



## PPE MISSION & VISION

The University of Delaware Partnership for Public Education (PPE) is a University-wide initiative stemming from the commitment of the College of Education and Human Development and the College of Arts and Sciences to public education. PPE is inspired by a vision of excellence and equity in public education for all Delaware children and families. Its work is grounded in the belief that research, practice, family, and community should all be invested in systematic improvement of educational opportunities and outcomes, and that this goal can only be achieved through meaningful collaboration and cooperation.

The mission of PPE is to bring-together members of the University of Delaware and Delaware's broader educational community—including educators, families, and leaders of community organizations—to identify shared needs and opportunities, and to facilitate the exchange of knowledge and resources for the betterment of public education. PPE mobilizes the University's research, engagement, professional learning, policy and advocacy, and student resources to address critical issues facing schools and foster sustainable partnership work. PPE prioritizes our most underserved communities to improve educational opportunities and outcomes for all students from early childhood through post-secondary.





UNIVERSITY OF DELAWARE  
**COMMUNITY ENGAGEMENT  
 INITIATIVE**

## YEAR IN REVIEW

Dear Colleagues,

During our third year, the Partnership for Public Education has continued to work fostering partnership between the University and the public education community in Delaware. In the pages that follow, we highlight the work of the Partnership for Public Education, along with the work of the University's faculty, staff, and students to support public education in Delaware. The Partnership looks forward to expanding and deepening the University's engagement with Delaware public schools and the broader education community.

Sincerely,

### **The Partnership for Public Education**

**Elizabeth Farley-Ripple**, *Director*

**Fran O'Malley**, *Acting and Associate Director*

**Ariana Minella**, *Assistant Director*

**Erin Baugher**, *Assistant Director*

**Carolyn Hammerschmidt**, *Program Associate*

# PPE '18-'19 BY THE NUMBERS

**3** NEW PPE  
 FELLOWS



PRODUCED

**3** NEW  
 RESOURCES 

**\$2,500**



NEW MINI-GRANTS AVAILABLE

**10** LEARNING EVENTS

focused on equity-based practices

HOSTED **3** CONFERENCES

**80** FACULTY, STAFF, AND  
 DELAWARE EDUCATORS  
 attended the annual  
 PPE Education Academy



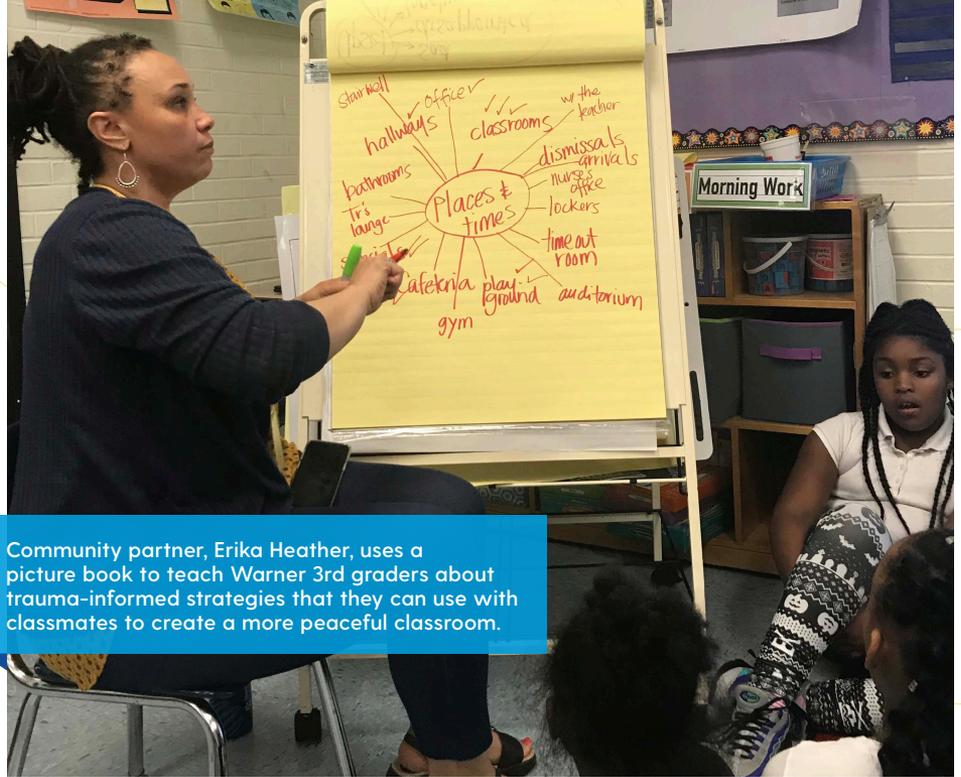
## SPENCER FOUNDATION RESEARCH GRANT RECIPIENT

In July 2019, Dr. Elizabeth Soslau, Associate Professor in the School of Education, and her colleague Dr. Kathleen Riley, Associate Professor at West Chester University, were awarded a Spencer Foundation Research Grant to deepen and expand on a practice-oriented research project, which was originally funded through Elizabeth's 2018-2019 PPE Fellowship. The PPE project explored teachers' challenges and successes when implementing classroom-based critical service learning as a result of engaging in a PPE funded year-long professional development series delivered to teachers and teacher candidates at Warner Elementary School. Warner is a public school in Wilmington, Delaware that serves a community, which has been historically marginalized and under-served. In collaboration with Need in Deed (NID), a Philadelphia based non-profit with over 30 years of experience successfully training hundreds of Philadelphia public school teachers and impacting thousands of children, Warner teachers and UD teacher-candidates learned how to facilitate their students' year-long critical service learning projects. Through NID's My VOICE framework, social issue topics were identified, researched, and addressed by Warner schoolchildren. Elizabeth was excited to partner with Dr. Kathleen Riley, a long time supporter of NID's work proudly serving as a professor who places teacher candidates with NID Philly teachers and infused NID's framework in her own coursework. Sara Gartland, an PhD student from the sociocultural and community-based approaches specialization in UD's School of Education, collaborated with Elizabeth on the project. Additional funding and matching in-kind support for Elizabeth's and Sara's work at Warner was also graciously provided by UD's School of Education, the Delaware Center for Teacher Education, and the Center for the Study of Diversity.



“Without PPE’s support, I never would have proposed this project. I’m incredibly grateful to PPE for allowing me to contribute to their mission of connecting public schools and the community through genuine partnership. I’m also in awe of the Warner students, teachers, and administration who welcomed Sara and me into their classrooms throughout the year. It was very special to witness teachers sharing power with their students and opening spaces to genuinely engage in exploring social issues that students wanted to address through service to their community.”

# WARNER ELEMENTARY SCHOOL



Community partner, Erika Heather, uses a picture book to teach Warner 3rd graders about trauma-informed strategies that they can use with classmates to create a more peaceful classroom.



Warner students invited community partner, Officer Coleman, to their classroom to learn more about how to get involved in anti-violence efforts in their community.

# ANNOUNCING OUR NEWEST FELLOWS



## Roderick Carey, Ph.D

Roderick L. Carey is an Assistant Professor in the Department of Human Development and Family Sciences, in the College of Education and Human Development at the University of Delaware. Drawing upon critical theories, sociological tools, and constructs from developmental psychology, Dr. Carey's interdisciplinary research aims at understanding the school experiences of black and Latino adolescent boys and young men in urban contexts. Dr. Carey received his Ph.D. in Curriculum and Instruction with a concentration on Minority and Urban Education, from the University of Maryland College Park; his Ed.M. in Human Development and Psychology from the Harvard University Graduate School of Education; and his B.A. in Secondary Education and English from Boston College.

**About the project:** Dr. Carey, in partnership with Newark High School, is imagining mattering-- learning from the Black boys and young men themselves the ways they do or do not infer their mattering from their school site. Dr. Carey hopes to develop professional learning experiences for educators, drawn from students' voices, which creates school spaces where Black boys and young men can more deeply infer their robust and comprehensive mattering.

## Thomas Giardina, Ph.D

Thomas Giardina is a professor of biology in the Associate in Arts Program at the University's Georgetown and Dover campuses. Dr. Giardina was a research and teaching assistant at Binghamton University in New York while earning his B.S. (2008) and Ph.D. (2015) in biological sciences.

**About the project:** Dr. Giardina is partnering with the Delaware Department of Education on the annual College Access Month (CAM) initiative. Dr. Giardina will recruit sophomores in the Associate in Arts Program to take part in CAM activities at their home high schools, giving them the opportunity to work with students currently navigating the college application process.



## Katrina Morrison, Ed.D.

Katrina Morrison is a Researcher at the Center for Research in Education and Social Policy. Prior to coming to the University of Delaware, Dr. Morrison was a Research Associate at Research for Action, a Research Analyst at the Civil Rights Project/ Proyecto Derechos Civiles, a high school Humanities teacher, a teacher supervisor, and a lecturer at Drexel University. She received her Ed.D. in Teaching, Learning and Curriculum from the Graduate School of Education at the University of Pennsylvania. Dr. Morrison also holds a B.A. in Political Science and Educational Studies from Swarthmore College and a M.A. in Criminal Justice from Temple University.



**About the project:** Dr. Morrison, in partnership with Akoben LLC, is undergoing a research-practice partnership around the use of restorative practices in school. Akoben LLC is an educational partner, providing professional learning in culturally-relevant, trauma-informed, assest-oriented, restorative practice. The partnership is examining the impact of restorative practices in school spaces and centers student voice and experience. Dr. Morrison is working with Akoben on their restorative practice model that they have implemented in several DE schools and districts.

## PREVIOUS PPE FELLOWS INCLUDE

**Drs. Lauren Bailes, Elizabeth Soslau, Amy Trauth**

## NEW MINI-GRANT PROGRAM!

PPE released a new mini-grant program designed to support those within the UD community who wish to launch new partnerships with K-12 schools or sustain existing ones.

- UD faculty and staff are encouraged to apply for grants up to \$2,500
- Additional information, along with the application can be found at <http://bit.ly/PPEMiniGrant>

# PARTNERING FOR EQUITY

As we entered our third year, the Partnership continued to prioritize the promotion of equity in Delaware's public schools. This year, PPE began a partnership with the Colonial School District. The year-long partnership brought together 14 University faculty, staff, and graduate students to collaboratively co-learn with Colonial administrators and district personnel. In the Fall, the Partnership convened a group of P20 community members for a Restorative Practices Lunch-and-Learn at William Penn High School.

In April, PPE, along with our colleagues at Shue-Medill Middle School, had the opportunity to participate at the Delaware Department of Education's Equity Summit at Delaware State University. The convening brought over 300 members of the P20 community to discuss topics including: diversifying the teacher workforce; culturally responsive teaching and leadership; the creation of equitable spaces; and fostering responsive partnerships.

As a reflection of our work for the past two years, the Partnership released a brief – *Fostering Equity Literacy Among In-Service Teachers* – offering recommendations for P12 schools on their equity-oriented professional learning journeys. PPE continues to foster our institutional capacity to partner for equity and welcomes further collaboration for the promotion of equity in education in Delaware.

PRACTICE BRIEF

Partnership for Public Education  
UNIVERSITY OF DELAWARE  
COMMUNITY ENGAGEMENT  
INITIATIVE



## FOSTERING EQUITY LITERACY WITH IN-SERVICE TEACHERS

Erin Baugher, MA  
Assistant Director of the Partnership for  
Public Education

Chanelle Wilson, EdD  
Lecturer of Education,  
Bryn Mawr College

Elizabeth Soslau, PhD  
Associate Professor of Education,  
University of Delaware

A commitment to equity in our schools ensures that every student has the access and opportunity necessary to thrive in school, regardless of race, ethnicity, language, citizenship status, socioeconomic status, gender, sexual orientation, religion, ability, and so on. Creating and sustaining equitable spaces requires examination of the discriminatory policies and practices that perpetuate inequitable access to learning opportunities. The most common question we receive from school leaders: *how do we begin this work?* The following points of consideration and resources – based on research-based best practices and experiential knowledge gained from engaging in equity-learning with in-service teachers – are intended to serve as a guide for district and school leaders looking to begin or further equity-oriented professional learning in their spaces.

**Introduction:**

Schools across the country are recognizing the need to address inequities in schooling policies and practices that sustain and further exacerbate opportunity gaps, preventing students' full and equitable access to high quality curriculum, teachers, and opportunities for academic success. There is no shortage of news coverage of the egregious acts of racism, homophobia, trans-aggression, and bigotry in schools, but equally alarming, albeit less overt, are the discriminatory policies and practices which perpetuate inequitable access to learning opportunities. These inequitable policies and practices disproportionately affect historically marginalized populations and perpetuate generally low expectations and deficit-orientations toward minoritized populations. Additionally, traditional Euro-centric school curricula do not reflect diverse histories and populations and whitewash the realities of social injustice.

Consistent with national trends, Delaware's Department of Education, state legislature, and community stakeholders have recently undertaken a series of statewide efforts which center educational equity. Delaware is one of nine states participating in the Council of Chief State School Officers' (CCSSO) "Diverse and Learner Ready Teacher Initiative" – striving to ensure all educators are "culturally responsive in practice by 2020," as well as working to diversify the educator workforce.<sup>1</sup> In June 2018, the Delaware State General Assembly passed Senate Bill 85, recognizing the disproportionality of out-of-school suspensions among Black and disabled students and advocating the adoption of restorative practices.<sup>2</sup> Also in 2018, The TeachDE Initiative – a coalition of teachers, local education agency leaders, representatives from institutions of higher education teacher preparation programs, and other community stakeholders – released a series of

udel.edu/ppe | ppe-info@udel.edu | @UDPPE

# BUILDING CAPACITY

On Monday May 6th the Partnership for Public Education (PPE) welcomed 80 faculty, staff, students, and community members to the *3rd Annual Partnership Academy—Partnering for Progress: Fostering Engagement and Partnership with Schools*. The half-day workshop event featured three panels: why partner; how to initiate and sustain partnerships; and the powerful reflections and advice on partnership from our P12 partners. All of the panelists shared the benefits and challenges of meaningful university-P12 partnerships. All attendees received a binder filled with resources to initiate, support, and sustain partnership work.

Did you miss out on the event? Contact PPE at [ppe-info@udel.edu](mailto:ppe-info@udel.edu) for resources and opportunities!



## EVENT SPOTLIGHTS

### Spotlight: 11th Annual Vision Coalition Conference: Strengthening Collaboration in Delaware Education

PPE Director Elizabeth Farley-Ripple continues to serve on the leadership team of the Vision Coalition of Delaware charged with supporting the Student Success 2025 plan for higher academic standards, stronger teacher and principal preparation, expanded early learning, and greater access to higher education and careers. This October, PPE continued to be part of the planning and execution of the Annual Vision Coalition Conference. At this year's event we heard from diverse voices from around the state during an engaging and interactive day focusing on successful collaborations underway in Delaware education, opportunities for future collaborations, and progress made toward achieving the goals in Student Success 2025.



### Spotlight: First Annual Women's Leadership Conference Delaware

In January 2019, PPE and the Delaware Academy for School Leadership co-hosted the First Annual Women's Leadership Conference Delaware. The event was attended by approximately 250 education leaders and featured motivational, learning and networking sessions related to issues and opportunities for women in leadership.

## Spotlight: April 30th Book Talk

On April 30th, the Partnership for Public Education and the School of Education had the privilege of welcoming Dr. Malik Muhammad, UD alumnus, founder and director of Akoben LLC and Transforming Lives, PPE Fellow community partner, and author of the new book *The Restorative Journey*. Dr. Muhammad, in conversation with Dr. Yasser Payne, Associate Professor in the Department of Sociology and Criminal Justice, discussed the praxis and promise of restorative practices for our schools and our communities. Faculty, staff, and students, along with educators and community members from around Delaware were in attendance for the event.



## FOSTERING STUDENT ENGAGEMENT

The Partnership for Public Education and the Community Engagement Ambassadors are partnering with Brookside Elementary School and Shue-Medill Middle School to develop a tutoring and mentoring program, to connect with the local community and support schools working with large populations of low-income students. This program pairs UD students, regardless of their major, with local students attending Brookside or Shue-Medill for mentoring and tutoring. The program launched in Spring 2018 to recruit, facilitate clearances, train, and supervise a group of 15 UD tutors to support the academic and social needs of students at Brookside and Shue-Medill. Now, in its second year, the tutoring and mentoring program enables meaningful experiences between students and a positive exchange between UD and the local community.

When asked about the program's success, Vice Principal Tracey Bailey said, "Our students at Brookside enjoyed having their UD mentors. Spending time with their mentors was definitely the highlight of their week. They always would ask, "Is my friend coming today?" We appreciate the dedication of the UD mentors. They are helping make a difference in the lives of our students." Both principals expressed their deep appreciation for the academic and social emotional support provided to their students and enthusiasm for the continuation and growth of this program.

"My mentor is sweet. What I mean is that she is kind. I think everyone should have a mentor like her. That's how good she is."

Third grade student  
*Brookside Elementary School*

# STEERING COMMITTEE AND PARTNER COALITION

The UD Partnership for Public Education is guided by a Steering Committee and Partner Coalition with leadership and membership from both the community and the University, including all seven colleges.

## Steering Committee

### **John Pelesko, Co-Chair**

Dean, College of Arts and Sciences,  
University of Delaware (UD)

### **Carol Vukelich, Co-Chair**

Dean, College of Education and Human  
Development (CEHD), UD

### **Janice Barlow**

Policy Scientist, Center for Community  
Research & Service, School of Public Policy and  
Administration (SPPA), CAS; Director, KIDS COUNT  
in Delaware, UD

### **Martha Buell**

Director, Delaware Institute for Excellence in  
Early Childhood, CEHD, UD

### **Doug Crouse**

State Program Leader, Cooperative Extension,  
College of Agriculture and Natural Resources, UD

### **Doug Doren**

Vice Provost, Graduate and  
Professional Education, UD

### **Christine Gorrowara**

Sr. Associate Director, Office of Accreditation  
and Certification, Delaware Center for Teacher  
Education, CEHD, UD

### **Jerome Lewis\***

Director, Institute for Public Administration, and  
Associate Professor, SPPA, CAS, UD

### **Nakia Mack**

Director, Pre College Programs, UD

### **Bonnie Meszaros**

Associate Director, Center for Economics  
Education and Entrepreneurship, Lerner College  
of Business and Economics, UD

### **Sandra Millard**

Deputy University Librarian, UD

### **Chrystalla Mouza**

Director, School of Education, CEHD, UD

### **Joseph Pika\***

Former President, Delaware State Board of  
Education, and Former James R. Soles Professor,  
Political Science and International Relations,  
CAS, UD

### **Keeley Powell**

Assistant Dean for Undergraduate Services,  
College of Earth, Ocean, and Environment, UD

### **Daniel Rich\***

Director, Community Engagement Initiative, UD

### **Sharon Walpole**

Director, Professional Development Center for  
Educators, CEHD, UD

### **Jacquelyn Wilson**

Director, Delaware Academy for School  
Leadership, CEHD, UD

## Partner Coalition

### **Madeleine Bayard**

Rodel Foundation

### **Heidi Beck**

Delaware Institute for Excellence in Early  
Childhood

### **Matthew Burrows**

Appoquinimink School District

### **Tammy Croce**

Delaware Association of School Administrators

### **Tim Foxx**

Communities in Schools

### **Ashley Giska**

Laurel School District

### **Dorrell Green**

Red Clay School District

### **Susan Haberstroh**

Department of Education

### **John Marinucci**

Delaware School Boards Association

### **Kendall Massett**

Delaware Charter School Network

### **Deb Stevens**

Delaware State Education Association



UNIVERSITY OF DELAWARE  
**COMMUNITY ENGAGEMENT  
INITIATIVE**

**PARTNERSHIP FOR PUBLIC EDUCATION**

**Connect with PPE!**

[ppe-info@udel.edu](mailto:ppe-info@udel.edu)



[@UDelPPE](https://twitter.com/UDelPPE)

[www.sites.udel.edu/ppe/](http://www.sites.udel.edu/ppe/)