



# Rodel

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A GREAT EDUCATION  
CHANGES EVERYTHING

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## 2025

DELAWARE  
PUBLIC EDUCATION  
AT A GLANCE

# INTRODUCTION

**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](http://www.rodelde.org/ataglance).

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# Delaware Students 2023-24

## Public Schools



Students enrolled in **public schools**<sup>1</sup> (includes charter schools):

142,495

Students enrolled in **charter schools**<sup>2</sup>:

19,032

## Nonpublic Schools



Students enrolled in **private schools**<sup>3</sup>:

14,703

Students who are **home-schooled**<sup>4</sup>:

4,466

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

*2 Enrollment 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.*

*3 These data are self-reported as of September 30, 2024.*

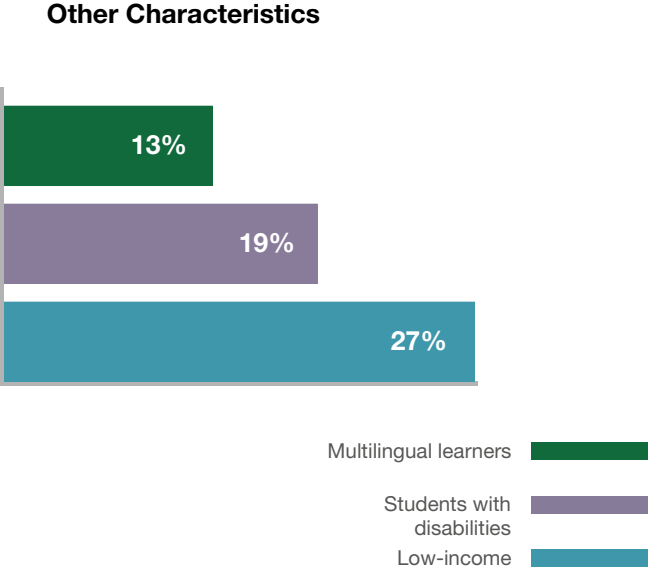
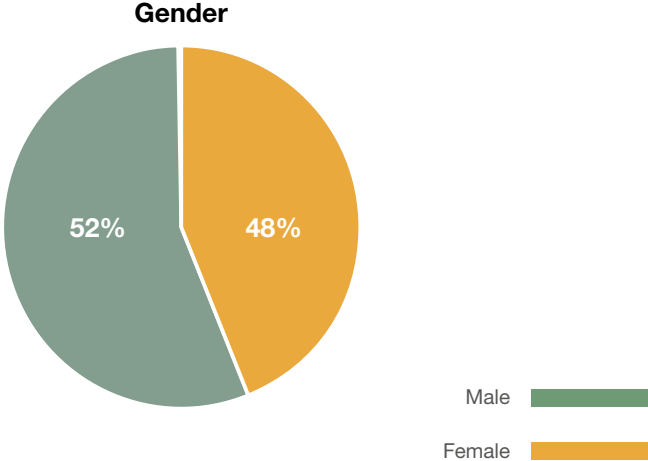
*4 These data are self-reported as of September 30, 2024. Not all students in private school or home-school are from Delaware.*

*Source: DDOE. (2024). Delaware Report Card: Fall Enrollment DDOE. (2024). Nonpublic School Report: 2022-23 Attendance. 2023-24 Enrollment DDOE. (2024). Student Enrollment and Unit Allotment Report: 2024-25*

# Delaware Public School Students (Pre-K-12) 2024-25

## Student Demographics

SY 2024-25		Total children: 142,495
	Number	Percentage
<b>Gender</b>		
Male	73,647 students	52%
Female	68,848 students	48%
<b>Other Characteristics</b>		
Multilingual learners	17,817 students	13%
Students with disabilities	26,941 students	19%
Low-income <sup>1</sup>	37,888 students	27%



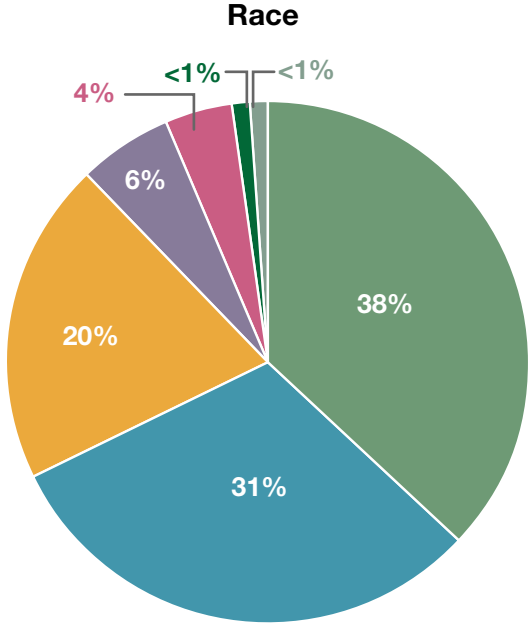
Note: <sup>1</sup>The low-income measure is used for many different purposes and the state methodology changed in 2013-14 for allocation of funds, reporting, and accountability purposes. Currently, low-income status is determined by student participation in the Department of Health and Social Services assistance programs such as Temporary Assistance for Needy Families (TANF) and the Supplemental Nutrition Assistance Program (SNAP).

Source: DDOE. (2024). Delaware Report Card: Fall Enrollment

# Delaware Public School Students (Pre-K-12) 2024-25

## Student Demographics

Students of color comprise over half of the overall student population in Delaware.



- White
- Black or African American
- Hispanic or Latino
- Multi-racial
- Asian American
- American Indian or Alaska Native
- Native Hawaiian or Pacific Islander

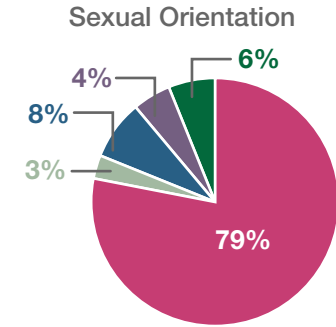
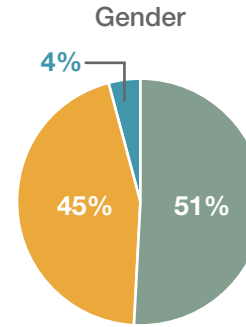
SY 2024-25		Total children: 142,495
	Number	Percentage
<b>Race</b>		
White or Caucasian	53,701 students	38%
Black or African American	44,644 students	31%
Hispanic or Latino	28,920 students	20%
Multi-Racial	8,135 students	6%
Asian American	6,359 students	4%
Native American	549 students	<1%
Native Hawaiian/ Pacific Islander	187 students	<1%

Source:DDOE.(2024). Delaware Report Card: Fall Enrollment

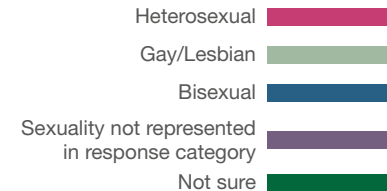
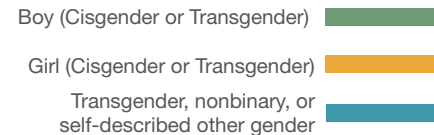
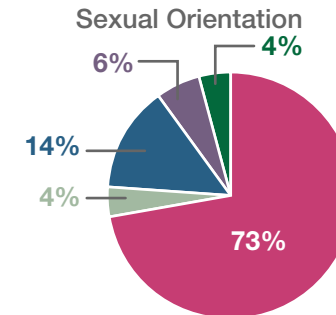
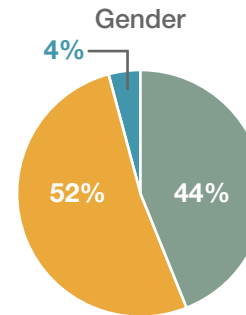
# Gender and Sexual Orientation Demographics

	8th Grade	11th Grade
<b>Gender</b>		
Boy (Cisgender or Transgender)	51%	44%
Girl (Cisgender or Transgender)	45%	52%
Transgender, nonbinary, or self-described other gender	4%	4%
<b>Sexual Orientation</b>		
Heterosexual	79%	73%
Gay/Lesbian	3%	4%
Bisexual	8%	14%
Sexuality not represented in response category	4%	6%
Not Sure	6%	4%

8th Grade



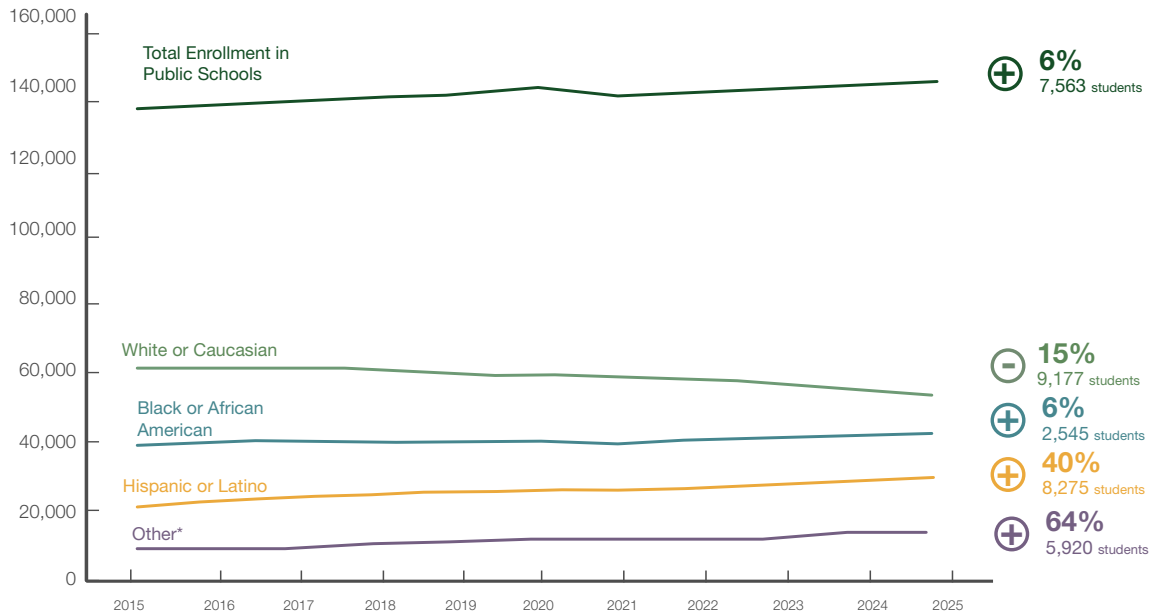
11th Grade



Note: Data on gender and sexuality are from self-reporting on the Delaware School Survey. On the 2023 DSS Secondary questionnaire, students were asked to identify their gender as boy, girl, nonbinary, or to self-describe their gender. Data reported from the DSS by gender here reflects these three primary categories (boy, girl, and nonbinary/self-describe) and students' responses are reported by their self-identified gender. As a result, the categories of "boy" and "girl" may include both cisgender and transgender students. For more detailed information about nonbinary and transgender students in the DSS, please visit the module on Gender and Sexuality, accessible from the [Epidemiological Reports and Products page](#). Someone is transgender when their gender identity is different from the sex that they were assigned at birth. The term cisgender is used to describe people whose sex at birth and gender identity are aligned. The term nonbinary describes individuals whose gender identity does not fit within the traditional categories of male or female.

Source: [University of Delaware Center for Drug & Health Studies. \(2024\). Delaware Epidemiological Report 2024: Gender and Sexuality](#)

# Student Enrollment Trends By Race Subgroup (2015-2025)



**Students of color** comprise over 60 percent of the overall student population in Delaware.

In particular, the **Hispanic/Latino** student population has increased by more than 8,275 students—or 40 percent—since the 2015 school year.

**White student** enrollment in public schools has decreased over the past decade by more than 9,177 students or 15 percent.

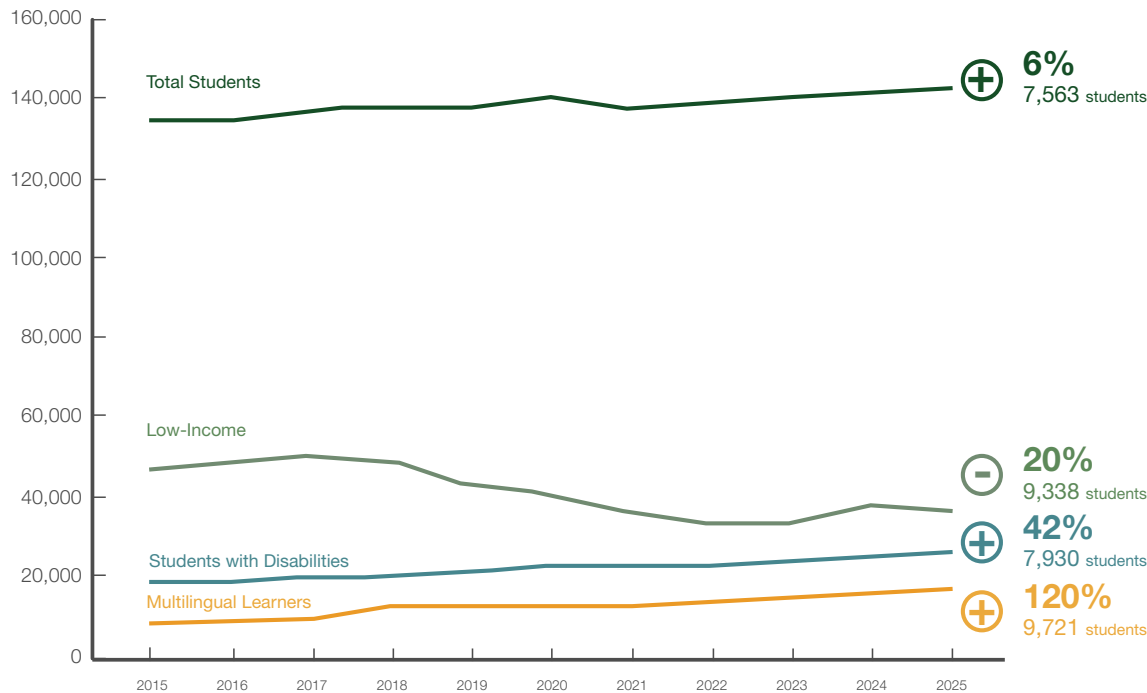
While public school enrollment is higher than it was a decade ago, there was a notable drop in enrollment between 2019-20 and 2020-21 largely attributed to the impact of **COVID-19**.

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.

Sources: Delaware Department of Education. (2024). Student Enrollment and Unit Allotment Reports (2013-2025). Delaware Report Card. (2024). Fall Enrollment

# Student Enrollment Trends By High-needs Subgroup (2015-2025)



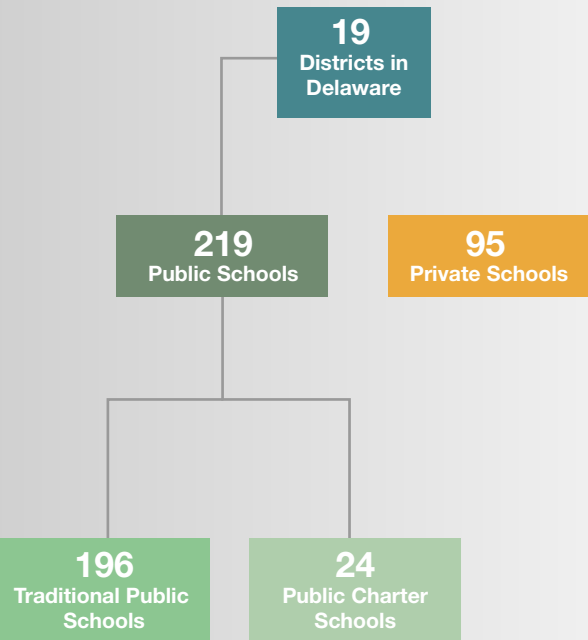
Over the last decade, the populations of **students with disabilities** and **multilingual learners** have increased by 42 percent and 120 percent respectively, compared to a six-percent increase in enrollment of public school students statewide.

*Note: 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.*

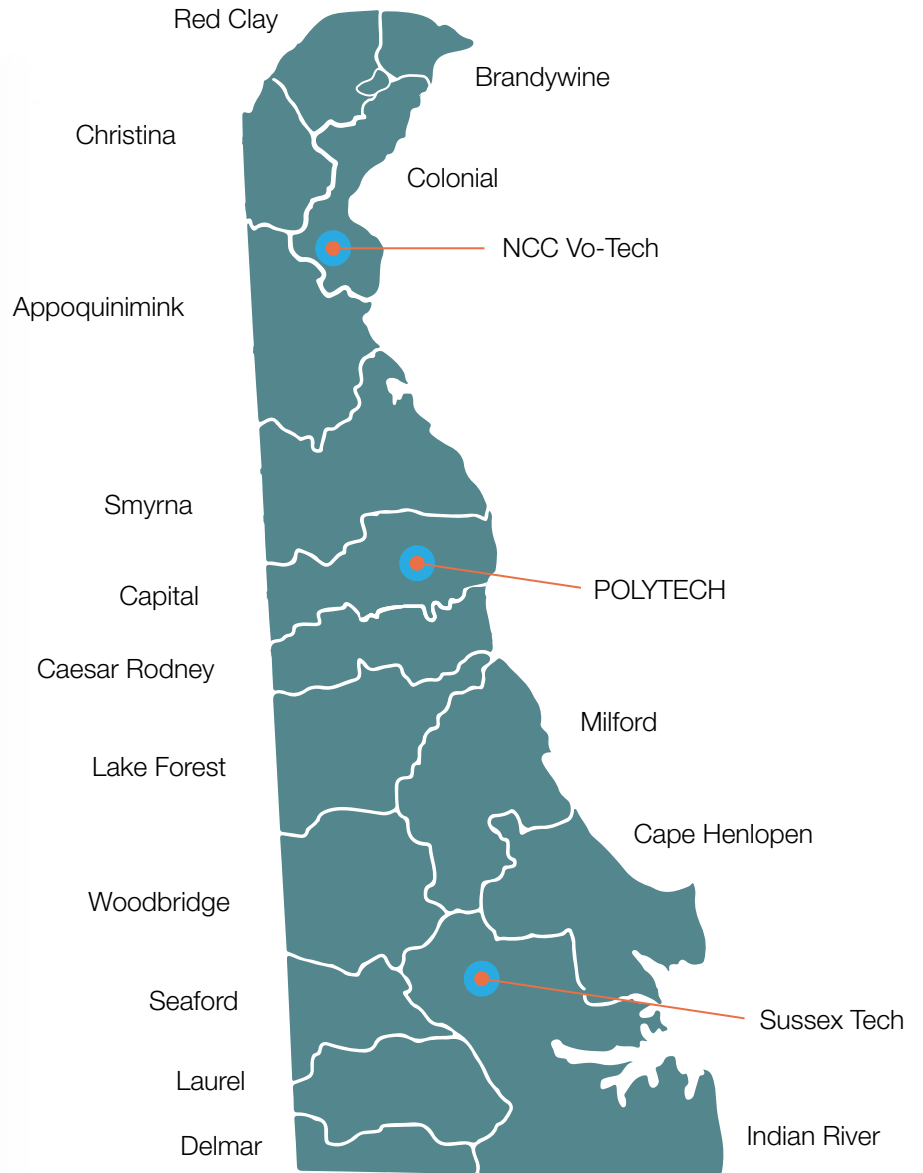
Sources: [Delaware Department of Education. \(2024\). Student Enrollment and Unit Allotment Reports \(2013-2025\). Delaware Report Card. \(2024\). Fall Enrollment](#)



# Delaware School Districts 2024-25

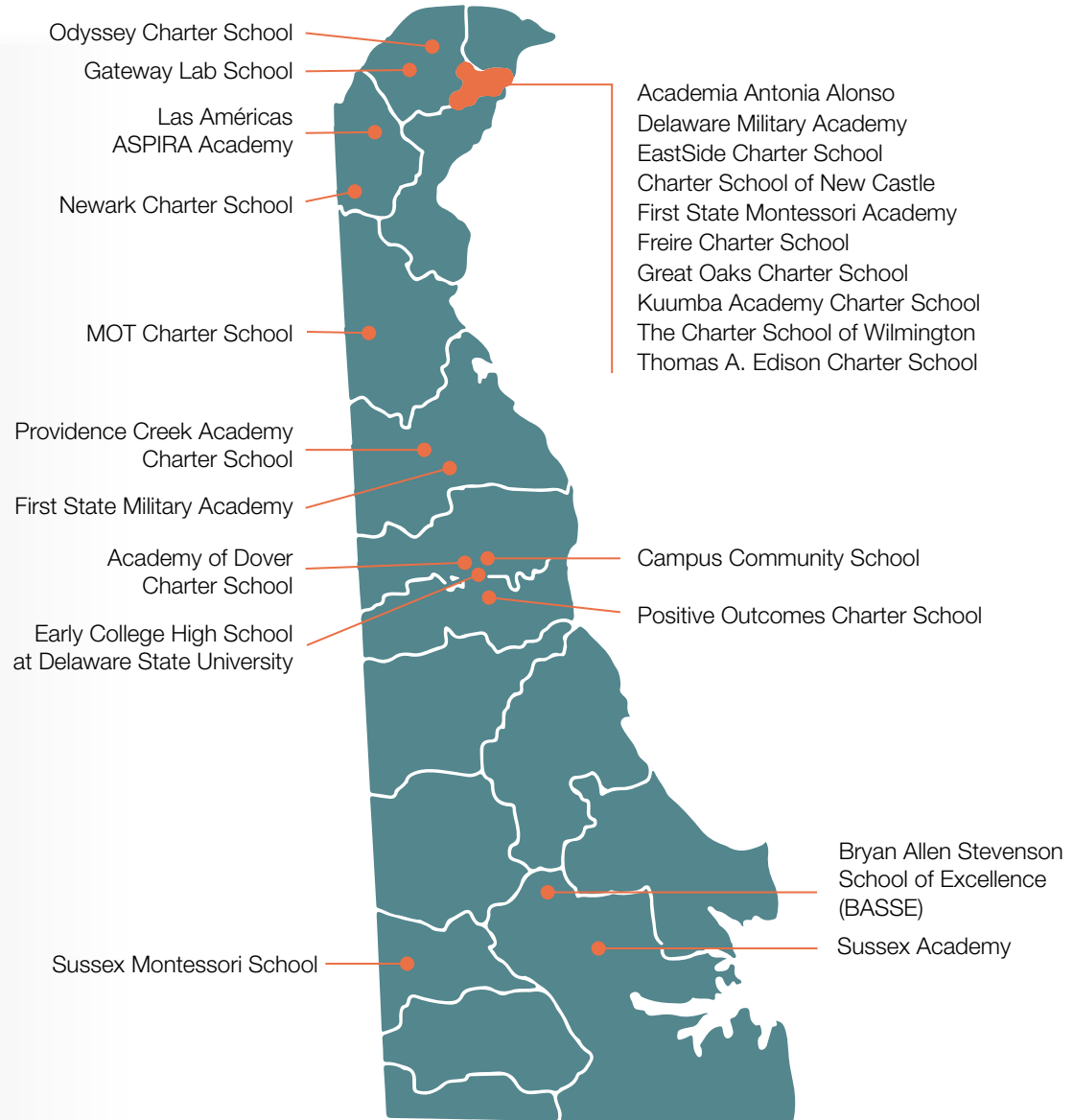


 Vo-tech districts



Source: *Delaware Report Card. (2024). All Schools in Delaware*  
*Delaware Department of Education. (2024). Nonpublic School Report: 2022-23 Attendance, 2023-24 Enrollment*

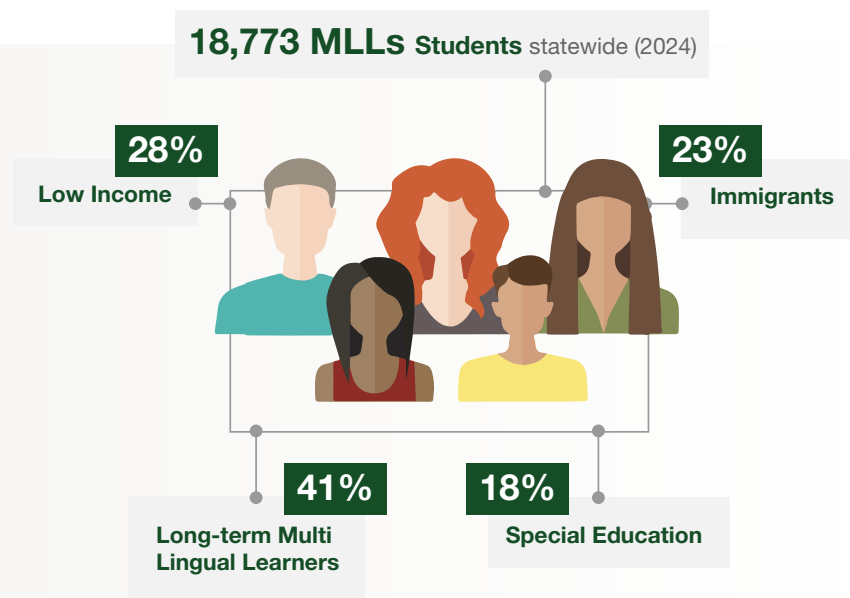
# Delaware School Charter Schools (2024-2025)



# Multilingual Learners

**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.
- Nearly **three-fourths** of MLLs in Delaware speak **Spanish**. The other quarter speak more than **100 languages**.
- In total they make up **13 percent of the total student population as of the 2025 school year**.



**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](https://bit.ly/MLLDelaware).

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

Sources: DDOE Data Request  
Delaware Report Card

# National Assessment of Educational Progress (NAEP)

## National Scores

		2022 score	2024 score	Point Change	Notes
 MATH	4th Grade	235	237	+2	+24 pts from 1990
	8th Grade	273	272	-1	+11 pts from 1990
 READING	4th Grade	216	214	-2	No statistical difference from 1992
	8th Grade	259	257	-2	



**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 national reading performance across the board between 2022 and 2024.

In math, national performance among fourth graders improved, with Delaware showing the largest improvement in comparison to any other state.

While Delaware has seen improvement at the fourth grade level, the state still has yet to recover to pre-pandemic performance levels and is significantly below the national average.

## Delaware Scores

		2022 score	2024 score	Point Change	Comparison to National Score
 MATH	4th Grade	226	233	+7	-4
	8th Grade	264	263	-1	-9
 READING	4th Grade	208	210	+2	-4
	8th Grade	253	249	-4	-8

# Assessment Results

## English Language Arts and Math Scores on Smarter Balanced Assessment and SAT, 2023-24

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

Assessment	All Students	Black or African American	Asian American	Hispanic or Latino	Multi-Racial	Native Hawaiian or Other Pacific Islander	White or Caucasian
Smarter English Language Arts	40	30	72	30	41	48	52
Smarter Math	33	8	71	22	33	36	45
SAT English Language Arts	45	27	79	32	-	-	59
SAT Math	18	17	64	9	-	-	26

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

Assessment	All Students	MLL Students
Smarter English Language Arts	40	15
Smarter Math	33	14
SAT English Language Arts	45	3
SAT Math	18	2

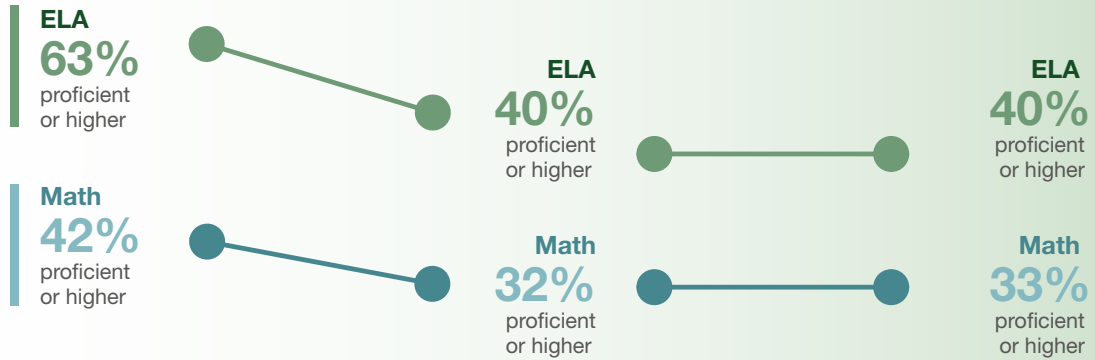
Note: A dash indicates that percent proficient was not reported due to too small of a sample size.

Source: [Department of Education \(2024\) Student Assessment Performance, Delaware Open Data](#)

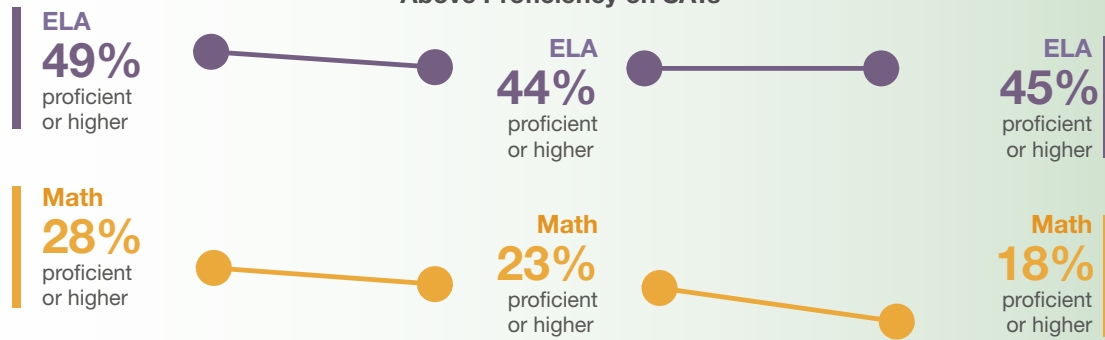
# Assessment Results

## English Language Arts (ELA) and Math Scores on Smarter Balanced Assessment and SAT, 2023-24

Percent of Students Scoring At or Above Proficiency in ELA and Math on Smarter Balanced



Percentage of Students Scoring at or Above Proficiency on SATs



Pre-Pandemic  
2018-19 School Year

Post-Pandemic  
2022-23 School Year

Last School Year  
2023-2024

Note: These statistics are based on an 'all grades' filter.

Source: Delaware Department of Education. (2024). Student Assessment Performance. Delaware Open Data.

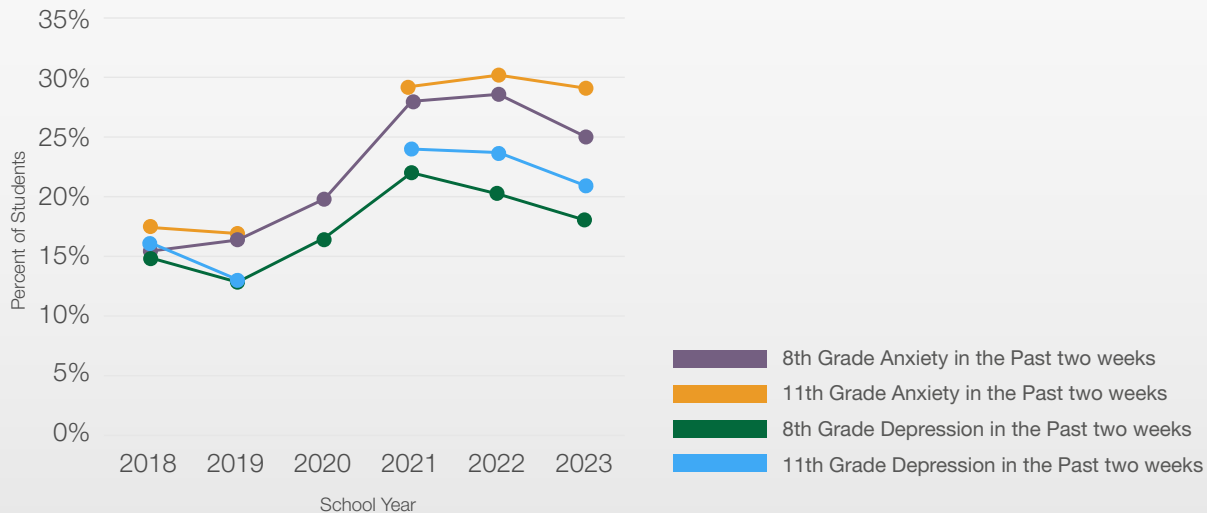
# Mental Health

## The number of adolescents reporting poor mental health is increasing.

The number of adolescents reporting poor mental health has yet to return to pre-Covid-19 levels. Over the course of pandemic years, anxiety rates in both eighth and 11th grade students increased by **an average of six percent a year**, while depression rates increased **by approximately five percent a year**.

In 2023, **approximately one in four eighth graders** and three in 10 11th graders experienced anxiety symptoms, and approximately **one in five of both eighth (18 percent) and 11th (21 percent) graders** experienced depression.

### Percent of Delaware Students Experiencing Anxiety or Depression, 2018-2023



*Note: Data are based on student self-reporting on the Delaware School Survey. Anxiety is defined as students who respond that they have felt very nervous or anxious on more than half of the days in the past two weeks. Depression is defined as students who respond that they have been bothered by feeling down, depressed, or hopeless on more than half of the days in the past two weeks. SY2020 data for 11th grader couldn't be completed due to the Covid-19 pandemic.*

Poor mental health impacts many areas of a student's life, including **school and grades, decision making, and their physical health**. Negative behaviors and habits that result from poor mental health carry over into **adult years**.

In 2021, approximately **two in 10** Delaware high schoolers seriously considered attempting suicide, and approximately **one in 10** attempted suicide. **Connecting with youth** can protect their mental health, while **schools, families, and the community** can create protective relationships to help them grow into **healthy adulthood**.

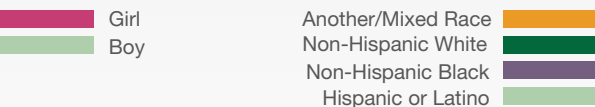
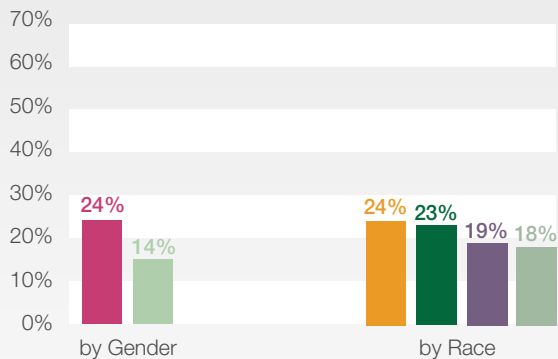
**Need Support Now?**  
**Call or text 988**

Source: [University of Delaware Center for Drug & Health Studies, Delaware Epidemiological Report 2024](#)

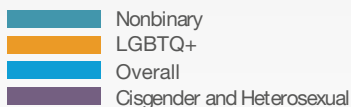
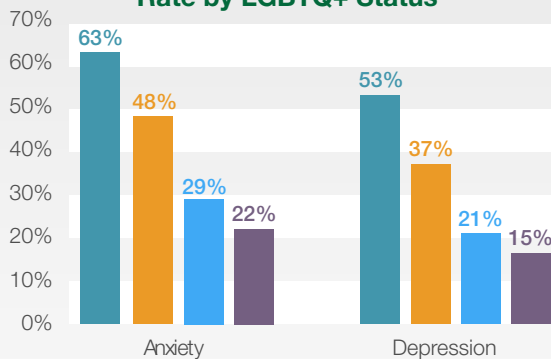
# Demographic Divide in Mental Health

At-risk groups can vary based on demographic. **LGBTQ+ Students** are particularly at risk for mental health issues, and older students report worse mental health.

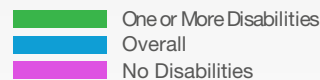
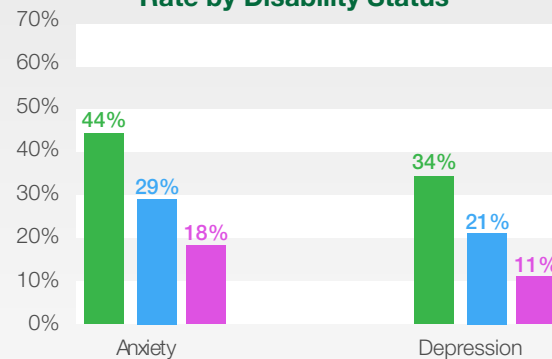
### 11th Grader Depression Rate



### 11th Grader Anxiety & Depression Rate by LGBTQ+ Status



### 11th Grader Anxiety & Depression Rate by Disability Status



In the 2023 Delaware School Survey, gender and LGBTQ+ status were the two most significant demographic distinguishers in terms of the Mental Health Gap. Similarly, the results of the 2021 **Youth Risk Behavior Survey (YRBS)** indicated that female high school students were three times more likely to attempt suicide as male students (four percent of male students vs. 13 percent of female students), and LGBTQ+ high school students were **six times** more likely to attempt suicide as heterosexual students (24 percent of LGBTQ+ students vs. four percent of heterosexual students).

Another major at-risk group are students with disabilities. According to the 2023 Delaware Student Survey, a student with a single disability is three times more likely to show symptoms of depression than a student with no disabilities.

*Note: Data are based on student self-reporting on the Delaware School Survey. Unlike Delaware Department enrollment data that divides data by male or female, on the 2023 DSS Secondary questionnaire, students were asked to identify their gender as boy, girl, nonbinary, or to self-describe their gender. Data reported from the DSS by gender here reflects these three primary categories (boy, girl, and nonbinary/self-describe) and students' responses are reported by their self-identified gender. As a result, the categories of "boy" and "girl" may include both cisgender and transgender students. For more detailed information about nonbinary and transgender students in the DSS, please visit the module on Gender and Sexuality, accessible from the [Epidemiological Reports and Products page](#).*

*Source: [University of Delaware Center for Drug & Health Studies. Delaware Epidemiological Report 2024](#)*



# School Climate and Student Behavior

In March of 2024, the **Student Behavior and School Climate Task** force was created by Senate Concurrent Resolution 119 by the 152nd General Assembly to address school climate issues, but **what does that encompass?**

The **U.S. Department of Education** describes school climate as a **broad, multifaceted concept** that involves many aspects of a student's educational experience. The **National Center on Safe Supporting Learning Environments** breaks down what makes a positive school climate into three categories:



**Engagement** involves a strong relationship between students, teachers, families, and schools, as well as a connection between schools and their local communities.



**Safety** is about ensuring schools and school-related activities are places students feel safe from violence, bullying, harassment, and substance abuse.



**Environment** refers to the whether schools have appropriate facilities and maintenance, as well as supports for school-based health, and a clear, fair disciplinary policy.

## Delaware Snapshot: What are Some Facets of School Climate?

There are many metrics to consider when attempting to define school climate. Here are just a few possibilities:

**Engagement:** According to the National Survey of Children's Health, **81 percent of Delaware children ages six-17 are usually or always engaged in school**, nearly matching the **national rate of 81 percent**.

**Safety:** According to the 2023 Delaware School Survey, only **25 percent of eighth graders and 22 percent of 11th graders** feel safe in school most of the time.

**Environment:** In the 2020-21 school year, Delaware schools had a student-to-counselor ratio of **381:1**. Since then lawmakers have passed bills to lower that ratio to a recommended **250:1 by Fiscal Year 2026**. As of the **2022-23 School year**, that ratio has dropped to **317:1**.

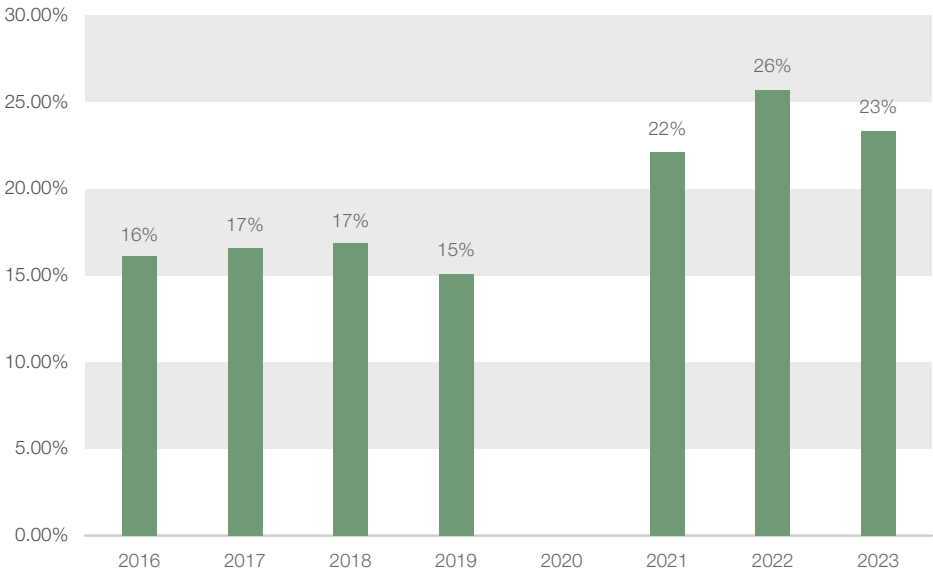
Sources: [NCSSLE School Climate Improvement 2024](#),  
[USDOE School Climate 2024](#),  
[Delaware 152nd GA Senate Concurrent Resolution 119](#).

# Chronic Absenteeism

Chronic absenteeism is defined as students missing 10 percent or more of school within a given school year for any reason.

Following the COVID-19 pandemic, chronic absenteeism became a serious challenge across the United States, with the national rate reaching 31 percent in the 2021-22 school year, and resting at 28 percent in the 2022-23 school year. When compared to the national average, **Delaware has consistently shown better overall rates**, with the Delaware Department of Education reporting a chronic absenteeism rate of 23 percent in the 2022-23 school year. However, Delaware has yet to return to its pre-pandemic levels.

## Total Percent of Delaware Students Chronically Absent



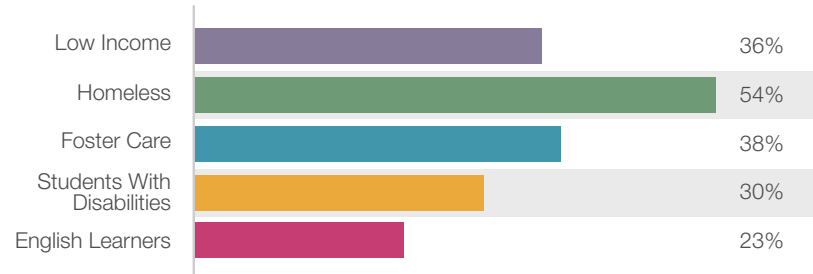
Note: Data on Chronic absenteeism for the 2020 School year is unavailable due to the COVID-19 Pandemic

Sources: U.S. Department of Education. (2024). Chronic Absenteeism Delaware

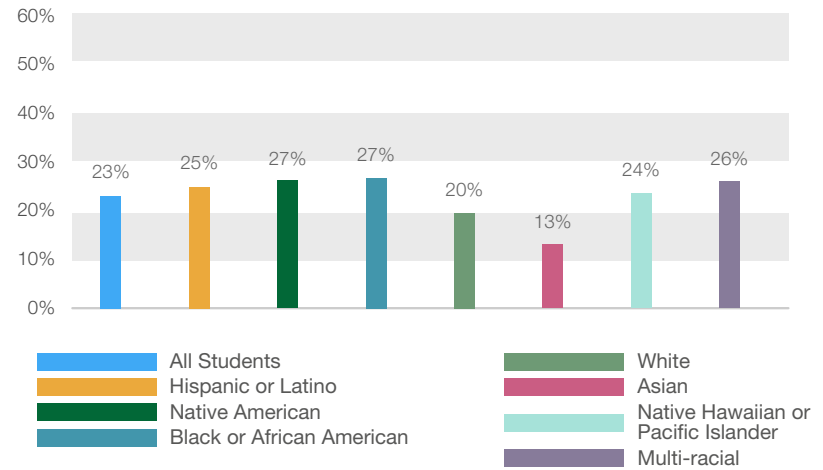
Open Data. 2024. Student Attendance

Delaware Open Data. 2024. Query: Student Absenteeism by Special Demographic 2022-23

## Chronic Absenteeism Disproportionately Affected High-Need Students in 2022-23



## Chronic Absenteeism Rates by Subgroup 2022-23



# 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

Provide educators with the **tools and training** needed to ensure a positive school climate.

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/11AFfPB3D29EHpWJgyJIDhJv0oxky\\_VVz/view](https://drive.google.com/file/d/11AFfPB3D29EHpWJgyJIDhJv0oxky_VVz/view)

# EDUCATION FUNDING

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.

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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.

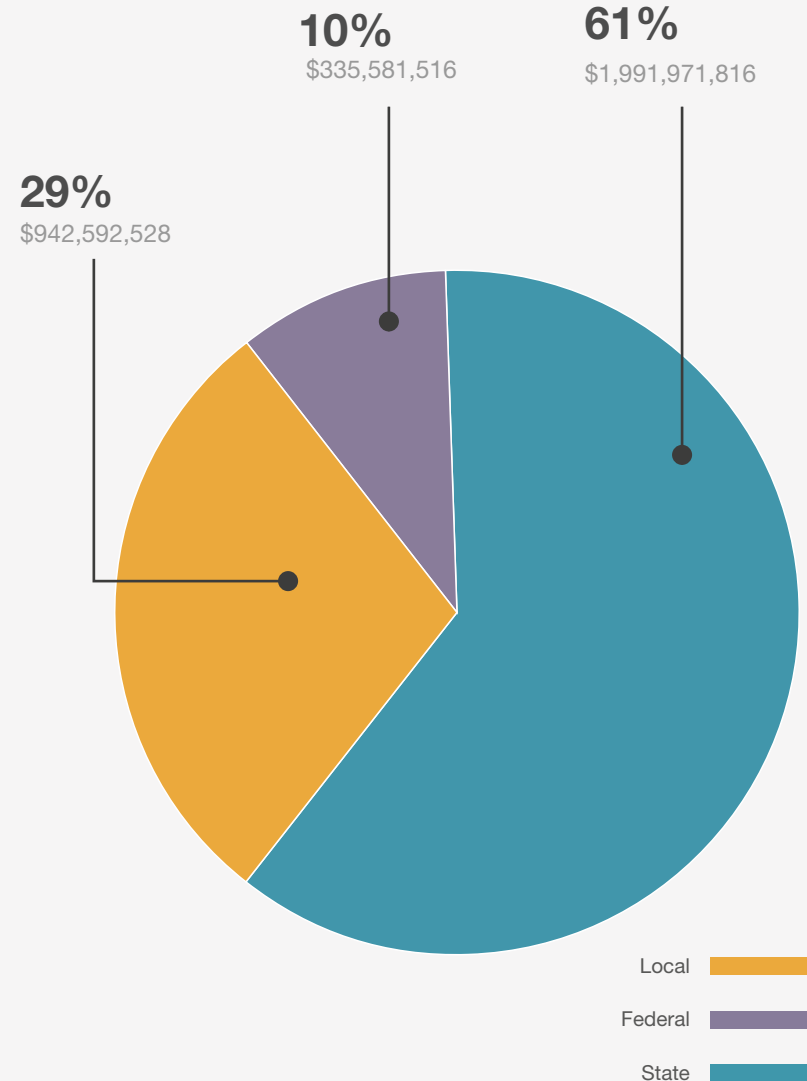
# How Delaware Schools Get Their Funding (Revenue)



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 61 percent), followed by the **local** (about 29 percent), and **federal** (about 10 percent) portions.

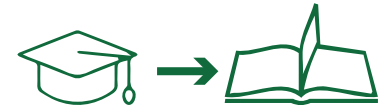
In school year 2024, Delaware reported **\$3,270,145,862** in total revenue.  
State: \$1,991,971,816 (61%)  
Local: \$942,592,528 (29%)  
Federal: \$335,581,516 (10%)



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

Source: [DDOE. \(2023\). Delaware Report Card: Revenue.](#)

# How Delaware Spends Its Education Dollars (Expenditures)

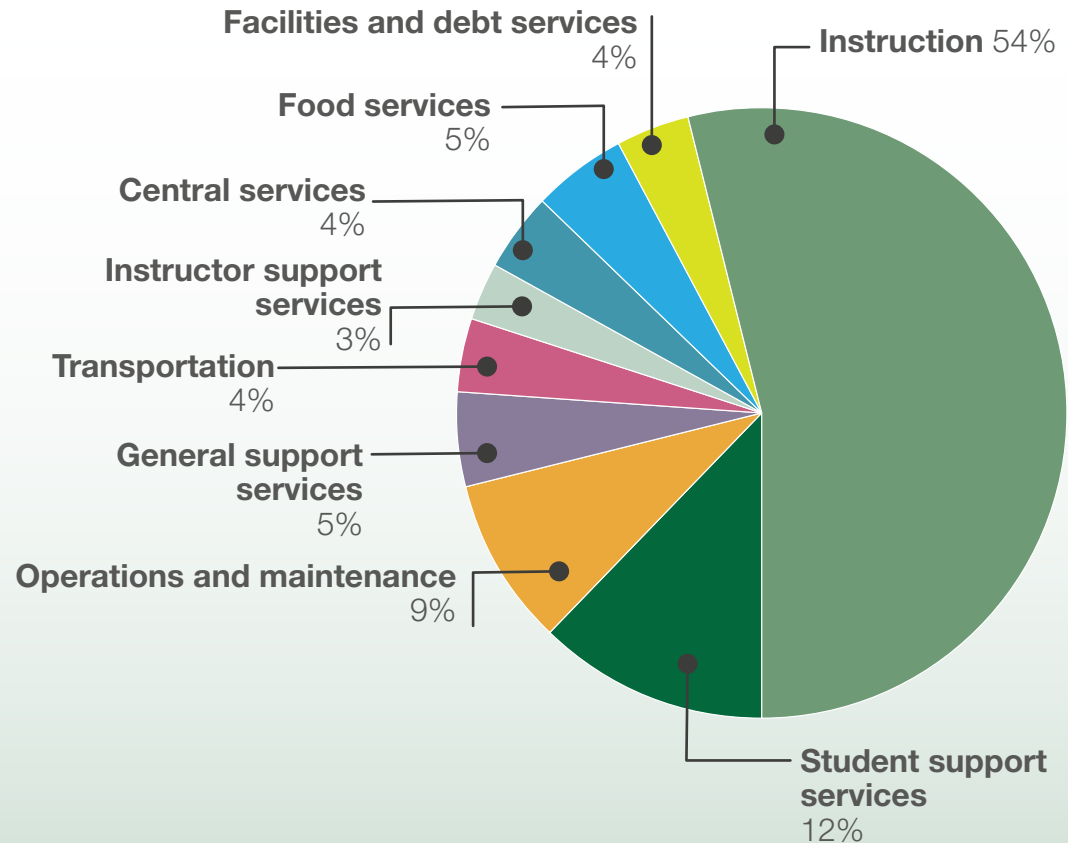


In 2023-24, Delaware spent **\$3,078,701,796**.

This number accounts for the total expenditures used for general operating funds, and is sourced from the state, local, and federal revenues mentioned in the previous slide.

The amount budgeted in Bond/Capital for the entire Department of Education in Fiscal Year 2025 was **\$200,405,745** in Bonds. Bond capital and minor capital are separate from the general operating funds, which are represented on the pie chart. Bond covers school buildings, and minor capital covers improvements

## Total Education Spending for the State (2023-24)



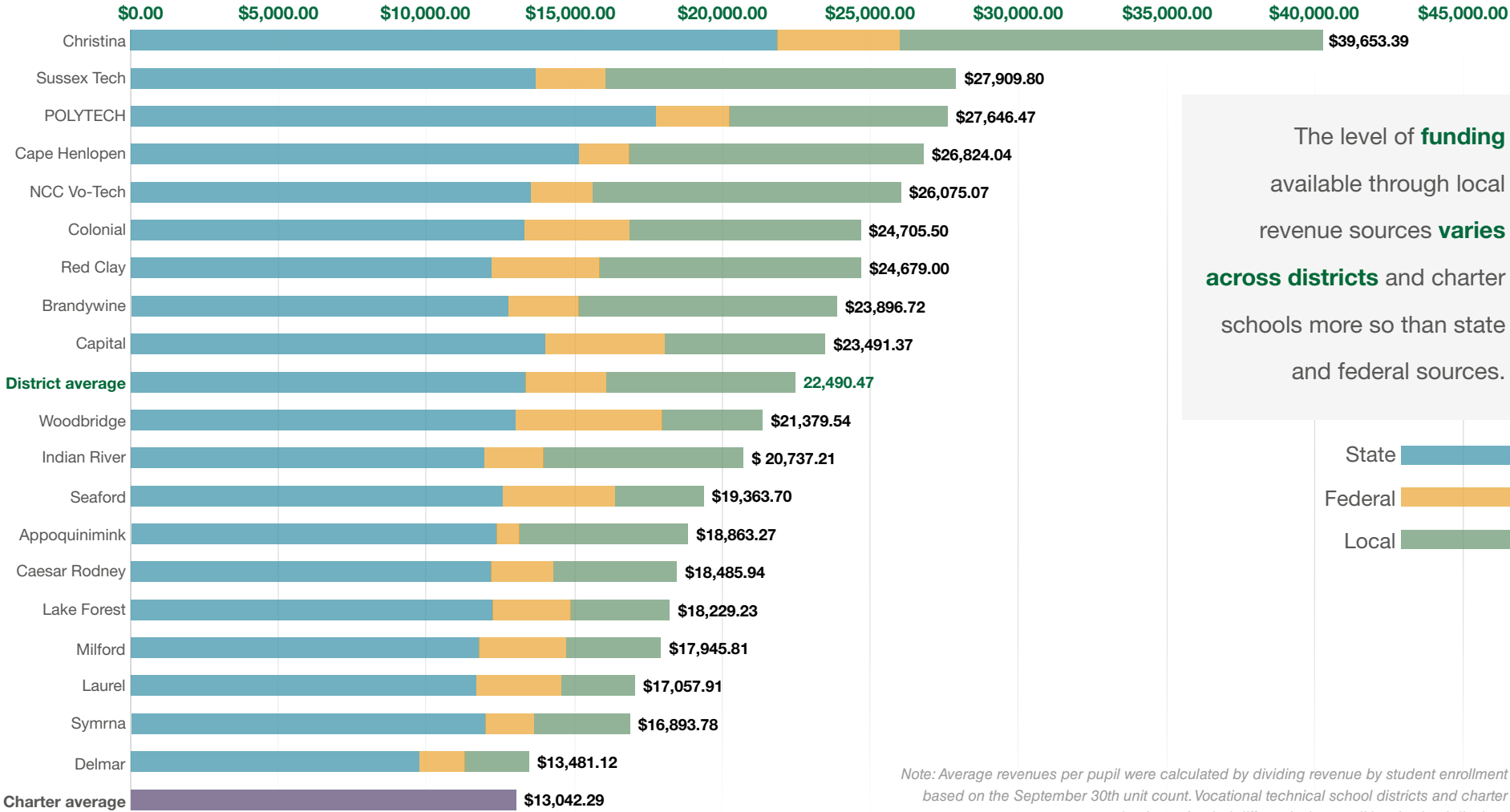
Sources: Delaware Department of Education (DDOE). (2024). 2023 Ed Stats Reporting: Regular District and Charter Totals. Delaware 152st General Assembly. (2024). House Bill No. 475. DDOE. (2023). Delaware Report Card: Spending by Category.

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.

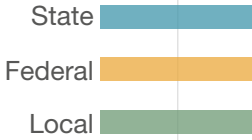
All values rounded to the nearest whole percent, and can result in the sum not equaling 100%.

# Average Revenues Per-pupil By District (2022-23)

Revenue per pupil refers to the total funding received per student, including local, state, and federal sources. This differs from spending per pupil, which reflects the amount actually expended on educational services and operations.



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. Sources: DDOE. (2024). Financial Educational Statistics Report 2022-2023. DDOE. (2022). Student Enrollment and Unit Allotment Report for School Year 2022-2023.

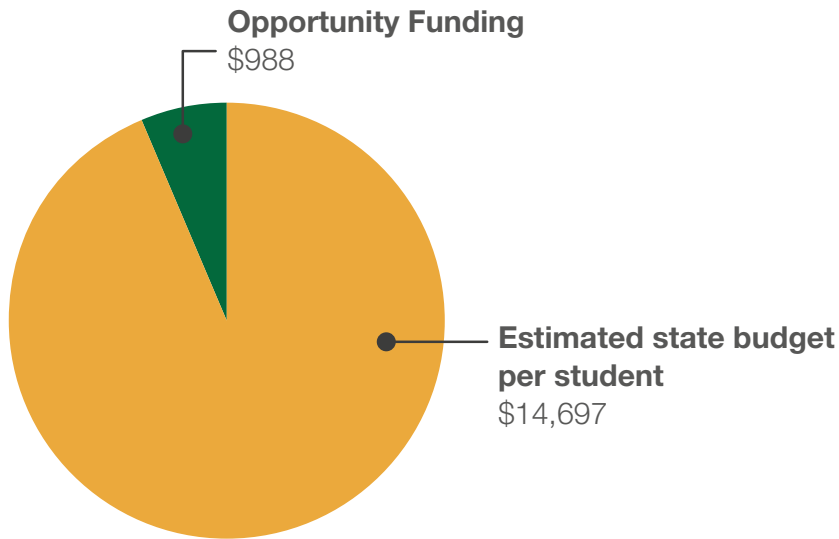
Note: Revenue may exceed or fall short of spending in a given year due to reserves, transfers, or timing differences.



# Average Per-pupil Expenditures

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

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



Delaware is ranked **14th** (15th including D.C.) nationally in **spending per student**.

For the **2025 Fiscal Year**, excluding Opportunity Funding, the State of Delaware budgeted an average of about

**\$14,697**  
per student



Because of Delaware's **unit-based system** and the **disparities in local funding from district to district**, determining a per-student funding number is difficult and may not be entirely accurate.

according to the Delaware Department of Education's calculations.

*Note: Average amount budgeted per pupil was calculated by dividing the Delaware Department of Education's Fiscal Year 2025 Budget, excluding opportunity funding, by the corresponding School Year 2025 student enrollment based on the September 30th unit count. Vocational technical school districts and charter schools are funded differently than traditional school districts. Delaware does not fund per student, and this number does not include any federal or local spending or budgets. All values rounded to the nearest whole dollar.*

Delaware utilizes **Opportunity Funding** to provide for high-need students, which as of **2025** allocates:

**\$988**

per low income or multilingual learner student.

If a student fits in **both categories** they receive **both allocations** (double the funding).

Opportunity Funding equates to **only an additional 8-9%** of the **estimated average spending** per student.

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

Sources: Delaware Office of Management and Budget. (2024). Fiscal Year 2025 Budget. Vision Coalition of Delaware. (December 2024). Equity in Education Series. Slides 25-29. DDOE. (2024). Delaware Report Card: Fall Enrollment  
Morse, Richard. (2023). Delaware Public Schools Litigation. Community Legal Aid Society.  
Hanson, Melanie. "U.S. Public Education Spending Statistics" EducationData.org, February 8, 2025.

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



## 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.

1



## TRANSLATING

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

2



## 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.

3



## 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.

4

# 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**:

<b>Division I</b>	<b>Teachers*</b>
<b>Division II</b>	<b>Energy and All Other Costs</b>
<b>Division III</b>	<b>Equalization</b>

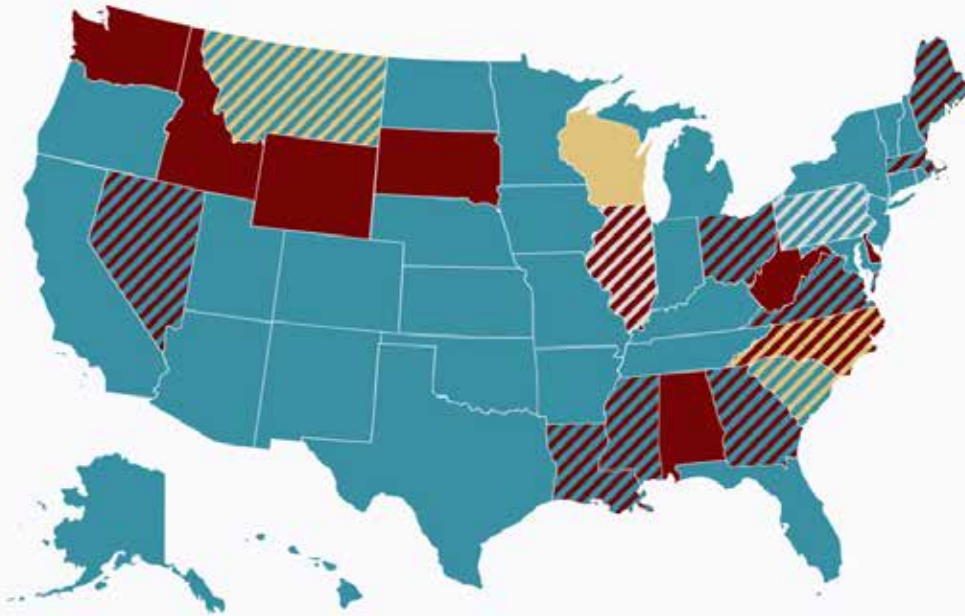
Funding is allocated in the form of **"units."**

<b>Preschool</b>		12.8 students	=	1 unit
<b>K-3</b>	<b>Regular Education</b>	16.2 students	=	1 unit
	<b>Basic Special Education</b>	10.2 students		1 unit
<b>4-12</b>	<b>Regular Education</b>	20 students	=	1 unit
	<b>Basic Special Education</b>	8.4 students		1 unit
<b>Pre-K-12</b>	<b>Intensive Special Education</b>	6 students	=	1 unit
	<b>Complex Special Education</b>	2.6 students		1 unit

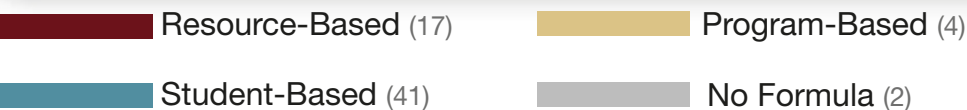
*Note: \*Value based on teacher's position on state salary schedule*

*Source: 14 Del. C. § 1703 & Education Equity Delaware. (n.d.). Delaware School Funding 101.*

# Education Funding Systems Across the Nation



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







Other states that use a **resource allocation-based** system exclusively are: Alabama, Idaho, South Dakota, Washington, West Virginia and Wyoming.

# Education Funding: 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.

Delaware's **Opportunity Funding** is **only three percent** of **total** education funding\*

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

				
	<b>DE</b>	<b>NJ</b>	<b>MD</b>	<b>PA</b>
<b>Funding Model</b>	Resource Based	Student based <b>\$12,177</b> Base in FY 22	Student based <b>\$7,991</b> Base in FY 22	Hybrid <b>only 13% of funds<sup>1</sup></b> No consistent base
<b>Students with Disabilities</b>	Multiple staff ratios by category	Census Based Allocation assumes <b>15.4%</b> of students would be eligible for services Additional <b>\$18,612</b>	Single student weight <b>86%</b> current or <b>\$6,872</b> <b>153%</b> by 2030	Multiple student weights by category Between <b>55%</b> to <b>646%</b>
<b>Students from Low-Income Backgrounds</b>	Flat dollar amount	Multiple weights based on concentration Between <b>47%</b> and <b>57%</b>	Single student weight <b>91%</b> or <b>\$7,271</b>	Multiple weights based on concentration Between <b>30%</b> and <b>90%</b>
<b>Multilingual Learners Funding</b>	Flat dollar amount	<b>50%</b> weight <b>\$6,088.5</b>	<b>100%</b> weight <b>\$7,991</b>	<b>20</b> teachers per <b>1,000</b> MLLs

**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.

<sup>1</sup>distributed through weighted formula, remainder through old resource based formula

# AIR Recommendations

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

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.

Base Per-Pupil Spending: <b>\$10,074</b>	
Student Needs	Weight
Low income	81%
Students with disabilities	234%
Students with complex disabilities	275%
Multilingual learners	15%

# The Public Education Funding Commission (PEFC)

As a result of the AIR report, the Public Education Funding Commission was established by Senate Concurrent Resolution 201 in June 2024.

## Who are they?

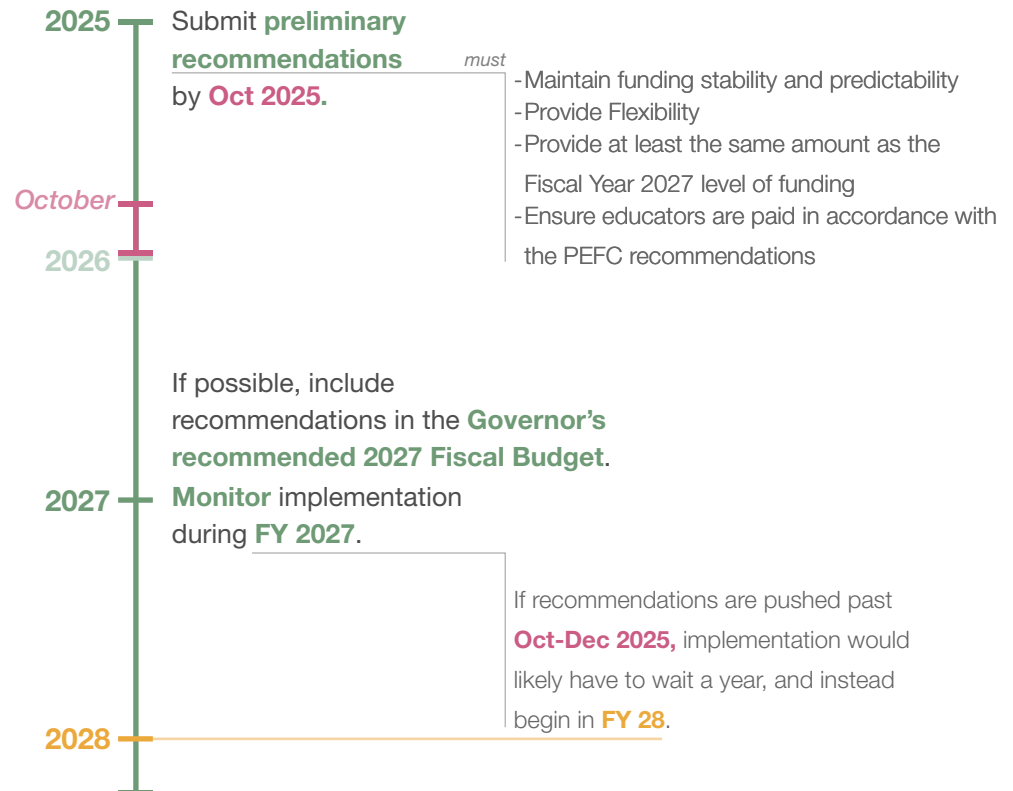
The Commission is comprised on 31 members including legislators, Department of Education, administrators, educators, charter representatives, community members, and other experts.

## What are they doing?

The Commission is supposed to review the AIR recommendations, consider a 'hybrid' system that prioritizes student need and allocates additional funding for students with additional needs, align with equalization and tax reassessment, and get public input on recommendations.

## What's their timeline?

### The Commission must:



Source: Vision Coalition of Delaware. (2024). DE PEFC Summary Delaware 152nd General Assembly.(2024). Senate Concurrent Resolution 201 Public Education Funding Commission (PEFC)

# 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**.

1

Codify a **student-centered funding** formula that provides additional support for **low-income** students, students with **disabilities**, and **multilingual** learners.

2

Make additional allowances for flexibility and prioritize **equity** for districts and taxpayers. Distribute funds directly to districts and schools, and build in metrics for accountability.

3

Cultivate **transparency** by pursuing activities that increase public understanding of system while coordinating interagency data sharing and collection.



## Additional Resources

### **Delaware Teachers Weigh in on School Funding:**

<https://rodelde.org/wp-content/uploads/2024/10/Teacher-WG-Funding-Final.pdf>

### **Modernizing Delaware's School Funding System:**

<https://delawareschoolfunding101.com>

### **Assessment of Delaware Public School Funding:**

<https://education.delaware.gov/community/data/reports/assessment-of-delaware-public-school-funding/>

### **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:**

<https://bellwether.org/publications/serving-those-greatest-needs-will-benefit-all-students-results-covid-19-education-survey/>

### **Resources on Delaware's School Funding Progress**

<https://visioncoalitionde.org/resources/>

# EARLY CARE AND EDUCATION

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**.

Considering the importance of these early years, over the past eight years Delaware has begun to make some strides, nearly **doubling** the number of **children in high-quality pre-k**, while also **tripling funding** for pre-k. Thanks to these changes, Delaware has increased the number of children under five in state-funded pre-k from **one in seven** in 2016 to **one in five** in 2024.

# Children Enrolled in State-funded Pre-K (3- and 4-year-olds)

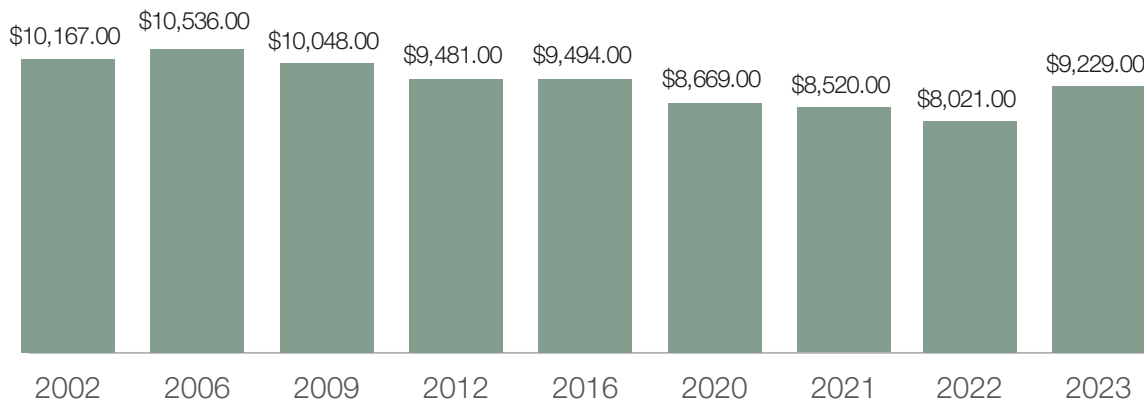
Investments promise strong outcomes and returns. Specifically, an estimated **13%** return per year is expected for every dollar spent on ECE.

...State spending totaled **\$8,804,300, up \$2,242,819 (34%)** adjusted for **inflation**, since last year.

...State spending per child equaled **\$9,229** in 2022-2023 **up \$1,207** from 2021-2022 adjusted for **inflation**.

...Delaware met **9 of 10** quality standards benchmarks.

**State Spending Per Child Enrolled (2023 Dollars)**



Note: The reported 13% return on investment (ROI) in early childhood education (ECE) refers to an annual rate. Variations in ROI figures from other sources stem from differences in study methodologies, program quality, duration, and the specific outcomes measured. For example, an annual return of 13% compounded over 14 years results in a significantly larger total return over time.

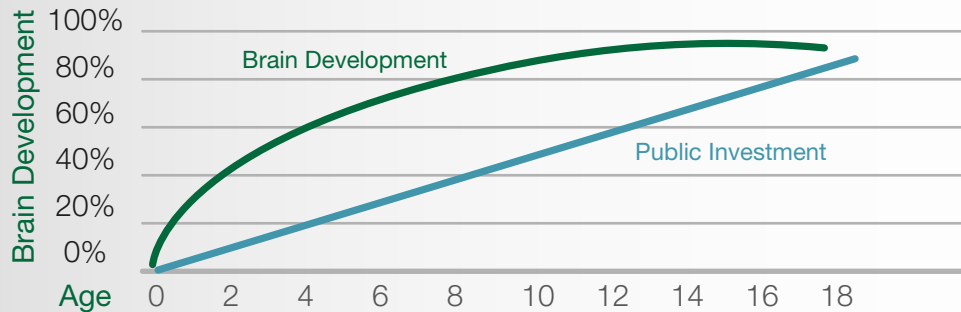
Source: NIEER. (2024). *The 2023 State of Preschool Yearbook: Delaware*. Garcia, Heckman, Leaf and Prados. (2020). *Quantifying the Life-Cycle Benefits of an Influential Early-Childhood Program*.

# Investment in Early Care and Education

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.

**Brain Science Inverse Relationship**



Delaware invests an average of approximately **\$14,697** per child in **K-12** education. **Delaware spends only 25% per child ages 0-5** of what is spent per child K-12.<sup>1</sup>

**1/4** investment in **Pre-K**














*Note: This is a per capita estimate based on if state investments were spread across all age groups evenly, and does not account for children who privately pay for care and education or other wrap around EC services such as home visiting, nutrition assistance, etc.*

*Note: Beginning in 2023 state funded Pre-K (ECAP) serves children ages 0-5.  
<sup>1</sup>Analysis done by Rodel Foundation and Children's Funding Project.*

*Source: NIEER. (2024). The 2023 State of Preschool Yearbook: Delaware*

# Investment in Early Care and Education

## Center-Based Child Care - Annual Child Care Subsidy Reimbursement Rates Per Child (Purchase of Care)

Age of Child	State Reimbursement Rate POC daily billing average rate X 250 days*	Costs to Meet Current Basic Delaware Requirements* per Cost Estimator Model	Cost to Fund Quality Care** per Cost Estimator Model
<b>Infants</b> 0-12 months 	<b>\$13,625</b>	<b>\$28,306</b>  <b>108%</b> than current state rate	<b>\$34,044</b>  <b>150%</b> than current state rate
<b>Toddler</b> 1-2 years 	<b>\$12,250</b>	<b>\$21,691</b>  <b>77%</b> than current state rate	<b>\$27,045</b>  <b>121%</b> than current state rate
<b>Preschool</b> 3-5 years 	<b>\$11,375</b>	<b>\$15,738</b>  <b>38%</b> than current state rate	<b>\$22,187</b>  <b>121%</b> than current state rate
<b>School Age</b> 	<b>\$9,876</b>	<b>\$8,617</b>	<b>\$10,982</b>  <b>11%</b> than current state rate

**Experience shapes brain development.** Specifically, the interactions that children receive from adults impacts the formation of the **brain's architecture**. Increased state funding allows child care centers to hire, train, and retain quality staff, open more classrooms, and ultimately serve more families in a high-quality environment.

\*State requirements including licensing and minimum wage

\*\*includes updated target salary scale, quality programming and family supports, and employee benefits and paid time off.

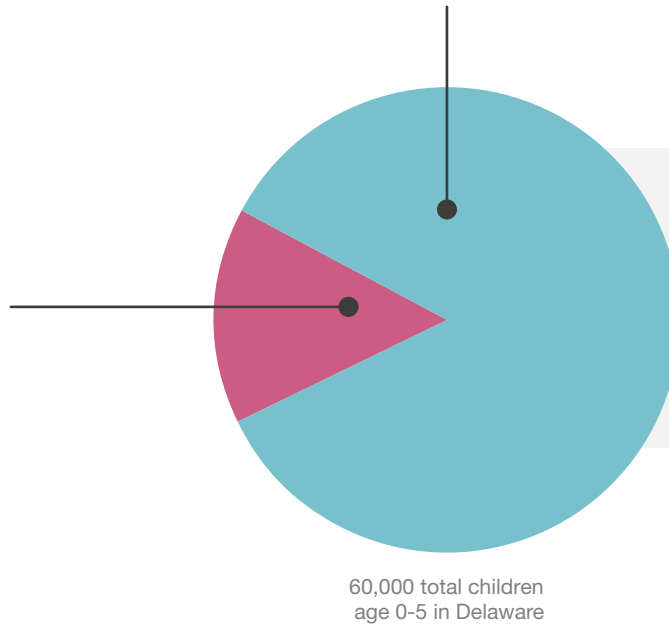
Source: Bayard, M. (January, 2025). *True Cost of Quality Early Learning Exceeds State Rate Twice Over. Rodel Delaware.*

# Access to Publicly Funded Early Care and Education

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

**80%** of children are **without access** to publicly funded early care and education programs  
nearly 50,000 children

**19%** of children **have access** to publicly funded care  
only 11,241 children

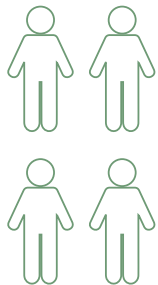


**only 1 out of 5** children **have access** to publicly funded care  
Only **10%** of children aged **0-2**  
Only **19%** of children aged **3-5**

# Early Care and Education Affordability

Child care is **more expensive than housing and health care** in Delaware.

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



For a family of **two working adults** with **two children**, they would have to make a minimum of **\$102,397.00 annually** to afford child care and all other basic expenses (housing, transportation, utilities, food, etc.) – and **Delaware's median family income is \$100,727.00.**

## Cost prevents families from:

- ▶ Joining the **workforce**
- ▶ Going back to **school**
- ▶ Buying a **home**

According to a survey of hundreds of Delaware Parents in 2024:



28%

Responded that an adult in their household had to **leave the workforce entirely** due to a lack of child care.



54%

Responded that an adult had to **reduce their working hours** due to a lack of child care.



25%

Responded that they **quit a job** due to a lack of child care.

Source: *First State Pre-K, Rodel Foundation. (2024). Delaware Child Care Eligibility Report*  
U.S. Census Bureau, U.S. Department of Commerce. "Median Family Income in the Past 12 Months (in 2023 Inflation-Adjusted Dollars)." American Community Survey, ACS 1-Year Estimates Detailed Tables, Table B19113, 2023, [https://data.census.gov/table/ACSDT1Y2023.B19113?q=B19113: Median Family Income in the Past 12 Months \(in 2023 Inflation-Adjusted Dollars\)&g=040XX00US10](https://data.census.gov/table/ACSDT1Y2023.B19113?q=B19113:Median%20Family%20Income%20in%20the%20Past%2012%20Months%20(in%202023%20Inflation-Adjusted%20Dollars)&g=040XX00US10). Accessed on November 20, 2024.

\*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.

# Early Care and Education Affordability

## Child care is a major expense for most families.



For a **single parent**

child care costs

**22%**

of **median annual income**

\$11,834 yearly, pre-tax, per child 0-4



For a **married couple**

child care costs roughly

**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

**7%**

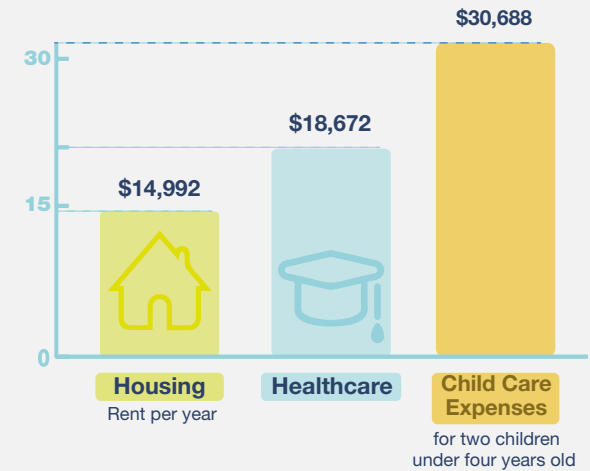
of **median annual income**

As much as \$4,800 for an annual income of \$53K, pre-tax

## Child care is more expensive as other household expenses (2024)

### Other household expenses

Child care—per child—costs nearly as much as, if not more than, housing and healthcare.



*\*Delawareans can go to college for free with scholarships, nothing similar exists for 0-5 years old.*

Source: *First State Pre-K, Rodel Foundation. (2024). Delaware Child Care Eligibility Report*



# Child Care Assistance Eligibility

Even at 215% of the Federal Poverty Level, families are not eligible for state benefits, but cannot afford both child care tuition and basic expenses.

## Would These Delaware Families Qualify for Child Care Assistance?

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



Teacher  
Masters, 5 years of experience

Annual Salary  
**\$64,800**



Teacher & teacher,  
married + 2 children

\$130K  
-\$35K\*

At 417% of FPL, this family is ineligible for state-funded pre-K (ECAP) or subsidized child care (Purchase of Care) and **can afford** the basics + child care.



Constructor  
Worker

Annual Salary  
**\$57,756**



Teacher & construction  
worker, married + 2  
children

\$121K  
-\$35K\*

At 387% of the FPL, this family is ineligible for state-funded pre-K (ECAP) or subsidized child care (Purchase of Care) and **can afford** the basics + child care.



Receptionist

Annual Salary  
**\$33,360**



Construction worker  
& receptionist, married  
+ 2 children

\$91K  
-\$35K\*

At 292% of the FPL, this family is ineligible for state-funded pre-K (ECAP) or subsidized child care (Purchase of Care) and **cannot afford** the basics + child care.



Bank Teller

Annual Salary  
**\$39,720**



Receptionist & bank  
teller  
married+2 children

\$73K  
-\$35K\*

At 234% of the FPL, this family is ineligible for state-funded pre-K (ECAP) or subsidized child care (Purchase of Care) and **cannot afford** the basics + child care.

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

Try out the child care affordability calculator:

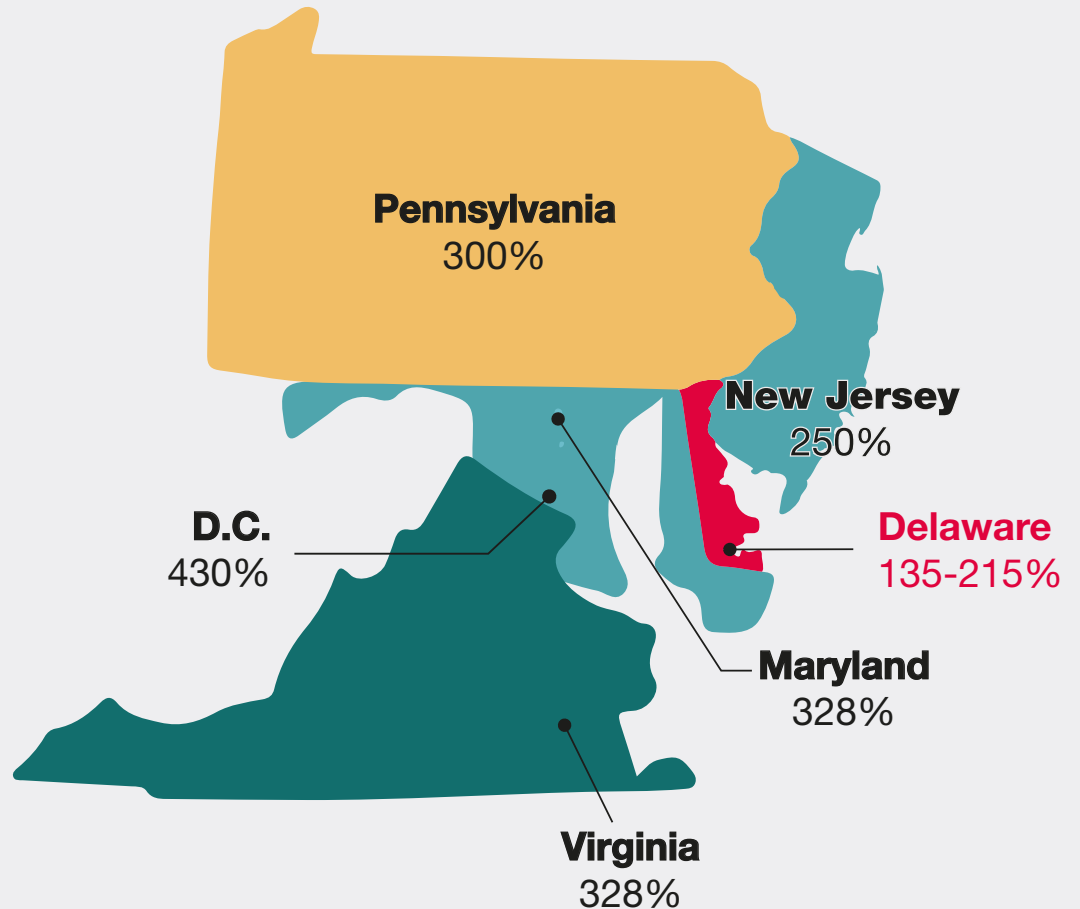
[rodelde.org/child-care-affordability-calculator/](https://rodelde.org/child-care-affordability-calculator/)

# Child Care Eligibility: Delaware's Neighbors

## 2024 Eligibility for Purchase of Care by State

By percentage of Federal Poverty Level

Neighboring states provide child care to more families than Delaware by expanding eligibility for state programming



Note: Delaware Purchase of Care is at 185 percent and ECAP is at 135 percent  
Source: *First State Pre-K*, Rodel Foundation. (2024). *Delaware Child Care Eligibility Report*  
Schulman, Karen. *Precarious Progress: State Child Care Assistance Policies 2022*. National Women's Law Center, May 2023.

# Early Care and Education Workforce

“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 \$15 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

## 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.

**\$13.58** hourly average salary of child care teacher

**40%** have **healthcare benefits**

Out of the **10,000** early childhood educators in child care in Delaware

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

**1/3** are on **public assistance** of some kind (e.g. TANF, SNAP)

# Early Care and Education Workforce

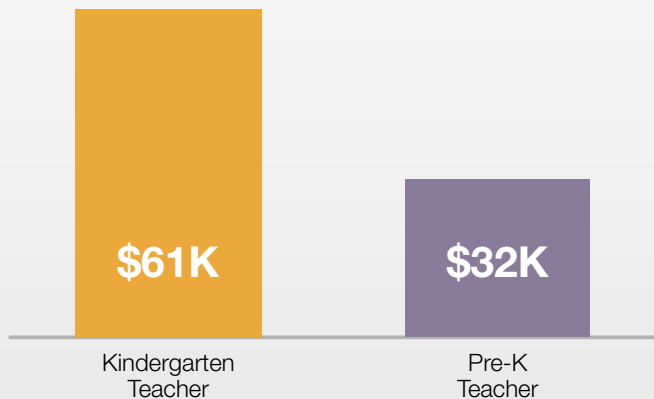
Delaware **struggles to recruit, train, and retain early childhood care and education professionals**

**Limited Support System**  
**Professional development offerings are inaccessible and undervalued**



**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



**Poor compensation** and lack of benefits compared to **K-12**



Average **tenure** only **2 years**

Source: Delaware Early Childhood Council. (2020). *Strengthening Early Success*. Bureau of Labor Statistics, U.S. Department of Labor, Occupational Employment and Wage Statistics, May 2023 State Occupational Employment and Wage Estimates: Delaware. Table 39-9011 at [https://www.bls.gov/oes/current/oes\\_de.htm](https://www.bls.gov/oes/current/oes_de.htm)

# Opportunities to Transform the System

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.

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 through child care and early childhood education, to pre-school and into kindergarten.

# Additional Resources

## **First State Pre-K:**

[www.firststateprek.com](http://www.firststateprek.com)

## **Early Learning Resources – Delaware Department of Education:**

[https://education.delaware.gov/families/birth-age-5/early\\_resources/](https://education.delaware.gov/families/birth-age-5/early_resources/)

## **Delaware Early Childhood Council Strategic Plan:**

<http://bit.ly/3Xd1ulp>

## **Delaware Readiness Teams:**

[www.delawarereadinessteam.com](http://www.delawarereadinessteam.com)

## **The Delaware Association for the Education of Young children (deaeyc):**

[www.deaeyc.org](http://www.deaeyc.org)

## **Child Care Affordability Calculator:**

<https://rodelde.org/child-care-affordability-calculator>

# EDUCATOR SUPPORT AND DEVELOPMENT

**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**.

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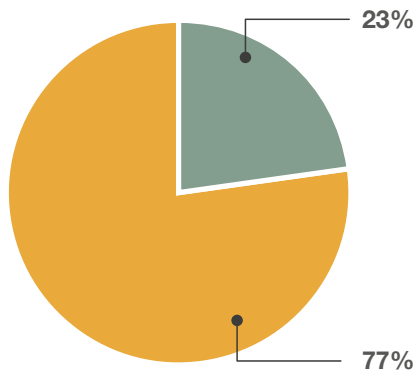
Delaware partners are working to dramatically **increase recruitment, support, and retention of teachers of color in the profession** through the teacher academy pathway, teacher residencies, and creating intentional spaces that cultivate and support **culturally responsive practices** of new and existing teachers.

# Delaware Educators

2023-24

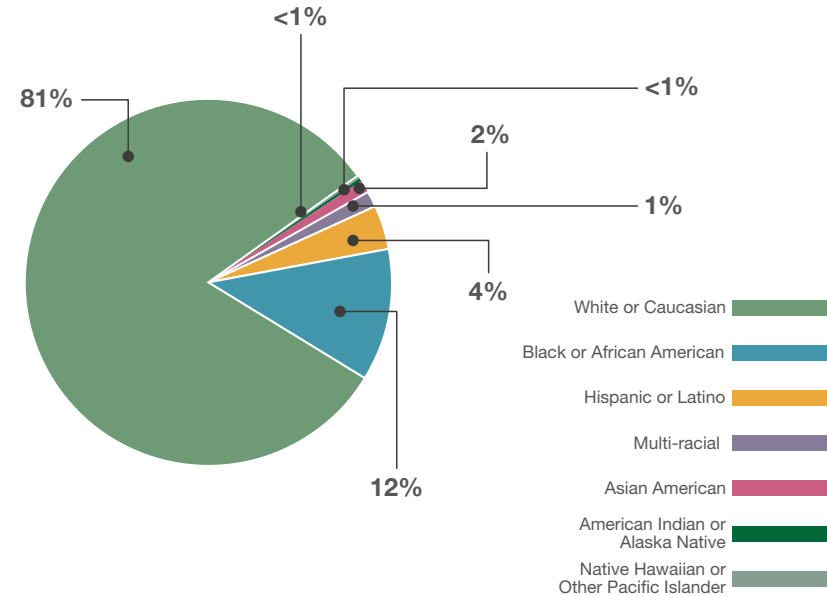
	Number	Percentage
<b>Gender</b>		
<b>Male</b>	2,263 teachers	<b>23%</b>
<b>Female</b>	7,578 teachers	<b>77%</b>

**Gender**



# Educator Demographics

**Race**



2023-24

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

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.

Note: Here "educators" refers to classroom teachers.

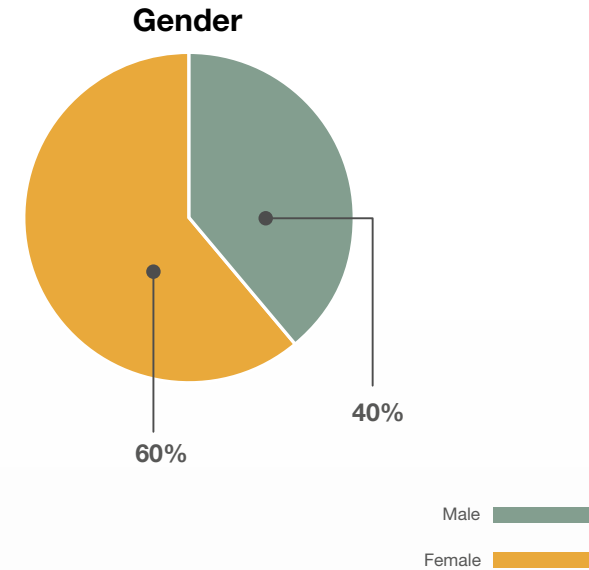
Source: Delaware Department of Education. (2024). Educator Characteristics. Delaware Open Data.



# Delaware Administrators

## Administrator Demographics

2022-24	Total leadership: 1,169	
	Administrators	Percentage
<b>Race/Ethnicity</b>		
White or Caucasian	829	71%
Black or African American	254	22%
Hispanic/Latino	62	5%
Multi-racial	13	1%
Asian American	5	<1%
American Indian or Alaska Native	5	<1%
Native Hawaiian or Pacific Islander	1	<1%



2023-24	Total administrators: 1,169	
	Number	Percentage
<b>Gender</b>		
Male	470 administrators	40%
Female	699 administrators	60%

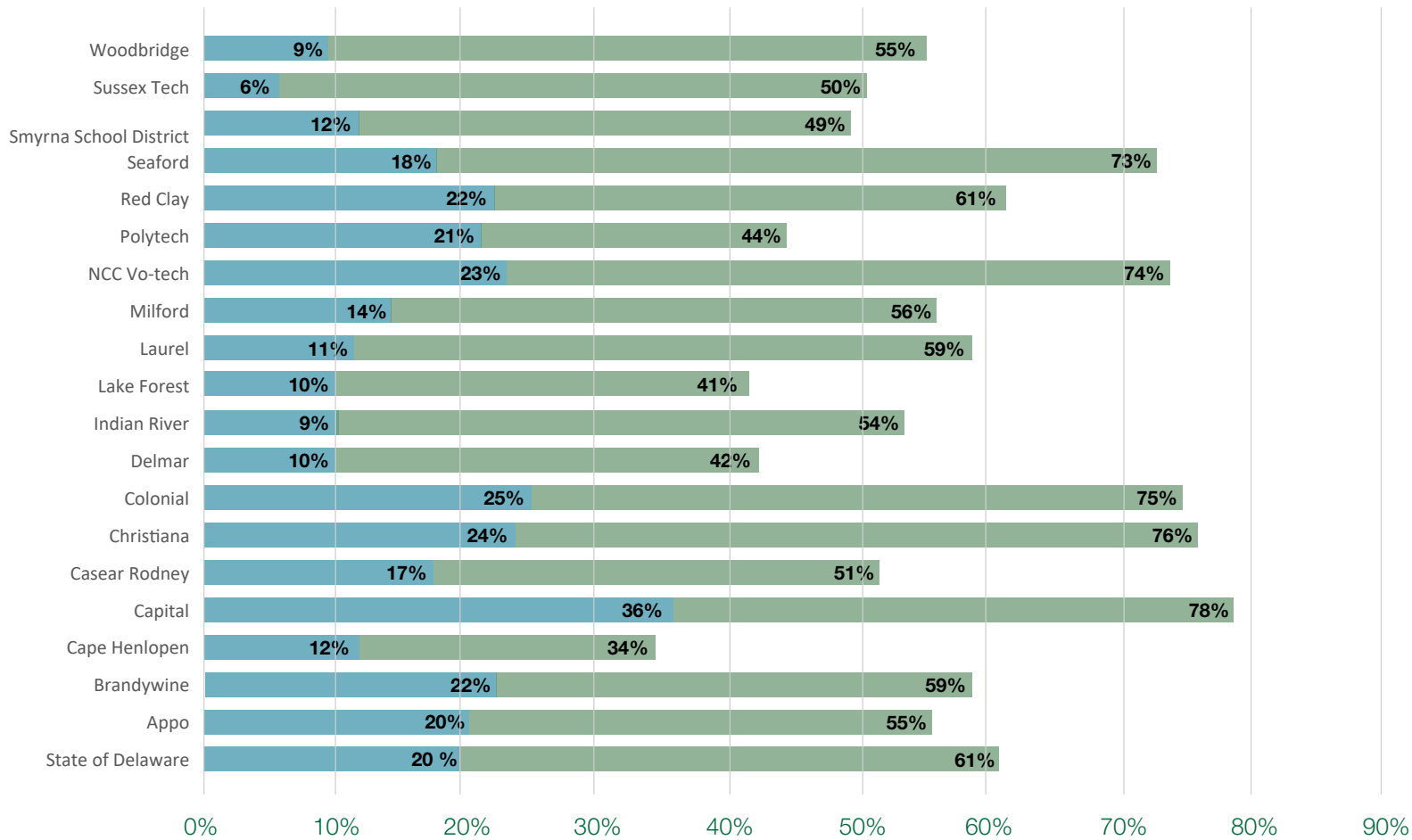
# Delaware Educators

In the 2023-24 school year:

**Black men** represented **three percent** of educators statewide.

**Men of color** represented **four percent** of educators statewide.

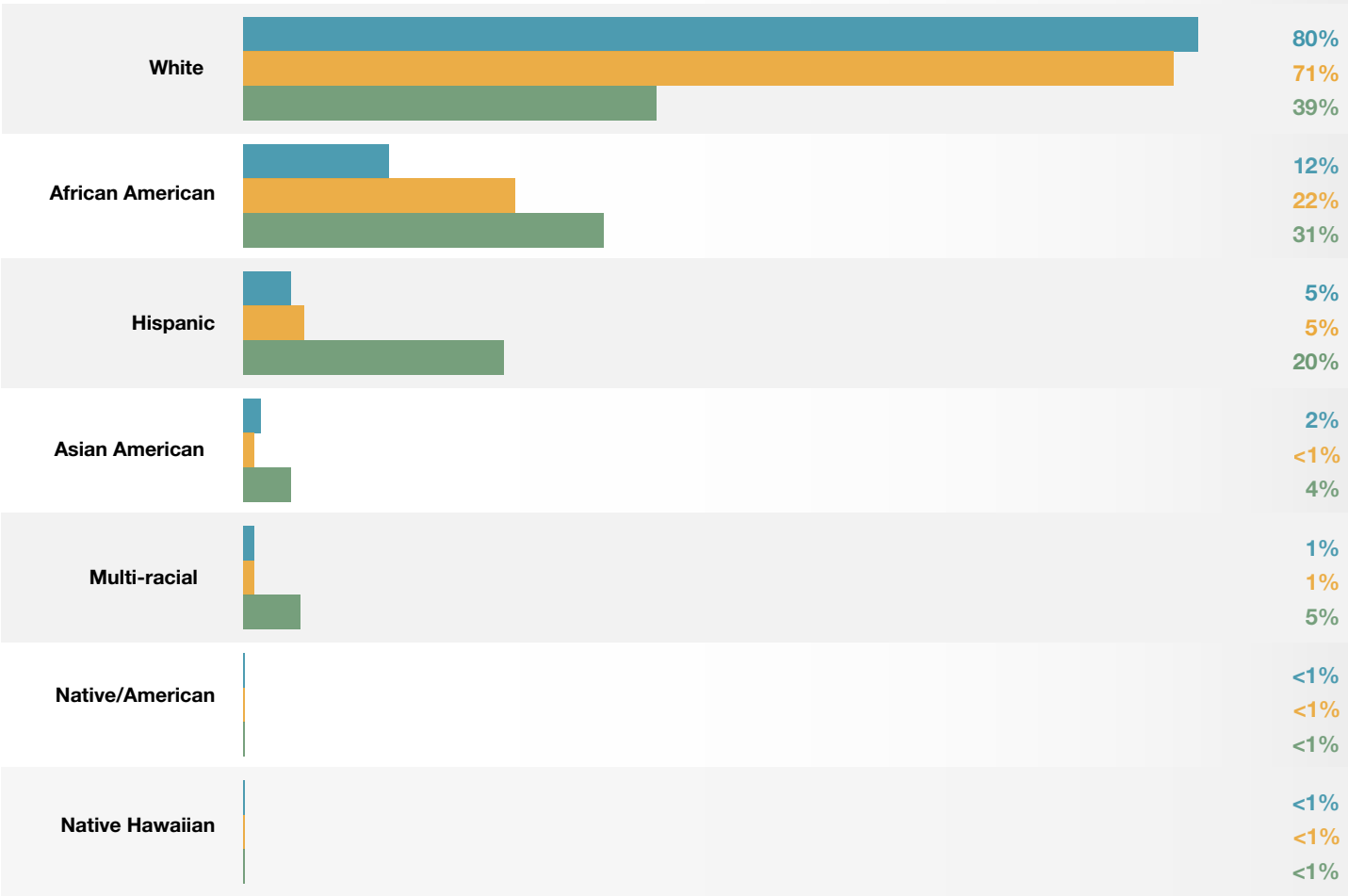
## Delaware Students and Teachers of Color, by District (2023-24)



Educators of Color █  
 Students of Color █

Note: Delaware Student Data by race, by district is available on the Delaware Report Card for the current school year. However, the same data for Delaware Educators is typically released on the Open Data Portal in February for corresponding school year. Sources: Delaware Department of Education, (2024). Educator Characteristics. Delaware Open Data. Delaware Department of Education. (2024). Delaware Report Card: Student Enrollment.

# Comparing Student, Educator, and Administrator Demographics



Educator █  
 Administrator █  
 Student █

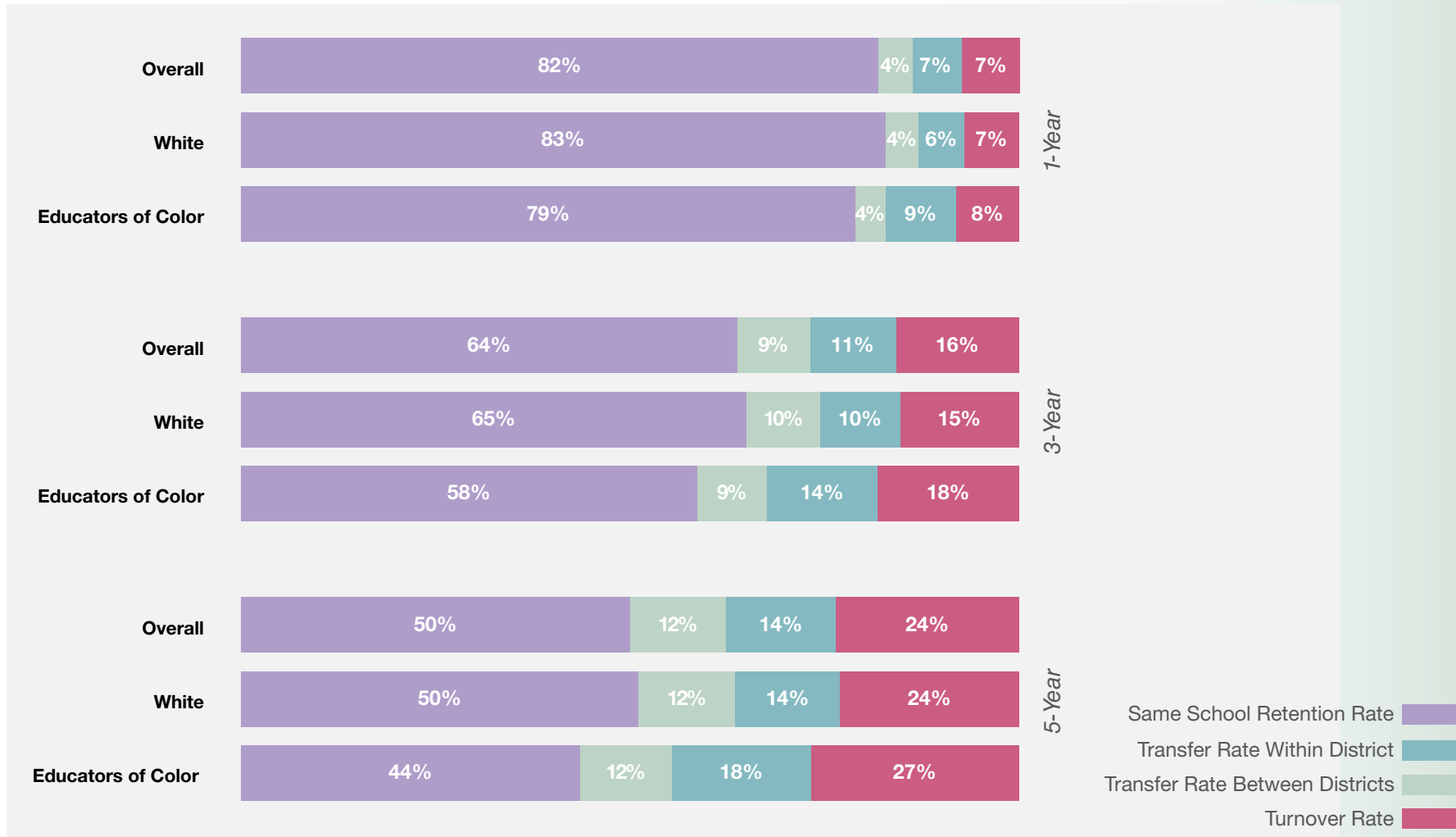
Note: Delaware Student Data by race, by district is available on the Delaware Report Card for the current school year. However, the same data for Delaware Educators is typically released on the Open Data Portal in February for corresponding school year.

Sources: Delaware Department of Education, (2024). Educator Characteristics. Delaware Open Data. Delaware Department of Education, (2024). Delaware Report Card: Student Enrollment.

# Educator Retention

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**.

According to the Delaware Department of Education, 84 percent of educators that leave their current jobs plan to continue teaching, and 28 percent of those would have preferred to continue working that very same job.



# Educator Retention

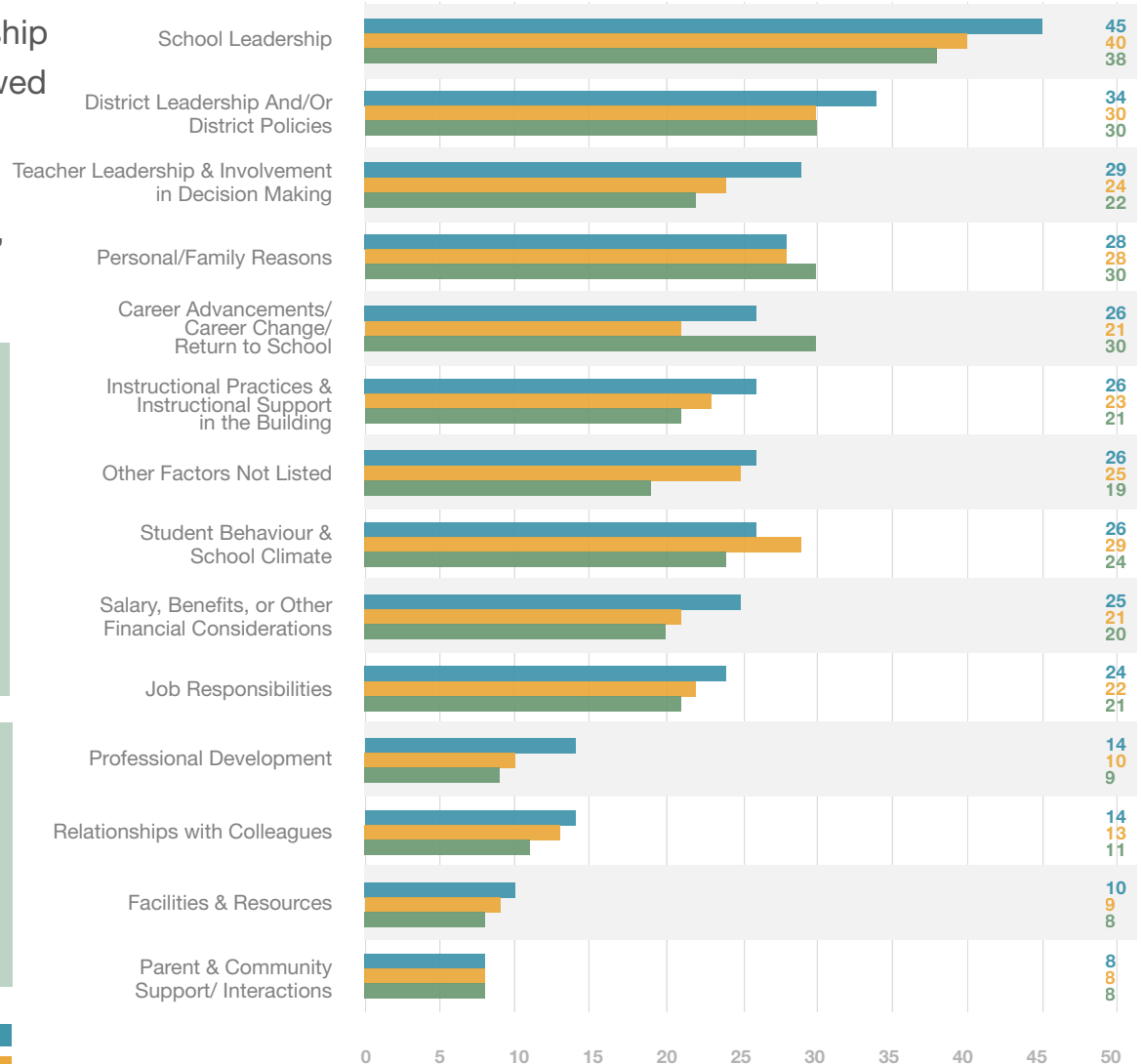
Between 2019 and 2024, school leadership was the top reason educators left, followed closely by district leadership and/or policies. This leads to many educators reporting they want to work in Delaware, even if they have to leave their districts.

In reporting on what they consider to be a major factor for leaving a position, **educators of color** identified **teacher leadership and decision-making involvement more frequently than white teachers.**

Educators of color also identify **career advancement/change** as a top major factor for leaving more frequently than white teachers.

Educators of Color ■  
 Statewide ■  
 White Educators ■

## Why Do Educators Leave?



Source: Delaware Department of Education. (2024). Educator Mobility Data Request.

# Educator Retention Factors

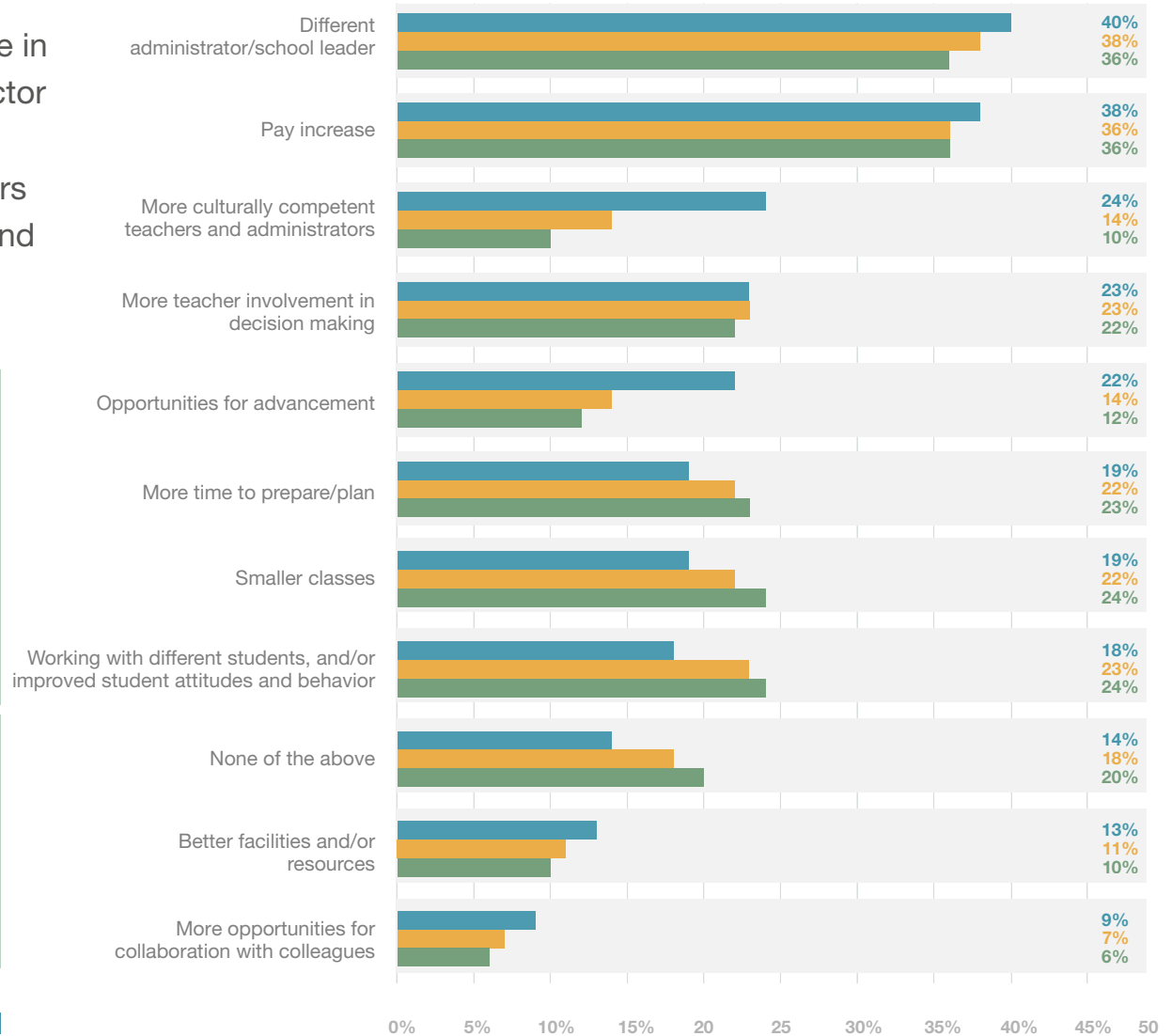
Statewide, educators report a change in leadership (38 percent) as the top factor that could have encouraged them to stay in their position. Other key factors include a pay increase (36 percent) and more teacher involvement in decision-making (23 percent).

Teachers of color identified **having more culturally competent teachers and administrators** as a top factor that might have influenced them to stay more frequently than their white peers.

Teachers of color also identified opportunities for advancement more frequently than their white peers.

Teachers of Color ■  
 Statewide ■  
 White Teachers ■

## What Could Have Encouraged Educators to Stay?

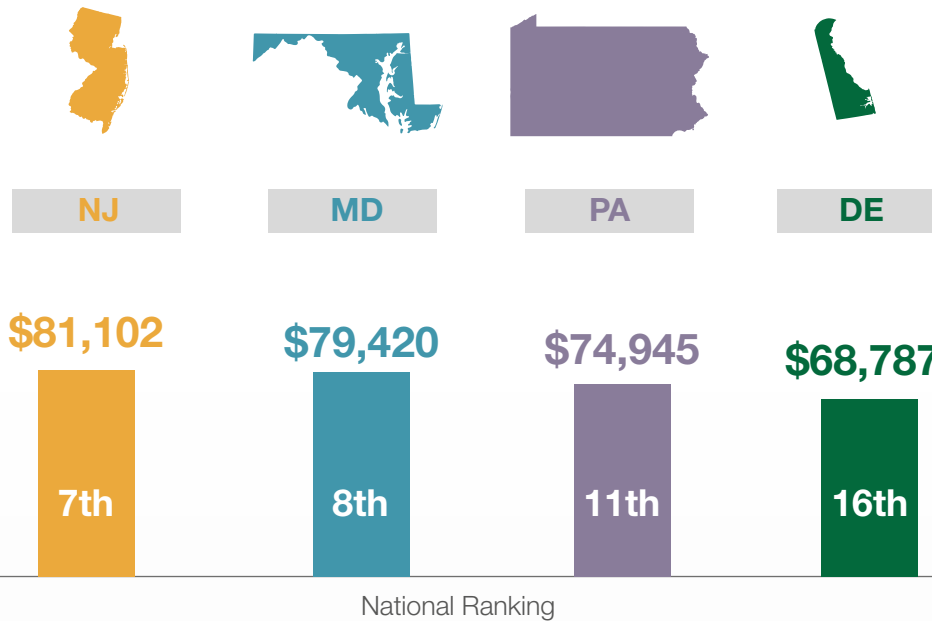


Source: Delaware Department of Education. (2024). Educator Mobility Data Request.

# Educator Compensation

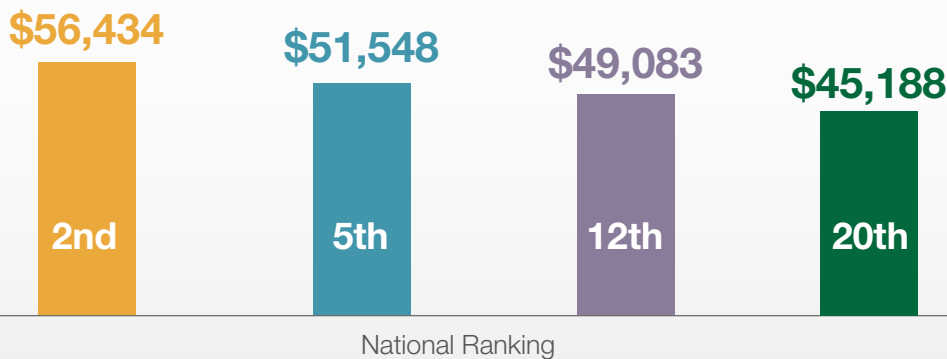
## Average Educator Salary by State

Our regional neighbors on average pay \$6,000-\$12,000 more than the average salary in Delaware. In addition, our neighbors have either maintained or improved their rankings within the top 12, while Delaware has fallen from 15th to 16th.



## Average Educator Starting Salary by State

Delaware's ranking has fallen from 17th to 20th, while our regional neighbors have maintained their positions in the top 12, and pay around \$4,000-\$11,000 more in starting salary.



The **Public Educator Compensation Committee** was established by Senate Bill 100 of the 151st General Assembly. Even with the recommended increases being added to the budget, Delaware has in fallen in national rankings.

In addition, according to the National Education Association, Delaware is the only state among our neighbors that has an average educator pay that is lower than the minimum living wage calculated by the Economic Policy Institute. On average, educators living in neighboring states make anywhere between **\$7,585-\$19,858 dollars more than minimum living wage**. In Delaware, the average educator earns almost **\$3,000 less than the minimum living wage**.

# The Next Generation of Teachers: Delaware Educator Preparation

Fully funded pathways to becoming an educator are available (e.g., apprenticeships cover tuition and provide salaries) with options for early childhood and special education.

## Developing a Diverse and Highly Qualified Educator Workforce

The presence of highly skilled teachers is the strongest in-school predictor of academic success.

The second strongest factor is having high-quality school leaders.

In addition to addressing issues of diversity and retention, Delaware educator preparation programs are critical for improving student outcomes, helping to recruit, train, and develop quality educators within the state.

<b>Traditional Programs</b>	University of Delaware, Delaware State University, Wilmington University, Delaware Technical Community College	
<b>Alternative Routes</b>	Alternative Routes to Certification (ARTC)	
<b>Grow Your Own Programs</b>	Paraprofessional teacher training programs	“2 + 2” programs that allow candidates to begin teacher preparation at a community college and then finish at a 4-year institution
	High school pathways	Embedded career-focused courses on education topics alongside work-based experiences to interest young people in pursuing a teaching career can also be considered a Grow Your Own model.

## How do these programs hold up in terms of quality?

In 2021 the Delaware Department of Education marked the fourth public release of the Delaware Educator Preparation Program Reports, showing:



**1 in 4**

Students enrolled in Delaware education preparation program are students of color (26%)



**60%**

Students graduating from Delaware education preparation program go on to work in Delaware schools



**92% | 77%**

Program graduates remaining in Delaware public schools beyond one and three years



**56%**

Teachers who earn “Exceeds” on their Student Improvement Component



# Opportunities to Transform the System

1

Expand student **access** to teacher **academies** in high school through intentional partnerships with community-based organizations and institutes of **higher education**.

2

Expand **access** to **high-quality, sustainable** teacher **residency** programs throughout the state.

3

Leverage **financial aid available** to **aspiring teachers** including scholarships, loan forgiveness, and teacher apprenticeship programs.

4

**Invest** in retention efforts like compensation, teacher leadership opportunities, creating welcoming and affirming environments, and affinity spaces for teachers of color.

# Resources

## **Recruitment, Training, and Retention initiatives**

### **Recruitment**

[Teacher Academies](#)

[Grow Your Own](#)

### **Training**

[Residency Programs](#)

### **Retention**

[Affinity Spaces for Teachers of Color](#)

## **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:**

<https://rodelde.org/wp-content/uploads/2023/12/Culturally-Responsive-Leadership-Rodel-Teacher-Network-2023-v2.pdf>

## **Learning Policy Institute: The State of the Teacher Workforce:**

<https://learningpolicyinstitute.org/product/state-of-teacher-workforce-interactive>

# COLLEGE AND CAREER SUCCESS

A student who is college and career ready has the knowledge and skills to be successful 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.

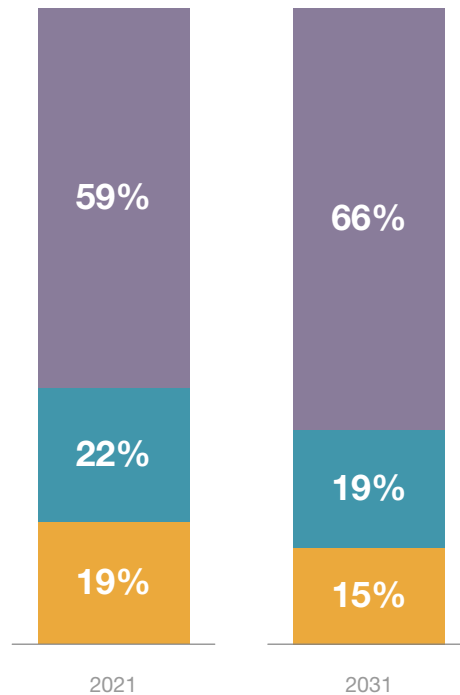
# Future Job and Career Potential

In preparing students for the future, studies show that economic opportunity will increasingly favor workers with higher degrees. National projections show that the availability of good jobs for those without at least bachelors degree falling across the board. In Delaware, it is projected that by 2031 64% of jobs will require employees have at least some form of education or certification beyond high school.

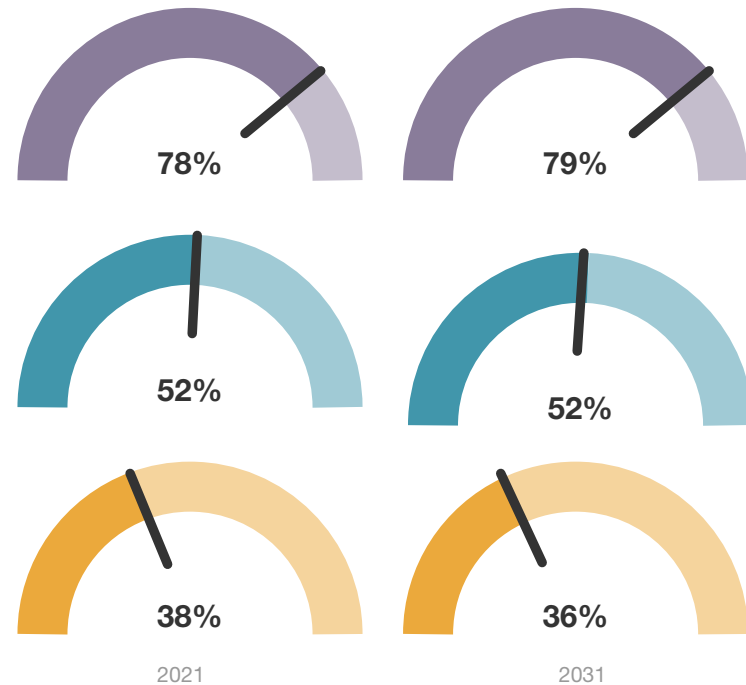
To meet the changing job market, the State of Delaware has set a goal that at least **60 percent of adults 25-64 have either a college degree or short-term credentials by 2030**. As of 2022, that number is **approximately 51 percent** with an average growth rate of just under one percent a year since 2009.

*Note: 1A Good Job is one that pays, nationally, a minimum of \$43,000 to workers ages 25-44 and a minimum of \$55,000 to workers ages 45-64, with a median of \$82,000 for all good jobs.*




**Distribution of good jobs by educational attainment**



**Share of good jobs within each level of educational attainment**



Nationally, the bachelor's degree pathway will account for an increasing share of good jobs, reaching 66 percent by 2031, compared to 59 percent in 2021.

Bachelor's degree   
 Associate degree or certification   
 High school degree 

Sources: J. Strohl, A. Gulish, C. Morris. (2024). *Future of Good Jobs: Projections through 2031*. Lumina Foundation. (2024). *A Stronger Nation: Learning Beyond High School Builds American Talent*.

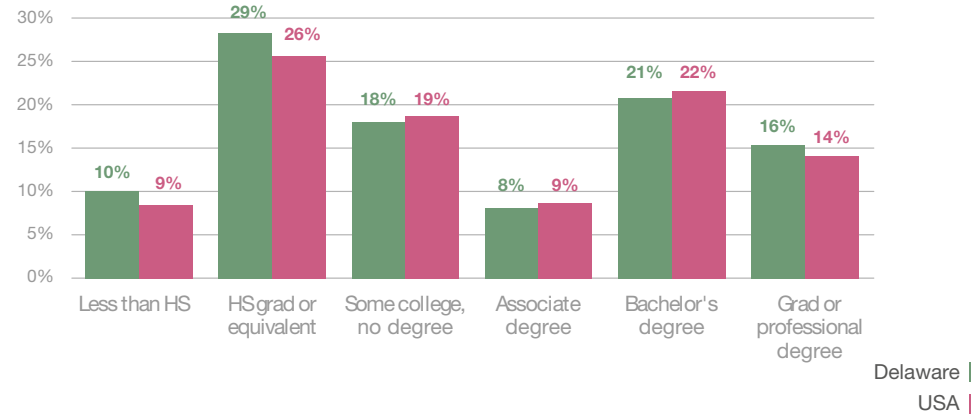
# Educational Attainment

In Delaware, approximately **63 percent** of people **25 and older** have some form of education **beyond high school**.

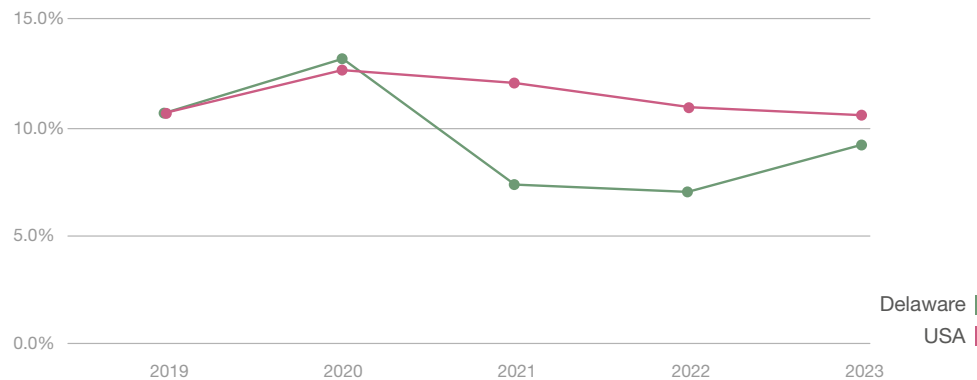
One key group are the disconnected youth, people aged 16-24 that are neither working or enrolled in school.

Also known as 'Opportunity Youth,' this is a group of emerging adults that have great potential for growth, but often due to circumstance have been cut off from those opportunities. Offering opportunities and support for disconnected youth can greatly improve the outlook in their lives, and help the state fulfil its promise.

**Educational attainment (Ages 25 and Older) USA and Delaware, 2023**



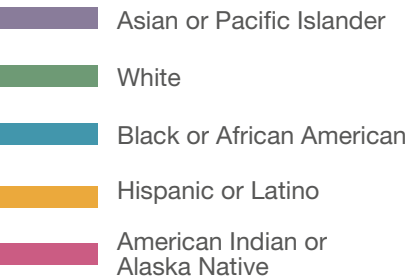
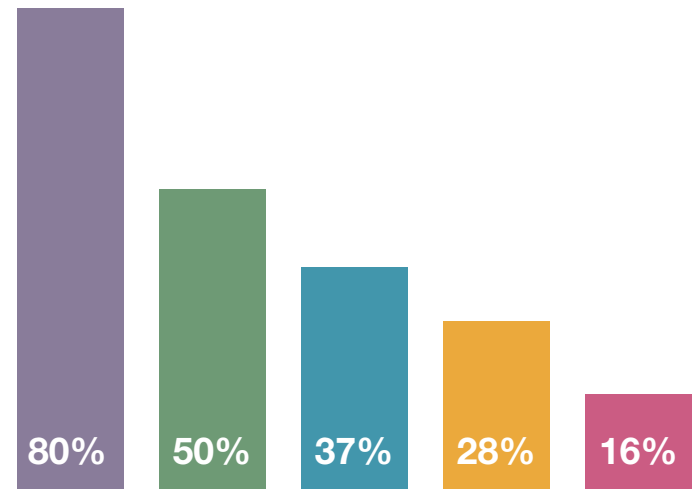
**Disconnected Youth (Age 16-24) USA and Delaware, 2019-2023**



Sources: U.S. Census, American Community Survey, data extracted from IPUMS USA, University of Minnesota, [www.ipums.org](http://www.ipums.org), 12/5/24. U.S. Census Bureau, 2024 American Community Survey, <https://data.census.gov>, accessed on 12/5/2024, <https://goo.su/K83TOHz> Georgetown University Center on Education and the Workforce projections using Carnevale et al., *After Everything*, 2023; US Census Bureau and Bureau of Labor Statistics, *Current Population Survey (CPS)*, March Supplement, 1992–2020; and US Bureau of Economic Analysis, *SARPP Regional Price Parities by State*, 2020.

# Racial Inequity in Degree Attainment

## Degree Attainment by Race, Ages 25-64, 2022



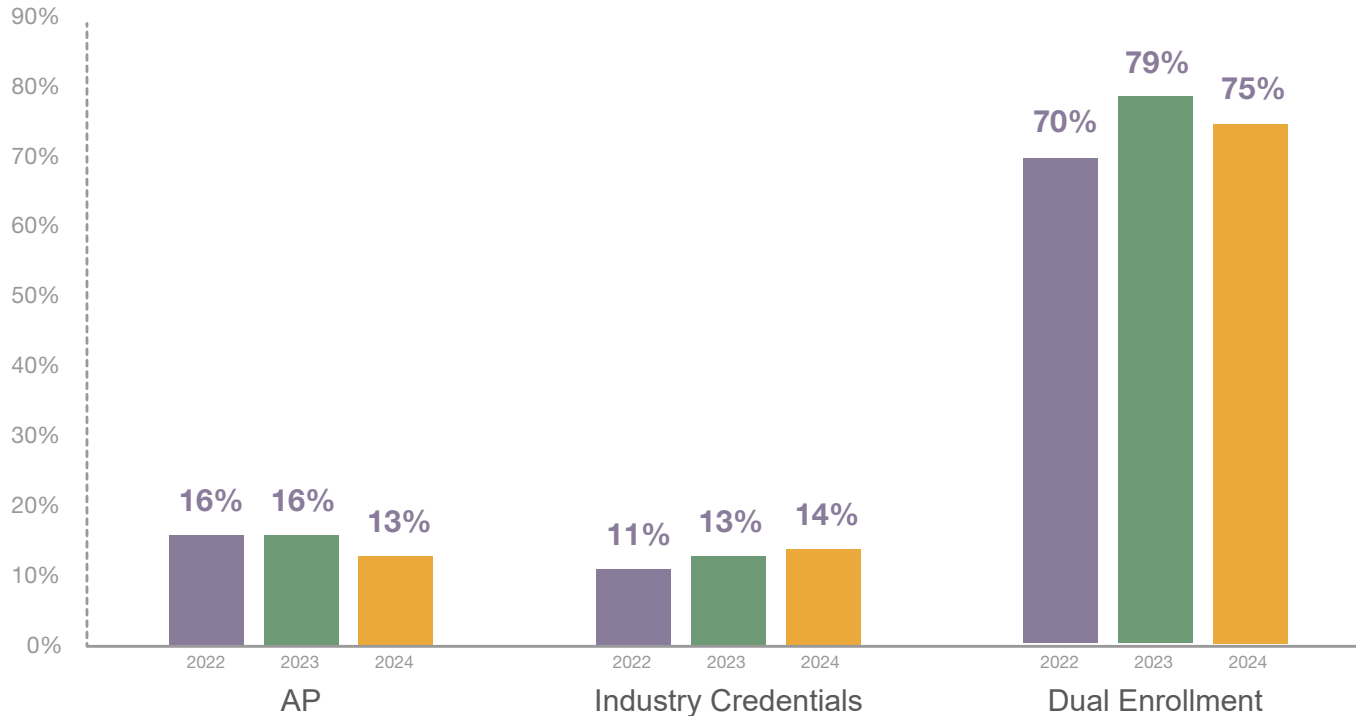
## Racial Inequity

Delaware's student population is becoming increasingly diverse as the proportion of students that are Asian, African American, Hispanic, Multi-racial, or Native continues to grow. Unfortunately, data shows that Educational Attainment for most of these groups severely lags behind. Addressing these inequities is an essential part of achieving the Delaware Promise.

# College And Career Readiness

In 2023, about **89 percent of graduating seniors** completed their high school degree in four years. But that's not the only measure of postsecondary readiness. Today in Delaware, most graduating students are showing their career readiness, through dual enrollment, International Baccalaureate, and advanced placement coursework to earn college credit. In addition, more students are earning industry credentials that prepare them for their future careers.

### College and/or Career Readiness by Credentials



Source: DDOE. (2024). Delaware Report Card: College and/or Career Readiness Summary

# Delaware Pathways



Accelerated apprenticeship opportunities for students

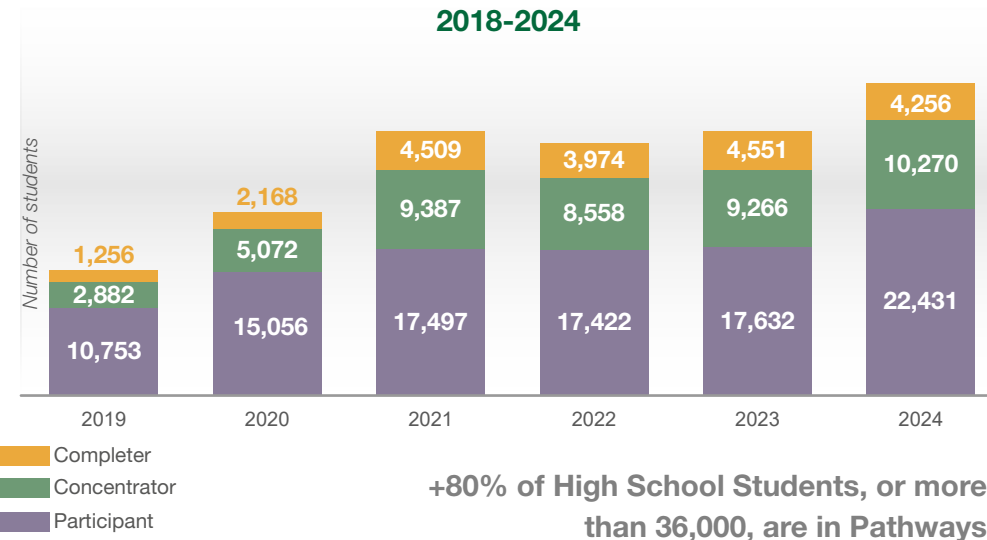


High School Students, or more than 80%, in Pathways

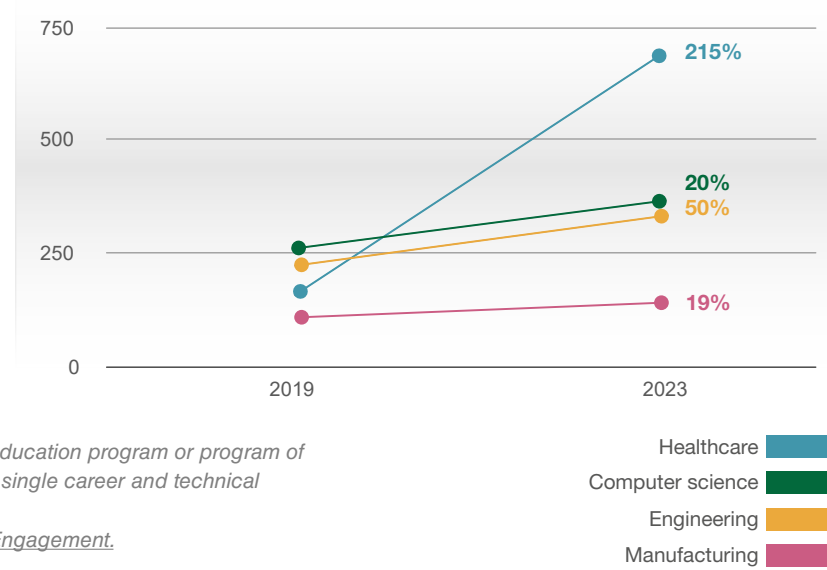


Middle school students in career exploration pilots across 13 schools statewide

**Pathways Growth 2018-2024**



**Growth in students completing pathways in high-demand industries**



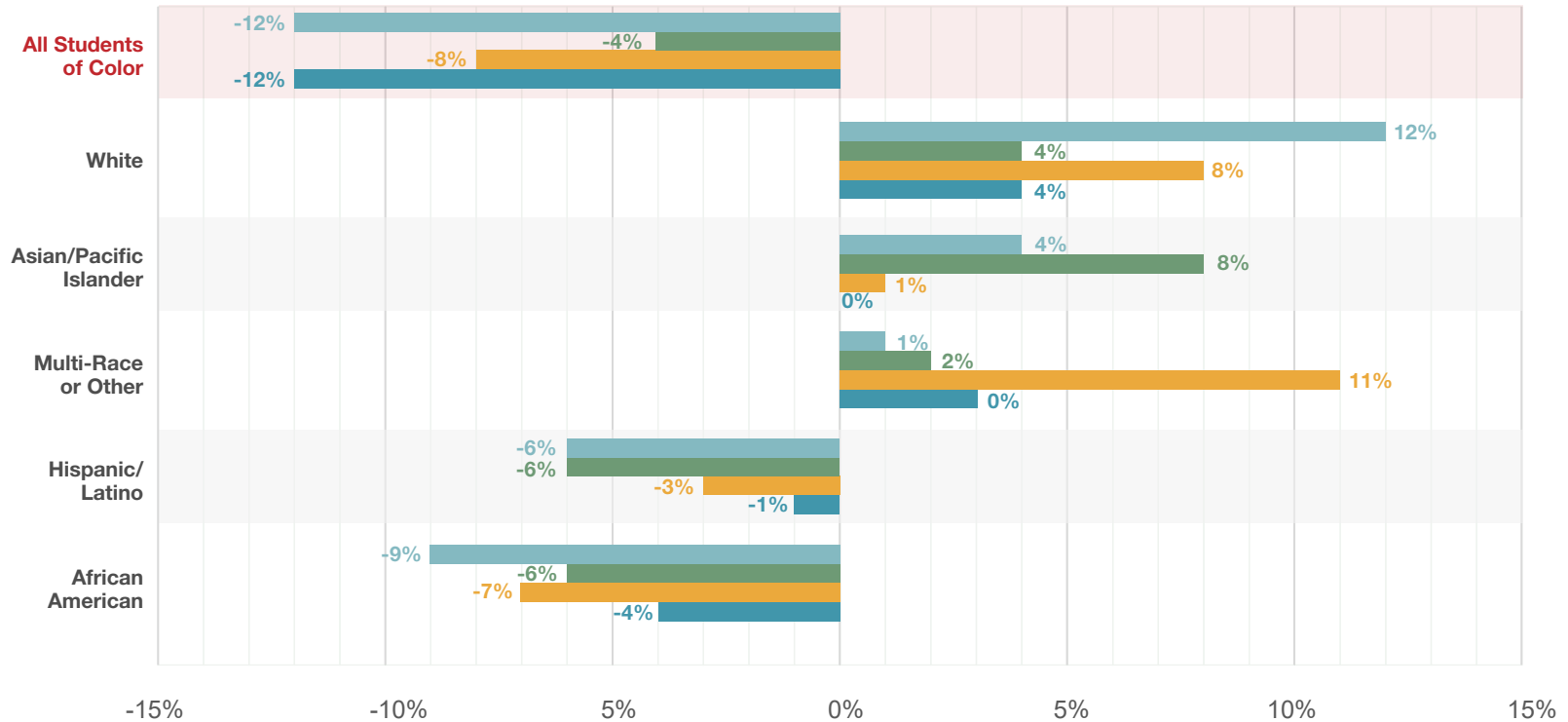
*Note: A "Participant" means an individual who completes not less than one course in a career and technical education program or program of study of an eligible recipient. A "Concentrator" means a student who has completed at least two courses in a single career and technical education program or program of study. A "Completer" means a student who has completed a CTE program.*  
 Source: *Delaware Pathways & Rodel. (2023). 2023 Pathways 2.0 Starting Early, Growing Impact, Deepening Engagement.*  
 DDOE (2024). Data Request: CTE enrollment. Delaware Department of Education.



# Delaware Pathways: Disparities

Delaware Pathways has been an essential part in creating new opportunities for students and elevating their post-graduation success. However, due to a variety of factors, they run the risk of reinforcing disparities between differing student populations. Over the five-year period (2019-2023), students of color have consistently been under-represented in state-model pathways programs, averaging six percent less than white students. These disparities are worse in high-demand sectors.

**Under and Over Representation of Students in State Pathways as a Percentage**



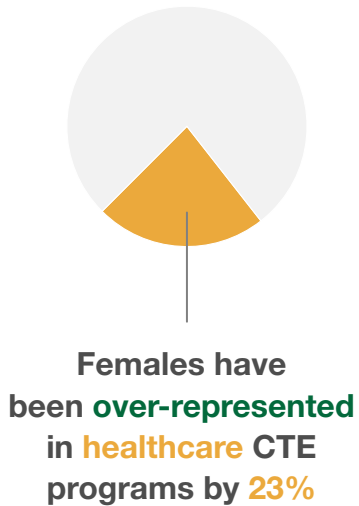
■ Engineering  
■ Computer Science  
■ Manufacturing  
■ HealthCare

Source: DDOE (2024). Data Request: CTE enrollment. Delaware Department of Education.

# Delaware Pathways: Disparities

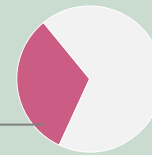
## The Gender Divide

Female students also are under-represented in state-model pathways programs, averaging **three percent lower** when compared to male students. However, in high-demand sectors, that disparity grows significantly:



### Females are under-represented in:

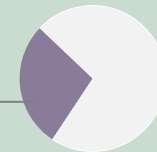
**manufacturing** programs by **32%**



**computer science** programs by **27%**



**engineering** programs by **28%**



# Middle Grades Pathways in Delaware

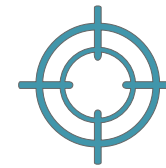
## Scaling Career & Technical Exploration in Middle School



**8,100+**  
students engaged in  
career exploration



**13**  
public and charter  
pilot schools



Focus on career  
awareness,  
employability skills, &  
planning for high school

Co-creation with partners, including students, is an important part of this work. To see the full poster depicting the six core key areas of the profile of a high school ready student, designed by two Delaware students, visit [bit.ly/3EqLcY1](https://bit.ly/3EqLcY1).

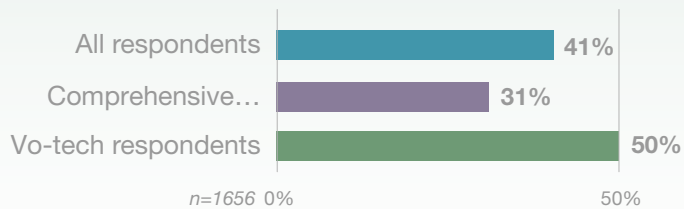
# Delaware Pathways Student Outcomes Survey: High School Career-Connected Learning Experiences

In 2023, the Delaware Pathways Student Outcomes Survey was conducted with more than 1,700 of pathways completers, providing insights into their experiences and post-graduation outcomes. In high-school, these students were granted the opportunity to further develop their skills within a chosen career field and gain experience through work-based learning (WBL) and potentially earn industry-recognized credentials (IRC) for their future career.

## Industry-Recognized Credentials

65% of respondents who earned an IRC expect to use the credential in their career

### Percent of Graduates that Received an Industry Recognized Credential in High School

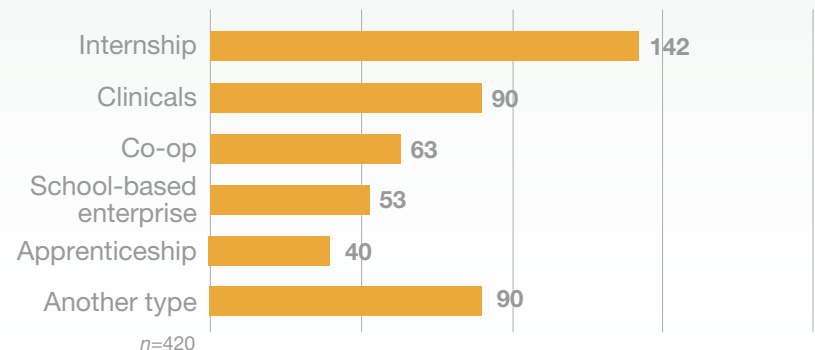


## Work-Based Learning

51% of respondents surveyed reported participating in one or more immersive WBL experiences.

- 76% of vo-tech high school respondents
- 30% of comprehensive high school respondents

### Types of WBL Experiences among comprehensive high school graduates

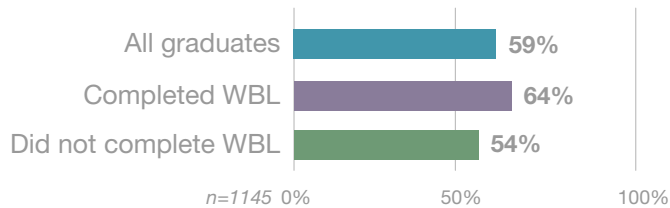


# Delaware Pathways Outcomes Survey: Impacts of Career-Connected Learning

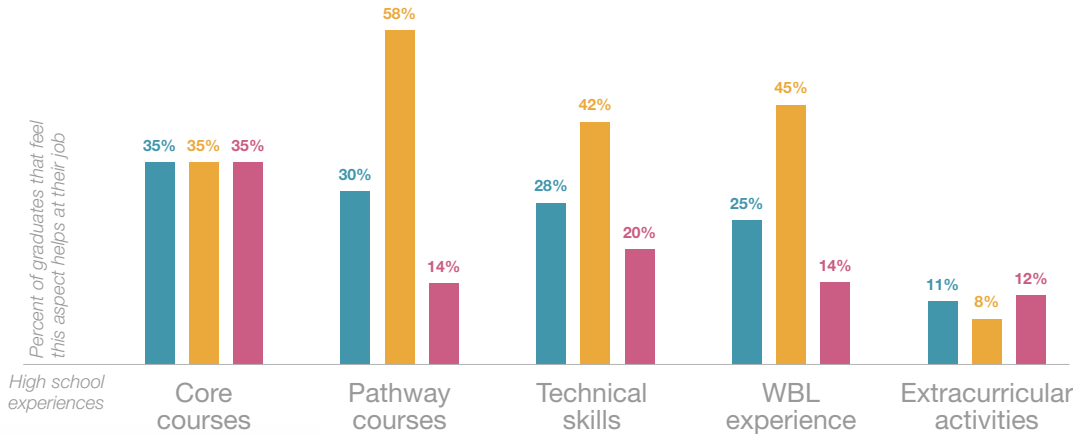
68 percent of graduates reported postsecondary enrollment. Of those enrolled, most **felt their college major is related to their high school pathway**, especially if they completed WBL:

Employed graduates selected the aspects of their high school experience that have been most helpful in their current job.

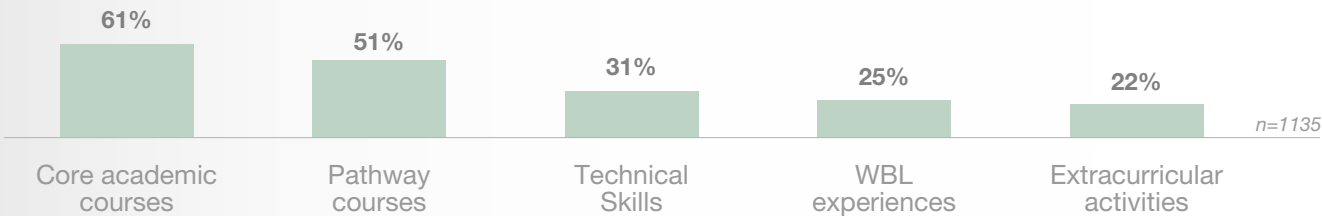
**Percentage of Students Whose College Major Aligns with Their High School Pathway**



**Number of Students who Felt This Aspect of High School Has Been Helpful in their Current Job**



**Graduates indicated the aspects of high school that have been helpful in postsecondary education**



- Job Unrelated to Pathways
- All Employed Graduates
- Job Related to Pathways

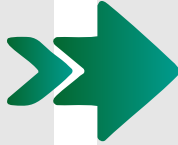
Note: Excludes graduates who don't remember completing a pathway.

Source: Delaware Pathways Student Outcomes Study.

# Advanced Coursework

## Early College Credits Benefit Students by Saving Them Time and Money at College:

In 2023, Delaware students earned **7,994 qualifying AP scores of 3 or higher.**

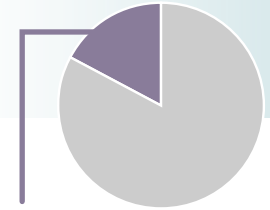


This translates to an estimated **23,982 potential college credits**

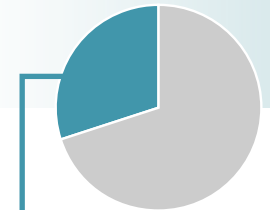
**4,934** students earned dual enrollment credit (2023-24)



Dual enrollment courses allow students to earn college credits in non-technical academic subjects, such as math and science, while still in school.



**17% of the Class of 2023** scored **3 or higher** on an AP Exam during their high school career

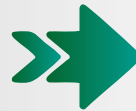


**29% of the Class of 2023** scored have taken an AP exam during their high school career



### Early College Credit Saves Time

**1 credit hour** = **1 hour in class work** + **2 hours of out of class work a week**



That means in 2023 Delaware students saved approximately **72,000 hours of time**



### Early College Credit Saves Time

**23,982 potential Credits** X **\$492.67 per college credit**



**\$11,815,212** Total potential tuition and fee savings to Delaware students and families

*Note: Every year College Board releases an AP Cohort Report that helps summarize the accessibility, enrollment, and performance of AP Students across the country. While among graduating students in Delaware, dual enrollment has the highest participation rate for demonstrated college readiness according to the Delaware Report Card, the 2023 AP Cohort Report for Delaware offers insight on how these extra college credits can have significant impacts on a student's life.*

Source: 2023 AP Cohort Delaware Supplement.

# Opportunities to Transform the System

1

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

2

Break down silos across education, workforce, and labor to create a more **streamlined system** for students, families, and adults to benefit from career pathway and workforce development opportunities.

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.

4

Address disparities in career and technical programs by **expanding awareness and opportunities** for under-represented groups.

## Additional Resources

### **Delaware Pathways:**

<https://delawarepathways.org>

### **Delaware Office of Work-Based Learning:**

<https://deowbl.org>

### **Tech Council of Delaware:**

<https://www.delawareitc.org>

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

<http://rodelde.org/wp-content/uploads/2023/11/2023-Pathways-Snapshot.pdf>

### **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/>

### **Youth.Gov by the Interagency Working Group on Youth Programs (IWGYP):**

<https://youth.gov/youth-topics/opportunity-youth>