

Susan S. Bunting

Delaware



Department of Education

Opportunity Funding

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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.

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- The successes and challenges/shortcomings of the program, including recommendations for future enhancements.

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School Information

DISTRICT/CHARTER NAME: Sussex County Vocational Technical School District		
DISTRICT/CHARTER STREET ADDRESS: 17099 County Seat Highway	CITY: Georgetown	ZIP CODE: 19947

Contact Information

CONTACT NAME: Patricia S. Oliphant	CONTACT PHONE NUMBER: 302-853-1589
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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.

<p>Sussex Tech plans to utilize the Opportunity Funding to employ a reading specialist (split coded) and a paraeducator (split-coded) who are trained in teaching and developing literacy proficiency in students. The reading specialist and the paraeducator work directly with low-performing students who are low-income or ELL. The primary function of the specialists work is to improve reading proficiencies and scores on SAT, certain CTE credentialing assessments, and a variety of local assessments. In addition, the reading specialist will work with CTE teachers to infuse a variety of literacy skills training into their specific CTE instruction. The reading specialist and the trained paraeducator will work with designated groups of low income and ELL students who have reading</p>

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deficiencies and intervene to improve these students reading and literacy skills. They will use assessments and gather data to inform their instruction in literacy for these ELL and low income students.

School data from 2018 indicate that low income and ELL 9th grade students coming to Sussex Tech from the 8th grade scored significantly lower than other groups. ELL proficiency was at 20% proficiency while low-income proficiency was at 59% in SBAC reading. Data from 2017 Science DCAS results reveals that low-income student proficiency was 51% in comparison to 70% for all students. Data in ELA for 2019-2020 indicates that the school fell 5% points in ELA to 65% proficiency. School year 2019-2020 and school year 2020-2021 was interrupted with remote learning, hybrid learning, and later full-time school openings for students. We know and recognize that there has been learning loss. Sussex Tech has put multiple programs in place to try and address these losses. Sussex Tech plans to implement a new in-house testing system for ELA and mathematics for the upcoming school year. This will facilitate our data collection.

Sussex Tech is using funding for a reading specialist and paraprofessional because reading proficiency is crucial to student success and data show that low income and ELL students are in need of literacy instruction. Studies such as the NAEP, NICHD, and National Reading Panel support the importance of reading to future life-time employability and financial stability.

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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
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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	investment from 2020-21? (yes/no)
<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 full time reading specialist .5 Opportunity Grant/.5 other program	67,321.00	X	X			Increase literacy skills for LI & ELL	yes
Hire paraprofessional for reading .75 Oppoportunity Grant/.25 other program	58,226.00	X	X			Increase literacy skills for LI & ELL	No (New)
HQIM instructional materials to be determined	1,631.00	X	X			Increase literacy skills for LI & ELL	no (New)