

*Susan B. Bunting*

*Delaware*



*Department of Education*

# **Opportunity Funding**

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**Delaware Department of Education  
Opportunity Funding Form  
2020-2021 School Year**

Funding Period: Fiscal Year 2021

Opportunity Funding  
*Directed Funds for English Learners and Low-Income Students*

**Application deadline: June 30, 2020**

**Purpose:** The Opportunity Funding initiative creates a three-year weighted funding program across the state. Delaware is currently one of only a handful of states without additional funding for English learners (ELs) and/or low-income students (low-income).

**Allocation Method:** Local education agencies (LEAs) will receive \$500 per EL and \$300 per low income student. Funding shall be made available to LEAs upon the passage of the FY20 budget in early July so they may begin to hire staff, procure instructional materials, execute contracts for services, and plan for the upcoming school year. LEAs may use this funding for 100 percent of staff costs, including, but not limited to, reading specialists, math specialists, school counselors, school social workers, school psychologists, and other personnel dedicated to initiatives such as trauma-informed practices.

**Accountability:** LEAs will be held accountable to ensure funds are used to improve outcomes for low income and EL students. Districts and charters will work with Secretary Bunting to set goals at the beginning of the school year, participate in a mid-year progress review, and then evaluate summative performance data during their end of school year conference. Community accountability will be provided in a summit to highlight best practices, in an annual report, and in spotlights showing program successes and challenges across the state.

**Metrics:** Districts and charters will set goals to reduce the gap between English learners', low-income students', and the overall student population's baseline performance rates and 100 percent by half, thus reducing students' non-proficiency by 50 percent.

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

- Toolkits on evidence-based best practices for improving outcomes for EL and low-income students.
- Guidance for selecting high quality instructional materials.
- Technical support enabling LEAs to take a comprehensive look at their funding streams in order to maximize and coordinate them.

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- Professional learning provided by content experts.
- Sharing best practices in a variety of ways including regular meetings with curriculum directors, chiefs/principals, social media and presentations.

DDOE will use a third party to also evaluate

- The effectiveness of funds in improving outcomes for EL and low-income students.
- The successes and challenges/shortcomings of the program, including recommendations for future enhancements.

**Application deadline: June 30, 2020**

**School Information**

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

**Contact Information**

CONTACT NAME: Leah Jenkins	CONTACT PHONE NUMBER: 302-853-1565
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**Overall Summary**

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Provide an overall summary of how the Opportunity Funding will be used to improve outcomes for English learners and low-income students in your district or charter school.

*Include an explanation of how the work will impact each target population as well as the rationale for selecting the plan.*

Sussex Tech plans to utilize the Opportunity Funding again to employ a reading specialist. This reading specialist works directly with EL and low-income students to improve reading scores on SAT, DCAS, and a variety of local assessments. The overall continuing goal is to significantly reduce the achievement gap with respect to reading assessment scores.

At Sussex Tech, the latest 9th-grade population data from the 2018 8th-grade SBAC reading results yields that both EL and low-income populations scored significantly lower than other groups. Specifically, EL proficiency is 20% and low-income proficiency is 59% in SBAC reading. However, the total student population is 72%, which reflects a significant achievement gap. The latest data from Sussex Tech's 2017 Science DCAS results reveals that low-income student proficiency is 51% compared to 70% for students overall. Similarly, 2018 SAT reading results reveal that low-income student proficiency is 47% proficient compared to 71% for students overall. These data collectively reveal an achievement gap that needs to be addressed.

Sussex Tech is choosing to utilize the funding for a reading specialist because reading proficiency is crucial to student success and life outside of high school. There are many studies emphasizing the importance of reading instruction in schools, including many supported by the federal government through NAEP, NICHD, and the National Reading Panel.

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**Investment and Goals**

Provide additional detail about the plan in the chart below by listing each Opportunity Funding investment with its associated cost and proposed impact. *For each investment, include baseline data and numeric targets to measure impact. A state budget sheet will be completed by the district after the plan has been approved.*

Investment	Cost	Expected impact (Check all that apply)					Is this a continued Opp. Funding investment from 2019-20? (yes/no)
		Raise ELL student achieve- ment	Raise LI student achieve- ment	Increase attendance for ELL students	Increase attendance of LI students	Other, specify	
(Please list your priority. Examples: -“Hire full time 1 social worker” - “Purchase RULER for grades 7-9”)	For 2020-21 (\$)						
<i>EXAMPLE: Purchase Second Step curriculum for use with grades K-1 students</i>	<i>\$12,000</i>	X	X			Increase ELL & LI student self- awareness skills	yes
Reading Specialist to work with EL and LI students	\$100,684 (M + 6 years & OECs & HI)	X	X			Increase reading proficiency in ELL and LI students.	Yes

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