



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

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

Opportunity Funding

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: MOT Charter School		
DISTRICT/CHARTER STREET ADDRESS: 1156 Levels Road	CITY: Middletown	ZIP CODE: 19709

Main Contact Information

CONTACT NAME: Ned Southworth	CONTACT PHONE NUMBER: 302-376-5125
CONTACT EMAIL ADDRESS: Ned.southworth@mot.k12.de.us	

School Name	Flexible Funding	Total Flex LEA	Mental Health and/or Reading	Total MH and/or Reading LEA
(587) MOT Charter School	\$68,415.00	\$68,415.00		

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Investment and Goals by SCHOOL

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

SCHOOL NAME: MOT Charter School		
SCHOOL STREET ADDRESS: 1156 Levels Road	CITY: Middletown	ZIP CODE: 19709

School Contact Information

CONTACT NAME: Ned Southworth	CONTACT PHONE NUMBER: 302-376-5125
CONTACT EMAIL ADDRESS: Ned.southworth@mot.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? (N/A)	N/A	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

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

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<p>Full time social-emotional counselor at the high school campus</p>	<p>\$85,000</p>	<p>MOT plans on continuing to utilize the available opportunity funding to supplement our current trauma-informed counseling efforts. It has become more universally accepted that adverse childhood experiences (ACES) directly impact student cognition and development. We will continue to use the opportunity funds to help offset the cost associated with employing a full time social-emotional counselor at our high school campus, who spends the bulk of her time working with students who have experienced trauma. It is our hope that these individual and small-group counseling sessions will help to address these concerns and improve the educational experience of all students who have experienced trauma, especially our English learners and low-income students. Further, we hope that an improved educational experience for our English learners and low-income students will lead to increased academic proficiency, improved attendance rates and reduced rates of disciplinary infractions. Due to our relatively small number of both English learners and low-income students, much of their proficiency data is not reported in the Delaware report card in order to protect student privacy. One data point we are able to view is that 40% of low-income students met expectation in ELA proficiency, while 41% of all students met expectations, demonstrating that there is not a significant gap between the low-income and overall student populations. In reviewing data regarding chronic absenteeism, while English learner info was again suppressed, we can see that low-income students have seen an overall reduction from 2017 (13.11%) to 2021 (8.82%). While this is still higher than the rate for all students (2.77%), it does show improvement over time. Finally, while we do not track discipline data based on these student subgroups, we feel strongly that improvements to our trauma-informed counseling</p>	<p style="text-align: center;"><input checked="" type="checkbox"/></p>
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		program will continue to have a positive impact on discipline and will improve school climate and culture at the high school campus.	
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<u>Mental Health and/or Reading (if applicable) (05311)</u>	<u>Cost (hired or contracted, if applicable)</u>	<u>Expected Impact</u>	<u>Continued Opp. Funding Investment from 2021-22?</u>
<ul style="list-style-type: none"> • School Counselor • School Social Worker • Licensed Clinical Social Worker • School Psychologist • Reading Supports 			
<i>e.g., School Counselor (partial funding)</i>	<i>\$39,094 (Hired)</i>		<input checked="" type="checkbox"/>
N/A	N/A	MOT Does not receive any Mental Health Funding	<input 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: Edward B Southworth

Signature:  Date: 8/2/22

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: Meryl Hewett

Signature:  Date: 8/2/22

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: 8/3/22