

**Redding Consortium for Educational Equity**  
**Social Determinants Work Group**  
**October 29, 2020**  
**Meeting Minutes**

**Welcome**

The meeting started at 5pm. J. Menzer opened the meeting with norms and rules. Roll call was taken with the Chat function. The public was invited to indicate their wish to make a Public Comment in the chat, and to participate in one of the small group breakout rooms. Minutes from September were approved.

**Updates**

M. Denn gave an update and overview of news related to the ACLU/DOE settlement agreement. Everyone seems pleased about the settlement and that it will be increasing money available to schools and will benefit kids below the poverty line and English Language Learners. There is still work to be done by this group to solve immediate demands and there are decisions to be made about how some of the settlement funds will be used. The Redding Consortium will be making recommendations about the use of some of those funds. J. Menzer indicates that our goal is to have some priorities ready for State Legislators to begin considering in December when State Budget priorities are being set. This group realized that there is an alignment of work already being done in Social Determinants. The Small Work Groups were developed to identify SDWG priorities and start developing plans to share with legislators. The small groups have put together documents to that end.

R. Jones-Avery updates the group. We are working at a fast pace with lots of activity in the education environment. This group wants to highlight intersections, but our group should be focused on honing recommendations. To that end, this is a working session. Small group leaders have been provided with discussion prompts for small groups to work through in breakout sessions. The small groups are asked to look at what they have done so far and determine whether the latest version of recommendations are still the right ones; whether they have been impacted by the settlement; and to identify the top two priorities for the upcoming legislative session; and for those priorities, which children should be the initial focus? Additionally, what else needs to be done to implement these recommendations?

**Small Group Breakout Session and Report Out**

Participants were sent to breakout rooms for 50 minutes. Upon returning, they made updates to the whole Work Group. Their reports were as follows:

*Racial Justice*

The first priority is data. The group identified a need for public dashboards with data reporting inequality among children in schools. This system should capture data ranging from allocated funding, student needs, performance as well as currently un-tracked data like student neighborhood, segregation metrics, disciplinary data including alleged infractions. The second

priority is responding appropriately with the proper mix of Black and Brown educators, dedicated student advocates, interventions and control of a culturally relevant curriculum.

### *Wraparound and Partnerships*

The two priorities identified include, first: Outside school time activities and programming; and second: Wellness Centers in the schools. Key components of both include: sustainable, robust funding built into recurring budgets; strong talent that is retained with competitive pay; use of school buildings during and after school hours; providing academic and non-academic, holistic supports for student play and exploration of interests; and need to be authentically part of the community, including staff, students, community members and parents.

### *Early Childhood*

The first priority is a system for service coordination and referral. There are 4 home visiting programs that meet the national criteria for efficacy, but we lack a system for coordination and referral. There is no system for referring families for visitation, Medicaid, WIC, etc. This group proposes a unified system that allows for referral *and* for data and documentation. The second priority is an alignment of B-5 and special education, particularly within the 4 districts. Unlicensed programs and those not participating in Delaware Stars cannot claim Purchase of Care or E-CAP reimbursement, so poorer kids in the districts that do not participate cannot access these services. Achieving this starts with educating district leaders about becoming licensed and Delaware Stars, the benefits and why this should be done.

### **Public Comment**

E. Goldner spoke about the importance of recreational activities, many of them suffer from space and safety issues. The spaces available are inequitable.

### **Closing**

R. Jones-Avery and J. Menzer thank members for their hard work and enthusiasm.

M. Denn asks each group to produce a document that makes the case for their two identified priorities. What are they, why are they important and what will they cost? We want to present these to State Government with the best case we can to compete with other state priorities. We plan on discussing, revising and approving at next meeting. Please have it ready by the 30<sup>th</sup>. D. Alexander indicated some recommendations will end up being state-wide. The asks and dollar amounts will reflect the scope of the work.

### **Upcoming Meeting Dates**

Full Work Group will meet on Monday, 11/30 from 5 to 6:30pm.

The Work Group Leadership and Small Group Leadership will meet on Wednesday, 12/2 from 4 to 5pm (To be Rescheduled).

Full Consortium coming up on December 10.

END

**Attendees**

Roger Harrison; Tamara Smith; Dawn Alexander; Teri Lawler; Mark Pruitt Jr; Evelyn Edney; Aaron Selekman; Matt Denn; Shanika Perry; Jeff Taschner; Raye Jones-Avery Co-Chair; Jeff Menzer Co-Chair; Yvette Santiago; Tika Hartsock; Susan Bunting; Yasser Payne; John Sckrobot; Kyle Sheppard; Erin Goldner; Jason Bourke