

*Delaware*



*Department of  
Education*

# Opportunity Funding for Mental Health Services

For more information and to submit applications:

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Funding Period: Fiscal Year 2020

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

Opportunity Funding  
*Directed funds for mental health services*

**Application deadline: Friday, Aug. 9, 2019**

**Purpose:** The Opportunity Funding directed to mental health services provides \$5.0 million in FY20, \$2.5 million in HB 225 (Annual Appropriations Act) and \$2.5 million authorized in HB 226 (One-Time Supplemental). With a total supplemental amount of \$7.5 million over three years, the total amount will be \$15 million *contingent on future appropriations*.

It shall be apportioned to schools which qualify for a Reading Interventionist under the Student Success Block Grant as detailed in House Bill 225 (the FY20 operating budget).

This funding shall be used by school districts and charter schools for *mental health services* in the form of school counselors, school social workers or licensed clinical social workers, school psychologists, and/or for additional reading supports for grades K-5. Services may include the employment of staff, where such funding may be used to cover 100 percent of personnel costs on a 10 to 12-month basis and/or contracted services.

This funding is allocated separately from the directed funds for English learners and low-income students.

**Allocation Method:** Amounts vary per school and that amount is indicated below. Each LEA has already received the first half of the funding; the second amount will be released upon receipt and approval of this application.

DISTRICT/CHARTER NAME:	Academia Antonia Alonso
ADDRESS:	4403 Lancaster Pike, Bldg. 26, Wilmington, DE 19805
CONTACT NAME:	Deborah Rodenhouser, Project Manager
CONTACT PHONE:	302-547-0162
CONTACT EMAIL:	deborah.rodenhouser@academia.k12.de.us
ALLOCATION AMOUNT:	\$201,059

## Overall summary

1. What will you do to offer mental health supports specifically to low-income and English language learners?

The majority student population at Academia Antonia Alonso Charter School (AAACS) is Low Income (69%) and English Learner (79%). Our English Learner (EL) student population comes to us with trauma-related issues such as separation from nuclear and extended family, trauma related to family of origin issues and immigration, linguistic barriers, and intense and lifelong financial barriers, just to name a few. Our low income (LI) student population comes from homes that are exposed to violence, death, loss, substance abuse and psycho-social and emotional trauma at very early ages. Hence for both sub-groups, there is an urgent need to provide targeted mental health supports to EL and LI students in need.

To that end, the Supplemental Funds for AAACS will be used to hire 2.0 FTE Social/Emotional Specialists to serve LI and EL students to serve as 'first responders' for students needing assistance with de-escalating behavioral incidents and reducing aggression and other disruptive behaviors interfering with learning in the classroom. As a key component to the broader plan of teaching social emotional competencies through the School Mindfulness Program (SMP) and implementation of the PATHS curriculum (which targets teaching social emotional competencies to students), the addition of the 2 Social Emotional Specialists will add an important early intervention component to the prevention initiatives with SMP and PATHS.

The development of social emotional competencies has been shown to be an important mental health support strategy for students, with extensive research-based evidence that links the development of these competencies to improved academic performance ([www.pathsprogram.com/research](http://www.pathsprogram.com/research); [www.pathsprogram.com/further-research](http://www.pathsprogram.com/further-research)).

2. How will the funding also assist students not in those two subgroups?

While the majority of students at Academia Antonia Alonso Charter School (AAACS) are Low Income (69%) and English Learners (79%), students who do not fall into those two sub-groups will also receive the early intervention skills and services of the 'first responders.' These Social Emotional Specialists will work with any child in need of mental health supports (anxiety, depression, stress) to re-engage students in learning and positive behaviors.

3. What kind of specialist are you hiring (school counselor, school social worker, licensed clinical social worker or school psychologist)?

AAACS intends to hire 2.0 FTE Social Emotional Specialists. Please see the important attachment regarding SES purpose and role.

4. Are you using this money for additional reading supports in addition to mental health services? If so, what types of services will be provided?

Yes, money will be used for reading supports in addition to mental health services in the following ways:

a) The Reading Assist Institute (RAI) will engage AmeriCorps members to be trained as Reading Assist Intervention Corps (RAI Corps) using Reading Assist's own accredited, structured language and reading intervention program. This highly effective program is grounded in the Orton-Gillingham principles of explicit, systematic, multi-sensory instruction. The RAI Corps members will provide intensive reading intervention to students in grades 1, 2 and 3, who have been identified by the school-based team as Tier 3 students reading at or below the 25th percentile. RAI will work closely with AAACS's Reading Specialist who will help outline conditions for success and define success measures that will demonstrate the effectiveness and impact of the intervention program. (Reading Assist overview attached).

b) In addition to Reading Assist, Supplemental Funds will be used to hire 1.0 FTE para-educator to work with 5th grade students needing additional targeted support in literacy and RTI intervention. Reading MAP and Smarter Balanced scores for incoming 5th grade students at AAACS have elevated this target group of students needing additional instructional support in reading.

5. Is this money is being used to contract services?

YES  NO

6. Please provide a copy of your expenditure plan.

**Assurances and signatures:**

As the chief school officer of the district or 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 by knowledge and belief. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements. I further agree that

1. I understand that this funding may not be used to supplant otherwise available funding.
2. I understand that our district shall be authorized to assess a local match to provide for the local contribution of personnel costs associated with this appropriation (districts only).

**Chief School Officer (printed name):** Mercedes Alonso, Executive Director

Signature:  Date: 8/8/2019

As the business manager of the district or school, including the indicated school, I am authorized to submit for the funds identified 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 and correct to the best of my knowledge and belief. I have reviewed and approve the submission of the budgetary information for this form. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements. I further agree that

1. I understand that this funding may not be used to supplant otherwise available funding.
2. I understand that our district shall be authorized to assess a local match to provide for the local contribution of personnel costs associated with this appropriation (districts only).

**Business manager (printed name):** Darryl M. Hastie, Business Manager

Signature:  Date: 8/8/2019

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

**Secretary of Education/Designee (printed name):** \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Academia Antonia Alonso Charter School  
 FY20 Opportunity Funding for Mental Health Services/Reading Support**

**Expenditure Plan\***

**Expenditure Plan:**

<b>ITEM</b>	<b>AMOUNT</b>	<b>PURPOSE</b>
2.0 FTE Social/Emotional Specialists	\$79,000	To serve as 'first responders' for students needing assistance with social emotional skills to de-escalate behavioral incidents; and manage aggression, stress, anxiety, depression, and other mental health issues interfering with learning and positive behavior.
1.0 FTE Para-Educator	\$28,600	To work with 5 <sup>th</sup> grade students needing additional targeted support in Reading
OEC's/Health Insurance	\$69,459	For 2 Social/Emotional Specialists and 1 Para-Educator
Contracted Services: Consultants/Reading Assist Institute (RAI)	2 RAI staff @ \$12,000/each = \$24,000 Total	The RAI Corps members will provide intensive reading intervention to students in grades 1, 2 and 3, who have been identified by the school-based team as Tier 3 students reading at or below the 25 <sup>th</sup> percentile.
<b>BUDGET TOTAL</b>		<b>\$201,059</b>

*\* Budget calculations attached on next page*

State Grants

Description	Grants Allotment		
	05311 Mental Health/Reading Support		
<b>TOTAL REVENUES</b>	<b>201,059.00</b>	-	-
Principal & Administrators			
Ops & Admin Mgrs			
Teachers	79,000.00		
EPER			
Termination			
Nurse			
Clerical			
Custodians			
Paraprofessionals-Salaried & Hourly	28,600.00		
Instructional Coach			
Cafeteria			
Salaries - General			
One-time Supplemental Salary			
Summer School			
Summer Work			
<b>Total Salaries</b>	<b>107,600.00</b>	-	-
Pensions/Employer Share (23.02%)	24,769.52		
Health Insurance/Employer Share	34,671.92		
Workmen's Compensation (1.55%)	1,667.80		
Social Security/Employer Share (6.2%)	6,671.20		
Unemployment Insurance (.11%)	118.36		
Medicare/Employer Share (1.45%)	1,560.20		
<b>Total Other Employment Costs (20)</b>	<b>69,459.00</b>	-	-
<b>Total Salaries/OECs (20)</b>	<b>177,059.00</b>	-	-
<b>Total Travel (40)</b>			
Other Professional Service			
Med Related Services (Psychologists, Therapists)			
Educational Services			
Legal Services			
Substitute Teachers			
Consultants/Curriculum	24,000.00		
Consultants (IS, Acctg, HR)			
Postage			
Telephone Services			
Training			
<b>Total Contracted Services (50)</b>	<b>24,000.00</b>	-	-
<b>TOTAL EXPENDITURES</b>	<b>201,059.00</b>	-	-
<b>SURPLUS/(DEFICIT)</b>		-	-

Michelle Hastie:  
2 - SES Specialists  
(\$35K and \$44K)

Michelle Hastie:  
(1) 5th grade Full-time PARA - \$28,600 (avg. salary)

Michelle Hastie:  
Health Insurance calculated for 3 employees - Employee plus children (\$1,061.68/month) less \$3,537.75

Michelle Hastie:  
Reading Assist (2 @ \$12,000 ea)

**3. What kind of specialist are you hiring (school counselor, school social worker, licensed clinical social worker or school psychologist)?**

La Academia is growing into a more diverse population of students with different backgrounds, social upbringings, and a wide range of economic circumstances. Social Emotional Learning (SEL) is an approach to education that focuses on creating a safe and positive learning environment. SEL has been proven to improve academic achievement by improving social attributes such as sharing and empathy, while combating mental health issues like depression, stress and anxiety. With the onboarding of two Social Emotional Specialists (SES), AAACS will be better able to engage students in learning and positive behavior. The role of the SES will be to engage students in social emotional learning, both inside and outside the classroom (recess, cafeteria, hallways etc). The SES will take an approach of developing five key skills in our students: 1) Self-Awareness – understanding their emotions and school values; 2) Self-Management – delaying gratification, impulse control, managing own reactions and keeping a positive mindset; 3) Social Awareness – understanding social norms, empathy and compassion; 4) Relationship skills – active listening, communication skills, cooperation, conflict; and 5) Responsible decision making – as it relates to behavior and academic goals; evaluation of actions and consequences.

These behaviors are not intuitive; they need to be learned and taught, and have a direct correlation with mental health and academic success. Why? School can be a stressful time for any student, at any age. Changes in personality and perspective, as well as a shift in our own social positioning can manifest in many negative ways. Mental health issues like depression, anxiety, stress, and social withdrawal are present in our students, especially in our older ones. By engaging our students in social and emotional learning early on, our hope is to show fewer occurrences of these problems across the board. Given how mental health greatly affects our students' self-esteem, we hope the professionals in these SES roles can better improve our students' academic achievement, as well as the overall quality of their social/emotional lives.



## Reading Assist Intervention Program Reading Assist Intervention Corps

### End of Year Student Progress Report

#### Including Sub-Reports for ELL Students and Special Education Students

September 2017 - May 2018

#### Executive Summary

Reading Assist Institute has just finished the third year of recruiting, training and supervising AmeriCorps members to provide reading intervention using the IMSLEC accredited Reading Assist Intervention Program. The Reading Assist Intervention (RAI) Corps provides low-income, low-performing public elementary schools with the resources – people, skills and expertise - needed to deliver intensive, one-on-one skilled reading intervention to students who have significant reading challenges, empowering them to succeed academically.

Through a collaborative partnership between Reading Assist Institute, AmeriCorps and the Colonial School District, Reading Assist launched the RAI Corps in September 2015 to provide individualized reading intervention to students with significant reading challenges. This program has just finished its third year.

This year, RAI Corps provided the Reading Assist Intervention Program to 78 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade students in seven high-need, low-income elementary schools. Six of these schools are in the Colonial School District and the other school site added this year was Thomas Edison Charter School in Wilmington. Thirteen RAI Corps members worked one-on-one with six students per day, in 45 minute intervention sessions, five days per week. This report summarizes the students' progress from September 2017 to May 2018.

#### Performance Measures

Student progress is measured through two types of DIBELS assessments that evaluate critical basic literacy skills. 1) Progress monitoring assessments are administered weekly to track student progress on an instructional level. 2) Benchmark assessments are grade level measures given three times per year – beginning, middle and end of year. DIBELS provides reliable, quick and efficient assessment of three critical basic skills: **phonemic awareness**, **phonics** and **oral reading fluency**. Second and third grade students were also divided into two subgroups, returning and new students. Additional data on individual improvement by subcategory is available upon request.

#### Conclusion

We are able to take students from 0% proficiency to grade-level benchmarks in foundational reading skills. 100% of students reached benchmark on the DIBELS Phoneme Segmentation Fluency by the end of the year and 100% of 2nd and 3rd graders reached this benchmark by middle of the year. By building proficiency in these foundational skills we are then able to accelerate learning on oral reading fluency. Our students' progress outpaces the expected grade-level progress on both oral reading speed and accuracy. This impressive rate of improvement applies across student profiles. Our ELL and SpEd students' performance follows a similar pace of improvement.