

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: Early College High School at Delaware State University | | |
| DISTRICT/CHARTER STREET ADDRESS: 1570 North DuPont Highway | CITY: Dover | ZIP CODE: 19901 |

Contact Information

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| CONTACT NAME: Evelyn A. Edney | CONTACT PHONE NUMBER: 302-857-3510 |
| CONTACT EMAIL ADDRESS: evelyn.edney@echs.k12.de.us | |

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.

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| <p>The Early College High School at Delaware State University (ECHS) began in the 2014-15 school year with 125 students. Currently, it is proud to have graduated two classes of students who have earned over 4,000 college credits and amassed over six million dollars in scholarship offers. As Delaware's first and only early college high school offers and accelerated high school education program that allows students to graduate from college in only 2-3 years. ECHS offers a personalized learning environment which supports college readiness. Based on successful scores on the ECHS College Readiness Rubric, a student begins taking courses at DSU as soon as the 10th grade year. The ECHS College Readiness Rubric measures a student's ability to begin college level work based on scores in grades, attendance, behavior, proficiency on high states assessments, and recommendations from teachers. The use of the rubric helps students to self-govern and the school to monitor students in order to keep supporting them academically and to praise them. The vision of Early College High School at Delaware State University is to be a nationally recognized early college program, which increases access to higher education and produces students who have the expectations and skills to make a significant impact in the global community.</p> <p>The target population for the work of this grant will be EL students and low income students who have not reached college readiness status based on the ECHS College Readiness Rubric. To work specifically with these students and in conjunction with the school counselors, ECHS will hire a Communities in Schools (CIS) Representative to be the case manager of the students and to ensure that they are receiving the supports needed to become college ready and to be successful doing college level work. CIS will provide academic assistance, behavior interventions, community and service learning, family engagement, mental health supports, basic needs, college and career prep, enrichment, life skills, and physical health support. Communities in Schools is a proven program to increase graduation rates, decrease dropout rates and improve student attendance, leading to brighter futures for students. CIS differentiates supports in three tiers: Tier 1 (School-wide services), Tier 2 (Targeted Programs), and Tier 3 (Individualized Support), which aligns with the ECHS vision of providing a multi-tiered system of support for academic and behavioral interventions.</p> <p>In addition to having a CIS Representative, ECHS will purchase EL software to assist students with their English language vocabulary to improve academic performance.</p> |
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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> |
|--|-------------|---|
| Communities in Schools Representative | \$38,500 | <ul style="list-style-type: none"> ● Increase in EL and Low-Income students who will become college ready |
| | | <ul style="list-style-type: none"> ● Increase in EL and Low-Income students who will make progress toward academic goals |
| | | <ul style="list-style-type: none"> ● Increase in EL and Low-Income students will make progress toward attendance goals |
| | | <ul style="list-style-type: none"> ● Increase in EL and Low-Income students who will make progress toward behavioral goals |
| | | <ul style="list-style-type: none"> ● Increase in EL and Low-Income students will successfully complete college level courses |
| EL Software | \$500 | <ul style="list-style-type: none"> ● EL Students will improve WIDA Access scores |
| | | <ul style="list-style-type: none"> ● EL Students will improve English vocabulary |
| | | <ul style="list-style-type: none"> ● |
| | | |

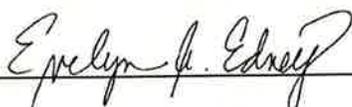
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Assurances and Signatures

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: Evelyn A. Edney, Ed.D.

Signature: 

Date: June 25, 2019