



# Opportunity Funding for Mental Health Services

For more information and to submit applications:

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Funding Period: Fiscal Year 2022

**Delaware Department of Education  
Opportunity Funding Form  
2021-2022 School Year**

**Application deadline: Friday, July 30, 2021**

**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*. The Opportunity Fund is to provide additional funding for English Learner (EL) and low-income students.

For FY21, \$2.5 million is appropriated through HB 240 (Annual Appropriations Act). The guiding language regarding these funds and eligibility was amended through HB260 (Grants- In-Aid Act). The \$2.5 million allocated is supplemented with the \$2.5 million from HB 226 as referenced above. A total of \$5 million is appropriated for FY21.

For FY22, \$5.5 million is appropriated through HB 250 (Annual Appropriations Act). The \$5.5 million allocated is supplemented with the \$2.5 million as referenced above. A total of \$8 million is appropriated for FY22.

For FY22, these funds are apportioned and allocated to schools meeting criteria based on the prior year unit count: 1) a grade configuration containing K through 4<sup>th</sup> grade and (2) greater than or equal to 30% percent low-income and/or greater than or equal to 10% English Learner enrollment. There are schools that have been grandfathered because of meeting the threshold in FY21 and not meeting in FY22. This is noted.

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.

**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: Capital School District / Booker T. Washington Elementary School
ADDRESS: 901 Forest St, Dover, DE 19904
CONTACT NAME: Dr. Jocelyn Brown
CONTACT PHONE: 302-857-4224
CONTACT EMAIL: jocelyn.brown@capital.k12.de.us
ALLOCATION AMOUNT: \$52,228

Questions:

1. What mental health needs of your identified low-income and English learner students will you be addressing through these mental health services funds? *(Please indicate N/A if these funds are solely being used for reading supports for the two subgroups – EL and low-income.)*

COVID-19 has had a traumatic impact on all students; from academic stressors to social isolation, to family stressors, to anxiety about COVID-19 itself. This is in effect a universal ACE that our students will be returning to school with. For our children who come from low-income backgrounds or are English learners, this trauma may only be intensified as they have been disproportionately impacted by the virus itself and through the additional economic stressors this may have introduced, such as prolonged exposure to toxic home environments, job loss, community violence, and food uncertainty.

Due to a number of barriers, our district has encountered challenges when attempting to engage low income and ELL students and families and to identify their needs. By introducing additional clinical staff, we will be able to reduce communication barriers, collect data around the needs of low income and ELL students and provide appropriate and targeted mental health and social supports such as intensive counseling services for students and their families, links to community resources to address food, shelter, and other basic needs. Ensuring that we are aware of the needs of our ELL and low income students is increasingly more important as we return to school from the pandemic. Being able to communicate effectively with families will help us to ensure that we are putting the most appropriate programming and supports in place.

2. What kind of mental health services personnel are you hiring or contracting (school counselor, school social worker, licensed clinical social worker or school psychologist)?

To serve our students, we will be contracting with an organization that embeds licensed mental health professionals in schools on a full-time basis and implements wrap-around clinical programming for students and families akin to what students would receive at a private therapeutic program or an intensive outpatient program. We will embed licensed clinical social workers that also have experience working in psychiatric settings who will be provided supervision by an additional clinician and also a quality and risk management team that reviews clinical charts and ensures that evidenced-based protocols and research-based methodologies are utilized for students. Additionally, professional development and coaching will be provided to staff to develop a playbook for managing trauma in the classroom, staff will be taught de-escalation strategies, as well as ways to identify signs and symptoms of mental health challenges. The combination of these services will ensure that our staff, students and families are equipped with strategies and skills to function effectively in their learning environment.

Our partners will provide a bilingual licensed clinical therapist to provide direct mental health and social services to our ELL students and families through individual, small group and family modalities and by connecting them with appropriate community resources. In addition, the bilingual LCSW will augment our existing family support programming by facilitating parent education groups in Spanish or Haitian Creole, family information and listening sessions, attending school events, and conducting home visits as needed. The lack of bilingual services is currently a gap that we have not been able to fill. The addition of these services will allow us to support our ELL students and families by providing them with necessary mental health services, enhancing communication between schools and ELL families, and helping to engage ELL parents who have experienced challenges connecting with the schools in the past.

All students have been impacted by the pandemic and may need assistance during the transition to school, however, data indicates that our low income families have been disproportionately impacted by COVID and its residual effects. To assist our low income students with this transition back to school and the myriad psychological challenges it will create, mental health services that are both trauma and DBT-informed (Dialectical Behavioral Therapy) will be provided by a licensed clinical social worker. Areas such as mindfulness, distress tolerance, emotion regulation, and interpersonal effectiveness will help our low income students navigate the significant stressors they continue to face including the uncertainty surrounding what school will look like, the return to routine, and the re-acclimation to social structure. Clinicians will collect data and develop programs based upon need that support students within the classroom, individually, and in small groups. LCSWs will ensure that families have access to basic needs such as food, secure housing, clothing, mental health supports, and school supplies. Clinicians will establish trusting relationships with students and families and will assist them with increasing school involvement and engagement, which will lead to positive student academic, social and emotional outcomes.

3. Are you using these funds for reading supports for your identified low-income and English learner students in addition to mental health services or in lieu of mental health services? If so, what types of supports/services will be provided?

No

4. How will you know if these services or supports are effective?

Both qualitative and quantitative data will measure the effectiveness of these services. Traditional measures will be used to determine the impact of services for ELL and low income students such as: increased and ongoing participation in services (individual, group, and family sessions), increased parental engagement (as measured by attendance at school events, family sessions, and scheduled meetings), increased student attendance, decreased student behavior infractions, increased student engagement (as measured by district engagement indicator), and student and parental surveys.

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

YES  NO

6. Please complete the State Funds Budget Form and State Budget Summary Form (attached).

**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):** \_\_\_\_\_

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

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):** \_\_\_\_\_

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

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

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

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

**Live signature on file at DOE.**



## State of Delaware Department of Education State Funds Budget Form

**State Subgrant:** Governor's Emergency Education Relief Grant  
(GEER) for Mental Health  
**Project Title:** s Emergency Education Relief Grant (GEER) for Mer  
**LEA/Agency:** Capital School District/ Booker T. Washington

**Project Start Date:** 9/1/2021  
**Project End Date:** 8/30/2022

Expense Types and Account Codes: Salaries (5100) and Other Employee Costs (5120)						
Employee Name	Title	FTE Percentage		State Funds Requested	Matching Funds	Total Funds
<b>PROFESSIONAL:</b>				\$	\$	\$
Professional Subtotal						
<b>SUBSTITUTES:</b>				\$	\$	\$
Substitutes Subtotal						
<b>SUPPORT STAFF:</b>				\$	\$	\$
Support Staff Subtotal						
<b>STUDENTS:</b>				\$	\$	\$
Students Subtotal						
<b>SALARY TOTAL:</b>						
<b>OTHER EMPLOYEE COSTS:</b>				\$	\$	\$
FICA		6.20%				
Medicare		1.45%				
Pension		23.80%				
Workman's Comp		1.55%				
Unemployment Insurance		0.11%				
		33.11%				
Health Insurance/Other Non-Taxed Benefits			(\$15,391 is the average HI cost for FY22)			
<b>OEC TOTAL:</b>						
<b>SALARY AND OEC TOTAL:</b>						





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**Project Title:** Emergency Education Relief Grant (GEER) for Mer  
**LEA/Agency:** Capital School District/ Booker T. Washington      **Project End Date:** 8/30/2022

Expense Types and Account Codes: Travel (5400)					
Destination	Purpose	# of Travelers	State Funds Requested	Matching Funds	Total Funds
			\$	\$	\$
<b>TOTAL TRAVEL COSTS</b>					

Expense Types and Account Codes: Contractual Services (5500)				
Vendor Name	Service Provided	State Funds Requested	Matching Funds	Total Funds
FBD	Clinical programming, professional development and coaching	\$ \$52,228.00	\$	\$ \$52,228.00
<b>TOTAL CONTRACTUAL SERVICES COSTS</b>		<b>\$52,228.00</b>		<b>\$52,228.00</b>

Expense Types and Account Codes: Supplies and Materials (5600)					
Item Description	Quantity	Unit Price	State Funds Requested	Matching Funds	Total Funds
			\$	\$	\$
<b>TOTAL SUPPLIES AND MATERIALS COSTS</b>					





**STATE OF DELAWARE  
DEPARTMENT OF EDUCATION**

**BUDGET SUMMARY OF STATE FUNDS**

LEA/Agency Name: Capital School District/ Booker T. Washington Project Title: Governor's Emergency Education Relief Grant  
 State Subgrant Title: Governor's Emergency Education Relief Grant (GEER) for Mental Health

Account Code	5100	5120	5400	5500	5600	5700	Total
Account Code Name	Salaries	OPE's	Travel	Contracted Services	Supplies & Materials	Capital Outlay	Budget
Total Budget				\$52,228.00			\$52,228.00

Completed By: \_\_\_\_\_ Date: \_\_\_\_\_

Chief Financial Officer or Business Manager: \_\_\_\_\_ Date: \_\_\_\_\_

Live signature on file at DOE