

Community Engagement Subcommittee

Redding Consortium for Educational Equity

Co-Chairs:

Stephanie Ingram, DSEA President

Councilwoman Maria Cabrera, Councilmember At-Large,
Wilmington City Council

April 15, 2025

Meeting Agenda

- Welcome
- Meeting Minutes
- Co-Chair Updates
- Subcommittee Retreat Recap
- Community Engagement Strategy Discussion
- Public Comment
- Town Hall Planning

Welcome

- Reminder, this is a hybrid meeting
- Please announce your name before speaking to identify yourself
- Please mute yourself when not speaking
- Please note this meeting is being recorded and will be posted for the public
- Subcommittee members—please type your name in the chat for roll call

Meeting Minutes



Educator Advisory Panel

Co-chairs are in the process of sending out official appointments to educators to serve on the Educator Advisory Panel

- Current members were recommended by their local Presidents or by the DSEA UniServ Directors
- Appointed members will include representatives from the four traditional districts (Brandywine, Colonial, Christina, and Red Clay)
- Co-chairs are planning to **host the first meeting with the Educator Advisory Panel in May**

Co-Chair Updates

Data Tracker Updates

Updated the data tracker to include questions asked by subcommittee members at the 2/3 meeting

Data questions are sorted into tiers to help with prioritization:

- **Tier 1:** Data questions the subcommittee can currently answer
- **Tier 2:** Data questions we need more information to answer
 - i.e., the questions that need to be answered in the final plan when one redistricting option is decided on

Subcommittee Retreat Recap

Redding Subcommittee Retreat - Recap

- **AIR Landscape Analysis Discovery Phase & Next Steps**
 - Discovery Phase [Report](#) Key Insights
 - Fieldwork for data collection and analysis
 - Youth-led, community-based insights project
 - Participant Interviews and Focus Groups

Landscape Analysis Discovery Phase - Key Insights

Finding 1: In order to provide a stronger rationale for redistricting decisions and more impactful supports for students and families, the RCEE subcommittees require **(a)** a more precise understanding of how students and families experience different combinations of social drivers in different neighborhoods across Wilmington and **(b)** stronger evidence for how these social drivers affect health and education opportunities.

Finding 2: The relationship between high student mobility and access to affordable housing surfaced as a priority issue across most interviews. Providing a stronger rationale for redistricting decisions and more impactful supports for students and families requires **a more precise understanding of the scale and root causes of student mobility and the effect on health and education.**

Finding 3: Community centers have historically served as vital spaces for community connections and after-school enrichment and academic support, but due to changing civic priorities and funding availability many have closed or are struggling to stay open. Providing a stronger rationale for redistricting decisions and more impactful supports for students requires **a more precise understanding of the broader landscape of out-of-school and after-school enrichment and supports and how varying access affects student experiences and outcomes.**

Landscape Analysis Discovery Phase - Key Insights (Continued)

Finding 4: Extensive investments were made across a wide variety of organizations in Wilmington to address social drivers. Providing a stronger rationale for redistricting decisions and more impactful supports for students **requires a more precise understanding of the current state of collaboration between organizations and with districts, and how the current district configuration affects their ability to provide wraparound services.**

Finding 5: There is a notable and longstanding history of participatory action research (PAR) projects in Wilmington along with multiple organizations and academics that actively support PAR and youth led PAR work. **The landscape analysis will benefit from a youth-led, community-based insights component, and AIR should partner with a local community-based organization and a team of student researchers** to provide unique insights into how Redding Consortium can provide a stronger rationale for redistricting decisions and more impactful supports for students and their families.

Landscape Analysis - Fieldwork

Phase Two: Data Collection and Analysis (March 2025– June 2025)

The community engagement co-chairs and the WLC leadership team shared input with AIR on interview and focus group sampling and recruitment for Phase Two.

Fieldwork - Interviews and Focus Groups

- **Phase Two:** ~150 frontline staff (e.g. teachers, community-based organizations staff), parents/guardians/caregivers, community members, and students
- **Research focus:** *What are the lived experiences of families and students as they try and access the social drivers of health and education?*

Landscape Analysis - Community Engagement Process

Youth-led, community-based insights:

- This additional component of the landscape analysis can provide unique insights into how the Consortium can provide a stronger rationale for redistricting decisions and more impactful supports for students and their families.

Community Co-Interpretation:

- AIR plans to lead sessions on co-interpreting the findings and identifying shared priorities and opportunities for action.
- The co-interpretation involves mixed constituent groups, reviewing findings, and offering insights.

Redding Subcommittee Retreat - Recap

From all three subcommittees, these were the redistricting options that came up most for further discussion:

- **Wilmington School District**
- **Metropolitan Wilmington District**
- **Northern New Castle County Consolidated District**
- **Brandywine and Red Clay**

While these options were discussed, there was no vote just conversation. **We need to hear from the community about their ideas and priorities.**

Big Ideas - Policy Reform

These policy reforms are ideas for consideration by the Consortium outlined in the [approved interim plan](#) that may or may not be included in a final redistricting plan:

Idea	Description
Referendum Reform	Recommendations for amending or eliminating referenda for non-capital issues to ensure decision-makers can focus their capacity on student and educator needs.
New Castle County Tax District	Exploration of opportunities to utilize this tax pool for immediate resourcing of transitional activities. Recommendations for addressing the NCC Tax District including how the effects of reassessment, funding reform, and redistricting impact the viability or continued necessity of this existing tax district. <i>The district was originally created to achieve resource equity among districts involved in the desegregation order.</i>
School Choice	Recommendations for changes to enhance equity in policies and practices associated with student assignment and school choice.
Charter School & District coordination	Recommendations for changes in policies and practices to improve coordination and collaboration among districts and charter schools serving students in the city of Wilmington and northern NCC, including potential changes in the authorization of charter schools.

Big Ideas - Policy Reform

These policy reforms are ideas for consideration by the Consortium outlined in the [approved interim plan](#) that may or may not be included in a final redistricting plan:

Idea	Description
Above and beyond current allocations including Opportunity Funding, Delaware should ensure sustainable investment in the following areas:	High-Quality Early Learning Expansion
	Premium Pay Policy in highest need schools
	Support for the development of specialized programs at Wilmington elementary schools moving to a new receiving school district;
	Enhanced Wraparound Services
	Social Drivers of Health and Education Landscape Analysis for the city of Wilmington and northern New Castle County, Delaware - <i>underway by AIR</i>

Questions?



Community Engagement Strategy Discussion

Community Engagement Strategy - Full Group Discussion

Overview: The Community Engagement Subcommittee will engage with impacted communities through a series of focus groups and town halls to educate them and hear from them about the redistricting planning process, including the following:

- Gathering feedback from stakeholders about potential redistricting options put forth for consideration
- Compiling and analyzing this community feedback to share with the full Consortium

Community Engagement Strategy - Full Group Discussion (30 mins.)

Guiding Questions:

- What does community engagement for the redistricting planning process look like with impacted communities in the city of Wilmington and in the surrounding suburbs?
 - What are the most effective ways to engage these communities (ex. focus groups)?

Process-Focused Questions:

- What type of feedback do we plan to collect from the community?
- When and how will these stakeholders be informed?
- How can we build a broad coalition of support for the Consortium's redistricting efforts?
- What are the metrics for engagement?
- How will our subcommittee work with and support the Educator Advisory Panel to ensure educator needs are reflected in the final plan?

Public Comment

2 minutes per individual

May 2025 - Town Halls

Community Town Halls - Planning Session

- **Purpose:** educate the broader community about the Consortium's redistricting planning and inform them about the potential redistricting options for consideration to provide input on
- **Goals:** elevate and center the voices of impacted communities in the planning process
- **Outreach and Communication:** messaging around supporting a strong Wilmington community and equitable and excellent Wilmington schools
- **Engagement Process:** explain to the community what the Consortium is currently doing, where we are in the process, explain the potential options, and open it up for questions
- **Planning Considerations:**
 - Need to have suburban voice in the process
 - Have an outside facilitator for the town halls
 - Have allies and champions in the room for the town halls
- **Gathering feedback:** Use a public survey at the town hall for attendees to fill out at the event

Community Town Halls - Planning Session

Planning Questions - Gathering Feedback from the Subcommittee:

- What are the goals and objectives for the community town halls?
- In what ways can we educate the community and inform them about the potential redistricting options to provide input on?
- How can we most effectively communicate our community engagement work to impacted communities?
 - How can we best get the word out to the community?
 - What are ways we can reach the most people and broaden our base of engagement?
- What is possible to plan before the May full body meeting?

Next Steps

- Review the community engagement strategy and town hall planning worksheet
- Schedule the town halls and the next subcommittee meeting in May (tentative)
- Redding Full Body Meeting - May 27, 2025
- Redding Consortium Subcommittee Retreat - June 2025 (Date - TBD)

Thank you!

Questions? Contact:

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References

Redding Consortium: Mission & Redistricting Mandate


The Redding Consortium for Educational Equity was created in 2019 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 to grade twelve students in the City of Wilmington and northern New Castle County Delaware.

Per Senate Bill 148 and House Bills 222 & 229, the Redding Consortium for Educational Equity is **mandated to address redistricting in Wilmington and Northern New Castle County.**

Redding Consortium: Structure

There are **28 members** on the full body of the Redding Consortium (3 ex-officio, non-voting members)

There are **3 active subcommittees** related to redistricting:

1. Operational Impacts
2. Fiscal Impacts
-  3. Community Engagement

Staff support is provided by the Institute for Public Administration at UD and Delaware State University

Redistricting Historical Context

- There are currently **23 separate governing units**, including **11 located in the city of Wilmington**, responsible for delivering public education to approximately **11,000 Wilmington children**.
- There has been progress made in collaboration to support Wilmington students, but governance for students must be streamlined to create more effective and equitable change.
- The Redding Consortium's path forward for redistricting is informed by over twenty years of reports and input from engaged community members and passionate advocates.
- ***Decades of Previous Redistricting Efforts:***
 - The Wilmington Neighborhood Schools Committee (2001)
 - Wilmington Education Task Force (2008)
 - Wilmington Education Advisory Committee (2015)
 - Wilmington Education Improvement Commission (2016)

Redding Consortium - Approved Interim Plan

The interim plan was approved by the Consortium on May 9, 2024.

Key areas of the plan include:

- **18-month timeline** to create final redistricting plan
- **Subcommittee structure** to create final redistricting plan related to the 13 stipulations
- **A focus on two or fewer districts serving City of Wilmington students** and the removal of the Christina School District from the City of Wilmington
- **Social drivers of health and education landscape analysis** focused on City of Wilmington and Northern New Castle County
 - Currently being conducted by the American Institutes of Research
- A framework for a final redistricting plan to include more **detail on broad policy reforms** related to revenue, state investment, and charter and choice reform.

Redding Consortium - 13 Stipulations for Redistricting

Operational Impacts Subcommittee will address:

- The orderly and minimally disruptive reassignment of students affected by the boundary change and the reassignment of governance responsibilities.
- The plan must permit students to continue their attendance at the school they attended prior to the boundary change with tuition payments made by the sending district as provided in [Chapter 6](#) [tuition charges] of this title until such time as the pupils complete the grade levels offered in that school.
- Student transportation.
- A timetable for implementing each element of the redistricting plan and the designated responsibility for carrying out responsibilities until the date of full implementation.

Fiscal Impacts Subcommittee will address:

- Resources that will be required, from state, district, and local sources, to support the redistricting transition and provide for the effective ongoing education of all affected students, and for the support of schools with high concentrations of low-income students and English learners.
- Distribution of capital assets and financial obligations or a process for such distribution.
- A stipulation that the funding statewide and locally will facilitate effective implementation of the proposed comprehensive plan in a manner that will improve the educational outcomes for all of the students impacted by that plan.

13 Stipulations for Redistricting - continued

Community Engagement Subcommittee will address:

- Implications for educators, administrators, and other personnel that may lead to equitable adjustments to local collective bargaining agreements.
- Engagement of educators, staff, parents, district personnel, and community members throughout the transition.
- An assessment of the educational needs of city of Wilmington students and the resources required to meet those needs.
- Directives for improving secondary education options for city of Wilmington students, such as the provision of additional secondary schools.
- A process for the ongoing monitoring and evaluation of the educational impacts and outcomes of implementation, which will include an annual report by the Consortium to the Governor, the General Assembly, the Secretary of Education, and the State Board of Education.

Community Engagement Subcommittee - Charge & Overview

This subcommittee may engage with these organizations and groups:

- **Work with DSEA and other educator groups** on the creation of an Educator Advisory Panel to ensure educator needs and voices are involved and reflected in the final plan.
 - Have smaller leadership meetings with DSEA to determine the best approach for educator engagement and support.
- Conduct **focus groups** to hear directly from impacted communities:
 - Educators working in high-need schools
 - Parents, families, and community members about their ideas and preferences
- Conduct regularly scheduled **check-ins with the Wilmington Learning Collaborative** to support immediate help and assistance to the Christina School District related to:
 - Educator shortages and support
 - Shared decision-making
 - Reducing class sizes
 - Providing mental health and behavioral health intervention support
 - Access to math and reading specialists
 - Access to enrichment activities related to arts, athletics, and more

Redding Consortium - Redistricting Planning Process

Subcommittee Framework, subcommittees will:

- Be focused on the impact of planning around the reassignment of students from the city of Wilmington that are currently in the Christina School District
- Determine the optimal way two or fewer districts may serve city of Wilmington students as stated in the interim plan

Process and timeline:

- This framework will guide the subcommittees' planning and research.
- Community engagement will be a core part of all of the subcommittees' work
- Broader policy reform planning will occur alongside the redistricting effort.

Redding Consortium's Proposed Process Timeline



Date	Description	Responsible
April 2025	<ul style="list-style-type: none"> - The Community Engagement Subcommittee hosts a meeting - Subcommittee co-chairs meet to with Redding leadership to discuss alignment 	CE Subcommittee
May 2025	<p>Community town halls and focus groups with impacted communities</p> <ul style="list-style-type: none"> - CE subcommittee hosts community town halls - Educator Advisory Panel hosts a meeting - Redding leadership meets with charter school leaders 	CE Subcommittee, Redding leadership team
May 2025	Full Body Meeting	Redding
June 2025	<p>Community town halls and focus groups with impacted communities</p> <ul style="list-style-type: none"> - CE subcommittee hosts community town halls 	
June 2025	<p>AIR Formative Report #2 - will include school-level and neighborhood-level analyses and the early themes of stakeholder focus groups</p>	AIR
June 2025	<p>Subcommittee Convening #2 - Saturday, 6 hours w/ lunch -This retreat will include community-centered participation</p>	Redding & AIR

AIR Formative Report =

Redding Subcommittee Convening =

Redding Full Body Vote on Final Redistricting Plan =

Redding Consortium's Proposed Process Timeline

Date	Description	Responsible
July 2025	Subcommittees host meetings & co-chairs meet to discuss alignment	Subcommittees
Aug 2025	AIR Formative Report #3 - will include the finalized neighborhood-level and school-level analyses w/ the final themes from the stakeholder interviews and focus groups	AIR
Aug - Sep 2025	Subcommittee Convening #3 w/ AIR Community Co-Interpretation Event - Saturday, 6 hours w/ lunch	Redding & AIR
Sep 2025	Public hearings	Redding
Oct 2025	Finalize Redistricting Plan (minus AIR final findings) -Subcommittees host meeting and/or Full Body meeting	Subcommittees
Oct 2025	Final AIR Formative Report #4 - will include final analyses of all the above data sources as well as community feedback and insights from the co-interpretation event	AIR
Nov 2025	Finalize Redistricting Plan w/ AIR Findings	Redding

Redding Consortium's Proposed Process Timeline

Date	Description	Responsible
Dec 2025	Full Body Meeting - Redding Vote on Final Redistricting Plan	Redding
Jan 2026	Submit Final Plan to the State Board of Education	Redding
Feb 2026	SBE has 90 days to review	SBE
Mar 2026	SBE has 90 days to review	SBE
Apr 2026	SBE has 90 days to review	SBE
May 2026	Controller General's Office Reviews Plan Submit Final Redistricting Plan to General Assembly	CG/Redding
Jun 2026	General Assembly Votes on Redistricting Plan	GA

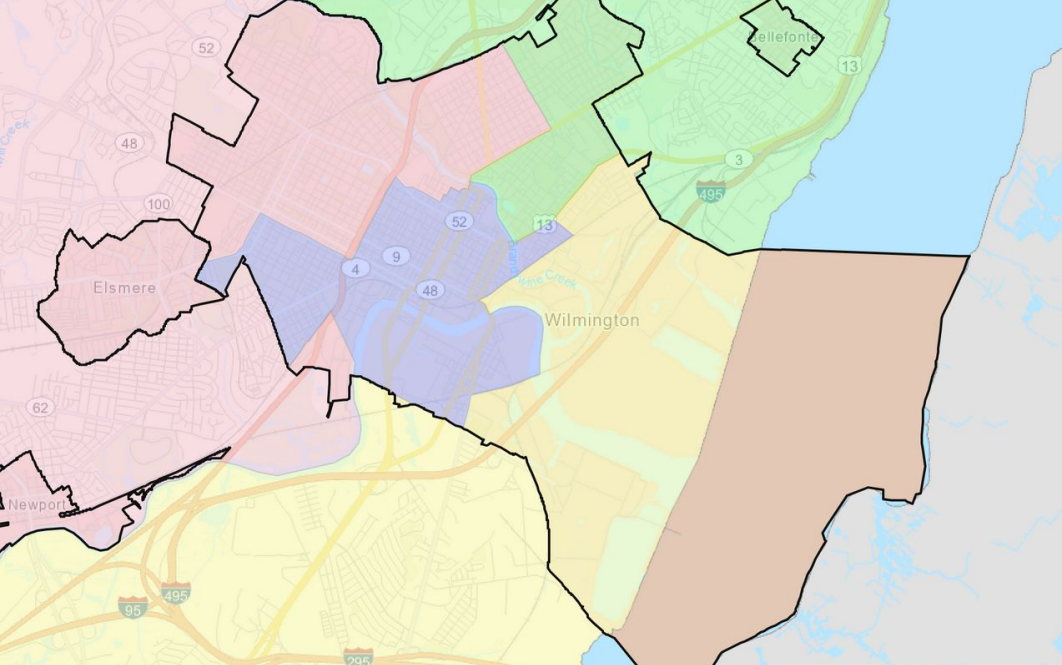
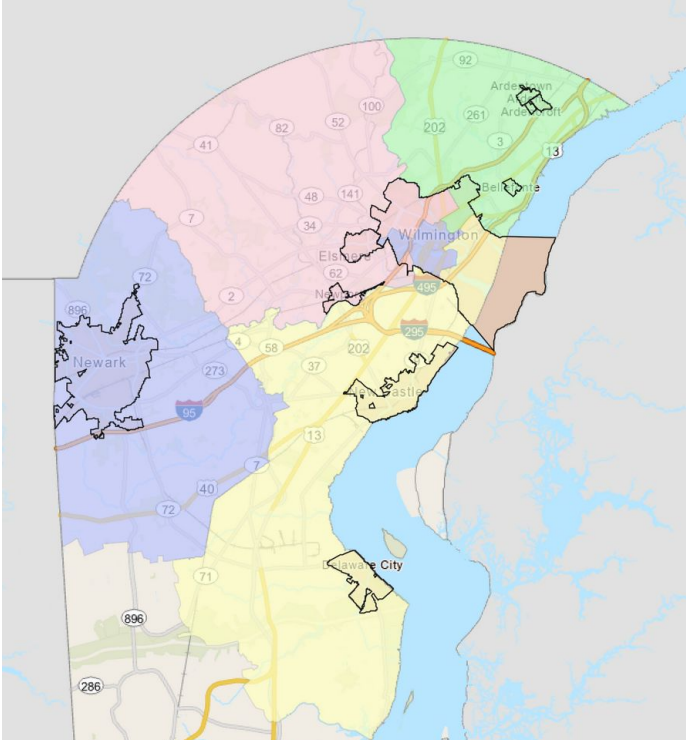
Landscape Analysis Overview

- **Phased Report One (March '25)** will include **preliminary results from discovery activities** described in Phase One. AIR will also provide the updated landscape analysis plan and a brief update on interview and focus group sampling and recruitment.
- **Phased Report Two (June '25)** will include **preliminary results from the neighborhood- and school-level analyses and focus groups**. AIR would recommend using this report as a centerpiece for a Consortium meeting in April to discuss findings and plan for midcourse revisions.
- **Phased Report Three (August '25)** will contain the **finalized analyses from the neighborhood- and school-level analyses, stakeholder interviews, and focus groups**. It will also include a preliminary progress update on the youth-led, community-based data collection efforts.
- **Final Report and Recommendations (Sept-Oct 25')** will include **final analyses** of all the above data sources and community feedback and insights from the co-interpretation event.

Table 1: Public Schools and Districts Serving Wilmington Students:

	School/District	City of Wilmington Students Served (2023-24)
1	Vocational-Technical District	799
4	Traditional school districts	
	Red Clay Consolidated School District	3,218
	Brandywine School District	1,896
	Christina School District	1,869
	Colonial School District	260
6	Charter schools located in the city of Wilmington	1,810
10	Charter schools located outside of the city of Wilmington	996

Current City of Wilmington School District Boundaries



Source: Institute for Public Administration, 2024

