American Rescue Plan ESSER Funding

State of Delaware Plan

for the American Rescue Plan (ARP)

Elementary and Secondary School Emergency Relief (ESSER III) Fund

January 26, 2022

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LETTER FROM DR. SUSAN BUNTING, SECRETARY OF EDUCATION

Since Spring 2020, the Delaware Department of Education has worked in close coordination with our district and charter leaders and with the Delaware Division of Public Health to support our students, their families and educators as they have had to make immeasurable adjustments.

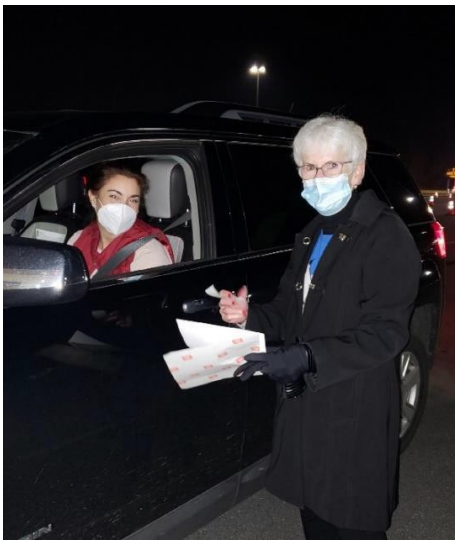
The health and well-being of those learning and working in our schools has always been our priority as we have fostered safe learning environments. Initially that meant building closures, but as we learned more about COVID-19 and safety best practices, we worked together to reopen our buildings for in-person learning. Our educator vaccination efforts exemplified our teamwork.

We will continue to collaborate in this next step of our state's COVID-19 recovery as we invest in our schools to support student learning that has been affected by the challenges of the past year. In addition to local programs, we will provide statewide supports that best meet the needs of our school communities.

We have learned a lot through this pandemic, not the least of which is the power of working together. I am grateful for the partnerships that have helped bring us to where we are today and look forward to continuing that collaborative work in the months ahead.

Sincerely,

Susan Bunting, EdD



State Plan for the
American Rescue Plan Elementary and Secondary School Emergency Relief Fund

U.S. Department of Education

Issued: April 21, 2021

OMB Number: 1810-0754
Expiration Date: October 31, 2021

Paperwork Burden Statement According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0754. Public reporting burden for this collection of information is estimated to average 100 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit under Section 2001 of the American Rescue Plan Act of 2021 (ARP Act). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact Britt Jung, Office of State and Grantee Relations, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-6450, email: SGR@ed.gov directly.

Introduction

The American Rescue Plan Elementary and Secondary School Emergency Relief ("ARP ESSER") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides nearly $122 billion to States to support the Nation's schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 ("COVID-19") pandemic. It is particularly important that ARP ESSER funding will enable States and local educational agencies ("LEAs"), and more directly schools, to support students who have been most severely impacted by the COVID-19 pandemic and are likely to have suffered the most because of longstanding inequities in our communities and schools that have been exacerbated by the COVID-19 pandemic.

The U.S. Department of Education ("Department") is committed to working in partnership with States so that these unprecedented resources are quickly put to work to ensure students have sustained access to in-person instruction and that the resources are used to provide the effective support students need as they persist through and recover from the impacts of the COVID-19 pandemic. The thoughtful and timely use of these funds will have a lasting impact on our Nation's schools and help to address the inequities in resources, services, and opportunities available to our students.

This template presents an opportunity for States to share their plans for the use of ARP ESSER funds with the public. The Department must approve a State educational agency's ("SEA's") plan in order to make the State's remaining ARP ESSER allocation available for use. Please note that the Department intends to issue ARP ESSER reporting requirements separately.

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below. An SEA may use this template or another format as long as every item and element is addressed in the SEA's response. Throughout this document, questions that refer to an SEA's ARP ESSER funding are referencing the total allocation to be received by the SEA, including that which it allocates to its LEAs.

Each SEA must submit to the Department by **June 7, 2021,** either: (1) its ARP ESSER plan or (2) the State requirements that preclude submission of the plan by that date and a date by which it will be able to submit its complete ARP ESSER plan.

To submit the SEA's plan, please email the plan to your Program Officer at [State].OESE@ed.gov (e.g., Alabama.OESE@ed.gov).

In order to ensure transparency, the Department will post each plan on the Department's website when it is received and will indicate each plan's approval status.

This template also allows States to fulfill the requirement of the Coronavirus Response and Relief Supplemental Appropriations ("CRRSA") Act ESSER II 6-month reporting requirement in section 313(f) of the CRRSA Act.

Grantee and Contact Information

ARP ESSER PR Award Number: S425U210009

SEA Contact: Cora Scott

Telephone: 1-302-735-4040

Email address: cora.scott@doe.k12.de.us

By signing this document, I agree to each of the assurances listed in Appendix C and further assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct.	
Chief State School Officer or Authorized Representative (Printed Name) Mark Holodick, Secretary of Education	
Signature of Authorized SEA Representative Mark A. Holodick	Date: Sept. 18, 2023

A. Describing the State's Current Status and Needs

The Department recognizes the extraordinary efforts made by States, LEAs, and educators to support students during the COVID-19 pandemic. In this section, SEAs will describe the progress they have made, the priorities and student needs guiding their ARP ESSER funding decisions, and their current and projected operating status.

1. *Progress and Promising Practices: Provide your assessment of the top 2-3 strategies that have been most effective in supporting the needs of students in your State during the COVID-19 pandemic, especially for students most impacted by the COVID-19 pandemic. Please include, if applicable, how your State will submit and encourage its LEAs to submit lessons learned and best practices to the Department's Safer Schools and Campuses Best Practices Clearinghouse so that they can be shared with other States and LEAs.*

   The State of Delaware, its districts and charter schools (known collectively as Local Education Agencies or LEAs), have made extraordinary efforts to support students during the COVID-19 pandemic. The following are examples of promising practices the Delaware Department of Education (DDOE) has exhibited. Each of these practices was made possible through partnerships across the state. During bi-weekly check-ins, districts and charters will be encouraged to share their best practices and lessons learned with the clearinghouse as well.

   ### Provided Guidance for Reopening Schools

   DDOE convened three groups of stakeholders throughout the summer of 2020 to develop the state's reopening plan. The Delaware Reopening Plan guidance document provided support for districts and charters as they reopened school buildings in Fall 2020 as well as continued operations for the remainder of the 2020-2021 school year. Essential safety protocols were included in the plan and were required to be implemented by all Delaware schools, pre-K through grade 12. The plan's health and safety protocols were informed by the recommendations of the stakeholder working groups and finalized by the Delaware Division of Public Health (DPH) in collaboration with DDOE to allow Delaware students and staff to more feasibly and safely return to school buildings.

   The Delaware Reopening Plan also included actionable planning steps for districts and charter schools to consider as they developed their own site-based plans. The Southern Regional Education Board (SREB) released a planning template that DDOE provided to districts and charters to use as they created their plans. Additionally, DDOE partnered with the Delaware State Board of Education (SBE) and the United Way to compile a directory of statewide community partners that were available to support schools in a variety of ways as school buildings reopened for students and staff.

   ### Provided for Accessibility and Affordability of Internet Services

   In partnership with DDOE, the Delaware Department of Technology and Information (DTI) developed the Connect Delaware program to address accessibility and affordability of internet connection. Connect Delaware has been a valuable asset to the state's comprehensive work addressing gaps in broadband availability and adoption, and its engagement of key

stakeholders has helped build an understanding of broadband needs in the state. Connect Delaware consists of two discrete subprograms:

1. Infrastructure program - Supports the buildout of new broadband infrastructure by the private sector in Delaware.
2. Subsidy program - Provides fixed and hotspot broadband connections to qualifying low-income students in the state.

DTI worked with DDOE to develop a subsidy program that would provide broadband services free-of-charge to low-income students through the 2021 calendar year. DDOE and the state's school districts and charter schools were key stakeholders in the implementation of this program. School districts and charter schools assessed the broadband needs of their eligible students and selected the products that would best meet student needs. Orders were then submitted by districts and charters to DTI, which placed orders directly with participating service providers. Service providers delivered products directly to school districts and charter schools, which distributed products to families and invoiced the state directly for the services. Hotspots were shipped directly to school districts and charters, and individual voucher codes that could be redeemed for fixed service were sent electronically.

While some free and low-cost internet programs determined eligibility and allocated services on a household basis, Connect Delaware did both at the individual student level. Through the program, households with more than one eligible student were able to receive services for each student. Each student could receive both a fixed home broadband connection and a mobile hotspot. This eligibility structure removed the penalty that would have been otherwise faced by multi-student families attempting to engage in simultaneous distance learning with a single connection.

Delaware's school districts (19) and charter schools (23) requested broadband services for 23,590 students through the program. All districts and charters in Delaware participated.

The Connect Delaware subsidy program is unique in the manner in which it distributed responsibility across several key players. Responsibility was lifted almost entirely from students and their families and instead distributed among DDOE, DTI, participating service providers, and school districts and charter schools. This program structure minimized enrollment burdens for families and administrative burdens for school districts and charters, ultimately resulting in high participation and a significant amount of connections for students.

The program also allowed school districts and charters to determine student eligibility based on the given criteria as opposed to requiring a cumbersome proof-of-enrollment process that could serve as a barrier to participation for many families and place additional burden on educators.

DTI's longstanding partnership with DDOE was instrumental in the implementation of Connect Delaware and in enabling the program structure. DDOE acted as a trusted communication channel and distributed much of the program information to school district and charter school leadership. DDOE's relationship with districts and charters made smooth communication with key stakeholders possible.

Developed Antigen Testing Protocols

DDOE partnered with DPH to begin antigen testing pilots that then launched into full implementation for participating districts and charter schools. Together, DDOE and DPH expanded current antigen testing efforts in schools through a $29 million population-based formula grant, *ELC Reopening Schools: Support for Screening Testing to Reopen and Keep Schools Operating Safely*. Delaware was ahead of the curve with over 83 schools already implementing testing in a variety of models. This grant helped to onboard additional districts and charters during the spring and early Summer 2021, as well as provide funding for planning for the 2021-2022 school year. After learning about Delaware's success with statewide antigen testing through the White House Task Force, the Epidemiology Laboratory Capacity (ELC) reached out to Delaware and asked if we could share our antigen resources with the rest of the applicants across the nation. *The Delaware Journal of Public Health* provides more information on Delaware's antigen testing program in Know As You Go: Pilot Program of Point-of-Care SARS-CoV-2 Antigen Screening Testing in Delaware Schools.

Vaccinated Delaware Educators and School Staff

The Delaware Department of Education (DDOE) worked with the leadership of district, charter, independent, private and parochial schools as well as with the Delaware State Education Association to create a comprehensive vaccination plan for education-related personnel in our elementary, middle and high schools (including contractors, non-Delaware residents who work in Delaware schools, substitutes, and student teachers).

This plan was managed and administered by the DDOE in partnership with the Division of Public Health. Individual schools were not asked to develop their own plans or criteria for vaccine distribution. Information was provided to all stakeholders to include a vaccination toolkit (appropriate for all faculty and staff), details of the vaccination plan that included a survey to gauge interest in participation, how to register once the vaccine was available, and every step in between.

For PreK-12 staff, DDOE launched an online pre-registration system for interested educators and school staff to request vaccination. More than 16,000 PreK-12 educators and school staff requested vaccination through DDOE, and everyone in the system was invited to a vaccination event. An email was also sent to all districts and charter schools to invite all educators and school staff who may not have pre-registered in the system to the events started during the second week of March. All interested licensed child care providers also were invited through DDOE's Office of Child Care Licensing.

DDOE's events, which have included school-based clinics as well as drive-thru events at Dover Downs, were possible thanks to a collaboration with our pharmacy partner, Albertsons/Acme (site-based clinics) and Division of Public Health (DPH)/FEMA (drive-thru events). At each of the DDOE events, educators and school staff also received second dose appointments. All second doses were completed by April 17.

DDOE was grateful for the assistance of our hosting schools and the many district and DDOE staff volunteers who helped our events run smoothly.

After all DDOE sponsored events were completed, educators and school staff had the ability to schedule appointments through pharmacies such as Walgreens as well as take advantage of any other DPH events offered.

Supported College and Career Transitions

Despite the challenges related to remote instruction and an inability to provide support as in the past, DDOE developed and implemented new practices and policies to help students meet their college and career transition goals. Staff

- Coordinated with higher education institutions to create a Post-Secondary Transition Support letter mailed to all Delaware seniors in the Class of 2020 and Class of 2021.
- Developed a virtual College Application Month that transitioned annual in-person school-based events to webinars throughout the month focused on key topics such as college information, FAFSA, resume writing, essay writing and enlisting in the military.
- Updated post-secondary transition policies to increase and maintain necessary student supports.
- Waived SEED (Student Excellence Equals Degree) and Inspire scholarship requirements for full-time enrollment and community service.
- Placed state educational loan recipients scheduled for cash repayment in deferment to align with policies for federal education loans and paused referral of state educational loans to collections for non-payment.
- Created the Emergency Scholarship Fund to support college students who had unmet financial need defined as not having adequate funding to cover the full cost of attendance for Fall 2020.

Supported Social, Emotional and Behavioral Health Needs

DDOE assisted districts and charters in assessing, planning and implementing strategies to support student and staff wellbeing and mental health when reopening. With ESSER II CRRSA funds, DDOE worked with partners and with input from various stakeholders to develop a Social, Emotional and Behavioral Wellbeing (SEBW) plan for providing deeper support and resources to districts and charters, including how to identify and respond to students with mental health challenges as they returned for the 2021-2022 school year. The SEBW plan and associated supports are based on a systems approach and provide an opportunity for districts and schools to strategically coordinate and access resources aligned to the social, emotional and behavioral needs of their students.

Key Strategies

- An array of available SEBW resources and supports are differentiated with multiple entry points for each district/charter to access opportunities as they build their Multi-Tiered System of Support (MTSS).
- Strategies are based on implementation science to guide districts/charters to identify their strengths and needs and effectively install evidence-based practices.

Key Components

- Effective MTSS that supports the behavioral health of all students.
- Social-emotional-behavioral initiatives aligned with resources for greater impact.
- High-quality social, emotional and behavioral (SEB) instructional materials implemented at each tier of support.
- Multiple sources of data (e.g., universal screening data, progress monitoring data, implementation data) used to identify and respond to SEB needs across the tiers of support.
- Equitable access for each student.

Expected Student Outcomes

- Improved student wellbeing and quality of life.
- Improved attendance, self-regulation/behavior, and academic outcomes.
- Decreased symptoms of serious behavioral health challenges (e.g., self-harm, suicide and substance use) that impede participation in school.

Selection of SEBW Supports

- Districts and charter schools have access to SEBW resources that best match their priorities and build capacity for implementation using the four stages of implementation from the National Implementation Research Network: exploration, installation, initial implementation and full implementation.

Maintained Focus on Academic Achievement

DDOE developed the Classroom Ready Plan to provide districts and charter schools with support and recommendations on keeping standards-aligned core instruction at the center of the student learning experience in all learning environments, including content guidance and

- Guidance documents on serving students with disabilities during the pandemic.
- Guidance documents on serving English learner students during the pandemic.
- Guidance document on returning to in-person learning to address unfinished learning and recovery services.
- Guidance document on purpose and use of assessments to include state provided assessment resources.
- Professional learning on incorporating the principles of Universal Design for Learning in virtual instruction.

Developed and promoted Summer Acceleration support.

- Provided all students with access to high quality, standards-aligned mathematics summer acceleration through the use of Zearn instructional material for all rising 1st to 8th graders.
- Provided educators and afterschool professionals with professional learning to skillfully implement the Zearn resource.
- Provided all students with access to high quality, standards-aligned literacy summer acceleration through the use of Hiqh Quality Instructional Materials resources for all rising 1st to 5th graders.
    - Provided educators with the professional learning to skillfully implement the High Quality Instructional Material Resources for literacy.
- Provided all K-12 grade students, educators, and afterschool professionals with access to an online text repository from Overdrive to access reading at home, in community centers, and as part of summer acceleration tutoring programs.
- Implemented high-dosage tutoring supports to the students who need it most in partnership with Back to Basics, Reading Assist, community-based organizations (over 5,000 students impacted).

Created Digital DE, an online portal for educators to house (share and borrow) all of the best in-class instructional, professional learning, and family resources.

Addressed Virtual Learning Needs

DDOE invested $300,000 to offer virtual professional learning opportunities focused on transitioning from in-person instruction to virtual instruction. This five-day seminar was designed to address the following topics: social-emotional development of classroom climate, planning decisions for well-structured lessons, formative assessment, criteria for success, and effective feedback. Participants engaged with expert presenters from Research for Better Teaching (RBT).

2. *Overall Priorities: Provide your assessment of the top 2-3 issues currently facing students and schools across your State as a result of or in response to the COVID-19 pandemic including, to the extent possible, data illustrating why these are the most critical and/or most widespread issues facing schools and students.*

Using current data as well as feedback from internal staff, districts and charter school representatives, students, families and educational stakeholders, the Delaware Department of Education (DDOE) has determined the most-critical and most-widespread issues currently facing students and schools across the state as a result of the COVID-19 pandemic. Issues critical to both students and schools are listed below.

Learning Acceleration - Over the past 15 months, the COVID-19 disruption has impacted student learning across all sub-groups. The alignment between assessment data and instructional decision-making is critical. Focusing on accelerated learning through culturally relevant, skillfully implemented high quality instructional materials will advance efforts in providing students with access to grade level content.

Social, Emotional and Behavioral Health of Students and Staff - The challenging experiences throughout the pandemic have amplified the social, emotional and behavioral health needs of students and staff. The DDOE, in coordination with Delaware legislators, LEAs, and community organizations, will continue to enhance existing efforts underway across the state.

Stakeholder Engagement in Promoting Student Success - Through the pandemic the need to partner with stakeholders has become more evident than ever before. This alliance has and will continue to serve as a support of continuous, necessary dialog to enact shared accountability for solution-oriented actions. This collaboration will strengthen students while also supporting families and communities. Students play a critical role in the process; thus, the state will continue to elevate and empower student voice.

Educator Recruitment and Retention - To mitigate the impact of COVID-19 on student learning, the recruitment and retention of highly effective, diverse educators and school staff are paramount. The range of professionals trained to meet the myriad needs of students has been broadened by the pandemic. In addition to hiring, educators and school staff require additional training to best address students' needs. DDOE will continue to work on recruiting and retaining educators with diverse educational backgrounds and experiences that reflect the student population and best meet their needs.

3. *Identifying Needs of Underserved Students: Describe your State's 2-3 highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups.*

Complete the table below, adding rows as necessary, or provide a narrative description.

Delaware's highest-priority needs for the 2021-22 school year related to the impact of COVID-19 focus on the following:

Table A1.

The majority of summative data for the 2020-2021 school year will not be available until July/August 2021. Highest priority needs were based on available state data as well as stakeholder feedback. In some cases, data from previous years were used to provide comparisons. The department will continue to work with LEAs, community organizations and other stakeholders to identify additional subgroups for which to provide targeted support.

Student group	Highest priority needs

Students from low-income families	• Continue connectivity efforts related to internet accessibility and affordability.
	• Address widened achievement gaps due to pandemic disruption to instruction.
	  ○ 2019 Reading and math - Substantial gaps exist between ALL students (ELA 43%, math 42% proficiency) and the low-income subgroup (ELA 36%, math 26% proficiency) on Smarter Balance for grades 3-8 and SAT for grade 11.
	  ○ 2020-2021 second MP grades in ELA and math (See Appendix M)
	  ○ Attendance in all modes of instruction 2020-2021 decreased by 3%. (See Appendix L.)
	• Continue to provide services to address food insecurity.
	  ○ From March 2020- April 2021, over 10 million meals were served to children in Delaware through USDA's Summer Food Service Program.
	  ○ In Delaware, 114,190 people are facing hunger; 32,830 are children.
	• Provide access to post-secondary options and funding opportunities.
	  ○ Pre-COVID: 100% of seniors (~ 9000) participated in College Application Week activities in their high schools; with the switch to online supports (webinars, YouTube) we had ~1000 students participate; we also have 154 students enrolled in the texting campaign. See FAFSA completion data in Appendix I.

Student group	Highest priority needs
Students from each racial or ethnic background used by the state for reporting purposes	• Address progress in reading and math achievement - Substantial gaps exist between racial or ethnic backgrounds as demonstrated below. These gaps may have widened due to pandemic. Math Smarter 2019 ○ African American - 24% ○ Asian - 77% ○ Hispanic 33% ○ Multiracial - 44% ○ Native American - 40% ○ Hawaiian - 52% ○ White - 56% ELA Smarter 2019 ○ African American - 36% ○ Asian - 81% ○ Hispanic 41% ○ Multiracial - 54% ○ Native American - 50% ○ Hawaiian - 64% ○ White - 66% • Continue efforts to provide support for college and career readiness. ○ Overall for Class of 2019, 58.6% of youth were college and/or career ready, with 45.8% of African American and 50.4% of Hispanic students demonstrating readiness, compared to 78.1% of Asian students and 68.1% of White students. By gender, 67.0% of female students demonstrated readiness compared to 50.2% of male students. The percent of English Learners who demonstrated readiness also declined from 22.6% to 18.6%. However, the percentage of youth who are both college and career ready has grown from 13.2% to 25.0%. Trends are also increasing for low-income youth, the percentage increased from 41.8% to 50.2%. For youth with disabilities the percentage also increased, rising from 19.9% to 21.0%. • Provide opportunities to elevate student voice. • Develop and implement culturally responsive curriculum support and training.

Student group	Highest priority needs
Students by gender	• Reduce achievement gaps. ○ Reading achievement - Pre-pandemic 2019 there were substantial gaps between males (48% proficiency) and females (58% proficiency) in ELA on Smarter Balance for Grades 3-8 and SAT males (44% proficiency) and females (51% proficiency), for high school.
English learners	• Continue connectivity efforts related to internet accessibility and affordability. • Strengthen outreach to families in multiple languages and modes of communication. • Identify data to make decisions regarding supports and services. • Ensure students and families remain engaged and informed about the expectations (attendance, format, transportation) for the remainder of the school year and the upcoming school year to decrease absenteeism. ○ English learner absenteeism increased from 2020 to 2021 from 6% to 10% for students in hybrid instruction, from 6% to 9.1% for students in in-person instruction and 6% to 7.8% for students in virtual instruction. This represents a disproportionate impact on English learners v. non-English learners.
Children with disabilities	• Ensure FAPE is provided in all environments. • Identify data to make decisions to address unfinished learning through recovery services. • Provide outreach to families. • Address widened achievement gaps between students with disabilities and general education students.
Students experiencing homelessness	• Provide access to in-school and out-of-school opportunities including extra-curricular activities. • Provide social, emotional, behavioral health support. • Provide access to credit recovery for lost time. • Continue connectivity efforts related to internet accessibility and affordability. • Develop interventions to address high absenteeism rates in comparison to peers.
Children and youth in foster care	• Provide access to in-school and out-of-school opportunities including extra-curricular activities. • Work to develop supports to maintain stability of foster placement impacted by remote learning settings. • Develop interventions to address high absenteeism rates in comparison to peers.

Student group	Highest priority needs

Migratory students	• Identify interventions to address reading and math achievement.
	  ○ Substantial gaps exist between migratory and non-migratory children in grades 3-8, 8% in ELA and 17% in Math.
	• Support English language development.
	  ○ 70% of migratory students ages 3-21 are ELs.
	• Enhance pre-school support.
	  ○ While 72% of migratory pre-school children received direct support services, only 4% received direct instructional support from the MEP.
	• Enhance academic support services.
	  ○ 44% of K-8 migratory students received direct reading instructional services, 4% for 9-12 students, and 0% for those classified as out-of-school youth. Zero migratory students received direct math instructional services during the last official reporting period (2018-19).

Youth involved in the criminal justice system	• Enhance direct services. ○ There are several entities including schools that work with criminal justice system involved youth. Because of the pandemic, youth did not receive as many direct services such as access to mental health counseling and social program assistance that were available pre-pandemic.

Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years
 	
Students who did not consistently participate in remote instruction when offered during school building closure
	• Identify current achievement levels.
	• Identify needs for possible social, emotional, behavioral health supports with re-entry into school.
	• Work with LEAs to identify community partners to support engagement.
	  ○ Lack of data to make decisions regarding supports and services
	  ○ *Self-reported numbers from LEAs varied throughout the year. At last inquiry approximately 2,500 students were reported to fit within these two categories.*

4. *Understanding the Impact of the COVID-19 Pandemic: Describe how the SEA will support its LEAs in identifying the extent of the impact of the COVID-19 pandemic on student learning and student well-being, including identifying the groups of students most impacted by the pandemic. Where possible, please identify the data sources the SEA will suggest its LEAs use in thoughtfully diagnosing areas of need, including data on the academic, social, emotional, and mental health impacts of lost instructional time.*

The Delaware Department of Education (DDOE) is supporting districts and charter schools in identifying the extent of the impact of the COVID-19 pandemic on student learning and student well-being. Ongoing data reviews and discussions regarding areas of need have been taking place between DDOE and districts and charter schools. Starting in May 2021 and extending through the life of the grant, members of the DDOE Secretary's Cabinet have been meeting with Delaware districts and charters on a bi-weekly basis.

In end of year (EOY) 2020 and EOY 2021, DDOE administered surveys to students, families, teachers and administrators across the state. These surveys gathered Opportunity to Learn (OTL) data and provided comparable feedback from each school year in the following areas:

- Access and connectivity
- Students' academic needs
- Resources and supports
- Communication
- Wellness and social-emotional learning (SEL)

State-level aggregate data from the surveys will be shared publicly. Individual school-level data will be shared directly with district and charter school leaders.

DDOE, the Data Forum, and the University of Delaware have partnered to collect, analyze, and report our Opportunity to Learn data (see Appendix K) to best provide a context with which stakeholders may frame summative data as well as plan for the 2020-2021 school year. This report will address the following questions:

- How has COVID-19 impacted Delaware's enrollment in public education?
- What type of instruction have Delaware students been receiving since March 2020?
- What does Delaware public education look like in the COVID era?

Additionally, students in grades 3-8 and 10 completed an OTL survey that was embedded as a final task in the state assessment. In August 2021, DDOE will report out OTL data as well as state assessment data in English language arts (ELA), mathematics, science and social studies.

DDOE has provided districts and charter schools with an initial overview of ESSER III expectations to include a link to The U.S. Department of Education's Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs handbook, Georgetown's Edunomics Lab's (2021) funding principles overview, LEA allocation overview and allowable activities, upcoming deadlines, and additional links for support in interpreting ESSER III requirements.

5. <u>School Operating Status</u>*: It is essential to have data on how students are learning in order to support the goals of access and equity, especially for student groups that have been disproportionately impacted by the COVID-19 pandemic. Describe the current status of data collection on operational status and mode of instruction of all schools in your State. This description must include:*

   DDOE continues to collect data on how students are learning in Delaware schools during the COVID-19 pandemic. DDOE requires all schools to capture in a statewide student information system

   - The mode of instruction (in-person, remote or hybrid) offered students
   - Enrollment data for each Delaware student
   - Attendance data for each Delaware student

   These data points are collected daily for each student and available at the state, district and charter school level. Student subgroup data is also highlighted to support data-driven decisions around the goals of access and equity, especially for student groups that have been disproportionately impacted by the COVID-19 pandemic.

   Current mode of instruction and enrollment data for the State of Delaware is available in Appendix A.

   DDOE plans to continue to collect mode of instruction data from schools through the end of the 2020-2021 school year and the start of the 2021-2022 school year. Enrollment and attendance will continue to be collected through the entirety of the current and next school year with no estimated end date.

   Delaware's Office of the Governor and DDOE support a full return to in-person learning following CDC guidelines for the 2021-2022 school year.

B. Safely Reopening Schools and Sustaining their Safe Operations

The Department recognizes that safely reopening schools and sustaining their safe operations to maximize in-person instruction is essential for student learning and student well-being, and especially for being able to address the educational inequities that have been worsened by the COVID-19 pandemic. In this section, SEAs will describe how they will support their LEAs in this vital area.

1. *Support for LEAs: Describe how the SEA will support its LEAs in safely returning to in-person instruction and sustaining the safe operation of schools. This description must include:*

   Complete the table below, adding rows as necessary, or provide a narrative description.

   DDOE will support its districts and charter schools in safely returning to in-person instruction and sustaining the safe operation of schools. DDOE will require Delaware districts and charter schools to submit by August 1, 2021 the date when its school(s) will reopen for staff and for students as well as the number of hours that constitute a school day according to locally established policy. Additionally, DDOE has adopted COVID-related prevention and mitigation strategies that align with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities. (See Table B1.) These strategies are designed to effectively maintain the health and safety of students, educators, and other staff.

Table B1.

Mitigation strategy	SEA response
Universal and correct wearing of masks	*DDOE has dedicated website pages, including a public page with resources for school nurses, that include guidance and videos on mask wearing. Changes are made as guidance from CDC and Delaware Division of Public Health (DDPH) evolves. Resources are available in the top languages spoken in the state.*
Physical distancing (e.g., including use of cohorts/podding)	*DDOE has dedicated webpages, including a public page with resources for school nurses, that include information on physical distancing. Changes are made as guidance from CDC and Delaware Division of Public Health (DDPH) evolves.*
Handwashing and respiratory etiquette	*DDOE has dedicated webpages, including a public page with resources for school nurses, that include information on handwashing and respiratory etiquette. Changes are made as guidance from CDC and Delaware Division of Public Health (DPH) evolves.*

Mitigation strategy	SEA response
Cleaning and maintaining healthy facilities, including improving ventilation	*DDOE has dedicated webpages, including a public page with resources for school nurses, that include information on cleaning and maintaining healthy facilities. Changes are made as guidance from CDC and Delaware Division of Public Health (DPH) evolves.*
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	*DDOE has dedicated webpages, including a public page with resources for school nurses, that include information on contact tracing, isolation and quarantine. Changes are made as guidance from CDC and Delaware Division of Public Health (DPH) evolves.*
Diagnostic and screening testing	*DDOE has dedicated webpages, including a public page with resources for school nurses, that include information on diagnostic and screening testing. Changes are made as guidance from CDC and Delaware Division of Public Health (DPH) evolves. Additionally student antigen testing has been supported with technical assistance by DPH and DDOE.*
Efforts to provide vaccinations to educators, other staff, and students, if eligible	*DDOE has a webpage dedicated to its role in vaccines for education-related personnel. Vaccines for students are being coordinated primarily with DPH, districts/schools and pharmacy partners.*
Appropriate accommodations for children with disabilities with respect to the health and safety policies	*DDOE has dedicated webpages, including a public page with resources for school nurses that provide information on appropriate accommodations for children with disabilities. Changes are made as guidance from CDC and Delaware Division of Public Health (DPH) evolves.*

DDOE has also developed additional prevention and mitigation support strategies to effectively maintain the health and safety of students, educators, and other staff as school facilities continue to reopen.

School staff vaccinations - Coordinated a statewide, cross-agency effort to make vaccines available to all interested education and school support staff in Delaware districts and charter schools. DDOE-sponsored clinics vaccinated over 16,000 educators and school staff throughout the state. DDOE vaccine events were hosted in Delaware schools with school nurses providing post-vaccine monitoring support. DDOE partnered with Albertsons Pharmacy as the vaccine provider. DDOE launched the vaccine registration system and developed a series of logistical processes and forms. DDOE's vaccine delivery model was used by other groups in the state, including higher education institutes.

Student antigen testing - Partnered with the Delaware Division of Public Health (DPH) to coordinate antigen testing for Delaware students. Expanded current antigen testing efforts in districts and charters through a $29 million population-based formula grant. (See Epidemiology and Laboratory Capacity (ELC) Reopening Schools: Support for Screening Testing to Reopen and Keep Schools Operating Safely.) Over 83 schools are currently implementing COVID testing via a variety of models. DDOE and DPH jointly published an article outlining the state's efforts. DDOE engaged with the Nemours/Alfred I. duPont Hospital for Children in Wilmington, DE to develop a larger pool of medical providers to oversee the programs in the schools and districts.

DDOE developed a toolkit and FAQ document to assist districts and charters in implementing student antigen testing. These resources were also shared with all participating states in the ELC grant. Included in the toolkit are

- A checklist of activities to be completed.
- Information on the Clinical Laboratory Improvement Amendments (CLIA) requirements.
- Access to the state's RedCap data collection portal.
- Information on how to order test materials.
- Waste requirement information.
- Sample documents such as consent forms.

DDOE held virtual interest meetings with district and charter school leads. The antigen testing program was discussed frequently in DDOE's School Nurse Open Hours meetings. This sharing of information, documents and processes was very helpful as more schools and districts came on board.

Reopening resources - Created online resources to support districts and charters as they safely reopened and sustain in-person learning and activities. Resources have focused on multiple areas of school operations to include school bus safety, remote classroom instruction support, mitigation strategies for students unable to wear masks, operation of safe band camps, and more. Many of the guidance documents were created in partnership with CDC guidance and the Delaware Division of Public Health. DDOE also adopted best practices from other entities. For example, DDOE's policy on safe play and extracurricular activities follows recommendations by the National Federation of High School Sports. DDOE continues to expand and update these resources in response to district and charter school needs.

School nurse support - Provided and will continue to provide open hours multiple times a week for lead school nurses (both private and public school), school nurses, and COVID coordinators as well as district and charter leaders. The open hours included attendance by Delaware Division of Public Health (DPH) representatives - DPH leads responsible for working with schools - and other related staff as needed. For instance, DPH nursing directors, medical directors and epidemiologists have attended to update the school nurses on issues related to antigen testing, vaccinations, changes to contact tracing processes, COVID-19 variant concerns, and more. Relevant staff have attended as well to provide updates on rule/regulation changes for interscholastic sports and mask-wearing requirements. The open hours meetings created a unique opportunity to build camaraderie and connectedness among Delaware school nurses that had not existed prior to this COVID-related work. The school nurses also volunteered at the DDOE-sponsored vaccine clinics, demonstrating their commitment to keeping Delaware schools safe.

School nutrition resources - Held regular meetings with school nutrition supervisors throughout the COVID-19 pandemic. Before COVID these meetings were held quarterly and in-person. Due to COVID, the meetings transitioned to a remote, twice-a-week format when schools first closed and our schools had to immediately implement the USDA Summer Food Service Program (SFSP). After these immediate SFSP needs were met, school nutrition meetings moved to once a month.

Having regular meeting opportunities during school building closures allowed school nutrition supervisors to share best practices on food distribution, training and USDA guidance waivers. USDA waivers provided DDOE, districts and charters the ability to operate various nutrition programs during the pandemic. To date, Delaware has taken advantage of all applicable waiver opportunities to best support students and schools. The DDOE nutrition team is planning to continue monthly meetings to provide training, share USDA information, and provide technical assistance to School Nutrition Program operators.

Schools and non-profit sponsors continue to operate the Summer Food Service Program (SFSP) as they have since March of 2020. Meals are available to all children ages 18 and under, free of charge. From March 2020 through April 2021, over 18.3 million meals were served in Delaware through this program. By using USDA waivers and flexibilities, Delaware sponsors continue to be able to provide multiple days' worth of meals at one time, which has led to increased participation statewide. In Summer 2020, DDOE also engaged with the Delaware Emergency Management Agency (DEMA) to coordinate the use of the Delaware National Guard for food distribution for one of the Delaware school districts.

Learning modules have been developed and are accessible in the state's Schoology learning platform. This accessibility allows for sponsors to take these learning modules at a time that works best for them. DDOE also provides information on operating meal programs for after-school and enrichment opportunities. DDOE is continuously developing and updating training to ensure that School Nutrition Program operators have all the information they need.

DDOE worked very closely with the Delaware Division of Social Services on the implementation of Pandemic Electronic Benefit Transfer (P-EBT). While P-EBT is not a DDOE program, DDOE did help support coordination of school-level data and provide information from districts and charter schools, which was critical to effectively implementing the program. In addition, DDOE has a very strong working relationship with the Delaware Food Bank and several philanthropic entities including the Harry K. Foundation to make connections in the communities where the USDA programs cannot be used.

During school year 2021-22, School Nutrition Programs will be operating under the Seamless Summer Option (SSO). This is a USDA Program that allows all students to eat breakfast and lunch free-of-charge and provides a per meal reimbursement to the School Nutrition Program. DDOE is developing training, updating software and providing technical assistance and support for the successful implementation of SSO for SY 21-22.

School counselor support – Previously, held quarterly lead school counselor meetings and relied on the leads to share information with their districts/schools. With virtual meetings during the pandemic, the information presented was available and open to all. Office hours were also made available for sharing best practices, discussing concerns, and brainstorming solutions. This was especially helpful for elementary counselors in schools where there may be only one school counselor. Office hours and/or in-person meetings will be determined based on input from the field.

DDOE created a Schoology group for school counselors to share important updates and resources. The calendar is maintained to share relevant professional development opportunities. The Resources section contains folders such as Professional Learning Recordings; Race & Equity; Self Care; Scholarships; and a School Counselor COVID-19 Survival Guide. The Survival Guide was created to provide a central location for COVID resources including College & Career/Graduation; COVID-19 Student Resources; Counselor & Staff Wellness; Important Updates; Mental Health/Crisis/Transition; Professional Learning; Resources for Families; SEL; and Virtual Counseling & Technology. Counselors have also used the discussion board to ask each other questions and collaborate. The Schoology group will continue, and information will be updated as needed.

DDOE partnered with Nemours Children's Health System at the Nemours/Alfred I. duPont Hospital for Children in Wilmington, DE, to provide Mental Health May professional learning opportunities for school counselors. Sessions were facilitated by medical professionals and included 14 topics such as Screenagers Next Chapter: Uncovering Skills for Stress Resilience, Managing Panic Attacks & Panic Disorder in Children and Adolescents, Child and Adolescent Transgender Health, Common Medications and the Impacts on Learning, and Supporting Students with Intellectual & Developmental Disabilities During & Following the Pandemic. Additional DDOE leads in areas such as health, school climate and discipline attended for possible expansion to their audiences. The modules remain available for the upcoming school year in asynchronistic format for access by school counselors and school social workers.

Additionally, Delaware's General Assembly is considering a legislative change to the Delaware Code that would provide a specific ratio of student to full-time certified school counselors/social workers as well as a specific ratio of student to full-time school psychologists/licensed mental health therapists in elementary schools and a directive to plan to expand to district preschools, middle schools and high schools in the future.

Foster care liaison support - As indicated with other school professionals, holding virtual meetings increased the participation of all the liaisons. For many of these individuals, driving to the SEA for meetings from their school/district locations was difficult and pulled them away from their duties. Training modules were created, and then the liaisons met to go over any questions. It is expected that virtual meetings will continue for this group on a more regular basis, especially around training. The virtual environment also provided the opportunity to easily facilitate presentations from community agencies such as Kind to Kids, Connecting Generations, and the Capital Guardian Youth Challenge Academy. Connecting liaisons to resources helps them to remain aware of opportunities available to their students.

Homeless education liaison support - As with the other specific roles, the DDOE quickly engaged with the LEA Homeless Education Liaisons. At the beginning of COVID, the DDOE initiated virtual meetings that were both optional and mandatory. These meetings will continue to occur every two or three weeks.

DDOE encouraged district and charter school homeless education liaisons to connect with their students and families via phone throughout the COVID-19 pandemic. Additionally, district and charter homeless education liaisons distributed needed items for school and home to students and their families. Drop-offs were coordinated at food hubs or through individual home visits.

Health and physical education support - The SEA was able to schedule more opportunities with the leads of physical education (PE) and health education in a virtual format for planning sessions related to remote and hybrid learning. DDOE worked with districts and charter schools to develop health and physical education activities that could be done in both remote and hybrid learning environments. DDOE also seized this opportunity to virtually visit classrooms and share observed best practices with the health and PE leads throughout the state. In addition, DDOE used Title IV funds to support 32 Delaware health/PE teachers to attend the annual SHAPE America Virtual Convention.

Additionally, through its Physical Activity, Nutrition, and Obesity (PANO) program, the Delaware Department of Health and Social Services (DHSS) has agreed to provide every Delaware elementary and middle school with a digital CATCH Coordination Kit for the 2021-22 school year. This kit provides a step-by-step guide for increasing collaboration between school administrators, teachers, nutrition staff, parents, and community constituents to deliver coordinated health messages across children's learning environments and after-school settings. CATCH kits additionally integrate social and emotional learning (SEL) into the PE curriculum.

Mandatory trainings due to COVID - DDOE coordinated two new non-academic training courses as students began attending school remotely. One of the courses was developed and provided by the Beau Biden Foundation, and related to identifying child abuse in a virtual environment. These courses will continue to be evaluated and updated as needed in response to the pandemic.

Delaware Code already required school personnel to complete 12.5 hours of approved non-academic training over a three-year period. Additionally, the state has specific requirements related to new employees, certain positions and an annual requirement for suicide prevention training as explained below. This year these training sessions were provided in a virtual, asynchronistic format due to COVID-19.

- Child Abuse and Child Safety Awareness, Prevention, Detection & Reporting - Minimum requirement is 3 hours over the 3-year period.
- School Bullying Awareness & Prevention; Criminal Youth Gang Detection - Minimum requirement is 3 hours over the 3-year period.
- Teen Dating Violence & Sexual Assault Awareness and Prevention (NAMC-TD).
- Suicide Prevention (NAMC-SP) **-** Annual requirement of at least 90 minutes.

Social, Emotional and Behavioral Wellbeing - In October 2018, Delaware Governor John Carney signed Executive Order 24, making Delaware a trauma-informed state. This executive order required Delaware's Family Services Cabinet Council (FSCC) to lead this work. FSCC is made up of the state agency secretaries, including Delaware Education Secretary Susan Bunting. The executive order also required Delaware to

- Develop a trauma-informed care toolkit for trauma awareness that included a self-care component for state employees.
- Promote Trauma Awareness Month each May.
- Identify gaps in trauma-related services.
- Implement trauma-informed practices among state-agency staff.
- Implement trauma-informed practices when working with the public.

Additionally, DDOE created a position to address the requirements of Executive Order 24 as well as continue this work of promoting trauma-informed practices in the education community.

DDOE's social, emotional and behavioral wellbeing webpage provides a list of trauma-informed opportunities for students, families educators and the community.

Delaware is a recipient of the FY 2018 Project AWARE - SAMHSA grant. Through this grant Delaware created Project DelAWARE, providing three Delaware school districts with additional support and coaching related to building stronger multi-tiered system of support (MTSS), especially around behavioral and mental health. DDOE's Positive Behavioral Interventions Support (PBIS) technical assistance provider is University of Delaware's Center for Disabilities Studies (CDS). UD provides PBIS-related support to Delaware districts and charter schools and also oversees Project DelAWARE. DDOE engaged CDS and other leads from our participating districts and DDOE staff in the development of a reentry toolkit *Guidance for Supporting Student & Staff Social, Emotional and Behavioral Health When Reopening Schools*. This toolkit assists districts and charters in assessing, planning and implementing strategies to support student and staff wellbeing and mental health when reopening.

Project THRIVE is Delaware's Trauma Recovery Demonstration Project (TRDP) that is funded by the U.S. Department of Education for state education agencies to develop trauma-specific therapeutic service delivery models for students requiring intense support within the multi-tiered system (MTSS). Identified students must have experienced trauma and toxic stress that significantly interferes with their school success (i.e., attendance, behavior, and course performance/grades). Students must live in low-income families and communities that do not have the ability to access these services without the state's support. The project has been integrated into Delaware's Developmental Framework for Trauma-Informed Practices and is an integral support in state's infrastructure for tiered supports. TRDP participation facilitated the implementation of Delaware's Regulation 508, laying the foundation for trauma screening and intervention at tiers 1 and 2, as well as trauma-specific therapeutic supports at tier 3. Participation in the TRDP has provided the opportunity for workgroups within DDOE to evaluate all school supports for whole child wellbeing and to look more specifically at how the DDOE responds to the needs of students who have experienced trauma and adversity, including poverty and community violence.

DDOE assisted districts and charters in assessing, planning and implementing strategies to support student and staff wellbeing and mental health when reopening. With ESSER II CRRSA funds, DDOE worked with partners and with input from various stakeholders to develop a Social, Emotional and Behavioral Wellbeing (SEBW) plan for providing deeper support and resources to districts and charters, including how to identify and respond to students with mental health challenges as they return for the 2021-2022 school year. The SEBW plan and associated supports are based on a systems approach and provide an opportunity for districts and schools to strategically coordinate and access resources aligned to the social, emotional and behavioral needs of their students.

Key Strategies

- An array of available SEBW resources and supports are differentiated with multiple entry points for each district/charter to access opportunities as they build their Multi-Tiered System of Support (MTSS).
- Strategies are based on implementation science to guide districts/charters to identify their strengths and needs and effectively install evidence-based practices.

Key Components

- Effective MTSS that supports the behavioral health of all students.
- Social-emotional-behavioral initiatives aligned with resources for greater impact.
- High-quality social, emotional and behavioral (SEB) instructional materials implemented at each tier of support.
- Multiple sources of data (e.g., universal screening data, progress monitoring data, implementation data) used to identify and respond to SEB needs across the tiers of support.
- Equitable access for each student.

Expected Student Outcomes

- Improved student wellbeing and quality of life.
- Improved attendance, self-regulation/behavior, and academic outcomes.
- Decreased symptoms of serious behavioral health challenges (e.g., self-harm, suicide and substance use) that impede participation in school.

Selection of SEBW Supports

- Districts and charter schools have access to SEBW resources that best match their priorities and build capacity for implementation using the four stages of implementation from the National Implementation Research Network: exploration, installation, initial implementation and full implementation.

2. *Safe Return to In-Person Instruction and Continuity of Services Plans: Describe how the SEA will ensure that its LEAs that receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds published in the Federal Register and available at https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/ (ARP ESSER requirements) to either: (a) within 30 days of receipt of the funds, develop and make publicly available on the LEA's website a plan for the safe return to in-person instruction and continuity of services, or (b) have developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP Act, including:*

DDOE will ensure that districts and charter schools meet all federal requirements necessary in order to receive ARP ESSER funds. DDOE has provided districts and charter schools with an initial overview of ESSER III expectations.

Additionally, each member of DDOE Secretary's Cabinet as well as members of the DDOE Charter School Office have been assigned to work with 3-4 districts as an ARP ESSER liaison. Liaisons contact district and charter leadership on a biweekly basis to check in on the adoption and implementation of required policies, the continual provision of academic as well as social/emotional services, the periodic review and revision of the district- and charter-level ARP plans, and the adherence to CDC guidance. During check-ins, cabinet liaisons will also ascertain any additional technical assistance the district and charters may need to facilitate the safe return to school and the continuity of services that address students' needs.

District and charter school ARP ESSER applications undergo a three-step process that includes review and approval by DDOE's Director of Title Programs, Associate Secretary of Student Support, and Deputy Secretary of Education to make certain the applications meet all fiscal and programmatic requirements. Districts and charters will also go through the same three-step approval process every time a revision is made to an application to ensure revisions undergo public input and meet fiscal and programmatic requirements as well.

C. Planning for the Use and Coordination of ARP ESSER Funds

The Department recognizes that seeking input from diverse stakeholders is essential to developing plans for the use of ARP ESSER funds that are responsive to the needs of students, families, and educators. In this section, SEAs will describe their plans for consultation and for coordinating the use of ARP ESSER funds with other resources to meet the needs of students.

1. *SEA Consultation: Consistent with the ARP ESSER requirements, describe how the SEA engaged in meaningful consultation with stakeholders, and incorporated input into its plan.*

   The description must include how the SEA provided the public the opportunity to provide input in the development of the plan, a summary of the input (including any letters of support), and how the SEA took such input into account.

   DDOE continues to consult with stakeholders to develop a state plan for the use of ARP ESSER funds that is responsive to and meets the needs of students, families, and educators. DDOE has created an ESSER I-III webpage to provide for the public, districts and charter schools all Delaware-specific information related to ESSER funding.

   With the release of the American Rescue Plan III funds, DDOE engaged with students, parents, educators and stakeholders across the state (see Appendix J) to compile feedback to ensure that the needs of students and communities were best reflected in state and local spending plans. These meetings occurred from Monday, April 26, through the end of May 2021. In an effort to include all voices, stakeholders were also able to provide feedback via stakeholder.feedback@doe.k12.de.us.
   When sharing feedback on how to best use the funds provided, stakeholders were asked to consider the following questions:

   - In what ways have the effects of COVID-19 impacted students' academic, social and emotional needs?
   - In what ways can this funding provide immediate and long-term support for these needs?
   - How can Delawareans work together with these funds to quickly provide more in-person learning options for students, sustain schools' safe operations; support students' social, emotional, mental health, and academic needs; and boldly address inequities exacerbated by the pandemic?

   A summary of the feedback from the individual groups and the emails DDOE received was provided at a Virtual Town Hall meeting on Thursday, May 20, during which the public was again given the opportunity to share feedback on the ARP ESSER Plan before its being finalized by DDOE.

2. *<u>Coordinating Funds</u>: Describe to what extent the SEA has and will coordinate Federal COVID-19 pandemic funding and other Federal funding. Complete the table below or provide a narrative description.*

DDOE continues to coordinate federal COVID-19 pandemic funding and other federal funding for state-, district- and charter-level use. To date, all funds for ESSER I as well as the majority of funds for ESSER II have been awarded and allocated to Delaware districts and charter schools.

DDOE tracks district and charter school obligations in the state's financial system, which is called First State Financials. Total obligation amounts are as follows:

TOTAL OBLIGATED BUT NOT EXPENDED	
ESSER I	$3,563,730
ESSER II	$25,208,280

DDOE is also using other federal FY2021 funding sources to support students during this time as outlined below:

Annual Every Student Succeeds Act (ESEA) Title Funds - Each year the federal government provides funding under the Every Student Succeeds Act (ESEA) Title Programs, of which a minimum of 95% is passed through to districts and charter schools. (Exception: DDOE expends 100% of Title 1 Part C Migrant funds to support migrant summer and afterschool tutoring programs.)

The following lists total FY2021 Title funding for the State of Delaware, its districts and charter schools:

- Title I - $54,529,983
- Title I, Part C Migrant - $446,003
- Title II - $10,298,533
- Title III- $1,323,593
- Title III Immigrant - $19,837
- Title IV - $5,839,158
- Title IV Rural - $140,599
- 1003(a) School Improvement - $3,817,269

School Nutrition Funds ($54,858,366) - The federal United States Department of Agriculture (USDA) funding for school nutrition programs was and continues to be a food security support for Delaware families. DDOE provides meal reimbursement to School Nutrition Programs for meals served in compliance with program regulations. In federal Fiscal Year 2020 $32.4 million was distributed for breakfast, lunch and Fresh Fruit and Vegetable Program meal reimbursement, and $22.4 million was distributed for SFSP meal reimbursement. In March 2020, USDA immediately put in place waivers to allow for the Summer Food Service Program (SFSP) to operate upon school closings. DDOE began approving programs to be operational the week following school closing. The additional waivers USDA provided allowed for more flexibility for the operation of the programs that also allowed families access to meals in a safe

manner. DDOE continues to provide technical assistance and support to the School Food Authorities as additional guidance is provided. DDOE's school nutrition staff also attends the School Nurse Open Hours on occasion to share best practices related to the provision of meals in schools and communities.

Individuals with Disabilities Act (IDEA) Funds ($50,510,062) - During the COVID-19 pandemic, DDOE , through IDEA funding, continued to support students with disabilities through SEA professional learning and coaching initiatives such as Delaware Positive Behavior Supports, Universal Design for Learning, Delaware Early Literacy Initiative, PIPEline for Success, transition supports through Transition Cadre, Delaware Literacy Plan, Parent Engagement, Accessible Instructional Materials, Project Search, and Systematic Processes for Enhancing and Assessing Communication Supports (SPEACS).

It is anticipated that all students, both general and special education, will return to school with some level of unfinished learning. In order to address the unfinished learning, DDOE will take the opportunity to coordinate IDEA funds with American Rescue Plan Funding (ARP) in order to improve academic, emotional, social and behavioral services for all students, including students with disabilities. DDOE is providing all Delaware public schools with five academic resources to support learning acceleration for students in literacy and mathematics beginning Summer 2021 - Professional Learning and Summer Booster content for literacy acceleration (K-5), student access to online text repository (K-12), access to Zearn Math licenses (K-7), Zearn Professional Learning, and high-dosage-tutoring seats.

In addition, through braiding of IDEA and ARP funds, DDOE will strategically deliver an array of foundational social, emotional and behavioral (SEB) resources and supports to guide districts/schools in addressing the needs of students, including students with disabilities, through exploration, installation and implementation stages. In turn, districts/schools will work to 1. install and sustain effective multi-tiered systems that support the behavioral health of all students; 2. align related social-emotional-behavioral initiatives and resources for greater impact; 3. implement high-quality social, emotional and behavioral (SEB) instructional materials at each tier of support; 4. use a universal screening process to identify SEB needs, create early warning systems, and leverage progress monitoring data that supports student skill development; and 5. ensure equitable access for each student, including students with disabilities.

McKinney-Vento Funds ($332,869) - McKinney-Vento funding is provided to Delaware districts and charters to identify and support students experiencing homelessness. All districts and charter schools in Delaware receive Title I funds and are required to designate a portion of these funds for students experiencing homelessness. Per the Consolidated Grant, these funds can be used for school supplies, personal hygiene items, and connectivity/technology. Delaware provides 90% of the transportation costs for these students. McKinney-Vento competitive grants provide additional monetary support for specific district and charter school interventions geared toward improving the success of students experiencing homelessness. In the past, these additional funds have been used for extra learning time and other innovative strategies. During COVID-19, DDOE's homeless education state coordinator has been involved in providing technical support for the start- up of dedicated hotel-based learning spaces. These spaces were funded with both district and charter monies and other non-education related COVID relief.

ARP Homeless Children and Youth Funds ($2,690,527) - The new ARP Homeless Children and Youth (HCY) funds provide DDOE with a portion of funds to support Delaware's children and youth experiencing homelessness. At least 75% of ARP-HCY funds are allocated to districts and charter schools.

	Total ARP Homeless Allocation	**ARP Homeless I** *(25 percent)*	**ARP Homeless II** *(75 percent)*
DELAWARE	$2,690,527	$672,632	$2,017,895

DDOE has engaged with stakeholders on the potential uses of these funds. Suggestions include the following:

- Additional professional development for school staff on understanding the unique needs of students experiencing homelessness.
- Establishment of new community partners and partnerships.
- Additional access to out-of-school time educational opportunities.

The Delaware Strategy for Accelerating Learning for Students is providing opportunities for high-dosage tutoring (for over 5,000 students) that can be targeted toward students experiencing homelessness. Additionally, DDOE has been working closely with the Delaware State Housing Authority and its Community of Care program to identify resources that can be shared with Delaware's district and charter school homeless education liaisons in an effort to cooperatively work with students and families experiencing homelessness.

Workforce Innovation and Opportunity Act Funds ($1,861,046) - DDOE supports the implementation of Delaware's Combined State Plan under the Workforce Innovation and Opportunity Act (WIOA), which includes the state plan for the Strengthening Career & Technical Education for the 21st Century Act (Perkins V). DDOE partners with the Delaware Workforce Development Board (DWDB) to manage implementation of WIOA in-school programs to support youth who are most at-risk of dropping out of high school. Additionally under WIOA, DDOE supports out-of-school youth programs by engaging with districts and charters and community-based organizations to enroll out-of-school youth.

WIOA youth resources are further coupled with WIOA Title II (Adult Education) to ensure out-of-school youth programs and adult basic education are integrated. WIOA Title IV (Vocational Rehabilitation) programs, IDEA, and Perkins V programs are also integrated to support youth and adults with disabilities to implement pre-employment transition services as well as transition services to promote individuals with disabilities entering higher levels of education and the workforce. Perkins V leadership dollars were allocated to support LEAs and educators through professional learning routines and capacity building models focused on school and central office administrators. Perkins V reserve funds were allocated to LEAs to directly address the impacts of COVID-19 and create new instructional models that pair secondary/postsecondary education with meaningful work experiences, e.g., youth apprenticeship. Additional federal resources were also allocated to DDOE through competitive grants. Specifically, the U. S. Department of Labor awarded Delaware a $2.5 million grant through the Youth Apprentice Readiness Grant

program, and the Institute of Educational Sciences awarded Delaware a $1 million dollar grant through the Using Longitudinal Data to Support State Education Policymaking Grant program.

DDOE will continue to align WIOA and Perkins funds with other federal funds to support student transition as well as postsecondary and career preparation. Specifically, DDOE will invest in the expansion of its Perkins postsecondary education system to promote the increase of online/didactic models of postsecondary education, the development of overarching policy focused on credit for prior learning, and a system of stackable industry credentials and connected degree models. Additionally, DDOE will invest in student readiness models at marked points in student transition. Specifically, DDOE will support student matriculation and readiness between middle grades and high school as well as high school and postsecondary education or workforce entry. These readiness models will integrate academic and technical readiness with social emotional skills and school counseling. DDOE will also continue to invest in its high school career pathways system, which has helped to increase the percentage of youth who are ready for postsecondary education and workforce entry and to close achievement gaps for youth with disabilities and low-income youth. Additional focus will be provided to close achievement gaps related to gender and racial equity.

Students Experiencing Foster Care (100% reimbursements as needed) - For students in foster care, which on average is between 500-700 school aged children, the state has and continues to support school stability by reimbursing districts and charters for 100% of the school of origin transportation costs. The state also has a legislatively created body called the Child Accountability Protection Commission (CPAC) that is designed to advocate for the education success of children in foster care through multi-party collaboration. A subcommittee related specifically to education is chaired by a DDOE director. There are various members including, but not limited to, staff from the state's Department of Services for Children, Youth and Their Families (DSCYF) Division of Family Services, family court judges, district and charter school staff, and DDOE staff.

DDOE has developed processes such as the Student Report that provide information to staff and our family court judges to better support the specific needs of these students. DDOE also works to bring opportunities to partner for this population of students. There is an MOU between DSCYF, DDOE and the districts and charters that identifies specific provisions related to these students including best interest meetings. Other partnerships include entities beyond the services provided by DSCYF, such as Kind to Kids and Connecting Generations. There is an opportunity to use ARP funds to expand programs that are designed for improved outcomes such as UGrad, mentoring, and out-of-school time transportation, The Delaware Strategy for Accelerating Learning for Students is providing opportunities for high-dosage tutoring that can be targeted toward students experiencing foster care. Additionally, the Delaware Strategy for Social, Emotional and Behavioral Wellbeing is designed to provide support to all students. This strategy can be particularly helpful for supporting our most vulnerable students, including those in foster care.

Table C1.

The following LEA data has been derived from a culmination of LEA ESSER I, ESSER II, and ESSER III Funding applications through the eGrants system. The SEA data was derived from an SEA spreadsheet facilitated by the Finance Office as an expenditure and planning tracking tool.

Funding source	Prior/current SEA and LEA uses (including funding amounts, if applicable)	Planned SEA and LEA uses (including funding amounts, if applicable)
ESSER I (CARES Act)	LEA Uses SEA Authorized Activities - $994,982.23 Coordinated Response Efforts - $107,972.83 School Leader Resources - $1,437,344.00 Unique Needs Activities - $2,868,710.43 Response Efforts - $2,444,541.40 Professional Development - $68,635.00 Cleaning Supplies - $5,844,669.22 Long Term Closure Activities - $3,708,607.10 Educational Technology - $14,597,351.02 Mental Health Supports - $1,042,291.63 Summer Learning - $777,419.69 Other Activities - $5,153,102.45 SEA Uses Rural Broadband - $1,233,000 Teacher Training - $350,000 Content Filtering - $950,000 LEA COVID Education Subgrants - $1,484,276 School Reopening Roadmap - $49,999 Translation Services, Vaccination Events - $25,507	LEA Uses Total amount unbudgeted or yet to be determined - $0.00. SEA Uses Total amount unbudgeted or yet to be determined - $0.00.
GEER I (CARES Act)	SEA Uses Parent Engagement $95,000 Mental Health and/or Reading Supports $3,022,101 LEA COVID Education Subgrants - $2,945,543 Prison Education - $40,000 Dual-Gen Family Literacy - $160,000 CTE Advanced Pathways - $250,000 High Dosage Tutoring - $504,177	SEA Uses Institute of School Leadership - $250,000.

Funding source	Prior/current SEA and LEA uses (including funding amounts, if applicable)	Planned SEA and LEA uses (including funding amounts, if applicable)
ESSER II (CRRSA Act)	LEA Uses SEA Authorized Activities - $635,149 Coordinated Response Efforts - $426,709 School Leader Resources - $2,789,110 Unique Needs Activities - $2,218,892 Response Efforts - $118,260 Professional Development - $1,450,000 Cleaning Supplies - $2,888,438 Long Term Closure Activities - $2,8882,551 Educational Technology - $13,514,767 Mental Health Supports - $771,639 Summer Learning - $5,567,999 Learning Loss - $11,226,320 Facility Repairs - $6,417,665 Quality/HVAC - $26,209,039 Other Activities - $12,780,515	LEA Uses Total amount unbudgeted or yet to be determined - $76,101,375 SEA Uses Funds withheld for audit and administrative purposes - $578,510 High Dosage Tutoring - $5,600,000 Online Text Repository - $4,500,000 Unfinished Learning PD - $2,000,000 Social emotional & Behavioral (SEB) Support - $2,000,000 Zearn Workbooks and Licenses - $1,000,000 Literacy Acceleration Summer Booster - $750,000 English Language Learner Lines - $700,000 Online Credential System - $500,000 Zearn Professional Development - $500,000 Parent Leadership Training - $80,000 Chinese Language Support - $50,000 Family Treasure Book - $30,000
GEER II (CRRSA Act)	LEA Uses Whole School Professional Learning - $2,400,000 School Based Wellness Centers - $640,000 Governor's Institute for School Leadership - $250,000 Teacher Pipeline - $168,598	N/A

D. Maximizing State-Level Funds to Support Students

The Department recognizes that States have an extraordinary opportunity to address the disproportionate impact of the COVID-19 pandemic on underserved students through the ARP Act's required State set-asides to address the academic impact of lost instructional time, provide summer learning and enrichment programs, and provide comprehensive afterschool programs. In this section, SEAs will describe their evidence-based strategies for these resources.

Since Spring 2020, DDOE has closely collaborated with district and charter leaders and with the Delaware Division of Public Health (DPH) to support its students, their families and educators as they have had to make immeasurable instructional, health, and safety adjustments . To ensure the needs of students and communities were best reflected in state and local ESSER plans, DDOE engaged with and compiled feedback from students, parents, educators and stakeholders across the state.

The funding plan in this section reflects the four areas that our constituents identified as those most impacted by COVID-19 and highlights the innovative educational practices Delaware's Department of Education (DDOE) will either initiate or intensify in order to address the needs of and provide support to our students from their birth through their post-secondary preparation for chosen career paths. In many cases, these funds are being spent in coordination with a variety of other state and federal funds in an effort to braid and blend funding to achieve the greatest impact for students, families and our communities.

Listed below are brief narratives for each of the evidence-based interventions, how the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students, and the extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

DDOE will evaluate the impact of these interventions on an ongoing basis to understand if they are working. This will be accomplished in the following ways:

1. Intervention leads will collect baseline data and continue to collect and review data to determine effectiveness of programming over the life of the intervention. This data will be shared every six months with the DDOE Cabinet and respective groups working on or impacted by the intervention.
2. Weekly governor's reports, submitted by the Secretary of Education, will contain updates on interventions as appropriate.
3. DDOE holds ESSA Committee meetings each school year. The committee, comprised of a diverse group of stakeholders who are interested in ensuring all Delaware students have access to excellent educational opportunities, reviews and provides feedback regarding DDOE's progress toward meeting the goals established in the state's ESSA plan. The ESSA Advisory Committee is facilitated by the Deputy Secretary of Education and meets publicly at least three times a year. This year the ESSA Committee's primary focus will be on the latest installment of ESSER funds called the American Rescue Plan (ARP) or ESSER III. During meetings, members or participants will review aspects of the plan, state and local spending, and the plan's impact on students and schools through the lens of our ESSA plan (rigorous standards, early learning, equitable access, environments conducive to learning, and engaged community).
4. DDOE will share updates on interventions and impact in weekly newsletters to LEAs and via social media and will contribute best practices to Best Practices Clearinghouse.
5. DDOE will continue to collaborate with stakeholders to offer statewide supports that best meet the needs of our school communities.

1. ***Academic Impact of Lost Instructional Time:*** *Describe how the SEA will use the funds it reserves under section 2001(f)(1) of the ARP Act (totaling not less than 5 percent of the State's total allocation of ARP ESSER funds) on evidence-based interventions to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, emotional, and mental health needs.*

Delaware Multi-Tiered System of Support (DE-MTSS)
$9,688,349– Academic Support Plan
$1,250,000 – Social, Emotional and Behavioral Wellbeing (SEBW) Support Plan

The Delaware Multi-Tiered System of Support (DE-MTSS) framework allows Delaware school systems to offer a hierarchical system of assessment and intervention designed to be responsive to the needs of the whole child. DE-MTSS provides opportunities for every student to reach his or her full potential in an inclusive and equitable learning environment. Within DE-MTSS, educators offer a continuum of instruction, practices, and interventions of varying intensity to meet the academic and non-academic needs of all students with the following three tiers of support:

- Tier 1: Core instruction and universal supports for all students
- Tier 2: Targeted interventions and supports for some students beyond what can be provided through the curriculum-embedded supports in Tier 1
- Tier 3: Intensive intervention for a few students, beyond what can be provided through the curriculum-embedded supports and Tier 2

Data from research such as The Opportunity Myth and Accelerate, Don't Remediate indicate that students of color from low-income backgrounds were more likely than their white, wealthier peers to experience remediation no matter how much success they had on grade level assignments. Data indicated that remediated classes struggled more over the last year than classes that used acceleration strategies. The rate of struggle increased ten times more than that of classes receiving learning acceleration. Classes receiving learning acceleration had more success this year and made it farther in grade-level curriculum. After multiple years of disrupted learning, every Delaware student, including vulnerable and traditionally marginalized sub-groups, must have access to learning acceleration that prepares them for success in grade and course level learning.

DDOE will spend these funds to **strengthen rigorous Tier 1 instruction and universal evidence-based strategies**. DDOE will provide educators with professional learning, coaching, and technical assistance as they implement Tier 1 instruction.

Professional learning will support educators in planning and delivering strong core instruction that is

- inclusive of multilingual learners with appropriate content-specific language scaffolds alongside English language development
- inclusive of students with disabilities with appropriate IEP accommodations
- inclusive of all learners (considering race, gender, background, income, sexual orientation), where all students are perceived as ready for grade-level learning, and just-in-time instruction is paired with strong instructional scaffolding as needed to maximize access to grade-level learning opportunities.

Professional learning will provide educators the tools to

- make data informed decisions to make changes in instructional practices
- make data informed decisions to alter student supports, scaffolds, modiciations, and accommodations where appropriate
- support students who have been disengaged with learning due to lost instructional time and remote learning .

These opportunities will include but are not limited to

1. **Extensive and differentiated math coach professional learning** to support the state's middle school mathematics coaches and provide training for teachers to meet the instructional needs of students with disabilities, English learners, and low-income students.
2. **ELA/literacy and mathematics content leaders** to establish multiple cohorts of teacher leaders who have increased knowledge in evidence-based practices that increase student learning achievement outcomes for students with disabilities, English learners, and low-income students.
3. **Professional learning, resources, and supports for English learner coordinators** to support multilingual learners in accessing grade-level content, texts, and rigorous Tier 1 instruction.
4. **Secondary Literacy Acceleration Academy** to support teachers and leaders of struggling secondary students using a cycle of inquiry throughout the school year to promote access to grade-level instruction for all learners, including students with disabilities, English learners, and low-income students.
5. **Intensive literacy support for teachers and leaders of secondary students** to provide equitable instruction to students who progress to the secondary level with gaps in early literacy foundational skills, including decoding and phonics.
6. **Supports for educators to increase the adoption and implementation of high-quality instructional materials and professional learning** which inherently provide equitable access to high-quality materials, content-specific cohorts and professional learning networks.
7. **Professional learning for teachers and leaders to support the implementation of DE-MTSS for all learners**, including students with disabilities, English learners, and low-income students, including a component related to school-wide DE-MTSS implementation and programming success evaluation.
8. **Professional learning, coaching and technical assistance to support districts and charters in understanding and addressing unfinished learning through acceleration strategies for all learners**, including students with disabilities, English learners, and low-income students.
9. **Professional learning and coaching for teachers and leaders to learn the education benefit process for students with disabilities** in order to analyze gaps within each student's IEP and to provide specially designed instruction.
10. **MTSS/Universal Design for Learning (UDL) professional learning and coaching for teachers and leaders** to increase coaching capacity to support more LEAs at the district and school level to understand how UDL fits within DE-MTSS framework.
11. **Math Acceleration Academy** for elementary and secondary teachers and leaders to promote access to grade-level instruction for all learners, including students with disabilities, English learners, and low-income students.
12. **Partnerships with mathematics experts to develop a Delaware Mathematics Plan,** which would establish a framework to address the state's mathematics challenges as evidenced by data.

Delaware's state-level Social. Emotional and Behavioral Wellbeing (SEBW) Plan aids districts and charter schools in responding to and supporting the social, emotional and behavioral needs of students, and educators. The SEBW Plan provides particular support to students at risk from loss of connection to services at schools and provides an infrastructure to reduce and ultimately eliminate the nonacademic barriers to learning. Delaware's SEBW Plan was developed with the understanding that each district and charter school is in a different place in its implementation and understanding of Multi-Tiered Systems of Support (MTSS), other initiatives and available resources. The SEBW Plan provides leveled support to individual educators, school teams, and district level teams; integrates and aligns related systems, data and practices within the broader MTSS framework; and includes focus on implementation of an Interconnected Systems Framework (ISF), which blends Positive Behavior Interventions and Supports (PBIS) with behavioral health supports to streamline service delivery within schools and the community. This funding will be spent to provide an additional year of support.

The research from USED indicates that 20% of youth in a typical year access behavioral health support at school, and projections for coming years suggest that this number will double and/ or even triple. School closures such as those experienced during COVID-19 caused disrupted connections and a lack of access to the resources that students usually have through schools. School routines are important protective factors for young people who are vulnerable to mental health issues. When schools are closed, they lose access to this caring, supportive, and knowledgeable support system.

COVID-19 has also deepened disparities in opportunity and access for many of our most at-risk students, including those from low-income communities, English language learners, students with disabilities and those in rural communities. Without access to reliable technology and the internet, students were unable to be in regular contact with their teachers, classmates, therapists, and interventionists. This disconnect left their achievement and opportunity gaps larger than before, which can lead to increased stress, anxiety, and depression.
English language learners struggled even before the pandemic to participate effectively in the classroom as they tried to master grade level content while continuing to learn English. For many of these students, the abrupt shift to learning from home coupled with the pandemic made their struggle even more challenging.

For students with disabilities, COVID-19 has greatly impacted the education and related services needed to support their academic, social, and emotional progress.

“During the pandemic, lesbian, gay, bisexual, transgender and queer (LGBTQ+) students in elementary and secondary schools have faced particularly heightened risks for anxiety and stress and have lost regular access to affirming student organizations and supportive peers, teachers, and school staff. These students are also at an increased risk of isolation and abuse from unsupportive or actively hostile family members.” - Education in a Pandemic: The Disparate Impacts of COVID-19 on America’s Students, Office of Civil Rights - US Department of Education

This plan was developed across Delaware Department of Education (DDOE) teams and with input and support from partners to facilitate alignment and coherence, including the following:

- Delaware Positive Behavioral Support (DE- PBS) Project
- Project DelAWARE
- Project THRIVE

Statewide Culturally Responsive Education
$2,500,000

As noted above in the Department's DE-MTSS work, school closures such as those experienced during COVID-19 caused disrupted connections and a lack of access to the resources that students usually have through schools. Closures also deepened disparities in opportunity and access for many of our most at-risk students, including those from low-income communities, English language learners, students with disabilities, and those in rural communities. Without access to reliable technology and the internet, students were unable to have contact with their teachers, classmates, therapists, and interventionists. This disconnect left their achievement and opportunity gaps larger than before, a situation that can lead to increased stress, anxiety, and depression. No single solution exists; however, in a study published in June 2018 by The Pennsylvania State University, Author(s): Simmons DN, Brackett MA, and Adler N, culturally competent and equity literate educators show promise in providing fair and just access to Social Emotional Academic Development (SEAD) opportunities and in promoting greater equity.

The DDOE will spend funds to work with districts and charters, community partners and additional experts in the field to provide statewide training and support for culturally responsive educational practices. Culturally responsive education helps educators and students understand different perspectives, appreciate others' strengths, and build empathy. Culturally responsive educational practices support a coherent educational system for students, classroom teachers, specialists, and administrators to ensure equitable access and capacity building for improved outcomes. Training and support will occur over two years and will complement the implementation of Delaware's Teacher Growth and Support System (DTGSS).

Delaware Equity Leadership Professional Learning and Development Continuum
$2,388,349

DDOE will spend these funds for statewide support for district and charter diversity coordinators and programming. This support will include, but is not limited to, professional learning opportunities, diverse educator pipeline development, consultation and access to an array of regional networks, multiple equity engagements for stakeholders, access to high caliber equity leaders, and resources for equity work within LEAs.

High needs schools in Delaware, and more specifically in Wilmington, are not fully staffed and the COVID-19 pandemic has exacerbated unfilled positions. Classrooms are increasingly staffed with substitutes, creating a revolving door and lack of consistency and continuity in learning for students. Additionally, the inability to attract teachers to serve in marginalized communities has resulted in non-classroom teachers (counselors, special education teachers, instructional coaches) being pulled from their responsibilities to cover classes. Building a support system for diverse and culturally proficient educators will help to meet the unique needs of marginalized communities while also resulting in increased retention and effectiveness of educators with the skill set required to serve in highly impacted environments.

"One-Plus-One"
$1,000,000

Building on Phase I of the Delaware Pathways Strategic Plan, DDOE will coordinate with partners across the state to fundamentally shift the readiness of students enrolled in regional career and technical education (CTE) school districts. This ambitious five-year project (the first three years included in this proposal) will design and implement a program for students in New Castle County Vo-Tech (NCCVT), Polytech, and Sussex Tech to graduate having completed either one year of college or one year of a registered apprenticeship program.

In the case of college, this initiative will entail the student's earning approximately 30 college credits within an in-demand degree program from one of the state's public institutions of higher education (IHEs), e.g., Delaware Technical Community College (DTCC) and/or Delaware State University (DSU). In the case of registered apprenticeships, this will entail an employer sponsoring the student and the student's completing all related education and training for the first year of the program as well as the related on-the-job training component. Registered apprenticeships are offered in the skilled trades as well as in information technology (IT), hospitality, and manufacturing. Further enrollment in apprenticeship, a two-year degree (Del Tech), or a four-year degree (Del State) is then free for the young person under the existing SEED and Inspire programs and the state's investment in registered apprenticeship.

The majority of youth enrolled in the three target LEAs are students of color and female. The SEA will partner with the three LEAs to apply both state and local data to determine the loss of instructional time. This includes determining which students have missed the most in-person instruction and which ones did not consistently participate in remote instruction. Loss will be addressed through academic and technical coursework that is administered under the program.

Mentoring Programs for Foster Youth
$180,000

DDOE plans to spend these funds to contract with a support program for foster youth to identify those most impacted by the challenges of the pandemic. They will be paired with advocates who will provide individualized guidance, mentorship and advocacy and connect them to the

resources they need to succeed in life. This intervention will provide access to in-school and out-of-school opportunities including extra-curricular activities and will address high absenteeism rates in comparison to peers.

Student Advisement as a Bridge to Connect In-school and Out-of-school Instruction
$2,500,000

DDOE will spend these funds to develop a student advisement program. Informed career and educational goals will be used to help young people explore careers, develop four-year high school plans, and integrate in-school supports with out-of-school time resources, services, and programs. As a result, Delaware's student advisement model will help young people to build assets that are inclusive of their school, community, and occupational identities. This project will begin in middle school to support the transition into high school and to facilitate student access into college level coursework and high-quality career pathways. Activities will occur through a push-in service model to partnering LEAs and through the integration of in-school curriculum and assessment with external/community student supports and extended learning opportunities.

Program evaluation will reflect student readiness for high school and will expand opportunities to explore and prepare for the broadest range of postsecondary opportunities. Work will occur using a three-prong approach -

1. Pilot interventions with an emphasis on student centered approaches
2. Develop the infrastructure of support to ensure scale and high quality implementation
3. Use private, state and federal funding to scale up programming and support interventions with demonstrated impact.

By embedding the pilots over the next two years, DDOE will develop high quality practices that can inform the development of our standards and instructional framework to scale middle school reform statewide.

The Department will award funds to institutions that serve diverse communities and youth who are students of color. The Department will partner with the awarded institutions to apply both state and local data to determine the loss of instructional time. This includes determining which students have missed the most in-person instruction and those who did not consistently participate in remote instruction. Loss will be addressed through support and coursework that is administered as part of the program.

Shared Services – Technical Assistance Hubs
$1,044,720

The Delaware Department of Education (DDOE) will spend these funds to bring together the expertise of local, state, and national organizations into a program-driven, tiered, quality improvement support system. This tiered system of support services will allow providers, schools and families to leverage asynchronous professional development, tools and resources; participate in virtual and in-person learning communities; and receive intensive individual support, all according to individualized needs and aspirations.

These hubs will serve individuals and organizations that assist high concentrations of disadvantaged students and provide resources and services to address social injustice, equity, and cultural responsiveness to English learners; families with children with special needs; grandparents raising children; and rural, migrant, military and homeless families.

2. ***Evidence-Based Summer Learning and Enrichment Programs:*** *Describe how the SEA will use the funds it reserves under section 2001(f)(2) of the ARP Act (totaling not less than 1 percent of the State's total allocation of ARP ESSER funds) for evidence-based summer learning and enrichment programs, including those that begin in Summer 2021, and ensure such programs respond to students' academic, social, emotional, and mental health needs.*

*Note: Delaware is taking a comprehensive approach to providing both summer and afterschool programming; therefore, budgeted items in each of those sections may include a reference to both summer and afterschool programming. Systems have been put in place to ensure at least 1 percent of allocated funds are used for summer programming and 1 percent for afterschool programs.

Summer Acceleration Strategy
$4,880,328

The Implementation of the Delaware Strategy to Accelerate Learning requires school districts and school systems to target resources to support the following FOUR CORE ACTIONS:

1. Adopt and use high-quality instructional materials to bring coherence and consistency to instructional vision and academic planning.
2. Provide school leaders and teachers with the initial and ongoing professional learning needed to provide Tier 1 instruction to all students, including understanding how to diagnose and address student learning needs.
3. Implement a balanced assessment system and leverage data that supports teachers in diagnosing unfinished learning and providing the necessary scaffolds to ensure all students have access to grade level instruction.
4. Reexamine and create support structures to accelerate student learning within the context of high-quality instructional materials (e.g., summer learning acceleration; extended school day/year; high-dosage tutoring; and refining or revising existing policies, procedures, and programs, etc.).

Preliminary data has shown that COVID-19-related school closures have profoundly magnified unfinished teaching and learning for our youngest readers, especially those in marginalized communities. Substantive research has shown that students need to be taught to read based on cognitive science. We know that Delaware educators have received mixed training on the science of reading or are using strategies that lack alignment to this approach. Furthermore, high-quality instructional materials (HQIM) are a key lever in giving students a systematic and explicit reading foundational skills experience, and there is currently mixed access to and implementation of such materials across the state. To support schools with literacy acceleration, the DDOE will provide access to Summer Booster content and training for Delaware public school educators to implement their HQIM core accelerated literacy curriculum that integrates the Science of Reading concepts. The DDOE will also provide students access to a robust online text repository prioritizing HQIM aligned resources. This text repository will provide access to students in diverse settings and with diverse needs.

To support schools with mathematics acceleration, the DDOE will provide Delaware public schools with access to summer booster content for Summer 2022 and the 2022-2023 school year. The resource procured through an upcoming Request for Procurement process should be aligned to standards, considered of high quality, and

contain a strong digital learning component. The DDOE will support local education agencies in skillfully implementing resources through high quality professional learning for teachers and systems leaders.

Rigorous research provides strong evidence that high-dosage tutoring can produce large learning gains for a wide range of students, including those who have fallen behind academically or missed instructional time. A review of almost 200 rigorous studies found that high-dosage tutoring – defined as more than 3 days per week or at a rate of at least 50 hours over 36 weeks – is one of the few school-based interventions with demonstrated large positive effects on both mathematics and reading achievement. To support schools with literacy and mathematic acceleration, the DDOE will seek partners that meet this description via the RFP process. This RFP will assist the DDOE in signaling high quality vendors to Delaware's schools in order to support building and systems leaders in targeting high dosage tutoring support for students who need additional assistance to meet with success in grade level learning and content.

To support LEAs in meeting the needs of all learners, including students with disabilities, English language learners, and low-income students, DDOE will spend funds to

- develop a summer and after school learning acceleration guide to support LEAs' selection of acceleration resources that support all students and target those students who are traditionally marginalized or have been separated from learning
- initiate an Accelerate Learning RFP that aligns to the four core actions to provide Delaware with high-quality vendors that provide **targeted** students with access to grade- level content as well as inform the summer and after school learning guidance provided to Delaware LEAs
- enhance DE Public Libraries' online reading selections to increase students' time spent engaged in reading
- provide statewide licenses to digital/ebook collection for every public school student in Delaware K-12 to increase students' time spent engaged in reading, prioritizing Delaware's adopted HQIM instructional materials
- provide statewide licenses to math summer intensive content to support all students but primarily to those students who are most in danger of not being ready to access grade level content in the 2022-2023 school year
- provide access to professional learning and summer boost HQIM literacy content to ensure educators have the skills and strategies critical to scaffold Tier 1 instruction for diverse learners.

3. ***Evidence-Based Comprehensive Afterschool Programs****: Describe how the SEA will use the funds it reserves under section 2001(f)(3) of the ARP Act (totaling not less than 1 percent of the State's total allocation of ARP ESSER funds) for evidence-based comprehensive afterschool programs (including, for example, before-school programming), and ensure such programs respond to students' academic, social, emotional, and mental health needs.*

*Note: Delaware is taking a comprehensive approach to providing both summer and afterschool programming; therefore, budgeted items in each of those sections may include a reference to both summer and afterschool programming. Systems have been put in place to ensure at least 1 percent of allocated funds are used for summer programming and 1 percent for afterschool programs.

Delaware School-Community Learning Program
$6,000,000

The DDOE will utilize these funds to award an RFA to 12 successful LEA applicants that will each support a "Delaware School-Community Learning Program," a year-round out-of-school time program through a **partnership between a Title I-eligible school and at least one community partner** for 75 students or more in each subgrant. Each of these programs must offer fun, engaging academic support and enrichment for all student participants. The RFA will be announced in September 2021 for application by the end of December 2021 with the awards made in April 2022 for a Summer 2022 start. Each of these 12 subgrants will run for 2 years, ending in June of 2024. Each two-year subgrant will be funded at $500,000.

School closures such as those experienced during COVID-19 have meant a lack of access to out-of-school-time supports that students usually have. COVID-19 has deepened disparities in opportunity and access for many of our most at-risk students, including low-income, English language learners, students with disabilities, and those in rural communities. Without access to in-person out-of-school-time personnel and programs, students were unable to have in-person interactions with their teachers, afterschool and summer staff, and classmates. This disconnect resulted in achievement gaps that are larger than before.

As LEAs return to in-person instruction, partnerships with community organizations assist in ensuring afterschool instruction aligns with the regular curriculum. Summer learning programs provide engaging and enriching learning experiences for students. Modern iterations of summer school offer programming for students with wide-ranging interests and needs.
Summer learning programs improve academic outcomes ranging from reading proficiency to grade point average (GPA). Effective summer learning programs may include educational programming, youth development, and career development, and may integrate curriculum standards into summer programming, particularly programs that teach academic content.
Effective summer learning programs engage students in active learning, provide opportunities for out-of-classroom learning, and offer hands-on activities.

Through partnerships with community-based organizations (CBOs), districts provide students with unique out-of-school learning opportunities for the out-of-school time program. Benefits from partnerships between school districts and CBOs include a wider variety of programming options.

4. ***Emergency Needs****: If the SEA plans to reserve funds for emergency needs under section 2001(f)(4) of the ARP Act to address issues responding to the COVID-19 pandemic, describe the anticipated use of those funds, including the extent to which these funds will build SEA and LEA capacity to ensure students' and staff's health and safety; to meet students' academic, social, emotional, and mental health needs; and to use ARP ESSER funds to implement evidence-based interventions.*

Language Lines
$596,900

The need to strengthen outreach to families in multiple languages and modes remains at the forefront of supporting Delaware's English learners. English learner absenteeism increased from 2020 to 2021 from 6% to 10% for students in hybrid instruction, from 6%

to 9.1% for students in in-person instruction, and from 6% to 7.8% for students in virtual instruction. Extension of Language Line Service for all districts, charters and DDOE staff to communicate with families in 195 languages initially provided through ESSER II funds will support communication efforts.
Over the 2021 summer, Language Line was used by 91 sites over 608 times with service in 17 different languages.

School Bus Driver Retention Bonus
$3,500,000

School bus driver shortages continue to challenge Delaware school districts and charter schools in transporting students to and from schools. DDOE will spend funds to incentivize new drivers with training bonuses and retain existing drivers through the payment of monthly bonuses for each month of employment without any unexcused absences. (Bonuses range from $200-$300/ month, using the higher amount for the first and final months of the school year.)

Delaware Student Success Incentive Scholarship
$2,500,000

In an era when students are weary of heavy debt loads, more students are choosing not to apply for loan forgiveness programs. We are seeing fewer applicants each year for our programs. As we support students who delayed their matriculation to college because of COVID, we need to offer viable options for students that meet their needs and reduce their fears. DDOE will spend these funds to support up to 500 students with a $5,000 scholarship. The program would be set up as a demonstration model to showcase a reform career incentive program that is scholarship-based and more flexible to respond to the needs of the state's hiring needs. In partnership with Career and Technical Education and Workforce Innovation Opportunity Act, DDOE will identify a list of high demand careers and qualifying majors.

Development of Early Educator Workforce
$1,000,000

DDOE will provide funds to support the upstart of a partnership with Delaware State University to implement work focused on supporting the early education and care workforce, including a statewide scholarship program, a statewide Child Development Associate credential cohort program that will matriculate into an associate or bachelor degree, and providers and other workforce initiatives for all licensed programs that include the creation of a substitute pool.

In Delaware, child care providers remained open to support and care for the children of essential workers. Child care centers were one of the only educational institutions to remain open during the public health emergency that forced the closure of schools and other support systems for children and families. Child care providers continue to be responsible for helping to protect children, families and staff and to slow the spread of COVID-19.

Challenges that continue to impact child care providers and that have been magnified include the lack of a qualified, well-compensated workforce. Throughout the last 18 months, Delaware has seen the loss of child care slots for our most vulnerable children and families due to individuals leaving the profession. In addition, child care providers have expressed the need for additional support, training, information and resources to support the social-emotional and other unique needs of children and families in their care. The partnership with Delaware State University is in direct response to the challenges magnified throughout the public health

emergency. The partnership will support the development of knowledge, skills and abilities for individuals in order to build up the early childhood workforce of today and provide sustainability for the workforce of tomorrow.

Additionally, a statewide Child Development Associate (CDA) cohort program will be developed to include support and wrap-around services that will matriculate into an associate or bachelor degree. Lastly, other workforce initiatives will be developed for all licensed programs, including the creation of a substitute educator pool, an educational incentives program, and quality grants to provide support for increased standards.

DDOE will track the number of individuals who enroll and achieve their goals and will also track the types of support that individuals request such as financial support for child care, transportation, and other types of support.

E. Supporting LEAs in Planning for and Meeting Students' Needs

The Department recognizes that the safe return to in-person instruction must be accompanied by a focus on meeting students' academic, social, emotional, and mental health needs, and by addressing the opportunity gaps that existed before – and were exacerbated by – the pandemic. In this section, SEAs will describe how they will support their LEAs in developing high-quality plans for LEAs' use of ARP ESSER funds to achieve these objectives.

1. *LEA Plans for the Use of ARP ESSER Funds: Describe what the SEA will require its LEAs to include in LEA plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds, how the SEA will require such plans to be made available to the public, and the deadline by which the LEA must submit its ARP ESSER plan (which must be a reasonable timeline and should be within no later than 90 days after receiving its ARP ESSER allocation).*

   DDOE supports Delaware districts and charter schools as they develop high-quality plans for ARP ESSER funds. Districts and charters are required to submit their ARP ESSER plans to DDOE by August 23, 2021. Districts and charters are able to submit their plans through the state's eGrants 2022 ESSER III (ARP) application (see Appendix N).

   At a minimum, district and charter ARP ESSER plans must describe the following:

   - The extent to which and how ARP ESSER funds will be used by the district or charter to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance,
   - How the district or charter will use the mandatory 20% set-aside to address the academic impact of learning loss (note the IFR and State Plan template use term "lost instructional time") through the implementation of evidence-based interventions,
   - How the district or charter will use the remaining ARP ESSER funds consistent with statutory requirements, and
   - How the district or charter will ensure that the ARP ESSER funded interventions, including but not limited to the 20% set-aside, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students. A sample template has been provided within eGrants for districts and charters to include information related to their priority subgroups.

   To further ensure district and charter school adherence to federal ESSER requirements, DDOE requires each district and charter school eligible to receive ARP funding to complete a multi-page application through DDOE's online eGrants system. Each district and charter plan must include the following in the application:

   1. How the district/charter will determine its most important educational needs.
   2. The proposed district/charter timeline for providing services and assistance to students and staff.
   3. How the district/charter will invest in mitigation strategies to quickly and safely get students back into the classroom and stay there.

4. How the district/charter intends to measure and effectively address significant learning loss, and
5. How the district/charter intends to use funds to address the many impacts this pandemic has had on students, especially those disproportionately impacted by the pandemic.

DDOE requires districts and charters to enter in the application all budget item descriptions and amounts as well as leave a remaining zero balance on its allocation.

DDOE also ensures that each district and charter school plan describes how the proposed amounts of funding for the suggested activities (use of funds) supports the focus areas and how the effectiveness of the activities will be assessed. Districts and charters must also ensure that they will comply with the General Education Provisions Act, the provisions of the Education Department General Administrative Regulations, the Civil Rights Act of 1964, Uniform Administrative Requirements and Cost Principles, Public Law 116-260 of the ARP Act, and OMB Standard Forms. They must ensure that they have reserved not less than twenty percent of their total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions. Finally, the districts and charters must assure that they understand that there is a Maintenance of Equity requirement as well as the requirement to make publicly available on its website a plan for the safe return to in-person instruction and continuity of services within thirty days of receiving funds.

All LEA plans will be posted on both the LEA's website and DDOE's ESSER Funding website.

2. *LEA Consultation: Describe how the SEA will, in planning for the use of ARP ESSER funds, ensure that, consistent with the ARP ESSER requirements], its LEAs engage in meaningful consultation with stakeholders.*

   The description must also include how the SEA will ensure that LEAs provide the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds and take such input into account.

   In planning for the use of ARP ESSER funds, DDOE ensures that Delaware's districts and charter schools engage in meaningful consultation with their stakeholders.

   During the DDOE formal monitoring process, districts and charter schools are required to answer practices related to ESSER and stakeholder engagement. Districts and charters must indicate that they have engaged in meaningful consultation with stakeholders, "including students, families, school and district administrators (including special education administrators), teachers, other school staff and their unions, tribes (if applicable), civil rights organizations, and other stakeholders representing the interests of children (including children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory children, children who are incarcerated, etc.)."

   As part of the formal monitoring process, districts and charters must also upload quality acceptable evidence of their engagement practices for DDOE review. If documentation fails to show evidence or falls into a "needs review" status, DDOE will consult with the district or charter as well as provide technical assistance.

Section 3 (below) updated July 13, 2021.

Quality uploaded evidence may include, but is not limited to, the following:

- Meeting agendas
- Sign-in sheets (including chat box printouts)
- Invitations (including virtual meeting information)
- Meeting minutes/notes
- Evaluations

Districts and charters that meet requirements will be marked as such on the consultant checklist and indicated as "meets requirements" on a final monitoring report.

3. *Describe how the SEA will support and monitor its LEAs in using ARP ESSER funds.*

The DDOE prides itself in serving as a support agency to the 42 LEAs across the state. DDOE has the benefit of being located in the center of the state with all LEAs within no more than a 90-minute drive from our office. This allows for on-site visits and the ability for LEA representatives to all meet together in one location as well. Through established relationships with district and charter representatives across the state, we maintain regular formal and informal contact with leaders working with our administrators, educators, students and families. Appendix J outlines the many groups that DDOE meets with, in most cases on a monthly basis, to provide updated information, elicit feedback, and provide direct training and support.

In a continued effort to support as well as monitor LEAs in the use of evidence-based interventions, ongoing data reviews and discussions have been taking place between DDOE and LEAs. Starting in May 2021 and extending through the life of the grant, members of the DDOE Secretary's Cabinet are meeting with Delaware districts on a bi-weekly basis. DDOE's Charter School Office is regularly meeting with charter school leaders as well. We appreciate that our LEA partners have knowledge and expertise and the fact that they are the ones working directly with educators, students and families. Therefore, their feedback and collaboration in identifying and developing supports have been integral and will continue to guide DDOE's efforts to target ESSER III funding in our final spending plan.

Each cabinet liaison as well as all DDOE directors have access to the state's eGrants system to review LEA's individual ARP ESSER I-III details. Please see Appendix O for a sample of the information provided by each LEA. Every six months throughout the life of the grant, districts and charter schools will provide updates to DDOE regarding their ESSER I-III progress and amendments.

In order to support and monitor its LEAs in implementation of evidence-based interventions that address disproportionate impact of the pandemic on groups of students, the department will continue to collect disaggregated data from LEAs to include, but not limited to, data from statewide assessments, attendance, discipline, and variety of surveys administered by our Academic Support, Educator Support, and School Support teams. The majority of data readily accessible to DDOE is summative data. We are collaborating with our LEAs to find ways to collect more formative data as well. DDOE is also looking into the use of our eGrants system to collect and house progress linked to these efforts. Our bi-weekly check-ins will focus on data as it becomes available.

Instructional district and charter leaders from across the state meet with us through monthly *Communication and Collaboration Network* (CCN) meetings. Throughout the 2021-2022 school

year, DDOE will have an ongoing agenda item highlighting best practices and supports around interventions and data collection.

Sustained support will also be provided through the Delaware Education Data Forum. This forum is a cadre of state and LEA data professionals committed to increasing the clarity, consensus, and confidence in reported public education data. The group includes two members from each LEA and the DDOE data warehousing, reporting, and analytics teams.

In addition to regular meetings with LEA teams to support identifying, reengaging and supporting students, the DDOE houses information on three primary webpages accessible directly from DDOE's main site.

1. Elementary and Secondary School Emergency Relief (ESSER) Funding - DDOE's ESSER Funding site houses regularly updated ESSER I-III guidance.

2. Guidance, Resources 2020-2021 - Developed during the 2020-2021 school year, this site will be updated to reflect updated 2021-2022 guidance and resources addressing topics as follows:

    - Guidance Documents, FAQs
    - COVID Vaccinations
    - Instructional Resources
    - Special Education Resources
    - Educator Support
    - Health Resources
    - Communication Resources
    - Early Care Provider Information
    - Additional Support

    Many of the documents shared on this site have also been transferred to our Digital DE site for the 2021-2022 school year to help streamline communication.

3. Digital DE - Digital DE serves as Delaware's online hub for best-in-class instructional, professional development, and family resources for this academic year and beyond. The site is accessible, searchable, and free. Digital DE streamlines access to a variety of digital and online resources to better support educators with instruction in all learning environments.

DDOE also has remained steadfast in providing top-notch educational supports that empower every learner with the highest quality education to ensure every learner leaves Delaware classrooms ready for success in college, career and life. This support is provided through a multi-faceted approach which includes innovative practices and exemplary services. While many of these supports were critical prior to the pandemic, they have never been more crucial.

The department has been actively engaged in helping LEAs as they provide supports for students and educators during every phase of the pandemic and in every learning environment. Delaware has partnered with several national experts to provide explicit guidance to LEAs on how to best use and monitor the effectiveness of the ARP ESSER funds. TNTP has presented the Learning Acceleration for All: Guidance for the Next 3-5 Years to DE's CCN. The DDOE has also created high impact guidance (and shared via CCN) intended to support LEAs in how to

best leverage ARP ESSER monies to support accelerated learning for all students. These resources include the 21-22 Classroom Ready Plan, an updated version of the 20-21 Classroom Ready Plan. The DDOE has also prioritized a Multi-tiered System of Support approach to providing evidence-based strategies that engage the academic and non-academic needs of the whole child. For the 21-22 school year, DDOE has prioritized the skillful implementation of Tier 1 instruction using the DE MTSS Tier 1 Planning Guide. Tier 1 instruction has been and continues to remain a core strategy to ensure all students have equitable access to rigorous, standards-aligned instruction. The DDOE has heavily invested in guiding LEAs to adopt and skillfully implement high quality instructional materials. As part of the state's communication campaign, DDOE developed the Digital DE online portal to expand the reach of the department's message and resources. DDOE has partnered with CCSSO, StandardsWork and their Knowledge Matters Campaign, SchoolKit, Student Achievement Partners, and Rivet Education to aid LEAs in recognizing, understanding, and spotlighting the necessity for high quality instructional materials as a key lever in learning acceleration for every DE student.

DDOE has also prioritized professional learning as an instrumental strategy for changing teacher practice and impacting student outcomes. The department has worked to build a vendor marketplace that allows LEAs to utilize the best in class professional learning providers to support the implementation of the previously mentioned strategies. LEAs can find these professional learning providers in the Delaware Professional Learning Partner Guide.

Each of these strategies support the DDOE priorities below.

- Engaged and informed families, schools, districts, communities, and other agencies
- Rigorous standards, instruction, and assessments
- High quality early learning opportunities
- Equitable access to excellent educators
- Safe and healthy environments conducive to learning

Delaware expects and expressly suggests that districts invest ARP ESSER III as well as ESSER I and II funding in the evidence-based activities and practices contained in the resources provided by the DDOE.

4. *Describe the extent to which the SEA will support its LEAs in implementing additional strategies for taking educational equity into account in expending ARP ESSER funds.*

LEAs are required to provide information by student subgroups that they have identified as areas of need. To the extent possible, this description should include data on indicators such as estimates of the academic impact of lost instructional time, chronic absenteeism, student engagement, and social-emotional well-being. (See Appendix O.)

School Climate and School Discipline

Districts and schools are re-thinking School Codes of Conduct to be more restorative and trauma informed. What has been learned from this past year, is that students can learn and continue to be engaged in the school community safely in a remote fashion. For students whose conduct is in violation of the School's Code of Conduct and would result in an out-of-school suspension, these students can benefit from changes in how these suspension activities are conducted. The School Climate Advisory Group (SCAG) met and shared best practices and lessons learned. Restorative Discipline Practices have been shared, and webinars will be created to continue this information sharing in 2021-2022. There has also been a

subcommittee of the SCAG established to evaluate current School Codes of Conduct and identify changes that reflect trauma-informed discipline practices that may be adopted more broadly across state.

The Consortia for Discipline Alternative Programs (CDAPs) has engaged in different teaching and student-family engagement activities since the pandemic and has had a significant amount of success using out-of-the-box solutions. The three county CDAPs will begin coordinating regular professional development and shared best practice meetings in order to duplicate the successful efforts of several programs statewide.

Additionally, the school resource officers (SROs) in two of Delaware' counties participated in the National Association of School Resource Officers (NASRO) training on adolescent mental health awareness for law enforcement. Unfortunately, as schools were remote, SROs were not deployed to schools as they would have normally been. One of the unintended consequences may be the deterioration of relationships that had been built between these individuals and students. The DDOE plans to schedule an additional opportunity for SROs to receive this training in the 2021-2022 school year.

The DDOE has also been engaged with various Governor-led initiatives to address youth gang activity and violence as well as juvenile justice reforms. The gang activity increased during the pandemic as per the Intelligence community. Some outcomes have been a reduction in youth being incarcerated because of bail and bond reform, curriculum exploration for gang resistance education for middle school students, and increased awareness of victim services for human trafficking victims in schools. For example, the visiting teachers group had a gang activity briefing provided by the Department of Corrections. The DDOE will continue to interact with the various initiatives and inform LEAs of developing practices/resources during the 2021-2022 school year.

F. Supporting the Educator Workforce

The Department recognizes the toll that the COVID-19 pandemic has taken on the Nation's educators as well as students. In this section, SEAs will describe strategies for supporting and stabilizing the educator workforce and for making staffing decisions that will support students' academic, social, emotional, and mental health needs.

1. *Supporting and Stabilizing the Educator Workforce: Describe the extent to which the State is facing shortages of educators, education administration personnel, and other school personnel involved in safely reopening schools, and the extent to which they vary by region/type of school district and/or groups of educators (e.g., special educators and related services personnel and paraprofessionals; bilingual or English as a second language educators; science, technology, engineering, and math ("STEM") educators; career and technical education ("CTE") educators; early childhood educators). Cite specific data on shortages and needs where available.*

   Complete the table below, changing or adding additional rows as needed, or provide a narrative description.

Please refer to Appendix F for Delaware's overview of educator shortages.

During State Fiscal Year 2021, DDOE worked closely with the Delaware Office of Management and Budget and LEAs to avoid the layoff of district staff through state funding. Those additional supports included funding for teachers, bus drivers and other positions that may have otherwise been subject to layoff had the state not made additional funding available. DDOE is working with districts and charter schools to fill anticipated gaps in certified teachers and other school staff for the start of the 2021-2022 school year. Additionally, DDOE is expanding its educator pipeline and educator diversity programs to best support districts and charter schools as they address their most-significant staffing needs.

Educator Recruitment, Retention

Year-long Teacher Residency Program - Focuses on placing teacher residents in either critical needs content areas or high-needs schools. Residents receive a $20,000 stipend for working in a critical needs area and $25,000 stipend for working in a high-needs school. Upon completion of the residency, the residents commit to teach in Delaware for three years. With the early success of year-long residences, DDOE is planning to invest further in its residency program by identifying opportunities for both state- and local-level financial support. The program will continue to focus on placing residents in high-needs schools and critical needs content areas.

Culturally responsive, trauma-informed training - Offers high-quality professional learning opportunities through Research for Better Teaching (RBT) focused on implementing high-impact instructional strategies with an emphasis on culturally responsive practices and trauma-informed strategies for both students and educators. DDOE has also contracted with RBT to assist in the development and implementation of the state's newly enhanced teacher evaluation system.

High-quality Professional Development - Provides extensive high-quality professional development opportunities for administrators, instructional coaches, and mentors related to frequent observation and feedback cycles with individualized support for teachers.

High-Needs School Leadership Network - Provides high-quality professional development and coaching to leaders from some of the state's highest needs schools. Attendees meet on a regular basis to engage in professional learning and to have opportunities to collaborate with each other on solutions.

Educator Preparation Program Perceptions Survey - Provides educator preparation programs (EPPs) with data related to how well recent graduates feel prepared to meet the needs of their students. Questions are provided to teachers, teacher supervisors, counselors and counselor supervisors. Additionally, DDOE is working closely with in-state EPPs to recruit their participants to serve as summer tutors for Delaware's K-12 students.

Educator Mobility Survey - Captures for districts and charter schools the reasons why educators move across districts, leave the state or leave the profession. The information is provided to districts and charters to aid in their decision-making about the educator workforce.

DDOE Talent Practices Survey - Gathers and shares data related to district and charter recruitment and hiring practices. Survey information is shared with district and charter leadership to help with both local and statewide efforts to increase recruitment and retention efforts.

District/Charter Hiring toolkit - Provided a hiring toolkit for schools. Developed in partnership with the University of Delaware's Association of School Leaders.

DDOE Mentor Training - Offers high-quality and continuous mentor supports for both the teacher and leader induction programs. Monthly offerings allow teachers and leaders to engage in professional learning and related activities focused on best practices for coaching and supporting their mentees.

School leader induction program - Requires administrators who are new to their positions to participate in one year of induction and mentoring. The program was recently revamped by DDOE to add two additional, optional years to provide more in-depth training for school leaders focused on meeting the needs of students through a leadership lens. Through this program, administrators are also provided a leadership coach.

Governor's Institute for School Leadership (GISL) - Provides two leadership strands to support school and district leadership. Strand One offers an opportunity for identified assistant principals to participate in extensive professional learning opportunities as they build their skills and work towards becoming Delaware's next generation of school leaders. The second strand, sponsored by DDOE, the Delaware Governor's Office and the University of Delaware, provides a professional learning and networking opportunity for superintendents across the state.

Licensure and Certification revisions - Enhances Delaware licensure and certification requirements to mitigate the impact of COVID-19 on school staff and ensure all Delaware students have equitable access to excellent educators.

Removing barriers - Identifies and removes perceived barriers to entry into the education profession through collaboration with AACTE Consortium for Research-Based and Equitable Assessments and multiple stakeholder groups.

Diversify the Delaware Educator Workforce Initiative (DDEW) - Promotes a more diversified workforce via a collaborative effort of the Diversity the Delaware Educator Workforce Workgroup comprised of various stakeholders throughout the state including teachers, school administrators, district leaders, community members, DDOE, legislators, and businesses. As a part of this initiative, the DDEW workgroup and DDOE hosted a series of networking events for diverse educators to collaborate and engage in professional learning on topics related to increasing educator diversity in schools. A targeted marketing campaign was developed to recruit diverse educators in Delaware including commercials, social media ads, and a website (www.ddeew.org) for stakeholders to access resources and learn how to engage in efforts to promote diversity. Additionally, DDOE partnered with LEAs and IHEs to host the first Delaware Educators of Color and Linguistically Diverse Educators Recruitment Fair in March and plans to host another event in September of 2021.

Education Pipelines

Delaware Alternate Routes to Teacher Certification (ARTC) - Prepares individuals coming from other careers to become educators. DDOE is planning to further invest in ARTC.

Specialized Educator Pipeline - Provides opportunities for teachers of specialized areas (English learners, special education, reading specialists) to move into roles such as teacher leaders, coaches, assistant principals and principals.

Special Education Administrative Leadership (SEAL). Offers an 18-month program to develop special education leaders by combining general leadership training with very specialized training in the range of knowledge and skills required to be an effective special education administrator, with a particular focus on the application of knowledge through numerous experiential learning opportunities through internships and ongoing professional development post-completion. Cohort 1 is expected to complete the program in December, 2021.

Loan Repayment Programs - Provides loan repayment for individuals seeking employment in critical needs areas. DDOE is planning to further invest in this loan repayment program. The increased funding will be available to individuals seeking to become educators from other professions.

Additional support - Results from DDOE's work with a diverse set of stakeholders over the course of the next year to build in more robust systems of support within the state's educator preparation programs and the state's comprehensive induction program around acquiring and applying pedagogical skills.

Educator Diversity

Equity-centered Principal Pipeline Guides - Offers policy, process and infrastructure support strategies that strengthen school leadership. It was developed in partnership with district and charter representatives and the University of Delaware's Association of School Leaders.

Scholarship programs - Reflects DDOE's investment in scholarship programs to encourage high school students to pursue careers in education. One promising pipeline is our K-12 Teacher Academy Pathway in our schools, which boasts a diverse group of students, comprising approximately 50% students of color. DDOE is planning to further invest in this initiative.

2. *Staffing to Support Student Needs: Describe the extent to which the SEA has developed or will develop strategies and will support its LEAs in increasing student access to key support staff within school buildings, including school counselors, special education personnel, nurses, social workers, and psychologists (e.g. hiring additional personnel or freeing up these staff to focus on providing services to students).*

DDOE has developed the Social, Emotional and Behavioral Wellbeing plan (SEBW) to provide districts and charter schools with MTSS implementation support and resources that best identify and provide interventions to students who may have mental health challenges. The SEBW plan also demonstrates how schools can use current and new support staff alongside strategic system approaches to strengthen social, emotional and behavioral wellbeing.

Three years ago Delaware's Governor initiated Opportunity Funding to specifically address the needs of the state's low-income and English learner students. All LEAs must annually submit an application outlining how each will better address the needs of those two lower-performing subgroups using per pupil allotments. This year Delaware's General Assembly passed a bill ensuring that weighted funding for low-income and English learner students becomes a permanent feature of the state's annual budget.

Delaware has allocated additional monies for a separate Opportunity Funding initiative that identified districts and charters can be used to address mental health needs of low-income and English learner students. The smaller funding line can be used for reading specialists, math specialists, school counselors, school social workers, school psychologists, and other personnel dedicated to initiatives such as implementing trauma-informed practices. Approximately 43 high-needs schools also receive additional Opportunity Funds specifically for mental health and reading supports. Opportunity Funding is expected to continue.

Through the Delaware Department for Children, Youth and Their Families (DSCYF), the state maintains family crisis therapists (FCTS) in 51 high-need elementary schools as well as behavioral health consultants in 30 middle schools.

G. Monitoring and Measuring Progress

The Department recognizes that transparency on how ARP ESSER funds are used and their impact on the Nation's education system is a fundamental responsibility of Federal, State, and local government. In this section, SEAs will describe how they are building capacity at the SEA and LEA levels to ensure high-quality data collection and reporting and to safeguard funds for their intended purposes.

1. *Capacity for Data Collection and Reporting: It is important for an SEA to continuously monitor progress and make adjustments to its strategies, as well as to support its LEAs in making adjustments to LEA strategies, based on impact. Describe how the SEA will ensure its capacity and the capacity of its LEAs to collect data on reporting requirements, including but not limited to the examples of reporting requirements described in the SEA's Grant Award Notification (listed in Appendix B). Describe the SEA's capacity and strategy to collect data from its LEAs (disaggregated by student group, where applicable), to the greatest extent practicable, including any steps the SEA will take to build its capacity in the future (which may include the use of ARP ESSER and other Federal COVID-19 pandemic funds at the SEA and LEA levels).*

   DDOE continuously monitors the progress of its strategies and the support it provides to districts and charter schools to assess impact and adjust accordingly. Additionally, DDOE provides data and technical assistance to districts and charter schools to allow them to adjust their own strategies based on impact. To ensure its capacity and the capacity of Delaware districts and charters to collect data on reporting requirements, DDOE has implemented the following:

   - **Cambium Central Reporting System (/CRS) for interim data, Grades 3-11, ELA and Math** -This system provides relevant, actionable data in a centralized system to include interim and summative data. The system also provides longitudinal data to include reports on the entire history of a student(s). Reports are available at the student, teacher, class, school, district and state level. The state has access to all levels of data.
   - **Secure Data Reporting Portal** - This system provides actionable, longitudinal data in a centralized and secure portal for LEAs to review and analyze Opportunities to Learn, summative assessment, and other outcomes data.
   - **Delaware Education Data Forum** - A cadre of SEA and LEA data professionals meet monthly to discuss and share ideas based on analysis of local and state-level data.
   - **Secure Education Dashboards** - A system of data visualizations that describe the state of outcome data as well as establish potential causal relationships between opportunities to learn data and outcome data. These visualizations will be provided to LEAs and SEA professionals in a secure and centralized system.
   - **FY2022 eGrants Monitoring Tool** – A resource that includes ARP ESSER monitoring items that promote district and charter accountability, including:
     - A district/charter assurance that it has complied with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements to ensure that ARP ESSER funds have been used for purposes that are reasonable, necessary, and allocable.
     - Evidence of allowable expenditures, such as purchase orders, contracts, invoices, etc. that are directly aligned with their approved ESSER/ARP budget applications in eGrants.

- An assurance and evidence that ESSER ARP funds have been used for allowable purposes in accordance with the approved budget or amendment, and cash management principles.
- Assurance and evidence that the district/charter receiving ESSER Funds has provided equitable services to students and teachers in non-public schools as required, if applicable.
- Assurance and evidence that meaningful consultation has taken place with stakeholders including students, families, school and district administrators (including special education administrators), teachers, other school staff and their unions, tribes (if applicable), civil rights organizations, and other stakeholders representing the interests of children (including children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory children, children who are incarcerated, etc.).

The State of Delaware uses a unified accounting system statewide including all LEAs. The DDOE has access to view and pull expenditure data for all LEAs, and is able to easily monitor and compare per pupil spending.

2. <u>Monitoring and Internal Controls</u>*: Describe how the SEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the SEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools). In this response, please describe the SEA's current capacity to monitor ARP ESSER; steps, if needed, to increase capacity; and any foreseeable gaps in capacity, including how the SEA will provide its LEAs with technical assistance in the anticipated areas of greatest need.*

DDOE implements appropriate fiscal monitoring and internal controls for ARP ESSER funds. As part of its formal monitoring process, DDOE will require districts and charters to answer questions about practices specifically related to ESSER III as well as upload quality acceptable evidence for DDOE review. Sample monitoring requirements are as follows:

- No. 51 - The district/charter has complied with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D-Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E-Cost Principles (2 CFR §§200.400-475) to ensure that LEAs, including charter schools, are using ESSER III funds for purposes that are reasonable, necessary, and allocable.
- No. 55. - The district/charter ensures that ESSER III Funds were used for allowable purposes in accordance with the approved budget or amendment, cash management principles and allowable under Public Law 117-2 of the ARP Act and aligned with the ESSER III application in eGrants.
- No. 56. - The district/charter has reserved not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions.
- No. 57. - The district/charter has completed the Maintenance of Equity requirements and uploaded documentation as needed.

Quality uploaded evidence may include invoices, budget expenditures, vouchers, payment documentation, budget sheets, financial and expenditure reports, and more. Districts and

charter schools that meet DDOE's fiscal monitoring requirements will receive Meets Requirements on their final monitoring report. Districts and charters that receive Needs Attention will consult with DDOE and receive technical assistance well.

DDOE currently monitors each district and charter school on a four-year cycle with the following exceptions:

- Districts and charters identified through the state's annual risk assessment are additionally monitored during the fiscal year following that determination.
- Districts and charters that do not meet requirements on the cross-monitoring tool will automatically be included in the following fiscal year monitoring.

APPENDIX

Appendix A: School Operating Status and Instructional Mode Data Template

Table 1
In the most recent time period available, how many schools in your State offered each mode of instruction.

The data in Tables 1, 1a-1i show the learning models offered by school type. The three learning model options were fully remote, a combination of remote and in-person (hybrid), and fully in-person. The third column titled, Offered to some students, we left blank intentionally. Due to state and local education agency policies, the chosen learning model was offered to all students or not at all. It is also worth noting that during the collection period of April 1st to May 31st, several schools changed their learning model, as was expected. That is why the school totals equate across the rows, but do not equate when looking down the columns.

Table 1 is a summary table for all schools. Tables 1a-1i breakdown the same information by school type and/or grade level. 1a shows the data for early childhood; 1b shows the data for schools whose grade ranges span elementary (K-5), middle (6-8), and high school (9-12) grade levels; 1c shows the data for elementary schools; 1d shows the data for schools whose grade ranges span elementary (K-5) and middle (6-8) grade levels; 1e shows the data for high schools; 1f shows the data for schools identified as intensive learning centers; 1g shows the data for middle schools; 1h shows the data for schools whose grade ranges span middle (6-8) and high school (9-12) grade levels; 1i shows the data for schools identified as special schools.

Time period between 2021-04-01 and 2021-05-31

State Level

Number of schools	All schools	Offered to all students	Offered to some students	Not offered
Remote or online only	215	215	#	0
School buildings open with both remote/online and in-person instruction (hybrid)	215	190	#	25
School buildings open with full-time in-person instruction	215	110	#	105

Table **1a**

In the most recent time period available, how many schools in your State offered each mode of instruction or learning model described below? Each row should account for all schools in your State, so that, for each row, the sum of the numbers in the "offered to all students," "offered to some students," and "not offered" columns is equal to the number in the "all schools" column.

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Time period between 2020-10-01 and 2021-10-31

Early Childhood

Number of schools	All schools	Offered to all students	Offered to some students	Not offered
Remote or online only	10	10	#	0
School buildings open with both remote/online and in-person instruction (hybrid)	10	9	#	1
School buildings open with full-time in-person instruction	10	7	#	3

Table **1b**
In the most recent time period available, how many schools in your State offered each mode of instruction or learning model described below? Each row should account for all schools in your State, so that, for each row, the sum of the numbers in the "offered to all students," "offered to some students," and "not offered" columns is equal to the number in the "all schools" column.

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Time period between 2021-04-01 and 2021-05-31

Elem/Middle/High

Number of schools	All schools	Offered to all students	Offered to some students	Not offered
Remote or online only	3	3	#	0
School buildings open with both remote/online and in-person instruction (hybrid)	3	3	#	0
School buildings open with full-time in-person instruction	3	0	#	3

Table **1c**
In the most recent time period available, how many schools in your State offered each mode of instruction or learning model described below? Each row should account for all schools in your State, so that, for each row, the sum of the numbers in the "offered to all students," "offered to some students," and "not offered" columns is equal to the number in the "all schools" column.

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Time period between 2021-04-01 and 2021-05-31

Elementary School

Number of schools	All schools	Offered to all students	Offered to some students	Not offered
Remote or online only	104	104	#	0
School buildings open with both remote/online and in-person instruction (hybrid)	104	84	#	20
School buildings open with full-time in-person instruction	104	54	#	50

Table 1**d**

In the most recent time period available, how many schools in your State offered each mode of instruction or learning model described below? Each row should account for all schools in your State, so that, for each row, the sum of the numbers in the "offered to all students," "offered to some students," and "not offered" columns is equal to the number in the "all schools" column.

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Time period between 2021-04-01 and 2021-05-31

Elementary/Middle

Number of schools	All schools	Offered to all students	Offered to some students	Not offered
Remote or online only	9	9	#	0
School buildings open with both remote/online and in-person instruction (hybrid)	9	8	#	1
School buildings open with full-time in-person instruction	9	5	#	4

Table 1**e**
In the most recent time period available, how many schools in your State offered each mode of instruction or learning model described below? Each row should account for all schools in your State, so that, for each row, the sum of the numbers in the "offered to all students," "offered to some students," and "not offered" columns is equal to the number in the "all schools" column.

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Time period between 2021-04-01 and 2021-05-31

High School

Number of schools	All schools	Offered to all students	Offered to some students	Not offered
Remote or online only	38	38	#	0
School buildings open with both remote/online and in-person instruction (hybrid)	38	37	#	1
School buildings open with full-time in-person instruction	38	15	#	23

Table 1**f**

In the most recent time period available, how many schools in your State offered each mode of instruction or learning model described below? Each row should account for all schools in your State, so that, for each row, the sum of the numbers in the "offered to all students," "offered to some students," and "not offered" columns is equal to the number in the "all schools" column.

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Time period between 2021-04-01 and 2021-05-31

ILC School

Number of schools	All schools	Offered to all students	Offered to some students	Not offered
Remote or online only	4	4	#	0
School buildings open with both remote/online and in-person instruction (hybrid)	4	4	#	0
School buildings open with full-time in-person instruction	4	3	#	1

Table 1**g**

In the most recent time period available, how many schools in your State offered each mode of instruction or learning model described below? Each row should account for all schools in your State, so that, for each row, the sum of the numbers in the "offered to all students," "offered to some students," and "not offered" columns is equal to the number in the "all schools" column.

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Time period between 2021-04-01 and 2021-05-31

Middle School

Number of schools	All schools	Offered to all students	Offered to some students	Not offered
Remote or online only	35	35	#	0
School buildings open with both remote/online and in-person instruction (hybrid)	35	35	#	0
School buildings open with full-time in-person instruction	35	19	#	16

Table 1**h**
In the most recent time period available, how many schools in your State offered each mode of instruction or learning model described below? Each row should account for all schools in your State, so that, for each row, the sum of the numbers in the "offered to all students," "offered to some students," and "not offered" columns is equal to the number in the "all schools" column.

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Time period between 2021-04-01 and 2021-05-31

Middle/High

Number of schools	All schools	Offered to all students	Offered to some students	Not offered
Remote or online only	3	3	#	0
School buildings open with both remote/online and in-person instruction (hybrid)	3	3	#	0
School buildings open with full-time in-person instruction	3	2	#	1

Table 1**i**

In the most recent time period available, how many schools in your State offered each mode of instruction or learning model described below? Each row should account for all schools in your State, so that, for each row, the sum of the numbers in the "offered to all students," "offered to some students," and "not offered" columns is equal to the number in the "all schools" column.

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Time period between 2021-04-01 and 2021-05-31

Special School

Number of schools	All schools	Offered to all students	Offered to some students	Not offered
Remote or online only	9	9	#	0
School buildings open with both remote/online and in-person instruction (hybrid)	9	7	#	2
School buildings open with full-time in-person instruction	9	5	#	4

Table 2

In the most recent time period available, what was the enrollment and mode of instruction for the schools in your State?

Snapshot As of 05/01/2021

The data in Table 2 show enrollment by demographic by learning model. The three learning model options were fully remote, a combination of remote and in-person (hybrid), and fully in-person. These data were collected as of May 1, 2021 and looks at the statewide enrollment as of that day. NOTE: students with missing learning location or incorrect learning location state codes are not included in the compiled data.

Number of students	Total enrollment	Remote or online only VR	Both remote/online and in-person instruction (hybrid)	Full-time in-person instruction IP
Students from low-income families	39014	16930	16640	5444
White, not Hispanic	57126	18379	29840	8907
Black or African American, not Hispanic	42127	20612	17426	4089
Hispanic, of any race	25437	9274	12279	3884
Asian, not Hispanic	5610	3669	1592	349
American Indian or Alaskan Native, not Hispanic	581	298	231	52
Native Hawaiian or Pacific Islander, not Hispanic	197	82	91	24
Two or more races, not Hispanic	6419	2645	3001	773
Race/Ethnicity information not available	14	6	8	0
English learners	13813	4290	6864	2659
Children with disabilities	26355	9087	12288	4980
Students experiencing homelessness	2318	834	1095	389
Children and youth in foster care	326	114	161	51
Migratory students	121	18	85	18

Appendix B: Reporting Language Included in the Grant Award Notification ("GAN")

As described in the Grant Award Notification ("GAN"), the SEA will comply with, and ensure that its LEAs comply with, all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require, including on matters such as:

- How the State is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- SEA and LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- SEA and LEA uses of funds to sustain and support access to early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the Federal Financial Accountability Transparency Act ("FFATA"); and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

Appendix C: Assurances

By signing this document, the SEA assures all of the following:

- The SEA will conduct all its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race, color, national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the SEA must comply with all regulations, guidelines, and standards issued by the Department under any of these statutes;
- The SEA will comply with all ARP Act and other ARP ESSER requirements and all requirements of its Grant Award Notification, including but not limited to:
    - Complying with the maintenance of effort provision in section 2004(a)(1) of the ARP Act, absent a waiver by the Secretary pursuant to section 2004(a)(2) of the ARP Act; and
    - Complying with the maintenance of equity provisions in section 2004(b) of the ARP Act, and ensuring its LEAs comply with the maintenance of equity provision in section 2004(c) of the ARP Act (please note that the Department will provide additional guidance on maintenance of equity shortly);
- The SEA will allocate ARP ESSER funds to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives ARP ESSER funds (i.e., 60 days from the date the SEA receives each portion of its ARP ESSER funds). An SEA that is not able to allocate such funds within 60 days because it is not practicable (e.g., because of pre-existing State board approval requirements) will provide an explanation to the Department within 30 days of receiving each portion of its ARP ESSER funds (submitted via email to your Program Officer at [State].OESE@ed.gov (e.g., Alabama.OESE@ed.gov)), including a description of specific actions the SEA is taking to provide ARP ESSER funds to LEAs in an expedited and timely manner and the SEA's expected timeline for doing so;
- The SEA will implement evidence-based interventions as required under section 2001(f) of the ARP Act and ensure its LEAs implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act;
- The SEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity), gender (e.g., identifying disparities and focusing on underserved student groups by gender), English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required under section 2001(f) of the ARP Act, and ensure its LEAs address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups, gender, English learners, children with disabilities, students experiencing homelessness, children and

youth in foster care, and migratory students), as required by section 2001(e)(1) of the ARP Act; and

- The SEA will provide to the Department: (1) the URL(s) where the public can readily find data on school operating status and (2) the URL(s) for the SEA and/or LEA websites where the public can find the LEA plans for a) the safe return to in-person instruction and continuity of services required under section 2001(i) of the ARP Act, and b) use of ARP ESSER funds. SEAs should consider ensuring a standardized URL format in all cases (e.g., xxx.gov/COVIDplan).

Appendix D

OMB Control No. 1894-0005 (Exp. 06/30/2023)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Educations General Education Provisions Act ("GEPA") that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access to, or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concerns of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Appendix E: GEPA Requirement

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

State of Delaware Plan

for the American Rescue Plan (ARP)

Elementary and Secondary School Emergency Relief (ESSER) Fund

GEPA Requirement

The Delaware Department of Education (DDOE) does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, socio-economic status, national origin, race, gender, genetic predisposition or sexual orientation in its education and research programs, services and activities. It provides reasonable and appropriate accommodations to meet the learning and evaluation needs of a diverse group of students, faculty and other participants.

The Delaware Plan for the American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) Fund is committed to serving a diverse group of students, educators and their families who mirror the demographics of our Delaware schools and communities. DDOE has taken proactive steps to engage a diverse group of stakeholders in the development process of its ARP ESSER Plan. Delaware programs funded through ARP ESSER will continue to meet regularly in order to assess DDOE's commitment to serving all students and school staff members. Adjustments will be prioritized and made accordingly.

Delaware's ARP ESSER Plan has been developed with a focus on equity for all students and school communities. The following steps will be taken to ensure that students and school communities have equal opportunities to access and fully engage in the programs funded by ARP ESSER: a) professional learning opportunities will be fully accessible and available in multiple formats as needed, b) plan materials and resources will be targeted to all applicable student groups and staff communities, c) DDOE's commitment to fostering accessible programs, spaces and technologies will remain throughout the life of the Delaware ARP ESSER Plan.

APPENDIX F: Overview of Delaware educator shortages

Table F1

Area	Data on shortages and needs								Narrative description
	Hard to Staff Subject Area[1]	Hard to Staff Subject Area[2]	Temporary Certificate Data[3]	Employment data[4]	Retirement Eligibility Data[5]	Turnover Data[6] (2019 vs 2021)	Turnover Data[7] (2019 vs 2021) in HNS	Recruitment Data[8]	
Special educators and related service personnel and paraprofessionals	Secondary Special education - 47% and Elementary special education - 32%	Secondary Special education - 51% and Elementary special education - 22%	131.4% (from 159 in 2019 to 368 in 2021)	11.6% (from 4,200 to 4,687)	22%	6%/5%	9%/7%	SPED Teachers - 1,030 Related Personnel - 20 Paraeducators - 2,719	
Bilingual educators	Bilingual/ESOL - 42%	Bilingual/ESOL - 44%	100% (from 1 to 2)	-43.8% (from 32 to 18)	27%	12%/13%	14%/18%	21	
English as a second language educators			12.3% (from 57 to 64)	27.9% (from 140 to 179)	20%	9%/5%	7%/2%	108	
STEM educators	High school math - 79% High school science - 79% Middle school math - 68% Middle school science - 68%	High school math - 73% High school science - 65% Middle school math - 46% Middle school science - 40%	66.4% (from 119 to 198)	1.5% (from 1,188 to 1,206)	24%	6%/7%	8%/7%	Math - 301 Science - 232	
CTE educators	CTE - 47%	CTE - 28%	0% (from 86 to 86)	3.9% (from 439 to 456)	35%	6%/6%	8%/11%		

Area	Data on shortage s a d needs								Narrative description
	Hard to Staff Subject Area[1]	Hard to Staff Subject Area[2]	Temporary Certificate Data[3]	Employment data[4]	Retirement Eligibility Data[5]	Turnover Data[6] (2019 vs 2021)	Turnover Data[7] (2019 vs 2021) in HNS	Recruitment Data[8]	
Early childhood educators	-	-	254.5% (from 11 to 39)	19.4% (from 144 to 172)	17%	4%/2%	4%/0%	396	
School counselors	Guidance counselors - 16%	Guidance counselors - 9%	n/a	6% (from 349 to 370)	34%	5%/6%	4%/9%		
Social workers	Special Education Case Managers - 16%	Special Education Case Managers - 15%	-100% (from 1 to 0)	56% (from 25 to 39)	26%	17%/8%	0%/0%	9	
Nurses	26%	23%	n/a	4.6% (from 284 to 297)	40%	7%/4%	12%/7%	8	
School psychologists	79%	65%	n/a	15.3% (from 196 to 226)	13%	6%/7%	4%/4%	20	

Notes:

[1]Reported here are percent of HR directors who stated that this is a hard to staff subject area in a Talent Practices Survey conducted by the department. Data shown is for the most recent school year (2020-2021 SY).

[2]Reported here are percent of HR directors who stated that this is a hard to staff subject area in a Talent Practices Survey conducted by the department. Data shown is for five year period (SY 2016-17 to SY 2020-21).

[3]Reported here is the percent and numerical change of educators holding emergency certificate or certificate of eligibility in the referenced content areas prior to pandemic (2018-19 SY) and currently (2020-21 SY).

[4]Reported here is the percent and numerical change of educators employed in the referenced content areas prior to pandemic (2018-19 SY) and currently (2020-21 SY).

[5]Reported here is the percent of educators employed in the referenced areas eligible to retire within the next five years. Retirement data as of 7/22/2020.

[6]Reported here is the percent of educators who were not retained in the following school year. First number shows turnover for 2019 SY and the second number is turnover for 2021 SY.

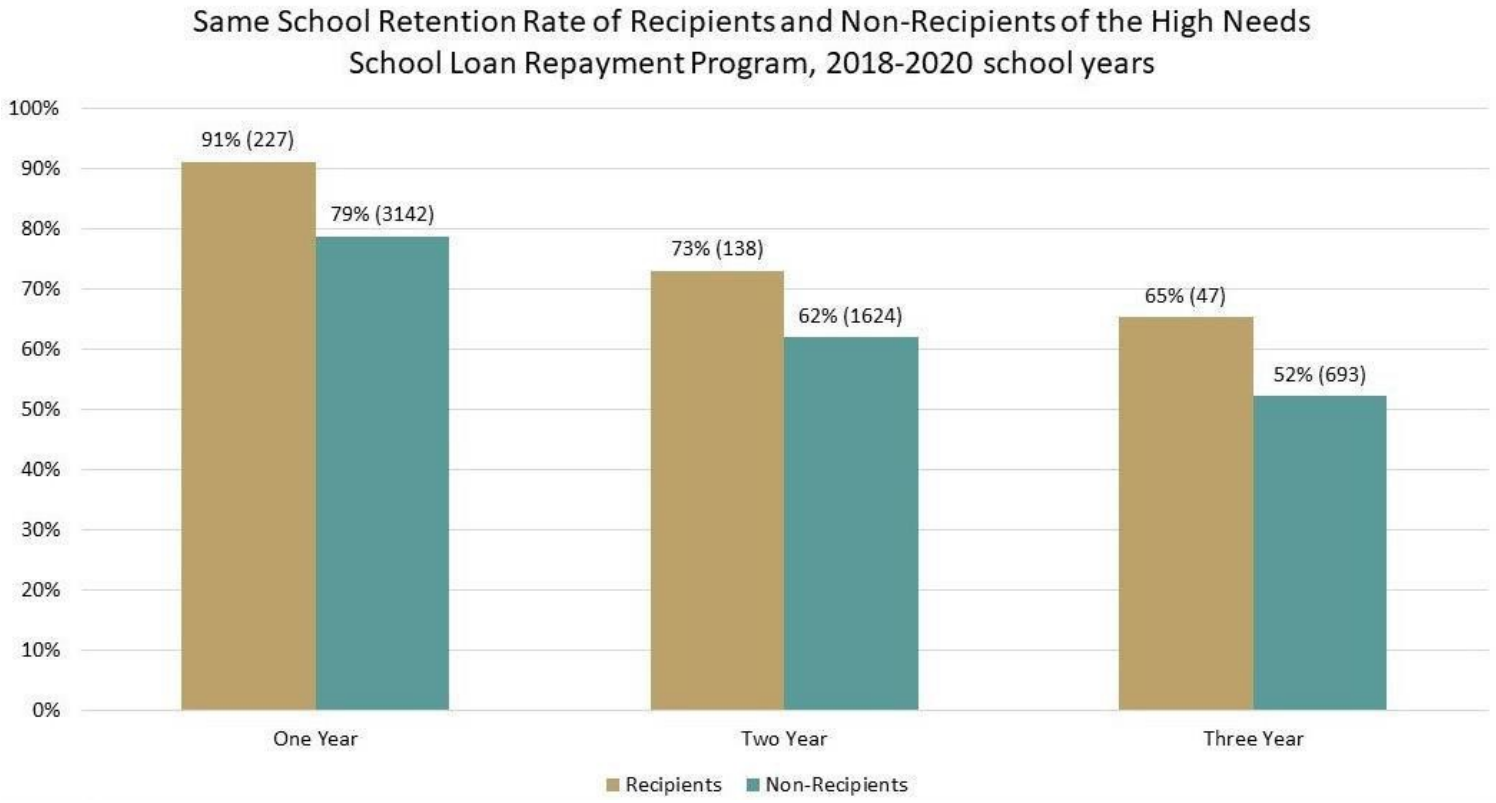
[7]Reported here is the percent of educators in a high-need school who were not retained in the following school year. First number shows turnover for 2019 SY and the second number is turnover for 2021 SY.

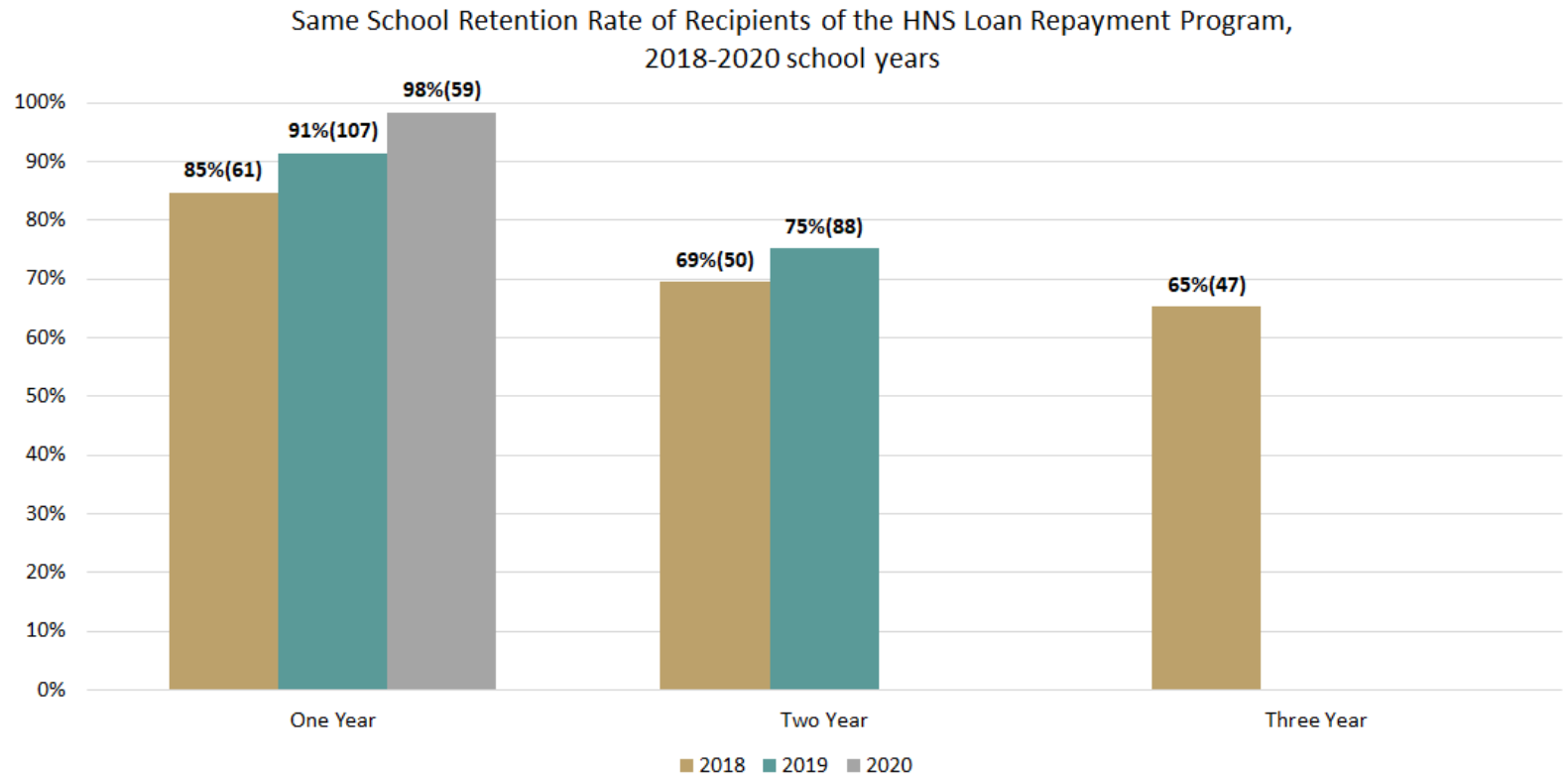
[8]Reported here is the number of applicants by each content area (employed and/or not employed). Data retrieved from Join Delaware Schools (JDS) on 5/5/2021. Not all districts and charters post their openings on the JDS portal.

All employment and certificate data are snapshot data. Snapshot is typically taken at the beginning of November of each school year.

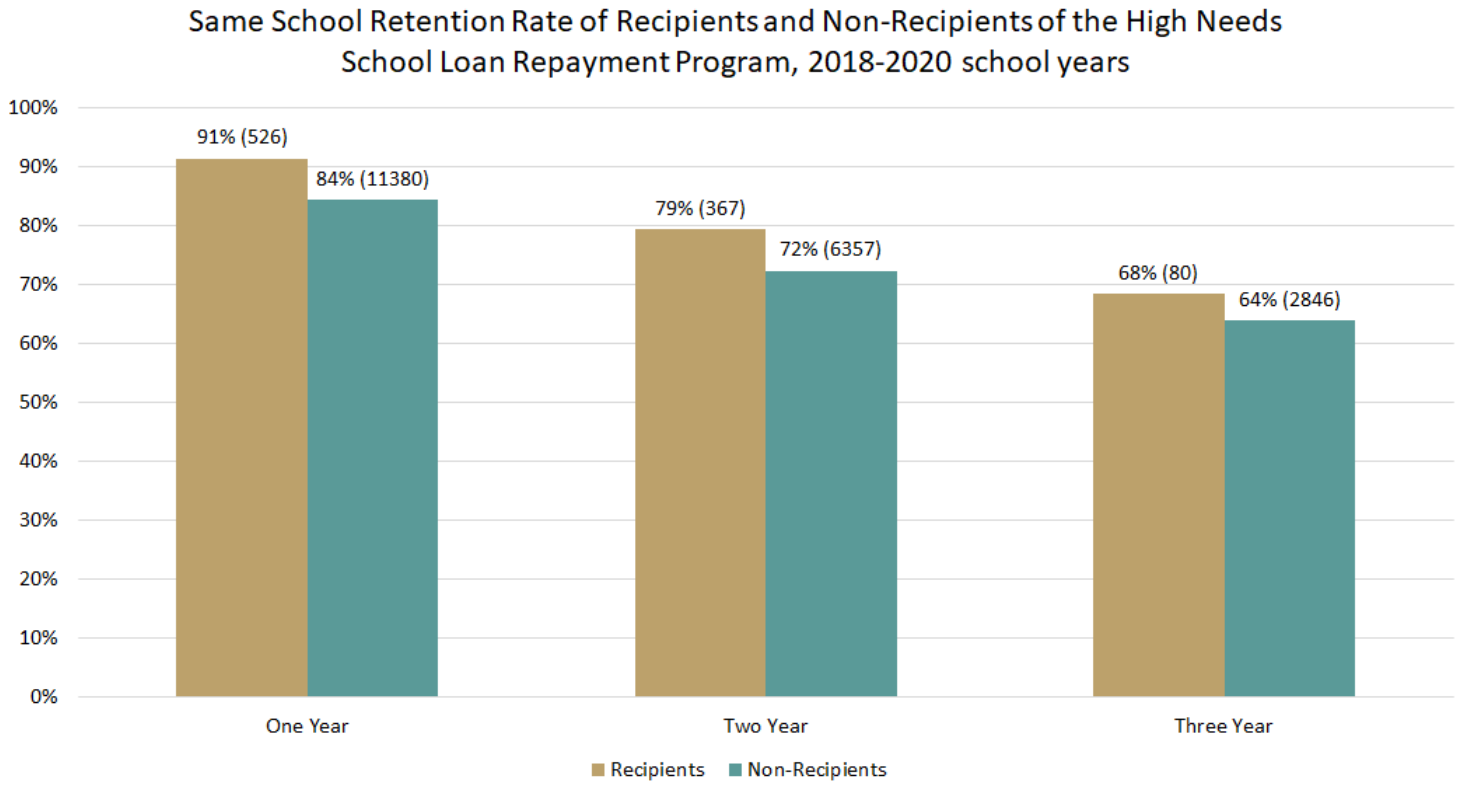
APPENDIX G - High Needs Educator Student Loan Payment Program

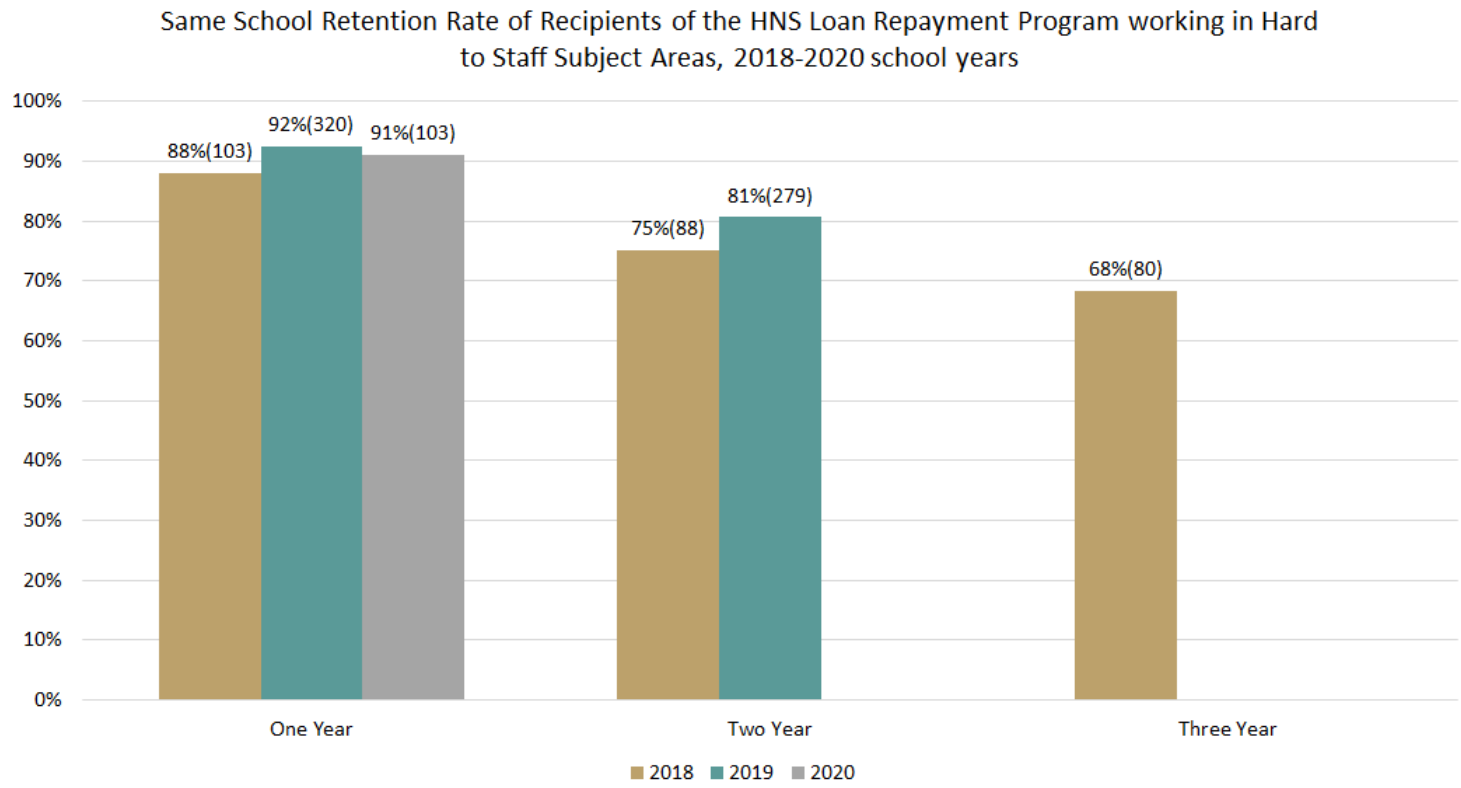
High Needs School Analysis





Hard to Staff Subject Area Analysis





Appendix H: Student Access to HQIM

The tables below demonstrate the number of Delaware students from 2018-2020 who had access to standards-aligned high quality instructional materials (HQIMs). The information is separated by English language arts (ELA) and mathematics HQIMs, and indicates HQIM access gaps for low-income students and students of color in all grades.

Student access to ELA HQIMs – state-level

English language arts (ELA)	Elementary	Middle	High
% All students	32% - 2018 60% - 2021	6% - 2018 43% - 2021	10% - 2018 43% - 2021
% Students of color	30% - 2018 55% - 2021	6% - 2018 37% - 2021	9% - 2018 38% - 2021
% Students from low-income families	33% - 2018 54% - 2021	8% - 2018 38% - 2021	10% - 2018 39% - 2021

Student access to Math HQIMs – state-level

Mathematics	Elementary	Middle	High
% All students	53% - 2018 76% - 2021	61% - 2018 52% - 2021	58% - 2018 71% - 2021
% Students of color	51% - 2018 74% - 2021	60% - 2018 47% - 2021	63% - 2018 75% - 2021
% Students from low-income families	46% - 2018 72% - 2021	62% - 2018 50% - 2021	57% - 2018 72% - 2021

Appendix I: Delaware FAFSA Data

	2018	2019	2020	2021	Grand Total
Low Income	**2169**	**2100**	**2018**	**2352**	**8639**
Did not Complete a FAFSA	1226	1238	1216	1656	5336
Completed A FAFSA	943	862	802	696	3303
Not Low Income	**7291**	**7432**	**7605**	**7571**	**29899**
Did not Complete a FAFSA	3023	3137	3181	3643	12984
Completed A FAFSA	4268	4295	4424	3928	16915
African American	**31%**	**32%**	**31%**	**30%**	**31%**
Did not Complete a FAFSA	49%	51%	50%	60%	53%
Completed a FAFSA	51%	49%	50%	40%	47%
American Indian	**0%**	**0%**	**0%**	**1%**	**0%**
Did not Complete a FAFSA	64%	33%	40%	61%	52%
Completed a FAFSA	36%	67%	60%	39%	48%
Asian	**4%**	**4%**	**4%**	**4%**	**4%**
Did not Complete a FAFSA	27%	30%	27%	25%	27%
Completed a FAFSA	73%	70%	73%	75%	73%
Hawaiian	**0%**	**0%**	**0%**	**0%**	**0%**
Did not Complete a FAFSA	71%	83%	14%	61%	63%
Completed a FAFSA	29%	17%	86%	39%	37%
Hispanic	**14%**	**15%**	**16%**	**17%**	**15%**
Did not Complete a FAFSA	62%	66%	64%	70%	66%
Completed a FAFSA	38%	34%	36%	30%	34%
Multi-Racial	**2%**	**2%**	**2%**	**1%**	**2%**
Did not Complete a FAFSA	39%	46%	44%	61%	45%
Completed a FAFSA	61%	54%	56%	39%	55%
Race unknown	**0%**	**0%**	**0%**	**0%**	**0%**
Did not Complete a FAFSA		80%		50%	75%
Completed a FAFSA		20%		50%	25%
White	**48%**	**46%**	**44%**	**47%**	**46%**
Did not Complete a FAFSA	39%	37%	38%	46%	40%
Completed a FAFSA	61%	63%	62%	54%	60%

Appendix J: Department of Education (DDOE) ESSER Feedback Collection Process

With the release of the American Rescue Plan III funds, DDOE engaged with students, parents, educators and stakeholders across the state to compile feedback to ensure that the needs of students and communities were best reflected in state and local spending plans. These meetings occurred from Monday, April 26 through the end of May 2021. In an effort to include all voices, stakeholders were also able to provide feedback via stakeholder.feedback@doe.k12.de.us.

Below is the list of groups that met directly with DDOE staff for feedback or were sent information to respond to via the email address above.

- CFOs Liaison Group
- Charter Liaison Group
- Chiefs' Liaison Group
- DASA/Special Education Directors
- DASPA
- DSEA
- Principals' Liaison Group
- Black Leaders COVID bi-weekly call
- CSOA
- DWDB - Board Meeting
- IRMC
- P-20 Council
- State Board of Education
- GEAR
- ESSA Advisory Committee
- Family Services Cabinet Council (FSCC)
- Oversight Committee on Opportunity Funding
- Teachers' Advisory Council
- DDOE Directors' Council
- Vision Coalition
- Dean's Advisory Council
- Redding Consortium & Work Groups
- GACEC
- Parent Information Center
- Autism Delaware
- Developmental Disabilities Council
- State Council for Persons with Disabilities
- District Special Education Directors
- Charter Heads and Special Education Supervisors
- Center for Disability Studies, UD
- student group - TeenSharp
- student group - Sussex - LGBTQ - Camp Rehoboth/ST
- Delaware Foundation for Math & Science Education (full board)
- Delaware Foundation for Math & Science Education (executive team)
- Delaware Prosperity Partnership
- State Chamber of Commerce
- Arts Advisory Councils
- Gifted Advisory Councils
- MTSS Advisory Council
- GACEL
- EL Coordinators
- LEA Title I Coordinators
- MEP PAC
- United Way Pods
- United Way Pods Parents' Meeting
- Boys and Girls Clubs of DE
- Government affairs leads at higher ed institutions
- Delaware Student Success Collaborative
- Delaware College Access partners
- Homeless Liaisons (Foster Liaisons are typically Homeless Liaisons in LEAs)
- Visiting teachers
- 21st CCLC
- Out of School Providers
- Delaware Afterschool Network
- Building Bridges Conference May 12 (Session - It Takes a Village: Let's Talk About Policy and Advocacy in Afterschool and Summer Learning)
- Career and Technical Education (CTE) Cadre
- Post-secondary CTE Cadre
- Delaware Workforce Development Board
- Title 1,C (MEP) Field Agent Meetings
- Nanticoke Indian Association
- Delaware Department of Services for Children, Youth and Their Families (DSCYF)

Appendix K: COVID Data Collections Framework

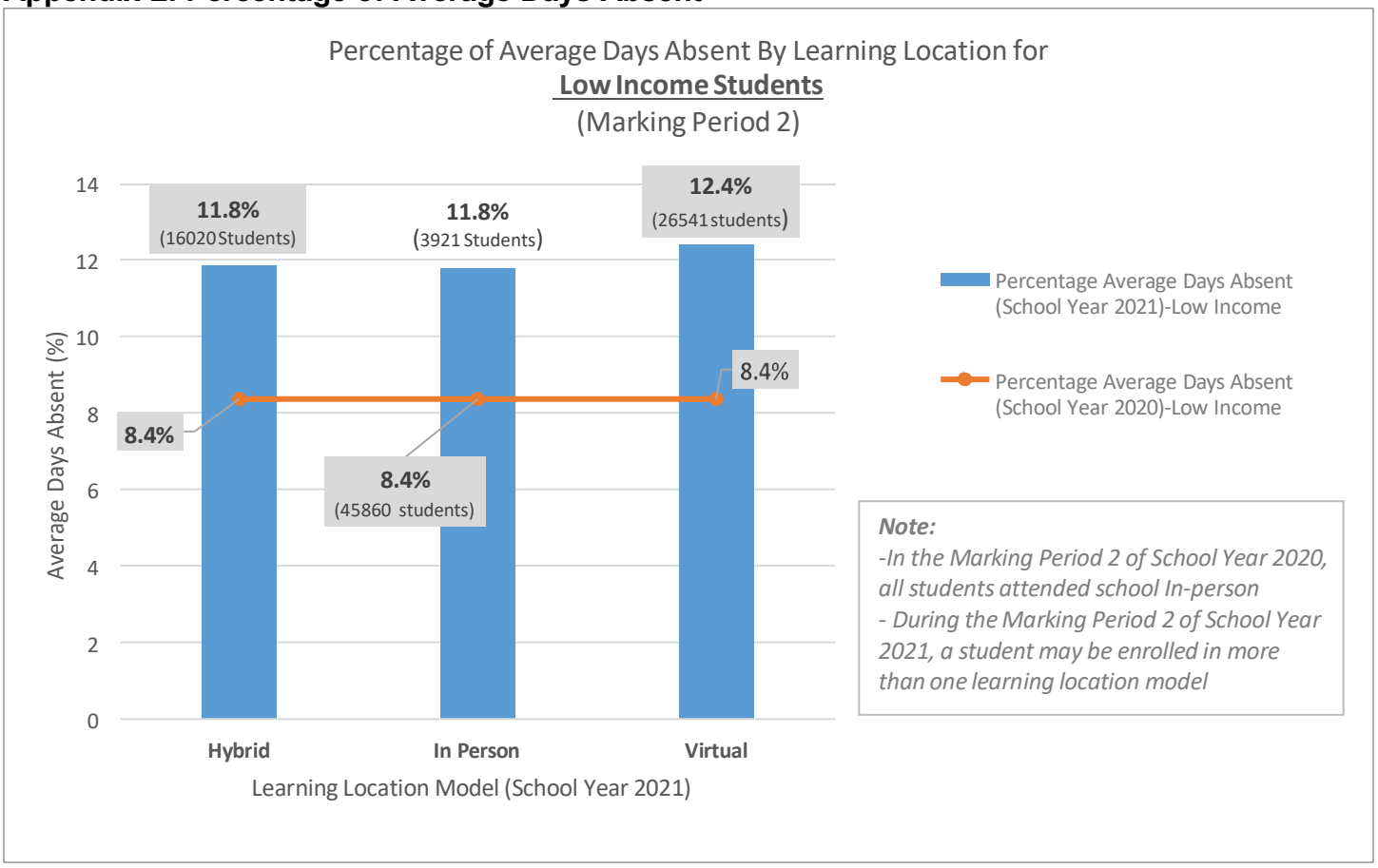
COVID Contextual Data Collection Framework

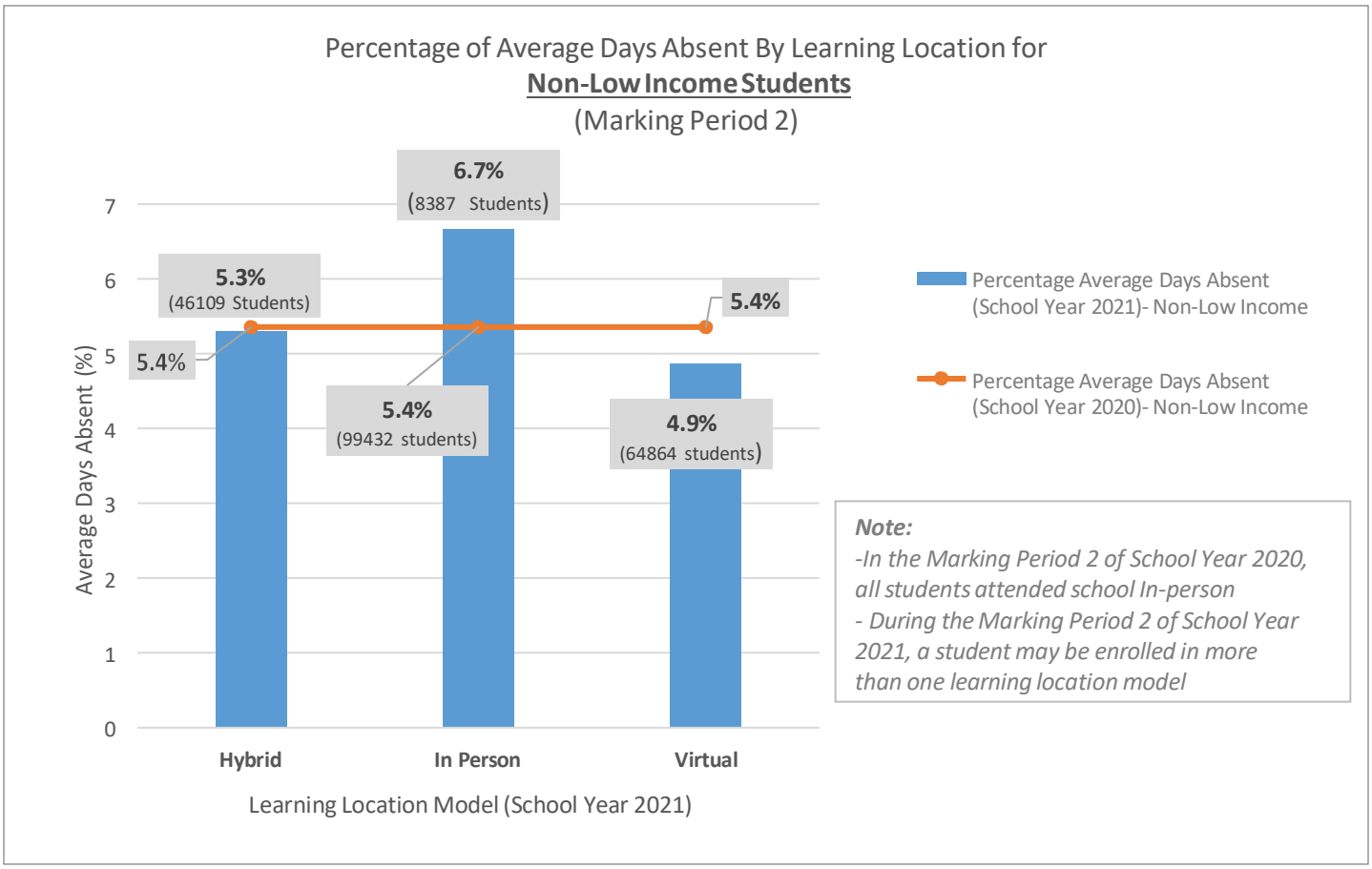
Research Question	Data Category	Date Range	Data Details	Collection Method	Data Owner	Narrative
How has COVID-19 impacted Delaware's enrollment in public education?	Enrollment Data	. 2018/2019 SY . 2019/2020 SY . 2020/2021 SY	data of de-identified enrollment will be provided to CRESP	Secure Data Transfer	DDOE	Delaware saw a 2,407 student enrollment decrease from the 19/20 to the 20/21 SY according to Unit Count data. DE has not seen any decrease in enrollment in over 10 years. While there have been some assumptions made regarding what students have left DE public schools, where they have gone, and why, there is a need to do analysis in this area. We propose to do a comparison of the trends from the 2018/2019 to the 2019/2020 SY to assess pre-COVID enrollment trends to the enrollment outcomes from the past school year. Particular attention will be paid to student grade level, student demographics, attendance, as well as prior level of achievement.
	Student Demographic Data	. 2018/2019 SY . 2019/2020 SY . 2020/2021 SY	Gender Race Grade Special Education Low Income Status English Learner Average Daily Attendance	Secure Data Transfer	DDOE	
	Student Achievement Data	. 2018/2019 SY . 2019/2020 SY . 2020/2021 SY (Understanding that most data will be from 2018/2019 SY)	SBAC PSAT SAT	Secure Data Transfer	DDOE	

Research Question	Data Category	Date Range	Data Details	Collection Method	Data Owner	Narrative
What type of instruction have Delaware students been receiving since March 2020?	eSchool Instruction Type Data (Hybrid/In Person/Virtual)	. 2019/2020 SY . 2020/2021 SY	De-identified Student-level data indicating the instruction type received at a given date	Secure Data Transfer	DDOE	CRESP will focus on documenting the current status of instruction for students in the state. In the past, we would not really need to do this because all students had some form of in-person instruction. Now, we really need to get a proper accounting of what type of instruction the student received and when they received it. DOE has assisted in setting up some data elements in eSchool that attempts to capture when the student was receiving their instruction either in person, via hybrid, and via remote instruction. CRESP will use this data, along with student demographics and previous student achievement to get a better understanding of what students are receiving what type of instruction.
	Student Demographic Data	. 2019/2020 SY . 2020/2021 SY	Gender, Race, Grade, Special Education, Low Income Status, English Learner, Average Daily Attendance	Secure Data Transfer	DDOE	
	Student Achievement Data	. 2018/2019 SY . 2019/2020 SY . 2020/2021 SY (Understanding that most data will be from 2018/2019 SY)	SBAC PSAT SAT	Secure Data Transfer	DDOE	

Research Question	Data Category	Date Range	Data Details	Collection Method	Data Owner	Narrative
What does Delaware Public Education look like in the COVID era?	Hybrid Description	. 2019/2020 SY . 2020/2021 SY	What does hybrid look like in LEA? How has it changed? When did changes occur? What is the average class size?	CRESP data collection tool and brief discussion with LEA Data leads	LEAs	CRESP also recognizes that that each LEA has their own variation on what the different types of instruction look like. For example, there are several different ways to provide instruction in a hybrid or virtual format. We also know that LEAs have had to make a great many changes to their typical way of operating schools. Due to the vast number of changes, we propose to collect qualitative (or descriptive) data from LEAs regarding their own unique characteristics of hybrid and virtual instruction, policies regarding attendance, and approach to professional development during COVID. CRESP will create a structure in which the data leads will help collect this data from their own district or charter. This information will be extremely helpful in providing context to the Delaware's educational response to the COVID pandemic.
	Virtual Description	. 2019/2020 SY . 2020/2021 SY	What does Virtual Learning look like in LEA? How has it changed? When did changes occur? What is the average class size?	CRESP data collection tool and brief discussion with LEA Data leads	LEAs	
	Absence Policy	. 2019/2020 SY . 2020/2021 SY	What instructions were given to teachers regarding marking a student present vs. absent? How is this data used in order to calculate a day present vs. absent? Digital copies of LEA attendance policies/ documents	CRESP data collection tool and brief discussion with LEA Data leads	LEAs	
	Technology	. 2019/2020 SY . 2020/2021 SY	What technology was provided to students to help support remote learning? What digital learning platforms were utilized?	CRESP data collection tool and brief discussion with LEA Data leads	LEAs	
	PD Offered	Spring of 2020 to present	What PD did your LEA offer that you normally would not have provided, but did, due to COVID?	CRESP data collection tool and brief discussion with LEA Data leads	LEAs	

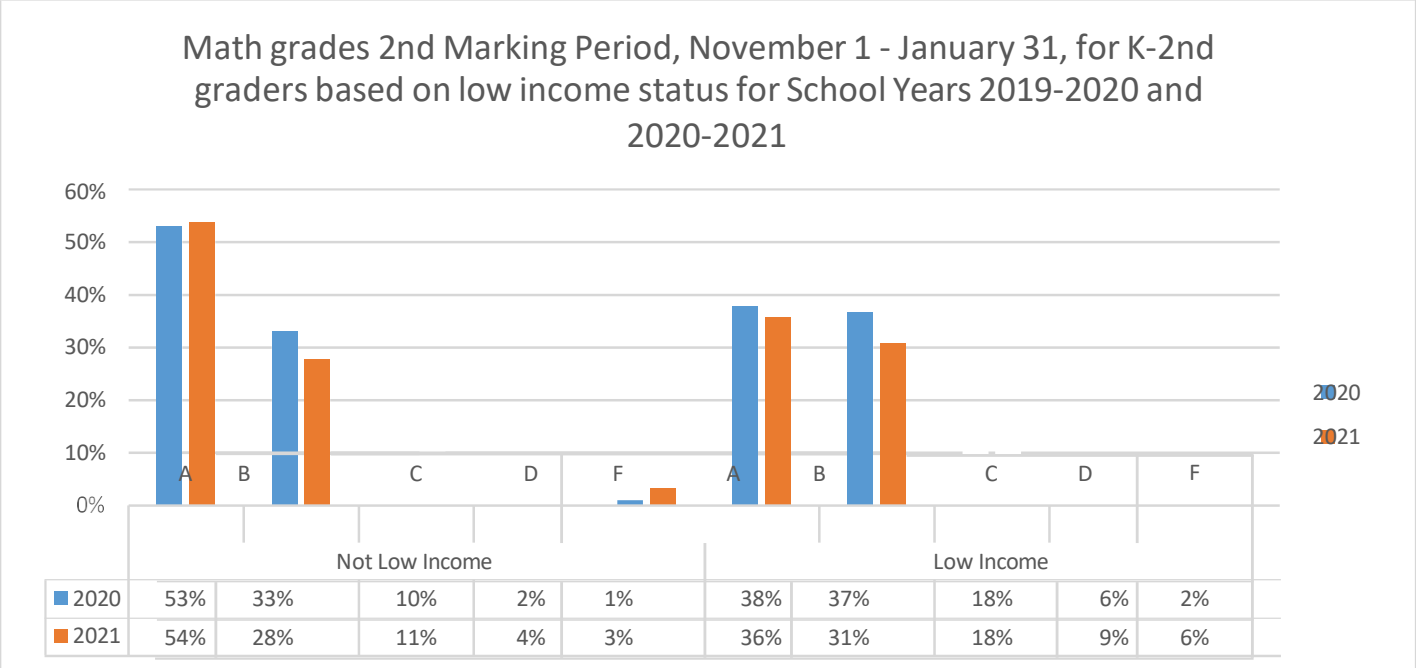
Appendix L: Percentage of Average Days Absent



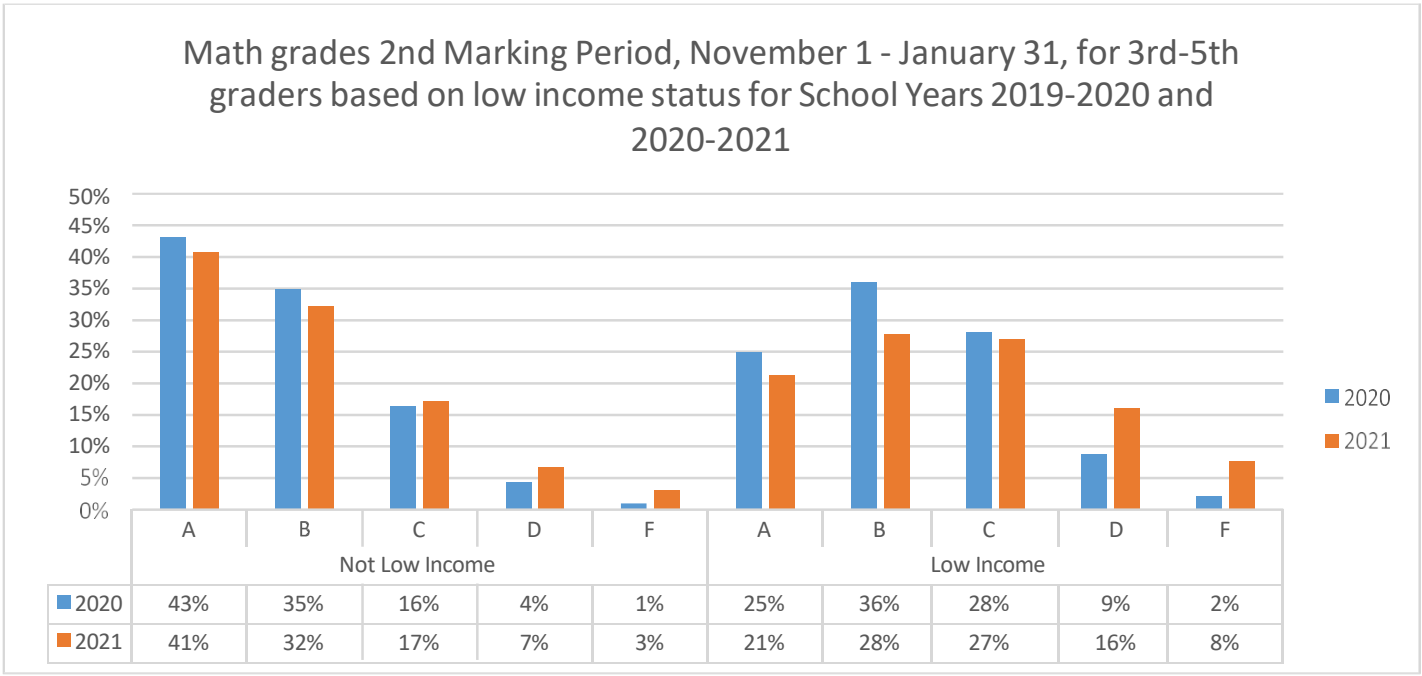


Appendix M: Grade trends based on low-income status

Math grade trends based on Low Income Status

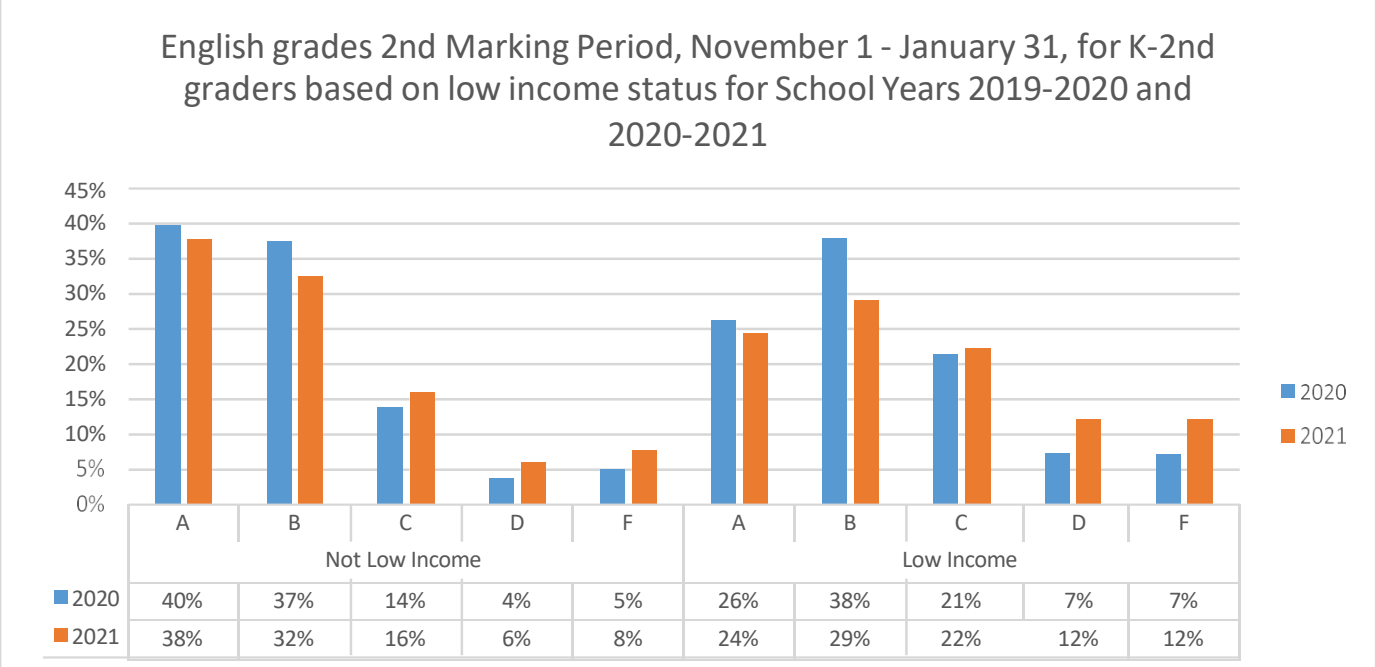


	Not Low Income					Low Income				
	A	B	C	D	F	A	B	C	D	F
2020	53%	33%	10%	2%	1%	38%	37%	18%	6%	2%
2021	54%	28%	11%	4%	3%	36%	31%	18%	9%	6%

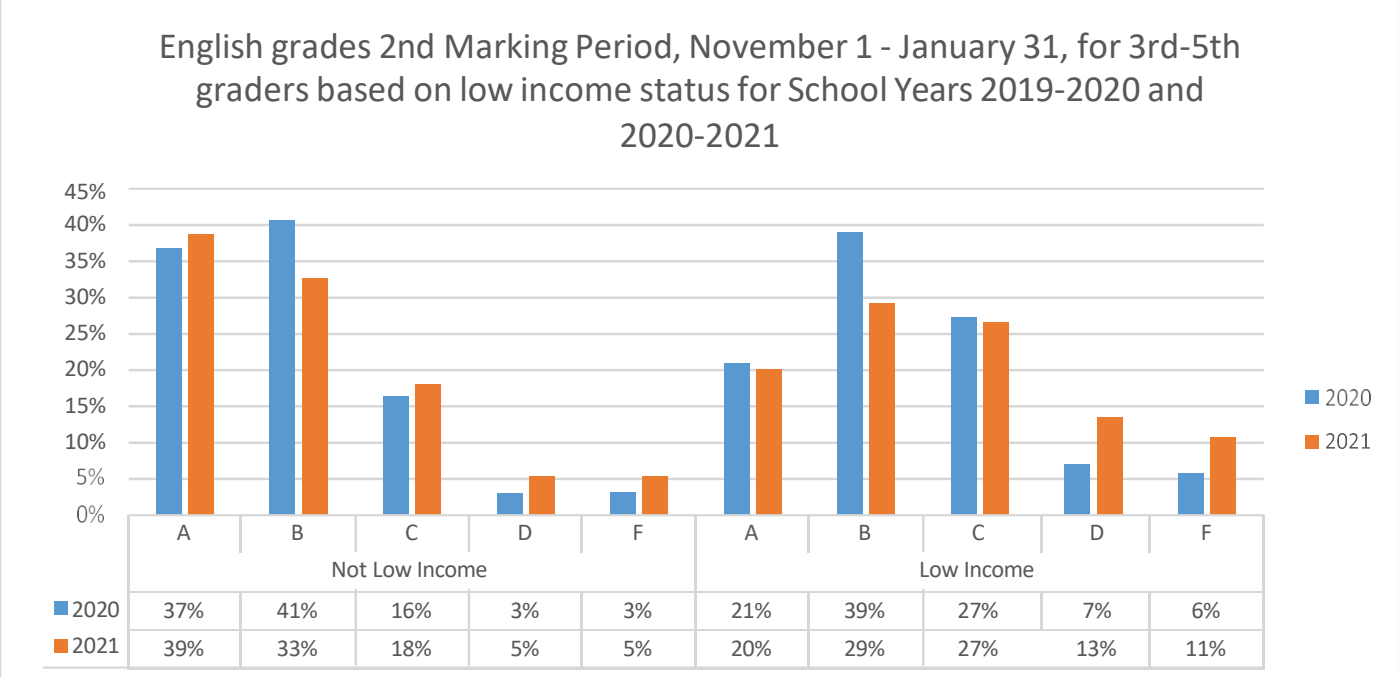


	Not Low Income					Low Income				
	A	B	C	D	F	A	B	C	D	F
2020	43%	35%	16%	4%	1%	25%	36%	28%	9%	2%
2021	41%	32%	17%	7%	3%	21%	28%	27%	16%	8%

English grade trends based on Low Income Status

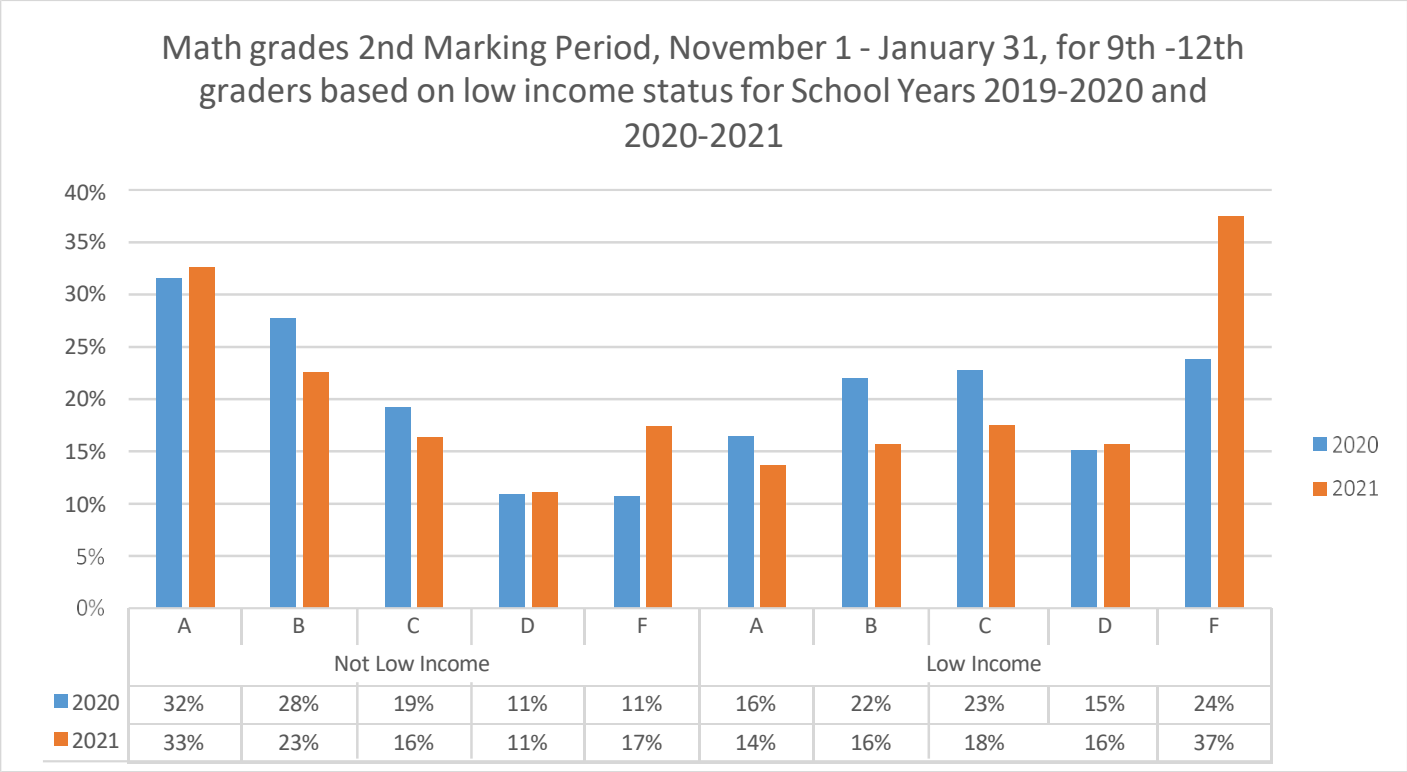


	Not Low Income					Low Income				
	A	B	C	D	F	A	B	C	D	F
2020	40%	37%	14%	4%	5%	26%	38%	21%	7%	7%
2021	38%	32%	16%	6%	8%	24%	29%	22%	12%	12%



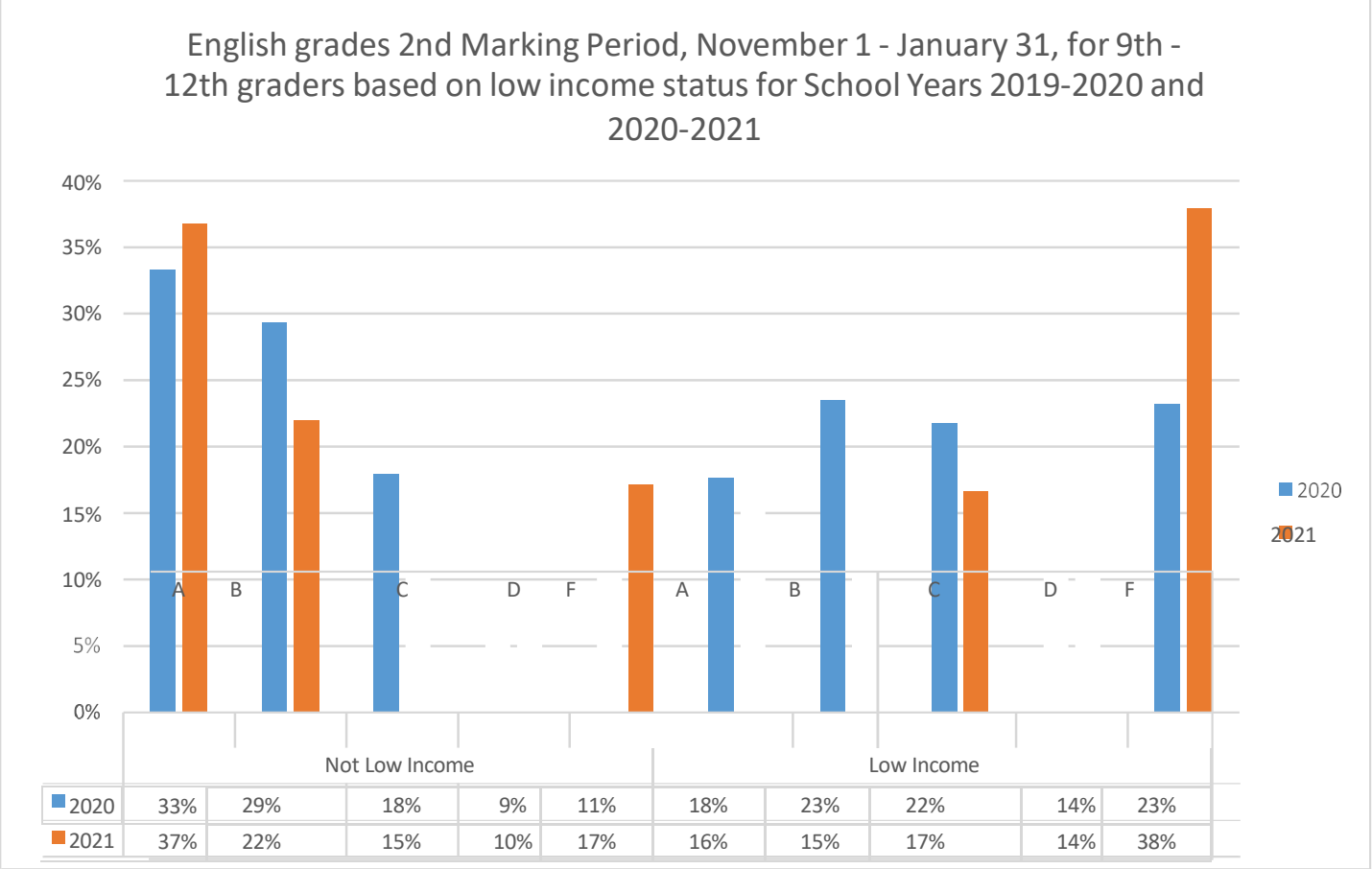
	Not Low Income					Low Income				
	A	B	C	D	F	A	B	C	D	F
2020	37%	41%	16%	3%	3%	21%	39%	27%	7%	6%
2021	39%	33%	18%	5%	5%	20%	29%	27%	13%	11%

Math grade trends based on Low Income Status



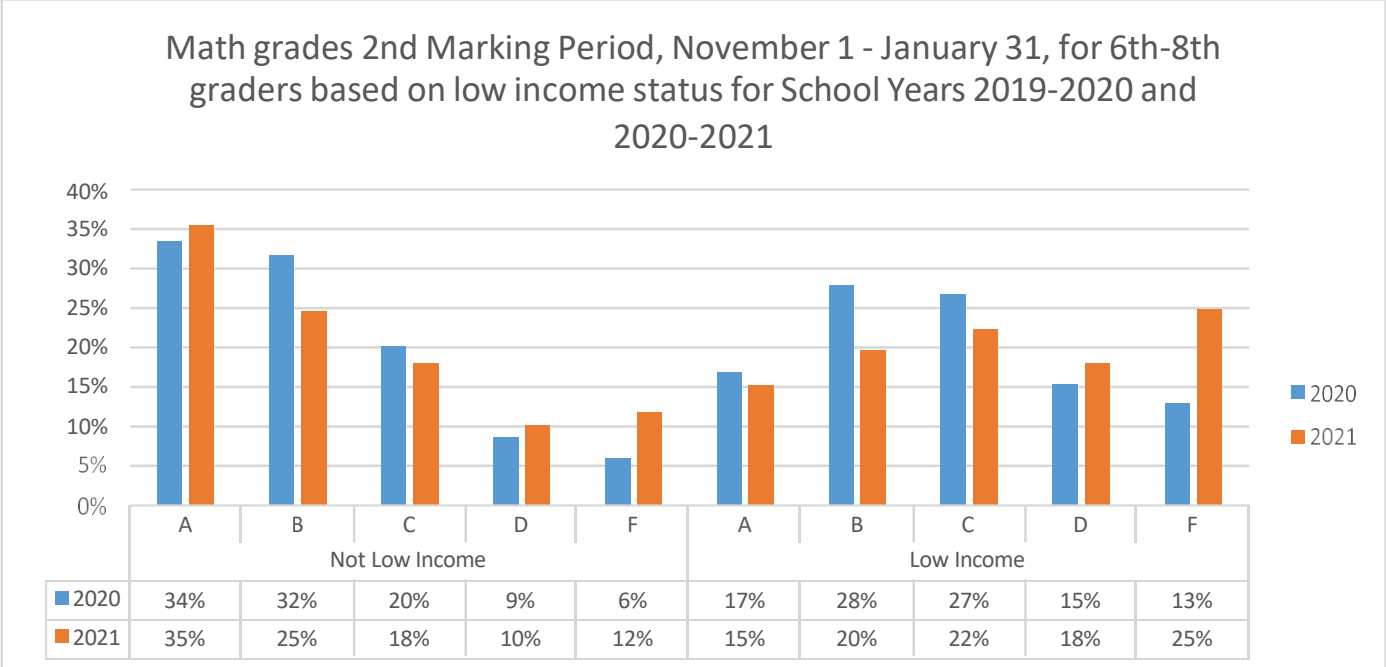
	Not Low Income					Low Income				
	A	B	C	D	F	A	B	C	D	F
2020	32%	28%	19%	11%	11%	16%	22%	23%	15%	24%
2021	33%	23%	16%	11%	17%	14%	16%	18%	16%	37%

English grade trends based on Low Income Status



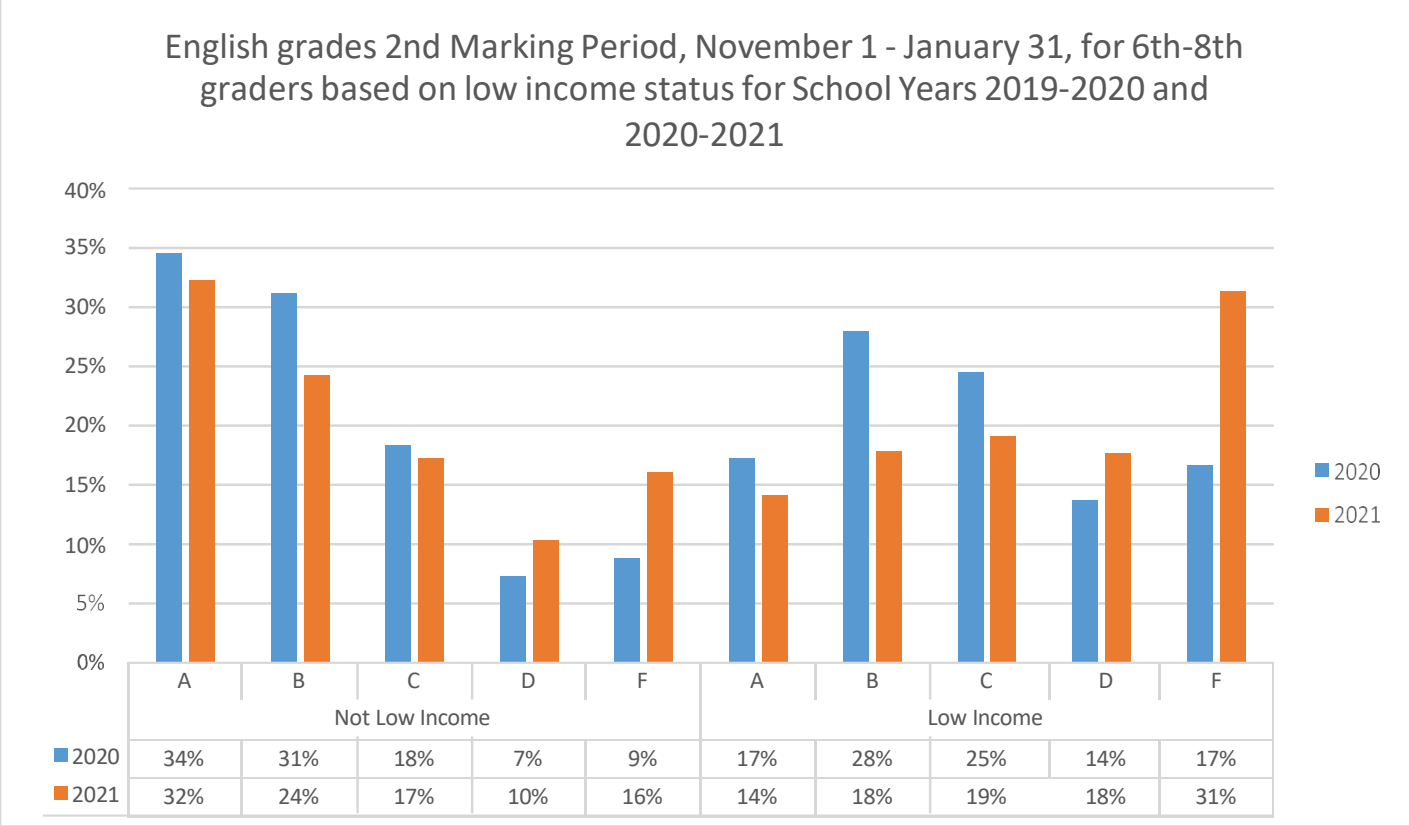
	Not Low Income					Low Income				
2020	33%	29%	18%	9%	11%	18%	23%	22%	14%	23%
2021	37%	22%	15%	10%	17%	16%	15%	17%	14%	38%

Math grade trends based on Low Income Status



	Not Low Income					Low Income				
	A	B	C	D	F	A	B	C	D	F
2020	34%	32%	20%	9%	6%	17%	28%	27%	15%	13%
2021	35%	25%	18%	10%	12%	15%	20%	22%	18%	25%

English grade trends based on Low Income Status



	Not Low Income					Low Income				
	A	B	C	D	F	A	B	C	D	F
2020	34%	31%	18%	7%	9%	17%	28%	25%	14%	17%
2021	32%	24%	17%	10%	16%	14%	18%	19%	18%	31%

Appendix N: State eGrants Application

Identifying Needs of Underserved Students

Describe your LEA's highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups.

To the extent possible, this description should include data on indicators such as estimates of the academic impact of lost instructional time, chronic absenteeism, student engagement, and social-emotional well-being.

Table

Student group	**Highest priority needs**
Students from low-income families	
Students from each racial or ethnic background used by the State for reporting purposes – please add a row for each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race/ethnicity)	
Students by gender – please add a row for each gender (e.g., identifying disparities and focusing on underserved student groups by gender)	

Student group	**Highest priority needs**
English learners	
Children with disabilities	
Students experiencing homelessness	
Children and youth in foster care	

Student group	Highest priority needs
Migratory students	
Other groups of students identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, LGBTQ+ students)	

General Uses of ESSER III Funds

Capital School District (951300) Public District - FY 2022 - ESSER III (ARP) - Rev 0 - ESSER III (ARP)

Notice: LEAs must complete all budget entries and details for approval before the remaining one-third of funds allocation will be released.

Purpose 1: This section is to document the LEA's required Safe Return to In-Person Instruction and Continuity of Services Plan due by June 23,2021.

1. Please describe the extent to which the LEA has adopted policies on each of the following health and safety strategies:

* A. Universal and correct wearing of masks

* B. Physical Distancing (e.g. use of cohorts/podding)

* C. Handwashing and respiratory etiquette

* D. Cleaning and maintaining healthy facilities, including improving ventilation

* E. Contact tracing in combination with isolation and quarantine in collaboration with the state, local, territorial, or Tribal health departments

* F. Diagnostic and screening testing

* G. Efforts to provide vaccinations to educators, other staff, and students, if eligible

* H. Appropriate accommodations for children with disabilities with respect to health and safety policies.

* 2. How will the LEA ensure continuity of services including but not limited to services to address the students'

academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services?

Purpose 2. This section is to document the LEA's required ARP ESSER Plan due by August 23, 2021, which at a minimum must describe:

1. The extent to which and how ARP ESSER Funds will be used by the LEA to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent guidance

2. How the LEA will use the mandatory 20% set-aside to address the academic impact of lost instruction time through the implementation of evidence based interventions

3. How the LEA will use the remaining ARP ESSER funds consistent with the statutory requirements

4. How the LEA will ensure that the ARP ESSER funded interventions, including but not limited to the 20% set-aside, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic including students from low-income families, students of color, English Learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students

Upload data sheet that illustrates the LEA's most pressing needs by subgroup

Documents			
Type	**Document**	**Template/Example**	**Document/Link**
Q4A Data Sheet [Upload up to 1 document(s)]	Q4A Data Sheet		

5. Describe the promising practices the LEA has implemented to accelerate learning.