

*Delaware*



*Department of Education*

# Opportunity Funding

For more information contact: Susan S. Bunting, Ed.D.  
Secretary of Education [susan.bunting@doe.k12.de.us](mailto:susan.bunting@doe.k12.de.us)

**Funding Period: Fiscal Year 2022**

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

**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.
- 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:  <b>CHRISTINA SCHOOL DISTRICT</b>		
DISTRICT/CHARTER STREET ADDRESS:  <b>600 Lombard Street</b>	CITY:  <b>Wilmington</b>	ZIP CODE:  <b>19801</b>

**Contact Information**

CONTACT NAME:  <b>Deirdra Aikens</b>	CONTACT PHONE NUMBER:  <b>(302) 552-2625</b>
CONTACT EMAIL ADDRESS:  <b><u>deirdra.aikens@christina.k12.de.us</u></b> <b><u>chuck.longfellow@christina.k12.de.us</u></b>	

**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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The Christina School District will address and target the academic, social, emotional and basic needs of English Learners and low-income students. This targeted focus will increase our ability to bring equity to the table and propel academic gains. An analysis of our summative data affirms these two populations were making significant strides before the pandemic. Our assessment of the impact of the COVID also affirms these two populations were hit the hardest during the pandemic.

**Here's a summary of our data BEFORE the pandemic:**

*Proficiency among low-income students in math is up 5 percentage points over 5 years. Though the proficiency of low-income students in ELA dropped 1 percentage point from SY18 to SY19, overall proficiency is still up 3 points. English learner proficiency is up 15 points in ELA and 13 points in math from the SY15 baseline. However, since the inaugural administration in 2014-2015, the proficiency gap between low income and not low-income students in the Christina School District has actually increased, with the SY19 gap reaching 21 percentage points in both ELA and Math. Though English learners have accelerated their proficiency gains over the past 5 years, there is still a 20-point gap in ELA and a 10-point gap in math.*

*The average Growth Index for EL students on the ACCESS assessment in SY19 was 65% of expected growth. At the elementary level, average growth by grade level ranged from 59% to 92%, while average secondary growth by grade level ranged from 17% to 59%. As students not making the expected growth are not on-track to exit their EL status, increasing the average Growth Index score will result in more students attaining English proficiency.*

*The EL On-Track Attendance rate in Christina exceeds the rate for all students with 91% of EL students attending at least 90% of school days versus 88% of all students in Christina (SY19 DSSF data). For the most recent quarter with complete attendance data (SY20 MP2), the average daily attendance rate for EL students was 93%, while the average daily attendance for non-EL students was 91%. Attendance data is not available for low-income students. Though this attendance data reflects a level of success with engaging EL students and families, the 9% of EL students with chronic absenteeism have a higher likelihood of leaving school before completion.*

Through continued efforts of engagement and strengthening our instructional core, the Christina School District will address and create strategy/action around the root causes of chronic absenteeism and low academic performance on English Learners and low-income students. Our strategies will include utilizing social workers and support staff to facilitate wrap around supports for students and families. We will also utilize Board Certified Behavior Analysts to assist schools with responding to unique student needs as we return to school. We will strengthen our curriculum and instruction departments by integrating curriculum specialists and coaches to enhance our instructional delivery/core. Creating a path for every English Learner and Low Income student to have access to AVID, is a critical component for meeting our academic goals for our Low Income students and English Learners. Our efforts will cast an academic, social and emotional safety net as well as tend to basic needs of students and families to increase student achievement for English Learners and Low Income students.

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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	Cost	Expected impact (Check all that apply)					Is this a continued Opp. Funding investment from 2020-21? (yes/no)
(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	
<i>EXAMPLE: Purchase Second Step curriculum for use with grades K-4 students</i>	\$42,000	X	X			Increase ELL & LI student self-awareness skills	yes
Hire 8 AVID Teachers to facilitate AVID (Advancement Via Individual Determination) programming to increase college attendance by EL and LI students	\$920,000	X	X	X	X	Increase the percentage of EL & LI students who attend college including those as first generation applicants.	No

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Parent University Family Engagement Programs and Workshops for families of EL and LI students	\$25,000	X	X	X	X	Yes
Continue six (6) English as a Second Language (ESL) Instructors, ESL paraprofessionals, or a combination of ESL Instructors and ESL paraprofessionals (Gauger, CHS, Glasgow, Shue, Kirk, NHS)	\$515,000	X	X	X	X	Yes
Continue two (2) Reported Time Parent Liaisons to support EL and LI family engagement in schools (Smith, Oberle)	\$30,000	X	X	X	X	Yes
Continue one (1) Administrator of EL Programs (Herrera)	\$140,000	X	X			Yes
Continue eight (8) Instructional Coaches (ELA/Math/ESL) focused on achievement of EL and LI students (Newman, Flowers, Williams, 2 Vacant, Neal, Parry, Baruch)	\$854,000	X	X			Yes
Continue eight (8) Paraprofessionals for Stubbs Early Education Center to support EL and LI students	\$480,000	X	X	X	X	Yes
Continue three (3) Curriculum Specialists to evaluate and monitor integration of curriculum and instruction to benefit EL and LI students (Bendel CHS,	\$380,000	X	X			Yes

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Hire 5 Social Workers to provide outreach and support to schools and families of EL and LI students. (Stubbs, West Park, Wilson, Maclary, Bancroft)	\$575,000	X	X	X	X	No
2 Class Size Preservation Units to maintain smaller class sizes for EL and LI students. (City schools)	\$230,000	X	X			No
3 Additional Classroom Units for The Bancroft School in support of EL and LI students.	\$345,000	X	X			No
1 Additional Classroom Unit for Stubbs Early Education Center to achieve lower class sizes in support of needs of EL and LI students	\$115,000	X	X			No
Travel Expenses for Social Workers and Visiting Teachers focusing on increasing attendance of EL and LI students	\$20,000			X	X	No
Contracted Services for four (4) Board Certified Behavior Analysts supporting EL and LI students	\$419,774.29	X	X	X	X	No
Contract Services to employ 5 Support Services personnel to identified schools to assist with social emotional learning and support of EL and LI students.	\$280,000	X	X	X	X	No