



Learning Loss

Tennessee Learning Loss Remediation and Student Acceleration Act FAQs

General Questions

1. Will this document be updated?

Yes. The department will compile and update the FAQ each Friday, as needed.

2. What is the purpose of the Learning Loss Remediation and Student Acceleration Act?

Districts have reported significant disruptions to learning experiences for children due to COVID-19 during the 2019-2020 and 2020-2021 school years. Students have been quarantined; teachers have been quarantined and students have cycled through hybrid schedules and school closures. These challenges have resulted in a lack of continuity of instruction that are predicted to impact some students significantly. As a result, additional summer learning opportunities are essential to accelerate students' educational growth and ensure that all children have the opportunity to reach their goals and dreams.

3. What are the three summer programs?

Summer Learning Camps (Summer 2021 and Summer 2022 ONLY)

- 6 hours of daily programming
- Daily programming must include 4 hours of reading and math instruction (with at least one hour of this block dedicated to math and at least one hour for reading), one hour of intervention, and one hour of physical activity or "play."
- Students entering grades 1 through 5
- 5 days per week for 6 weeks

Learning Loss Bridge Camps (Summer 2021 and Summer 2022)

- 6 hours of daily programming
- Daily programming must include 4 hours of reading and math instruction (with at least one hour of this block dedicated to math and at least one hour for reading), one hour of intervention, and one hour of physical activity or "play."
- Students who are entering grades 6-8
- 5 days per week for 4 weeks

After School Summer Learning Mini Camps (Summer 2021 and Summer 2022)

- These are also known as "STREAM" Mini Camps. (STREAM is "Science Technology, Reading, Engineering, Arts, and Math)
- One hour of programming focused on a STREAM educational approach



- Students entering grades 1 through 5
- 4 days per week for six weeks provided by a licensed teacher or TN ALL Corps member

Learning Loss Bridge Camps (Summer 2023 and Each Year Thereafter)

- 6 hours of daily programming
- Daily programming must include 4 hours of reading and math instruction (with at least one hour of this block dedicated to math and at least one hour for reading), one hour of intervention, and one hour of physical activity or “play.”
- Students who are entering grade 4-8
- 5 days per week for 4 weeks

4. What are STREAM Mini-Camps (aka “after-school learning mini camp”), are they required, and when should we offer these camps?

STREAM Mini-Camps are designed to provide an additional hour of programming for students who attend the Summer Learning Camps. STREAM Mini-Camps are required district programming components to take place during the school day or after the Summer Learning Camps end each day during the summers of 2021 and 2022. All students attending Summer Learning Camps must have access to this additional hour of programming either after their summer learning camp or alternatively, during the day as long as the additional hour for STREAM programming does not overlap with the Summer Learning Camp programming. STREAM programming and content is determined at the local level.

If a district would like to propose an alternative, specific set of weeks in which these supports would be provided, which may include weeks outside of summer, they should submit this proposal to the Commissioner via the Learning Loss waiver process.

5. What is the TN ALL Corps (aka “Tennessee Accelerating Literacy and Learning Corps)?

This corps has been created for the purpose of developing and supporting a statewide network of high-quality tutors to assist districts, public charter schools, community partners, and parents to address learning loss and accelerating student learning. TDOE is required to administer the TN ALL Corps by developing a statewide initiative to recruit tutors, provide training and certification for members, and develop content to use with students. TDOE may provide TN ALL Corps grants to districts and public charter schools to increase the number of tutors in the community.

6. What types of waivers will be offered under the Commissioner’s waiver authority granted in statute?

The legislation requires the department to establish a process for districts or participating public charter schools to apply to the commissioner for a waiver related to the hours, weeks, and days of in-person instruction, intervention, supplemental supports, and physical activity mandated for after-school learning mini-camps, learning loss bridge camps, and summer learning camps. Additional guidance around the waiver process will be released in the coming weeks.



Programming

1. Can districts provide remote learning options for students who are homebound or medically fragile?

This Act requires summer programming to be provided in-person. However, the district may provide remote learning opportunities during summer programming for students who are homebound or medically fragile and cannot attend in-person. Districts should ensure, to the extent possible, the programming is comparable to what students receive in-person. Districts may not, however, utilize the funds provided for summer programming in this Act to provide a broader remote learning option for all students outside these specific circumstances.

2. Can districts provide remote learning for students who need to quarantine during the summer school period?

The law requires districts to provide all summer programming in-person. Should a student need to quarantine during summer camps due to exposure to COVID-19, the district is able to provide assignments or other remote work options to preserve continuity of learning for the student while in quarantine.

3. Must districts ensure continuity in the provision of RTI² during summer programs?

Interventions provided during summer programming should be determined on a student-by-student basis and focus on the individual needs of each student. Districts can choose to provide remediation-based intervention or skill-based intervention based on the student's need. This decision should be based on student data and should include an analysis of a student's current support through the RTI² framework.

A special education referral for a student suspected of a specific learning disability may be initiated at any time and RTI² may not be used to delay or deny an evaluation for special education. If, during summer programming, staff suspect that a student may be showing signs of a disability, then the referral process for that disability must be followed.

4. Who must attend the state preparatory training for summer school?

Certified teachers are not required to participate in training in order to teach summer school. The department does encourage early grades literacy teachers to enroll in the online section of the Reading 360 Early Literacy Training series in preparation for supporting young learners with their reading development. The Week One online section will be available in April.

The department will be developing a series of short, asynchronous training modules that will be required for all non-certified staff, including EPP candidates and individuals who possess a college degree (but are not certified educators).

5. Can a district partner with other districts, public charters, or community agencies to provide services?

Districts and public charter schools may collaborate with public or non-profit community partners to implement programs with approval by the

3



department. Districts and public charter schools may also partner with each other to provide camps across districts and regions. For example, District A could come to an agreement with District B that would have District A sending their money to District B, who would in turn conduct camps for all students in Districts A and B.

6. Can a district use their adopted high-quality instructional materials, or must they use the state provided content?

A district can choose to use materials from the state adoption list for summer programming, or the district can choose to use state-provided content for summer programming.

7. Which tests must a district administer as part of the summer programming?

Students will complete a state-adopted pre- and post- “benchmark” assessment for all learning acceleration programs offered during the summer. The results of all benchmarks must be submitted to the Department by September 1 each year. The results of the pre- and post-tests submitted will not be used for school or district accountability determinations.

Staffing

1. If a teacher works only a part of the day during the summer learning camps, is that teacher still entitled to the full \$1,000 stipend?

No. A teacher would be entitled to the full weekly stipend only if they work the full hours for the entire week. If teachers split the responsibility of one full teacher, then the district could choose to split the stipend. For example, if one teacher works from 8am to 11am, and another teacher works from 11am to 2pm daily, then each teacher could receive half of the allocated weekly stipend.

2. Are districts allowed to have classrooms where one teacher is working with students from multiple grade levels?

Yes. Districts may combine grade levels into a single classroom if necessary, but they should still ensure all students receive appropriate, grade-level instruction.

3. Can districts provide teachers with planning time and duty-free lunch during summer camps?

State law related to planning and duty-free lunch applies to the regular school year. However, districts may choose to structure camps to allow for planning time and duty-free lunch for certified teachers by utilizing other staff to support lunch, physical education time, and intervention.

4. If a teacher tests positive for COVID-19 and has to miss two weeks of summer camps, are districts required to pay them?

Congress did not extend the FFCRA and the tax credits for voluntary use that expire on March 31, 2021 (see U.S. Department of Labor link below). Districts should work with their local board attorneys to follow local employment policies and FMLA as applicable.

<https://www.dol.gov/newsroom/releases/whd/whd20201231-1>



5. Is there a required pay rate established for the After-School Mini Camps?

No, the pay rate for staff for the After-School STREAM Mini Camps can be determined by districts.

6. Can we utilize paraprofessionals to support small group intervention, even if they do not have a college degree?

Yes, the requirement for instruction to be provided by a certified teacher, EPP candidate, or individual with a college degree only applies to the four hours of direct ELA and math instruction.

7. The legislation allows for a person with a college degree who has completed the TDOE prep course to teach summer school if a certified instructor is not available. Does that individual need a 2-year or 4-year degree?

These individuals will be required to have a 4-year college degree.

8. What is the compensation rate for teachers?

All teachers for the learning loss remediation programs will receive stipends, with classroom teachers receiving a stipend of no less than \$1,000 per week and no more than 25% above the weekly compensation rate of the highest salary step for teachers in the district's salary schedule. Teacher funding is a pre-tax allocation. All other staff will be compensated at rates determined by the district or public charter school.

9. Does the same teacher have to teach the entire six weeks for summer programming?

No. A summer classroom can be split by multiple teachers as long as the district ensures continuity of instruction for the students in the classroom.

10. Does a certified teacher have to teach students all day for the Summer Learning Camps and the summer bridge camps?

No. If a teacher licensed and endorsed to teach the subjects and grades served is not available to provide the instruction, intervention, and supplemental supports for the 4-hour ELA and math block, then the instruction, intervention, and other programming may be provided by a candidate enrolled in an educator preparation program, a person with a college degree, or a TN ALL Corps member who has successfully completed a required preparation course.

11. If a teacher's license expires this summer, will they have to participate in training to teach summer programs?

A teacher's license will not expire until August 31st, at which point summer programming would likely be over. In addition, teachers who have their license expiring this year may choose to renew now to avoid this concern.

12. What steps do districts need to take to ensure appropriate liability protections for non-employees who may be teaching in summer programs?

TCA §49-5-413 requires criminal history record checks for district employees and contractors. It also requires board policies on background check procedures for contractors and volunteers. Districts should consult with their local board attorneys and consider the procedures already in place for contractors or volunteers working in their districts.



Districts may need to consider updating policies in consultation with board attorneys to ensure appropriate precautions are in place for safely staffing summer school programming.

13. Do districts have to have a 1:20 staff to student ratio for summer programming?

There is nothing in the legislation that requires a 1:20 classroom ratio; that is how the bill is funded (which is commensurate with the current elementary ratios and lower than the middle school ratios in the BEP). Districts may choose to allocate resources creatively, such as larger groups for certain parts of the day to allow for smaller groups during critical instructional times. Ideas and resources are currently being developed and will be discussed during the superintendent engagement groups and with our teacher advisory teams.

Student Participation

1. How do districts operating virtual schools comply with the requirement in this Act to provide all priority students the opportunity to enroll in summer programming?

While this Act requires summer programming (after-school mini-camps, learning loss bridge camps, and summer leaning camps) to be provided in-person, districts operating virtual schools that have been approved and are operating pursuant to Title 49, Chapter 16 of the Tennessee Code have multiple options on how they may provide summer programming to students who are currently enrolled in the district's virtual school. Districts should provide the option for students currently enrolled in the district's virtual school to attend summer programming in-person.

Some virtual schools have students enrolled who reside outside the geographic boundaries of the district. Depending on where a student resides, it would not always be possible for a student enrolled in a virtual school to enroll in the district's summer programming. Therefore, districts may also provide the summer programming virtually to students currently enrolled in the LEA's virtual school who wish to attend virtually. Additionally, districts operating virtual schools may consider working with the districts where students reside to provide virtual students an opportunity to enroll in in-person locally for summer programming if they choose.

2. Will reporting attendance be required?

Yes. Due to the use of TANF federal funds, attendance information is required to document that the target participation rate for economically disadvantaged students was met.

3. May a district exceed the economically disadvantaged target participation rate?

Yes. A district may exceed the ED participation rate. However, exceeding this target rate does not generate additional funds, as allocations must be set in advance of the programming.

4. If a district does not meet its target economically disadvantaged participation rate, will funds be decreased?

If a district does not meet its ED target participation rate for a program, the amount of TANF funds will be reduced proportional to the amount by which the target was missed. For example, if the award is \$10,000 and the target ED participation rate is 30%,

6



the amount of TANF funds allocated to this district is \$3,000. If the district only has 25% ED participation, then the district will have met 83% of their target ($25/30 = 83\%$). The district would then be eligible for 83% of the \$3,000 in TANF funds, or \$2,490.

5. What data should we use to identify Priority students for summer programming?

Districts will receive raw scores from the 2021 ELA TCAP and scale scores for the 2021 math TCAP two weeks after each testing window’s ship-back deadline, as noted in the table below.

<i>Testing Window Selection</i>	<i>Scorable Ship-back Deadline</i>	<i>Raw Score Delivery Date</i>
<i>Option A: April 12 – May 5</i>	<i>May 5</i>	May 20
<i>Option B: April 21 – May 14</i>	<i>May 14</i>	May 28
<i>Option C: May 3 – May 26</i>	<i>May 26</i>	June 10
<i>Option D: May 17 – June 10</i>	<i>June 10</i>	June 24

The department will consider district requests to have their local benchmarks approved by the state for use in identifying priority students in the absence of TCAP data.

6. Are students required to participate in summer learning opportunities?

No. While the law requires all districts to offer a learning loss remediation and student acceleration program, student participation is optional, unless the district adopts a policy that requires student participation.

7. Which students are eligible to participate in summer programming at no cost to the district?

Districts are allocated funding to support summer programs and all students are eligible to participate. In the case that there are more students interested in participating than seats available, students who meet the following criteria must be prioritized:

- has scored below proficient in math or ELA on the student’s most recent TCAP,
- in K-2nd grades, students who attend schools with fewer than 50% of 3rd – 5th grade students proficient in math or ELA on the most recent TCAP.
- has scored below proficient in math or ELA on a state-adopted benchmark assessment or screener, Tennessee universal math or reading screener, and/or
- is eligible for TANF funding (is there a link to define this).

Note: A student entering grades 1-3 and attends a school with fewer than 50% of grades 3-5 students are proficient in math or ELA on the most recent TCAP is also eligible for summer learning camps and after school mini camps (aka “STREAM Camps”).

Note: Districts are able to use local funding to open more seats, at the district’s discretion.

Funding



1. NEW! Are districts required to provide transportation for summer programming?

While transportation is not legally required in the Act, districts are encouraged to provide transportation to the extent possible. Transportation is an allowable use of the funds provided for programming, and districts may also use ESSER funds for this purpose. Districts should also note that if a student requires special transportation in order to access the summer learning program, it should be provided (see question 6 on the special education FAQ document).

2. How many seats is a district required to provide based on its funding allocation?

Districts received information on February 24, 2021 that included the minimum number of seats they must offer for summer programs. These allocations are expected to serve, at a minimum, a teacher to student ratio of 1:13. While the budgeting assumptions factored in a 1:20 ratio, districts may opt for more targeted groupings of students. This does not create a specific class size requirement, but rather sets a floor for the total minimum number of students to be served.

To calculate the minimum number of students to be served, the allocation was divided by the weekly budget assumption (\$1,400/week per classroom for Summer Learning Camps and Learning Loss Bridge Camps; \$400/week per classroom for After-School Learning Mini-Camps) and then divided by the number of weeks of the programming (six weeks for the Summer Learning Camps and After-School Learning Mini-Camps; four weeks for the Learning Loss Bridge Camps). The result is multiplied by 13 to determine the total minimum number of students. Districts may serve students through any class structure that best meets local context and needs.

2. If a district applies for a waiver for fewer days or fewer weeks, will this impact the district's allocation?

No, a district's funding allocation will not be impacted by an approved waiver.

3. Since some of the funds for the After-School Learning Mini-Camps (STREAM) are from LEAPs grant reserves. Do I have to follow LEAPs grant requirements in implementing the STREAM programming?

No. The LEAPs funding awarded for the After-School Learning Mini-Camps may be used to fulfill the purposes of summer programming and is not under the same grant requirements as the traditional LEAPs grants that run through the school year.

4. How do districts that authorize charter schools determine the appropriate allocations for charters that opt to participate in summer programming?

Districts authorizing charters must provide charters an opportunity to provide summer camps for the respective grade bands served if they choose to do so. If a charter opts to provide programming, the charter is entitled to its proportional share of the funding for the respective grades served based on ADM. The department will use ADM data for Period 4 to determine allocations for charters and will share this information with both authorizers and charters.

5. What is the difference between TANF-eligible students and economically disadvantaged students?



For the purposes of these summer programs, a student identified as economically disadvantaged is considered low-income and eligible to be supported using TANF funds.

6. What qualifies a student as economically disadvantaged for the purposes of these programs?

A student qualifies as economically disadvantaged if they are identified for direct certification of economic disadvantage (“J” code in EIS), as participating in federal/state income/nutrition programs (e.g., SNAP, TANF), or as categorical eligibility through their status as Homeless (“H” code), Migrant (“I” code), Runaway (“U” code), or foster care (“FOS01” code).

This is the same description used for the economically disadvantaged subgroup for assessment, accountability, and the BEP funding formula.

7. Does the law provide dedicated funding for tutoring?

No. The law requires the TDOE to create structures, systems, and content to be made freely available to districts. The law does not require districts to implement a tutoring program, although districts are strongly encouraged to utilize part of its ESSER 2.0 funds for tutoring.

Districts would be required to implement a tutoring program beginning in the 2023-24 school year for those students who are at risk of retention and for whom the family and school select tutoring as the most appropriate intervention(s).

8. Will there be additional funding for summer school to cover things like additional staff and transportation?

There is not currently additional funding allocated for summer programming, though it is possible the legislature could consider adding additional funds in the general legislative session, consistent with the conversation during Special Session. This would be added in the supplemental budget and the Department is currently working with the state department of finance and administration to determine a specific amount. Districts also have ESSER funds available to them that can be used to support summer programming for the next three summers.

TDOE Contact Information:

For more information, please contact Lisa.Coons@tn.gov.