

**The Redding Consortium for Educational Equity
October 10, 2019
Community Education Building, Wilmington, Delaware
Meeting Minutes**

Welcome

Consortium Co-chair Elizabeth “Tizzy” Lockman called the meeting to order at 5:30 p.m. Lockman opened the floor for introductions from Consortium members and members of the public.

Approval of Minutes

The quorum was met and the meeting minutes from September 12 were approved.

Presentation and Revision of Equity Definition

A preliminary definition for educational equity, generated from the previous meeting’s notes, was presented to the members. Educational equity was defined as a safe, secure, student-focused system where every child, regardless of race, ethnicity, and/or socioeconomic status, has access to the resources and opportunities they need to be successful- in and out of the classroom. Some common concerns were whether the educational equity definition should be narrower or remain broad, how the Consortium defines success, the necessity for an environment rather than a system, and that resources are not solely accessible but intentionally provided to children.

Presentation and Revision of the Consortium’s Priorities

Between the September and October meeting, Consortium members voted on their top three priorities. There was a tie for third, which resulted in the four priorities listed below. These four priorities were presented to the members.

1. Create a resourced talent pipeline for recruitment, development, and retention of educators, including health and human services professionals.
2. Revisit the funding formula (consider the impact of the Opportunity Funding Initiative).
3. Systematic coordination of governmental entities (city, county, and state) that breaks down silos and results in a more efficient effective delivery of services that changes the lived conditions in traumatized communities.
4. Increase the use of social-emotional programs (i.e., trauma-informed, conscious discipline, restorative justice practices, etc.).

In small groups, the members discussed their opinions and concerns for the proposed draft priorities. Common concerns for the priorities included the complexities of creating Delaware educators as opposed to hiring from other states, ensuring student’s differing needs are appropriately represented in the funding formula, the importance of engagement with nonprofits and other entities, and the explicit insertion of social and emotional learning programs.

Aligning of Mandate and Priorities

Kelly Sherretz and Haley Qaissaunee, Institute for Public Administration (IPA) staff, presented how the four priorities align with the mandates from the Consortium’s establishing legislation—Senate Bill 148 and House Bill 222. The members were notified of additional mandated responsibilities not addressed by the priorities.

Priority Accomplishment Plan

Sherretz and Qaissaunee presented a Priority to Action Framework for each of the four priorities. This framework includes local data, research, and stakeholder engagement. The purpose of reviewing the framework was to understand what local data and research the Consortium already has and what the Consortium needs to collect to make informed decisions. The framework also helps Consortium members understand what stakeholders they have already engaged and what stakeholders are missing, but must be engaged to make informed decisions. The members divided into four small groups, each with a different priority, and discussed additional local data, research, and stakeholder engagements necessary to create priority deliverables. IPA staff collected the notes from each group to consolidate the information for future meetings.

Public Comment

Michelle Suchyi, member of the public, stated that practicum-teaching placement should be more geographically varied. The University of Delaware places a high percent of practicum teachers nearby, rather than placing them in high-need areas outside of Newark. Suchyi stated the Consortium’s priority on talent pipelines should address certifications for paraprofessionals. Conclusively, Suchyi suggested an alteration to the presentation of school population and discipline data to more accurately represent some schools in the Wilmington area.

Bill Doolittle stated the primary concern for creating educational equity is funding. An appropriate assessment of efficient and representative funding is necessary.

Alethea Smith-Tucker, a parent representative, further elaborated on funding concerns. Smith-Tucker stated she is concerned about transparency on spending at the school level.

The meeting adjourned at 7:30 p.m.

**Redding Consortium for Educational Equity
Thursday, October 10, 2019**

Consortium Members:

Raye Jones Avery
Kathryn Bradley
Susan Bunting
Alfreda Butcher
James DeChene
Anthony Delcollo
Richard Geisenberger
Dorrell Green
Richard Gregg
Tika Hartsock
Mark Holodick
JJ Johnson, Co-Chair
Joseph Jones
Tizzy Lockman, Co-Chair
Noelle Picara
Michael Smith
Jackeline Fred-Ingles, for Aaron Bass
Stephanie Ingram
Margie López Waite
Mary Nash Wilson, for Mike Jackson
Danya Woods
Eugene Young

Members of the Public:

Gwen Angalet
Herb Broadwater
Kathryn Bradley
Bill Doolittle

Steven Fackenleill
Desiree Faison
Jeffrey James Sr.
Paul Herdman
Gary Henry
Venessa Karpeh
Karen Lantz
José Matthews
Cindy McDaniel
Maggie Nelson
Michael Ramous
Jon Sheehan
David Sokola
Michelle Suchyi
Jim Simmons
Alethea Smith-Tucker
Cathy Thompson
Kimberly Williams

IPA Staff Members:

Abigail Armstrong
Sarah Bruch
Fran O'Malley
Joseph Pika
Haley Quassaunee
Kelly Sherretz
Cimone Philpotts