



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 supports 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).

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.

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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.

Application deadline: July 29, 2022

District/Charter Information

DISTRICT/CHARTER NAME: Thomas A. Edison Charter School		ZIP CODE: 19802
DISTRICT/CHARTER STREET ADDRESS: 2200 N. Locust Street	CITY: Wilmington	

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Main Contact Information

CONTACT NAME: Patricia S. Winder	CONTACT PHONE NUMBER: 302-778-1101
CONTACT EMAIL ADDRESS: Patricia.Winder@tecs.k12.de.us	

School Name	Flexible Funding	Total Flex LEA	Mental Health and/or Reading	Total MH and/or Reading LEA
(575) Edison (Thomas A.) Charter School	\$287,219.00	\$287,219.00	\$186,914	\$186,914
		\$287,219.00		\$186,914

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.*

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SCHOOL NAME: Thomas A. Edison Charter School	
SCHOOL STREET ADDRESS: 2200 N. Locust Street	CITY: Wilmington
	ZIP CODE: 19802

School Contact Information

CONTACT NAME: Patricia S. Winder	CONTACT PHONE NUMBER: 302-778-1101
CONTACT EMAIL ADDRESS: Patricia.Winder@tes.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>	<u>Expenditures to Date</u>
<i>EXAMPLE: Hire full time social worker</i>	\$42,000		<input checked="" type="checkbox"/>	
<i>EXAMPLE: Contracted full-time school-based EL coach</i>	\$70,000	<i>Example: The contracted English learner coach will support schoolwide implementation of the WIDA English Language Development Standards. The coach will provide professional learning and in-classroom supports to all educators on the integration of content and language. The expected impact is a change in teacher practice, based</i>	<input type="checkbox"/>	

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			<i>on classroom walkthroughs, ultimately leading to increased outcomes on both content assessments and ACCESS ELP targets.</i>		
Reading Assist Tutors For Grades K-3	56,000.00		<p>- Reading Assist, 5 Reading Tutors for K-3 - These professionals will provide direct instruction on the fundamentals of reading, including phonics, common word sounds, comprehension and understanding contexts. Reading Assist works in partnership with schools across Delaware to specifically support students to improve reading proficiency in high poverty communities. They will provide instructional support and specialized reading intervention to ELL students and students in poverty. The expected impact is an improvement in reading levels of students, along with their confidence and self-esteem. Our goal is to get all ELL and students in poverty at or above grade reading level.</p>	<input type="checkbox"/>	
Lyrical Math	22,440.00		<p>- Lyrical Math is a math intervention program that uses the arts as a medium to engage students in math activities that build basic foundation and computation skills for ELL and students who experience poverty. The expected impact is that students will increase math proficiency on base-line assessments and SBAC. Our goal is to increase grade level math performance and student interest in under-represented fields in math and science. 2 semesters, Monday - Thursday, 30 students each semester for 20 weeks. After-School.</p>	<input type="checkbox"/>	
Mobile Smartboards	20,000.00		<p>- Mobile smartboards compliment the learning styles of all ELL and low income students. This will allow teachers to create interactive lessons and save them for students who</p>	<input checked="" type="checkbox"/>	

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		<p>need to work from home remotely. Teachers will be able to access student textbooks on Smartboards through Learn Zillion. Teachers will also use Smartboards for instructional programs for the following: Achieve 3000, Khan Academy, Dreambox, Schoology, and Edulastic.</p>		
<p style="text-align: center;">Student Laptops</p>	<p style="text-align: center;">105,000.00</p>	<p>- Students will use laptops to access instructional programs like Achieve 3000. Achieve will increase the reading achievement and overall literacy of our ELL and low income students. Students will use laptops for DreamBox, which is an interactive online math program. They will also use Illustrative Math through the Learn Zillion platform and Edulastic. Finally, the students will use this technology tool to access Boardworks which is built from State and Common Core Standards. Boardworks resources map to our curriculum and help standardize teaching and learning for all low income and ELL students across our school. Boardworks provides a common technology framework for students, and supports consistency in lessons in each classroom.</p>	<input checked="" type="checkbox"/>	<p style="text-align: center;">\$55,053.02</p>
<p style="text-align: center;">I-Pads</p>	<p style="text-align: center;">11,879.00</p>	<p>- Students will use I-Pads to access instructional programs like Achieve 3000. Achieve will increase the reading achievement and overall literacy of our ELL and low income students. Students will use I-Pads for DreamBox, which is an interactive online math program. They will also use Illustrative Math through the Learn Zillion platform and Edulastic. Finally, the students will use this technology tool to access Boardworks which is built from State and Common Core Standards. Boardworks resources map to our</p>	<input checked="" type="checkbox"/>	

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			curriculum and help standardize teaching and learning for all low income and ELL students across our school. Boardworks provides a common technology framework for students, and supports consistency in lessons in each classroom.		
Bridges Intervention - The Math Learning Center	31,900.00		- Bridges Intervention is a math intervention program that provides targeted instruction and assessment for essential K-5 mathematics skills and concepts. This program will help ELL students and students in poverty make progress toward improving their problem solving, critical thinking, and math fluency. The expected impact is students will improve their biweekly progress monitoring and STAR Math benchmark assessments scores, in the fall, winter, and spring. Our goal is grade level achievement for every student.	<input type="checkbox"/>	\$34,133
Part- Time In-House Therapist	40,000		In-House Therapist - Three days a week, for 7 hours @ \$85 per hour, to provide individual and group counseling to students on Trauma, Anger, Grief & Loss. Therapist to be provided by Delaware Guidance Service for Children & Youth, Inc.	<input type="checkbox"/>	\$30,323.56

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<u>Mental Health and/or Reading (if applicable)</u> (05311) <ul style="list-style-type: none"> • School Counselor • School Social Worker • Licensed Clinical Social Worker • School Psychologist • Reading Supports 	<u>Cost</u> (hired or contracted, if applicable)	<u>Expected Impact</u>	<u>Continued Opp. Funding investment from 2021-22?</u>	<u>Expenditurese To Date</u>
<i>e.g., School Counselor (partial funding)</i>	\$39,094 (Hired)		<input checked="" type="checkbox"/>	
<i>Full-Time School Counselor (Salary & OEC's)</i>	73,529.22	<p>The additional School Counselor will assist students in making important decisions, developing their SEL skills, and cultivating a sense of belonging. The School Counselor will address the needs of ELL students and students in poverty who are struggling with academics, homelessness, trauma, grief/loss, increased stress, anxiety, depression, and other hardships. The expected impact is the counselor will be able to help improve the emotional well-being and mental health of students, and help train a more trauma-informed staff and administration, through professional development and workshops at our school.</p>	<input type="checkbox"/>	
Reading Assist Tutors	40,000.00	<ul style="list-style-type: none"> - Reading Assist, 3 Reading Tutors for K-3 - These professionals will provide direct instruction on the fundamentals of reading, including phonics, common word sounds, comprehension and understanding contexts. Reading Assist works in partnership with schools 	<input checked="" type="checkbox"/>	

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		<p>across Delaware to specifically support students to improve reading proficiency in high poverty communities. They will provide instructional support and specialized reading intervention to ELL students and students in poverty. The expected impact is an improvement in reading levels of students, along with their confidence and self-esteem. Our goal is to get all ELL and students in poverty at or above grade reading level.</p>		
<p><i>Full-Time Reading Interventionist (Salary & OEC's)</i></p>	<p>73,384.78</p>	<p>One additional full-time reading interventionist to support our low income & EL students.</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: Salome Thomas-EL, Ed.D, Head of School

Signature:  _____

Date: 08/05/2022

As the business manager of the district or charter school, I am authorized to submit the budget(s) and financial information contained in this form. I have read this form and reviewed the financial information contained in this form. The information contained in this form is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budget(s) for the form. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Business Manager: Patricia S. Winder, CFO

Signature: *Patricia S. Winder*

Date: 08/05/2022

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

Secretary of Education/Designee: _____

Signature: _____ Date: _____