

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

*Maclary
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:	Christina School District Maclary (R. Elisabeth) Elementary School
ADDRESS:	300 St. Regis Drive, Newark, DE 19711
CONTACT NAME:	Bart Dryden
CONTACT PHONE:	(302)454-2142
CONTACT EMAIL:	bartley.dryden@christina.k12.de.us
ALLOCATION AMOUNT:	\$65,864

Overall summary

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

We will offer mental health supports to English learner and low-income students by hiring a social worker. The social worker will focus on helping English learner new comers transition to the country/school environment and low income students by teaching coping strategies and social relationship skills that will enable them to access learning. This person will provide both small group and individual counseling to meet the needs of students to address any trauma English learner and low-income students may have been exposed. Additionally, the social worker will work collaboratively with students and school personnel to implement strategies that alleviate anxiety for school.

A reading interventionist will support EL and low-income students in the primary areas of vocabulary development and building background knowledge to enhance overall academic gains in all subjects. The dedicated time to support EL students, especially EL Newcomers, will provide a stability structure to ensure smooth transition into U.S. schools. Focusing on improved literacy skills will enable students to feel more accepted and part of the greater school community.

By continuing with the Imagine Learning program for ELs and adding the on-line instruction for reading to support EL and low-income students, the school will have additional reading supports to enhance learning, specifically with literacy development to ward grade-level achievement. The inclusion of the A-Z reading program will provide differentiated reading text selections to assist students at their level of learning. The MobyMax reading program provides another on-line option students can access at home or at a library using any Internet-connected device. This will provide another resource to support the identified groups.

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

The use of the DIBELS tools to assess and progress monitor students in areas of reading fluency will support all students throughout the course of the academic year. The i-Ready on-line instruction will support EL, low-income, and all students by using existing diagnostic data to create learning paths that will enable students to accelerate in all areas of reading that need attention. The core areas of phonics, vocabulary development and usage, and reading comprehension will support all students' gains in reading/literacy and promote more positive connections to school. The positive gains will create a student body more focused on learning with positive outcomes that will enhance the overall connection to the school environment and decrease mental health deficits and concerns.

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

We are planning to hire a social worker and a reading interventionist to support ELs and low-income students. This will have increased opportunities to gain valuable learning time with a reading interventionist, and all students with reading needs will benefit with this initiative. Priority will be given to those who need support in vocabulary and background knowledge to fully engage with more complex texts.

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?

Providing multiple methods to engage learners (EL, low-income, and all students) is a necessary part of meeting the emotional needs of students. The grant will utilize reading programs that are student adaptive and based on diagnostic and formative assessment data to provide individualized programs to meet each student at the level of need. The school uses a platform called i-Ready for assessment purposes. Adding the on-line reading instruction allows all students access to individualized learning paths based on diagnostic data that support class and intervention learning. Adding the Amplify DIBELS assessment provides deeper and ongoing progress monitoring to evaluate reading performance and fluency to support reading comprehension. These data and programs allow for targeted and individual learning to occur at each student's level of performance and adaptive to student needs and student growth in all aspects of reading. (Imagine Learning, i-Ready on-line reading instruction, and Amplify DIBELS). Continuing with Imagine Learning allows another support that has been in place for ELs. The continuation of DIBELS supports all students via progress monitoring. The i-Ready on-line component allows for data to translate into learning paths with targeted specificity, a benefit to ELs, low-income, and all students. The MobyMax program provides home-school connections to support students' positive connections to school. Reading a-Z provides teachers with extensive text to support targeted instruction.

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 my 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): Richard Greigg

Signature: [Signature] Date: 10-1-2019

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): ROBERT A. SILBER

Signature: [Signature] Date: 9/30/2019

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

Secretary of Education/Designee (printed name): _____

Signature: _____ Date: _____

