
TITLE 14 EDUCATION
DELAWARE ADMINISTRATIVE CODE

DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY
700 Finance and Personnel

702 Education Opportunity Fund

1.0 Purpose

Pursuant to 14 Del.C. §1726(b), the purpose of this regulation is to identify the types of services and supports that may be funded with the per pupil funding from the Opportunity Fund.

2.0 Definitions

The following words and terms, when used in this regulation, have the following meaning:

"English Learner" or "EL" means an individual who has English language speaking, reading, writing, or understanding difficulties sufficient to deny the individual the ability to meet challenging state academic standards as defined using Delaware's standardized entrance and exit procedures.

"Low Income Students" means students within the statewide metric determined by the Department of Education utilizing direct certification for Temporary Assistance for Needy Families (TANF) and Supplemental Nutrition Assistance Program (SNAP).

"Mental Health Supports" means a variety of strategies and services that can support the social, emotional and behavioral wellbeing and mental health of students and their families. Supports of this type include, behavioral assessment and intervention, individual and group counseling, family psychoeducation and support interventions, social skills group interventions, social and emotional learning, and mental health promotion, instruction and support, engagement strategies, assessment, screening, crisis management, suicide prevention and coordination of services.

"Opportunity Fund" means the fund containing monies appropriated in the Annual Appropriations Act, which are to be used to enhance services for English Learners and Low Income Students enrolled in public schools.

"Students with Interrupted Formal Educations" or "SIFE" means English Learners who have attended schools in the United States for less than 12 months and who, upon initial enrollment in such schools, are 2 or more years below grade level in literacy in their home language or 2 or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States.

"WIDA English Language Development Standards" means the state adopted standards used to plan and implement language instruction and assessment for English Learners in order to provide the social, instructional, and academic language that students need to engage with peers, educators, and curriculum in schools.

"Wrap-around Services" means a variety of strategies and services designed to support the needs of the student in the areas of attendance, academic engagement, and behavioral functioning by strengthening connections and attachments in the school setting. Wrap-around supports are strength-based and reliant on a team planning process that engages children, youth, and their caregivers in a problem-solving approach that yields a service plan that is culturally and linguistically responsive to the needs of the student.

3.0 Types of Services and Supports

3.1 Services and supports identified for improving reading comprehension, math proficiency, wrap-around services and mental health supports for ELs and Low Income Students that may be funded by the Opportunity Fund include:

3.1.1 Employing additional personnel such as:

- 3.1.1.1 EL Teachers.
- 3.1.1.2 EL Coaches.
- 3.1.1.3 EL Paraprofessionals.
- 3.1.1.4 Reading Specialists.
- 3.1.1.5 Reading/Mathematics Interventionists.
- 3.1.1.6 Reading/Mathematics Coach.
- 3.1.1.7 Reading/Mathematics Paraprofessionals.
- 3.1.1.8 School Counselors.

TITLE 14 EDUCATION
DELAWARE ADMINISTRATIVE CODE

- 3.1.1.9 School Social Workers.
- 3.1.1.10 School Psychologists.
- 3.1.1.11 Licensed Clinical Social Worker.
- 3.1.1.12 Other mental health personnel not limited by the Annual Appropriations Act.
- 3.1.2 Contractual services such as:
 - 3.1.2.1 Translation and interpretation services and applications.
 - 3.1.2.2 Professional learning services to build educator capacity to implement the WIDA English Language Development Standards.
 - 3.1.2.3 Professional learning services to build educator capacity to strengthen Tier 1 instruction for ELs and students experiencing poverty.
 - 3.1.2.4 Professional learning services to support educators in meeting the needs of unique populations ELs, including long-term ELs, SIFEs, newcomer students, students dually-identified as ELs and with disabilities, and ELs who are talented and gifted.
 - 3.1.2.5 Professional learning services to support personnel listed in subsection 3.1.1.
 - 3.1.2.6 Extended day learning experiences.
 - 3.1.2.7 Summer learning experiences.
 - 3.1.2.8 Supplemental transportation costs to support student attendance at extended day and summer learning experiences.
 - 3.1.2.9 Contracted coaching and instructional support for installing and implementing interventions.
 - 3.1.2.10 Data systems specifically designed to increase usability of EL and Low Income Student data for instructional decision making.
 - 3.1.2.11 Contracted mental health supports.
- 3.1.3 Supplies and materials such as:
 - 3.1.3.1 Supplemental instructional materials for ELs with unique needs such as SIFEs, newcomer students, and long-term ELs.
 - 3.1.3.2 Support materials for content classrooms to meet the needs of ELs.
 - 3.1.3.3 Social and emotional learning, as well as mental health instructional materials to support ELs and Low Income Students.