pilots across 10 schools statewide.

  - 5,500

---

**Current pathway offerings for high school students in Delaware include:**

- Agricultural Structures & Engineering
- Animal Science & Management
- Environmental & Natural Resource Science
- Natural Resource Management
- Plant Science
- Architectural Engineering Technology
- Digital Communication Technology
- NAF Academy of Business Information Management
- Early Childhood Teacher Academy
- K-12 Teacher Academy
- NAF Academy of Finance
- Allied Health
- Nurse Assisting
- Public & Community Health
- Patient Care Assistant
- Culinary & Hospitality Management
- Hospitality & Tourism Management
- Cisco Networking Academy
- Computer Science
- Manufacturing Production Technician
- Manufacturing Engineering Technology
- Manufacturing Logistics Technician
- Manufacturing Production Technician
- Industrial Maintenance Mechanic
- Marketing Today!
- Engineering
- Architectural Engineering Technology
- Biomedical Science
- Engineering
- Automotive Technology

---

Delaware Pathways

Building a pipeline in high-demand sectors statewide

Connecting student interests with high-demand pathways is critical to setting students up for success in our future economy. Over the past five years there has been strong growth in the number of students completing pathways in high-demand industries.

Apprenticeship Opportunities and Work-Based Learning

Delaware’s three vocational-technical school districts have worked to align six of their high school and adult education programs to provide dual enrollment and apprenticeship credits in high-growth sectors for 900+ students before high school graduation. Industries include:

- Electrical
- HVAC
- Masonry
- Construction
- Plumbing
- Welding

Note: Students in traditional high schools also have opportunities to earn apprenticeship credits.

Deepening Engagement
Delaware Office of Work-Based Learning

- 583+ College Students
- 115+ Employer Partners
- 1,735+ High School Students

Note: Work-based learning exists outside of the Office of Work-Based Learning. This list represents only the opportunities facilitated by the office.

The Office of Work-Based Learning at Delaware Technical Community College has expanded offerings and partnerships across the state since its founding in 2017.

Delawareans Entering the Workforce

Unlike in generations past, people entering the workforce today will need some education beyond high school to succeed. Delaware is emphasizing new sets of skills and equity as it builds its future workforce.

Durable and Digital Skills

Delaware employers cite a lack of durable skills and basic digital skills as the most significant gaps in applicants’ readiness for the jobs they need to fill.

Source: Survey of 251 Delaware businesses conducted by Zogby Analytics, 2022; data analysis by Delaware Data Innovation Lab.
Delawareans Entering the Workforce

Degree Attainment by Race, Ages 25-64, 2022

- 80% White
- 50% Black
- 37% Hispanic or Latino
- 28% American Indian or Alaska Native
- 16% Native Hawaiian or Pacific Islander

Goal for Attainment

Delaware is one of only five states with no codified education or training attainment goal. The Delaware Workforce Development Board has set a goal that 60 percent of Delawareans (age 25-64) will attain a degree or certificate beyond high school by 2030.

9.1 increase over in 8 years

Source: Delaware Workforce Development Board 3-Year Strategic Plan, 2023.
Opportunities to Transform the System

1. Expand **career awareness** and **exploration** to middle school.

2. Continue expanding career pathways from **26,000** students to **32,000** students (80% of Delaware high schoolers).

3. Increase opportunities for students in work-based learning experiences, youth apprenticeships, and to earn credit toward college and certifications while still in high school.
Additional Resources

**Delaware Pathways:**
https://delawarepathways.org

**Delaware Office of Work-Based Learning:**
https://deowbl.org

**Tech Council of Delaware:**
https://www.delawareitic.org

**Start Earlier, Go Faster, Equitable Outcomes: A Snapshot of Pathways 2.0 in Delaware:**

**Meet the Local Students Helping Delaware Reimagine Middle Grades:**
https://rodelde.org/meet-the-local-students-helping-delaware-reimagine-middle-grades/

**Delaware Student Success website:**
https://delawarestudentsuccess.org/