

Delaware



Department of Education

Opportunity Funding

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

Funding Period: Fiscal Year 2022

Opportunity Funding
Directed Funds for English Learners and Low-Income Students

Application deadline: June 30, 2021

Purpose: The three-year Opportunity Funding initiative led to legislation that now guarantees weighted funding through FY25.

Allocation Method: Local education agencies (LEAs) will receive \$600 per English learner (EL) and \$524.25 per low-income (LI) student. Funding shall be made available to LEAs upon the passage of the FY22 budget so that in early July LEAs 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 EL students', 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.

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- 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.

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School Information

DISTRICT/CHARTER NAME: New Castle County Vocational Technical School District		
DISTRICT/CHARTER STREET ADDRESS: 1417 Newport Road	CITY: Wilmington	ZIP CODE: 19804

Contact Information

CONTACT NAME: Joseph Jones	CONTACT PHONE NUMBER: 995-8000
CONTACT EMAIL ADDRESS: joseph.jones@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.

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Opportunity funds will be utilized to support students who are low income and English learners by hiring specific personnel in our high schools that will directly support students to increase attendance, achievement scores in CTE and academics as well as arrange additional support with external agencies and the school community.

EL students will have additional support with the hiring of an **ESL teacher and para** at Delcastle and Howard. This supports achievement as well as engagement with school work and the students home support network.

LI students will find increased assistance at Howard with a **support counselor** who will only focus on students who need the most support due to homelessness, poverty, and other related situations that affect students of low income.

The **PACE coordinator** at Hodgson will increase parental/guardian support by working with parents and students who are EL or of a low economic status who also continue to have high absences or who come late to school very frequently. The PACE coordinator will run community meetings to deepen engagement among the community and to connect with students to help foster a more inclusive environment.

The school **reading specialist at Howard** will work with students of low income who are participating in the Read 180 program, which is a research-based literacy program for students who are well below high school reading levels. The reading specialist will also work with the school community on literacy strategies that can be used in CTE and in academic areas to increase comprehension and achievement levels.

The **After School Success Academy** will increase achievement by providing additional time for low income and EL students to work with their teachers after school on CTE projects, certification preparation, technical/academic/content area assignments and assessments. The funds will be used to support any additional materials that may be needed and EPER pay for teachers.

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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.*

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(Please list your priority. Examples: - "Hire full time 1 social worker" - "Purchase RULER for grades 7-9")	For 2021-22 (\$)	Raise EL student achievement	Raise LI student achievement	Increase attendance for EL students	Increase attendance of LI students	Other, specify	from 2020-21? (yes/no)
ESL Teacher - Delcastle	\$136,533	X	X	X	X		yes
PACE Coordinator - Hodgson	\$84,557		X		X	Increase connections between school and home	yes
Student Support Counselor - Howard	\$143,752	X	X	X	X	Increase specific supports for students who are at-risk academically and behaviorally due to circumstances related to LI	yes
ESL Teacher - Howard	\$136,005	X		X			no
Reading Specialist - Howard	\$136,005		X		X	Support a specific reading program (Read 180) and to support literacy across the curriculum.	no
ESL Para - Howard	\$31,427	X		X			no
After School Success Program	\$57,951	X	X	X	X		yes