



# Opportunity Funding for Mental Health Services

For more information and to submit applications:

Susan Haberstroh – [susan.haberstroh@doe.k12.de.us](mailto:susan.haberstroh@doe.k12.de.us)

Tina Bates – [tina.bates@doe.k12.de.us](mailto:tina.bates@doe.k12.de.us)

Funding Period: Fiscal Year 2022

**Delaware Department of Education  
Opportunity Funding Form  
2021-2022 School Year**

**Application deadline: Friday, July 30, 2021**

**Purpose:** The Opportunity Funding directed to mental health services provides \$5.0 million in FY20, \$2.5 million in HB 225 (Annual Appropriations Act) and \$2.5 million authorized in HB 226 (One-Time Supplemental). With a total supplemental amount of \$7.5 million over three years, the total amount will be \$15 million *contingent on future appropriations*. The Opportunity Fund is to provide additional funding for English Learner (EL) and low-income students.

For FY21, \$2.5 million is appropriated through HB 240 (Annual Appropriations Act). The guiding language regarding these funds and eligibility was amended through HB260 (Grants- In-Aid Act). The \$2.5 million allocated is supplemented with the \$2.5 million from HB 226 as referenced above. A total of \$5 million is appropriated for FY21.

For FY22, \$5.5 million is appropriated through HB 250 (Annual Appropriations Act). The \$5.5 million allocated is supplemented with the \$2.5 million as referenced above. A total of \$8 million is appropriated for FY22.

For FY22, these funds are apportioned and allocated to schools meeting criteria based on the prior year unit count: 1) a grade configuration containing K through 4<sup>th</sup> grade and (2) greater than or equal to 30% percent low-income and/or greater than or equal to 10% English Learner enrollment. There are schools that have been grandfathered because of meeting the threshold in FY21 and not meeting in FY22. This is noted.

This funding shall be used by school districts and charter schools for *mental health services* in the form of school counselors, school social workers or licensed clinical social workers, school psychologists, and/or for additional reading supports for grades K-5. Services may include the employment of staff, where such funding may be used to cover 100 percent of personnel costs on a 10 to 12-month basis and/or contracted services.

**Allocation Method:** Amounts vary per school and that amount is indicated below. Each LEA has already received the first half of the funding; the second amount will be released upon receipt and approval of this application.

DISTRICT/CHARTER NAME: <b>Academia Antonia Alonso</b>
ADDRESS: <b>4403 Lancaster Pike, Bldg. 26, Wilmington, DE 19805</b>
CONTACT NAME: <b>Deborah Rodenhouser</b>
CONTACT PHONE: <b>302-547-0162</b>
CONTACT EMAIL: <b>deborah.rodenhouser@academia.k12.de.us</b>
ALLOCATION AMOUNT: <b>\$190,891</b>

**Questions:**

1. What mental health needs of your identified low-income and English learner students will you be addressing through these mental health services funds? *(Please indicate N/A if these funds are solely being used for reading supports for the two subgroups – EL and low-income.)*

The majority student population at Academia Antonia Alonso Charter School (AAACS) is Low Income (48%) and English Learner (57%). Our English Learner (EL) student population comes to us with trauma-related issues such as separation from nuclear and extended family, transience, trauma related to family of origin issues and immigration, linguistic barriers, and intense and lifelong financial barriers, just to name a few. At very early ages, our low income (LI) student population comes from homes that are exposed to violence, death, loss, substance abuse and psycho-social and emotional trauma. Hence, there is an urgent need to provide targeted mental health supports to EL and LI students in need.

To that end, the Supplemental Funds for AAACS will be used to hire a 1.0 FTE Social/Emotional Specialist (SES) to serve LI and EL students to serve as a 'first responder' for those needing assistance with deescalating behavior incidents and reducing aggression and other disruptive behaviors that interfere with learning in the classroom. The Social Emotional Specialist works with students in need of mental health supports (anxiety, depression, stress) to re-engage students in learning and positive behaviors.

While the majority of students at Academia Antonia Alonso Charter School (AAACS) are Low Income (48%) and English Learners (57%), students who do not fall into those two sub-groups may also receive the early intervention skills and services of the SES.

2. What kind of mental health services personnel are you hiring or contracting (school counselor, school social worker, licensed clinical social worker or school psychologist)?

The school plan to continue with 1.0 FTE Social Emotional Specialist.

Social Emotional Learning (SEL) is an approach to education that focuses on creating a safe and positive learning environment. SEL has been proven to improve academic achievement by improving social attributes such as sharing and empathy, while combating mental health issues like depression, stress, and anxiety. With the continuation of funding a Social Emotional Specialist (SES), AAACS will be better able to engage students in learning and positive behaviors. The role of the SES will be to engage students in social emotional learning, both inside and outside the classroom (recess, cafeteria, hallways etc). The SES will focus on the development of five key skills in our students: 1) Self-Awareness – understanding their emotions and school values; 2) Self-Management – delaying gratification, impulse control, managing own reactions and keeping a positive mindset; 3) Social Awareness – understanding social norms, empathy and compassion; 4) Relationship Skills – active listening, communication skills, cooperation, conflict; and 5) Responsible Decision-Making – as it relates to behavior and academic goals; evaluation of actions and consequences.

These behaviors are not intuitive; they must be taught and learned, and they have a direct correlation with mental health and academic success. School can be a stressful time for any student of any age. Changes in personality and perspective, as well as any shift in social positioning can manifest in many negative ways. Mental health issues like depression, anxiety, stress, and social withdrawal are present in our students, especially in our older ones. By engaging our students in social and emotional learning early on, the goal is to mitigate trigger factors that will help to reduce the occurrences of problematic behaviors as they get older. Given how mental health greatly affects students' self-esteem, the presence of an SES professional can strengthen their social/emotional skills in ways that can build personal confidence and impact academic achievement.

3. Are you using these funds for reading supports for your identified low-income and English learner students in addition to mental health services or in lieu of mental health services? If so, what types of supports/services will be provided?

Yes, in addition to funding mental health services for our low income and English learner students, funds for reading supports will be targeted to hire 2.0 FTE paraprofessionals - each of whom are native Spanish speakers and will provide much-needed reading support for our Tier 2 and Tier 3 Spanish speaking students (EL).

As a dual language school, AAACS serves students who are native English speakers and also students who are native Spanish speakers. In the absence of finding and funding a qualified Spanish Reading Specialist (we have an English Reading Specialist), these two paraprofessionals will provide key reading intervention support services to our EL students whose primary language is Spanish.

4. How will you know if these services or supports are effective?

The effectiveness of these mental health and reading supports will be measured by:

- a) Social/emotional skill-building, as evidenced by the achievement of early intervention targets.
- b) Increased students' time-on task with instructional engagement, as evidenced by classroom teacher observation and/or participation in digital learning platforms.
- c) Improved academic performance, as evidenced with MAP and Smarter Balanced assessments.

It must be noted, however, that progress in these areas often takes multiple years of concentrated focus to gain measurable impact. Issues that impact learning for EL and LI students are not easily overcome. Research (Collier and Thomas) has shown that it may take students with no prior instruction or no support in native language development at least 7 years to develop cognitive academic language proficiency (CALP).

5. Is this money is being used to contract services?

YES ☒ NO ☐

6. Please complete the State Funds Budget Form and State Budget Summary Form (attached).

**Assurances and signatures:**

As the chief school officer of the district or school, including the indicated 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 and regulatory requirements, 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. I further agree that

1. I understand that this funding may not be used to supplant otherwise available funding.
2. I understand that our district shall be authorized to assess a local match to provide for the local contribution of personnel costs associated with this appropriation (districts only).

**Chief School Officer (printed name):** \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

As the business manager of the district or school, including the indicated school, I am authorized to submit for the funds identified 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 approve the submission of the budgetary information for this form. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements. I further agree that

1. I understand that this funding may not be used to supplant otherwise available funding.
2. I understand that our district shall be authorized to assess a local match to provide for the local contribution of personnel costs associated with this appropriation (districts only).

**Business manager (printed name):** \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

**Secretary of Education/Designee (printed name):** \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Live signature on file at DOE.**







# State of Delaware Department of Education State Funds Budget Form

State Subgrant: Opportunity Grant - Mental Health/Reading  
 Project Title: Opportunity Grant - Mental Health/Reading  
 LEA/Agency: Academia Antonia Alonso

Project Start Date: 7/1/21  
 Project End Date: 6/30/22

Expense Types and Account Codes: Salaries (5100) and Other Employee Costs (5120)						
Employee Name	Title	FTE Percentage		State Funds Requested	Matching Funds	Total Funds
<b>PROFESSIONAL:</b>						
A. Jones	SES Specialist	100%		\$51,008.00	\$	\$51,008.00
Professional Subtotal				\$51,008.00		\$51,008.00
<b>SUBSTITUTES:</b>						
				\$	\$	\$
Substitutes Subtotal						
<b>SUPPORT STAFF:</b>						
M. Vera	Paraprofessional	100%		\$31,482.00	\$	\$31,482.00
N. Martinez	Paraprofessional	100%		\$34,970.00		\$34,970.00
Support Staff Subtotal				\$66,452.00		\$66,452.00
<b>STUDENTS:</b>						
				\$	\$	\$
Students Subtotal						
<b>SALARY TOTAL:</b>				\$117,460.00		\$117,460.00
<b>OTHER EMPLOYEE COSTS:</b>						
FICA		6.20%		\$7,282.52	\$	\$7,282.52
Medicare		1.45%		\$1,703.17		\$1,703.17
Pension		23.80%		\$27,955.48		\$27,955.48
Workman's Comp		1.55%		\$1,820.63		\$1,820.63
Unemployment Insurance		0.11%		\$129.21		\$129.21
		33.11%				
Health Insurance/Other Non-taxed Benefits				\$33,118.00		\$33,118.00
<b>OEC TOTAL:</b>				\$72,009.01		\$72,009.01
<b>SALARY AND OEC TOTAL:</b>				\$189,469.01		\$189,469.01



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Project Start Date: 7/1/21  
 Project End Date: 6/30/22

Expense Types and Account Codes: Travel (5400)					
Destination	Purpose	# of Travelers	State Funds Requested	Matching Funds	Total Funds
			\$	\$	\$
TOTAL TRAVEL COSTS					

Expense Types and Account Codes: Contractual Services (5500)				
Vendor Name	Service Provided	State Funds Requested	Matching Funds	Total Funds
		\$	\$	\$
TOTAL CONTRACTUAL SERVICES COSTS				

Expense Types and Account Codes: Supplies and Materials (5600)					
Item Description	Quantity	Unit Price	State Funds Requested	Matching Funds	Total Funds
Instructional Supplies for Reading Support	1	1421.99	\$ \$1,421.99	\$	\$ \$1,421.99
TOTAL SUPPLIES AND MATERIALS COSTS			\$1,421.99		\$1,421.99



State of Delaware  
Department of Education  
State Funds Budget Form

State Subgrant: Opportunity Grant - Mental Health/Reading  
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LEA/Agency: Academia Antonia Alonso

Project Start Date: 7/1/21  
Project End Date: 6/30/22

Expense Types and Account Codes: Capital Outlay (5700)					
Item Description	Quantity	Unit Price	State Funds Requested	Matching Funds	Total Funds
<u>Replacement Equipment</u>			\$	\$	\$
<u>New Equipment</u>					
TOTAL SUPPLIES AND MATERIALS COSTS					

GRAND TOTAL	State Funds Requested	Matching Funds	Total Funds
	\$190,891.00		\$190,891.00



STATE OF DELAWARE  
DEPARTMENT OF EDUCATION

BUDGET SUMMARY OF STATE FUNDS

LEA/Agency Name:

Academia Antonio Alonso

State Subgrant Title:

Opportunity Grant - Mental Health/Reading

Project Title:

Opportunity Grant - Mental Health/Reading

Account Code	5100	5120	5400	5500	5600	5700	Total
Account Code Name	Salaries	OEC's	Travel	Contracted Services	Supplies & Materials	Capital Outlay	Budget
Total Budget	\$117,460.00	\$72,009.01			\$1,421.99		\$190,891.00

Completed By:

Date:

7/29/21

Chief Financial Officer or Business Manager:

Date:

7/29/21