



**Opportunity Funding
Combined Application for Flexible Funding and Mental Health and/or
Reading Funding**

For more information contact: Maria Rodriguez
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Funding Period: Fiscal Year 2023

Opportunity Funding

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

Directed Funds for students identified as English Learners and students from low-income households

Application deadline: July 29,2022

Purpose: Senate Bill 56 of the 151st General Assembly codified the Opportunity Fund, an additional source of education funding for Delaware public schools intended to support the increased needs of low income and English learner students and established the parameters for how the funding is to be distributed and the usages reported. Epilogue language in the annual appropriations Act provides further parameters regarding usage and allocation.

For FY23, this is a combined school-based application for both the Flexible funding and Mental Health and/or Reading funding (if applicable) allocations.

Appropriation Allocation Method:

Flexible Funding - \$30 Million to be allocated. LEAs will receive school-based allocations at \$616.35 per English learner (EL) and \$616.35 per low-income (LI) student. LEAs shall have flexibility in the use of these funds to enhance services to EL and LI students, including using these funds to cover 100% of personnel costs for associated staff, contractual services, supplies and materials, or other expenditures deemed necessary to provide additional supports to these populations. Staff may include, but not be limited to, personnel dedicated to improving reading comprehension and math proficiency, or who provide additional wrap-around services or mental health supports. Funding allocations shall be made available to LEAs upon the passage of the FY23 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.

Mental Health and/or Reading - \$8 million to be apportioned to schools which meet the following criteria based on prior year unit count: (1) a grade configuration containing kindergarten through fourth grade and (2) greater than or equal to 30% Low income and/or greater than or equal to 10% English learner enrollment. These funds for mental health support shall be in the form of school counselors, school social workers or licensed clinical social workers, school psychologist and/or for additional reading supports for grade K-5. Services may include the employment of staff, where such funding may be used to cover 100% of personnel costs on a 10-12-month basis and/or contracted services.

All districts shall be authorized to assess a local match to provide for the local costs associated with this appropriation.

Accountability:

For FY23, local school boards shall allocate not less than 98% of the total allocation it receives generated by a specific school to that school. A local school board that wishes to allocate the funds in a different manner may do so in accordance with 14 Del. C. §1704(4).

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Districts and charter schools shall submit an annual report to the Department of Education on the use of the funds no later than January 1st of each year detailing how each school expended the funds earned and total expenditures by school and make those reports publicly available on their website.

Metrics: Academic growth, progress toward English language proficiency (ELP) and mathematics proficiency, and reduction in chronic absenteeism.

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.

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District/Charter Information

DISTRICT/CHARTER NAME: Academia Antonia Alonso Charter School		
DISTRICT/CHARTER STREET ADDRESS: 300 N. Wakefield Drive	CITY: Newark, DE	ZIP CODE: 19702

Main Contact Information

CONTACT NAME: Mercedes Alonso; Deborah Rodenhouser	CONTACT PHONE NUMBER: 302-547-0162
CONTACT EMAIL ADDRESS: Mercedes.alonso@academia.k12.de.us; Deborah.rodenhouser@academia.k12.de.us	

School Name	Flexible Funding	Total Flex LEA	Mental Health and/or Reading	Total MH and/or Reading LEA
(4045) Academia Antonia Alonso	\$375,357.00		\$244,272	
		\$375,357.00		\$244,272

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Investment and Goals by SCHOOL

Provide additional detail about the plan in the chart by school for each Opportunity Funding investment with its associated cost and proposed impact. These charts should be copied and completed for each school receiving funds. *For each investment, include baseline data and numeric targets to measure impact. A state budget sheet will be completed by the district/charter after the plan has been approved.*

SCHOOL NAME: Academia Antonia Alonso Charter School		
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Will 98% of flexible funding remain allocated to this school?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Will 98% of mental health and/or reading funds remain allocated to this school?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

<u>Flexible Funding Investment (05297)</u>	<u>Cost</u>	<u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.)	<u>Continued Opp. Funding investment from 2021-22?</u>
<i>EXAMPLE: Hire full time 1 social worker</i>	<i>\$42,000</i>		<input checked="" type="checkbox"/>

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<p><i>EXAMPLE: Contracted full-time school-based EL coach</i></p>	<p style="text-align: center;">\$70,000</p>	<p><i>Example: The contracted English learner coach will support schoolwide implementation of the WIDA English Language Development Standards. The coach will provide professional learning and in-classroom supports to all educators on the integration of content and language. The expected impact is a change in teacher practice, based on classroom walkthroughs, ultimately leading to increased outcomes on both content assessments and ACCESS ELP targets.</i></p>	<p style="text-align: center;"><input type="checkbox"/></p>
<p>1.0 FTE Visiting Teacher</p>	<p>1.0 Salary: \$58,701.00; OEC's: \$18,743.23; Health: \$12,736.56; TOTAL: \$90,180.79</p>	<p>The Visiting Teacher serves EL and LI parents and families to ensure their students attend school regularly. Chronic absenteeism remains a problem among the student population served at AAACS due to the daily challenges inherent in homes where poverty exists. Issues facing families of EL's such as transience, immigration, financial barriers, and others are often obstacles to regular school attendance. Many of our students suffer cognitive lags, physical and mental health challenges, stress related to transience, and concerns with safety issues that impact their school attendance and limit their opportunities to learn. Chronic absenteeism must be addressed consistently and aggressively at AAACS if our students are expected to learn, engage, and succeed. If students are not in school, they cannot learn and improve academically. A student population of 62% EL and 38% LI at AAACS indicates these students are especially at-risk for poor attendance and missed opportunities for learning.</p> <p>IMPACT: Continued progress with the improvement of daily attendance rates, decreased chronic absenteeism, and increased operational procedures to ensure parents understand their obligations to get their children to school regularly.</p> <p>METRICS: Annual and comparison attendance data in eSchoolPLUS and other tracking and monitoring tools used by</p>	<p style="text-align: center;"><input checked="" type="checkbox"/></p>

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		<p>the Visiting Teacher will assist to examine progress with daily/regular attendance, and data collected related to parent/student compact attendance agreements will help to measure effectiveness of this tool.</p>	
<p>1.45 FTE Social Emotional Specialist (SES)</p>	<p>1.45 Salary: \$68,689.00; OEC's: \$21,932.40; Health: \$16,020.00; TOTAL: \$106,641.40</p>	<p>1.45 FTE Social/Emotional Specialist (SES) to serve LI and EL students to serve as a 'first responder' for those needing assistance with deescalating behavior incidents and reducing aggression and other disruptive behaviors that interfere with learning in the classroom. The Social Emotional Specialist also works with students in need of mental health supports (anxiety, depression, stress) to re-engage students in learning and positive behaviors. IMPACT: Improved behaviors in the classroom and abilities to engage in learning. METRICS: eSchool behavior referral and SES case management data</p>	<input checked="" type="checkbox"/>
<p>0.5 FTE Dean of Equity, Inclusion, Access</p>	<p>0.5 Salary: \$45,000.00; OEC's: \$14,368.50; Health: -0-; TOTAL: \$59,368.50</p>	<p>Dean of Equity, Inclusion, and Access: The Dean of Equity, Inclusion, and Access (EIA) will serve to ensure that culturally responsive classrooms (i.e. curricula, student activities, classroom lessons, instructional materials, etc.), equitable schoolwide practices, policies, and procedures are in place to support inclusion so that every EL and LI child has the resources, teachers, interventions, and supports they need to be successful in school. IMPACT: Improved curricular materials that are culturally sensitive and relevant to EL and LI students; schoolwide trainings to build awareness regarding issues of equity, access, and inclusion; increased parent/family engagement (PFE) activities tailored to meet the needs of special populations</p>	<input checked="" type="checkbox"/>

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		<p>such as students with disabilities, English learners, low-income families.</p> <p>METRICS: Assessment results of curricular materials for cultural relevance and actions taken to address, measures of engagement with PLC's (Professional Learning Communities) to achieve the desired level of culturally relevant instruction, measures of parent participation in activities requiring same (i.e., parent/teacher conferences, Parent University, volunteer participation to engage parents of undocumented immigrants, and expand networking opportunities to assist with accessing resources)</p>	
0.76 FTE EL Teacher	<p>0.76 Salary: \$63,919.04; OEC's: \$20,409.35; Health: \$6,763.22; TOTAL: \$91,091.61</p>	<p>The EL teacher will provide English language support to students from different linguistic backgrounds and cultures. The EL teacher will be responsible for providing differentiated instruction to English Learners based upon each student's individual level of English proficiency. Students' lessons will be scaffolded kindergarten through grade 8.</p> <p>IMPACT: Consistent and dedicated instructional support for EL's that scaffold through each year of matriculation.</p> <p>METRICS: Improved growth with English language proficiency.</p>	<input type="checkbox"/>
<p>4 Teachers EPER Summer School Recovery Program (\$35/hr x 8 hrs x 19 Days = \$5,320) x 4 teachers = \$21,280</p>	<p>EPER Total: \$21,280.00; OEC's: \$6,794.70; TOTAL: \$28,074.70</p>	<p>Summer School Recovery Program (2023): Remediation and learning loss recovery, enrichment support opportunities, Prioritizing Lost Learning over the Summer Months. Our EL and LI students struggle to maintain academic proficiencies over the summer because of learning losses and time during away from in-class in-person instruction and academic support.</p>	<input checked="" type="checkbox"/>

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		<p>IMPACT: The Summer School Recovery Program will help EL and LI students to get back on track and maintain their knowledge bases as they begin a new school year.</p> <p>METRICS: Bracken Assessment, DeSSA, Imagine Learning and MAP Benchmarks</p>	
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<u>Mental Health and/or Reading (if applicable) (05311)</u>	<u>Cost (hired or contracted, if applicable)</u>	<u>Expected Impact</u>	<u>Continued Opp. Funding investment from 2021-22?</u>
<ul style="list-style-type: none"> • School Counselor • School Social Worker • Licensed Clinical Social Worker • School Psychologist • Reading Supports 			
<i>e.g., School Counselor (partial funding)</i>	<i>\$39,094 (Hired)</i>		<input checked="" type="checkbox"/>
1.0 School Counselor	1.0 Salary: \$56,000.00; OEC's: \$17,880.80; Health: \$8,550.56; TOTAL: \$82,431.36	School Counselor will work to promote positive student behaviors and provide intervention service to address mental health issues to create a safe learning environment for all students. The School Counselor provides valuable early intervention services to assist EL and LI students with managing behaviors – exacerbated by mental health issues – such as impulse control, anger management, and others so these students can become more successful in classroom settings. The Counselor works with EL and LI students	<input checked="" type="checkbox"/>

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		<p>individually and in groups to address serious behavior and mental health issues which are often related to family and/or community-based trauma.</p> <p>IMPACT: An increase in scope and effectiveness of services provided by the School Counselor will reduce behavioral issues and begin to address mental health needs of EL and LI students in the classroom and increase learning time and engagement for those students served.</p> <p>METRICS: Behavioral referrals and counselor generated service data (# participants, groups, progress, etc.) will be monitored and inform effectiveness and longer-term planning for strategies used by the Counselor.</p>	
3 x 0.61 FTE Paraprofessionals	<p>3 x 0.61 Salaries: \$63,694.37; OEC's: \$33,340.29; Health: \$20,337.61; TOTAL: \$112,677.66</p>	<p>Paraprofessional Support: Paraprofessionals will assist classroom teachers with instructional support in Reading for EL and LI students via individualized assistance and coaching for EL and LI students in need. Given the school's high percentages of EL and LI students, paraprofessional assistance with Reading becomes even more critical in the classroom.</p> <p>IMPACT: Improved individualized and group Reading instructional support and assistance to EL and LI students in the classroom.</p> <p>METRICS: Data related to % of time spent supporting teachers in the classroom assisting EL and IL students with Reading</p>	<input checked="" type="checkbox"/>
Fran Henkel, LCSW (Contracted Services)	\$49,162.98	<p>Specialized support provided by a Licensed Clinical Social Worker (LCSW) is urgently needed to serve EL and LI students exhibiting the most critical behaviors related to mental health issues.</p>	<input type="checkbox"/>

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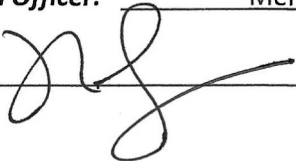
		<p>IMPACT: The LCSW will support EL and LI students identified as requiring specialized support serving them in individual and group settings, according to their needs.</p> <p>METRICS: Progress data as collected by LCSW. <i>It is important to note mental health issues are complex and root causes reach far beyond the influence of services the school is able to provide. Hence, measurable progress not only takes times (often years) but is also dependent upon the level of productive engagement with students' families and their communities.</i></p>	
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Assurances and Signatures

The applicant assures that:

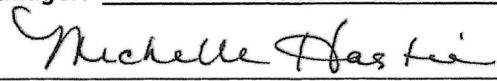
As the chief school officer of the district or charter school, I am authorized to submit for the funds identified in this form. I am also authorized to obligate the district or charter school to conduct any activity approved under this form in accordance with all applicable state requirements, including statutory, regulatory, 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.

Chief School Officer: Mercedes Alonso


Signature:  Date: July 29, 2022 Updated 8/4/2022


As the business manager of the district or charter school, I am authorized to submit the budget(s) and financial information contained 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 approved the submission of the budget(s) for the form. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Business Manager: Michelle Hastie

Signature:  Date: July 29, 2022 Updated 8/4/2022

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

Secretary of Education/Designee: Cora L. Scott, Deputy Secretary of Education  8/5/22

Signature:  Date: 8/5/22