



Opportunity Funds

For more information contact:
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Funding Period: Fiscal Year 2020

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

**Opportunity Fund Program
*Directed Funds for English Learners and Low-Income Students***

Application deadline: June 30, 2019

Purpose: The Opportunity Fund Program 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: 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% 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: Districts 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% by half, thus reducing students' non-proficiency by 50%.

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 September/October to share the report and best practices. In November/ December 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: New Castle County Vocational Technical		
DISTRICT/CHARTER STREET ADDRESS: 1417 Newport Road	CITY: Wilmington	ZIP CODE: 19804

Contact Information

CONTACT NAME: Terri Villa	CONTACT PHONE NUMBER: 302-683-3770
CONTACT EMAIL ADDRESS: Terri.villa@nccvt.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.

NCCVT has a fully inclusive environment, meaning that EL students are fully integrated in all classes. EL support is provided in a “push in – pull out” model by ESL teachers and paraprofessionals. Therefore, supports for EL students are also integrated school wide. Our EL student population has grown by 130% over the past 5 years; ESL staffing has not grown proportionally. This plan addresses that need by adding an ESL teacher.

As a school district that requires 10 Career and Technical Education credits for graduation, we do not build study halls or free periods into our schedule. Additionally, our district-wide 1:1 initiative (one tech device for every student) requires students to prepare for lessons at home by completing their blended learning activities. We know that low-income students have disproportionately less support at home to be able to complete homework. This proposed plan calls for extended time after school, one day per week, at every school. This extended time will be staffed with a focus on English and math and other programs that promote student success.

A Parent and Community Engagement coordinator will be added in order to better engage families of students who have little connection to the school. These families are disproportionately low income. The PACE Coordinator will also conduct community outreach to targeted students, such as chronic absentees, homeless students, and disaffected youth.

In addition, an intervention student support counselor will be added, whose case load will be comprised with a focus on low income and EL students, in order to address the socio-emotional needs of students whose choices place them at a risk of a cascade of poor outcomes. This counselor will work with students to proactively guide better decision-making and awareness of consequences. This counselor will also help students deescalate social conflicts, invest in pro-social behaviors and be self-aware of how current decisions will impact future opportunity.

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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>
ESL teacher	\$104,000	ACCESS test scores from 2019 show that 8% of ELs reached the 6.0 “test out” threshold. Over the past 5 years, numbers of ELs have increased by 130%, outpacing staffing resources. With the addition of this ESL teachers, our goal is for 20% of students to annually reach the 6.0 ACCESS benchmark.
Extra time for students/teachers (one day per week where teachers remain an additional 1.25 hours to work with students)	\$77,400 (buses) \$44,200 (staffing)	Our goal is to have 80% of students who regularly attend the afterschool program have grades of ‘C’ or better in all courses within their particular grade level. Regular attendance is defined as those who attend 4 or more sessions. Outreach for participation will focus on low income and EL students. EdInsight dashboard will be used to monitor data of this new cohort of students.
Parent and Community Engagement Coordinator (PACE)	\$76,000	“On track” attendance at Hodgson Vo Tech is 85.5%, which is .2% lower than the State median. Our goal is to decrease by 20% the percentage of students whose attendance is categorized as “off track” per EdInsight dashboard. Our goal is for the PACE Coordinator to create a multi-dimensional platform for communicating with and instructing parents in skills that lead to positive school outcomes. This platform will be used routinely (e.g. 1x a month) to proactively provide key information designed to help students succeed. Additionally, the coordinator will institute periodic events to engage parents to help them productively build a strong support at home. This is often referred to as “curriculum of the home” and it is designed to help develop a student’s self-efficacy. We want students and parents to understand fully and take advantage of the tremendous opportunities afforded them within each grade level. This individual will also work in coordination with the

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		<p>administration to institute evidence-based practices to identify and support students exhibiting at-risk behaviors. The PACE Coordinator will focus support on our low income and EL students population.</p>
<p>Student Support Counselor</p>	<p>\$104,000</p>	<p>This counselor will coordinate with social agencies and will coordinate services for homeless youth at Howard High School of Technology. This counselor will build a structure where community mentors engage our youth with pro-social activities. This counselor will explore models of restorative practices in order to foster a positive school climate, specifically targeting our low income and EL population.</p> <p>0 out of 5 metrics are met under the <i>indicators of dropout risk</i> on EdInsight dashboard. It is expected that 2 out of 5 metrics will meet or exceed the State median.</p>