



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).

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

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

In addition to the accountability measure data, the Delaware Department of Education (DDOE) will provide support by offering:

- Toolkits on evidence-based best practices for improving outcomes for EL and low-income students.
- Guidance for selecting high quality instructional materials.
- Technical support enabling LEAs to take a comprehensive look at their funding streams in order to maximize and coordinate them.
- Professional learning provided by content experts.
- Sharing best practices in a variety of ways including regular meetings with curriculum directors, chiefs/principals, social media and presentations.

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District/Charter Information

DISTRICT/CHARTER NAME: Kuumba Academy Charter School		
DISTRICT/CHARTER STREET ADDRESS: 1200 N French St	CITY: Wilmington	ZIP CODE: 19801

Main Contact Information

CONTACT NAME: Sally Maldonado	CONTACT PHONE NUMBER: 302-660-4750
CONTACT EMAIL ADDRESS: smaldonado@kacsde.org	

School Name	Flexible Funding	Total Flex LEA	Mental Health and/or Reading	Total MH and/or Reading LEA
(581) Kuumba Academy Charter School	\$216,955.00		\$141,188	
		\$216,955.00		\$141,188

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Investment and Goals by SCHOOL

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

DISTRICT/CHARTER NAME: Kuumba Academy Charter School		
DISTRICT/CHARTER STREET ADDRESS: 1200 N French St	CITY: Wilmington	ZIP CODE: 19801

School Contact Information

CONTACT NAME: Sally Maldonado	CONTACT PHONE NUMBER: 302-660-4750
CONTACT EMAIL ADDRESS: smaldonado@kacsde.org	

Will 98% of flexible funding remain allocated to this school?	Yes	X	No	<input type="checkbox"/>
Will 98% of mental health and/or reading funds remain allocated to this school?	Yes	X	No	<input type="checkbox"/>

<u>Flexible Funding Investment (05297)</u>	<u>Cost</u>	<u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.)	<u>Continued Opp. Funding investment from 2021-22?</u>
<i>Full time Dean of Student Services, Genelle Freeman,</i>	<i>\$117,944.52</i>	The full time dean of students will oversee the implementation of CREW, our SEL curriculum and ensure that low income and EL students who are referred for character development receive support as needed. The dean of students	<input checked="" type="checkbox"/>

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<p><i>to engage families in the process and ensure all students are receiving support for SEL and academic</i></p>		<p>works with counseling and behavior staff to develop student support plans to ensure all students are receiving support in SEL goals</p> <p style="text-align: center;">Expected outcomes:</p> <ul style="list-style-type: none"> ● No more than 10% of the low income and EL student population will be suspended. ● At least 85% of low income and EL students will agree or strongly agree via survey that their teacher knows their strengths, weaknesses and interests. ● At least 75% of low income and EL students will be proficient on Kuumba's Nguzo Saba {Kuumba, Umoja, Kujichagulia, Ujima, Ujamaa, Nia, Imani} as measured by report card competencies. 	
<p>FT Behavior Interventionist Brandon Gray</p>	<p style="text-align: center;">\$57191.66</p>	<p>The behavior interventionist works with the deans to implement student success plans and character development lessons. The BI tracks student progress and helps to revise student support plans as needed based on progress made during the course of the school year.</p> <p style="text-align: center;">Expected outcomes:</p> <ul style="list-style-type: none"> ● No more than 10% of the low income and EL student population will be suspended. ● At least 85% of low income and EL students will agree or strongly agree via survey that their teacher knows their strengths, weaknesses and interests. ● At least 75% of low income and EL students will be proficient on Kuumba's Nguzo Saba {Kuumba, Umoja, Kujichagulia, Ujima, Ujamaa, Nia, Imani} as measured by report card competencies. 	

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<p>57% of FT School counselor, Natalie Guichard</p>	<p style="text-align: center;">55,127.94</p>	<p style="text-align: center;"><i>The school guidance counselor will ensure all students receive direct counseling services as needed, align families with additional outside counseling as needed and lead school wide efforts around mindfulness</i></p> <p style="text-align: center;">Expected outcomes:</p> <ul style="list-style-type: none"> ● No more than 10% of the low income and EL student population will be suspended. ● At least 85% of low income and EL students will agree or strongly agree via survey that their teacher knows their strengths, weaknesses and interests. ● At least 75% of low income and EL students will be proficient on Kuumba's Nguzo Saba {Kuumba, Umoja, Kujichagulia, Ujima, Ujamaa, Nia, Imani} as measured by report card competencies. 	
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<p><u>Mental Health and/or Reading (if applicable) (05311)</u></p> <ul style="list-style-type: none"> ● School Counselor ● School Social Worker ● Licensed Clinical Social Worker ● School Psychologist ● Reading Supports 	<p><u>Cost (hired or contracted, if applicable)</u></p>	<p><u>Expected Impact</u></p>	<p><u>Continued Opp. Funding investment from 2021-22?</u></p>	

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<p>43% of school counselor- Natalie Guichard</p>	<p>\$30,911.46 (Hired)</p>	<p><i>The school guidance counselor will ensure all students receive direct counseling services as needed, align families with additional outside counseling as needed and lead school wide efforts around mindfulness</i></p> <p style="text-align: center;">Expected outcomes:</p> <ul style="list-style-type: none"> ● No more than 10% of the low income and EL student population will be suspended. ● At least 85% of low income and EL students will agree or strongly agree via survey that their teacher knows their strengths, weaknesses and interests. ● At least 75% of low income and EL students will be proficient on Kuumba's Nguzo Saba {Kuumba, Umoja, Kujichagulia, Ujima, Ujamaa, Nia, Imani} as measured by report card competencies. 	<p style="text-align: center;"><input checked="" type="checkbox"/></p>	
			<p style="text-align: center;">X</p>	
<p>82% of Full time Lead Guidance Counselor to support families in the process and ensure all students are receiving support for SEL as needed</p>	<p>\$99,928.18</p>	<p><i>The full time lead counselor will ensure that all low income and EL students who receive and or are referred to counseling receive support as needed;</i></p>	<p style="text-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: Sally Maldonado

Signature: Sally Maldonaado Date: 8-1-22

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.

Chief School Officer: Sally Maldonado

Signature: Sally Maldonaado Date: 8-1-22

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



8/31/22

Signature: Cora L Scott Date: 9/1/22