

Delaware



*Department of
Education*

Opportunity Funding

For more information contact:
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Secretary of Education
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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 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: MOT Charter School		
DISTRICT/CHARTER STREET ADDRESS: 1156 Levels Road	CITY: Middletown	ZIP CODE: 19709

Contact Information

CONTACT NAME: Edward B. Southworth, IV	CONTACT PHONE NUMBER: 302-376-5125
CONTACT EMAIL ADDRESS: ned.southworth@mot.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.

Given the recent attention being directed towards the impact of trauma on the educational environment, MOT plans on utilizing the available opportunity funding to supplement our current trauma-informed counseling efforts. It has become more universally accepted that adverse childhood experiences (ACES) directly impact student cognition and development. We will use the opportunity grant funds to help offset the costs associated with hiring a full time School Psychologist, who will spend a portion of her time working with students who have experienced trauma. It is our hope that these individual and small group counseling sessions will help to address these concerns and improve the educational experience of all students who have experienced trauma, especially our English learners and low-income students. It is our hope that an improved educational experience for our English learners and low-income students will lead to increased academic proficiency, improved attendance rates and reduced rates of disciplinary infractions. Unfortunately, our relatively small number of English learners means that their proficiency and attendance data is not reported in the Delaware report card in order to protect student privacy (as is a portion of the data for our low-income students). Anecdotal information tells us that there is an achievement gap between our overall student population and our English learners. Available proficiency data shows us that while 65% of our total student population demonstrates proficiency in Math, only 38% of our low-income students are proficient. While the above-mentioned student privacy issues force us to look at ELA proficiency data in a slightly different manner (no data is reported for low-income students who exceed expectations), there clearly exists an achievement gap between all students and low-income students in ELA as well. On a positive note, 41% of all students meet expectations in ELA, while 42% of low-income students meet expectations. However, only 16% of all students are below expectations in ELA, while 31% of low-income students are below expectations. Clearly we have work to do to address the overall achievement gap between English learners, low-income students and our overall student population. On the attendance front, while data is again suppressed for English learners, we can see that there exists a slight gap between our overall student on-track attendance rate (95.29%) and that of our low-income students (89.87%). Finally, while we do not track discipline data based on these student subgroups, we feel strongly that improvements to our trauma-informed counseling program will have a positive impact on discipline and will improve school climate and culture across both campuses. We propose to allocate approximately 40% of the School Psychologist's time to trauma-informed counseling sessions, or approximately 3 hours per day. This time will be shared across both the K8 Academy Campus and the High School Campus, with time allocated for regular, scheduled, individual and group counseling sessions as well as unscheduled "drop-in" counseling hours.

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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>
Full time psychologist:	est. annual cost \$85,000:	<ul style="list-style-type: none"> ● Psychologist will conduct individual and small group trauma-informed counseling
40% of the psychologist's time will be designated for trauma-informed counseling	40% of the estimated cost equals approx. \$34,000	<ul style="list-style-type: none"> ● which will lead to greater engagement with low income and ELL students, ● as evidenced by increased attendance, a decrease in disciplinary actions,
		<ul style="list-style-type: none"> ● and an increase in math and ELA proficiency.
		●
		●
		●
		●

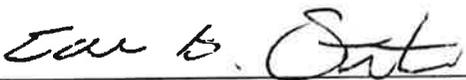
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Assurances and Signatures

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: Edward B. Southworth, IV

Signature:  Date: 6/27/19

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

