

Settlement Work Group Meeting

March 22, 2021

Redding Consortium for Educational Equity

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Welcome & Roll Call



Roll Call— **Work group members—please type your name in the Chat**



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

Approval of Minutes

Meeting Goals

- Learn
- Connect the settlement to systemic and equitable change
- Discuss new equity statement regulation

Legislation Introduced- Status Update

Bill	Status
Senate Bill 56: Opportunity Funding	Passed Senate, 20-0-1 Assigned to House Education
House Bill 86: K-3 Basic Special Education Unit	Released from House Education Assigned to House
House Bill 100: Mental Health Services Unit for Elementary Schools	Released from Ed. Committee Assigned to House Appropriations Committee

Equity Statement Regulation

- Department of Education revises Major Capital Improvement Program to require Equity Statements

“Local school district submissions for a Certificate of Necessity shall provide an equity statement that identifies the demographic information (e.g. race, Low Income, English Learner) of the students who are expected to attend the new school, use a new facility, or benefit from an approved Major Capital Project and how the Major Capital Project impacts equitable distributions of new and renovated buildings throughout the school district.”

Equity Statement

How can the Equity Statement below be made to ensure equity and hold districts accountable

6 responses

The statement should also be inclusive of students with disabilities.

DOE must post publicly on their web site

I do not believe that a statement can hold the Districts accountable for ensuring that new facilities will benefit disadvantaged student populations. I believe legislation should determine that schools be renovated/updated and reviewed for capital improvements after a certain number of years. This information should be made available to the school community and the public in a public forum.

Where does the accountability land once the plans are approved and completed? What is DOE prepared to do - with what levers - if the conditions that are laid out are not, ultimately met? Answering these questions to me feels important otherwise the statement is in name only.

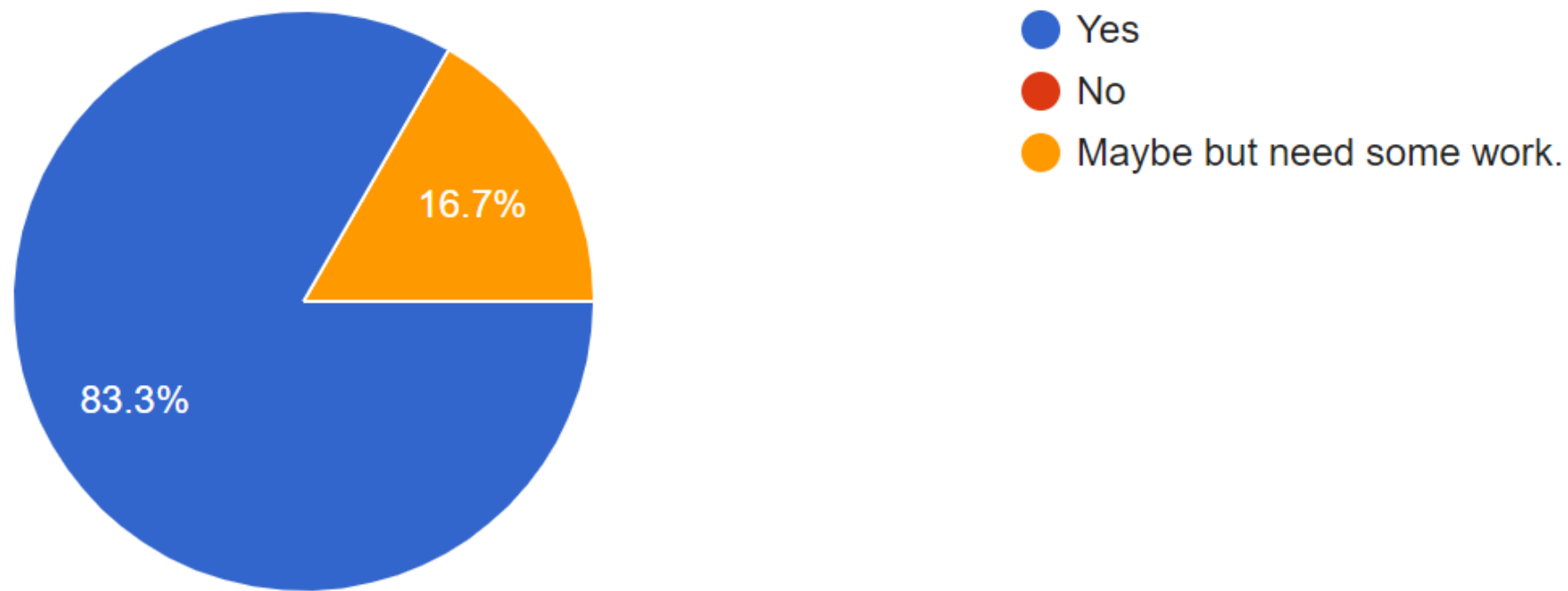
At a minimum, we need the demographics, age and condition of the other buildings in the district in order to determine if the proposed building is equitably serving students in the district.

The student population will be proportional with the student demographics districtwide, through various means including but not limited to preferred choice, targeted lottery and transportation allowances.

Gary Henry Presentation Principles

Will these principles from make equitable systemic change in Delaware schools?

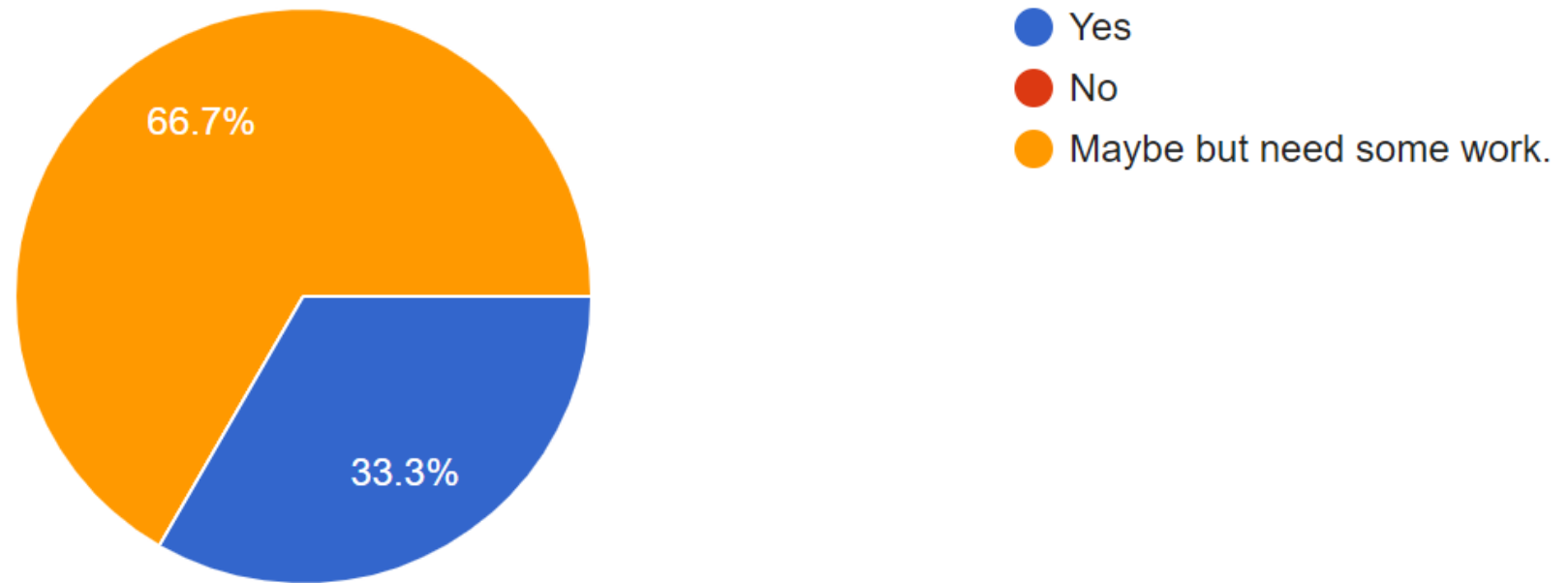
6 responses



Kristin Dwyer Recommendations

Will these addressing these needs make equitable systemic change in Delaware schools?

6 responses



Ombudsperson: Do you have any thoughts about how the ombudsperson position can be effective for our students?

5 responses

They must be knowledgeable on special education law and practices.

The Ombudsperson position should be used in a broader way. This position should include oversight of funding allocations, capital improvements/renovations, distribution and support of grants, accountability etc. This individual would act as a liaison between the Districts, community, legislators and the Office of Equity and Innovation on all topics related to equity.

Does the position have a team? Is it a single person but with what pragmatic capacity? How will the role be specifically defined and what decision making power will the person have?

I am not clear on the roles or responsibilities that were envisioned for the ombudsperson. Are they intended to react when someone raises a grievance or be more proactive? What is the scope of the issues which are in their responsibilities?

The Office should have a role in direct advocacy supports for students, monitoring implementation of Federal programs and equity plans, and influencing policies/practices.

Breakout Room Discussion

Will the statement make equitable systemic change in Delaware schools?

What is missing from the statement?

Presentation: Social Determinants of Health and Education Work Group

Charge

Launched in Summer 2020...

To review strategies, partnerships and innovative approaches to improve outcomes of children from birth through high school and look at strategies that have promise as best practices related to academics and outside of the academic sphere.

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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>)

Interim Recommendations

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

Questions?

Presentation: Redding Consortium Educator Work Group

Work Group Task

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.

Recommendation 1: Grow Our Own

- 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.

Recommendation 2: Whole School Professional Learning

- 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.

Questions?

Discussion

How do these recommendations align with the settlement?

How could these recommendations push beyond the settlement to create systemic and equitable change?

Ombudsperson

Effective FY 2022:

- One program per county
- Assist individual students and families in resolving disputes or complaints concerning disparate discipline, inequitable access to school programs, and different or unfair treatment
- Non-lawyer advocates for students and their families
- Bid out to an independent non state organization in accordance with the State's bidding laws and regulations.
- The successful bidder may, if it determines it to be appropriate and desirable, seek pro bono or subcontract for legal services. The Parties or their designees will meet and confer concerning the specific elements and allocation of funds for this program.

Discussion

- How do we help parents attain and maintain an IEP
- How do we support schools in providing stellar education to all students with or without accommodations

Next Steps

- At the April 12 Meeting
 - Flesh out the ombudsperson program/office
 - Discuss the independent assessment

Future Meetings & Contact Info

Future Meetings:

- April 12, 2021
- May 3, 2021

Contact Information:

Kelly Sherretz, kscollon@udel.edu

Consortium website: <https://www.solutionsfordelawareschools.com/>

Consortium Facebook: <https://www.facebook.com/ReddingConsortium>

Consortium YouTube: https://www.youtube.com/channel/UCi1pEH8Uq0SG6chLY-KpCjA?view_as=subscriber

Public Comment

3-minutes per comment

Reference Material

Delaware Lawsuit Settlement: Minimum Actions Needed for Compliance

	Current Fiscal Year 2021 (School Year 2020-21)	Fiscal Year 2022 (School Yr 2021-22)	Fiscal Year 2023 (School Yr 2022-23)	Fiscal Year 2024 (School Yr 2023-24)	Fiscal Year 2025 (School Yr 2024-25)	Future Years
Opportunity Funding	\$75M over 3 years	Increase to not less than \$35 million and shall provide \$5M of this for mental health or reading supports to schools with high concentrations of low-income and English Learners students. Legislation to make permanent & require LEAs to provide annual report in FY 23	Funding not less than \$35 million and shall provide \$5M of this for mental health and reading supports.	Funding not less than \$50 million and shall provide \$5M of this for mental health and reading supports.	Funding not less than \$60 M and shall provide \$5M of this for mental health and reading supports.	Grows in accordance with Low Income and English Learner student growth
K-3 Basic Special Education	None			Propose legislation via budget epilogue to change funding structure to be the same as the funding structure for basic special education students in grades 4-12		

Delaware Lawsuit Settlement: Minimum Actions Needed for Compliance

	Current Fiscal Year 2021 (School Year 2020-21)	Fiscal Year 2022 (School Yr 2021-22)	Fiscal Year 2023 (School Yr 2022-23)	Fiscal Year 2024 (School Yr 2023-24)	Fiscal Year 2025 (School Yr 2024-25)	Future Years
Early Education: Early Childhood Assistance Program (ECAP)	\$6.1 million			ECAP double to \$12.2 million	Keep at \$12.2 million	
Teacher Recruitment and Retention	Loan Forgiveness and Scholarships/Grants		\$4 million commitment in addition to FY21 allocations	\$4 million commitment in addition to FY21 allocations	\$4 million commitment in addition to FY21 allocations	
Ombudsperson	None in place	Create and fund one group in each county				
Equity Statement for Capital Projects	Not in place	No date specified				
Independent Funding Assessment		Include sufficient funding	Include sufficient funding	Complete by January 2024		

Approved Consortium Recs & Settlement Alignment

	Educator Work Group Recommendations	Social Determinants Work Group	Governance and Funding Work Group
Opportunity Funding			
K-3 Special Education		<ul style="list-style-type: none"> Recommended K-3 Special Education funding for FY22 	
Early Education		<ul style="list-style-type: none"> Proposed enhanced ECAP funding 	
Teacher Recruitment and Retention	<ul style="list-style-type: none"> Grow Our Own Program Whole School Professional Learning 		
Ombudsperson			
Capital Projects			
Independent Assessment			