



Redding Consortium for Educational Equity

ANNUAL REPORT

July 1, 2020 through
June 30, 2021

Prepared by

Institute for Public Administration
University of Delaware

In Partnership with

Delaware State University



UNIVERSITY OF DELAWARE
BIDEN SCHOOL OF PUBLIC
POLICY & ADMINISTRATION

**DelawareState
University**

Redding Consortium for Educational Equity

Annual Report, July 1, 2020 through June 30, 2021

Prepared by the
Institute for Public Administration
Joseph R. Biden, Jr. School of Public Policy & Administration
University of Delaware

In Partnership with
Delaware State University

Table of Contents

Executive Summary	1
Creation and Mandate	2
Research and Engagement Framework	2
Consortium Operations.....	3
Legislative Update.....	4
Redding Consortium Work Groups.....	5
Educator Work Group.....	5
Funding and Governance Work Group.....	7
Social Determinants Work Group	7
Wraparound Services	8
Racial Justice.....	8
Birth-to Five	8
Settlement Work Group.....	9
Planning Team Meetings.....	9
Publications and Communications	10
Publications	10
Reports and Documents.....	10
Research and Framework Documents	10
Communications.....	10
Facebook Posts.....	10
YouTube	10
Website.....	11
Funding and Resources	12
IPA Contract with the Redding Consortium	12
Consortium Membership	13
Ex-officio, non-voting members	13
Institute for Public Administration and Delaware State University Staff.....	14
Redding Consortium Work Group Membership.....	15
Educators Work Group Membership	15
Funding and Governance Work Group Membership	15
Settlement Work Group Membership	15
Social Determinants Work Group Membership.....	16
Appendix 1: Redding Consortium Interim Recommendations	17
Appendix 2: Scope of Work	20
Appendix 3: Redding Consortium Decision-Making Model.....	22

Preface and Acknowledgements

The Redding Consortium for Educational Equity (Redding Consortium) was created in 2019 to recommend policies and practices to the Governor and General Assembly that will achieve educational equity and improve educational outcomes for all Pre-K–12 students in the City of Wilmington and northern New Castle County, Delaware.

The Redding Consortium for Educational Equity is the sixth group, since 2001, charged with addressing equity and governance issues for Wilmington and northern New Castle County, Delaware school systems through state-level policymaking. With your support, a course will be charted toward sustainable solutions for our students—and we will be the last.

While there are numerous valued contributors, a special thanks goes to:

- **Governor John Carney** for his willingness to continue the fight for all students in Delaware.
- **Secretary of Education Susan Bunting** for her lifetime commitment to student success.
- **The Delaware General Assembly** for their leadership and support of the pursuit for educational equity.
- **All members of the Consortium and its Work Groups** for their commitment and dedication to improving the Delaware education system so that it benefits all students.
- **The faculty, staff, and graduate and undergraduate students** of the Institute for Public Administration at the University of Delaware and Delaware State University for providing outstanding support to the operations and research of the Consortium.

Without you this work would not be possible.

Senator Elizabeth ‘Tizzy’ Lockman & Matthew Denn

Co-Chairs, Redding Consortium for Educational Equity

Executive Summary

The Redding Consortium for Educational Equity (Redding Consortium) was created in 2019 to recommend policies and practices to the Governor and General Assembly that will achieve educational equity and improve educational outcomes for all Pre-K–12 students in the City of Wilmington and northern New Castle County, Delaware.

During its second year of operation, the Redding Consortium continued focusing on priority areas and mandates from the first year of operations and also added new work. The Redding Consortium continued to use its definition for educational equity and its decision-making model focused on stakeholder engagement, research, and data (see Appendix 3, pg. 22). There were four active Work Groups:

- Educators
- Funding and Governance
- Settlement
- Social Determinants

The Educators, Funding and Governance, and Social Determinants Work Groups released interim recommendations in December 2020, and the Redding Consortium members voted to endorse these recommendations (see Appendix 1, pgs. 17–19). The interim recommendations focused on 1) providing focused, comprehensive help to the state’s highest poverty schools and the children who attend those schools and 2) laying the foundation for broader future reforms to provide educational equity and improved outcomes for Delaware students. The Settlement Work Group was formed in December 2020 to ensure the Redding Consortium responded diligently to the education equity lawsuit settlement between the Delawareans for Educational Opportunity and the Delaware NAACP and the State.

The Redding Consortium also made a concentrated effort to be transparent and have two-way lines of communication with the community. The Redding Consortium built up its Facebook presence, created a YouTube page to ensure access to meeting recordings, and updated its website to be more user-friendly. The Redding Consortium also published reports and one-pagers related to the educational outcomes for students across the state. For a list of publications, please visit: <https://www.solutionsfordelawareschools.com/resources-2/>.

In May 2021, \$10.24 million in funds was secured for the Redding Consortium recommendations. Three million of those dollars will be permanent and in the Delaware Department of Education (DDOE) budget, while the rest is one-time funding to begin initiatives, like high-need pre-K and other programs targeted at high-needs schools in Wilmington. This is a major accomplishment for the Redding Consortium and for the vulnerable students and families it aims to support.

In June 2021, three bills the Redding Consortium supported passed in the legislature—Senate Bill 56, House Bill 86, and House Bill 100. Senate Bill 56, signed by Governor Carney, codifies the Opportunity Fund, an additional source of educational funding for Delaware public schools intended to support the increased needs of low income and English learner students.

Creation and Mandate

The Redding Consortium for Educational Equity (Redding Consortium) was created to recommend policies and practices to the Governor and General Assembly that will achieve educational equity and improve educational outcomes for all Pre-K–12 students in the City of Wilmington and northern New Castle County, Delaware. Two pieces of legislation created the Redding Consortium:

Senate Bill 148: This Act creates the Redding Consortium, establishes its mandates, and specifies membership and staffing requirements. Specifically, Senate Bill 148 states the Consortium will:

- Support the continuous improvement of public education in the City of Wilmington and northern New Castle County and monitor the educational progress and outcomes of students in the City of Wilmington as well as all low-income students, English learners, and other students at risk across northern New Castle County
- Spotlight best practices from across the state and nation for increasing educational equity, improving educational outcomes, and strengthening school and community services
- Develop policy proposals to be introduced through legislation to improve teaching and learning in both district and charter schools in the City of Wilmington and northern New Castle County
- Develop a proposal for redistricting in the City of Wilmington and northern New Castle County that will include provisions stipulated in concurrent legislation formulated specifically for that purpose with designated responsibilities and timelines for action at all levels
- Research the viability of the New Castle County Tax District and Tax Pool
- Evaluate the need for additional or alternative educational facilities in the City of Wilmington including secondary schools
- Develop and publish data reports on the conditions impacting the educational outcomes of these students and track the progress of these students

House Bill 222: This Act allows the State Board of Education to change or alter boundaries of reorganized school districts based upon redistricting recommendations from the Redding Consortium. The State Board of Education must vote to approve a redistricting plan and the vote must be confirmed by the General Assembly and the Governor.

Research and Engagement Framework

The Redding Consortium is a body that is committed to making decisions informed by community stakeholder engagement, data, and research. To achieve its goals and fulfill its mandate, the Redding Consortium convenes education and community stakeholders and examines local data and rigorous research to inform the creation of policy recommendations and local and state policy proposals. The Redding Consortium is using the decision-making model as a visual guide for completing its work (see Appendix 3, pg. 22).

Consortium Operations

The Consortium met five times between July 2020 and June 2021. The agendas and minutes for each of these meetings can be found in the [meeting materials](#) section of the Consortium's website, www.solutionsfordelawareschools.com. All Consortium and work group meetings have been open to the public, materials are available on the website, and the recordings are available on the [YouTube page](#). Please find a list of [Consortium members](#) on page 14 and [Work Group members](#) on pages 16–17.

The Consortium's focus was to propose and finalize recommendations in the following priority areas:

1. Educators: recruitment, retention, and allocation of educators
2. Funding and Governance
3. Social Determinants of Health and Education
4. Delaware Education Equity Lawsuit Settlement

Each priority area represents a Work Group that met several times to discuss and finalize interim recommendations. The Educators Work Group recommendations involved developing a *Grow Our Own Program*, strengthening the teacher pipeline, creating a Whole School Professional Learning Package for High-Needs Schools in the City of Wilmington, improving financial incentives and packages, and generating support for a diverse teacher workforce through local education agencies. Members of the Educators Work Group received feedback from key stakeholders throughout the revision process. The Funding and Governance Work Group focused on referendum reform by revising House Bill 129. The Social Determinants of Health and Education Work Group created small groups for Racial Justice, Holistic Child Development, and School and Community Partnerships to draft interim recommendations.

On December 10, 2020, the Work Groups presented their interim recommendations. The Consortium voted and approved the recommendations. Co-chairs Senator Tizzy Lockman and Matt Denn sent the recommendations to Governor Carney to be included in the State of Delaware Fiscal Year (FY) 2022 budget. The interim recommendations were not included, and in response, a virtual press conference was held on February 5, 2021, where legislators, community leaders, and other key stakeholders spoke in support of the Consortium's interim recommendations. The Consortium continued to dedicate its effort to garner greater support for the recommendations to be included in the FY 2022 budget.

In October 2020, the NAACP, ALCU, and the State of Delaware reached a historic [settlement](#) to address education funding inequities in the state. During the October 22, 2020 Full Consortium meeting, Governor Carney, Councilman Jea Street, and the Office of Management and Budget Director Michael Jackson spoke about the process and components of the state education equity lawsuit. Governor Carney expressed that the settlement was a step in the right direction to achieve educational equity. Councilman Street emphasized more must be done particularly for students in the City of Wilmington. Jackson closed the presentation by explaining the main aspects of the settlement. In response to the settlement, the Consortium formed a fourth work group, the Settlement Work Group. The scope of the Settlement Work Group is to monitor and propose

recommendations about the implementation of the settlement by the State and the General Assembly.

Legislative Update

In May 2021, \$10.24 million in funds was secured for the Redding Consortium recommendations. Three million of those dollars will be permanent and in the DDOE budget, while the rest is one-time funding to begin initiatives, like high-need pre-K and other programs targeted at high-needs schools in Wilmington. This is a major accomplishment for the Redding Consortium and for the vulnerable students and families it aims to support.

The proposed allocation for these funds is:

- \$3 million in permanent funding
- \$7.24 million in one-time funding (in epilogue)

The breakdown:

- \$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
- \$105k Staff Support for Developmental Screening
- \$100k Grow Our Own Teacher Academy Program

In June 2021, three bills the Redding Consortium supported passed in the legislature—Senate Bill 56, House Bill 86, and House Bill 100. Senate Bill 56, signed by Governor Carney, codifies the Opportunity Fund, an additional source of educational funding for Delaware public schools intended to support the increased needs of low income and English learner students. House Bill 86 provides increased funding for kindergarten through third grade students identified as eligible for basic special education services and House Bill 100 establishes a mental health services unit for Delaware elementary schools; they are both ready for the Governor’s signature.

Redding Consortium Work Groups

There were four active Work Groups from July 2020 to June 2021: Educators, Funding and Governance, Settlement, and Social Determinants. The Educators, Funding and Governance, and Social Determinants Work Groups released recommendations in December 2020 and the Redding Consortium members voted to endorse these recommendations (Appendix 1, pgs. 17–19). The Settlement Work Group was formed between December 2020 and January 2021 to ensure the Redding Consortium responded diligently to the education equity lawsuit settlement between the State and the Delawareans for Educational Opportunity and Delaware NAACP.

Educator Work Group

The Educator Work Group continued their work from the prior year when the Redding Consortium for Educational Equity tasked the Educator Work Group with researching, developing, and proposing recommendations focused on the recruitment, retention, and equitable allocation of critical-shortage-area educators in City of Wilmington schools and ultimately in Delaware high-needs schools. The recommendations are supported by local and national data and informed by best practices and community stakeholder engagement. Stakeholders engaged during this process included members of the Educator Work Group who represent various organizations and groups such as the Delaware Department of Education (DDOE), Office of Innovation and Improvement, Delaware State Education Association, individual teachers, representatives from higher education, and members of the public.¹ The recommendations reflect the data, ideas, and engagement of the Work Group and align with previous recommendations made by other multi-stakeholder groups. The full consortium discussed and approved with conditions a preliminary draft of the recommendations from the Work Group in February 2020.

Due to the COVID-19 pandemic, the Work Group paused their efforts for a few months and reconvened in July 2020. The Work Group decided to focus on two of the four recommendations conditionally approved by the Consortium and gathered more stakeholder feedback. Additionally, the Work Group determined action steps along with the possible funding needed for the implementation of the recommendations. The two recommendations are:

1. Develop a *Grow Our Own* Program
 - a. The Work Group recommends a program geared toward recruiting and supporting related education professionals, community members, parents, and others representative of the school population. This program will reinforce the value of related education professionals' experiences and familiarity with school communities, including their supporting roles in the classroom, supervision of students, and administrative assistance.
 - b. The Work Group recommends that Institutions of Higher Education (IHEs) create partnerships with already established and new Teacher Academies² in Delaware's

¹ See pages 16–17 for a full list of Work Group members.

² Teacher Academies are programs of study to prepare students for careers in elementary and secondary education (delawarepathways.org).

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.

- c. 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.
 - d. The Work Group recommends that the DDOE's scholarship and tuition forgiveness programs should be expanded with increased funding so that more prospective and current educators can access them. 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.³ The DDOE would need to work with the legislature to increase this funding.
2. Create a Whole School Professional Learning Package Offered to High-Need Schools Within the City of Wilmington
 - a. 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.
 - b. The Work Group recommends developing professional learning that consists of initiatives focused on improving school climate and building cultures of respect and learning.
 - c. The Work Group recommends 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.
 - d. The Work Group recommends 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.
 - e. The Work Group recommends that the Office of Innovation and Improvement at the DDOE would be implementing the initiative and would work with IHEs to determine logistics. The DDOE will need to work with the legislature to determine proper amounts and acquisitions for funding.

³ The previously stated scholarship programs are used each year in Delaware and have more applicants than can be funded (Delaware DOE). For further information on these programs: Christa McAuliffe Teacher Incentive Program: <https://www.doe.k12.de.us/Page/1053>; Delaware Teacher Corps Incentive Program Graduate Level: <https://www.doe.k12.de.us/Page/1949>; Critical Needs Reimbursement Program: <https://www.doe.k12.de.us/Page/1060>; High Needs Educator Student Loan Payment Program: <https://www.doe.k12.de.us/Page/1060>. Critical Needs updates are part of House Bill 267 <http://legis.delaware.gov/BillDetail/47934>.

While these recommendations do not address all educator recruitment and retention issues, the Work Group believes they are a positive starting point that will help address some of the systemic issues related to the recruitment, retention, and equitable allocation of critical-shortage-area educators.

The Work Group's recommendations were included in the full slate of recommendations submitted to the Governor and General Assembly in December 2020. In May 2021, \$10 million in funds was secured for the Redding Consortium recommendations. Three million of those dollars will be permanent and in the Delaware Department of Education (DDOE) budget, while the rest is one-time funding to begin initiatives, like high-need pre-K and other programs targeted at high-needs schools in Wilmington.

Funding and Governance Work Group

The Funding and Governance Work Group met five times between August 2020 and November 2020. Originally, the Work Group was focused on determining a redistricting model to implement that would better serve the students in the City of Wilmington. Due to the COVID-19 pandemic, district leaders expressed the student support and funding challenges they faced. With this feedback, the co-chairs Eugene Young and Representative Nnamdi Chukwuocha determined that the Work Group should redirect their efforts to education funding reform and revisit governance changes later.

The Work Group concentrated on referendum reform because it would allow school districts to have consistent funding that matched the rate of inflation and other necessary costs. Improving House Bill 129 (HB 129), which was proposed during the 150th General Assembly, was the Work Group's recommendation. To improve HB 129, the co-chairs received extensive feedback from the Work Group members, district leaders, community members, and key Delaware education organizations. The feedback was incorporated into the updated referendum reform bill.

The full Consortium approved the Funding and Governance Work Group's motion to support the revised version of HB 129 when presented in the next legislative session. The Consortium also voted for the Funding & Governance Work Group to refocus on redistricting in 2021.

Social Determinants Work Group

The Social Determinants of Health and Education Work Group was launched in the Summer of 2020 and met eight times between June 2020 and July 2021. This work group was charged with identifying the challenges that face disadvantaged students both in and outside of school that impact their education. This group moved quickly to identify its priorities and broke into three subgroups to identify opportunities to correct some of these challenges. These three subgroups include: Wraparound Services, Early Childhood, and Racial Justice. Each subgroup developed a set of proposals that aligned with the best practices in that area and that could be quickly implemented with proper funding. The three groups produced the following recommendations:

Wraparound Services

The Work Group recommends that the State create comprehensive wraparound services in at least two, and up to ten, of the state's elementary and middle schools serving extraordinary percentages of children living in poverty. Those wraparound services should include comprehensive outside-school-time programs involving full-time on-site staff, the nonprofit sector, business sector, and high-school aged mentors from the same communities as the students. The programs should be offered before school, after school, and during summer months. The wraparound services should also include social workers, counselors, and school-based health centers, with services in those health centers including emotional wellbeing and behavioral health assistance.

Racial Justice

The Work Group recommends that the State fund efforts to collect two types of data that can be used to develop solutions to race-related school inequality. Specifically, the Work Group recommends that the State make it possible to provide transparent and user friendly disaggregated open-source schooling data (e.g., academic performance, graduation rates), access (e.g., availability of clubs, sports and activities, AP classes) and outcome data (e.g., enrollment, graduation, academic performance, school discipline). The Work Group recommends the State supplement this effort with 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. The Work Group recommends the creation of a designation for historically segregated educational settings. The purpose of this designation is to guide future policy, interventions, and supports for the families and communities that attend these schools.

Birth-to Five

The Work Group recommends that the State expand intensive home visitation programs including a referral system targeted at pregnant mothers, infants, and toddlers living below the poverty line in the City of Wilmington, to ensure that those children are receiving the highest level of care with respect to developmental milestones, health, and early learning. The Work Group recommend that the State ensure the highest quality free Pre-K services, including all-day services, competitive staff salaries and benefits comparable to public education, with a requirement that teachers be Early Childhood Education Delaware Education Data System certified, and proper staff-child ratios for three- and four-year-old students who reside in the four targeted school districts. The Work Group also recommends that the State supplement its funding for existing ECAP⁴ slots to allow current providers willing to meet the specific quality standards to receive adequate funding to do so. The Work Group recommends that the State provide necessary funding for the DDOE to require developmental screening of young children in licensed childcare centers.

With the recommendations incorporated into the Redding Consortium's Interim Recommendations, this work group has turned its attention to educating the public and advocating for the Interim Recommendations. To accomplish this, the Work Group is developing an outreach and engagement campaign strategy and hosting a series of expert presentations.

⁴ Delaware Early Childhood Assistance Program

Settlement Work Group

At the end of 2020, a new work group was formed in response to the Delaware education funding lawsuit settlement. This group includes stakeholders from IHEs, DDOE, LEAs, and parents. They have met 6 times since January to understand the scope of the settlement, determine ways to expand on the settlement recommendations to achieve long-term equitable outcomes, and share recommendations with the full Consortium.

The Settlement Work Group was formed to:

- Be a watchdog for how the State and General Assembly implement the actions outlined in the settlement.
- Ensure that the Consortium is responding appropriately to the settlement implementation.
- Be the subject matter expert on the settlement for the Redding Consortium.
- Create recommendations for the General Assembly to proceed and implement the actions outlined in the settlement.

The Work Group goals are to:

- Offer guidance or influence when the General Assembly must make decisions related to the settlement.
- Challenge the State and General Assembly to use the settlement as base level of necessary action and push for further change.
- Connect the settlement to systemic and equitable change.

The Work Group has held discussions related to the Opportunity Fund and greater systemic funding reforms, heard from the Educators and Social Determinants Work Groups to align priorities, examined the new DDOE Equity Statement requirement for Major Capital Improvement Projects, and held stakeholder discussions and developed a framework for the Ombudsperson program and Ombudsperson Request for Proposal. The Settlement Work Group also motioned that the full body of the Redding Consortium endorse Senate Bill 56, House Bill 86, and House Bill 100—all targeted pieces of legislation that promote education equity in Delaware schools. Read the [statement of support](#) for these bills from the Redding Consortium co-chairs. In June 2021, Senate Bill 56, House Bill 86, and House Bill 100 were all passed by the Delaware legislature.

Planning Team Meetings

There were 41 planning team meetings between July 2020 and June 2021. The Consortium co-chairs met weekly with the IPA/DSU team, work group co-chairs, and dedicated members of the Consortium. These meetings were open to the public and members of the public often joined. At the planning team meetings, members planned full body Consortium meetings, provided work group updates, and shared other relevant updates about communications and transparency. The weekly planning meetings serve as an excellent time to engage Consortium and work group leadership and ensure members and the public are informed and have input on Consortium work. Find all planning team meeting information [here](#).

Publications and Communications

Publications

In addition to background research in areas such as equity, educator recruitment and retention, public school funding, and child development and wellbeing, the Consortium published the following:

Reports and Documents

- [Redding Consortium for Educational Equity: Interim Recommendations for State of Delaware FY22 Budget](#), submitted December 28, 2020
- [Redding Consortium Educator Work Group Recommendations](#)
- [Social Determinants Draft Recommendations](#)
- [Statement on the state education equity lawsuit settlement from Senator Lockman and Representative Chukwuocha](#)
- Data Brief: [Educational Opportunity Disparities in Delaware, 1992–2019](#) (October 2020)
- [Public Comment and Question Response Document](#) (October 2020)

Research and Framework Documents

- [Redding Consortium Delaware Public Education Funding 101 Presentation](#)

Communications

The Consortium is dedicated to stakeholder engagement and made it a priority to communicate with members and the community in multiple ways. The Consortium utilized communication with stakeholders on their website, Facebook, YouTube page, and the Delaware Public Calendar. The Consortium used all these platforms to post meeting dates and times, meeting materials, infographics, and data to help keep Consortium work transparent, interactive, and user-friendly.

Facebook Posts

The Redding Consortium [Facebook page](#) is an excellent place for stakeholders to ask questions, provide input, and share Redding Consortium work with a larger audience. Some of our Facebook posts have reached over 1,100 people, and we are excited because that means our work is visible and can create open and authentic dialogue for our community members.

YouTube

The Redding Consortium [YouTube page](#) allows stakeholders to watch or listen to meetings they could not attend or re-watch meetings for clarifications and questions. The page has over 60 videos of Planning Team meetings, Work Group meetings, testimonials, and more. This resource gives the Redding Consortium the opportunity to showcase their work and provides greater access for the public to stay informed about their progress. When most activities went virtual during the COVID-19 pandemic, the Redding Consortium adapted too and created the YouTube page as a space for transparency and accountability.

Website

The Redding Consortium [website](#) is a great resource to stay updated and informed on all Consortium activities. The website contains meeting materials, Work Group updates, publications that pertain to educational equity, and all other Consortium related information. Stakeholder engagement is the Consortium's priority, and the website is one of the tools utilized to inform and communicate with the community.

Funding and Resources

For the period of July 1, 2020 through June 30, 2021, the work of the Redding Consortium for Educational Equity was funded by the Office of Management and Budget (OMB). Additional funding and support included contributed professional services provided by staff members of the University of Delaware's Institute for Public Administration (IPA) and Delaware State University (DSU), and in-kind services and contributions from other institutions and individuals, and a contract with IPA from the State of Delaware. The following section describes the types of services provided.

IPA Contract with the Redding Consortium

Senate Bill 148 indicates that "The Consortium shall be staffed by the University of Delaware's Institute for Public Administration and Delaware State University's School of Graduate Studies. The staff shall be managed by a policy director from the Institute for Public Administration, who shall be approved by the co-chairs of the Consortium. An annual line-item allocation of funding shall be provided to the Consortium to support the operational services, research, and analysis carried out by the Institute for Public Administration and Delaware State University and in the development of the transition, resource, and development plan." A \$240,000 state contract between IPA and OMB provided funding for this provision of staff services to the Consortium from IPA and DSU. The scope of work for the execution of the contract can be found in Appendix 2, on pages 20–21.

The contributions of IPA Director Jerome Lewis, and other UD and DSU faculty and senior professional staff were provided as part of the public service mission of the two universities. In addition to services supported by the state contract, IPA also contributed staff and student services to the Consortium as part of its public service mission. The University of Delaware also charged no overhead or other indirect costs.

Consortium Membership

Elizabeth “Tizzy” Lockman—Co-Chair

State Senator, Senate District 3

Matthew Denn—Co-Chair

Managing Partner, Wilmington office, DLA Piper

Raye Jones Avery

Representative, Wilmington Center for Education Equity and Public Policy

Aaron Bass

Chief Executive Officer, EastSide Charter School

Jeffrey Menzer

Superintendent, Colonial School District

Ted Blunt

Community Leader, Wilmington, Delaware

Kathryn Bradley

Head of Public Relations and Communications, Gulfstream

Alfreda Butcher

Parent, Red Clay Consolidated School District

Nnamdi O. Chukwuocha

State Representative, Representative District 1

James DeChene

Partner, Armitage DeChene & Associates

Anthony Delcollo (2019–20)/Ernesto Lopez (2020–21)

State Senator, Senate District 7 (Delcollo)

State Senator, Senate District 6 (Lopez)

Dorrell Green

Superintendent, Red Clay Consolidated School District

Richard Gregg (2019–20)/Dan Shelton (2020–21)

Superintendent, Christina School District

Tika Hartsock

Parent, Brandywine School District

Linc Hohler

Superintendent, Brandywine School District

Stephanie Ingram

President, Delaware State Education Association

Joseph Jones

Superintendent, New Castle County Vocational-Technical School District

Henry Smith

Chair, Wilmington Community Advisory Council

Maria Matos

President and CEO, Latin American Community Center

Noelle Picara

Educator, Kuumba Academy

Michael Purzycki

Mayor, City of Wilmington, Delaware

Michael F. Smith

State Representative, Representative District 22

Margie López Waite

Head of School, Las Américas ASPIRA Academy

Danya Woods

Education Professional, Shortlidge Elementary School

Eugene Young

President & CEO, Metropolitan Wilmington Urban League

Ex-officio, non-voting members

Susan Bunting

Secretary of Education, State of Delaware

Richard Geisenberger

Secretary of Finance, State of Delaware

Mike Jackson (2019–20)/Cerron Cade (2020–21)

Director, Office of Management and Budget, State of Delaware

Institute for Public Administration and Delaware State University Staff

Abigail Armstrong

Graduate Public Administration Fellow, Institute for Public Administration (IPA), University of Delaware (UD)

Jason Bourke

Director, Master of Public Administration Program, Delaware State University

Christopher Kelly

Associate Policy Scientist, IPA, UD

Brendan Laux

Graduate Public Administration Fellow, IPA, UD

Jerome Lewis

Director, IPA, UD

Fran O'Malley

Associate Director, Partnership for Public Education, UD

Cimone Philpotts

Doctoral Student, Biden School of Public Policy and Administration, UD

Sarah Pragg

Communications Specialist & Assistant Policy Scientist, IPA, UD

Haley Qaissaunee

Policy Specialist II, IPA, UD

Kelly Sherretz

Policy Scientist, IPA, UD

Alexis Wrease

Undergraduate Public Administration Fellow, IPA, UD

Redding Consortium Work Group Membership

Educators Work Group Membership

- Michael Smith—Co-chair, State Representative, Representative District 22
- Noelle Picara—Co-chair, Educator, Kuumba Academy
- Kathryn Bradley, Head of Public Relations and Communications, Gulfstream
- Alfreda Butcher, Parent, Shortlidge Elementary School
- Stephanie Ingram, President, Delaware State Education Association
- Ty Jones, Chair, Wilmington Community Advisory Council
- Raye Jones Avery, Representative, Wilmington Center for Education Equity and Public Policy
- Margie Lopez-Waite, Head of School, Las Américas ASPIRA Academy
- Danya Woods, Education Professional, Shortlidge Elementary School
- Susan Bunting (ex-officio), Secretary of Education, Delaware Department of Education (DDOE)
 - Designee, Jim Simmons, Chief Equity Officer, Office of Equity and Innovation, DDOE

Funding and Governance Work Group Membership

- Nnamdi Chukwuocha—Co-chair, State Representative, Representative District 1
- Eugene Young—Co-chair, Head of the Metropolitan Urban League
- Aaron Bass, Chief Executive Officer, EastSide Charter School
- Ted Blunt, Community Leader, Wilmington, Delaware
- James DeChene, Partner, Armitage DeChene & Associates
- Anthony Delcollo, State Senator, Senate District 7
- Emily Falcon, Chief Financial Officer, Colonial School District
- Jill Floore, Chief Financial Officer, Red Clay Consolidated School District
- Dorrell Green, Superintendent, Red Clay Consolidated School District
- Jason Hale, Chief Financial Officer, Brandywine School District
- Tika Hartsock, Parent, Brandywine School District
- Lincoln Hohler, Superintendent, Brandywine School District
- Joseph Jones, Superintendent, New Castle County Vocational-Technical School District
- Chuck Longfellow, Chief Financial Officer, Christina School District
- Maria Matos, President and CEO, Latin American Community Center
- Jeff Menzer, Superintendent, Colonial School District
- Michael Purzycki, Mayor of Wilmington, Delaware
- Dan Shelton, Superintendent, Christina School District
- Margie Lopez Waite, Head of School, Las Américas ASPIRA Academy
- Richard Geisenberger (ex-officio), Secretary of Finance, Delaware
- Mike Jackson/Cerron Cade (ex-officio), Director of the Office of Management and Budget (OMB), Delaware
 - Designee: Mary Nash Wilson, Senior Fiscal and Policy Analyst, OMB

Settlement Work Group Membership

- Aaron Bass—Co-chair, Chief Executive Officer, EastSide Charter School
- Chuck Longfellow—Co-chair, Chief Financial Officer, Christina School District
- Raushann Austin, Delaware Department of Education
- Kristin Dwyer, Delaware State Education Association
- Shannon Griffin, ACLU of Delaware

- Tika Hartsock, Parent, Brandywine School District
- Gary Henry, Dean, College of Education and Human Development, UD
- Cliffvon Howell, Caesar Rodney School District
- Monique Martin, Education Associate, Educator Equity, Delaware Department of Education
- Shelly Rouser, Chair, Department of Education, Delaware State University
- Laurisa Schutt, First State Educate

Social Determinants Work Group Membership

- Raye Jones-Avery—Co-chair, Representative, Wilmington Center for Education Equity and Public Policy
- Jeff Menzer—Co-chair, Superintendent, Colonial School District
- Dawn Alexander, Preschool Expansion Coordinator, Colonial School District
- Evelyn Edney, School Leader, Early College High School
- Roger Harrison, Clinical Psychologist, Division of Pediatric Behavioral Health, Nemours
- Tika Hartsock, Parent, Brandywine School District
- Teri Lawler, Trauma Informed Practices Expert, Delaware Department of Education
- Yasser Payne, Associate Professor of Sociology & Africana Studies, University of Delaware
- Shanika Perry, Board Member, Brandywine School District
- Mark Pruitt, Principal, Conrad School of Science
- Yvette Santiago, Director of Operations, Delaware Valley Government Relations, Nemours/A.I. du Pont Hospital for Children
- Aaron Selekman, Principal, Newark High School
- Tamara Smith, Executive Director, Teach for America Delaware
- David Sokola, Senator, Delaware State Senate
- Kim Williams, Representative, Delaware State House of Representatives
- Jeff Taschner, Executive Director, Delaware State Education Association
- Salome Thomas-El, Head of School, Thomas Edison Charter School

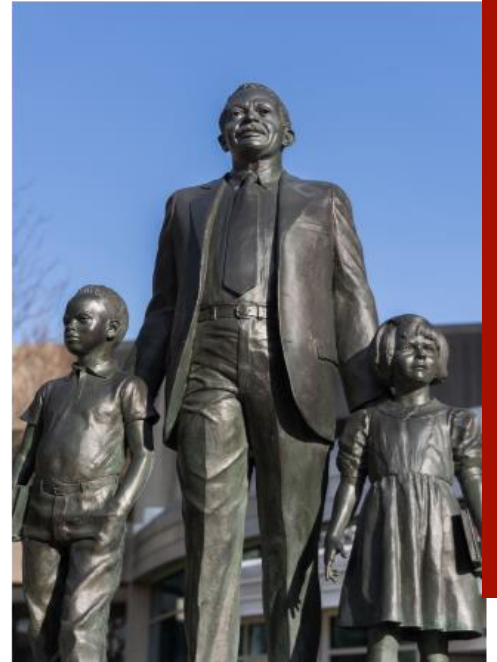
Appendix 1: Redding Consortium Interim Recommendations



Redding
Consortium for
Educational Equity

Summary of Interim Recommendations for Fiscal Year 2022 Budget

The Redding Consortium for Educational Equity is aware that the Governor and General Assembly will be spending much of January and February 2021 discussing the Fiscal Year 2022 (FY22) state budget. The Consortium believes that there are critical interim measures that the state should take in its FY22 budget to begin the process of achieving educational equity and improving educational outcomes for Delaware students. Successful implementation of these recommendations could also be a model for future improvements to high-poverty schools in Kent and Sussex County.



The Consortium recommends the following with respect to the State of Delaware FY22 budget. Read the full version of the interim recommendations: bit.ly/3hMJ51f.

Focused, Comprehensive Improvements for the State's Highest-Poverty Schools and Services to the Children Who Attend Those Schools, the Consortium Recommends that the State:

- Expand intensive home visitation programs targeted at mothers, infants, and toddlers living below the poverty line in the City of Wilmington, to ensure that those children are receiving the highest level of care with respect to developmental milestones, health, and early learning. Estimated annual cost: \$600,000
- Provide adequate funding to the Department of Education so that it can require and enforce developmental screening requirements for state-licensed childcare facilities. Estimated annual cost: \$180,000.
- Ensure free, high-quality full-day Pre-K services for three- and four-year-old children in areas having the state's highest concentrations of poverty. Estimated annual cost: \$8,000,000.
- Create a whole school professional learning package in five high-need schools within the City of Wilmington. Estimated annual cost: \$1.2 million.

- Implement comprehensive wraparound services, including robust before-school, after-school, and summer programming and school-based health centers with mental health resources, at between two and ten of its schools serving student populations with the highest levels of poverty. Estimated cost: \$1,500,000 per school in general funds, plus \$500,000 per school in one-time capital funds.

Laying the Foundation for Broader Future Reforms, the Consortium Recommends that the State:

- Gather transparent, user-friendly, disaggregated, open-source schooling data, access data, and outcome data for the state to make thoughtful transformations to address race-related school inequality. The Consortium also recommends that the state collect 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. Part of this data collection should result in a designation for historically segregated educational settings and collection of data related to those settings. Estimated cost: \$2,000,000 in FY22, lower amounts for maintenance of data in subsequent years.
- Begin the process of expanding its Teacher Academy programs conducted with Institutes of Higher Education to create a stronger and more sustainable pipeline of teachers to high-need schools. This would be the first step in the type of “Grow Our Own” program that has been recommended to improve the quality of Delaware’s pipeline of new teachers. In FY22, the Consortium recommends providing \$100,000 to better advertise teacher academy programs, particularly for critical shortage area candidates, and up to \$4,000 per person in scholarship funds to allow related education professionals, community members, parents, and others representative of the school population to participate in these programs.

What Is the Redding Consortium for Educational Equity?

The Redding Consortium for Educational Equity was created to recommend policies and practices to the Governor and Delaware General Assembly that will achieve educational equity and improve educational outcomes for all Pre-K–12 students living in the City of Wilmington and northern New Castle County.

What Does the Consortium Legislation Cover?

- **Supporting the continuous improvement of public education** in the City of Wilmington and northern New Castle County
- **Developing policy proposals** to be introduced through legislation to improve teaching and learning in both district and charter schools in the City of Wilmington and northern New Castle County
- **Monitoring the educational progress and outcomes** of students in the City of Wilmington as well as all low-income students, English learners, and other students at-risk across northern New Castle County

- **Developing and publishing data reports** on the conditions impacting the educational outcomes of these students and tracking the progress of these students
- **Developing a proposal for redistricting** in the City of Wilmington and northern New Castle County that will include provisions stipulated in concurrent legislation formulated specifically for that purpose with designated responsibilities and timelines for action at all levels
- **Researching the viability** of the New Castle County Tax District and Tax Pool
- **Evaluating the need** for additional or alternative educational facilities in the City of Wilmington including secondary schools

Appendix 2: Scope of Work

The Institute for Public Administration (IPA) at the University of Delaware and the School of Graduate Studies at the Delaware State University (DSU) will provide support for the operation and programs of the Redding Consortium for Educational Equity consistent with the designated role stipulated in the enabling legislation, Senate Bill 148 and House Bill 222.

Understanding of the Contract

IPA and DSU will provide research, organizational, and operational support services to the Redding Consortium for Educational Equity as described below and in a manner consistent with the legislative mandates. Priorities and deliverables to be provided for this work will be created in consultation with the chairs of the Consortium on an ongoing and regular basis.

Project Scope

Consortium Support

- Work with the co-chairs to support the general operation of the Consortium including planning, scheduling, agenda-setting, coordination with working groups, and participation in and follow-up on meetings with government, education, and community leaders and engagement with students, parents, teachers, and the public.
- Work with the Consortium to refocus and confirm priorities considering issues in schools in relation to COVID-19 and reopening schools. Use the data from current surveys and research to inform the priorities.
- Work with each working group to create and implement work plans that align with the Consortium's responsibilities and priorities. Priorities could include recommending policies and actions to the Governor and General Assembly that support the continuous improvement of public education in the City of Wilmington and northern New Castle County; spotlighting best practices from across the state and nation for increasing educational equity, improving educational outcomes, and strengthening school and community services; and collaborating with school districts to develop and implement solutions.
- Carry out research on behalf of the Consortium and its working groups aligned with the determined priorities of each. Examples of proposed research that align with the Consortium's work plans include, but are not limited to, researching best practices, conducting data analysis on Wilmington education, and producing publications on items such as the New Castle County Tax District, educational disparities, and issues aligned with priorities and staffing capabilities.
- Support the communication and outreach activities of the Consortium, including the Consortium's website, presentations to and coordination with community groups, and the development of written communications for use in the public media.

- Write and produce an annual Consortium status report submitted to the Governor, General Assembly, State Board of Education, and Secretary of Education. The annual report will include status updates for the Consortium and committees.
-

Wilmington Public Education Data Analysis

Write and produce the annual data report on the status of public education for City of Wilmington students. Provide analysis of enrollment, student proficiency, graduation rates, and dropout rates for P–12 students residing within the limits of the City of Wilmington. This analysis includes students attending traditional, vo-tech, and charter schools across the state during a given school year. The report will provide a profile of public education for students living in the City of Wilmington and possibly look at the implications of the COVID-19 crisis on achievement.

Analysis of Options for Wilmington Public Education

If redistricting continues to be a priority, consistent with HB 222, IPA and DSU staff will provide research and administrative and writing support for the Consortium to create the mandated transition, resource, and implementation plan for redistricting, and to carry out the other steps designated in the enabling legislation.

Project Staff

The project director will be Kelly Sherretz, Policy Scientist at IPA. Administrative support will be provided by Jerome Lewis, Director of IPA. Haley Qaissaunee, Policy Specialist II, will serve as the coordinator of operations. Other members of the IPA staff will contribute as appropriate. DSU staff members assigned to this project include Jason Bourke, Director of the Master of Public Administration program; Assistant Professor in the School of Graduate Studies as well as other faculty and staff assigned. IPA and DSU support also will include graduate and undergraduate research assistants.

The contributions of Jerome Lewis, as well as senior DSU contributors are provided at no cost to the State, as part of the public service mission of the two universities.

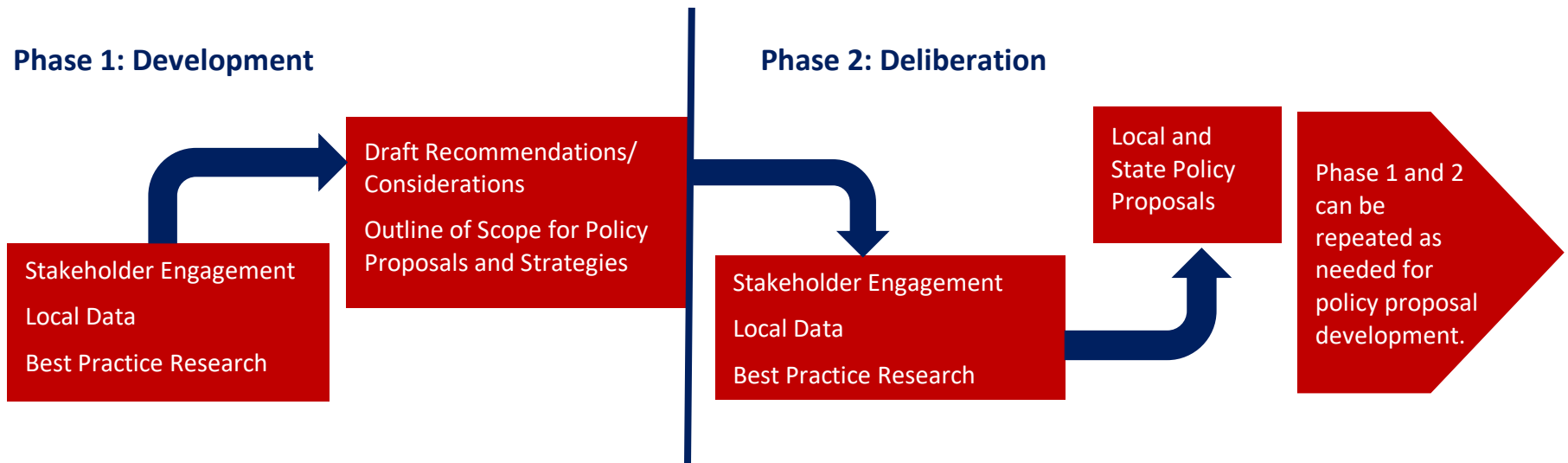
Project Cost

The total cost of this project will be \$240,000, which includes the deliverables in the scope of work from July 1, 2020 to June 30, 2021. The funds will support IPA and DSU professional staff and graduate and undergraduate students contributing to the services described above. Funding will be used for staff salaries and benefits, student funding, costs of research and analysis, and production of documents, reports, and presentation materials.

Community Support: In-kind support and funding from non-State partners and sponsors will supplement the resources needed to carry out the work of the Institute of Public Administration and Delaware State University on behalf of the Consortium.

Appendix 3: Redding Consortium Decision-Making Model

The Redding Consortium for Educational Equity will use the iterative decision-making model to develop and deliberate local and state policy recommendations, guidance, and proposals.



Key Inputs Definitions

- Stakeholder engagement includes educators, parents, students, community members, and organizations to ensure their perspectives and involvement are included in the process.
- Local data consists of examining Delaware-specific data on each topic to assess magnitude and scope of educational equity concerns.
- Research consists of summarizing research evidence from other districts and states relevant to the equity concerns under consideration.



Institute for Public Administration

Biden School of Public Policy & Administration
University of Delaware

180 Graham Hall University of Delaware Newark, DE 19716-7380
phone: 302-831-8971 email: ipa@udel.edu fax: 302-831-3488

www.ipa.udel.edu

The University of Delaware's Institute for Public Administration (IPA) addresses the policy, planning, and management needs of its partners through the integration of applied research, professional development, and the education of tomorrow's leaders.

The University of Delaware is an equal opportunity/affirmative action employer and Title IX institution.
For the University's complete non-discrimination statement, please visit <http://www.udel.edu/home/legal-notice/>