

Delaware



*Department of
Education*

Opportunity Funding

For more information contact:
Susan S. Bunting, Ed.D.
Secretary of Education
susan.bunting@doe.k12.de.us

Funding Period: Fiscal Year 2020

Delaware Department of Education
Opportunity Funding Form
2019-2020 School Year

Opportunity Funding
Directed Funds for English Learners and Low-Income Students

Application deadline: June 30, 2019

Purpose: The Opportunity Funding initiative creates a three-year weighted funding program across the state. Delaware is currently one of only a handful of states without additional funding for English learners (ELs) and/or low-income students (low-income).

Allocation Method: Local education agencies (LEAs) will receive \$500 per EL and \$300 per low-income student. Funding shall be made available to LEAs upon the passage of the FY20 budget in early July so they may begin to hire staff, procure instructional materials, execute contracts for services, and plan for the upcoming school year. LEAs may use this funding for 100 percent of staff costs, including, but not limited to, reading specialists, math specialists, school counselors, school social workers, school psychologists, and other personnel dedicated to initiatives such as trauma-informed practices.

Accountability: LEAs will be held accountable to ensure funds are used to improve outcomes for low-income and EL students. Districts and charters will work with Secretary Bunting to set goals at the beginning of the school year, participate in a mid-year progress review, and then evaluate summative performance data during their end of school year conference. Community accountability will be provided in a summit to highlight best practices, in an annual report, and in spotlights showing program successes and challenges across the state.

Metrics: Districts and charters will set goals to reduce the gap between English learners', low-income students', and the overall student population's baseline performance rates and 100 percent by half, thus reducing students' non-proficiency by 50 percent.

In addition to the accountability measure data, the Delaware Department of Education (DDOE) will provide support by offering

- Toolkits on evidence-based best practices for improving outcomes for EL and low-income students.
- Guidance for selecting high quality instructional materials.
- Technical support enabling LEAs to take a comprehensive look at their funding streams in order to maximize and coordinate them.
- Professional learning provided by content experts.
- Sharing best practices in a variety of ways including regular meetings with curriculum directors, chiefs/principals, social media and presentations.

DDOE will use a third party to also evaluate

- The effectiveness of funds in improving outcomes for EL and low-income students.
- The successes and challenges/shortcomings of the program, including recommendations for future enhancements.

Results from the first year of funding will be finalized in August 2020. Subsequently, DDOE will host a summit in early fall to share the report and best practices. In late fall 2020, the third-party evaluation will be complete and results will be posted after districts and charters verify them.

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School Information

DISTRICT/CHARTER NAME:		
DISTRICT/CHARTER STREET ADDRESS:	CITY:	ZIP CODE:

Contact Information

CONTACT NAME:	CONTACT PHONE NUMBER:
CONTACT EMAIL ADDRESS:	

Overall Summary

Provide an overall summary of how the Opportunity Funding will be used to improve outcomes for English learners and low-income students in your district or charter school.

Include an explanation of how the work will impact each target population as well as the rationale for selecting the plan.

Application deadline: June 30, 2019

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Investment and Goals

Provide additional detail about the plan in the chart below by listing each Opportunity Funding investment with its associated cost and proposed impact. *For each investment, include baseline data and numeric targets to measure impact. A state budget sheet will be completed by the district after the plan has been approved.*

Investment <i>(What is your priority?)</i>	Cost	Proposed Impact <i>(How will you know it worked?)</i>
		•
		•
		•
		•
		•
		•
		•
		•
		•
		•

Application deadline: June 30, 2019

Assurances and Signatures

The applicant assures that:

As the chief school officer of the district or charter school; including the indicated school, I am authorized to submit for the funds identified in this form. I am also authorized to obligate the district or charter school to conduct any activity approved under this form in accordance with all applicable state requirements, including statutory and regulatory requirements, and program specific requirements. The information contained in it is true and correct to the best of my knowledge and belief. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Chief School Officer: _____

Signature: See, attached signature page Date: _____

As the business manager of the district or charter school; including the indicated school, I am authorized to submit the budget and financial information contained in this form. I have read this form and reviewed the financial information contained in this form. The information contained in this form is true

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Opportunity Funding Form
2019-2020 School Year**

and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budget for the form. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Business Manager: _____

Signature: *See, attached signature page* Date: _____

By signing this form, I am approving the plan and budget proposal submitted by the district or charter.

Secretary of Education/Designee: _____

Signature: _____ Date: _____

(Revised 01/21/19)

Attachments

Narrative

(readable format)

The Mission of ESCS is:

“We strive to inspire our students to realize their vision for the future, and equip them with the resources to achieve it. We will provide students with high expectations, critical thinking, responsive and engaging instruction, and character skills necessary to succeed in the world of tomorrow. When done successfully, we will see students become strong leaders in their communities, living choice-filled lives.”

The reality of the student body at ESCS is that it is a high needs group of children. In terms of significant factors, such as exposure to trauma, ESCS recently (2017-2018) conducted an Adverse Childhood Experience (A.C.E.) study. Such studies, developed by CDC-Kaiser Permanente in the late 1990s, look at physical and mental health outcomes based on exposure to trauma. Our study found that at least 88% of ESCS 3rd-8th graders have experienced at least 2 or more adverse childhood experiences and an associated “difficulty” as a result. Because ESCS has such a high population of kids exposed to trauma, at least 88% of the student body evince some kind of socio-emotional, learning, coping, and/or behavioral difficulty. These individual issues cannot but affect the learning experiences of the balance of the students at the school, as classrooms are disrupted and learning environments challenged by the conduct of our children with socio-emotional needs, acted out in classrooms on a near daily basis. [See, Attachment 1, ESCS ACE Results]

In short, the school cannot survive, pursuing its mission, without the services of a School Social Worker working in concert with the school’s staff psychologist and other school support teams.

Prior to the institution of this position on staff, there was no internal counseling or case management for children and their families. This meant that families in need had no assistance with finding housing if homeless, ensuring that utilities were on in homes, connecting families with mental health services, ensuring that students who require higher levels of care are able to both find and obtain it.

ESCS serves 426 students and, through the children, their families.

The School Social Worker provides direct counseling services to students, provides counseling services to staff that service children who have high trauma, oversees community events serving as a “case manager” connecting parents with job resources and other assistance, and manages the school’s food pantry for families in need, among many other functions. [See, Attachment 2, School Social Worker Resume] This individual also leads of our Social and Emotional Learning curriculum (Second Step), which brings together social-emotional learning, Bullying Prevention, and Child Protection programming for Kindergarten–Grade 5, creating and providing sustaining safe, supportive learning environments in the school. The Middle School element of the curriculum is web-based, and provides a full complement of nearly 200 advisory activities to reinforce weekly lessons, and online professional learning, to enable our teaching staff to help their students succeed socially, emotionally, and academically.

These expansive responsibilities require an individual experienced in counselling and social work ... and the programming could not be effectively employed through the collective efforts of general staff as adjuncts to their other school-based responsibilities. The School Social Worker handles an acute rotating (students come and go on her roster of participating students) caseload of some 40-50 students on a daily/weekly basis; as well as group sessions for 2nd, 3rd, 4th, grades, and the Middle School, ranging from 3 to 10 children participants. She also oversees trauma services for the entire school – staff and students alike – reporting to the school psychologist and Head of School, and consulting with the Middle and Elementary Schools’ Deans of Climate.

Families have been impressed with and thankful for her interventions and ongoing work with their children, their feelings noted though qualitative information gleaned through the school’s parent/teacher interaction processes.

In addition to expressed familial support for the work of the School Social Worker, data on our rates of suspension and referrals demonstrate marked decreases, with a goal of further reductions of 15% for the coming school year. We also anticipate increases of 5% in SBAC [Smarter Balanced Assessment Consortium] scores as a result of the work and accomplishments of our School Social Worker and our related teams; reducing the proficiency gap between ESCS and the State, eventually moving ESCS to the state average . Such data demonstrates the efficacy of the work being performed. [See, Attachment 3 – DE ESCS School Behavior Summary]

Currently, this position is funded exclusively from the school's general operating budget. There is no direct county, state, or federal support for the work being done through this position.

If funded through this Opportunity Grant, funds from that general operating budget will be freed up for use elsewhere in related school activities, principal among them to fund the salary and OECs of our School Psychologist, and to engage our Multi-Tiered Systems of Support (MTSS) partnership with DDoE, permitting us the ability to provide higher quality supports through our Child Study Team. This CST is a collaboration of administration, culture team, and our Mental Health Team (MHT). The position to be funded by this grant and the School Psychologist form the school's MHT.

Goals for the coming year for the School Social Worker are: to implement a program of Social and Emotional Learning at all levels of school activity; conduct a new ACE to note current student body needs to inform targeted assistance to kids; continue and augment group counseling for students; and to increase parent engagement, linking more families to needed services; and to add collaborative partners [having recently forged enriching partnerships with Wilmington's Your Center LLC and Newark's Center for Child Development.]. [See, Attachment 4, Social Worker Goals/Impacts]

Signature Pages

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Investment and Goals

Provide additional detail about the plan in the chart below by listing each Opportunity Funding investment with its associated cost and proposed impact. *For each investment, include baseline data and numeric targets to measure impact. A state budget sheet will be completed by the district after the plan has been approved.*

Investment <i>(What is your priority?)</i>	Cost	Proposed Impact <i>(How will you know it worked?)</i>
I. Social Emotional Learning program implementation	Social Worker salary & OECs *	● 1. Train staff on Second Step curriculum 2. Develop information sessions for Parents on various topics 3. Oversee that program is imple
II. Social Emotional Learning program implementation II. Conduct New ACE trauma	Social Worker salary & OECs *	● 1. Conducting a new Adverse Childhood Experience survey school-wide will assist the Mental Health Team, Culture and Child Study Tea
III. Group counseling will continue weekly	Social Worker salary & OECs *	● 1. Group counseling, which involves a number of students working on shared tasks and developing supportive relationships in a group s
		●
* Social Worker salary	\$68,027	●
* Social; Worker OECs	\$43,343	●
* Cost of Second Step Curriculum and training materials	\$5,028	●
		●
		●

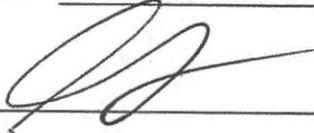
Application deadline: June 30, 2019

Assurances and Signatures

The applicant assures that:

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Chief School Officer: Aaron Bass, CEO

Signature: 

Date: June 28, 2019

As the business manager of the district or charter school; including the indicated school, I am authorized to submit the budget and financial information contained in this form. I have read this form and reviewed the financial information contained in this form. The information contained in this form is true

Attachment 1 - ESCS ACE Results

IMPACT OF TRAUMA ON STUDENTS

WHAT IS TRAUMA?

Trauma refers to any subjective experience that threatens life or physical integrity and is so powerful and dangerous that it overwhelms the child's capacity to cope and regulate emotions

COMMON EFFECTS OF TRAUMA?

- Negative Health Outcomes (Obesity, Diabetes, STDs, Cardiac Disease, Cancer, Stroke, COPD, Broken Bones)
- Poor Mental Health Outcome (Depression, Anxiety, Hallucinations)
- Substance Abuse
- Suicide Attempts
- Disrupted Neurodevelopment
- Social Impairment



HOW TRAUMA IS PROCESSED DEPENDS ON AGE AND DEVELOPMENT OF THE STUDENT. **EVERYONE REACTS DIFFERENTLY**

ADVERSE/TRAUMATIC EXPERIENCES CAN BE DEFINED AS:

ABUSE	NEGLECT	HOUSEHOLD CHALLENGES	OTHER
Psychological Physical Sexual	Emotional Physical	Family Member Experiencing: Domestic Abuse Mental or medical Illness Imprisonment Substance Abuse Divorce Financial Difficulty	Bullying Community Violence Natural Disasters Acts/Threats of Terrorism Poverty Car Accidents



Nearly 9 out of 10 ESCS 3th-8th graders experienced at least two or more traumatic events

WHAT ARE THE COMMON SIGNS AND SYMPTOMS?

	Age Birth to 5	Age 6 to 11	Age 12 to 18
Behaviors	Fussiness, uncharacteristic crying, neediness, generalized fear, heightened arousal and confusion	Spacey, Distracted, changes in behavior, moody, regressive behavior, aggressive behavior, angry outbursts	Self-conscious, sadness, depression, stress-driven risk-taking and acting out, recklessness, substance use/abuse
Reactions	Helplessness, passivity, avoidance of stress related reminders, exaggerated startle response, regressive symptoms, somatic symptoms, sleep disturbances, nightmares	Sense of responsibility, guilt, safety concerns, preoccupation, obvious anxiety, general fearfulness, somatic symptoms, sleep disturbances, nightmares	Efforts to distance from feelings, wish for revenge and action-oriented responses, life-threatening re-enactment, decline in school performance, sleep and eating disturbances
Communications	Cognitive confusion, difficulty talking about stressors, lack of verbalization, trouble identifying feelings, unable to understand events, anxieties about change/loss	Confusion and inadequate understanding of events, magical explanations to fill in gaps of understanding, withdrawn, quiet	Increased self-focus, social withdrawal, avoidance
Interactions	Clingy, separation fears, grief related to abandonment by caregivers	Worry and concern for others, separation anxiety, repetitious traumatic play and retelling of events, loss of ability to concentrate, school avoidance, loss of interest in activities	Flight into driven activity/involvement with others OR retreat in order to manage inner turmoil, rebellion at home and school, abrupt shift in relationships

THERE CAN ALSO BE NO APPARENT SUFFERING AT ALL!

IMPACT OF TRAUMA ON EDUCATORS

SIGNS AND SYMPTOMS OF VICARIOUS TRAUMA/COMPASSION FATIGUE/BURNOUT

Emotional	Behavioral	Physical/ Psychological	Spiritual	Cognitive
Prolonged grief	Isolation	Headaches	Changed Relationship with Meaning and Hope	Cynicism, Becoming Judgmental of Others
Prolonged Anxiety	Avoidance	Hives/Breakouts	Lack of sense of purpose	Negativity
Prolonged Sadness	Numbing	Heartburn	Decreased sense of agency	Thinking about students' trauma when not at work
Irritability	Staying at Work Longer	Migraines	Reduced Sense of Connection to Others	Difficulty Thinking Clearly, Concentrating, and Remembering Things
Labile Mood	Not Being Able to Separate Work from Personal Life	Stomachaches or Stomach Ulcers	Challenged to Maintain a Sense of Self as Viable, Worth Loving, Deserving	Difficulty Making Day-to-Day Decisions
Depression	Increased Alcohol Consumption	Tics		
Agitation/Anger	Engaging In Risky Behavior	Anxiety		
Changed Sense of Humor	Avoiding people or duties	Hot Sweats		
Tuning Out	Difficulty Sleeping			
Feeling Less Safe in the World	Changed Eating Habits			

"I have come to believe that caring for myself is not self-indulgent. Caring for myself is an act of survival. - Audre Lorde

WHAT IS TRAUMA?

Shift in one's worldview and beliefs (e.g., changes in spirituality, identity, or beliefs related to major psychological needs) that occurs in educators when they work with traumatized students. Educators' fundamental beliefs about the world are altered and possibly damaged after being repeatedly exposed to others' traumatic reactions and situations

WHAT IS COMPASSION FATIGUE?

The emotional and physical signs and symptoms that occur when educators are unable to refuel and regenerate after working with traumatized students

WHAT IS BURNOUT?

The result of prolonged stress or frustration that results in exhaustion of physical strength, emotional strength, and/or motivation

MORE THAN JUST BEING TIRED AND OVERWORKED – There is a cost to caring.

YOU CAN'T POUR FROM AN



empty cup

- inappropriate behavior
- Develop logical, rather than punitive, consequences
- Provide students with a safe place to talk, when/if necessary
- Anticipate difficult times for students, (e.g., anniversary of traumatic events)
- Pick your Battles

in resilience
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QUICK TIPS AND STRATEGIES

- Maintain usual routines. Warn Children about
- Give children choices to increase their feelings of control, when appropriate
- Set clear, firm limits for

Attachment 2 - School Social Worker Resume

Rasheena Nelson-Vincent

Objective: Staff position in which clinical and supervisory experience can be utilized.

Education: Rutgers University - College of Arts & Sciences - Camden, NJ
MSW 2001
LSW PA-License # SW131352
NJ School SW Certification

Experience: EastSide Charter School 3/2016-present
School Social Worker/MH Team Lead

- Mental Health team Lead
- Developed and Lead Child Study Team
- Provide Individual and group therapy
- Supervise SW Internships
- Oversee donor and volunteer program
- Coordinate parent engagement series
- Coordinate food bank programs
- Interface with state and community agencies
- Developed Bully prevention/intervention policy
- Lead Clinical Treatment team meetings bi-weekly
- Lead Child Study team meetings bi-weekly
- Coordinate suicide prevention team
- Interview and train new clinical team members
- Provide clinical oversight of the team to ensure clinical services are provided through ethical and best practice guidelines

Intercultural Family Services 4/2013-11/2015
Program Manager

- Oversee the day to day operations of the BHRS department: Wraparound and STS Program
- Oversee the process of all CBH requirements and audits for BHRS/STS Program
- Coordinate and prepare all state and CBH audits within the BHRS program to include client files, staff files, contractor files, policy and procedure manual, quality assurance, compliance plans and training/supervision plans
- Maintain ongoing updates of Policy and Procedure Manual
- Coordinate/Participate in clinical treatment team meetings
- Prepare compliance audit response
- Maintain client data reports

- Develop monthly and annual fiscal year reports for CEO
- Attend executive staff meetings
- Interview and hire all staff for the BHRS clinical and administrative positions
- Provide clinical supervision to BSC and MT contractor
- Prove clinical oversight of the program to ensure clinical services are provided through ethical and best practice guidelines
- Interfaces with families, treatment team members, case management And school personnel in the STS Program
- Complies with all external and internal requirements and regulations regarding progress notes, recordkeeping and reporting.
- Facilitate monthly provider meetings with CBH and Magellan
- Review subpoenas, legal documentation or correspondences
- Conduct external investigations of all staff in the BHRS department
- Attends all internal and external meetings with funding sources.

**Green Tree School, Philadelphia PA
Mobile Therapist/Lead Clinician 5/2002-4/2012**

- Individual, Couples and Family Therapy.
- Experience with Autism: assessment of needs, interventions, & Treatment planning.
- Supervise Therapeutic Staff Support.
- Develop and Implement Treatment Plans.
- Experience with children with DSM-IV diagnosis.
- Collaborates with family, school personnel, and other adults in the development and implementation of crisis plans.
- Collaborates with interdisciplinary team.
- Experienced in Behavior Modification.
- STS Program Lead Clinician.

**Green Tree School, Philadelphia, PA
Clinical Coordinator 1/2008-9/2009**

- Conduct clinical reviews of contract therapist (BSC/MT) paperwork and provide follow-up for corrective actions.
- Assist in administrative coordination of all quarterly reviews, treatment plans and annual reviews.
- Participate in multi-disciplinary treatment team meetings.
- Oversee Administrative operations during the absence of the BHRS Director and Program Manager

Professional

Development

PTSD & C-B Therapy	Behavior Modification
Grief and Loss	Domestic Violence
Stress Management	Substance Abuse
Personality Disorders	Teenagers and Suicide
Working With Resistant Clients	Managed Care
Cognitive-Behavioral Therapy	Play Therapy
How to engage difficult adolescents	

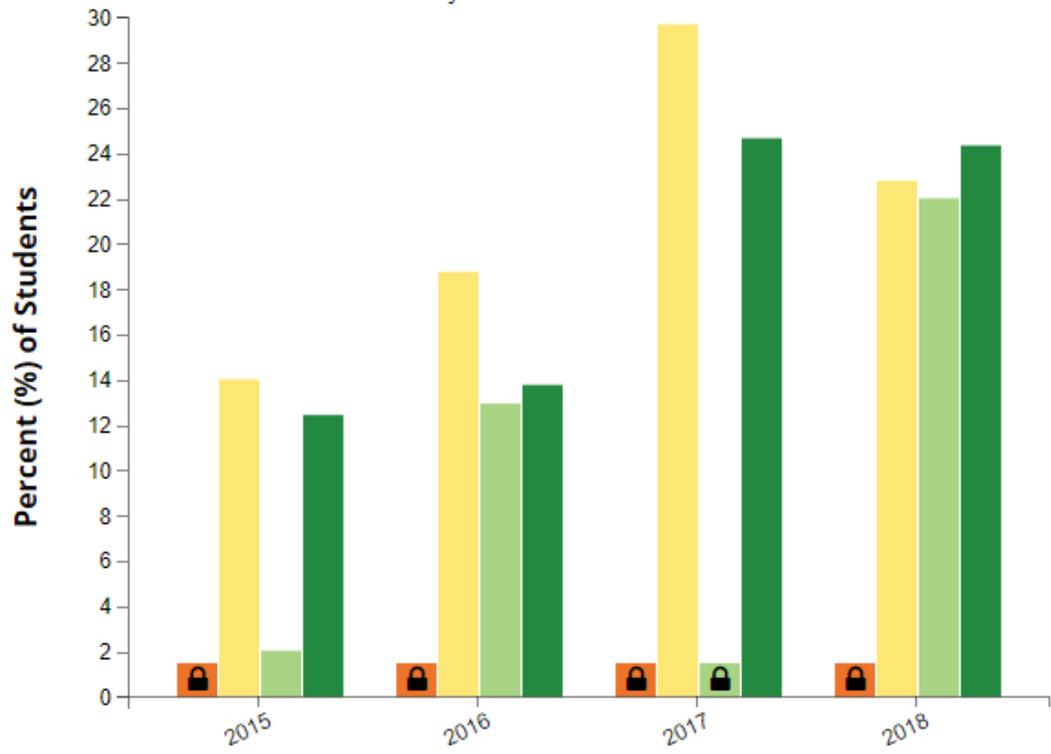
Professional/Civic Affiliations Alpha Kappa Alpha Sorority, Inc.

REFERENCES: Available Upon Request

Attachment 3 –
DE ESCS School Behavior Summary

Student Behavior Summary

by Year



School Year

 Expulsions

 Out-Of-School Suspensions

 In-School Suspensions

 Incidents Of Violence

 Some information may be protected for student privacy.

Attachment 4 - Social Worker Goals/Impacts

GOALS

<i>Investment</i>	<i>Impact</i>
I. Social Emotional Learning program implementation	<ol style="list-style-type: none"> 1. Train staff on Second Step curriculum 2. Develop information sessions for Parents on various topics 3. Oversee that program is implemented with fidelity through evaluations 4. Review discipline referrals bi-monthly to evaluate effectiveness 5. Outcomes, based on discipline data/parent engagement <ol style="list-style-type: none"> a. Increase: Positive Peer Interactions b. Positive social and school climate c. Improved emotional regulation d. Sense of social and school belonging e. Improved growth mindset f. Improved Academic performance g. Reduction in Bullying Incidents
II. Conduct New ACE trauma survey with students in grades 1-8	<ol style="list-style-type: none"> 1. Conducting a new Adverse Childhood Experience survey school-wide will assist the Mental Health Team, Culture and Child Study Team with developing services and programs that will assist students with managing behaviors associated with Trauma which will help improve health issues and academic concerns. 2. Based on the results the MHT will also collaborate with community medical and mental health professionals to provide services to families in need.
III. Group counseling will continue weekly	<ol style="list-style-type: none"> 1. Group counseling, which involves a number of students working on shared tasks and developing supportive relationships in a group setting, is an efficient, effective and positive way of providing direct service to students. 2. Parents will be invited to participate quarterly 3. help students overcome issues impeding achievement and personal growth 4. help students identify problems, causes, alternatives and develop solutions

Costs of these Investments ... Social Worker * salary and OECs, covered by this grant, but only a portion of the overall investment of EastSide in its Mental Health Team (other staff not funded by this grant)

Staff	Salary	OECs
Social Worker *	\$68,027	\$43,343
Counselor	\$51,155	\$29,224
Assistant Principal for Student Support	\$87,550	\$36,228