

Redding Consortium for Educational Equity

FULL BODY CONSORTIUM MEETING

JUNE 21, 2021, 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

Approval of Minutes

LEA Updates on American Rescue Plan

Question 1

20% of the ARP funds is allocated for learning loss, what are your preliminary thoughts on addressing learning loss? Do you have any specific examples of how you plan to use these funds for this purpose?

Question 2

Where are you in the process of getting input from the community?
What are the opportunities for the community to provide input?

Question 3

The ARP states LEA's must address the disproportionate impact of COVID-19 on underrepresented student subgroups and the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.

- What are your preliminary thoughts on addressing the needs of underrepresented student groups and vulnerable student populations? Do you have any specific examples of how you plan to use these funds for this purpose?

Responses from Margie López Waite CEO, Las Américas ASPIRA Academy

Question 1: We will be providing free summer learning opportunities to our students. For K-8 students, the program will provide them with support in English Language Arts, Spanish Language Arts and Math. Our high school students will have credit recovery opportunities over the summer. During the school year, we will be providing students with support inside and outside of the classroom with the use of Special Education teachers, English Learner teachers and para-educators to reinforce the instruction delivered by Regular Education teachers. We are also offering after school tutoring and support through community partners.

Question 2: We have hosted listening sessions to get input from our school community. These sessions have been hosted in English and Spanish with all stakeholders. We met with students, families and team members to gain an understanding of their concerns and “wish list” for next school year. We will continue to host these sessions throughout the 2021-2022 school year to assess our progress and make adjustments as needed.

Question 3: We will making the following services available to all of our students since need cannot be determined based on subgroup classification.

- We will be providing academic support during and after the school day and year. These supports will be provided in English and Spanish by school personnel and qualified partners (i.e., Read Assist).
- We are hiring additional English Learner teachers and School Counselors to support the academic, social and emotional needs of our students.
- Where there may be a gap in services, we will be exploring partnerships with community organizations to complement our internal resources.
- Our Culture & Climate team, in conjunction with the Family Resource Center, will conduct outreach in our school community and complete wellness checks as needed to eliminate barriers to learning.
- We will be offering students the option of enrolling in our face-to-face (F2F) or virtual academic program based on their needs and best mode of learning.

Legislative Updates

Redding Consortium Recommendations in FY 22 Budget

Redding recommendations received **\$10.24 million!**

- **\$3 million** in DDOE budget (permanent)
- **\$7.24 million** (one-time funding)
 - Must submit a plan for expenditures

Redding Consortium Recommendations in FY 22 Budget

Proposed allocations for Redding resources:

- **\$4.5m** Outside School Time Services & In-School Health Services
 - “Delaware Wraparound Services Initiative” grants
 - + \$375k support for school-based health center building adaptations
- **\$2.3m** Pre-K Services
- **\$1.3m** Enhanced Data Collection
- **\$720k** Whole School Professional Development
- **\$600k** Early Childhood Home Visitation Services
- **\$240k** to support Redding operations (to UD IPA & DSU)
- **\$105k** Staff Support for Developmental Screening
- **\$100k** Grow Our Own Teacher Academy Program

Legislation - Status Update: Endorsed Bills

Bill	Status
Senate Bill 56: Opportunity Funding	Ready for Governor for action
House Bill 86: K-3 Basic Special Education Unit	Ready for House
House Bill 100: Mental Health Services Unit for Elementary Schools	Passed by House Assigned to Senate Finance

Legislation - Status Update: Relevant Bills

Bill	Status
House Concurrent Resolution 24: Modernizing Delaware's Education Funding System	Out of House Education Committee
House Bill 198: African American History	Signed by Governor
House Bill 202: Developmental Screenings	Senate Education Committee
Senate Bill 99: High Needs Educator Student Loans	Out of Committee; on the "Ready List"

Work Group Updates

Social Determinants Work Group

CO-CHAIRS

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

JEFFREY MENZER, SUPERINTENDENT, COLONIAL SCHOOL DISTRICT

Since Last Consortium Meeting

Met in May and June

Presentations from Subject Matter Experts

- Developmental Screening by DDOE (Yvette Sanchez Fuentez, Kim Krzanowski, Betty Gail Timm)
- School-Based Health Centers (Yvette Santiago)
- Boost-22 Cross-District Collaboration (District Superintendents)
- DSU African-Centered Trauma Center and Certificate (Kim Graham)

SDWG Proposed Path Forward

Five Streams of Work: September 2021–June 2022

- Monitoring outcomes based on intent of interim recommendations
- Facilitate conversations and continue to build stakeholder engagement
- Encourage cross-district collaborations
- Continue exploring and sharing promising best practices to support whole child SEL development that includes exploring the needs of secondary students
- Recommend policy and legislation as needed to drive SDWG outcomes based on intent

This work group's next meeting is Monday, September 14, 2021 at 4:30 p.m.

Questions?

Settlement Work Group

CO-CHAIRS

AARON BASS, CHIEF EXECUTIVE OFFICER, EASTSIDE CHARTER SCHOOL

CHUCK LONGFELLOW, CHIEF FINANCIAL OFFICER, CHRISTINA SCHOOL DISTRICT

Past Meetings

- Created a mission and vision for the work group
- Reviewed the Settlement
- Heard from the Educators and Social Determinants Work Group and other speakers
- Funding Discussions
- Teacher Recruitment and Retention
- Recommended to the Consortium:
 - Settlement is a baseline
 - Support legislation
 - SB 56 - Opportunity Fund; HB 86 - K - 3 Basic Special Education Unit; HB 100 - Mental Health Services Unit
 - Equity Statement improvements
 - Ombudsperson conversation feedback

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
<u>Opportunity Funding</u>	\$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

Source: https://www.aclu-de.org/sites/default/files/judgereviewed_73825397_settlement-stipulation-and-order-final-.pdf

DRAFT Created by the Institute for Public Administration

Delaware Lawsuit Settlement: Minimum Actions Needed for Compliance cont'd

	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
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		
Early Education: Early Childhood Assistance Program (ECAP)	\$6.1 million			ECAP double to \$12.2 million	Keep at \$12.2 million	

Source: https://www.aclu-de.org/sites/default/files/judgereviewed_73825397_settlement-stipulation-and-order-final-.pdf

DRAFT Created by the Institute for Public Administration

Delaware Lawsuit Settlement: Minimum Actions Needed for Compliance cont'd

	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
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		

Next Steps

Focusing on three areas from the settlement: independent assessment, teacher recruitment and retention, and early education

Push forward the conversation on education funding:

- Monitor the Opportunity Funding
- Share with DDOE thoughts/guidance on Request For Proposal for the independent funding assessment

Further teacher recruitment and retention conversations:

- Support educator work group recommendations and implementation

Support Early Education

- Support SDWG work group recommendations and implementation

Questions?

Funding and Governance Work Group

CO-CHAIRS

EUGENE YOUNG, PRESIDENT, METROPOLITAN WILMINGTON URBAN LEAGUE

NNAMDI CHUKWUOCHA, STATE REPRESENTATIVE

Updates

- Referendum Bill Update
- Work Group Path Forward

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.

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.

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.

Path Forward

Continue to monitor the implementation of the recommendations by reconvening at selected intervals.

For Grow Our Own:

- ✓ Ensuring that the right people are entering the teacher pipeline
- ✓ Help recommend people to the program

For the Whole School Professional Learning (PL):

- ✓ Monitor who is receiving the PL
- ✓ How is the PL being delivered?
- ✓ Ensure a diverse group is reviewing

Questions?

Public Comment

3-MINUTES PER COMMENT, THANK YOU.

Thank you!

- Contact Haley Qaissaunee with any questions at hqaissa@udel.edu
- Redding Consortium
Website: <https://www.solutionsfordelawareschools.com/>
- Redding Consortium
Facebook: <https://www.facebook.com/ReddingConsortium>
- Redding Consortium
YouTube: https://www.youtube.com/channel/UCi1pEH8Uq0SG6chLY-KpCjA?view_as=subscriber