

Redding Consortium
September 12, 2019
Identified Opportunities to Achieve Educational Equity

Some priorities were selected based on their need for legislation. There are other priorities that do not require legislation, such as:

- *Deeper family engagement regarding the formation of school advisory councils. In the short term, increasing student and parent representation in policy decisions should begin with the membership/structure of the Redding Consortium. (Raye Jones Avery)*
- *Redefine “education equity.” Equity is not focused on all children. Education equity is an outcome targeting historically and presently disadvantaged populations in public education. The goal is not for all students to get the same. The goal is for those who need the most to get more in order to achieve successful academic and personal outcomes. (Raye Jones Avery)*

#1 choice, when all members’ top 3 opportunities were aggregated.

Teachers & Educators

- Create resourced talent pipeline for recruitment, development, and retention of educators, including health & human services professionals
 - Evaluate teacher qualifications, specifically to include individuals who would qualify, but struggle with the Praxis testing
 - *Or who need financial help in getting a teaching degree, such as programs like the Relay program. Recruit more active community mentors FROM that community into the teaching field. This would mean we don’t have 80% of teachers from white, middle class backgrounds. (Noelle Picara)*
 - Increase current educators’ autonomy and pay
 - Invest in talent retention and recruitment
- Increased teacher training (i.e., dealing with difficult personalities)
 - Facilitate an honest conversation with educators about their expectations of students and curriculum rigor in order to identify potential biases.
- Regularly examine teacher/staff strengths/weakness, taking student opinion into account (utilize this information when making hiring/firing/promotion decisions)

Family/Community Engagement

- Increased student representation in policy decisions
- Facilitate a broader conversation about community development (i.e., the history and systemic racism/classism that brought us to this point in Delaware’s education system)
- Leverage Delaware’s small size to bolster connections
- Increased parent/community participation through transparent engagement and communication with the community and parents (i.e., no board or informational meetings during the work day)
 - *Combine this opportunity with “recreating a sense of identity attached to neighborhood schools.” (Stephanie Ingram)*
- Recreate the sense of identity attached to the neighborhood school, which existed in past generations (i.e., community/neighborhood school is a hub of the community, which the community can rally around)
 - *Do not limit to neighborhood schools but rather just say we have to change the narrative on public education in Delaware and particularly the focus of the consortium. For too long the message has been that our schools are simply bad. (Joseph Jones)*

- *Combine this opportunity with “increased parent/community engagement.” (Stephanie Ingram)*
- Fix the perception and challenges in the relationship between charter and traditional public schools

Funding

#2 choice, when all members’ top 3 opportunities were aggregated.

- Revisit the funding formula
 - *Bolster and build the new, statewide weighted funding formula under the Opportunity Grant Program. This program provides extra funding for EL and low-income students. Utilize this funding institute a variety of approaches for educational success and equity and then demonstrate what works. (Rick Geisenberger)*
 - *Consider allocating more funding to schools with high numbers of students with high ACEs, SPED, and affected by systemic racism, destruction of families, and/or poverty . Theses students need more services, which cost more money and require more staff - this is equitable. (Noelle Picara)*
- Increased funding through private-public partnerships for school resource investment
- Funding autonomy of increasing operating budgets without referendum

Programming/Enrollment

- School district consolidation
- Have new school(s) in the City of Wilmington (i.e., Wilmington High School)- give the City of Wilmington its own voice in education
- Utilize career pathways programs to magnetize schools (i.e., families want their children to go to a certain school because of the pathways programs)
- Stronger extra time programs
- Universal preschool (stronger pre-k programs)
- Socioeconomic integration, so that more privileged students opt into going to high poverty schools
- Increase use of social-emotional programs (i.e., trauma informed, conscious discipline, restorative justice practices, etc.)
- Universal access to arts and sports programs, without an added cost to participate
- Less reliance on technology (bring books back)

#4 choice, when all members’ top 3 opportunities were aggregated. (Tied)

#3 choice, when all members’ top 3 opportunities were aggregated. (Tied)

Data Collection & Services

- Systematic coordination of governmental entities (city, county and state) that breaks down silos and results in more efficient effective delivery of services that changes the lived conditions in traumatized communities
 - *Schools have evolved into the community hub and there are a lot of resources and effective organizations that could help schools in a variety of ways that would benefit students. Being learning ready entails students having proper nutrition to managing stress. Schools are not equipped. (Joseph Jones)*
- Establish a universal, detailed evaluation tool that all schools can use to evaluate educators, students, programs, etc.
- Immediately attainable services for families, students, educators, etc.
- No state tests
- Utilize existing data and successful programs to replicate success in all schools
 - *The research is clear; this is one of the most effective ways to change issues that have plagued communities and organizations. Switch by Chip and Dan Heath is a must read for people to understand the power of "bright spots." (Joseph Jones)*

Additional Opportunities sent via email AFTER polling

- Create a "big dream" to arrive at educational equity that is scary
- Shape a multi-faceted, aggressive geographic re-alignment including a new governance model and a different process for school board representation.
- Research and build avenues for students to acquire protective factors that help overcome the odds
- Re-define parent/community engagement
- Create Parent Universities
- Empower students to develop personal agency
- Learning is experience, everything else is knowledge
- Address challenges among traditional/charters, this may be done through school choice reform