Summer Programming Guidance

Planning Toolkit
for Districts

SB7002/HB7004   Tennessee Learning Loss Remediation and Student Acceleration Act

Provides opportunities for students to catch up and accelerate learning as a result of COVID-19. Three programs: Summer Learning Camps, Summer Bridge Camps, and STREAM Mini Camps are requirements of this act.

General Overview

Districts have overcome unprecedented challenges to deliver quality learning experiences to their students. Despite these diligent efforts, districts 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 is 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. The Tennessee Learning Loss Remediation and Student Acceleration Act outlines summer programming to address these gaps: Summer Learning Camps, After School Mini Camps ("aka" STREAM Mini Camps) and Learning Loss Bridge Camps. The commissioner has provided Directors of Schools the opportunity to submit a waiver to adapt the days, weeks, and hours allowing districts to acclimate to the first year of this kind of summer programing. These waivers may alter the requirements for an individual district.

Summer Learning Loss Bridge Camps provide four weeks of additional reading and math instruction as well as intervention and activity for those priority students who may have incomplete learning. For 2021 and 2022 summers, students served by summer bridge camps are students entering grade six through eight and are identified as priority (see here for more guidance). For 2023 summer and beyond, bridge camps will serve priority students entering grades four through eight.

Summer Learning Camps provide six weeks of additional reading and math instruction as well as intervention and activity for those priority students who may have incomplete learning for the summers of 2021 and 2022 summers only. Students served by summer bridge camps are students entering grade one through five and are identified as priority (see here for more guidance).

STREAM Mini-Camps provide remediation and engagement through programming in which students participate in real-world experiences and problem-solving across several content areas. For more detailed information on STREAM, please refer to this section of the guidance. The intersection of these content areas promotes the introduction of new competencies and skills with unique applications to school, work, and life,

TN Department of **Education**

including active learning and divergent thinking. As students integrate knowledge and make connections across disciplines, STREAM programming prepares students for college and careers while strengthening foundational literacy skills and reading mastery.

Overarching Planning Process

The following planning process prioritizes student need within a district or a public charter school. The intent is to focus on analyzing student need for additional learning first, then ensuring that staffing, programming and appropriate supports are available. Since the focus of summer programming is to reduce the impact of COVID-19's disruptions on student learning, the state strongly recommends using "student first" planning.

Step One: Define Predictive Scope of Summer Programming for District

1. Using a student first approach, a district should analyze current student data sources to determine the 2021 priority numbers for each summer program. See FAQ for definition of priority students here.

   a. Summer Learning Loss Bridge Camps: review historic benchmark/TCAP and universal screener data available for rising 6th through 8th graders and determine students served by summer bridge camps
   b. Summer Learning Camps: review historic benchmark/TCAP and screener data available for rising 1st through 5th graders and determine students served by summer learning camps
   c. STREAM Mini Camps: review historic after-school participation numbers in past programming and survey potential summer families

Note: Final Calculations will use preliminary TCAP data and/or district benchmark data with approval via the waiver process.

2. From these calculations, determine the maximum prioritized student capacity that could be served. Students with the greatest learning gap (as measured by data sources above) should be given the greatest opportunity to attend the camps to equip them with the knowledge and skills necessary to be successful in 2021-2022. The district always has the option to increase programming above and beyond this maximum and prioritized students generally and use current data to design a more robust program.

3. If district fiscal analyses of all possible funding determine that additional programming could be provided, a district should incorporate additional student enrollment numbers into the

predictive maximum priority student capacity served planning process. A district should consider using ESSER 2.0 dollars (and potentially 3.0 dollars) to meet the maximum priority student capacity and/or use ESSER 2.0 dollars to target additional students who need and want summer programming.

4. Next, the district should use the predictive maximum capacity to determine priority students' concentration by location and then create an appropriate site map for services and a logistics plan that best serves predicted student populations and given district context. Districts received information regarding the minimum number of students to be served in alignment with the three grant program allocations. As districts determine capacity, this expectation should be factored into strategies.

Step Two: Budget
1. Based on your predictive maximum student capacity, determine your site structure, classroom structure, and staffing needs.
   - Determine the number sites you will offer.
   - Determine the number of ideal classrooms, teachers, and support staff.
   - Determine potential additional programming costs.
2. Review your calculations sheet from the department to determine funding allocations for summer programming (summer learning camp, STREAM Mini Camp, Bridge Camp).
3. Based on this baseline funding, determine the estimated sites, classrooms, and students that are allocated in your funding allocation. (Detailed Funding Guidance is included in Appendix A).
4. Compared to your predictive staffing and ideal model in step one, determine what additional funds may be necessary to support students.
5. Review your ESSER 2.0 funds, additional federal funds, or additional local funding to consider what may be braided into your state allocations for summer programming.

Step Three: Design Summer Programming Structures
1. When developing your plan for sites, consider leveraging the Seamless Summer Option (SSO) to provide nutrition supports during the camps, coordinate with School Nutrition Director to select sites that align best between target student populations and eligibility for the SSO program.
2. Develop a site design and master schedule based on predictive maximum priority student numbers. Consider using an educator advisory group to support planning and increase teacher ownership in summer programming.
3. Create class sizes and structures for:
   a. Summer Learning Camps
   b. Learning Loss Bridge Camps
   c. STREAM Mini Camps
      (See sample schedules for more support.)
4. Evaluate predictive priority student numbers and schedules to determine staffing needs.
5. Determine appropriate staffing model for district and student needs and determine the supplemental staffing such as nursing, special education services, and supervision that may be necessary.
6. Identify predicted maximum staffing and create a staffing plan for each summer program.
7. Create staffing interest surveys to determine interest. Consider using the educator advisory group to increase interest and ownership of the most qualified staff.
8. If staffing interest is not adequate, determine potential partnerships with educator preparation providers, long term substitute teachers, or other school staff/community members with bachelor's degrees.
9. Determine which summer staff members will need to complete the department provided summer training.

Department of
Education

Step Three: Plan Communications
1. Begin student recruitment campaign geared toward prioritized students for summer learning opportunities.
2. Consider using school-based recruitment strategies such as personal contact by a teacher, counselor, or principal, and/or data conversations between home and school. Discuss the intended outcome of supporting the student to accelerate learning and reduce learning gaps that may have occurred over the past two years.
3. Develop materials and sign-up processes to gauge student commitment no later than April 1.
4. Develop registration print and digital registration materials and design parent commitment letter.
5. Determine methodology to continue to gain student interest and family commitment, if needed.

Step Four: Finalize Programming Design, Enrollment, and Staffing
1. Determine whether summer programming will use adopted curriculum or TDOE free and open-source ELA and math summer school curriculum.
2. Finalize student numbers based on preliminary TCAP data or approved benchmark data.
3. Contract the most qualified teachers and support staff.
4. Finalize professional and support staff training for all staff/partners involved in summer school programming. See staffing guidance here for additional support.
5. Ensure that students are registered and that students and families understand details and expectations for attendance, behavior, and commitment to the work.

Step Six: Implement and Monitor Programming
1. Administer required pre-assessment, collect student results, and submit data.
2. Monitor attendance and submit attendance.
3. Monitor programming and make adjustments as needed.
4. Administer post-assessments, collect student results, and submit data.
5. Analyze effectiveness and collaborate with summer school staff to capture strengths and challenges as evidenced by data to later impact summer 2022 planning.

Instructional Time

Each of the three summer programming options (Learning Loss Bridge Camps, Summer Learning Camps and STREAM Mini-Camps) require a certain number of hours, days and weeks for programming. Upon release, the commissioner's waiver may provide districts flexibility with the following requirements.

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 through 8
- 5 days per week for 4 weeks

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

STREAM Mini Camps (Summer 2021 and Summer 2022)

- STREAM is "Science, Technology, Reading, Engineering, Arts, and Math.
- One hour of daily programming focused on a STREAM educational approach
- Students entering grades 1 through 5
- 4 days per week for 6 weeks, provided by a licensed teacher or TN ALL Corps member

Sample Schedule Ideas and Considerations

The department has generated five sample Summer Learning Camp schedules to help districts conceptualize different models of schedule and staffing as the district develops their program that best fits the individualized context. The intent in this section is to share a base model schedule, staffing structures, and general budget to help districts customize their own summer programming.

This section is not intended for districts to pull and replicate without consideration of their own contextual needs. These sample schedules were developed in partnership with TN districts, and all schedules provide 30 minutes for lunch and STREAM camp five days a week. Districts should make adjustments around lunch and STREAM to meet the needs of their context. While all schedules provided are designed for the summer learning loss camps, they can be easily modified to support the bridge learning loss camps (except schedule three). District flexibility is key to the success of the Summer Learning camps, and these samples are intended to be a springboard for customizing the summer programming approach at the district level. The table below provides an overview of the sample schedules provided.

Overview of Sample Schedules

Sample Schedule	Characteristics	Budget Implications
Schedule One	Traditional all-day model with 30-minute flexible drop off	$1000 minimum for classroom and related art teachers Hourly rate for assistants Support staff (rate and need determined by district)
Schedule Two	Half day rotation for teachers Mini STREAM Camp with community partner Play/Activities supported by EPP programs	$1000 stipend shared between two classroom teachers Hourly rate for assistants Community partner and EPP

		negotiated rates Support staff (rate and need determined by district)
Schedule Three	Uses STREAM Mini Camp throughout the day RTI uses an "all hands-on deck" model Uses adults with bachelor's degrees for "play" Teachers have two hours of flexible time during the day	$1000 stipend for classroom teachers and related arts teachers Support staff (rate and need determined by district) Hourly rate for assistants
Schedule Four	Minimum certified staffing model Multiple options for "alternative staff" Options for sharing across grade levels Embeds lunch and snack to give a minimum 6-hour day.	$1000 stipend for classroom teachers Hourly rate for alternative staff and assistants
Schedule Five	Departmentalized option Related Arts teachers for STREAM Mini Camp	$1000 minimum for classroom and related art teachers Hourly rate for assistants Support staff (rate and need determined by district)

SAMPLE ONE: Summer Learning Camp

Sample Schedule One

This schedule provides one teacher per grade level to serve an average class of 20 students in a self-contained model. This schedule provides one representative class per grade level and can be multiplied and expanded depending on the size of the camp. The schedule uses a related arts team within summer programming to create unique exploratory play options for students during their "activity/play" time. The schedule also dedicates a 30-minute writing lab for rising fourth and fifth graders. This time is designed to be flexible and allow for small group re-teaching while other students are engaged in writing practice. This schedule provides an 8:00 am-8:30 drop off, breakfast time, and math practice time that could be staffed by alternative personnel and allow for teacher preparation as needed. Finally, this schedule design provides a STREAM Mini-Camp option that is a flexible after school option for all students attending the day-long Summer Learning Camp.

Grade	800-830	830- 900	9 - 930	930-1000	1000-1030	1030-1100	1100-1130	1130-1200	1200-1230	1230-100	100-130	130-200	200-230	230-300	300-330
1	BR/Math	ELA		RTI		PLAY	LUNCH	PLAY	ELA		MATH			STREAM	
2	BR/Math	ELA			RTI		LUNCH	PLAY	PLAY	MATH				STREAM	
3	BR/Math	ELA				PLAY	LUNCH	RTI		MATH			PLAY	STREAM	
4	BR/Math	ELA			MATH			LUNCH	PLAY	PLAY	WRITING LAB	RTI		STREAM	
5	BR/Math	ELA			MATH			PLAY	LUNCH	RTI		WRITING LAB	PLAY	STREAM	

Staffing

Classroom teachers are hired to teach a full day and teach one cohort of grade band students at this summer school site. Classroom teachers work hours are from 8:00 am-2:00 pm. All full-time classroom teachers would receive a minimum weekly stipend of $1000. Districts can choose to add planning and duty-free lunches as appropriate. Two related arts teachers are hired (at full time classroom rate) to govern exploratory play and allow rotational activities for students (could be pe teacher, art teacher, music teacher, etc.). Additional play opportunities allow flexibility in student groupings for RTI for the Grade 2-5 cohort groups. Assistants will also be trained and used to support small group instruction during RTI and to support whole group ELA and mathematics instruction. Assistants are paid at the hourly rate. Support staff should be assigned dependent on the context of the district.

TN Department of Education

SAMPLE TWO: Summer Learning Camp

Sample Schedule Two
This schedule provides a departmentalized approach and allows for student to rotate between grade bands. This option allows districts to offer flexible staffing options with teachers. Teachers could rotate or work half day schedules. For example, upper grade levels allow for a content area teacher to teach in the morning and a different teacher to support Play, RTI and STREAM in the afternoon. This scheduling option also allows for STREAM to be managed by a fine arts group of teachers or EPP partners, or a community partnership. The district who designed this schedule intends to use a partnership with educator preparation programs to deliver play activities between 10 am and 2:30pm. This group of aspiring teachers will focus on engaging activities and help them develop their lesson planning skills with either STREAM and/or play. Oversight of the program will be in partnership with the district's EPP partner. Teachers will receive planning time during the PLAY hour. As with sample schedule one, this schedule design provides a STREAM Mini-Camp option that is a flexible after school option for all students attending the day-long Summer Learning Camp. This schedule provides one representative class per grade level and can be multiplied and expanded depending on the size of the camp.

Grade	800-830	830-900	9-930	930-1000	1000-1030	1030-1100	1100-1130	1130-1200	1200-1230	1230-100	100-130	130-200	200-230	230-300	300-330
1	ELA	ELA	ELA	ELA	RTI	RTI	PLAY	PLAY	LUNCH	MATH	MATH	MATH	MATH	STREAM	STREAM
2	MATH	MATH	MATH	MATH	PLAY	RTI	RTI	LUNCH	PLAY	ELA	ELA	ELA	ELA	STREAM	STREAM
3	ELA	ELA	ELA	ELA	PLAY	LUNCH	RTI	RTI	PLAY	MATH	MATH	MATH	MATH	STREAM	STREAM
4	ELA	ELA	ELA	ELA	MATH	MATH	MATH	MATH	LUNCH	PLAY	PLAY	RTI	RTI	STREAM	STREAM
5	MATH	MATH	MATH	MATH	ELA	ELA	ELA	ELA	LUNCH	RTI	RTI	PLAY	PLAY	STREAM	STREAM

Staffing
Classroom teachers are hired to teach a half day with overlap for lunch and some skills lab coverage. Teachers split a full week stipend because they are working 50% of the week. The district using this schedule is staffing STREAM camp with a community partner and PLAY activities are provided in partnership with the local university and the EPP candidates in the program. Both programs have a coordinated rate of pay that meets within the budget of Teaching assistants are hired as needed on a half day schedule and paid an hourly rate. The PLAY coverage allows teachers to have preparation time daily. Support staff should be assigned dependent on the context of the district.

 Department of **Education**

710 James Robertson Parkway • Nashville, TN 37243
Main Phone Line: (615) 741-5158• tn.gov/education
Date Created: 3/10/21

SAMPLE THREE: Summer Learning Camp

Sample Schedule Three
This sample schedule provides a unique option and blends the STREAM minicamp within the learning loss camp. This blending of camps may not be appropriate for some districts as all students may not be willing to commit to both camps. This sample schedule moves the RTI block to the end of the day because this district is using all staff to take part in RTI programming to ensure that small groups are available to support skill-based intervention that are not necessarily grade band specific. This schedule requires provides flexible time during the day for teachers, but it may not fit the context of every district. This schedule also provides one representative class per grade level and can be multiplied and expanded depending on the size of the camp.

Grade	800-830	830-900	9-930	930-1000	1000-1030	1030-1100	1100-1130	1130-1200	1200-1230	1230-100	100-130	130-200	200-230	230-300	300-330
1	ELA				MATH			STREAM		LUNCH	MATH Skills	PLAY		RTI	
2	MATH			PLAY	MATH Skills	STREAM		LUNCH	PLAY	ELA				RTI	
3	ELA				MATH				LUNCH	STREAM		PLAY		RTI	
4	ELA				MATH				LUNCH	PLAY		STREAM		RTI	
5	MATH				ELA				LUNCH	STREAM		PLAY		RTI	

Staffing
Classroom teachers are hired to teach from 8:00-3:30pm, but teachers have two hours during the day that are designed for preparation/flex time. This full day equals the minimum $1000 weekly stipend. The district who shared this schedule plans to hire two fine arts to design and manage the STREAM camp throughout the day. These teachers are also being paid a full weekly rate. This model would require all students to attend until 3:30 pm. Play is staffed by adults with bachelor's degrees and who are paid hourly. Assistants will also be hired to provide in-class support at an hourly rate. All staff work the RTI hour at the end of the day to create small group interventions specific to student skill needs and allows students to be re-grouped by skill in lieu of grade assignments.

TN Department of Education

SAMPLE FOUR: Summer Learning Camp

Sample Schedule Four
This schedule is built on a minimum staffing approach and eliminates the drop off/breakfast approach. Alternative staff will monitor math skills warm up, play and STREAM. Teachers can be shared across grade levels for ELA and Math as needed. This schedule embeds breakfast into a math skills warm up practice and allows districts to serve a "snack" for breakfast.   This schedule allows for alternative staff to supervise a "group play" option for students and allows for certified teachers to have a preparation time during play. Lunch is embedded in the activities during the middle of the day to use a minimum 6 hour of programming with one hour of STREAM camp. This option also provides small group remediation time focused in ELA in the grades four and five camp schedule to support flexible staffing as well. Further, this model allows for alternative staff or community partnerships to manage the STREAM Mini-Camp in a flexible after school option for all students attending the day-long Summer Learning Camp. This schedule provides one representative class per grade level and can be multiplied and can be expanded depending on the size of the camp.

Grade	8:00-8:30	830-900	9-930	930-1000	1000-1030	1030-1100	1100-1130	1130-1200	1200-1230	1230-100	100-130	130-200	200-230	230-300
1	Math Skills Warm up	ELA		ELA: Foundational Skills		PLAY/Lunch		RTI			MATH		STREAM	
2	Math Skills Warm up	ELA		ELA: Foundational Skills		RTI/Lunch		PLAY			MATH		STREAM	
3	Math Skills Warm up	ELA: Foundational Skills		ELA		PLAY/Lunch		RTI			Math		STREAM	
4	Math Skills Warm up	ELA			MATH			ELA Small Group-Remediation	PLAY/Lunch		RTI		STREAM	
5	Math Skills Warm up	ELA			MATH			PLAY LUNCH			RTI		ELA Small Group-Remediation	STREAM

Staffing

Classroom teachers are hired to teach a full day and teach from 8am-2:00pm and paid a minimum of $1000 stipend per week. Students are grouped into a classroom cohort, and assistants could be hired on a rotating basis to support small group work within the cohorts. Districts could use related arts teachers to govern exploratory play and allow rotational activities for students and allow this hour for teachers to have daily preparation time. In addition, the district could use assistants, education preparation provider partnerships, and community partnerships to deliver the STREAM hour at the end of each day. In this case, the department strongly recommends using the department-created STREAM content for continuity of high-quality learning experiences. For the district that shared this schedule, assistants will be monitoring lunch and would continue to be paid their hourly rate for summer support and the required training coursework.

SAMPLE FIVE: Summer Learning Camp

Sample Schedule Five

This schedule creates a departmentalized model in all grades two through five. (Grade one is self-contained). All students will begin the morning with a large block of either ELA or math instruction. The students have a large block of the other content area (ELA or math) in the afternoon. For one common hour each day, all Summer Camp students are served in an RTI block. All staff work with students during the RTI hour in small group interventions specific to student skill needs, allowing students to be re-grouped by skill in lieu of grade assignments. In this model, related arts teachers build thematic lessons to be taught in the designated "play" blocks on a rotating basis. Related arts teachers also collaborate to deliver the STREAM after-school programming.

Grade	800-830	830-900	9-930	930-1000	1000-1030	1030-1100	1100-1130	1130-1200	1200-1230	1230-100	100-130	130-200	200-230	230-300	300-330
1	ELA				RTI		LUNCH	PLAY	MATH				PLAY	STREAM	
2	MATH				RTI		PLAY	LUNCH	ELA				PLAY	STREAM	
3	ELA				RTI		LUNCH	PLAY	ELA				PLAY	STREAM	
4	MATH				RTI		PLAY	LUNCH	MATH				PLAY	STREAM	
5	ELA				RTI		LUNCH	PLAY	MATH				PLAY	STREAM	

Staffing

Classroom teachers are hired to teach a full day that ends at 2:30 pm. This departmentalized schedule allows most teachers to teach two rotating cohorts of grade-band students in either ELA or math at this summer school site. The workday for the related arts teachers (who will be teaching in every designated "play" block and in the STREAM mini-camp) is 8:45am-3:45pm. Both classroom teachers and related arts teachers will receive a minimum of $1000 weekly stipend. All staff will be able to support RTI. Assistants will be monitoring lunch and will also be trained and used to support small group instruction during the RTI block and through support during whole group ELA and mathematics.

Assistants will be hired at an hourly rate to support instruction in the ELA and math blocks, to monitor transitions and lunch, and to work with small groups of students in the RTI block.

Staffing

As district and school leaders build their strategy for staffing Summer Learning Loss Camps, Summer Bridge Camps, and STREAM Mini Camps, careful consideration should be given to educator recruitment, selection, and training. The statute requires instruction in summer programming to be provided by a licensed teacher. Instruction may be provided by an adult with a bachelor's degree or an education preparation candidate if a licensed teacher is not available. See the training section for more information.

Educator Selection

Selecting educators to teach in summer programming is one of the most important decisions districts will make in planning summer programming.

Preferably educators should:
- have a proven record of teacher effectiveness,
- have experience planning and delivering the district's high-quality instructional materials in ELA and mathematics instruction,
- know how to scaffold instruction and provide students with support needed to meet the high expectations of grade level instruction, and
- know how to analyze student work and use data to inform instructional practices and next steps.

Possible Methods for Educator Recruitment
- Districts may choose to assemble a steering committee of educators to engage teachers in decisions about goals, logistics, and instructional planning through the lens of the practitioner.
- Districts may also choose to communicate frequently with teachers sharing the goals, logistics, and instructional planning as they begin to recruit strong teachers to fill available summer programming openings.
- Districts may choose to create online surveys and/or interest forms to determine interest, challenges, and capacity to staff their summer programming.

Flexible Staffing

Districts may consider providing options for staffing. Teachers may commit to a full or partial Summer Learning Camp position. For example, teachers may prefer to commit to teach two weeks, enabling the district to employ another teacher to complete the duration of the camp assignment. Additionally, districts could consider allowing teachers to work half days (sample schedule two) or provide teachers with longer breaks during the day (sample schedule four).

Districts should try to provide certified teachers for classroom teachers; however, a district may choose to use aspiring teachers or others with bachelor's degrees. When using alternate staffing, the state recommends using state provided content as this content has additional supports for non-certified teachers.

Use of Additional Support Personnel

As a district designs Summer Learning Camp schedules, consider the use of support personnel to monitor breakfast, assist in RTI blocks (if previously trained in RTI programs), monitor lunch, and monitor student play opportunities. Alternate staff may also be education preparation students or other staff with bachelor's degree. They can assist teachers academically and complete operational tasks. In addition, consider developing groups of alternative course educators to support instruction. See more about alternative staffing training here.

Staff Training & Preparation

To ensure every instructor is equipped with the necessary knowledge and skills, a **Learning Loss and Remediation and Student Acceleration Program course** is required. All modules are self-paced and directly applicable to the summer programming work and desired outcome of mitigating learning loss.

Staff Preparation:

No additional professional development is required for certified teachers. All professional development provided for non-certified teachers is provided at no cost by the department.

1. **The department recommends that all ELA and math teachers selected to work in summer programming should have the opportunity to:**
   a. attend a meeting regarding expectations, logistics, and materials,
   b. collaborate with other summer learning teachers (grouped by grade level and/or content) to engage in unit- and lesson preparation,
   c. collaborate with site-level teachers to analyze student placement data to prepare supports and intervention, and
   d. analyze ELA and math lessons to ensure a check for understanding is present so student progress is monitored and students get just-in-time support.

2. **Early Grades Literacy Teachers:** It is *recommended* that K-3 literacy teachers enroll in the online section of the Reading 360 Early Literacy Training series in preparation to support younger learners and their reading development. The Week One online section will be available in April. Next week, detailed information about this optional training support will be provided by TDOE.

3. **Alternate Staff Training:** It is required for Educator Preparation Candidates or College-Degreed staff complete the asynchronous preparation course. This asynchronous online course will be comprised of two mandatory modules and third module (one of two options). Once a candidate completes three modules, they will receive a completion certification that will be available to the district.

Child Safety	Instruction	Materials	Strategy	Option A: STREAM	Option B: Intervention
Two hours on child safety and legal protocols for supervision of students	Two hours outlining high-quality instructional practices to ensure access points for learning	Two hours outlining high-quality instructional practices to ensure access points for learning	Two hours sharing strategies to engage learners in grade level assignments and to provide engagement scaffolds	Optional two-hour training on STREAM lesson models, lesson preparation, and strategies for engaging all learners	Optional two-hour training on RTI2 framework, skills-based interventions, progress monitoring, and tutoring practices

Programming and Materials

This section is designed with questions to help facilitate districts in assessing current materials and making decisions for programming.

Instructional Materials

ELA

1. Do I have additional ELA units that I could use as an extension of grade level learning from the school year?
2. Are my summer programming teachers acclimated to these materials and comfortable preparing supports and scaffolds with the materials?
3. Do I need to use the state provided materials that include additional scaffolds, entry points, and check for understanding to more closely monitor how students in summer programming are progressing?
4. Do the ELA materials contain remediation and intervention activities that teachers and/or assistants can use during RTI/intervention that meet student needs with specific learning gaps and/or skill-level deficits?
5. Are other research-based ELA interventions/programs needed to meet the needs of the students?

Math

1. Do I know what math materials could extend the school year or do I need to repeat math units from the school year given the intermittent closures that may have caused unfinished learning for students?
2. Do my current materials meet the threshold for high quality or do I need to use the state provided materials?
3. Do I need to use the state provided materials that include additional scaffolds, entry points, and check for understanding to more closely monitor how students in summer programming are progressing?
4. Do the math materials contain remediation or intervention activities that teachers and/or assistants can use to meet the needs of students with learning gaps and/or specific skill-level deficits?

TN Department of Education

710 James Robertson Parkway • Nashville, TN 37243
Main Phone Line: (615) 741-5158• tn.gov/education
Date Created: 3/10/21

Materials, Supplies, Technology, and Tools
(All content areas)

1. Identify and evaluate the materials, supplies, technology, and tools needed to facilitate daily instruction for ELA, math, intervention and STREAM.
2. What materials are necessary for programming and what materials may be optional? What printing or ordering of materials will need to take place? (The state summer programming will not require printing or ordering of materials).
3. Are there consumable materials such as workbooks or technology software licenses that need to be purchased?
4. If students are using digital resources throughout the day, how will these resources be managed or supported through summer programming? How will students save and publish products created with this tool?

Assessment

1. When released, how will districts administer pre- and post-benchmark assessments? (Students entering grades 1-3 will be assessed using paper/pencil and students entering grades 4-8 can be assessed through digital version or paper/pencil version).
2. Identify how to assess the concepts and skills presented in daily lessons. How will these checks for understanding be tracked through summer programming?
3. What tools and communication platforms can teachers use to share progress with families and equip families to support their student's learning at home?
4. How will summer school teachers communicate progress and "point of entry" data with the students' receiving teachers so the grade-level teacher(s) will be ready to support learners as the 2021-2022 school year begins?

Optional Guidance for Districts planning their own STEAM Mini Camps

Defining STREAM

The Tennessee Department of Education defines STREAM as an intentional, collaborative pedagogical approach that empowers learners to engage in real-world experiences through the authentic alignment of standards, processes, and practices in science, technology, engineering, the arts, and mathematics, through purposeful incorporation of reading and an emphasis on strengthening foundational literacy skills.
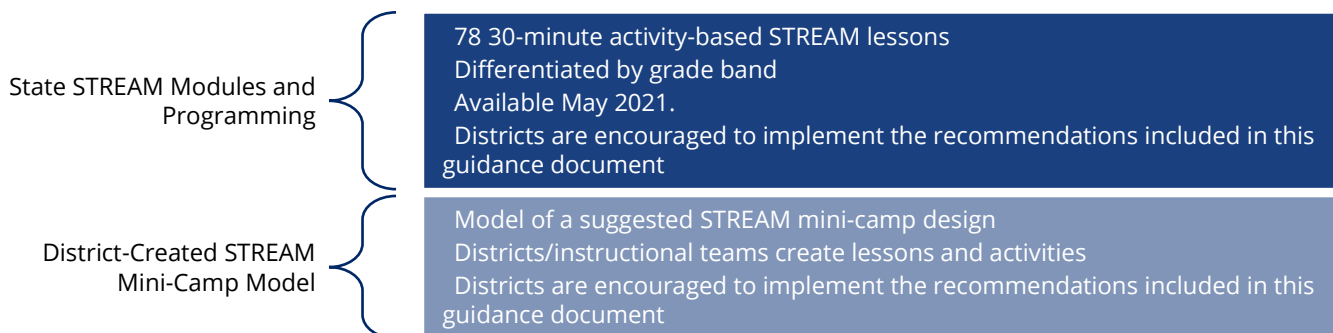
*adapted from the State Education Agency Directors of Arts Education (SEADAE) definition of STEAM (STEAM and the Role of the Arts in STEM, Page 9)

Student Outcomes

- Develop connection between academic content and practice by providing opportunities for students to experience an educational environment that looks, feels, and functions like the real-world
- Learn to solve real-world problems using cross-content skills and knowledge through enabling and strengthening creative and innovative thinking.
- Reduce the silos of single-subject learning to create a more holistic, engaging educational experience that empowers students, both immediately in the classroom and for lifelong problem-solving. Students make connections more easily between content areas that were previously taught in silos.
- Elevates student interest and engagement in the classroom.

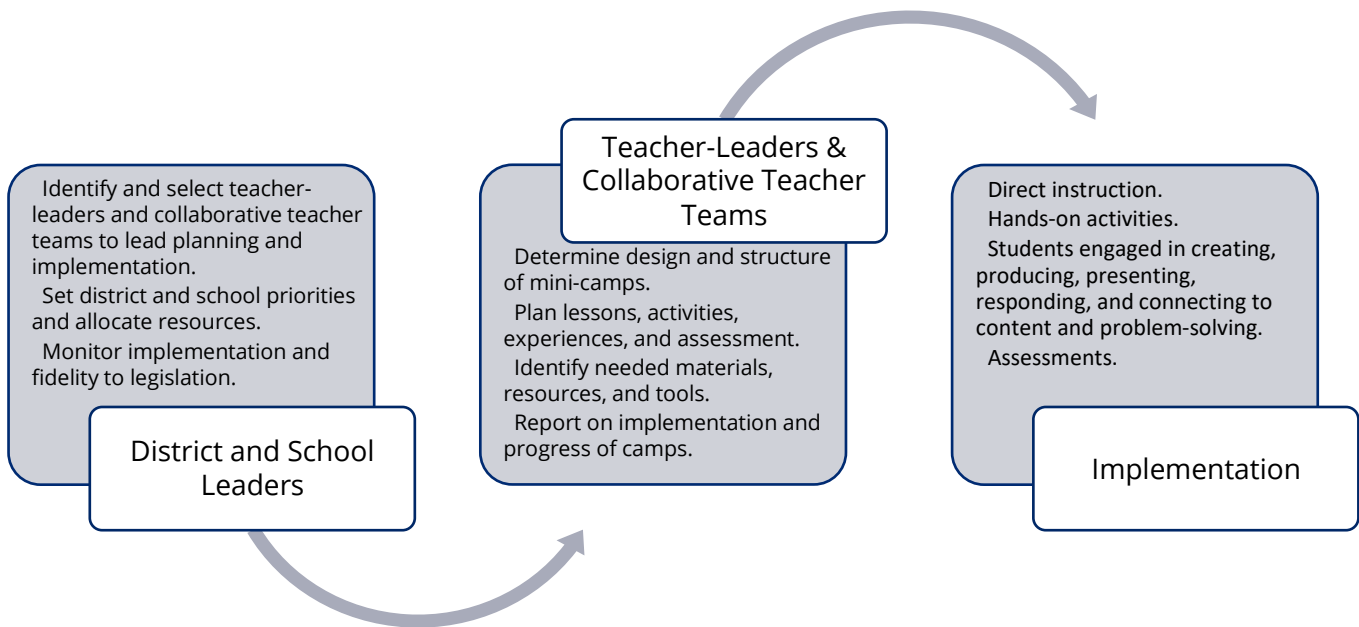## STREAM Mini-Camp Design Options

The department is offering ready-to-use modules as well as providing sample structures and guidance for districts to use to create their own STREAM mini camp content.

State STREAM Modules and Programming	78 30-minute activity-based STREAM lessons Differentiated by grade band Available May 2021. Districts are encouraged to implement the recommendations included in this guidance document
District-Created STREAM Mini-Camp Model	Model of a suggested STREAM mini-camp design Districts/instructional teams create lessons and activities Districts are encouraged to implement the recommendations included in this guidance document

Use of the vendor-created resources or department-created models are optional. Alternatively, districts may design STREAM mini-camps so long as the programming conforms to the requirements outlined in HB7004/SB7002. This document provides several models districts may use to brainstorm and develop programming.

STREAM Mini-Camp Planning (Optional)

Identify and select teacher-leaders and collaborative teacher teams to lead planning and implementation.
Set district and school priorities and allocate resources.
Monitor implementation and fidelity to legislation.

District and School Leaders

Teacher-Leaders & Collaborative Teacher Teams

Determine design and structure of mini-camps.
Plan lessons, activities, experiences, and assessment.
Identify needed materials, resources, and tools.
Report on implementation and progress of camps.

Direct instruction.
Hands-on activities.
Students engaged in creating, producing, presenting, responding, and connecting to content and problem-solving.
Assessments.

Implementation

Planning and Implementation

- A cohesive STREAM curriculum should be guided by a collaborative team of teachers, administrators, and other stakeholders well-versed in the multiple content areas involved.
- Teachers and administrators need opportunities to plan and develop a shared understanding of natural intersections between content areas.
- STREAM instruction is most effective when teachers in all content areas have a foundational understanding of standards across content areas, including literacy and foundational skills.
- To maintain fidelity, STREAM programming should be taught in collaboration, when possible.
- To be successful, teachers need strong support from administration to give them ample resources and time to plan and develop instruction and materials that may require more time than the traditional one-subject lesson, project, or unit.
-

Instructional Design and Assessment

Instructional Design	Assessment
● Instruction grounded in clear learning standards with interdisciplinary and transdisciplinary engagement (draws strength from the cross-content intersections, yet preserves their unique integrity) ● Flexible approach allows teachers to guide student exploration, inquiry, and creativity.	● Standards-based assessment of and for student learning should be intentionally embedded in instruction. Appropriate, well-designed assessments, in turn, guide pedagogical focus

TN Department of **Education**

• Academic standards in all content areas need not be equally represented or share equal weight in all projects but there is frequent opportunity for including appropriate standards across all content areas, including evaluation when assessing student outcomes.	• Holistic approach balances standardized methods with formative and summative authentic assessments. • Assessment closely mirrors real-world tasks and expectations to capture data that provides a comprehensive picture of academic growth and achievement. • Observation of student engagement provides further evidence of student learning. • Authentic assessments contain a variety of components, like questions, problem-solving strategies, interpersonal strategies, application of content and/or constructs. • Inquiry-based approach to instruction provides learners practical ways to demonstrate their learning.

Leveraging Collaboration and Partnerships

Districts are encouraged to leverage a variety of internal, external, and community partnerships to increase the capacity toward planning and implementation. Schools may consider collaboration and partnerships with other schools across the district. Similarly, districts may seek out partnerships or form consortiums with other districts. Many corporations and community organizations may have an interest in supporting this work, including providing innovative experiences and learning opportunities for students.

Sample STREAM Mini-Camp Weekly Scope

If you are choosing to create a STREAM camp that is district designed, the following STREAM mini-camp weekly scope examples could be used as sample ideas while designing and planning for implementation. While these examples are not fully developed lessons or objectives, they provide a model of what may be possible when designing a weekly scope and/or lessons.

Creating a Feature Film (5-Day Model)

Monday	Tuesday	Wednesday	Thursday	Friday
Introduction Discover science in the movies Interpret meaning in dialogue	Introduce film careers Explore the use of art and music in film Design and diagram a film set or model	Construct a film set or model Classify the types of lights, cameras, sound equipment, and other equipment used in filming	Create artwork for a movie poster Apply knowledge and rehearse movie scene	Create sample film and assess final product

Tessellations (4-Day Model)

Monday	Tuesday	Wednesday	Thursday
Introduction Identify and read about tessellations found in nature. Discover tessellating patterns commonly found in everyday structures.	Construct, by using drawing techniques, a tessellating pattern that reflects student's artistic choices.	Employ measurment skills to produce a grid and experiment with geometric shapes, lines, and patterns in the design of a tessellation. Use pattern blocks and other manipulatives tp construct a tessellation.	Demonstrate learning by using technology to create tessellations

Building Models with Earth Materials (4-Day Model)

Monday	Tuesday	Wednesday	Thursday
Introduction Discover the various types of Earth materials (like sand, pebbles, clay, etc.) Go outside and find examples of various Earth materials.	Explore the various uses of Earth materials and learn about natural and man-made structures.	Using art supplies (clay, etc.) construct a model of a structure typically made out of Earth materials. Compare, using art supplies and common household materials (coffee filters, tooth brush, sand paper, etc.), the texture to Earth materials. Use the supplies to make brush-marks with paint supplies and compare the texture, weight , and composition.	Go outside to collect and classify samples of a variety of Earth materials. Construct a model of a structure using Earth materials.

Additional Planning Resources

- Habits of Mind: https://www.cesvt.net/habits-of-mind/
- Tennessee STEM Innovation Network: https://www.tsin.org/
- Tennessee Centers of Applied Technology: https://www.tbr.edu/institutions/colleges-applied-technology
- State Education Agency Directors of Arts Education (SEADAE): https://www.seadae.org/

TN Department of Education

- Kennedy Center Arts Integration: https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/lessons-and-activities/
- UT Chattanooga Arts-Based Collaborative (formerly Southeast Center for Education in the Arts): https://new.utc.edu/health-education-and-professional-studies/arts-based-collaborative
- Tennessee Colleges and Universities
- Teaching and Learning Organizations
- Local Businesses, Corporations, and Other Community Partners
-

Note: Reference to any resource, organization, activity, product, or service does not constitute or imply endorsement by the Tennessee Department of Education.

Detailed Funding Guidance

Calculating Allocations

District allocations for each program were determined by using average daily membership (ADM) and economically disadvantage (ED) data from the last full school year, 2019-20. Economically disadvantage data was used to determine student participation eligible to charge to Temporary Assistance to Needy Families (TANF) funds. The below steps were used to calculate each district's award for each program:

1. District ADMs for the respective grade band were totaled and multiplied by the district's ED rate to determine estimates of the number of students in the grade bands that are ED and non-ED.
2. For each district, a proportion of students relative to the state population was calculated, both by ED students and non-ED students.
3. The total appropriations for state and TANF funds for each program was then allocated out based on each district's respective proportion of students in each category.
4. Allocations from both state and TANF funds are added together to generate the district's total award for each program.

Students to be Served & Class Sizes

District 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 is divided by the weekly budget assumption ($1,400/week for Learning Camps and Bridge Camps; $400/week for After-School Mini-Camps) and then divided by the number of weeks of the programming (six weeks for the Learning Camps and After-School Mini-Camps; four weeks for the Bridge Camps). The result is multiplied by 13 to determine the total minimum students.

Districts may serve students through any class structure that best meets local context and needs.

Waivers & Allocations

If a district is approved for a waiver for timing requirements for any of the summer programming, the district's approved waiver **will not** impact funding allocations.

Economically Disadvantaged Participation Rates & TANF Funding Requirement

For each program, an ED participation rate is calculated based on the proportions of state and TANF funds. As only ED students are eligible to leverage the TANF funds, districts must meet the target participation rate for these students to access the TANF funds. *If a district does not reach the target participation rate for ED students, then the TANF portion of funds will be decreased proportionally.* For example, if a district's allocation is $200,000 for a Learning Camp with a target ED participation rate of 30%, then $60,000 of the total award is projected to be TANF-supported. If the district only achieves 25% ED participation, then the district met 83% of its target (e.g. 25/30=83%) and is therefore only eligible to claim 83% of the TANF funds, or $50,000 (a reduction of $10,000).

It is important to note that this rate is based on the students enrolled and participating in the camps.