

Redding Consortium for Educational Equity

FULL BODY MEETING

OCTOBER 22, 2020

Welcome & Roll Call



Please mute yourself when not talking



Use the chat function to ask questions



Please note this meeting is being recorded
and may be posted for the public



For Roll Call—**Consortium members**—please
type your name in the Chat

Settlement in State Education Equity Lawsuit

GOVERNOR JOHN CARNEY

COUNCILMAN JEA STREET

Settlement in State Education Equity Lawsuit—Key Points

Opportunity Funding will grow from \$25 million per year to \$60 million in SY 2024-25

- After SY 2024-25, the \$60 million will increase proportionally with student growth
- \$5 million of these funds will be reserved for mental health and reading supports in schools with the highest concentrations of low income and English learner students

K-3 Special Education

- Funding dedicated to basic special education students in Kindergarten through 3rd grade to equal funding currently in place for basic special education students in grades 4-12 by the 2023-2024 school year.

Early Education

- By the 2023-2024 school year, the Early Childhood Assistance Program, which funds preschool programs for low income families, will double its funding from \$6.1 million to \$12.2 million.

Teacher Recruitment and Retention

- A \$4 million annual commitment to support enhanced teacher recruitment and retention in high-needs schools beginning in the 2022-2023 school year.

Ombudsperson

- An ombudsperson program will be adopted to assist individual students and families in resolving disputes or complaints concerning disparate discipline, inequitable access to school programs, and different or unfair treatment.

Capital Projects

- School districts seeking voter approval for capital construction and major renovations will be required to distribute an equity statement to explain how the capital project would impact equitable distributions of new and renovated buildings within the district.

Independent Assessment

- The State will hire an independent organization to complete a holistic assessment of the Delaware public school finance system by January 2024, which shall consider funding levels, revenue mechanisms, equity, and efficiency.

Consortium Member Questions?

FOLLOW UP MEETING ON WEDS 10/28, 5:00-6:00 P.M.

THIS MEETING WILL FOCUS ON THE REDDING CONSORTIUM RESPONSE
AND NEXT STEPS RELATED TO THE SETTLEMENT

Work Groups Report Out

Funding and Governance Work Group

CO-CHAIRS

NNAMDI CHUKWUOCHA, STATE REPRESENTATIVE

EUGENE YOUNG, PRESIDENT, METROPOLITAN WILMINGTON URBAN LEAGUE

Focus Areas

The Funding and Governance work group began meeting again in August 2020 and outlined these focus areas for their work:

Short-term funding focus:

- Referendum reform

Background research:

- New Castle County Tax District
- Opportunity funds—monitoring and making information transparent
- CARES Act funds—monitoring and making information transparent

Long-term funding focus:

- Financial needs for high poverty schools (adequacy)
- Systemic issues in the Delaware education funding system

Short-term Goals—Referendum Reform

- 1. Create an engagement strategy focused on referendum reform to:**
 - Ensure the Work Group hears from the community and uses their opinions to inform their work
 - Communicate about the Work Group's approach in a clear, concise and transparent way that conveys why referendum reform is important, what our goals are, and the impact this change will have on individuals and the community.
- 2. Use research, data, and stakeholder engagement to create a deliverable that informs a piece of legislation on referendum reform to be introduced in the 2021 legislative session.**

Referendum Reform

- Discussions were based on recent efforts for referendum reform, specifically House Bill 129

At Work Group meetings, members heard supportive and opposing viewpoints on referendum reform from:

- Delaware State Education Association
- Delaware School Boards Association
- Delaware Association of School Administrators
- Chief Financial Officer from Red Clay Consolidated School District
- Legislators
- Members of the public

Referendum Reform—Key Takeaways from Work Group Discussion

- Referendum campaigns take significant effort (involves entire school community including district office, principals, and teachers)
- All tax increases should be on an equal playing field (school district referendums are the only case in Delaware where residents can directly approve a tax increase)
- House Bill 129 seems like a logical place to start and build from
- In the long run, incremental increases would probably be less painful to taxpayers than the ones that currently occur with referendums; easier for a household budget to absorb in long term
- We must help stakeholders understand the referendum process, school funding, and how money is used in education
- Concerns about taking people's voice away; a school referendum is one of the few opportunities where citizens have a say on their own taxes, fees, etc.
- There is a lack of public will/desire to be taxed
- School referenda are often used to release general frustration about taxation
- School boards may continue to push back fearing referendum reform could be used to justify state funding cuts
- The funding settlement and property reassessment decision will affect the education funding landscape

Engagement Strategy

IDEAS FOR ENGAGEMENT:

- Town Halls
- One-pager on referendum reform
- Social Media (Redding Consortium Facebook)
- Work Group members engaging stakeholder groups
- Questionnaire
- Op-ed

GROUPS TO ENGAGE:

- Parents, Families, Students
- Educators, Administrators
- School boards
- Community Groups
- PTA
- AARP members
- Residents at Senior Centers
- Realtors
- Business community

Funding and Governance Work Group— Next Steps

- Consider viable changes to HB 129
- Craft an engagement strategy
- Continue to receive community input on referendum reform
- Develop first draft of new referendum reform bill based on stakeholder feedback, data, and research
- Discuss funding settlement with Work Group
- Next meeting dates: November 5, November 19—5:00-6:30 p.m.

Questions?

Educator Work Group

CO-CHAIRS

NOELLE PICARA, EDUCATOR, KUUMBA ACADEMY

MICHAEL SMITH, STATE REPRESENTATIVE

Recap

- In May the Work Group requested an extension:
 - to engage stakeholders.
 - to improve the recommendations.
- The Work Group regrouped in July and added new members to engage stakeholders who were previously underrepresented.
- The Work Group decided to focus on two of the four recommendations to better concentrate efforts and resources.
- The recommendations are:
 - **Develop a Grow Our Own Program.**
 - **Create a Whole School Professional Learning Package offered to High Needs Schools within the City of Wilmington.**

Goals and Updates - July to October

Goals:

- Engage stakeholders and consider their suggestions/inputs.
- Create implementation and monitoring plans towards an organization/agency managing the programs.
- Finalize the proposed recommendations for Consortium consideration.

Updates:

- The Work Group reached out to external stakeholders and is using the feedback to enhance the recommendations and implementation plans.
- The Work Group developed implementation and monitoring plans that can be considered by those who will be charged with overseeing those tasks.

Grow Our Own

The Work Group recommends:

- A program geared towards recruiting and supporting paraprofessionals, community members, parents, and others representative of the school population be implemented.
- Institutions of Higher Education create partnerships with existing and new Teacher Academies in Delaware's districts and schools to create pipelines of diverse candidates flowing from K-12 schools to postsecondary programs and ultimately back into Delaware schools
- Districts further develop and advertise Teacher Academy and Future Teacher programs, especially to increase minority enrollment.

Grow Our Own Implementation Plan

Steps	Expected Outcomes	Who is Responsible?
December 2020- March/April 2021		
<p>Talk with New Castle County School districts and Delaware IHEs about program and implementation.</p> <p>Determine primary district and IHE liaisons that will provide recruitment information and support the paraprofessional/community recruit program.</p>	Secure commitment from schools and programs	Co-Chairs of Consortium
UD, DSU, and Wilmington University ensure a partnership with Delaware Technical College’s Elementary Education, Early Childhood Development, and Early Childhood Studies Associate degree programs.	Secure a communication line and commitment to facilitate a pathway to teaching degree for Deltech graduates and to develop more adaptive and applicable curriculum and program framework.	Co-Chair of Consortium
<p>New Castle County School Districts and IHE’s work to develop plans</p> <p>Draft a plan for the short-term school support staff/ community recruit program (includes curriculum/criteria changes, financial support, and academic support)</p>	<p>Secure a communication line and commitment with the New Castle School Districts that will facilitate districts position needs and IHE’s communication with teachers/paraprofessionals</p> <p>An implementation plan that will allow short term changes to positively alter the recruitment/retention of paraprofessionals/community recruits</p>	IHEs and school districts

Grow Our Own Implementation Cont.

Steps	Expected Outcomes	Who is Responsible?
June 2021- July 2021		
Explore interest/availability for implementing the long-term teacher academy plans (e.g. OEI, DSU, UD).	Determine what organization will take the primarily lead for implementing the long-term recommendation	Co-Chair of Consortium
2021-2022 School Year		
Conduct initial evaluations of current Teacher Academies.	Determine the current status of Teacher Academies	DOE
Complete and share evaluation findings.	Transparent report on the current state of Teacher Academies	DOE
Draft a plan for implementing changes	An implementation plan	DOE
Mid-Year Adjustments	Completing the changes that are feasible within the second half of the school year	DOE
Revise year 1 plan as needed; develop Year 2 plan based on evaluation findings.	An implementation plan that considers the previous year's evaluations and revise the implementation elements	DOE
Draft a plan for implementing new Teacher Academies in other schools.	An implementation plan that considers the previous year's evaluations and program elements to use on new Teacher Academy programs	DOE

Grow Our Own Monitoring Plan

Key element to monitor and evaluate	Data Type	Data Source	Who is responsible	How often will monitoring take place	What does success look like?
Educator program enrollment	Enrollment records	IHEs	IHEs	Yearly	Increase in enrollment
Educator program graduation rates	Graduation records	IHEs	IHEs	Yearly	Increase in graduation rates
Teacher Academy support elements	Teacher Academy evaluations/surveys		Schools	Yearly	Academies that provide inclusive and effective events/support systems
Teacher Diversity	Teachers demographics	DOE	DOE	Yearly	A teacher workforce that mirrors the demographics of the students they are teaching

Whole School Professional Learning

The Work Group recommends:

- A multi-year package that consists of focused partnerships with IHEs to provide professional learning and coaching for both administrators and teachers in order to improve school climate and ultimately limit teacher attrition.
- Developing professional learning that consists of initiatives focused on improving school climate and building cultures of respect and learning.
- The package be modeled after the existing programs in Laurel and Seaford, Delaware, but tailor each program to the unique context of each Wilmington schools.
- Each school initially targeted for support would be selected based on pressing demographic data, including but no limited to low-income, English learner, and racial considerations.
- The Office of Equity and Innovation at the Delaware Department of Education would be implementing would be implementing the initiative and would work with IHEs to determine logistics.

Whole School PL Implementation Plan

Steps	Expected Outcomes	Who is responsible?
December 2020-March/April 2021		
<p>Talk to agency running the pilot program (Office of Equity and Improvement), potential Wilmington schools (Appendix A), and programs supporting the PL</p> <p>Explore interest/availability with potential partners (e.g. DASL, PDCE, DSU etc.)</p>	Secure commitment from agency, schools, and programs	Co-Chairs of Consortium
Identify formula or criteria that informs decisions around which schools will serve as initial pilot or stage 1 sites	Criteria or formula for selecting pilot or Stage 1 sites i.e. implementers of whole school reform intervention	
Draft plan (professional learning and evaluation) and budget	Draft plan and budget	Agency running program with schools and partners
Secure funding for the pilot.	Funding to cover 5 schools for two to three years (this might involve working with the schools to help craft their Consolidated grant applications or portions thereof)	Legislators

Whole School PL Implementation cont.

Steps	Expected Outcomes	Who is responsible?
May 2021-July 2021		
Finalize which Wilmington schools will participate based on need/criteria. The work group recommends using school with a high % of students from low income families, English Language Learners, and Students with Disabilities consistent with DO	Five schools will be part of the pilot program	OEI
OEI and partners (e.g. DASL, PDCE) will begin structuring program with schools based off of needs/criteria determined collaboratively in initial assessments/meetings with the schools	A comprehensive program based off of the needs of the schools in the pilot.	OEI and partners
2021-2022 School Year		
Program in 5 schools.	Pilot program up and running	All
Mid-Year Adjustments		OEI, partners, and schools
Complete and Share Evaluation Findings		OEI
Revise year 1 plan as needed; develop Year 2 plan based on evaluation findings		OEI, partners, and schools

Whole School PL Monitoring Plan

Key element to monitor and evaluate	Data Source	Who is responsible	How often will monitoring take place	What does success look like?
School Climate	School climate survey	Schools	2-4 times a year	Increase in staff/parents/guardian/student satisfaction
Student Achievement	SBAC In school assessment	Schools	2-4 times a year	% of students moving towards meeting the standard or above standard increasing and the % of students below standards decreasing. Add something here about in school assessments as well.
Student attendance	Attendance records	Schools	2 times a year	Decrease in number of students absent or tardy
Teacher and leader participation	Measured by partners	Partners	As determined by partners spearheading the program	

Work Group Next Steps

The Educator Work Group will make your revisions to the final document and present the proposal to the full body on December 10, 2020.

Future Work Group Meetings:

- November 12, 2020

Questions?

Social Determinants Work Group

CO-CHAIRS

RAYE JONES AVERY, WILMINGTON CENTER FOR EDUCATION EQUITY AND PUBLIC
POLICY

JEFFREY MENZER, SUPERINTENDENT, COLONIAL SCHOOL DISTRICT

Focus Areas

Launched in July for the purpose of identifying disparities between students in Northern New Castle County related to the social determinants of educational success and developing solutions.

Short-Term and Long-Term Strategy

Three Small Groups - Identifying key themes, defining success, identifying necessary elements of success for each issue area.

- Early Childhood Development (Birth to Five)
 - Led by Dawn Alexander and Shanika Perry
- School and Community Partnerships for Wraparound Services
 - Led by Tamara Smith
- Racial and Social Justice
 - Led by Yassir Payne and Roger Harrison

Work Group Tasks

- Small groups have formed around the three identified focus areas.
- Each has drafted a memo answering the following:
 - Why is this important?
 - What does success look like?
 - What are the components of a successful program?
 - What are the human and financial resources needed for a successful program?
- The small groups presented these memos at the Work Group meeting in September and received first-round feedback from the whole work group.
- The work groups are making a round of edits and adding detail based on best practices research, and local, state and national programs.

Early Childhood (Birth to 5)

Why is it important for the Redding Consortium to focus on Early Childhood?

- Many of the barriers caused by systemic racism impact children well before they enter kindergarten. To ensure that every child in Delaware has a real opportunity to succeed, we must properly support pregnant women as well as children, ages birth through five.

What does Success look like?

- Success = every child facing barriers caused by race and/or poverty will arrive at kindergarten having had access to all of the developmental, academic, and other services necessary to thrive and succeed.

[Review the Full Memo](#)

School and Community Partnerships for Wraparound Services

Why is this important?

- Not all of the barriers for students caused by race and/or poverty can be addressed by what happens in the classroom during academic learning time. If we wish to ensure that every student has a real opportunity to succeed, we must also address challenges and systemic obstacles that exist outside the classroom.

What does success look like?

- Success in this area would mean each student facing barriers caused by race and/or poverty has all of the support he or she needs outside the traditional school day, and during the traditional school day outside of academic instruction, to ensure that the student can thrive and fulfill his or her potential. Success is not only limited to reaching their full potential but also creating the environments that allow for authentic play and curiosity that is often restricted or removed to underserved children.

[Review the Full Memo](#)

Racial and Social Justice

Why is this important?

- The historical inequities in education in Wilmington and throughout our state and our country can be directly attributed to racism, and not race. Further, racist policies have contributed to entrenched poverty in too many communities of color through neglect and disinvestment, furthering the cycle of educational disparities. It is critical to understand that a policy does not have to mention race to be racist. It only needs to have the impact of advantaging the dominant racial group(s) while disadvantaging the other(s). Racism is present in individual, cultural, and institutional (policy and practice) formats; achieving racial justice in education will require intentional and systematic attention to the way that racism harms our students and families and robs them of equal opportunity for education, health, and life.

What does success look like?

- Success looks like equity. Success will be achieved when Black and Hispanic students have the same access, opportunities, and resources available to their White counterparts within the educational setting. Success for racial justice acknowledges historical disadvantage, current harmful structures and practices, and intentionally invests in schools, families, and communities affected historically by racism.

[Review the Full Memo](#)

Work Group Next Steps

The group will be meeting on October 29 to discuss updates and revisions to existing memos. These are expected to grow to a full set of recommendations and implementation actions in time for the December meeting.

Next Meeting:

Thursday, October 29, 5:00 to 6:30pm.

Questions?

Consortium Goals Through 2021

Educators Work Group

- Enact implementation plan

Funding and Governance Work Group

- Referendum reform legislation
- Response to funding lawsuit

Social Determinants Work Group

- Short Term: develop a suite of proposals for Legislative consideration by end of year
- Long Term: develop a full-scale plan with implementation strategies by July 2021

Other items:

- File new redistricting timeline legislation
- Assess consortium composition & Work Group continuation/focus
- Data report on the status of public education for City of Wilmington students
- Annual report to the legislature

Public Comment
