

**Redding Consortium for Educational Equity  
Community Engagement Subcommittee Meeting  
February 3, 2025**

**Meeting Minutes**

The Community Engagement Subcommittee meeting convened at 5:30 p.m. Stephanie Ingram, DSEA President, and Councilwoman Maria Cabrera, Wilmington City Council Member At-Large, welcomed all in attendance.

**I. Welcome & Redding Consortium Overview**

Alaina Robinson, IPA staff member, provided an overview of the Redding Consortium's redistricting mandate, the Consortium's approved interim plan, a recap of the 18-month redistricting timeline, and the structure and charges for the three redistricting subcommittees.

**II. Establishing Subcommittee Norms**

Stephanie Ingram, Co-Chair, led the members through a discussion about defining and setting the norms for the subcommittee as a framework to guide their work on redistricting planning. Members reviewed and approved the drafted set of norms for the subcommittee.

**III. Public Comment**

There was no public comment.

**V. Review of the Community Engagement Subcommittee Assigned Stipulations**

The subcommittee's discussion focused on the five stipulations assigned to the **Community Engagement Subcommittee**, which were reviewed and discussed in breakout groups:

1. Implications for educators, administrators, and other personnel that may lead to equitable adjustments to local collective bargaining agreements.
2. Engagement of educators, staff, parents, district personnel, and community members throughout the transition.
3. An assessment of the educational needs of city of Wilmington students and the resources required to meet those needs.
4. Directives for improving secondary education options for city of Wilmington students, such as the provision of additional secondary schools.
5. 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.

***Group one (a combined group) reviewed and discussed stipulations 1 through 4.***

**Stipulation 1**

- Group one discussed the transition to Infinite Campus as Delaware's new student information system and concerns about losing access to historical data from eSchool.
- They emphasized the need to understand staffing structures across districts, including salary schedules, collective bargaining agreements, seniority rosters, and data on attrition, retirements, and vacancies.
- A key issue is whether layoffs or RIFs would be a result of the redistricting process.
- *Data challenges:* Staffing information not being housed in one central repository but individually by each district with data on the number of vacancies, long-term substitute positions, and paraprofessionals serving in teacher roles due to vacancies.

**Stipulation 2**

- The group explored outreach strategies and how to develop the phases for the community engagement process for the subcommittee.
- Special attention was given to how to effectively engage various stakeholder groups.
- Ensuring accurate attendance counts at meetings was also flagged as important.
- *Data challenges:* Difficulty engaging specific communities, limited resources for outreach (volunteers, tech), and duplicate counting of attendees at meetings inflating numbers.

**Stipulation 3**

- The group reviewed existing data (e.g., past needs assessments, landscape analyses) and discussed identifying and organizing additional sources to understand student needs and support resources with input from school staff and parents.
- *Focus:* Compiling and analyzing diverse data sources to help inform decision-making.

**Stipulation 4**

- Discussion centered around school choice laws, the current high school landscape in the city, and whether to establish a non-selective, city-based feeder high school.
- They noted selective enrollment practices at high schools like Howard Vo-Tech, Charter School of Wilmington, and Cab Calloway, and considered surveying families to gauge interest in a feeder option.
- *Data challenges:* The complexity of student choice (e.g., athletics, arts, STEM), and a lack of data on how many students from Wilmington are unable to attend these selective high schools.

***Group two reviewed and discussed stipulations 1, 3, and 5.***

**Stipulation 1:**

- Concerns about staffing inequities, especially for educators not covered by collective bargaining agreements and disparities between affluent and less-resourced districts.
- Potential impact on charter school capacity if student enrollment increases.
- Issues around educator retention in the city of Wilmington and the economic impact on local schools.

- The importance of equitable stipends for educators in schools receiving city students.
- A strong emphasis on cultural competency, inclusivity, and creating supportive environments, such as affinity groups.

**Stipulation 3:**

- A need for equity metrics based on both data-driven approaches and lived experiences from students and communities.
- Calls for collecting more quantitative data and inclusive community engagement to identify resource needs.
- Emphasis on tailoring resources rather than applying a one-size fits all model.

**Stipulation 5:**

- Focus on collecting and using qualitative data to guide meaningful change.
- Transparency through sharing data publicly to encourage community dialogue.
- Urging broader community involvement via strategic outreach (e.g., billboards, mailers).
- Collaboration with WLC to hear concerns and get data on secondary education options.

***Group three reviewed and discussed stipulations 1, 2, and 5.***

**Stipulation 1:**

- Echoed earlier concerns from other groups about staffing and collective bargaining.
- Stressed the importance of involving labor representatives early to address staffing and union-related issues.

**Stipulation 2:**

- Highlighted the importance of involving all districts, charters, and nearby communities in redistricting discussions.
- Emphasized creating a compelling, aspirational message for the community town halls.
- Called for clear communication about the purpose of redistricting and Redding's role.

**Stipulation 5:**

- Recommended redefining student success beyond just proficiency metrics.
- Supported continued collaboration with WLC on the high school option discussion.

***Group four reviewed and discussed stipulations 2, 3, and 4.***

**Stipulation 2:**

- Emphasized the need to clearly define "engagement" and how to measure it.
- Recommended meeting people where they are—community centers, churches, barbershops.
- Suggested using geo-tagged data included in the current work to create the Redding data dashboard and reviewing Census data to better understand Wilmington's population.

**Stipulation 3:**

- Shared concerns about data accessibility with the shift to Infinite Campus.
- Stressed the importance of collecting updated contact information for all Wilmington residents (public and private).
- Supported the use of a data dashboard and learning from best practices in similar communities.
- Highlighted the importance of building political support from the state for redistricting.

**Stipulation 4:**

- Discussed the need for consistent language and terminology around resources.
- Raised the question of whether the current number of schools meets population needs.
- Noted that directives about a high school option depend on clarity and our working on addressing the other stipulations first.

**VI. Share Out and Next Steps**

Jim Simmons, designee for Mayor Carney, asked what future discussions and engagement for the Redding Consortium will look like with the new administration. Alaina Robinson clarified that Senator Lockman would be meeting with the new Governor and Secretary of Education about the Consortium's redistricting work.

Dorrell Green discussed the need to establish clear, unique responsibilities between Redding and other entities contributing to the redistricting plan. Taron Williams also noted a lack of student representation in the discussion, suggesting collaboration with student government associations. Green concurred and asked how Redding could also work to engage with parents, guardians, and caregivers. Councilwoman Maria Cabrera then asked how to engage community members who don't use traditional program communication methods.

Ken Brown recommended on-the-ground outreach to impacted communities. Meredith Griffin drew attention to the potential of engaging pre-existing community relationships with leaders as a conduit for Redding's mission and purpose. Green emphasized planning various modes of outreach to engage the community. Stephanie Ingram noted the importance of the framing of Redding's engagement and considering the community as part of the Consortium's efforts. Karen Eller, community member, suggested collecting data on in-school programs and making outreach events and materials more accessible for unhoused families and multilingual students.

**VII. Adjournment**

Councilwoman Maria Cabrera, Co-Chair, adjourned the meeting at 7:32 p.m.

## Attendance

### Subcommittee Members

Councilmember Maria Cabrera, Co-Chair  
Stephanie Ingram, Co-Chair  
Ken Brown  
Dorrell Green  
Tika Hartsock  
LaTasha Johnson  
Joseph Jones  
Nneka Jones  
Ayanna Khan  
Lisa Lawson  
Jeffrey Menzer  
Ray Rhodes  
Jennifer Thompkins  
Jim Simmons, designee for Mayor Carney  
Taron Williams  
Helen Anderson, *ex-officio*  
Meredith Griffin, *ex-officio*

### IPA Staff

Alaina Robinson  
Alexandra Webber

### Members of the Public

Raye Jones Avery  
Karen Eller  
Emily Falcon  
Lynne Howard  
Sec. Cindy Marten  
Monica Moriak  
Liz Richards  
Kathleen Smith