

*Delaware*



*Department of Education*

# **Opportunity Funding**

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

**Funding Period: Fiscal Year 2022**

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

**Application deadline: June 30, 2021**

**Purpose:** The three-year Opportunity Funding initiative led to legislation that now guarantees weighted funding through FY25.

**Allocation Method:** Local education agencies (LEAs) will receive \$600 per English learner (EL) and \$524.25 per low-income (LI) student. Funding shall be made available to LEAs upon the passage of the FY22 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. 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 EL students', 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.
- Professional learning provided by content experts.

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- 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, 2021**

**School Information**

|   |                      |                        |
|---|----------------------|------------------------|
| DISTRICT/CHARTER NAME:<br><br>Caesar Rodney School District |                      |                        |
| DISTRICT/CHARTER STREET ADDRESS:<br><br>7 Front Street      | CITY:<br><br>Wyoming | ZIP CODE:<br><br>19934 |

**Contact Information**

|   |   |
|---|---|
| CONTACT NAME:<br><br>Darren T. Guido, Ed.D              | CONTACT PHONE NUMBER:<br><br>302-698-4800 |
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**Overall Summary**

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.*

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The personnel, professional development and resource investments made in this plan will raise the academic achievement of both English learners (ELs) and low income (LI) students in the Caesar Rodney School District.

The past 16 months have had a tremendous impact on all of our students- especially our ELs and LI students. Interrupted learning at the end of the 2019 - 2020 school year and the shifting between remote and hybrid learning in the 2020 - 2021 school year has created gaps in learning for our students. These non-normal school years have also caused additional stressors in our students' lives that we may not see surface until a more normal school year starts in August 2021.

Since the beginning of the 2009-2010 school year, the District has grown by 230 English Learners- an increase of 156.5%. Although this was a slight drop in the number of ELs from the previous school year, it was an increase in the percentage of total student population (4.7% in SY20 to 5.0% in SY21). To address this rapidly growing number of ELs, we will hire four additional ESL teachers and a part time ESL teacher, two ESL paraprofessionals to work in our secondary schools, and a Second Language Acquisition coordinator to ensure all aspects of the district's ESL program are running smoothly. The contract for this position will also include additional work days during the summer. In our district, other than English, Haitian-Creole and Spanish are the most spoken languages of our students; having two School/ Family Liaison paraprofessionals who can speak to our families in their native language is critical. We will also purchase additional below level and multi language learner resources for use in our elementary and middle school classrooms.

We would also purchase an additional application from Data Service Center that makes ACCESS data and related instructional support available to all teachers of our ELs.

Funding expanded learning opportunities beyond the school day and school year will keep our students engaged in academics. We will expand our after-school programming for our ELs and LI students and create an ESL Summer Camp (for students in grades K – 8) and an ESL Summer Academy (for students in grade 9 – 12); we will utilize some of our Opportunity Grant funds to hire teachers, counselors, and deans to provide the best experience possible for our students. After-school and summer programs allow for a blend of both academic and social skills building.

Knowing the importance of students starting Kindergarten ready to learn, we will hire a PreK/K resource teacher who will continue to reach out into the community PreK Centers to provide resources and professional development to the teachers. This resource teacher will also work with the District's PreK and Kindergarten teachers to ensure that they are providing the most effective learning environment for their students. The PreK/K resource teacher will also work with the PreK programs in our community. Training the community PreK staff in how to teach reading is critical, and providing the same resources students will see when they enter the District in kindergarten will help with the transition and readiness to start school.

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Opportunity Grant funding will also be used to purchase additional ELA resources for our PreK - 5, 6 - 8, and 9 - 12 classrooms. These resources will target struggling learners.

To ensure that we are providing equitable learning opportunities for our students, the Caesar Rodney School District will provide ongoing equity professional development throughout the school year.

We are looking to purchase SEL curriculum to meet the social emotional needs of our students as well.

Finally, knowing that there are voices and experiences outside of our district, we will bring in nationally known speakers to address our staff about the unique needs of our students and the important role we all play in our students' lives.

It takes more than 7 ½ hours / day to close the gaps. As a school community, these are just a few of the resources that will start to make a difference for our EL and LI students.

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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<br>(Check all that apply) |                                    |   |  |  | Is this a<br>continued<br>Opp.<br>Funding<br>investment<br>from<br>2020-21?<br>(yes/no) |
|---|------------------------|---|------------------------------------|---|--|--|---|
|   |                        | Raise EL<br>student<br>achievement        | Raise LI<br>student<br>achievement | Increase<br>attendance for<br>EL students | Increase<br>attendance of<br>LI students | Other, specify   |   |
| (Please list your priority.<br>Examples:<br>- "Hire full time 1 social worker"<br>- "Purchase RULER for grades<br>7-9") | For<br>2021-22<br>(\$) |   |                                    |   |  |  |   |
| <i>EXAMPLE: Purchase Second Step<br/>curriculum for use with grades K-4<br/>students</i>                                | <i>\$42,000</i>        | X   | X                                  |   |  | Increase ELL<br>& LI student<br>self-awareness<br>skills | yes   |
| Hire a second language acquisition<br>coordinator   | \$150,000              | X   |                                    | X   |  |  | Yes   |
| Hire three (4) ESL teachers   | \$395,500              | X   |                                    | X   |  |  | Yes   |
| Hire two (2) School/ Family liaison<br>paras  | \$107,800              | X   | X                                  | X   |  | Increased<br>communication<br>with EL<br>families        | Yes   |
| Hire (two) ESL paraprofessionals<br>for secondary schools   | \$107,800              | X   |                                    | X   |  |  | No  |
| Hire an ELA resource teacher for<br>grades PreK-K   | \$125,000              | X   | X                                  |   |  |  | Yes   |

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|   |           |   |   |   |   |  |     |
|---|-----------|---|---|---|---|--|-----|
| Hire a part time ESL teacher (20 hours/ week/ 30 weeks @ \$35/hour)   | \$21,000  | X |   | X |   |  | Yes |
| Purchase additional ELA resources for struggling learners and SEL curriculum                                  | \$325,189 | X | X |   |   |  | Yes |
| Purchase and provide academic and language supports in PreK programs (resources and professional development) | \$10,000  | X | X | X | X |  | Yes |
| National speaker (e.g., Adolph Brown, Bryan Stevenson)  | \$10,000  | X | X | X | X |  | Yes |
| Equity professional development   | \$20,000  | X | X | X | X |  | Yes |
| DSC English Learners Application  | \$5,800   | X |   |   |   |  | Yes |
| Create after-school learning centers at four (4) locations  | \$225,000 | X | X | X | X |  | Yes |
| ESL Summer Camp (grades K - 8)  | \$16,000  | X |   |   |   |  | Yes |
| ESL Summer Academy (grades 9 - 12)  | \$50,000  | X |   |   |   |  | Yes |