

Redding Consortium for Educational Equity

FULL BODY CONSORTIUM MEETING

DECEMBER 10, 2020, 5:00-7:00 P.M.

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

Work Groups Report Out

Funding and Governance Work Group

CO-CHAIRS

NNAMDI CHUKWUOCHA, STATE REPRESENTATIVE

EUGENE YOUNG, PRESIDENT, METROPOLITAN WILMINGTON URBAN LEAGUE

Summary

- Between August and December 2020, the Funding and Governance Work Group focused on referendum reform & an engagement strategy
- The Work Group focused on revising House Bill 129, originally introduced by Representative Jaques in 2019.
- The Work Group heard invaluable input on HB 129 from superintendents, district chief financial officers, parents, educators, and legislators
- While the education settlement is happening at the state level, tackling referendum reform addresses educational equity at the local level

Intent of Revised House Bill 129

- Stop the need for regular operating referendums, this bill would ensure that schools have the funds they need each year to continue operating at their current service level
- Help schools deal with the continual costs of inflation and scheduled staff salary increases
- Ensure students in each district have fair and equitable access to funding, supplies, and programs

Details—Revised House Bill 129

- A School Board can increase their operating tax rate by the amounts listed below (a, b, or c) without needing to go out for referendum:
 - A rate that is equal to the percentage change in the Consumer Price Index for clerical and wage workers (the cost of inflation)
 - A rate of 2% annually (of the current rate)
 - Or a rate that does not exceed the lower of either a or b (for example if the cost of inflation is 1%, the school board can choose to increase their tax rate by that amount, but not lower than 1%)
- If school boards want to raise the operating tax rate higher than 2%, they will need to go out for referendum

Details—Revised House Bill 129

- If school boards want to do capital reform (for example, building a new school) the school board must go out for referendum
- A school board can choose to have a one-time tax rate increase to help a school district catch up if they are in a deficit during the time this bill passes (for example, if a school district is in a deficit, and a 2% increase would not get them out of a deficit, they could stand to be in a constant state of deficit. A one-time increase will allow the school district to be break even or be in a surplus and then continue to operate at that current expense level).
- This bill takes into account the possibility that property reassessment will happen and may not affect every district or county equally

Revised HB 129—Community Feedback

Feedback we've heard at Work Group and community meetings that are currently not addressed in the bill:

- Adding a provision for this bill to be reviewed in 2024 or after reassessment takes place
- Including a reporting component for school districts that requires them to be transparent about how they spent the funding (up to a 2% increase, if the bill is passed)

Discussion & Questions

Educator Work Group

CO-CHAIRS

NOELLE PICARA, EDUCATOR, KUUMBA ACADEMY

MICHAEL SMITH, STATE REPRESENTATIVE

Summary

The Educator Work Group was tasked with reviewing local data along with best practice research to create recommendations for the recruitment, retention, and equitable allocation of diverse, high-quality educators in the City of Wilmington.

Work Group Updates

- The Work Group created a sub-group dedicated to addressing the terms and language used in the recommendations
- The Work Group approved the following definition:
 - **Critical Shortage Area Educator by Race and Ethnicity (Critical Shortage Area Educator):** this term refers to the hiring and retention of educators in a school mirroring a school's student population with attention to racial, ethnic, linguistic, and socioeconomic representation. There will be an intentional focus on black, brown, and Hispanic/Latino populations as well as males within those populations
- The Work Group approved the finalized recommendations

Recommendation 1: Grow Our Own

The Work Group recommends:

- A program geared towards recruiting and supporting related education professionals, community members, parents, and others representative of the school population. This program will provide support towards and build on related education professionals experiences and familiarity with school communities, including their supporting roles in the classroom, supervisory of students, and administrative assistance.
- That Institutions of Higher Educations (IHE) create partnerships with already established and new Teacher Academies in Delaware's districts and schools to create pipelines of critical shortage area candidates flowing from schools to postsecondary programs and ultimately back into Delaware schools. Teacher Academies are programs of study in high schools that provide career and technical education programs to prepare students for careers in elementary and secondary education. This partnership could help increase the number of students entering teacher preparation programs in Delaware.

Grow Our Own cont.

- That districts further develop and advertise Teacher Academy and Future Teachers programs, especially to increase the enrollment of critical shortage area candidates.
- That the Delaware Department of Education's scholarship and tuition forgiveness programs should be expanded with increased funding so that more prospective and current educators can access. This includes programs such as the Christa McAuliffe Teacher Incentive Program, Delaware Teacher Corps Incentive Program, Speech-Language Pathologist Incentive Program, Critical Needs Reimbursement Program, and High Needs Loan Repayment Program. The Delaware Department of Education would need to work with the Legislature to increase this funding.

Grow Our Own Implementation Plan

Steps	Expected Outcomes	Who is Responsible?
December 2020- March/April 2021		
Talk with New Castle County School districts and Delaware IHEs about program and implementation	Secure commitment from schools and programs	Co-Chairs of Consortium
Determine primary district and IHE liaisons that will provide recruitment information and support the paraprofessional/community recruit program		
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
New Castle County School Districts and IHE's work to develop plans	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	IHEs and school districts
Draft a plan for the short-term school support staff/ community recruit program (includes curriculum/criteria changes, financial support, and academic support)	An implementation plan that will allow short term changes to positively alter the recruitment/retention of paraprofessionals/community recruits	

Grow Our Own Monitoring Plan

Key elements	Data Type	Who is responsible	Frequency	What does success look like?
Educator program enrollment	Enrollment records	IHEs	Yearly	Increase in enrollment
Educator program graduation rates	Graduation records	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
Critical Shortage Area Educators	Teachers demographics	DOE	Yearly	A teacher workforce that adheres to the Work Groups definition of critical shortage area educators.

Proposed Budget

Recommendations	FY 22 Estimated Funding
The Work Group recommends a program geared towards recruiting and supporting related education professionals, community members, parents, and others representative of the school population.	\$4,000 per candidate per semester for four years for tuition, fees, books, and other costs.
The Work Group recommends that Institutions of Higher Educations (IHE) create partnerships with already established and new Teacher Academies in Delaware's districts and schools to create pipelines of critical shortage area candidates flowing from schools to postsecondary programs and ultimately back into Delaware schools.	No cost to partner between IHE and established or new Teacher Academies.
The Work Group recommends that districts further develop and advertise Teacher Academy and Future Teachers programs, especially to increase the enrollment of critical shortage area candidates.	\$100,000 for operation/technology support
The Work Group recommends that the Delaware Department of Education's scholarship and tuition forgiveness programs should be expanded with increased funding so that more prospective and current educators can access.	TBD

Recommendation 2: 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 educators 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.
- That the package be modeled after the existing programs in Laurel and Seaford, Delaware, but tailor each program to the unique context of each Wilmington school.
- That each Wilmington school initially targeted for support would be selected based on pressing demographic data, including but not limited to low-income, English Learner, and racial considerations.
- That the Office of Innovation and Improvement at the Delaware Department of Education 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>	<p>Secure commitment from agency, schools, and programs</p>	<p>Co-Chairs of Consortium</p>
<p>Identify formula or criteria that informs decisions around which schools will serve as initial pilot or stage 1 sites</p>	<p>Criteria or formula for selecting pilot or Stage 1 sites i.e. implementers of whole school reform intervention</p>	
<p>Draft plan (professional learning and evaluation) and budget</p>	<p>Draft plan and budget</p>	<p>Agency running program with schools and partners</p>
<p>Secure funding for the pilot.</p>	<p>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)</p>	<p>Legislators</p>

Whole School Monitoring Plan

Key elements	Data Type	Who is responsible	Frequency	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. Increase achievement on school assessments
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	

Proposed Budget

Support Area	Activities	Total Cost for 5 Schools
Point Person from External Support Team to Coordinate Activities	Create and oversee the yearly schedule	\$30,000
Needs and Readiness Analysis, Co-Construction of Plan, End of Year Meeting	Per support area: <ul style="list-style-type: none"> - 1 day planning - 1 day site visit - 1 day developing and delivering report Meeting with each school's leadership to collaboratively develop a support plan Overview/Debrief of Prior Year's Work Formulation of Following Year's Plan	\$75,000
Professional Learning and Coaching for School Leaders and Educators in Four Content Areas (ELA, Math, Science, Social Studies) and for School Leaders	Summer PD for teachers and leaders across all 5 schools Coaching for teachers and leaders during school year	\$500,000
Special Education and Social-Emotional Support	PD for staff around special education and social-emotional support.	\$50,000
Initial Start-up Materials (books, curriculum, etc.)	Any books for teachers, leaders, and students. Would be an initial investment.	\$540,000
Project Evaluation		TBD
Total for five schools in Year 1=		=\$1,195,000

Discussion & Questions

Social Determinants Work Group

CO-CHAIRS

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

JEFFREY MENZER, SUPERINTENDENT, COLONIAL SCHOOL DISTRICT

Work Group Membership

Raye Jones-Avery – Co-Chair

Jeff Menzer – Co-Chair

Dawn Alexander

Dr. Evelyn Edney

Dr. Roger Harrison

Tika Hartsock

Teri Lawler

Dr. Yasser Payne

Shanika Perry

Mark Pruitt

Yvette Santiago

Aaron Selekman

Tamara Smith

Senator David Sokola

Representative Kim Williams

Jeff Taschner

Dr. Salome Thomas-El

Definitions

“**Social Determinants**” is a term most often used in the public health context, which the Centers for Disease Control defines as “conditions in the places where people live, learn, work, and play that affect a wide range of health risks and outcomes.”

(<https://www.cdc.gov/socialdeterminants/about.html>)

“**Institutional Racism**” has been defined as racism that “occurs within institutions and systems of power. It is the unfair policies and discriminatory practices of particular institutions (schools, workplaces, etc.) that routinely produce racially inequitable outcomes for people of color and advantages for white people.” “Moving the Race Conversation Forward,” Center for Racial Justice Innovation (2014)

(<https://www.raceforward.org/research/reports/moving-race-conversation-forward>)

Summary

The work group will address a full suite of recommendations in the coming calendar year.

First, the SDWG has identified three priorities we believe should be included in the upcoming state budget:

- Racial Disparities Research
- School and Community Partnerships for Wraparound Services
- Holistic Child Development focusing on Birth to age 5

Our Interim Recommendations focus on two main areas:

1. Enhanced Data Collection and Planning
2. Focused Assistance for Students Facing Barriers of Race and Poverty

Enhanced Data Collection

Race-Related School Inequality

For the state to make thoughtful transformations to address race-related school inequality, the state will need more detailed data upon which to base those transformations.

Specifically, an effort will need to be made to gather transparent and user friendly disaggregated open-source data on:

1. Schooling (e.g., enrollment, academic performance, graduation rates)
2. Access (e.g., AP Classes, Dual-Enrollment, availability of clubs, sports and activities)
3. Outcomes (e.g., attendance, graduation, academic proficiency, and school discipline).

We recommend the collection of primary data, such as interviews and other forms of ethnographic data to capture the larger context and voices of students, parents, other community members and educators.

Focused Assistance for Students Facing Barriers of Race and Poverty

1. Focused Services for Children from Birth to Age 5
 - a. Home Visitation Programs
 - b. Developmental Screening
 - c. Pre-K for Three and Four-Year-Old Children

Focused Assistance for Students Facing Barriers of Race and Poverty

2. Wrap-Around Services

a. Outside School Time Wraparound Services (OST)

- i. Free participation and transportation for participating students
- ii. Balance between coordinated academic support and opportunities for students to pursue non-academic goals and skills
- iii. High-quality, Well-trained Staff
- iv. Before-School, After-School and Summer Programming
- v. Involvement of Community Partners
- vi. Emphasis on Black and Hispanic Leadership
- vii. Use of High-School Aged Mentors
- viii. Rigorous Evaluation with Involvement from communities, family and youth

b. School-Based Health Centers

Cost Ranges

Race-Related School Inequality

- Enhanced Data Collection and Creation of Dashboard - \$2 Million for Startup

Birth to Five

- Home Visitation - \$600K
- Developmental Screening - \$180K
- Expanded Quality Pre-K - \$8 Million

Wraparound Services

- \$2 Million per School

Discussion & Questions

Public Comment

3 MINUTES PER COMMENT, THANK YOU!

Funding and Governance—Consortium Vote

Motion for approval for the Funding and Governance Co-chairs to:

- Edit and finalize House Bill 129 (incorporating viable edits from Work Group members and stakeholders).
- Create and act on an engagement strategy to garner support for House Bill 129.
- Work with Consortium Co-chairs to refile redistricting and governance legislation to formally allow the Consortium to work on governance efforts in 2021.

Educators Work Group—Consortium Vote

The Educator Work Group motions for an approval of its recommendations as presented and allows the Educator Work Group Co-Chairs to work with the Redding Consortium Co-Chairs to finalize the recommendations to present to the Governor.

Social Determinants Work Group— Consortium Vote

The Social Determinants Work Group motions for approval of the report and to allow the Social Determinants Co-Chairs to work with the Redding Consortium Co-Chairs to finalize the recommendations to present to the Governor.

Path Forward

Consortium Goals Through 2021

Educators Work Group

- Enact implementation and monitoring plans

Funding and Governance Work Group

- Referendum reform legislation and engagement strategy

Social Determinants Work Group

- Build on current proposals to create a full-scale plan with implementation strategies by July 2021

Other items:

- Ad-hoc group focused on the funding settlement
- 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

Thank you!
