



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

For more information contact: Maria Rodriguez  
Maria.rodriguez@doe.k12.de.us

**Funding Period: Fiscal Year 2023**

**Opportunity Funding**

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

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

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).

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

Districts and charter schools shall submit an annual report to the Department of Education on the use of the funds no later than January 1<sup>st</sup> 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.

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

District/Charter Name	School Name	Flexible Funding	Total Flex LEA	Mental Health and/or Reading	Total MH and/or Reading LEA
Christina School District	(339) Brader (Henry M.) Elementary School	\$98,616.00		\$64,176	
Christina School District	(538) Brennen School (The)	\$59,170.00			
Christina School District	(310) Brookside Elementary School	\$121,421.00		\$79,017	
Christina School District	(390) Christina High School	\$201,546.00			
Christina School District	(545) Christina Early Education Center	\$44,377.00			
Christina School District	(540) Delaware School for the Deaf School (DSD)	\$24,038.00			
Christina School District	(537) Douglass School	\$17,874.00			
Christina School District	(318) Downes (John R.) Elementary School	\$102,314.00		\$66,583	
Christina School District	(320) Gallaher (Robert S.) Elementary School	\$213,257.00		\$138,782	
Christina School District	(372) Gauger-Cobbs Middle School	\$242,842.00			
Christina School District	(392) Glasgow High School	\$207,094.00			
Christina School District	(314) Jones (Albert H.) Elementary School	\$88,754.00		\$57,759	
Christina School District	(321) Keene (William B.) Elementary School	\$122,654.00			
Christina School District	(374) Kirk (George V.) Middle School	\$214,490.00			
Christina School District	(322) Leasure (May B.) Elementary School	\$98,000.00		\$63,775	
Christina School District	(324) Maclary (R. Elisabeth) Elementary School	\$81,975.00		\$53,347	
Christina School District	(312) Marshall (Thurgood) Elementary School	\$88,754.00		\$57,759	
Christina School District	(326) McVey (Joseph M.) Elementary School	\$113,408.00		\$73,803	
Christina School District	(394) Newark High School	\$270,578.00			
Christina School District	(327) Oberle (William) Elementary School	\$227,433.00		\$148,007	
Christina School District	(512) REACH/CBIP	\$22,805.00			
Christina School District	(376) Shue-Medill Middle School	\$256,402.00			
Christina School District	(330) Smith (Jennie E.) Elementary School	\$178,125.00		\$115,919	
Christina School District	(362) Stubbs Early Education Center	\$88,138.00		\$54,865.00	
Christina School District	(350) The Bancroft School	\$226,817.00		\$147,606	
Christina School District	(352) The Bayard School	\$247,773.00		\$154,237	
Christina School District	(332) West Park Place Elementary School	\$64,100.00		\$41,715	
Christina School District	(334) Wilson (Etta J.) Elementary School	\$66,566.00		\$43,319	
			\$3,789,321.00		\$1,360,669

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

**Application deadline: July 29, 2022**

**District/Charter Information**

DISTRICT/CHARTER NAME: Christina School District		
DISTRICT/CHARTER STREET ADDRESS: 1899 S. College Ave.	CITY: Newark	ZIP CODE: 19702

**Main Contact Information**

CONTACT NAME: Courtney Voshell, Ed. D.	CONTACT PHONE NUMBER: 302-552-2600 x 539
CONTACT EMAIL ADDRESS: Courtney.voshell@christina.k12.de.us	

BRADER ELEMENTARY

School Contact Information

SCHOOL NAME: BRADER ELEMENTARY SCHOOL		
SCHOOL STREET ADDRESS: 350 FOUR SEASONS PARKWAY	CITY: NEWARK	ZIP CODE: 19702
CONTACT NAME: JACQUELINE GALLAGHER		CONTACT PHONE NUMBER: 302-454-5959
CONTACT EMAIL ADDRESS: JACQUELINE.GALLAGHER@CHRISTINA.K12.DE.US		

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"/>

<b><u>Flexible Funding Investment (05297)</u></b>	<b><u>Cost</u></b>	<b><u>Expected Impact</u></b> <b>(Explain the expected impact of this investment and how you will measure effectiveness.)</b>	<b><u>Continued Opp. Funding investment from 2021-22?</u></b>
Multi-Language Learner Coach	Split Funded \$6,429.85	The MLL Coach will support all elementary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches and the secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.	<input checked="" type="checkbox"/>
Parent Workshops	\$12,000	Parent workshops will be offered as a three series support for students and their families receiving services through our MLL program. Additionally, targeting our low-income families to provide academic and mental health	<input checked="" type="checkbox"/>

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

		education and resources. The expected impact is a growth in our attendance rates, a decline in retention rates and an increase in graduation rates.	
Math Coach (Elementary)	Split Funded \$6,429.85	The Elementary Math Coach will support all elementary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.	<input checked="" type="checkbox"/>
Visual & Performing Arts/Gifted Specialist	Split Funded \$3,824.14	<p>Servicing the needs of the whole child is one of three pillars of the Christina School District’s Strategic Plan. Diverse stakeholder collaboration has defined the ‘service of the whole child’ as strategies and resources which provides access to rich programs that support intellectual, physical, emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic content, CTE, gifted and talented, and visual and performing arts. We strive to improve CSD’s data on sustained participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the participation of students from low-income families and/or are multi-language learners, in gifted and talented programming:</p> <ul style="list-style-type: none"> <li>· Gifted students from low-income families may show more uneven development and discrepant test than their other gifted counterparts. - VanTassel-Baska &amp; Stambaugh, 2007; VanTassel-Baska, 2009</li> <li>· Standardized tests are one of the major contributors to the underrepresentation of diverse students in gifted education. – (Joseph &amp; Ford, 2006)</li> <li>· Standardized tests are a regular part of the identification process, and they are often used exclusively to identify and place students in gifted services. – (Council of State Directors of Programs for the Gifted &amp; NAGC, 2003).</li> <li>· Minority students and students</li> </ul>	<input type="checkbox"/>

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

		<p>experiencing poverty are typically underrepresented in gifted programs when compared to the percentage of representation in the general population.– (Ford, 2004 High Flyers, 2011, Overlooked Gems, 2007) · Many standardized tests have a high language and cultural loading, which often negatively impacts performance in students of poverty or diversity who have less background knowledge or access to educational experiences. -(Benson, 2003; Brooks-Gunn, Klebanov, &amp; Duncan, 1996; Ford, 2004). Research and trusted policy briefs provide the following positive ‘whole child’ outcome to the participation of students, from low-income families and/or are multi-language learners, in visual and performing programming: · Students from low-income families with a high level of arts experience in school are more likely to pursue college, vote, and volunteer in their community. In addition, studies on socioeconomic status and the arts have found that the relationship between arts participation and academic achievement is strongest for the lowest income students. (<a href="https://www.arts.gov/news/2012/new-nearesearch-report-shows-potential-benefits-arts-education-risk-youth">https://www.arts.gov/news/2012/new-nearesearch-report-shows-potential-benefits-arts-education-risk-youth</a>) · English learners who took part in arts experiences in high school were more likely to enroll in college. (<a href="https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-achievements-and-values-of-young-adults/">https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-achievements-and-values-of-young-adults/</a>). Middle school students in drama and visual arts programs were less likely to encounter behavioral challenges or engage in risky behaviors. (<a href="https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-students-at-risk/">https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-students-at-risk/</a>) · Six-year-olds from economically disadvantaged and bilingual households and enrolled in a music program had more developed auditory skills and more quickly processed language and speech than their peers who were not enrolled in a music program. (<a href="https://www.sciencedirect.com/science/article/pii/S1878929315301122">https://www.sciencedirect.com/science/article/pii/S1878929315301122</a>) The</p>	
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**Delaware Department of Education  
Opportunity Funding Form  
2022-2023 School Year**

	<p>position of the Visual &amp; Performing Art and Gifted &amp; Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.</p>		
<p><b>Social Worker</b></p>	<p>The social worker will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low-income and English language learners. The social worker will collaborate with the members of the school-based mental health team to provide wrap-around services for students, families, and staff. The expected impact is to improve school connectedness, increase attendance rates, decrease retention rates and improve the overall quality of the student's well-being. We are seeking qualified Licensed Clinical Social Workers (LCSW), as per State regulations to engage with our students. LCSWs will work with a diverse group of students, including those who are low-income, homeless or in foster care, and/or multi-language learners. They will provide support to students so that they may achieve their academic, social, and emotional goals</p>	<p>\$23, 900 (Hired/Split funded)</p>	<p style="text-align: center;"><input checked="" type="checkbox"/></p>
<p><b>Paraprofessionals (1 FT &amp; 1 PT or 4 PT)</b></p>	<p>The Paraprofessionals will be assigned to in-classroom support to provide small group, one on one assistance to students in our targeted population of low income or English language learners. The assignment of the Paraprofessional will be flexible to meet the personalized needs of students. Expected impact is improved attendance and decreased retention rates.</p>	<p>\$89,876</p>	<p style="text-align: center;"><input type="checkbox"/></p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p style="text-align: center;"><input type="checkbox"/></p>

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

<u>Mental Health and/or Reading (if applicable)</u> <u>(05311)</u> <ul style="list-style-type: none"> <li>• School Counselor</li> <li>• School Social Worker</li> <li>• Licensed Clinical Social Worker</li> <li>• School Psychologist</li> <li>• Reading Supports</li> </ul>	<u>Cost</u> (hired or contracted, if applicable)	<u>Expected Impact</u>	<u>Continued Opp. Funding investment from 2021-22?</u>
e.g., School Counselor (partial funding)	\$39,094 (Hired)		<input checked="" type="checkbox"/>
Social Worker	\$91,680 (Hired/Split funded)	<p>The social worker will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low-income and English language learners. The social worker will collaborate with the members of the school-based mental health team to provide wrap-around services for students, families, and staff. The expected impact is to improve school connectedness, increase attendance rates, decrease retention rates and improve the overall quality of the student's well-being. We are seeking qualified Licensed Clinical Social Workers (LCSW), as per State regulations to engage with our students. LCSWs will work with a diverse group of students, including those who are low-income, homeless or in foster care, and/or multi-language learners. They will provide support to students so that they may achieve their academic, social, and emotional goals</p>	<input checked="" type="checkbox"/>

**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:** Dan Shelton  
Signature:  Date: 7/28/22

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:** Charles Longfellow  
Signature:  Date: 7/28/22

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  
Signature:  Date: 8/18/22

SCHOOL NAME: BRENNEN SCHOOL		
SCHOOL STREET ADDRESS: 144 BRENNEN DRIVE	CITY: NEWARK	ZIP CODE: 19713

**School Contact Information**

CONTACT NAME: HEATHER CAULKINS	CONTACT PHONE NUMBER: 302-454-2103
CONTACT EMAIL ADDRESS: HEATHER.CAULKINS@CHRISTINA.K12.DE.US	

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>
Multi-Language Learner Coach (2) Elementary/Secondary	Split Funding \$4,384.25	The MLL Coaches will support all elementary & secondary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches and the secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.	<input checked="" type="checkbox"/>

**Delaware Department of Education  
2022-2023 School Year**

<p>Parent Workshops</p>	<p>\$12,000</p>	<p>Parent workshops will be offered as a three series support for students and their families receiving services through our MLL program. Additionally, targeting our low-income families to provide academic and mental health education and resources. The expected impact is a growth in our attendance rates, a decline in retention rates and an increase in graduation rates.</p>	<p style="text-align: center;"><input checked="" type="checkbox"/></p>
<p>Math Coach (2) (Elementary/Secondary)</p>	<p>Split Funding \$4,384.25</p>	<p>The math coaches will support all schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.</p>	<p style="text-align: center;"><input checked="" type="checkbox"/></p>
<p>Visual &amp; Performing Arts/Gifted Specialist</p>	<p>Split Funding \$764.83</p>	<p>The VPAG Coach will support all k-12 schools within the CSD with professional learning, in-classroom support, and coaching for staff members as it relates to visual &amp; performing arts as well as gifted education. The expected impact is to ensure full access to arts and gifted programming for our targeted student population of low-income and English language learners.</p> <p>Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical, emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic content, CTE, gifted and talented, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program.</p>	<p style="text-align: center;"><input type="checkbox"/></p>

Delaware Department of Education  
2022-2023 School Year

Research provides the following guidance on key barriers to the participation of students from low-income families and/or are multi-language learners, in gifted and talented programming:

- Gifted students from low-income families may show more uneven development and discrepant test than their other gifted counterparts. - VanTassel-Baska & Stambaugh, 2007; VanTassel-Baska, 2009
- Standardized tests are one of the major contributors to the underrepresentation of diverse students in gifted education. – (Joseph & Ford, 2006)
- Standardized tests are a regular part of the identification process, and they are often used exclusively to identify and place students in gifted services. – (Council of State Directors of Programs for the Gifted & NAGC, 2003).
- Minority students and students experiencing poverty are typically underrepresented in gifted programs when compared to the percentage of representation in the general population.
  - (Ford, 2004 High Flyers, 2011, Overlooked Gems, 2007)
  - Many standardized tests have a high language and cultural loading, which often negatively impacts performance in students of poverty or diversity who have less background knowledge or access to educational experiences. -(Benson, 2003; Brooks-Gunn, Klebanov, & Duncan, 1996; Ford, 2004).

Research and trusted policy briefs provide the following positive ‘whole child’ outcome to the participation of students, from low-income families and/or are multi-language learners, in visual and performing programming:

Delaware Department of Education  
2022-2023 School Year

- Students from low-income families with a high level of arts experience in school are more likely to pursue college, vote, and volunteer in their community. In addition, studies on socioeconomic status and the arts have found that the relationship between arts participation and academic achievement is strongest for the lowest income students. (<https://www.arts.gov/news/2012/new-nea-research-report-shows-potential-benefits-arts-education-risk-youth>)

- English learners who took part in arts experiences in high school were more likely to enroll in college. (<https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-achievements-and-values-of-young-adults/>)
- Middle school students in drama and visual arts programs were less likely to encounter behavioral challenges or engage in risky behaviors. (<https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-students-at-risk/>)
- Six-year-olds from economically disadvantaged and bilingual households and enrolled in a music program had more developed auditory skills and more quickly processed language and speech than their peers who were not enrolled in a music program. (<https://www.sciencedirect.com/science/article/pii/S1878929315301122>)

The position of the Visual & Performing Art and Gifted & Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.

**Delaware Department of Education  
2022-2023 School Year**

<p>Move This World (SEL)</p>	<p align="center">\$3,765</p>	<p>Move This World is designed to meet students on their level for meaningful and long-lasting SEL development while protecting and supporting classroom instruction time. Move This World’s extensive digital library contains easy-to-follow videos with grade-specific exercises. These videos set the tone for supportive and positive classroom culture. Each video coaches students and educators through creative exercises that explicitly teach core social-emotional learning skills and provide opportunities for practice, discussion, planning, and goal setting. Students and teachers follow along with the videos together, which helps them develop deeper relationships and stronger classroom communities. As a result, students learn how to better manage their emotions, develop empathy for others, build skills for more effective communication, and improve their overall wellbeing. (movethisworld.com/how-it-works)</p> <p>As schools endeavor to build and maintain relationships with all students, including low-income and multi-language learners, the social-emotional curriculum will provide a common language, de-escalation and regulation strategies that students and staff may use.</p>	<p align="center"><input type="checkbox"/></p>
<p>The Pyramid Approach (Professional Learning)</p>	<p align="center">\$68,131.97</p>	<p>Pyramid Training will be provided to staff working with students with autism. This includes students who are low-income and ML. This training will provide staff opportunities to learn communication, prompting, and integration strategies to use in the classroom. Staff will work with trained coaches who will observe and give targeted feedback.</p> <p>Staff at the Brennen School will participate in The Pyramid Approach training to support high-quality instruction for our most complex students. From the pecusa.com website: The Pyramid Approach to Education is a comprehensive framework for establishing and supporting effective learning environments. Designed by Andy Bondy, Ph.D., and based on the principles of functional applied behavior analysis (ABA), The Pyramid Approach offers a solid foundation for</p>	<p align="center"><input type="checkbox"/></p>



**Delaware Department of Education  
2022-2023 School Year**


		<p>those who teach in education, work, home, or community settings. This unique model benefits individuals with developmental differences, autism, communication challenges, and/or other learning complications across all ages.</p> <p>Maximizing learner outcomes requires not only information about what and how to teach – it requires a plan to put all the pieces together. The Pyramid Approach provides a clear guide for everyone on the team to determine what elements to address in a specific order. Just as building a pyramid begins with establishing a firm foundation before constructing the body of the building, the Pyramid Approach begins with a strong foundation, relying on a science-based approach to teaching. This systematic framework for building effective learning settings incorporates strategies that have been recognized by <b><u>National Clearinghouse on Autism Evidence and Practice (NCAEP)</u></b> as evidence-based practices.</p>	
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<u>Mental Health and/or Reading (if applicable) (05311)</u> <ul style="list-style-type: none"> <li>• School Counselor</li> <li>• School Social Worker</li> <li>• Licensed Clinical Social Worker</li> <li>• School Psychologist</li> <li>• Reading Supports</li> </ul>	<u>Cost</u> (hired or contracted, if applicable)	<u>Expected Impact</u>	<u>Continued Opp. Funding investment from 2021-22?</u>
<i>e.g., School Counselor (partial funding)</i>	\$39,094 (Hired)		<input checked="" type="checkbox"/>

**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:** Dan Shelton  
Signature:  Date: 7/28/22

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:** Charles Longfellow  
Signature:  Date: 7/28/22

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  
Signature:  Date: 8/18/22

**BROOKSIDE**

Investment and Goals by SCHOOL

**School Contact Information**

SCHOOL NAME: BROOKSIDE ELEMENTARY SCHOOL		ZIP CODE: 19713
SCHOOL STREET ADDRESS: 800 MARROW'S ROAD	CITY: NEWARK	CONTACT PHONE NUMBER: 302-454-5959
CONTACT NAME: ERIC STEPHENS		
CONTACT EMAIL ADDRESS: ERIC.STEPHENS@CHRISTINA.K12.DE.US		

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</u> (05297)	<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>
Multi-Language Learner Coach	Split Funded \$7,916.75	The MLL Coach will support all elementary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches	<input checked="" type="checkbox"/>

**Delaware Department of Education  
2022-2023 School Year**

		and the secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.	
Parent Workshops	\$12,000	Parent workshops will be offered as a three series support for students and their families receiving services through our MLL program. Additionally, targeting our low-income families to provide academic and mental health education and resources. The expected impact is a growth in our attendance rates, a decline in retention rates and an increase in graduation rates.	<input checked="" type="checkbox"/>
Math Coach (Elementary)	Split Funded \$7,916.75	The Elementary Math Coach will support all elementary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.	<input checked="" type="checkbox"/>
Visual & Performing Arts/Gifted Specialist	Split Funded \$4,708.47	The VPAG Coach will support all k-12 schools within the CSD with professional learning, in-classroom support, and coaching for staff members as it relates to visual & performing arts as well as gifted education. The expected impact is to ensure full access to arts and gifted programming for our targeted student population of low-income and English language learners. Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical, emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic content, CTE, gifted and talented, and visual and performing	<input type="checkbox"/>

Delaware Department of Education  
2022-2023 School Year

arts. We strive to improve CSD's data on sustained participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the participation of students from low-income families and/or are multi-language learners, in gifted and talented programming:

- Gifted students from low-income families may show more uneven development and discrepant test than their other gifted counterparts. - VanTassel-Baska & Stambaugh, 2007; VanTassel-Baska, 2009 · Standardized tests are one of the major contributors to the underrepresentation of diverse students in gifted education. – (Joseph & Ford, 2006) · Standardized tests are a regular part of the identification process, and they are often used exclusively to identify and place students in gifted services. – (Council of State Directors of Programs for the Gifted & NAGC, 2003). · Minority students and students experiencing poverty are typically underrepresented in gifted programs when compared to the percentage of representation in the general population. – (Ford, 2004 High Flyers, 2011, Overlooked Gems, 2007) · Many standardized tests have a high language and cultural loading, which often negatively impacts performance in students of poverty or diversity who have less background knowledge or access to educational experiences. -(Benson, 2003; Brooks-Gunn, Klebanov, & Duncan, 1996; Ford, 2004). Research and trusted policy briefs provide the following positive 'whole child' outcome to the participation of students, from low-income families and/or are multi-language learners, in visual and performing programming: · Students from low-income families with a high level of arts experience in school are more likely to pursue college, vote, and volunteer in their community. In addition, studies on socioeconomic status and the arts have found that the relationship between arts participation and academic achievement is strongest for the

Delaware Department of Education  
2022-2023 School Year

	<p>lowest income students. (<a href="https://www.arts.gov/news/2012/new-nearesearch-reports-potential-benefits-arts-education-risk-youth">https://www.arts.gov/news/2012/new-nearesearch-reports-potential-benefits-arts-education-risk-youth</a>) · English learners who took part in arts experiences in high school were more likely to enroll in college. (<a href="https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-achievements-and-values-of-young-adults/">https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-achievements-and-values-of-young-adults/</a>) · Middle school students in drama and visual arts programs were less likely to encounter behavioral challenges or engage in risky behaviors. (<a href="https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-students-at-risk/">https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-students-at-risk/</a>) · Six-year-olds from economically disadvantaged and bilingual households and enrolled in a music program had more developed auditory skills and more quickly processed language and speech than their peers who were not enrolled in a music program. (<a href="https://www.sciencedirect.com/science/article/pii/S1878929315301122">https://www.sciencedirect.com/science/article/pii/S1878929315301122</a>)</p> <p>The position of the Visual &amp; Performing Art and Gifted &amp; Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.</p>	
<p>Social Worker</p>	<p>\$2,788.57 (Hired/Split funded)</p>	<p><input checked="" type="checkbox"/></p>

**Delaware Department of Education  
2022-2023 School Year**

	<p>decrease retention rates and improve the overall quality of the student's well-being. We are seeking qualified Licensed Clinical Social Workers (LCSW), as per State regulations to engage with our students. LCSWs will work with a diverse group of students, including those who are low-income, homeless or in foster care, and/or multi-language learners. They will provide support to students so that they may achieve their academic, social, and emotional goals</p>		
<p>MLL Teacher or 2 Paras (Spanish pref)</p>	<p>The Paraprofessionals will be assigned to in-classroom support to provide small group, one on one assistance to students in our targeted population of low income or English language learners. The assignment of the Paraprofessional will be flexible to meet the personalized needs of students. Expected impact is improved attendance and decreased retention rates.</p>	<p>\$130,000</p>	<p align="center"><input type="checkbox"/></p>
<p>Move This World Curriculum</p>	<p>Move This World is designed to meet students on their level for meaningful and long-lasting SEL development while protecting and supporting classroom instruction time. Move This World's extensive digital library contains easy-to-follow videos with grade-specific exercises. These videos set the tone for supportive and positive classroom culture. Each video coaches students and educators through creative exercises that explicitly teach core social-emotional learning skills and provide opportunities for practice, discussion, planning, and goal setting. Students and teachers follow along with the videos together, which helps them develop deeper relationships and stronger classroom communities. As a result, students learn how to better manage their emotions, develop empathy for others, build skills for more effective communication, and improve their overall wellbeing. (movethisworld.com/how-it-works) As schools endeavor to build and maintain relationships with all students, including low-income and multi-language learners, the social-emotional curriculum will provide a common</p>	<p>\$4,045.63</p>	<p align="center"><input type="checkbox"/></p>

**Delaware Department of Education  
2022-2023 School Year**

		language, de-escalation and regulation strategies that students and staff may use.	
Classroom resources/supplies	\$4,082.40	Resources will be purchased to enhance the learning experience for all students (SEL/Reading/Math focus), specifically in the targeted population of ML/low income. Expected impact is improved attendance and decreased retention rates. This allocation ensures 100% of funding is received back to the school.	<input type="checkbox"/>

<u>Mental Health and/or Reading (if applicable)</u> <b>(05311)</b>	<u>Cost</u> <b>(hired or contracted, if applicable)</b>	<u>Expected Impact</u>	<u>Continued Opp. Funding investment from 2021-22?</u>
<ul style="list-style-type: none"> <li>• School Counselor</li> <li>• School Social Worker</li> <li>• Licensed Clinical Social Worker</li> <li>• School Psychologist</li> <li>• Reading Supports</li> </ul>			<input type="checkbox"/>
<i>e.g., School Counselor (partial funding)</i>	\$39,094 (Hired)		<input checked="" type="checkbox"/>
<b>Social Worker</b>	\$112,881.43	The social worker will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low-income and English language learners. The social worker will collaborate with the members of the school-based mental health team to provide wrap-around services for students, families, and staff. The expected impact is to improve school connectedness, increase attendance rates, decrease retention rates and improve the overall quality of the student's well-being. We are seeking qualified Licensed Clinical	<input checked="" type="checkbox"/>



**Delaware Department of Education  
2022-2023 School Year**

		<p>Social Workers (LCSW), as per State regulations to engage with our students. LCSWs will work with a diverse group of students, including those who are low-income, homeless or in foster care, and/or multi-language learners. They will provide support to students so that they may achieve their academic, social, and emotional goals</p>	
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CHRISTIANA HS

Application deadline: July 29, 2022

District/Charter Information  
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: CHRISTIANA HIGH SCHOOL	
SCHOOL STREET ADDRESS: 190 SALEM CHURCH RD.	CITY: NEWARK
	ZIP CODE: 19713

School Contact Information

CONTACT NAME: EUNIQUE LAWRENCE	CONTACT PHONE NUMBER: 302-834-5910
CONTACT EMAIL ADDRESS: EUNIQUE.LAWRENCE@CHRISTINA.K12.DE.US	

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</u> (05297)	<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>

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

Multi-Language Learner Coach (Secondary) (1)	Split Funded \$15,830	The elementary MLL Coach will support all elementary schools and secondary MLL Coach will support all secondary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches and the secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.	<input checked="" type="checkbox"/>
Math Coach (1) (Secondary)	Split Funded \$15,830	The Secondary math Coach will support all secondary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.	<input checked="" type="checkbox"/>
Visual & Performing Arts/Gifted Specialist	Split Funded \$7,815.56	The VPAG Coach will support all k-12 schools within the CSD with professional learning, in-classroom support, and coaching for staff members as it relates to visual & performing arts as well as gifted education. The expected impact is to ensure full access to arts and gifted programming for our targeted student population of low-income and English language learners. Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical,	<input type="checkbox"/>

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

emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic content, CTE, gifted and talented, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the participation of students from low-income families and/or are multi-language learners, in gifted and talented programming: · Gifted students from low-income families may show more uneven development and discrepant test than their other gifted counterparts. - Van Tassel-Baska & Stambaugh, 2007; Van Tassel-Baska, 2009 · Standardized tests are one of the major contributors to the underrepresentation of diverse students in gifted education. – (Joseph & Ford, 2006) · Standardized tests are a regular part of the identification process, and they are often used exclusively to identify and place students in gifted services. – (Council of State Directors of Programs for the Gifted & NAGC, 2003). · Minority students and students experiencing poverty are typically underrepresented in gifted programs when compared to the percentage of representation in the general population.– (Ford, 2004 High Flyers, 2011, Overlooked Gems, 2007) · Many standardized tests have a high language and cultural loading, which often negatively impacts performance in students of poverty or diversity who have less background knowledge or access to educational experiences. -(Benson, 2003; Brooks-Gunn, Klebanov, & Duncan, 1996; Ford, 2004). Research and trusted policy briefs provide the following positive ‘whole child’ outcome to the participation of students, from low-income families and/or are multi-language learners, in visual and performing programming: · Students from low-income families with a high level of arts experience in school are more likely to pursue college, vote, and volunteer in their community. In addition, studies on socioeconomic status and the arts have found that the relationship between arts participation and academic achievement is

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

		<p>strongest for the lowest income students. (<a href="https://www.arts.gov/news/2012/new-neu-research-report-shows-potential-benefits-arts-education-risk-youth">https://www.arts.gov/news/2012/new-neu-research-report-shows-potential-benefits-arts-education-risk-youth</a>) · English learners who took part in arts experiences in high school were more likely to enroll in college. (<a href="https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-achievements-and-values-of-young-adults/">https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-achievements-and-values-of-young-adults/</a>)· Middle school students in drama and visual arts programs were less likely to encounter behavioral challenges or engage in risky behaviors.(<a href="https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-students-at-risk/">https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-students-at-risk/</a>)· Six-year-olds from economically disadvantaged and bilingual households and enrolled in a music program had more developed auditory skills and more quickly processed language and speech than their peers who were not enrolled in a music program. (<a href="https://www.sciencedirect.com/science/article/pii/S1878929315301122">https://www.sciencedirect.com/science/article/pii/S1878929315301122</a>) The position of the Visual &amp; Performing Art and Gifted &amp; Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.</p>	
<p>ELA Coach</p>	<p>\$15,830 split funded</p>	<p>The English Language Arts Coach will support all secondary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to Reading/Language Arts best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.</p>	<input checked="" type="checkbox"/>
<p>Move This World (SEL curriculum)</p>	<p>\$10,090</p>	<p>Move This World is designed to meet students on their level for meaningful and long-lasting SEL development while protecting and supporting classroom instruction time. Move This World's extensive digital library contains easy-to-</p>	<input type="checkbox"/>

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

		<p>follow videos with grade-specific exercises. These videos set the tone for supportive and positive classroom culture. Each video coaches students and educators through creative exercises that explicitly teach core social-emotional learning skills and provide opportunities for practice, discussion, planning, and goal setting. Students and teachers follow along with the videos together, which helps them develop deeper relationships and stronger classroom communities. As a result, students learn how to better manage their emotions, develop empathy for others, build skills for more effective communication, and improve their overall wellbeing. (<a href="http://movethisworld.com/how-it-works">movethisworld.com/how-it-works</a>)</p> <p>As schools endeavor to build and maintain relationships with all students, including low-income and multi-language learners, the social-emotional curriculum will provide a common language, de-escalation and regulation strategies that students and staff may use.</p>	
<p>MTSS Intervention Programming</p>	<p>\$29,682.43 Split funded</p>	<p>The partnership with Pathways will allow students to receive wrap-around educational and mental health services specific to our targeted population of low-income and ML learners. As noted on the Pathways website: "Our student-centered and school-wide mental health program focuses on each student's strengths and challenges. The mental health team concentrates on the personal development and behavioral interventions for each student. A team environment is utilized — including core and special education teachers, counselors, discipline staff, the school and community liaison, and the principal team — to create a therapeutic environment throughout all of our schools. For us, having students meet their behavioral and mental health goals is just as important as meeting an academic success." (<a href="http://Pathways of Delaware - Alternative Education Schools - Mental Health Delaware (webbertest.com)">Pathways of Delaware - Alternative Education Schools - Mental Health Delaware (webbertest.com)</a>) This intervention will be a component of our tiered</p>	<p style="text-align: right;"><input type="checkbox"/></p>

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

			support for students as they learn skills such as effective decision-making, self-awareness, and self-management (CASEL.org)	
Parent Workshops	\$12,000		Parent workshops will be offered as a three series support for students and their families receiving services through our MLL program. Additionally, targeting our low-income families to provide academic and mental health education and resources. The expected impact is a growth in our attendance rates, a decline in retention rates and an increase in graduation rates.	☒
ML Teacher	\$130,420		The ML Teacher will teach students within the ESL program at Christiana High School. The teacher will focus on the WIDA English Language Development Standards. The teacher will collaborate with the district ML coaches. The expected impact is a growth in our EL proficiency as well as increased attendance rates and decreased retention rates.	☒
AVID Teacher	\$50,424.87 (partial funding)		The Christina School District seeks to utilize Opportunity Funding to support the implementation and growth of AVID in our schools to support improved learning for all students, especially, low-income and multi-language learners. Through the effective implementation of AVID, the Christina School District is committed to ensuring college readiness of all students, including those identified as low-income and/or multi-language learners. AVID's mission is to close the opportunity gap by preparing all students for college readiness in a global society. The commitment to AVID will ensure that low-income students and multi-language learners are being provided research-proven instructional strategies to ensure college readiness. AVID is implemented in each secondary school, including Bayard and Bancroft. Additionally, the 22-23 school year will be a planning year for two elementary schools in the Christina School District. During the planning year, these elementary schools will receive professional learning, and member benefits including coaching, consultation, and access to AVID resources. This will further enhance the learning of our younger low-income and multi-language learners within the District. An AVID Site Team will be established to ensure low-income and multi-language learners have equitable access to programming.	☒





CHRISTINA EEC (SEEK)

Investment and Goals by SCHOOL

SCHOOL NAME: CHRISTINA EEC	
SCHOOL STREET ADDRESS: 620 E. CHESTNUT HILL RD.	CITY: NEWARK
	ZIP CODE: 19713

School Contact Information

CONTACT NAME: DEEJAY KINGERY	CONTACT PHONE NUMBER: 302-429-4175
CONTACT EMAIL ADDRESS: DEEJAY.KINGERY@CHRISTINA.K12.DE.US	

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</u> (05297)	<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>
Multi-Language Learner Coach	Split Funded \$2,893.42	The MILL Coach will support all elementary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches and the	<input checked="" type="checkbox"/>

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

		<p>secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.</p>	
<p>Math Coach (Elementary)</p>	<p>Split Funded \$2,893.42</p>	<p>The Elementary Math Coach will support all elementary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.</p>	<input checked="" type="checkbox"/>
<p>Visual &amp; Performing Arts/Gifted Specialist</p>	<p>Split Funded \$3,417.82</p>	<p>The VPAG Coach will support all k-12 schools within the CSD with professional learning, in-classroom support, and coaching for staff members as it relates to visual &amp; performing arts as well as gifted education. The expected impact is to ensure full access to arts and gifted programming for our targeted student population of low-income and English language learners. Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical, emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic content, CTE, gifted and talented, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the participation of students from low-income families and/or are multi-language learners, in gifted and talented programming: · Gifted students from low-income families may show more uneven development and discrepant test than their other gifted counterparts. - VanTassel-Baska &amp; Stambaugh, 2007; VanTassel-Baska,</p>	<input type="checkbox"/>

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

		<p>2009 · Standardized tests are one of the major contributors to the underrepresentation of diverse students in gifted education. – (Joseph &amp; Ford, 2006) · Standardized tests are a regular part of the identification process, and they are often used exclusively to identify and place students in gifted services. – (Council of State Directors of Programs for the Gifted &amp; NAGC, 2003). · Minority students and students experiencing poverty are typically underrepresented in gifted programs when compared to the percentage of representation in the general population.– (Ford, 2004 High Flyers, 2011, Overlooked Gems, 2007) · Many standardized tests have a high language and cultural loading, which often negatively impacts performance in students of poverty or diversity who have less background knowledge or access to educational experiences. –(Benson, 2003; Brooks-Gunn, Klebanov, &amp; Duncan, 1996; Ford, 2004). Research and trusted policy briefs provide the following positive ‘whole child’ outcome to the participation of students, from low-income families and/or are multi-language learners, in visual and performing programming: · Students from low-income families with a high level of arts experience in school are more likely to pursue college, vote, and volunteer in their community. In addition, studies on socioeconomic status and the arts have found that the relationship between arts participation and academic achievement is strongest for the lowest income students. (<a href="https://www.arts.gov/news/2012/new-nea-research-report-shows-potential-benefits-arts-education-risk-youth">https://www.arts.gov/news/2012/new-nea-research-report-shows-potential-benefits-arts-education-risk-youth</a>) · English learners who took part in arts experiences in high school were more likely to enroll in college. (<a href="https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-achievements-and-values-of-young-adults/">https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-achievements-and-values-of-young-adults/</a>)· Middle school students in drama and visual arts programs were less likely to encounter behavioral challenges or engage in risky behaviors.( <a href="https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-">https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-</a></p>
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**Delaware Department of Education  
Opportunity Funding Form  
2022-2023 School Year**

		<p>students-at-risk/. Six-year-olds from economically disadvantaged and bilingual households and enrolled in a music program had more developed auditory skills and more quickly processed language and speech than their peers who were not enrolled in a music program. (<a href="https://www.sciencedirect.com/science/article/pii/S1878929315301122">https://www.sciencedirect.com/science/article/pii/S1878929315301122</a>) The position of the Visual &amp; Performing Art and Gifted &amp; Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.</p>	
<p>Conscious Discipline (SEL Support)</p>	<p>\$35,000</p>	<p>To support the SEL curriculum at the EEC, the staff will utilize Conscious Discipline. The cost supports staff professional learning to ensure a wrap-around impact for all students. From the Conscious Discipline website: Conscious Discipline is an evidence-based, trauma-informed approach. It is recognized by the Substance Abuse and Mental Health Administration's (SAMHSA's) National Registry of Evidence-based Programs and Practices (NREPP), and received high ratings in 8 of 10 categories in a Harvard analysis of the nation's top 25 social-emotional learning programs. The Harvard study's authors say, "Conscious Discipline provides an array of behavior management strategies and classroom structures that teachers can use to turn everyday situations into learning opportunities." Conscious Discipline training will provide staff with strategies to help students with social-emotional skills. This is especially critical for low-income and ML students as they most likely have not had experiences and prior learning surrounding social-emotional skills. Staff will build a foundation and then work with a trained coach to implement strategies in the classroom.</p>	<p style="text-align: right;"><input type="checkbox"/></p>

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

Paraprofessionals PT (1)	\$19,476	The Paraprofessionals will be assigned to in-classroom support to provide small group, one on one assistance to students in our targeted population of low income or English language learners. The assignment of the Paraprofessional will be flexible to meet the personalized needs of students. Expected impact is improved attendance and decreased retention rates.	<input type="checkbox"/>
Classroom Resources/Supplies	\$1,412.02	Resources will be purchased to enhance the learning experience for all students (SEL/Reading/Math focus), specifically in the targeted population of ML/low income. Expected impact is improved attendance and decreased retention rates. This allocation ensures 100% of funding is received back to the school.	<input type="checkbox"/>

<u>Mental Health and/or Reading (if applicable)</u> <b>(05311)</b>	<u>Cost</u> (hired or contracted, if applicable)	<u>Expected Impact</u>	<u>Continued Opp. Funding investment from 2021-22?</u>
<ul style="list-style-type: none"> <li>• School Counselor</li> <li>• School Social Worker</li> <li>• Licensed Clinical Social Worker</li> <li>• School Psychologist</li> <li>• Reading Supports</li> </ul>	\$78,378.57 (Hired)	The social worker will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low-income and English language learners. The social worker will collaborate with the members of the school-based mental health team to provide wrap-around services for students, families, and staff. The expected impact is to improve school connectedness, increase attendance rates, decrease retention rates and improve the overall quality of the student's	<input checked="" type="checkbox"/>

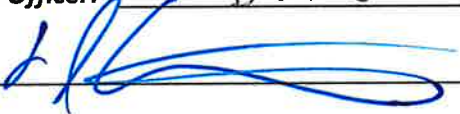
**Delaware Department of Education  
Opportunity Funding Form  
2022-2023 School Year**

		<p>well-being. We are seeking qualified Licensed Clinical Social Workers (LCSW), as per State regulations to engage with our students. LCSWs will work with a diverse group of students, including those who are low-income, homeless or in foster care, and/or multi-language learners. They will provide support to students so that they may achieve their academic, social, and emotional goals</p>	
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**Assurances and Signatures**

The applicant assures that:


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**Chief School Officer:** Dan Shelton  
Signature:  Date: 7/28/22

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:** Charles Longfellow  
Signature:  Date: 7/28/22

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  
Signature:  Date: 8/18/22



DSD

Investment and Goals by SCHOOL

SCHOOL NAME: DELAWARE SCHOOL FOR THE DEAF (DSD)	
SCHOOL STREET ADDRESS: 630 CHESTNUT HILL RD.	CITY: NEWARK
	ZIP CODE: 19713

School Contact Information

CONTACT NAME: CHRISTINE STARKEY	CONTACT PHONE NUMBER: 302-454-2103
CONTACT EMAIL ADDRESS: CHRISTINE.STARKEY@CHRISTINA.K12.DE.US	

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>
Multi-Language Learner Coach (2) Elementary/Secondary	Split Funding \$1,781.11	The MLL Coaches will support all elementary & secondary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches and the secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.	<input checked="" type="checkbox"/>

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

<p>ELA Coach</p>	<p>\$1,258.68 split funded</p>	<p>The English Language Arts Coach will support all elementary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to Reading/Language Arts best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.</p>	<p style="text-align: center;"><input checked="" type="checkbox"/></p>
<p>Math Coach (2) (Elementary/Secondary)</p>	<p>Split Funding \$1,781.11</p>	<p>The math coaches will support all schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.</p>	<p style="text-align: center;"><input checked="" type="checkbox"/></p>
<p>Visual &amp; Performing Arts/Gifted Specialist</p>	<p>Split Funding \$310.72</p>	<p>The VPAG Coach will support all k-12 schools within the CSD with professional learning, in-classroom support, and coaching for staff members as it relates to visual &amp; performing arts as well as gifted education. The expected impact is to ensure full access to arts and gifted programming for our targeted student population of low-income and English language learners. Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical, emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic content, CTE, gifted and talented, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the participation of students from low-income families</p>	<p style="text-align: center;"><input type="checkbox"/></p>

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

		<p>and/or are multi-language learners, in gifted and talented programming:</p> <ul style="list-style-type: none"> <li>· Gifted students from low-income families may show more uneven development and discrepant test than their other gifted counterparts. - VanTassel-Baska &amp; Stambaugh, 2007; VanTassel-Baska, 2009</li> <li>· Standardized tests are one of the major contributors to the underrepresentation of diverse students in gifted education. – (Joseph &amp; Ford, 2006)</li> <li>· Standardized tests are a regular part of the identification process, and they are often used exclusively to identify and place students in gifted services. – (Council of State Directors of Programs for the Gifted &amp; NAGC, 2003).</li> <li>· Minority students and students experiencing poverty are typically underrepresented in gifted programs when compared to the percentage of representation in the general population. – (Ford, 2004 High Flyers, 2011, Overlooked Gems, 2007)</li> <li>· Many standardized tests have a high language and cultural loading, which often negatively impacts performance in students of poverty or diversity who have less background knowledge or access to educational experiences. -(Benson, 2003; Brooks-Gunn, Klebanov, &amp; Duncan, 1996; Ford, 2004).</li> <li>· Research and trusted policy briefs provide the following positive ‘whole child’ outcome to the participation of students, from low-income families and/or are multi-language learners, in visual and performing programming:             <ul style="list-style-type: none"> <li>· Students from low-income families with a high level of arts experience in school are more likely to pursue college, vote, and volunteer in their community.</li> <li>· In addition, studies on socioeconomic status and the arts have found that the relationship between arts participation and academic achievement is strongest for the lowest income students. (<a href="https://www.arts.gov/news/2012/new-nearesearch-report-shows-potential-benefits-arts-education-risk-youth">https://www.arts.gov/news/2012/new-nearesearch-report-shows-potential-benefits-arts-education-risk-youth</a>)</li> <li>· English learners who took part in arts experiences in high school were more likely to enroll in college.</li> </ul> </li> </ul>
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**Delaware Department of Education  
Opportunity Funding Form  
2022-2023 School Year**

		<p>(<a href="https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-achievements-and-values-of-young-adults/">https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-achievements-and-values-of-young-adults/</a>). Middle school students in drama and visual arts programs were less likely to encounter behavioral challenges or engage in risky behaviors. (<a href="https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-students-at-risk/">https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-students-at-risk/</a>). Six-year-olds from economically disadvantaged and bilingual households and enrolled in a music program had more developed auditory skills and more quickly processed language and speech than their peers who were not enrolled in a music program. (<a href="https://www.sciencedirect.com/science/article/pii/S1878929315301122">https://www.sciencedirect.com/science/article/pii/S1878929315301122</a>) The position of the Visual &amp; Performing Art and Gifted &amp; Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.</p>	
<p><b>Classroom Resources/Supplies</b></p>	<p><b>\$29,208.38</b></p>	<p>Resources will be purchased to enhance the learning experience for all students (SEL/Reading/Math focus), specifically in the targeted population of ML/low income. Expected impact is improved attendance and decreased retention rates. This allocation ensures 100% of funding is received back to the school.</p>	<p style="text-align: right;"><input type="checkbox"/></p>

**Assurances and Signatures**

The applicant assures that:


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**Chief School Officer:** Dan Shelton  
Signature:  Date: 7/28/22

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**Business Manager:** Charles Longfellow  
Signature:  Date: 7/28/22

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**Secretary of Education/Designee:** Cora L. Scott, Deputy Secretary of Education  
Signature:  Date: 8/18/22

Investment and Goals by SCHOOL

SCHOOL NAME: THE DOUGLASS SCHOOL		
SCHOOL STREET ADDRESS: 1800 PROSPECT RD. CANBY PARK.	CITY: WILMINGTON	ZIP CODE: 19805

School Contact Information

CONTACT NAME: SULAIMAN MILLER	CONTACT PHONE NUMBER: 302-429-4146
CONTACT EMAIL ADDRESS: SULAIMAN.MILLER@CHRISTINA.K12.DE.US	

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 (Explain the expected impact of this investment and how you will measure effectiveness.)</u>	<u>Continued Opp. Funding investment from 2021-22?</u>
Multi-Language Learner Coach (1) Secondary	\$1,403.88 Split Funding	The MLL Coach will support all secondary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches and the secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.	<input checked="" type="checkbox"/>

**Delaware Department of Education  
2022-2023 School Year**

<p style="text-align: center;">ELA Coach</p>	<p style="text-align: center;">\$1,258.68 Split Funding</p>	<p>The English Language Arts Coach will support all elementary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to Reading/Language Arts best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.</p>	<input checked="" type="checkbox"/>
<p style="text-align: center;">Math Coach (1) (Secondary)</p>	<p style="text-align: center;">\$1,403.88 Split Funding</p>	<p>The math coaches will support all schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.</p>	<input checked="" type="checkbox"/>
<p style="text-align: center;">Visual &amp; Performing Arts/Gifted Specialist</p>	<p style="text-align: center;">\$693.12 Split Funding</p>	<p>The VPAG Coach will support all k-12 schools within the CSD with professional learning, in-classroom support, and coaching for staff members as it relates to visual &amp; performing arts as well as gifted education. The expected impact is to ensure full access to arts and gifted programming for our targeted student population of low-income and English language learners. Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical, emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic content, CTE, gifted and talented, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the participation of students from low-income families and/or are multi-language learners, in gifted and talented programming: · Gifted students from low-income families may show more uneven development and discrepant test than their other gifted counterparts.</p>	<input type="checkbox"/>

Delaware Department of Education  
2022-2023 School Year

- VanTassel-Baska & Stambaugh, 2007; VanTassel-Baska, 2009 · Standardized tests are one of the major contributors to the underrepresentation of diverse students in gifted education. – (Joseph & Ford, 2006) · Standardized tests are a regular part of the identification process, and they are often used exclusively to identify and place students in gifted services. – (Council of State Directors of Programs for the Gifted & NAGC, 2003). · Minority students and students experiencing poverty are typically underrepresented in gifted programs when compared to the percentage of representation in the general population.– (Ford, 2004 High Flyers, 2011, Overlooked Gems, 2007) · Many standardized tests have a high language and cultural loading, which often negatively impacts performance in students of poverty or diversity who have less background knowledge or access to educational experiences. -(Benson, 2003; Brooks-Gunn, Klebanov, & Duncan, 1996; Ford, 2004). Research and trusted policy briefs provide the following positive ‘whole child’ outcome to the participation of students, from low-income families and/or are multi-language learners, in visual and performing programming: · Students from low-income families with a high level of arts experience in school are more likely to pursue college, vote, and volunteer in their community. In addition, studies on socioeconomic status and the arts have found that the relationship between arts participation and academic achievement is strongest for the lowest income students. (<https://www.arts.gov/news/2012/new-nea-research-report-shows-potential-benefits-arts-education-risk-youth>) · English learners who took part in arts experiences in high school were more likely to enroll in college. (<https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-achievements-and-values-of-young-adults/>) · Middle school students in drama and visual arts programs were less likely to encounter behavioral challenges or engage in risky behaviors. (<https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with->



**Delaware Department of Education  
2022-2023 School Year**

	<p>students-at-risk/). Six-year-olds from economically disadvantaged and bilingual households and enrolled in a music program had more developed auditory skills and more quickly processed language and speech than their peers who were not enrolled in a music program. (<a href="https://www.sciencedirect.com/science/article/pii/S1878929315301122">https://www.sciencedirect.com/science/article/pii/S1878929315301122</a>) The position of the Visual &amp; Performing Art and Gifted &amp; Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.</p>		
<p>MTSS Intervention Programming</p>	<p>\$20,629.53 Split funding</p>	<p>The partnership with Pathways will allow students to receive wrap-around educational and mental health services specific to our targeted population of low-income and ML learners. As noted on the Pathways website: "Our student-centered and school-wide mental health program focuses on each student's strengths and challenges. The mental health team concentrates on the personal development and behavioral interventions for each student. A team environment is utilized — including core and special education teachers, counselors, discipline staff, the school and community liaison, and the principal team — to create a therapeutic environment throughout all of our schools. For us, having students meet their behavioral and mental health goals is just as important as meeting an academic success." (<a href="#">Pathways of Delaware - Alternative Education Schools - Mental Health Delaware (webbertest.com)</a>) This intervention will be a component of our tiered support for students as they learn skills such as effective decision-making, self-awareness, and self-management (CASEL.org)</p>	<p style="text-align: right;">□</p>

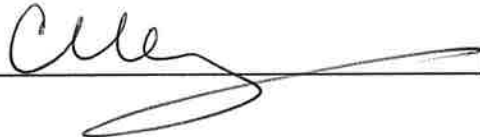
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**Chief School Officer:** Dan Shelton  
Signature:  Date: 7/28/22

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**Business Manager:** Charles Longfellow  
Signature:  Date: 7/28/22

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**Secretary of Education/Designee:** Cora L. Scott, Deputy Secretary of Education  
Signature:  Date: 8/18/22

**DOWNES**

Investment and Goals by SCHOOL

SCHOOL NAME: DOWNES ELEMENTARY SCHOOL	
SCHOOL STREET ADDRESS: 220 CASHO MILL RD.	CITY: NEWARK
	ZIP CODE: 19711

**School Contact Information**

CONTACT NAME: ANN PARK	CONTACT PHONE NUMBER: 302-834-5910
CONTACT EMAIL ADDRESS: ANN.PARK@CHRISTINA.K12.DE.US	

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</u> (05297)	<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>
Multi-Language Learner Coach	Split Funded \$6,670.96	The MLL Coach will support all elementary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches and the secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.	<input checked="" type="checkbox"/>

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

<p>Parent Workshops</p>	<p>\$16,000</p>	<p>Parent workshops will be offered as a three series support for students and their families receiving services through our MLL program. Additionally, targeting our low-income families to provide academic and mental health education and resources. The expected impact is a growth in our attendance rates, a decline in retention rates and an increase in graduation rates.</p>	<p style="text-align: center;"><input checked="" type="checkbox"/></p>
<p>Math Coach (Elementary)</p>	<p>Split Funded \$6,670.96</p>	<p>The Elementary Math Coach will support all elementary schools within the CSD with professional learning, in-classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.</p>	<p style="text-align: center;"><input checked="" type="checkbox"/></p>
<p>Visual &amp; Performing Arts/Gifted Specialist</p>	<p>Split Funded \$3,967.54</p>	<p>The VPAG Coach will support all k-12 schools within the CSD with professional learning, in-classroom support, and coaching for staff members as it relates to visual &amp; performing arts as well as gifted education. The expected impact is to ensure full access to arts and gifted programming for our targeted student population of low-income and English language learners. Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical, emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic content, CTE, gifted and talented, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the participation of students from low-income families and/or are multi-language learners, in gifted and talented</p>	<p style="text-align: center;"><input type="checkbox"/></p>

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

		<p>programming: · Gifted students from low-income families may show more uneven development and discrepant test than their other gifted counterparts. - VanTassel-Baska &amp; Stambaugh, 2007; VanTassel-Baska, 2009 · Standardized tests are one of the major contributors to the underrepresentation of diverse students in gifted education. – (Joseph &amp; Ford, 2006) · Standardized tests are a regular part of the identification process, and they are often used exclusively to identify and place students in gifted services. – (Council of State Directors of Programs for the Gifted &amp; NAGC, 2003). · Minority students and students experiencing poverty are typically underrepresented in gifted programs when compared to the percentage of representation in the general population.– (Ford, 2004 High Flyers, 2011, Overlooked Gems, 2007) · Many standardized tests have a high language and cultural loading, which often negatively impacts performance in students of poverty or diversity who have less background knowledge or access to educational experiences. -(Benson, 2003; Brooks-Gunn, Klebanov, &amp; Duncan, 1996; Ford, 2004). Research and trusted policy briefs provide the following positive ‘whole child’ outcome to the participation of students, from low-income families and/or are multi-language learners, in visual and performing programming: · Students from low-income families with a high level of arts experience in school are more likely to pursue college, vote, and volunteer in their community. In addition, studies on socioeconomic status and the arts have found that the relationship between arts participation and academic achievement is strongest for the lowest income students. (<a href="https://www.arts.gov/news/2012/new-nea-research-report-shows-potential-benefits-arts-education-risk-youth">https://www.arts.gov/news/2012/new-nea-research-report-shows-potential-benefits-arts-education-risk-youth</a>) · English learners who took part in arts experiences in high school were more likely to enroll in college. (<a href="https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-achievements-and-values-of-young-adults/">https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-achievements-and-values-of-young-adults/</a>) · Middle school students in</p>
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**Delaware Department of Education  
Opportunity Funding Form  
2022-2023 School Year**

	<p>drama and visual arts programs were less likely to encounter behavioral challenges or engage in risky behaviors. (<a href="https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-students-at-risk/">https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-students-at-risk/</a>). Six-year-olds from economically disadvantaged and bilingual households and enrolled in a music program had more developed auditory skills and more quickly processed language and speech than their peers who were not enrolled in a music program. (<a href="https://www.sciencedirect.com/science/article/pii/S1878929315301122">https://www.sciencedirect.com/science/article/pii/S1878929315301122</a>) The position of the Visual &amp; Performing Art and Gifted &amp; Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.</p>		
<p>Paraprofessional FT (1)-Chinese pref.</p>	<p>The Paraprofessionals will be assigned to in-classroom support to provide small group, one on one assistance to students in our targeted population of low income or English language learners. The assignment of the Paraprofessional will be flexible to meet the personalized needs of students. Expected impact is improved attendance and decreased retention rates.</p>	<p>\$70,944</p>	<p><input type="checkbox"/></p>
<p>Paraprofessional PT (1)</p>	<p>The Paraprofessionals will be assigned to in-classroom support to provide small group, one on one assistance to students in our targeted population of low income or English language learners. The assignment of the Paraprofessional will be flexible to meet the personalized needs of students. Expected impact is improved attendance and decreased retention rates.</p>	<p>\$19,476</p>	<p><input type="checkbox"/></p>
<p>Social Worker</p>	<p>The social worker will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low-income and English language learners. The social worker will collaborate with the members of the school-based mental health team to provide wrap-around services for students, families, and staff. The expected impact is to improve</p>	<p>\$20,551.43 (Partial Funding)</p>	<p><input checked="" type="checkbox"/></p>

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

		<p>school connectedness, increase attendance rates, decrease retention rates and improve the overall quality of the student's well-being. We are seeking qualified Licensed Clinical Social Workers (LCSW), as per State regulations to engage with our students. LCSWs will work with a diverse group of students, including those who are low-income, homeless or in foster care, and/or multi-language learners. They will provide support to students so that they may achieve their academic, social, and emotional goals</p>	
Classroom Resources/Supplies	\$29,208.38	<p>Resources will be purchased to enhance the learning experience for all students (SEL/Reading/Math focus), specifically in the targeted population of ML/low income. Expected impact is improved attendance and decreased retention rates. This allocation ensures 100% of funding is received back to the school.</p>	<input type="checkbox"/>

<u>Mental Health and/or Reading (if applicable) (05311)</u> <ul style="list-style-type: none"> <li>• School Counselor</li> <li>• School Social Worker</li> <li>• Licensed Clinical Social Worker</li> <li>• School Psychologist</li> <li>• Reading Supports</li> </ul>	<u>Cost</u> (hired or contracted, if applicable)	<u>Expected Impact</u>	<u>Continued Opp. Funding investment from 2021-22?</u>
Social Worker	\$95,118.57 (Hired - Partial Funding)	<p>The social worker will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low-income and English language learners. The social worker will collaborate with the members of the school-based mental health team to</p>	<input checked="" type="checkbox"/>

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

	<p>provide wrap-around services for students, families, and staff. The expected impact is to improve school connectedness, increase attendance rates, decrease retention rates and improve the overall quality of the student's well-being. We are seeking qualified Licensed Clinical Social Workers (LCSW), as per State regulations to engage with our students. LCSWs will work with a diverse group of students, including those who are low-income, homeless or in foster care, and/or multi-language learners. They will provide support to students so that they may achieve their academic, social, and emotional goals</p>	
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**Chief School Officer:** Dan Shelton

Signature:  Date: 7/28/22

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:** Charles Longfellow

Signature:  Date: 7/28/22

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

Signature:  Date: 8/18/22

GALLAHER

Investment and Goals by SCHOOL

SCHOOL NAME: GALLAHER ELEMENTARY SCHOOL		
SCHOOL STREET ADDRESS: 800 N. BROWNLEAF RD	CITY: NEWARK	ZIP CODE: 19713

School Contact Information

CONTACT NAME: ERIN CASSEL	CONTACT PHONE NUMBER: 302-454-5959
CONTACT EMAIL ADDRESS: ERIN.CASSEL@CHRISTINA.K12.DE.US	

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</u> (05297)	<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>
Multi-Language Learner Coach	Split Funded \$13,904.54	The MLL Coach will support all elementary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches and the secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.	<input checked="" type="checkbox"/>

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

<p>Parent Workshops</p>	<p>\$12,000</p>	<p>Parent workshops will be offered as a three series support for students and their families receiving services through our MLL program. Additionally, targeting our low-income families to provide academic and mental health education and resources. The expected impact is a growth in our attendance rates, a decline in retention rates and an increase in graduation rates.</p>	<p style="text-align: center;"><input checked="" type="checkbox"/></p>
<p>Math Coach (Elementary)</p>	<p>Split Funded \$13,904.54</p>	<p>The Elementary Math Coach will support all elementary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.</p>	<p style="text-align: center;"><input checked="" type="checkbox"/></p>
<p>Visual &amp; Performing Arts/Gifted Specialist</p>	<p>Split Funded \$8,269.69</p>	<p>The VPAG Coach will support all k-12 schools within the CSD with professional learning, in-classroom support, and coaching for staff members as it relates to visual &amp; performing arts as well as gifted education. The expected impact is to ensure full access to arts and gifted programming for our targeted student population of low-income and English language learners. Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical, emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic content, CTE, gifted and talented, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the participation of students from low-income families and/or are multi-language learners, in gifted and talented</p>	<p style="text-align: center;"><input type="checkbox"/></p>

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

		<p>programming: · Gifted students from low-income families may show more uneven development and discrepant test than their other gifted counterparts. - VanTassel-Baska &amp; Stambaugh, 2007; VanTassel-Baska, 2009 · Standardized tests are one of the major contributors to the underrepresentation of diverse students in gifted education. – (Joseph &amp; Ford, 2006) · Standardized tests are a regular part of the identification process, and they are often used exclusively to identify and place students in gifted services. – (Council of State Directors of Programs for the Gifted &amp; NAGC, 2003). · Minority students and students experiencing poverty are typically underrepresented in gifted programs when compared to the percentage of representation in the general population.– (Ford, 2004 High Flyers, 2011, Overlooked Gems, 2007) · Many standardized tests have a high language and cultural loading, which often negatively impacts performance in students of poverty or diversity who have less background knowledge or access to educational experiences. -(Benson, 2003; Brooks-Gunn, Klebanov, &amp; Duncan, 1996; Ford, 2004). Research and trusted policy briefs provide the following positive ‘whole child’ outcome to the participation of students, from low-income families and/or are multi-language learners, in visual and performing programming: · Students from low-income families with a high level of arts experience in school are more likely to pursue college, vote, and volunteer in their community. In addition, studies on socioeconomic status and the arts have found that the relationship between arts participation and academic achievement is strongest for the lowest income students. (<a href="https://www.arts.gov/news/2012/new-nea-research-report-shows-potential-benefits-arts-education-risk-youth">https://www.arts.gov/news/2012/new-nea-research-report-shows-potential-benefits-arts-education-risk-youth</a>) · English learners who took part in arts experiences in high school were more likely to enroll in college. (<a href="https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-achievements-and-values-of-young-adults/">https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-achievements-and-values-of-young-adults/</a>) · Middle school students in</p>
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**Delaware Department of Education  
Opportunity Funding Form  
2022-2023 School Year**

		<p>drama and visual arts programs were less likely to encounter behavioral challenges or engage in risky behaviors. (<a href="https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-students-at-risk/">https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-students-at-risk/</a>). Six-year-olds from economically disadvantaged and bilingual households and enrolled in a music program had more developed auditory skills and more quickly processed language and speech than their peers who were not enrolled in a music program. (<a href="https://www.sciencedirect.com/science/article/pii/S1878929315301122">https://www.sciencedirect.com/science/article/pii/S1878929315301122</a>) The position of the Visual &amp; Performing Art and Gifted &amp; Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.</p>	
<p>Instructional Specialist (Reading/ML)</p>	<p>\$48,670.09 (Partial Funding)</p>	<p>The reading specialist will provide direct support to Gallaher Elementary school by providing individualized instruction through in – classroom support. The specialist will provide professional learning through coaching for staff members as it relates to Reading instruction for our targeted population of low income and multi-language learners. The expected impact is to increase attendance and decrease retention.</p>	<input type="checkbox"/>
<p>Instructional Specialist (Math/ML)</p>	<p>\$130,000</p>	<p>The math specialist will provide direct support to Gallaher Elementary school by providing individualized instruction through in – classroom support. The specialist will provide professional learning through coaching for staff members as it relates to Reading instruction for our targeted population of low income and multi-language learners. The expected impact is to increase attendance and decrease retention.</p>	<input type="checkbox"/>
<p>Reported Time Paras PT (4)</p>	<p>\$77,904.00</p>	<p>The Paraprofessionals will be assigned to in-classroom support to provide small group, one on one assistance to students in our targeted population of low income or English language learners. The assignment of the</p>	<input type="checkbox"/>

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

	Paraprofessional will be flexible to meet the personalized needs of students. Expected impact is improved attendance and decreased retention rates.	
<u>Mental Health and/or Reading (if applicable)</u> <b>(05311)</b>	<u>Cost</u> (hired or contracted, if applicable)	<u>Expected Impact</u>
<ul style="list-style-type: none"> <li>• School Counselor</li> <li>• School Social Worker</li> <li>• Licensed Clinical Social Worker</li> <li>• School Psychologist</li> <li>• Reading Supports</li> </ul>		<u>Continued Opp. Funding investment from 2021-22?</u>
e.g., School Counselor (partial funding)	\$39,094 (Hired)	<input checked="" type="checkbox"/>
Social Worker	\$115,670 (Anticipating Contracted)	<input checked="" type="checkbox"/>
<p>The social worker will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low-income and English language learners. The social worker will collaborate with the members of the school-based mental health team to provide wrap-around services for students, families, and staff. The expected impact is to improve school connectedness, increase attendance rates, decrease retention rates and improve the overall quality of the student's well-being. We are seeking qualified Licensed Clinical Social Workers (LCSW), as per State regulations to engage with our students. LCSWs will work with a diverse group of students, including those who are low-income, homeless or in foster care, and/or multi-language learners. They will provide support to students so that they may achieve their academic, social, and emotional goals</p>		

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

<p align="center"><b>Reading Specialist (Split Funded)</b></p>	<p align="center">\$81,329.91 (Partial Funding)</p>	<p>The reading specialist will provide direct support to Gallaher Elementary school by providing individualized instruction through in – classroom support. The specialist will provide professional learning through coaching for staff members as it relates to Reading instruction for our targeted population of low income and multi-language learners. The expected impact is to increase attendance and decrease retention</p>	<p align="center"><input type="checkbox"/></p>
<p align="center"><b>Classroom Resources (Reading)</b></p>	<p align="center">1,260.09</p>	<p><b>Classroom Resources/Supplies:</b> Reading resources will be purchased to enhance the learning experience for all students (SEL/Reading/Math focus), specifically in the targeted population of ML/low income. Expected impact is improved attendance and decreased retention rates. This allocation ensures 100% of funding is received back to the school. <input type="checkbox"/></p>	<p align="center"><input type="checkbox"/></p>

**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:**                     Dan Shelton                    

Signature:  Date:           7/28/22          

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:**                     Charles Longfellow                    

Signature:  Date:           7/28/22          

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                    

Signature:  Date:           8/18/22



**GAUGER-COBBS**

**Investment and Goals by SCHOOL**

SCHOOL NAME: GAUGER-COBBS MIDDLE SCHOOL	
SCHOOL STREET ADDRESS: 50 GENDER RD.	CITY: NEWARK
	ZIP CODE: 19713

**School Contact Information**

CONTACT NAME: SEAN MULRINE	CONTACT PHONE NUMBER: 302-454-2358
CONTACT EMAIL ADDRESS: SEAN.MULRINE@CHRISTINA.K12.DE.US	

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</u> (05297)	<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>
Instructional Coach (School Based)	130,785 (partial funding)	The school-based instructional coach will provide staff and student support at Gauger-Cobbs Middle School with professional learning, in classroom support and coaching for staff members as it relates to Reading/Language Arts best-practices. The school based coach will collaborate frequently with the shared district ML, ELA and Math Coaches. The expected impact is to ensure high quality lessons delivered	

**Delaware Department of Education  
2022-2023 School Year**

			that are personalized to meet the needs of our targeted student population of low income and English language learners.	
ELA Coach (Secondary)	\$19,073.62		The English Language Arts Coach will support all secondary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to Reading/Language Arts best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.	<input type="checkbox"/>
Multi-Language Learner Coach (Secondary)	Split Funded \$17,807.97		The secondary MLL Coach will support all secondary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches and the secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.	<input checked="" type="checkbox"/>
ELA Coach (Secondary)	\$18,942.11 split funded		The English Language Arts Coach will support all secondary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to Reading/Language Arts best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.	<input checked="" type="checkbox"/>
Parent Workshops	\$16,000		Parent workshops will be offered as a three series support for students and their families receiving services through our MLL program. Additionally, targeting our low-income families to provide academic and mental health education and resources. The expected impact is a growth in our attendance rates, a decline in retention rates and an increase in graduation rates.	<input checked="" type="checkbox"/>
Math Coach (Secondary)	Split Funded \$19,073.62		The Secondary Math Coach will support all secondary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the	<input checked="" type="checkbox"/>

**Delaware Department of Education  
2022-2023 School Year**

	<p>needs of our targeted student population of low income and English language learners.</p>	
<p>Visual &amp; Performing Arts/Gifted Specialist</p>	<p>The VPAG Coach will support all k-12 schools within the CSD with professional learning, in-classroom support, and coaching for staff members as it relates to visual &amp; performing arts as well as gifted education. The expected impact is to ensure full access to arts and gifted programming for our targeted student population of low-income and English language learners. Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical, emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic content, CTE, gifted and talented, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the participation of students from low-income families and/or are multi-language learners, in gifted and talented programming:</p> <ul style="list-style-type: none"> <li>· Gifted students from low-income families may show more uneven development and discrepant test than their other gifted counterparts. - VanTassel-Baska &amp; Stambaugh, 2007; VanTassel-Baska, 2009 · Standardized tests are one of the major contributors to the underrepresentation of diverse students in gifted education. – (Joseph &amp; Ford, 2006) · Standardized tests are a regular part of the identification process, and they are often used exclusively to identify and place students in gifted services. – (Council of State Directors of Programs for the Gifted &amp; NAGC, 2003). · Minority students and students experiencing poverty are typically underrepresented in gifted programs</li> </ul>	<p align="center">Split Funded \$9,416.94</p>

Delaware Department of Education  
2022-2023 School Year

		<p>when compared to the percentage of representation in the general population.– (Ford, 2004 High Flyers, 2011, Overlooked Gems, 2007) · Many standardized tests have a high language and cultural loading, which often negatively impacts performance in students of poverty or diversity who have less background knowledge or access to educational experiences. -(Benson, 2003; Brooks-Gunn, Klebanov, &amp; Duncan, 1996; Ford, 2004). Research and trusted policy briefs provide the following positive ‘whole child’ outcome to the participation of students, from low-income families and/or are multi-language learners, in visual and performing programming: · Students from low-income families with a high level of arts experience in school are more likely to pursue college, vote, and volunteer in their community. In addition, studies on socioeconomic status and the arts have found that the relationship between arts participation and academic achievement is strongest for the lowest income students. (<a href="https://www.arts.gov/news/2012/new-nearesearch-report-shows-potential-benefits-arts-education-risk-youth">https://www.arts.gov/news/2012/new-nearesearch-report-shows-potential-benefits-arts-education-risk-youth</a>) · English learners who took part in arts experiences in high school were more likely to enroll in college. (<a href="https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-achievements-and-values-of-young-adults/">https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-achievements-and-values-of-young-adults/</a>). Middle school students in drama and visual arts programs were less likely to encounter behavioral challenges or engage in risky behaviors. (<a href="https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-students-at-risk/">https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-students-at-risk/</a>). Six-year-olds from economically disadvantaged and bilingual households and enrolled in a music program had more developed auditory skills and more quickly processed language and speech than their peers who were not enrolled in a music program. (<a href="https://www.sciencedirect.com/science/article/pii/S1878929315301122">https://www.sciencedirect.com/science/article/pii/S1878929315301122</a>)</p> <p>The position of the Visual &amp; Performing Art and Gifted &amp; Talented</p>
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**Delaware Department of Education  
2022-2023 School Year**


	<p>Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.</p>	
<p>Classroom Resources/Supplies</p>	<p>\$29,208.38</p>	<p align="center"><input type="checkbox"/></p>

<p><u>Mental Health and/or Reading (if applicable) (05311)</u></p> <ul style="list-style-type: none"> <li>• School Counselor</li> <li>• School Social Worker</li> <li>• Licensed Clinical Social Worker</li> <li>• School Psychologist</li> <li>• Reading Supports</li> </ul> <p><i>e.g., School Counselor (partial funding)</i></p>	<p><u>Cost</u> (hired or contracted, if applicable)</p>	<p><u>Expected Impact</u></p>	<p><u>Continued Opp. Funding investment from 2021-22?</u></p>
	<p>\$39,094 (Hired)</p>		<p align="center"><input checked="" type="checkbox"/></p>


**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:** Dan Shelton  
Signature:  Date: 7/28/22

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:** Charles Longfellow  
Signature:  Date: 7/28/22

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  
Signature:  Date: 8/18/22

GLASGOW

Investment and Goals by SCHOOL

SCHOOL NAME: GLASGOW HIGH SCHOOL		ZIP CODE: 19702
SCHOOL STREET ADDRESS: 1901 S. COLLEGE AVE	CITY: NEWARK	

School Contact Information

CONTACT NAME: HAROLD INGRAM	CONTACT PHONE NUMBER: 302-6315600
CONTACT EMAIL ADDRESS: HAROLD.INGRAM@CHRISTINA.K12.DE.US	

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</u> (05297)	<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>
Multi-Language Learner Coach (Secondary)	Split Funded \$5,786.84	The secondary MLL Coach will support all secondary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches	<input checked="" type="checkbox"/>

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

		<p>and the secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.</p>	
<p>Math Coach (1) (Secondary)</p>	<p>Split Funded \$5,786.84</p>	<p>The Secondary math Coach will support all secondary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.</p>	<p style="text-align: center;"><input checked="" type="checkbox"/></p>
<p>Visual &amp; Performing Arts/Gifted Specialist</p>	<p>Split Funded \$3,441.71</p>	<p>The VPAG Coach will support all k-12 schools within the CSD with professional learning, in-classroom support, and coaching for staff members as it relates to visual &amp; performing arts as well as gifted education. The expected impact is to ensure full access to arts and gifted programming for our targeted student population of low-income and English language learners. Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical, emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic content, CTE, gifted and talented, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the participation of students from low-income families and/or are multi-language learners, in gifted and talented programming: · Gifted students from low-income families may show more uneven development and discrepant test than their other gifted counterparts. - VanTassel-Baska &amp; Stambaugh, 2007; VanTassel-Baska, 2009 · Standardized tests are one of the major contributors to the</p>	<p style="text-align: center;"><input type="checkbox"/></p>



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

		<p>underrepresentation of diverse students in gifted education. – (Joseph &amp; Ford, 2006) · Standardized tests are a regular part of the identification process, and they are often used exclusively to identify and place students in gifted services. – (Council of State Directors of Programs for the Gifted &amp; NAGC, 2003). · Minority students and students experiencing poverty are typically underrepresented in gifted programs when compared to the percentage of representation in the general population.– (Ford, 2004 High Flyers, 2011, Overlooked Gems, 2007) · Many standardized tests have a high language and cultural loading, which often negatively impacts performance in students of poverty or diversity who have less background knowledge or access to educational experiences. –(Benson, 2003; Brooks-Gunn, Klebanov, &amp; Duncan, 1996; Ford, 2004). Research and trusted policy briefs provide the following positive ‘whole child’ outcome to the participation of students, from low-income families and/or are multi-language learners, in visual and performing programming: · Students from low-income families with a high level of arts experience in school are more likely to pursue college, vote, and volunteer in their community. In addition, studies on socioeconomic status and the arts have found that the relationship between arts participation and academic achievement is strongest for the lowest income students. (<a href="https://www.arts.gov/news/2012/new-nea-research-report-shows-potential-benefits-arts-education-risk-youth">https://www.arts.gov/news/2012/new-nea-research-report-shows-potential-benefits-arts-education-risk-youth</a>) · English learners who took part in arts experiences in high school were more likely to enroll in college. (<a href="https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-achievements-and-values-of-young-adults/">https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-achievements-and-values-of-young-adults/</a>) · Middle school students in drama and visual arts programs were less likely to encounter behavioral challenges or engage in risky behaviors.( <a href="https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-students-at-risk/">https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-students-at-risk/</a>) · Six-year-olds from economically disadvantaged and bilingual households and enrolled in a music program had more developed</p>
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**Delaware Department of Education  
Opportunity Funding Form  
2022-2023 School Year**

		<p>auditory skills and more quickly processed language and speech than their peers who were not enrolled in a music program. (<a href="https://www.sciencedirect.com/science/article/pii/S1878929315301122">https://www.sciencedirect.com/science/article/pii/S1878929315301122</a>) The position of the Visual &amp; Performing Art and Gifted &amp; Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.</p>	
<p>ELA Coach (Secondary)</p>	<p>\$18,942.11 split funded</p>	<p>The English Language Arts Coach will support all secondary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to Reading/Language Arts best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.</p>	<input checked="" type="checkbox"/>
<p>Move This World (SEL curriculum)</p>	<p>\$9,380.00</p>	<p>Move This World is designed to meet students on their level for meaningful and long-lasting SEL development while protecting and supporting classroom instruction time. Move This World's extensive digital library contains easy-to-follow videos with grade-specific exercises. These videos set the tone for supportive and positive classroom culture. Each video coaches students and educators through creative exercises that explicitly teach core social-emotional learning skills and provide opportunities for practice, discussion, planning, and goal setting. Students and teachers follow along with the videos together, which helps them develop deeper relationships and stronger classroom communities. As a result, students learn how to better manage their emotions, develop empathy for others, build skills for more effective communication, and improve their overall wellbeing. (<a href="http://movethisworld.com/how-it-works">movethisworld.com/how-it-works</a>)</p>	<input type="checkbox"/>

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

		<p>As schools endeavor to build and maintain relationships with all students, including low-income and multi-language learners, the social-emotional curriculum will provide a common language, de-escalation and regulation strategies that students and staff may use.</p>	
<p>MTSS Intervention Programming</p>	<p>\$30,499.50 Split funded</p>	<p>The partnership with Pathways will allow students to receive wrap-around educational and mental health services specific to our targeted population of low-income and ML learners. As noted on the Pathways website: “Our student-centered and school-wide mental health program focuses on each student’s strengths and challenges. The mental health team concentrates on the personal development and behavioral interventions for each student. A team environment is utilized — including core and special education teachers, counselors, discipline staff, the school and community liaison, and the principal team — to create a therapeutic environment throughout all of our schools. For us, having students meet their behavioral and mental health goals is just as important as meeting an academic success.” (<u>Pathways of Delaware - Alternative Education Schools - Mental Health Delaware (webbertest.com)</u>) This intervention will be a component of our tiered support for students as they learn skills such as effective decision-making, self-awareness, and self-management (CASEL.org)</p>	<input type="checkbox"/>
<p>Parent Workshops</p>	<p>\$12,000</p>	<p>Parent workshops will be offered as a three series support for students and their families receiving services through our MLL program. Additionally, targeting our low-income families to provide academic and mental health education and resources. The expected impact is a growth in our attendance rates, a decline in retention rates and an increase in graduation rates.</p>	<input checked="" type="checkbox"/>
<p>ML Teacher</p>	<p>\$130,420</p>	<p>The ML Teacher will teach students within the ESL program at Christiana High School. The teacher will focus on the WIDA English Language Development Standards. The teacher will collaborate with the district ML</p>	<input checked="" type="checkbox"/>

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

		coaches. The expected impact is a growth in our EL proficiency as well as increased attendance rates and decreased retention rates.	
AVID Teacher	\$51,368.30 (partial funding)	The Christina School District seeks to utilize Opportunity Funding to support the implementation and growth of AVID in our schools to support improved learning for all students, especially, low-income and multi-language learners. Through the effective implementation of AVID, the Christina School District is committed to ensuring college readiness of all students, including those identified as low-income and/or multi-language learners. AVID's mission is to close the opportunity gap by preparing all students for college readiness in a global society. The commitment to AVID will ensure that low-income students and multi-language learners are being provided research-proven instructional strategies to ensure college readiness. AVID is implemented in each secondary school, including Bayard and Bancroft. Additionally, the 22-23 school year will be a planning year for two elementary schools in the Christina School District. During the planning year, these elementary schools will receive professional learning, and member benefits including coaching, consultation, and access to AVID resources. This will further enhance the learning of our younger low-income and multi-language learners within the District. An AVID Site Team will be established to ensure low-income and multi-language learners have equitable access to programming.	☒

<u>Mental Health and/or Reading (if applicable)</u> <b>(05311)</b>	<u>Cost</u> (hired or contracted, if applicable)	<u>Expected Impact</u>	<u>Continued Opp. Funding investment from 2021-22?</u>
<ul style="list-style-type: none"> <li>• School Counselor</li> <li>• School Social Worker</li> <li>• Licensed Clinical Social Worker</li> <li>• School Psychologist</li> </ul>			


**Assurances and Signatures**

The applicant assures that:

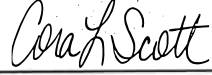
As the chief school officer of the district or charter school, I am authorized to submit for the funds identified in this form. I am also authorized to obligate the district or charter school to conduct any activity approved under this form in accordance with all applicable state requirements, including 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:** Dan Shelton  
Signature:  Date: 7/28/22

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:** Charles Longfellow  
Signature:  Date: 7/28/22

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  
Signature:  Date: 8/18/22

JONES

Investment and Goals by SCHOOL

Provide additional detail about the plan in the chart 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: JONES ELEMENTARY SCHOOL	
SCHOOL STREET ADDRESS: 33 WEST MAIN ST.	CITY: CHRISTIANA
	ZIP CODE: 19702

School Contact Information

CONTACT NAME: SHEVENA CALE	CONTACT PHONE NUMBER: 302-454-2145
CONTACT EMAIL ADDRESS: SHEVENA.CALE@CHRISTINA.K12.DE.US	

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</u> (05297)	<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>
Multi-Language Learner Coach	Split Funded \$5,786.84	The MLL Coach will support all elementary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support,	<input checked="" type="checkbox"/>

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

	<p>coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches and the secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.</p>		
<p>Math Coach (Elementary)</p>	<p>The Elementary Math Coach will support all elementary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.</p>	<p style="text-align: center;">Split Funded \$5,786.84</p>	<p style="text-align: center;"><input checked="" type="checkbox"/></p>
<p>Visual &amp; Performing Arts/Gifted Specialist</p>	<p>The VPAG Coach will support all k-12 schools within the CSD with professional learning, in-classroom support, and coaching for staff members as it relates to visual &amp; performing arts as well as gifted education. The expected impact is to ensure full access to arts and gifted programming for our targeted student population of low-income and English language learners. Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical, emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic content, CTE, gifted and talented, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the participation of students from low-income families and/or are multi-language learners, in gifted and talented programming: · Gifted students from low-income families may show more uneven development and discrepant test</p>	<p style="text-align: center;">Split Funded \$3,447.71</p>	<p style="text-align: center;"><input type="checkbox"/></p>

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

	<p>than their other gifted counterparts. - VanTassel-Baska &amp; Stambaugh, 2007; VanTassel-Baska, 2009 · Standardized tests are one of the major contributors to the underrepresentation of diverse students in gifted education. – (Joseph &amp; Ford, 2006) · Standardized tests are a regular part of the identification process, and they are often used exclusively to identify and place students in gifted services. – (Council of State Directors of Programs for the Gifted &amp; NAGC, 2003). · Minority students and students experiencing poverty are typically underrepresented in gifted programs when compared to the percentage of representation in the general population.– (Ford, 2004 High Flyers, 2011, Overlooked Gems, 2007) · Many standardized tests have a high language and cultural loading, which often negatively impacts performance in students of poverty or diversity who have less background knowledge or access to educational experiences. – (Benson, 2003; Brooks-Gunn, Klebanov, &amp; Duncan, 1996; Ford, 2004). Research and trusted policy briefs provide the following positive ‘whole child’ outcome to the participation of students, from low-income families and/or are multi-language learners, in visual and performing programming: · Students from low-income families with a high level of arts experience in school are more likely to pursue college, vote, and volunteer in their community. In addition, studies on socioeconomic status and the arts have found that the relationship between arts participation and academic achievement is strongest for the lowest income students. (<a href="https://www.arts.gov/news/2012/new-near-research-report-shows-potential-benefits-arts-education-risk-youth">https://www.arts.gov/news/2012/new-near-research-report-shows-potential-benefits-arts-education-risk-youth</a>) · English learners who took part in arts experiences in high school were more likely to enroll in college.</p> <p>(<a href="https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-achievements-and-values-of-young-adults/">https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-achievements-and-values-of-young-adults/</a>) · Middle school students in drama and visual arts programs were less likely to encounter behavioral</p>	
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**Delaware Department of Education  
Opportunity Funding Form  
2022-2023 School Year**

		<p>challenges or engage in risky behaviors. (<a href="https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-students-at-risk/">https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-students-at-risk/</a>). Six-year-olds from economically disadvantaged and bilingual households and enrolled in a music program had more developed auditory skills and more quickly processed language and speech than their peers who were not enrolled in a music program. (<a href="https://www.sciencedirect.com/science/article/pii/S1878929315301122">https://www.sciencedirect.com/science/article/pii/S1878929315301122</a>) The position of the Visual &amp; Performing Art and Gifted &amp; Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.</p>	
<p>Social Worker</p>	<p>\$33,157.14 (Hired/Split funded)</p>	<p>The social worker will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low-income and English language learners. The social worker will collaborate with the members of the school-based mental health team to provide wrap-around services for students, families, and staff. The expected impact is to improve school connectedness, increase attendance rates, decrease retention rates and improve the overall quality of the student's well-being. We are seeking qualified Licensed Clinical Social Workers (LCSW), as per State regulations to engage with our students. LCSWs will work with a diverse group of students, including those who are low-income, homeless or in foster care, and/or multi-language learners. They will provide support to students so that they may achieve their academic, social, and emotional goals</p>	<input checked="" type="checkbox"/>
<p>Parent Workshops</p>	<p>\$12,000</p>	<p>Parent workshops will be offered as a three series support for students and their families receiving services through our MLL program. Additionally, targeting our low-income families to provide academic and mental health</p>	<input checked="" type="checkbox"/>

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

		education and resources. The expected impact is a growth in our attendance rates, a decline in retention rates and an increase in graduation rates.	
Paraprofessionals PT (2)	\$38,952.00	The Paraprofessionals will be assigned to in-classroom support to provide small group, one on one assistance to students in our targeted population of low income or English language learners. The assignment of the Paraprofessional will be flexible to meet the personalized needs of students. Expected impact is improved attendance and decreased retention rates.	<input type="checkbox"/>
Classroom Resources/Supplies	\$27,666.90	Resources will be purchased to enhance the learning experience for all students (SEL/Reading/Math focus), specifically in the targeted population of ML/low income. Expected impact is improved attendance and decreased retention rates. This allocation ensures 100% of funding is received back to the school.	<input type="checkbox"/>

<u>Mental Health and/or Reading (if applicable)</u> <b>(05311)</b>	<u>Cost</u> <b>(hired or contracted, if applicable)</b>	<u>Expected Impact</u>	<u>Continued Opp. Funding investment from 2021-22?</u>
<ul style="list-style-type: none"> <li>• School Counselor</li> <li>• School Social Worker</li> <li>• Licensed Clinical Social Worker</li> <li>• School Psychologist</li> <li>• Reading Supports</li> </ul>			<input checked="" type="checkbox"/>
<i>e.g., School Counselor (partial funding)</i>	\$39,094 <i>(Hired)</i>		<input checked="" type="checkbox"/>
<b>Social Worker</b>	\$82,512.86 <b>(Hired/Split funded)</b>	The social worker will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low-income and English language learners. The social worker will collaborate with the	<input checked="" type="checkbox"/>


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

		<p>members of the school-based mental health team to provide wrap-around services for students, families, and staff. The expected impact is to improve school connectedness, increase attendance rates, decrease retention rates and improve the overall quality of the student's well-being. We are seeking qualified Licensed Clinical Social Workers (LCSW), as per State regulations to engage with our students. LCSWs will work with a diverse group of students, including those who are low-income, homeless or in foster care, and/or multi-language learners. They will provide support to students so that they may achieve their academic, social, and emotional goals</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:** Dan Shelton  
Signature:  Date: 7/28/22

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:** Charles Longfellow  
Signature:  Date: 7/28/22

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  
Signature:  Date: 8/18/22

KEENE

Investment and Goals by SCHOOL

SCHOOL NAME: KEENE ELEMENTARY SCHOOL	
SCHOOL STREET ADDRESS: 200 Cpl/1 Stephen J. Ballard Way	CITY: NEWARK
	ZIP CODE: 19702

School Contact Information

CONTACT NAME: MARIELLEN TARABOLETTI	CONTACT PHONE NUMBER: 302-454-2018
CONTACT EMAIL ADDRESS: MARIELLEN.TARABOLETTI@CHRISTINA.K12.DE.US	

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</u> (05297)	<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>
Multi-Language Learner Coach	Split Funded \$7,997.15	The MLL Coach will support all elementary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches and the	<input checked="" type="checkbox"/>

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

		secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.	
Math Coach (Elementary)	Split Funded \$7,997.15	The Elementary Math Coach will support all elementary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.	<input checked="" type="checkbox"/>
Visual & Performing Arts/Gifted Specialist	Split Funded \$4,756.28	The VPAG Coach will support all k-12 schools within the CSD with professional learning, in-classroom support, and coaching for staff members as it relates to visual & performing arts as well as gifted education. The expected impact is to ensure full access to arts and gifted programming for our targeted student population of low-income and English language learners. Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical, emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic content, CTE, gifted and talented, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the participation of students from low-income families and/or are multi-language learners, in gifted and talented programming: · Gifted students from low-income families may show more uneven development and discrepant test than their other gifted counterparts. - Van Tassel-Baska & Stambaugh, 2007; Van Tassel-Baska,	<input type="checkbox"/>

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

2009 · Standardized tests are one of the major contributors to the underrepresentation of diverse students in gifted education. – (Joseph & Ford, 2006) · Standardized tests are a regular part of the identification process, and they are often used exclusively to identify and place students in gifted services. – (Council of State Directors of Programs for the Gifted & NAGC, 2003). · Minority students and students experiencing poverty are typically underrepresented in gifted programs when compared to the percentage of representation in the general population.– (Ford, 2004 High Flyers, 2011, Overlooked Gems, 2007) · Many standardized tests have a high language and cultural loading, which often negatively impacts performance in students of poverty or diversity who have less background knowledge or access to educational experiences. –(Benson, 2003; Brooks-Gunn, Klebanov, & Duncan, 1996; Ford, 2004). Research and trusted policy briefs provide the following positive ‘whole child’ outcome to the participation of students, from low-income families and/or are multi-language learners, in visual and performing programming: · Students from low-income families with a high level of arts experience in school are more likely to pursue college, vote, and volunteer in their community. In addition, studies on socioeconomic status and the arts have found that the relationship between arts participation and academic achievement is strongest for the lowest income students. (<https://www.arts.gov/news/2012/new-near-research-report-shows-potential-benefits-arts-education-risk-youth>) · English learners who took part in arts experiences in high school were more likely to enroll in college. (<https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-achievements-and-values-of-young-adults/>) · Middle school students in drama and visual arts programs were less likely to encounter behavioral challenges or engage in risky behaviors. (<https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with->

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

		<p>students-at-risk/). Six-year-olds from economically disadvantaged and bilingual households and enrolled in a music program had more developed auditory skills and more quickly processed language and speech than their peers who were not enrolled in a music program. (<a href="https://www.sciencedirect.com/science/article/pii/S1878929315301122">https://www.sciencedirect.com/science/article/pii/S1878929315301122</a>) The position of the Visual &amp; Performing Art and Gifted &amp; Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.</p>	
<p>Paraprofessionals (2 FT)</p>	<p>\$141,888</p>	<p>The Paraprofessionals will be assigned to in-classroom support to provide small group, one on one assistance to students in our targeted population of low income or English language learners. The assignment of the Paraprofessional will be flexible to meet the personalized needs of students. Expected impact is improved attendance and decreased retention rates.</p>	<p style="text-align: center;"><input type="checkbox"/></p>
<p>Paraprofessional PT (1)</p>	<p>\$6,894.58 Partially funded</p>	<p>The Paraprofessionals will be assigned to in-classroom support to provide small group, one on one assistance to students in our targeted population of low income or English language learners. The assignment of the Paraprofessional will be flexible to meet the personalized needs of students. Expected impact is improved attendance and decreased retention rates.</p>	<p style="text-align: center;"><input type="checkbox"/></p>



**Assurances and Signatures**

The applicant assures that:


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**Chief School Officer:** Dan Shelton

Signature:  Date: 7/28/22

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:** Charles Longfellow

Signature:  Date: 7/28/22

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

Signature:  Date: 8/18/22

Investment and Goals by SCHOOL

SCHOOL NAME: KIRK MIDDLE SCHOOL	
SCHOOL STREET ADDRESS: 150 BRENNEN DRIVE	CITY: NEWARK
	ZIP CODE: 19713

School Contact Information

CONTACT NAME: VINCE DELILIO	CONTACT PHONE NUMBER: 302-454-3491
CONTACT EMAIL ADDRESS: VINCE.DELILIO@CHRISTINA.K12.DE.US	

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</u> (05297)	<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>
ELA Coach (Secondary)	\$16,846.76 split funded	The English Language Arts Coach will support all secondary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to Reading/Language Arts best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.	<input checked="" type="checkbox"/>

**Delaware Department of Education  
2022-2023 School Year**

<p style="text-align: center;"><b>Multi-Language Learner Coach (Secondary)</b></p>	<p style="text-align: center;">Split Funded \$16,846.76</p>	<p>The MLL Coach will support all elementary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches and the secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.</p>	<input checked="" type="checkbox"/>
<p style="text-align: center;"><b>Math Coach (Secondary)</b></p>	<p style="text-align: center;">Split Funded \$16,846.76</p>	<p>The Elementary Math Coach will support all elementary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.</p>	<input checked="" type="checkbox"/>
<p style="text-align: center;"><b>Visual &amp; Performing Arts/Gifted Specialist</b></p>	<p style="text-align: center;">Split Funded \$8,317.50</p>	<p>The VPAG Coach will support all k-12 schools within the CSD with professional learning, in-classroom support, and coaching for staff members as it relates to visual &amp; performing arts as well as gifted education. The expected impact is to ensure full access to arts and gifted programming for our targeted student population of low-income and English language learners. Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical, emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic content, CTE, gifted and talented, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income homes and Multi-Language</p>	<input type="checkbox"/>

Delaware Department of Education  
2022-2023 School Year

Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the participation of students from low-income families and/or are multi-language learners, in gifted and talented programming: · Gifted students from low-income families may show more uneven development and discrepant test than their other gifted counterparts. - VanTassel-Baska & Stambaugh, 2007; VanTassel-Baska, 2009 · Standardized tests are one of the major contributors to the underrepresentation of diverse students in gifted education. – (Joseph & Ford, 2006) · Standardized tests are a regular part of the identification process, and they are often used exclusively to identify and place students in gifted services. – (Council of State Directors of Programs for the Gifted & NAGC, 2003). · Minority students and students experiencing poverty are typically underrepresented in gifted programs when compared to the percentage of representation in the general population.– (Ford, 2004 High Flyers, 2011, Overlooked Gems, 2007) · Many standardized tests have a high language and cultural loading, which often negatively impacts performance in students of poverty or diversity who have less background knowledge or access to educational experiences. -(Benson, 2003; Brooks-Gunn, Klebanov, & Duncan, 1996; Ford, 2004). Research and trusted policy briefs provide the following positive ‘whole child’ outcome to the participation of students, from low-income families and/or are multi-language learners, in visual and performing programming: · Students from low-income families with a high level of arts experience in school are more likely to pursue college, vote, and volunteer in their community. In addition, studies on socioeconomic status and the arts have found that the relationship between arts participation and academic achievement is strongest for the lowest income students. (<https://www.arts.gov/news/2012/new-nea-research-report-shows-potential-benefits-arts-education-risk-youth>) · English learners who took part in arts experiences in high school were more likely to enroll in college.

Delaware Department of Education  
2022-2023 School Year

		<p>(<a href="https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-achievements-and-values-of-young-adults/">https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-achievements-and-values-of-young-adults/</a>). Middle school students in drama and visual arts programs were less likely to encounter behavioral challenges or engage in risky behaviors.(  <a href="https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-students-at-risk/">https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-students-at-risk/</a>). Six-year-olds from economically disadvantaged and bilingual households and enrolled in a music program had more developed auditory skills and more quickly processed language and speech than their peers who were not enrolled in a music program.  (<a href="https://www.sciencedirect.com/science/article/pii/S1878929315301122">https://www.sciencedirect.com/science/article/pii/S1878929315301122</a>) The position of the Visual &amp; Performing Art and Gifted &amp; Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.</p>	
<p>MTSS Intervention Programming</p>	<p>\$31,588.74 Split funded</p>	<p>3. MTSS Intervention Program –Moody/Princilus</p> <p>The partnership with Pathways will allow students to receive wrap-around educational and mental health services specific to our targeted population of low-income and ML learners. As noted on the Pathways website: “Our student-centered and school-wide mental health program focuses on each student’s strengths and challenges. The mental health team concentrates on the personal development and behavioral interventions for each student. A team environment is utilized — including core and special education teachers, counselors, discipline staff, the school and community liaison, and the principal team — to create a therapeutic environment throughout all of our schools. For us, having students meet their behavioral and mental health goals is just as</p>	<p><input type="checkbox"/></p>

**Delaware Department of Education  
2022-2023 School Year**

		<p>important as meeting an academic success.” <u>(Pathways of Delaware - Alternative Education Schools - Mental Health Delaware (webbertest.com)</u> This intervention will be a component of our tiered support for students as they learn skills such as effective decision-making, self-awareness, and self-management (CASEL.org)</p>	
<p>Paraprofessional PT (2)</p>	<p>\$38,952</p>	<p>The Paraprofessionals will be assigned to in-classroom support to provide small group, one on one assistance to students in our targeted population of low income or English language learners. The assignment of the Paraprofessional will be flexible to meet the personalized needs of students. Expected impact is improved attendance and decreased retention rates.</p>	<p align="center"><input type="checkbox"/></p>
<p>AVID Teacher</p>	<p>\$46,595.77 (partial funding)</p>	<p>The Christina School District seeks to utilize Opportunity Funding to support the implementation and growth of AVID in our schools to support improved learning for all students, especially, low-income and multi-language learners. Through the effective implementation of AVID, the Christina School District is committed to ensuring college readiness of all students, including those identified as low-income and/or multi-language learners. AVID’s mission is to close the opportunity gap by preparing all students for college readiness in a global society. The commitment to AVID will ensure that low-income students and multi-language learners are being provided research-proven instructional strategies to ensure college readiness. AVID is implemented in each secondary school, including Bayard and Bancroft. Additionally, the 22-23 school year will be a planning year for two elementary schools in the Christina School District. During the planning year, these elementary schools will receive professional learning, and member benefits including coaching, consultation, and access to AVID resources. This will further enhance the learning of our younger low-income and multi-language learners within the District. An AVID Site Team will be established to ensure low-income and multi-language learners have equitable access to programming.</p>	<p align="center"><input checked="" type="checkbox"/></p>
<p>ML Teacher</p>	<p>\$130,420</p>	<p>The ML Teacher will teach students within the ESL program at Kirk Middle. The teacher will focus on the WIDA English Language Development Standards. The teacher will collaborate with the district ML coaches. The expected</p>	<p align="center"><input checked="" type="checkbox"/></p>


**Delaware Department of Education  
2022-2023 School Year**

	<p>impact is a growth in our EL proficiency as well as increased attendance rates and decreased retention rates.</p>	
<p><b><u>Mental Health and/or Reading (if applicable)</u></b> <b><u>(05311)</u></b></p> <ul style="list-style-type: none"> <li>• School Counselor</li> <li>• School Social Worker</li> <li>• Licensed Clinical Social Worker</li> <li>• School Psychologist</li> <li>• Reading Supports</li> </ul>	<p><b><u>Cost</u></b> <b>(hired or contracted, if applicable)</b></p>	<p><b><u>Expected Impact</u></b></p>
		<p><b><u>Continued Opp. Funding investment from 2021-22?</u></b></p>

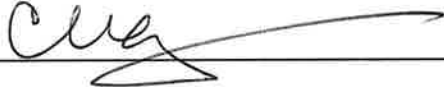
**Assurances and Signatures**

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:** Dan Shelton  
Signature:  Date: 7/28/22

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:** Charles Longfellow  
Signature:  Date: 7/28/22

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  
Signature:  Date: 8/18/22



LEASURE

Investment and Goals by SCHOOL

SCHOOL NAME: LEASURE ELEMENTARY SCHOOL	
SCHOOL STREET ADDRESS: 1015 Church Rd	CITY: NEWARK
	ZIP CODE: 19702

School Contact Information

CONTACT NAME: BRANDI FOXX	CONTACT PHONE NUMBER: 302-454-2103
CONTACT EMAIL ADDRESS: BRANDI.FOXX@CHRISTINA.K12.DE.US	

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</u> (05297)	<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>
Multi-Language Learner Coach	Split Funding \$6,389.68	The MLL Coach will support all elementary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches and the	<input checked="" type="checkbox"/>

**Delaware Department of Education  
2022-2023 School Year**

		secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.		
Parent Workshops	\$12,000	Parent workshops will be offered as a three series support for students and their families receiving services through our MLL program. Additionally, targeting our low-income families to provide academic and mental health education and resources. The expected impact is a growth in our attendance rates, a decline in retention rates and an increase in graduation rates.	<input checked="" type="checkbox"/>	
Math Coach (Elementary)	Split Funding \$6,389.68	The Elementary Math Coach will support all elementary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.	<input checked="" type="checkbox"/>	
Visual & Performing Arts/Gifted Specialist	Split Funding \$3,800.25	The VPAG Coach will support all k-12 schools within the CSD with professional learning, in-classroom support, and coaching for staff members as it relates to visual & performing arts as well as gifted education. The expected impact is to ensure full access to arts and gifted programming for our targeted student population of low-income and English language learners. Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical, emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic content, CTE, gifted and talented, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the participation of students from low-income families and/or are multi-language learners, in gifted and talented programming: · Gifted students from low-income families may show more uneven development and discrepant test	<input type="checkbox"/>	

Delaware Department of Education  
2022-2023 School Year

than their other gifted counterparts. - VanTassel-Baska & Stambaugh, 2007; VanTassel-Baska, 2009 · Standardized tests are one of the major contributors to the underrepresentation of diverse students in gifted education. – (Joseph & Ford, 2006) · Standardized tests are a regular part of the identification process, and they are often used exclusively to identify and place students in gifted services. – (Council of State Directors of Programs for the Gifted & NAGC, 2003). · Minority students and students experiencing poverty are typically underrepresented in gifted programs when compared to the percentage of representation in the general population. – (Ford, 2004 High Flyers, 2011, Overlooked Gems, 2007) · Many standardized tests have a high language and cultural loading, which often negatively impacts performance in students of poverty or diversity who have less background knowledge or access to educational experiences. -(Benson, 2003; Brooks-Gunn, Klebanov, & Duncan, 1996; Ford, 2004). Research and trusted policy briefs provide the following positive ‘whole child’ outcome to the participation of students, from low-income families and/or are multi-language learners, in visual and performing programming: · Students from low-income families with a high level of arts experience in school are more likely to pursue college, vote, and volunteer in their community. In addition, studies on socioeconomic status and the arts have found that the relationship between arts participation and academic achievement is strongest for the lowest income students. (<https://www.arts.gov/news/2012/new-nearesearch-report-shows-potential-benefits-arts-education-risk-youth>) · English learners who took part in arts experiences in high school were more likely to enroll in college. (<https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-achievements-and-values-of-young-adults/>) · Middle school students in drama and visual arts programs were less likely to encounter behavioral challenges or engage in risky behaviors. (<https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with->

**Delaware Department of Education  
2022-2023 School Year**

	<p>students-at-risk/). Six-year-olds from economically disadvantaged and bilingual households and enrolled in a music program had more developed auditory skills and more quickly processed language and speech than their peers who were not enrolled in a music program. (<a href="https://www.sciencedirect.com/science/article/pii/S1878929315301122">https://www.sciencedirect.com/science/article/pii/S1878929315301122</a>) The position of the Visual &amp; Performing Art and Gifted &amp; Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.</p>		
<p>Move This World (SEL)</p>	<p>Move This World is designed to meet students on their level for meaningful and long-lasting SEL development while protecting and supporting classroom instruction time. Move This World's extensive digital library contains easy-to-follow videos with grade-specific exercises. These videos set the tone for supportive and positive classroom culture. Each video coaches students and educators through creative exercises that explicitly teach core social-emotional learning skills and provide opportunities for practice, discussion, planning, and goal setting. Students and teachers follow along with the videos together, which helps them develop deeper relationships and stronger classroom communities. As a result, students learn how to better manage their emotions, develop empathy for others, build skills for more effective communication, and improve their overall wellbeing. (<a href="http://movethisworld.com/how-it-works">movethisworld.com/how-it-works</a>)</p> <p>As schools endeavor to build and maintain relationships with all students, including low-income and multi-language learners, the social-emotional curriculum will provide a common language, de-escalation and regulation strategies that students and staff may use.</p>	<p>\$5,030.00</p>	<p align="right">□</p>

**Delaware Department of Education  
2022-2023 School Year**

<p>Paraprofessional FT (1)</p>	<p>\$70,400.00</p>	<p>The Paraprofessionals will be assigned to in-classroom support to provide small group, one on one assistance to students in our targeted population of low income or English language learners. The assignment of the Paraprofessional will be flexible to meet the personalized needs of students. Expected impact is improved attendance and decreased retention rates.</p>	<p align="center"><input type="checkbox"/></p>
<p>Mentoring Programming</p>	<p>\$23,427.53 (Contract)</p>	<p>In Partnership with Bravin Consultants, cohorts of students will be identified with a priority of the targeted population of low income and multi-lingual learners to receive wrap around services through in-school mental health supports by participating in small group activities. Small groups will meet for 9 or 10-week sessions. The expected impact is a greater connectedness to the school community, increased attendance and decreased retention rates.</p>	<p align="center"><input type="checkbox"/></p>
<p>Social Worker</p>	<p>\$24,562.86 (Split Funding / Anticipated Contract)</p>	<p>The LCSW will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low-income and English language learners. The social worker will collaborate with the members of the school-based mental health team to provide wrap-around services for students, families, and staff. The expected impact is to improve school connectedness, increase attendance rates, decrease retention rates and improve the overall quality of the student's well-being. We are seeking qualified Licensed Clinical Social Workers (LCSW), as per State regulations to engage with our students. LCSWs will work with a diverse group of students, including those who are low-income, homeless or in foster care, and/or multi-language learners. They will provide support to students so that they may achieve their academic, social, and emotional goals</p>	<p align="center"><input checked="" type="checkbox"/></p>

Delaware Department of Education  
2022-2023 School Year

<u>Mental Health and/or Reading (if applicable)</u> <b>(05311)</b> <ul style="list-style-type: none"> <li>• School Counselor</li> <li>• School Social Worker</li> <li>• Licensed Clinical Social Worker</li> <li>• School Psychologist</li> <li>• Reading Supports</li> </ul>	<u>Cost</u> (hired or contracted, if applicable)	<u>Expected Impact</u>	<u>Continued Opp. Funding investment from 2021-22?</u>
Social Worker	\$ 87,107.14 (Split funding/ Anticipated Contract)	The LCSW will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low-income and English language learners. The social worker will collaborate with the members of the school-based mental health team to provide wrap-around services for students, families, and staff. The expected impact is to improve school connectedness, increase attendance rates, decrease retention rates and improve the overall quality of the student's well-being. We are seeking qualified Licensed Clinical Social Workers (LCSW), as per State regulations to engage with our students. LCSWs will work with a diverse group of students, including those who are low-income, homeless or in foster care, and/or multi-language learners. They will provide support to students so that they may achieve their academic, social, and emotional goals	<input checked="" type="checkbox"/>

MACLARY

Investment and Goals by SCHOOL

SCHOOL NAME: MACLARY ELEMENTARY SCHOOL		ZIP CODE: 19711
SCHOOL STREET ADDRESS: 300 ST. REGIS DRIVE CHAPEL HILL	CITY: NEWARK	

School Contact Information

CONTACT NAME: LANNY BLAIR	CONTACT PHONE NUMBER: 302-454-2142
CONTACT EMAIL ADDRESS: LANNY.BLAIR@CHRISTINA.K12.DE.US	

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</u> (05297)	<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>
Multi-Language Learner Coach	Split Funded \$5,344.84	The MLL Coach will support all elementary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches and the secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.	<input checked="" type="checkbox"/>

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

<p>Math Coach (Elementary)</p>	<p>Split Funded \$5,344.84</p>	<p>The Elementary Math Coach will support all elementary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.</p>	<input checked="" type="checkbox"/>
<p>Visual &amp; Performing Arts/Gifted Specialist</p>	<p>Split Funded \$3,178.83</p>	<p>The VPAG Coach will support all k-12 schools within the CSD with professional learning, in-classroom support, and coaching for staff members as it relates to visual &amp; performing arts as well as gifted education. The expected impact is to ensure full access to arts and gifted programming for our targeted student population of low-income and English language learners. Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical, emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic content, CTE, gifted and talented, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the participation of students from low-income families and/or are multi-language learners, in gifted and talented programming: · Gifted students from low-income families may show more uneven development and discrepant test than their other gifted counterparts. - VanTassel-Baska &amp; Stambaugh, 2007; VanTassel-Baska, 2009 · Standardized tests are one of the major contributors to the underrepresentation of diverse students in gifted education. – (Joseph &amp; Ford, 2006) · Standardized tests are a regular part of the identification process,</p>	<input type="checkbox"/>



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

	<p>and they are often used exclusively to identify and place students in gifted services. – (Council of State Directors of Programs for the Gifted &amp; NAGC, 2003). · Minority students and students experiencing poverty are typically underrepresented in gifted programs when compared to the percentage of representation in the general population.– (Ford, 2004 High Flyers, 2011, Overlooked Gems, 2007) · Many standardized tests have a high language and cultural loading, which often negatively impacts performance in students of poverty or diversity who have less background knowledge or access to educational experiences. -(Benson, 2003; Brooks-Gunn, Klebanov, &amp; Duncan, 1996; Ford, 2004). Research and trusted policy briefs provide the following positive ‘whole child’ outcome to the participation of students, from low-income families and/or are multi-language learners, in visual and performing programming: · Students from low-income families with a high level of arts experience in school are more likely to pursue college, vote, and volunteer in their community. In addition, studies on socioeconomic status and the arts have found that the relationship between arts participation and academic achievement is strongest for the lowest income students. (<a href="https://www.arts.gov/news/2012/new-near-research-report-shows-potential-benefits-arts-education-risk-youth">https://www.arts.gov/news/2012/new-near-research-report-shows-potential-benefits-arts-education-risk-youth</a>) · English learners who took part in arts experiences in high school were more likely to enroll in college. (<a href="https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-achievements-and-values-of-young-adults/">https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-achievements-and-values-of-young-adults/</a>)· Middle school students in drama and visual arts programs were less likely to encounter behavioral challenges or engage in risky behaviors. (<a href="https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-students-at-risk/">https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-students-at-risk/</a>). Six-year-olds from economically disadvantaged and bilingual households and enrolled in a music program had more developed auditory skills and more quickly processed language and speech than their</p>	
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**Delaware Department of Education  
Opportunity Funding Form  
2022-2023 School Year**

		<p>peers who were not enrolled in a music program. (<a href="https://www.sciencedirect.com/science/article/pii/S1878929315301122">https://www.sciencedirect.com/science/article/pii/S1878929315301122</a>) The position of the Visual &amp; Performing Art and Gifted &amp; Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.</p>	
<p>Social Worker</p>	<p>\$39,460 (Anticipated Vendor /Split funded)</p>	<p>The social worker will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low-income and English language learners. The social worker will collaborate with the members of the school-based mental health team to provide wrap-around services for students, families, and staff. The expected impact is to improve school connectedness, increase attendance rates, decrease retention rates and improve the overall quality of the student's well-being. We are seeking qualified Licensed Clinical Social Workers (LCSW), as per State regulations to engage with our students. LCSWs will work with a diverse group of students, including those who are low-income, homeless or in foster care, and/or multi-language learners. They will provide support to students so that they may achieve their academic, social, and emotional goals</p>	<p style="text-align: center;"><input checked="" type="checkbox"/></p>
<p>Paraprofessionals (3 PT)</p>	<p>\$58,401</p>	<p>The Paraprofessionals will be assigned to in-classroom support to provide small group, one on one assistance to students in our targeted population of low income or English language learners. The assignment of the Paraprofessional will be flexible to meet the personalized needs of students. Expected impact is improved attendance and decreased retention rates.</p>	<p style="text-align: center;"><input type="checkbox"/></p>
<p>My Very Own Library</p>	<p>\$5,377.63</p>	<p>In partnership with United Way of Delaware, students will receive new books to build a personal home library. From the USDE.ORG website: research shows that when students build their own libraries, they learn to love reading. The</p>	<p style="text-align: center;"><input type="checkbox"/></p>

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

		<p>United Way of Delaware's My Very Own Library program provides free, brand-new books to students so they can build a personal home library. When students can choose the books they want to call their own, they develop stronger literacy skills, which can lead to better test scores and lasting love and joy for reading. In addition to providing ten new books of the student's choice, MVOL incentivizes student reading through challenges and rewards. The recognition program encourages students to reach new heights in reading. Additionally, MVOL provides "Reading Angels" (RA). The "RA's" are community leaders focused on engaging both the students and families in person and virtually. Not only do the "RA's" come to school to provide 1 on 1 reading time with our MLL and SED/low-income students, but they also provide virtual family reading/connection time outside the school day and throughout the summer. Furthermore, RA "incorporates a focus on multi-lingual RA volunteers to support Maclary's English Learner (MLL) students and families."</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"> <li>• School Counselor</li> <li>• School Social Worker</li> <li>• Licensed Clinical Social Worker</li> <li>• School Psychologist</li> <li>• Reading Supports</li> </ul>	\$76,210 (Anticipated Vendor/Split funded)	The social worker will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low-income and English language learners. The social worker will collaborate with the	☒
Social Worker			☒

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

	<p>members of the school-based mental health team to provide wrap-around services for students, families, and staff. The expected impact is to improve school connectedness, increase attendance rates, decrease retention rates and improve the overall quality of the student's well-being. We are seeking qualified Licensed Clinical Social Workers (LCSW), as per State regulations to engage with our students. LCSWs will work with a diverse group of students, including those who are low-income, homeless or in foster care, and/or multi-language learners. They will provide support to students so that they may achieve their academic, social, and emotional goals</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:** Dan Shelton  
Signature:  Date: 7/28/22

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:** Charles Longfellow  
Signature:  Date: 7/28/22

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  
Signature:  Date: 8/18/22

**MARSHALL**

Investment and Goals by SCHOOL

SCHOOL NAME: MARSHALL ELEMENTARY SCHOOL	
SCHOOL STREET ADDRESS: 101 BARRETT RUN RD.	CITY: NEWARK
	ZIP CODE: 19702

**School Contact Information**

CONTACT NAME: ALVIN POPE	CONTACT PHONE NUMBER: 302-454-4700
CONTACT EMAIL ADDRESS: ALVIN.POPE@CHRISTINA.K12.DE.US	

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>
Multi-Language Learner Coach	Split Funded \$5,786.84	The MLL Coach will support all elementary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches	<input checked="" type="checkbox"/>

**Delaware Department of Education  
2022-2023 School Year**

	<p>and the secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.</p>		
<p>Math Coach (Elementary)</p>	<p>The Elementary Math Coach will support all elementary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.</p>	<p>Split Funded \$5,786.84</p>	<p align="center"><input checked="" type="checkbox"/></p>
<p>Visual &amp; Performing Arts/Gifted Specialist</p>	<p>The VPAG Coach will support all k-12 schools within the CSD with professional learning, in-classroom support, and coaching for staff members as it relates to visual &amp; performing arts as well as gifted education. The expected impact is to ensure full access to arts and gifted programming for our targeted student population of low-income and English language learners. Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical, emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic content, CTE, gifted and talented, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the participation of students from low-income families and/or are multi-language learners, in gifted and talented programming:</p> <ul style="list-style-type: none"> <li>• Gifted students from low-income families may show more uneven</li> </ul>	<p>Split Funded \$3,441.71</p>	<p align="center"><input type="checkbox"/></p>

Delaware Department of Education  
2022-2023 School Year

development and discrepant test than their other gifted counterparts. - VanTassel-Baska & Stambaugh, 2007; VanTassel-Baska, 2009 . Standardized tests are one of the major contributors to the underrepresentation of diverse students in gifted education. – (Joseph & Ford, 2006) . Standardized tests are a regular part of the identification process, and they are often used exclusively to identify and place students in gifted services. – (Council of State Directors of Programs for the Gifted & NAGC, 2003). · Minority students and students experiencing poverty are typically underrepresented in gifted programs when compared to the percentage of representation in the general population.– (Ford, 2004 High Flyers, 2011, Overlooked Gems, 2007) . Many standardized tests have a high language and cultural loading, which often negatively impacts performance in students of poverty or diversity who have less background knowledge or access to educational experiences. - (Benson, 2003; Brooks-Gunn, Klebanov, & Duncan, 1996; Ford, 2004). Research and trusted policy briefs provide the following positive ‘whole child’ outcome to the participation of students, from low-income families and/or are multi-language learners, in visual and performing programming: · Students from low-income families with a high level of arts experience in school are more likely to pursue college, vote, and volunteer in their community. In addition, studies on socioeconomic status and the arts have found that the relationship between arts participation and academic achievement is strongest for the lowest income students. (<https://www.arts.gov/news/2012/new-nea-research-report-shows-potential-benefits-arts-education-risk-youth>) · English learners who took part in arts experiences in high school were more likely to enroll in college. (<https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on->



Delaware Department of Education  
2022-2023 School Year

	<p>the-achievements-and-values-of-young-adults/). Middle school students in drama and visual arts programs were less likely to encounter behavioral challenges or engage in risky behaviors. (<a href="https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-students-at-risk/">https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-students-at-risk/</a>). Six-year-olds from economically disadvantaged and bilingual households and enrolled in a music program had more developed auditory skills and more quickly processed language and speech than their peers who were not enrolled in a music program. (<a href="https://www.sciencedirect.com/science/article/pii/S1878929315301122">https://www.sciencedirect.com/science/article/pii/S1878929315301122</a>) The position of the Visual &amp; Performing Art and Gifted &amp; Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.</p>		
<p>Social Worker</p>	<p>\$33,157.14 (Hired/Split funded)</p>	<p>The social worker will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low-income and English language learners. The social worker will collaborate with the members of the school-based mental health team to provide wrap-around services for students, families, and staff. The expected impact is to improve school connectedness, increase attendance rates, decrease retention rates and improve the overall quality of the student's well-being. We are seeking qualified Licensed Clinical Social Workers (LCSW), as per State regulations to engage with our students. LCSWs will work with a diverse group of students, including those who are low-income, homeless or in foster care, and/or multi-language learners. They</p>	<p><input checked="" type="checkbox"/></p>

**Delaware Department of Education  
2022-2023 School Year**

		will provide support to students so that they may achieve their academic, social, and emotional goals	
Parent Workshops	\$12,000	Parent workshops will be offered as a three series support for students and their families receiving services through our MILL program. Additionally, targeting our low-income families to provide academic and mental health education and resources. The expected impact is a growth in our attendance rates, a decline in retention rates and an increase in graduation rates.	☒
Paraprofessional PT (2)	\$38,952	The Paraprofessionals will be assigned to in-classroom support to provide small group, one on one assistance to students in our targeted population of low income or English language learners. The assignment of the Paraprofessional will be flexible to meet the personalized needs of students. Expected impact is improved attendance and decreased retention rates.	
Reading Intervention (Site License)	\$3,250	A site license for all students to access Flocabulary; a supplemental resource that promotes social-emotional learning, and global citizenship, supports ML learners, and boosts vocabulary development for all students. From their website: Flocabulary's multimodal approach to standards-based instruction reaches all learners where they are and engages them in rigorous academic content. Our research-based videos and activities build the background knowledge and vocabulary students need to succeed. The expected impact is improved attendance and decreased retention rates.  Flocabulary provides a number of supports that will support our ML learners. They include text-to-speech, peer discussion prompts and slower speeds are just a few built-in supports for ML learners. Lessons can also be crafted to build vocabulary across various subject areas. This not only would be of benefit to ML learners but also to our low-income students	

**Delaware Department of Education  
2022-2023 School Year**

	using this program as an additional intervention with lessons containing specific areas of focus.		
Classroom Resources/Supplies	Resources will be purchased to enhance the learning experience for all students (SEL/Reading/Math focus), specifically in the targeted population of ML/low income. Expected impact is improved attendance and decreased retention rates. This allocation ensures 100% of funding is received back to the school.	\$24,416.90	<input type="checkbox"/>
<u>Mental Health and/or Reading (if applicable) (05311)</u> <ul style="list-style-type: none"> <li>• School Counselor</li> <li>• School Social Worker</li> <li>• Licensed Clinical Social Worker</li> <li>• School Psychologist</li> <li>• Reading Supports</li> </ul>	<u>Expected Impact</u>	<u>Cost</u> (hired or contracted, if applicable)	<u>Continued Opp. Funding investment from 2021-22?</u>
Social Worker	The social worker will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low-income and English language learners. The social worker will collaborate with the members of the school-based mental health team to provide wrap-around services for students, families, and staff. The expected impact is to improve school connectedness, increase attendance rates, decrease retention rates and improve the overall quality of the student's well-being. We are seeking qualified Licensed	\$76,210 (Hired/Split funded)	<input checked="" type="checkbox"/>


**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:** Dan Shelton  
Signature:  Date: 7/28/22

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:** Charles Longfellow  
Signature:  Date: 7/28/22

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  
Signature:  Date: 8/18/22

MCVEY

Investment and Goals by SCHOOL

SCHOOL NAME: MCVEY ELEMENTARY SCHOOL	
SCHOOL STREET ADDRESS: 908 JANICE DRIVE	CITY: NEWARK
	ZIP CODE: 19713

School Contact Information

CONTACT NAME: ASIA ALI-HAWKINS	CONTACT PHONE NUMBER: 302-454-2145
CONTACT EMAIL ADDRESS: ASIA.ALIHAWKINS@CHRISTINA.K12.DE.US	

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</u> (05297)	<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>
Multi-Language Learner Coach	Split Funded \$7,394.30	The MLL Coach will support all elementary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches and the secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.	<input checked="" type="checkbox"/>

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

<p>Math Coach (Elementary)</p>	<p>Split Funded \$7,394.30</p>	<p>The Elementary Math Coach will support all elementary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.</p>	<p style="text-align: center;"><input checked="" type="checkbox"/></p>
<p>Visual &amp; Performing Arts/Gifted Specialist</p>	<p>Split Funded \$4,397.74</p>	<p>The VPAG Coach will support all k-12 schools within the CSD with professional learning, in-classroom support, and coaching for staff members as it relates to visual &amp; performing arts as well as gifted education. The expected impact is to ensure full access to arts and gifted programming for our targeted student population of low-income and English language learners. Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical, emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic content, CTE, gifted and talented, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the participation of students from low-income families and/or are multi-language learners, in gifted and talented programming: · Gifted students from low-income families may show more uneven development and discrepant test than their other gifted counterparts. - Van Tassel-Baska &amp; Stambaugh, 2007; Van Tassel-Baska, 2009 · Standardized tests are one of the major contributors to the underrepresentation of diverse students in gifted education. – (Joseph &amp; Ford, 2006) · Standardized tests are a regular part of the identification process, and they are often used exclusively to identify</p>	<p style="text-align: center;"><input type="checkbox"/></p>

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

	<p>and place students in gifted services. – (Council of State Directors of Programs for the Gifted &amp; NAGC, 2003). · Minority students and students experiencing poverty are typically underrepresented in gifted programs when compared to the percentage of representation in the general population.– (Ford, 2004 High Flyers, 2011, Overlooked Gems, 2007) · Many standardized tests have a high language and cultural loading, which often negatively impacts performance in students of poverty or diversity who have less background knowledge or access to educational experiences. -(Benson, 2003; Brooks-Gunn, Klebanov, &amp; Duncan, 1996; Ford, 2004). Research and trusted policy briefs provide the following positive ‘whole child’ outcome to the participation of students, from low-income families and/or are multi-language learners, in visual and performing programming: · Students from low-income families with a high level of arts experience in school are more likely to pursue college, vote, and volunteer in their community. In addition, studies on socioeconomic status and the arts have found that the relationship between arts participation and academic achievement is strongest for the lowest income students. (<a href="https://www.arts.gov/news/2012/new-nearesearch-report-shows-potential-benefits-arts-education-risk-youth">https://www.arts.gov/news/2012/new-nearesearch-report-shows-potential-benefits-arts-education-risk-youth</a>) · English learners who took part in arts experiences in high school were more likely to enroll in college. (<a href="https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-achievements-and-values-of-young-adults/">https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-achievements-and-values-of-young-adults/</a>) · Middle school students in drama and visual arts programs were less likely to encounter behavioral challenges or engage in risky behaviors. (<a href="https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-students-at-risk/">https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-students-at-risk/</a>) · Six-year-olds from economically disadvantaged and bilingual households and enrolled in a music program had more developed auditory skills and more quickly processed language and speech than their</p>
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**Delaware Department of Education  
Opportunity Funding Form  
2022-2023 School Year**

		<p>peers who were not enrolled in a music program. (<a href="https://www.sciencedirect.com/science/article/pii/S1878929315301122">https://www.sciencedirect.com/science/article/pii/S1878929315301122</a>) The position of the Visual &amp; Performing Art and Gifted &amp; Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.</p>	
<p><b>Social Worker</b></p>	<p>\$10,237.14 (Hired/Split funded)</p>	<p>The social worker will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low-income and English language learners. The social worker will collaborate with the members of the school-based mental health team to provide wrap-around services for students, families, and staff. The expected impact is to improve school connectedness, increase attendance rates, decrease retention rates and improve the overall quality of the student's well-being. We are seeking qualified Licensed Clinical Social Workers (LCSW), as per State regulations to engage with our students. LCSWs will work with a diverse group of students, including those who are low-income, homeless or in foster care, and/or multi-language learners. They will provide support to students so that they may achieve their academic, social, and emotional goals</p>	<input checked="" type="checkbox"/>
<p><b>Parent Workshops</b></p>	<p>\$12,000</p>	<p>Parent workshops will be offered as a three series support for students and their families receiving services through our MLL program. Additionally, targeting our low-income families to provide academic and mental health education and resources. The expected impact is a growth in our attendance rates, a decline in retention rates and an increase in graduation rates.</p>	<input checked="" type="checkbox"/>
<p><b>Paraprofessionals FT (1)</b></p>	<p>\$70,000</p>	<p>The Paraprofessionals will be assigned to in-classroom support to provide small group, one on one assistance to students in our targeted population of low income or English language learners. The assignment of the Paraprofessional will be flexible to meet the personalized needs of students. Expected impact is improved attendance and decreased retention rates.</p>	<input type="checkbox"/>



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

Paraprofessionals PT (2)	\$40,000	The Paraprofessionals will be assigned to in-classroom support to provide small group, one on one assistance to students in our targeted population of low income or English language learners. The assignment of the Paraprofessional will be flexible to meet the personalized needs of students. Expected impact is improved attendance and decreased retention rates.	<input type="checkbox"/>
Classroom Resources/Supplies	\$10,587.95	Resources will be purchased to enhance the learning experience for all students (SEL/Reading/Math focus), specifically in the targeted population of ML/low income. Expected impact is improved attendance and decreased retention rates. This allocation ensures 100% of funding is received back to the school.	<input type="checkbox"/>

<u>Mental Health and/or Reading (if applicable)</u> <b>(05311)</b>	<u>Cost</u> (hired or contracted, if applicable)	<u>Expected Impact</u>	<u>Continued Opp. Funding investment from 2021-22?</u>
<ul style="list-style-type: none"> <li>• School Counselor</li> <li>• School Social Worker</li> <li>• Licensed Clinical Social Worker</li> <li>• School Psychologist</li> <li>• Reading Supports</li> </ul>	\$39,094 (Hired)		<input checked="" type="checkbox"/>
e.g., School Counselor (partial funding)	\$105,432.86 (Hired/Split funded)	The social worker will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low-income and English language learners. The social worker will collaborate with the members of the school-based mental health team to provide wrap-around services for students, families, and staff. The expected impact is to improve school connectedness, increase attendance rates,	<input checked="" type="checkbox"/>


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

	<p>decrease retention rates and improve the overall quality of the student's well-being. We are seeking qualified Licensed Clinical Social Workers (LCSW), as per State regulations to engage with our students. LCSWs will work with a diverse group of students, including those who are low-income, homeless or in foster care, and/or multi-language learners. They will provide support to students so that they may achieve their academic, social, and emotional goals</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:** Dan Shelton  
Signature:  Date: 7/28/22

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:** Charles Longfellow  
Signature:  Date: 7/28/22

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  
Signature:  Date: 8/18/22

NEWARK

Investment and Goals by SCHOOL

SCHOOL NAME: NEWARK HIGH SCHOOL	
SCHOOL STREET ADDRESS: 750 EAST DELAWARE AVE	CITY: NEWARK
	ZIP CODE: 19711

School Contact Information

CONTACT NAME: TINA PINKETT	CONTACT PHONE NUMBER: 302-6315600
CONTACT EMAIL ADDRESS: TINA.PINKETT@CHRISTINA.K12.DE.US	

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>
Multi-Language Learner Coach (Secondary)	Split Funded \$21,252.10	The secondary MLL Coach will support all secondary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches	<input checked="" type="checkbox"/>