

BEST FOR ALL

We will set all students on a path to success.

RESPONSE TO COVID-19

Tennessee Department of Education

April 5, 2020



BEST FOR ALL

We will set all students on a path to success.

ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE
ACCESS TO A HIGH-QUALITY EDUCATION,
NO MATTER WHERE THEY LIVE

WHOLE CHILD

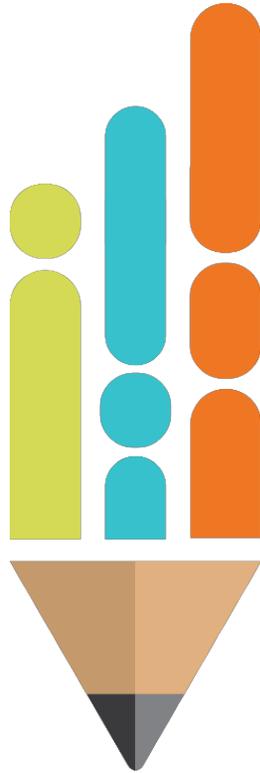
TENNESSEE PUBLIC SCHOOLS WILL BE
EQUIPPED TO SERVE THE ACADEMIC
AND NON-ACADEMIC NEEDS OF ALL
STUDENTS

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR
THE EDUCATION PROFESSION AND BE
THE TOP STATE TO BECOME AND REMAIN
A TEACHER AND LEADER

TN

Department of
Education

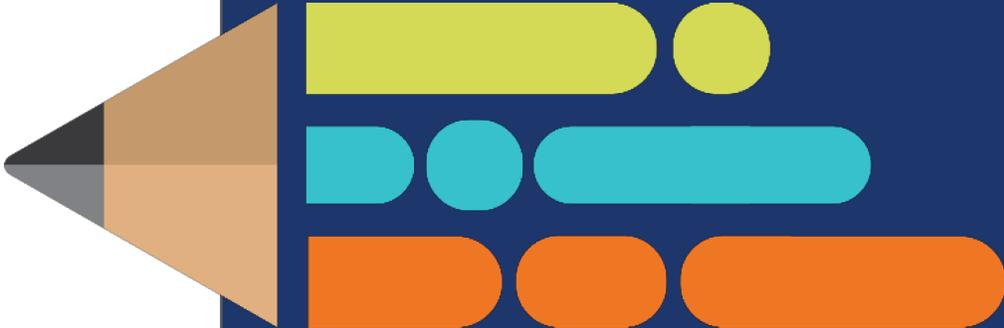


Agenda

- I. Status and Impact Statewide
- II. Needs Assessment across Districts
- III. Summary of the "Coronavirus Aid, Relief, and Economic Security Act" (CARES Act)
- IV. Current Landscape
- V. Next 3 Months
- VI. Next 18 Months
- VII. Next Steps



Status and Impact of COVID-19 on Student Learning and Health

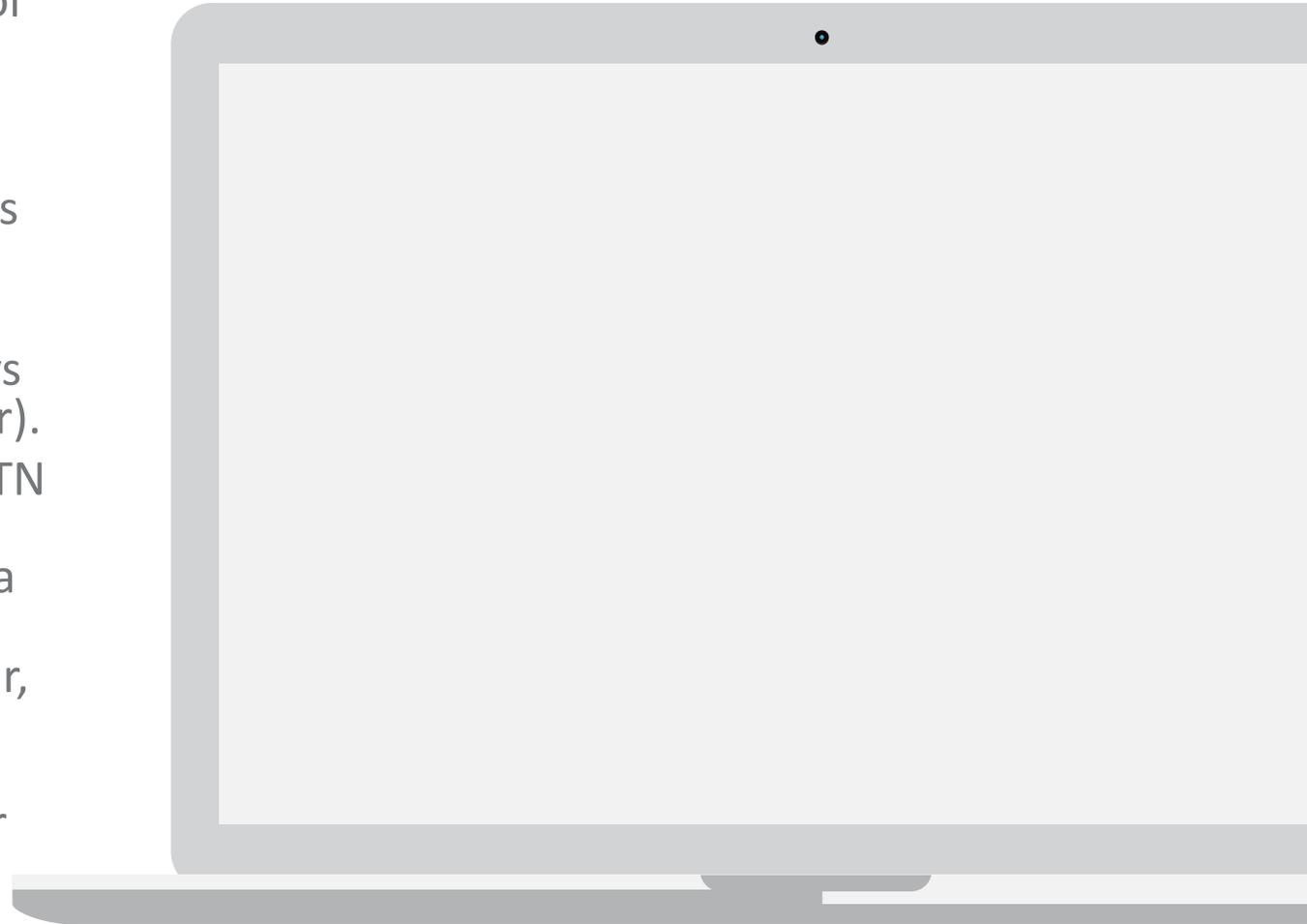


Early Steps to Alleviate Pressure as a Result of COVID-19

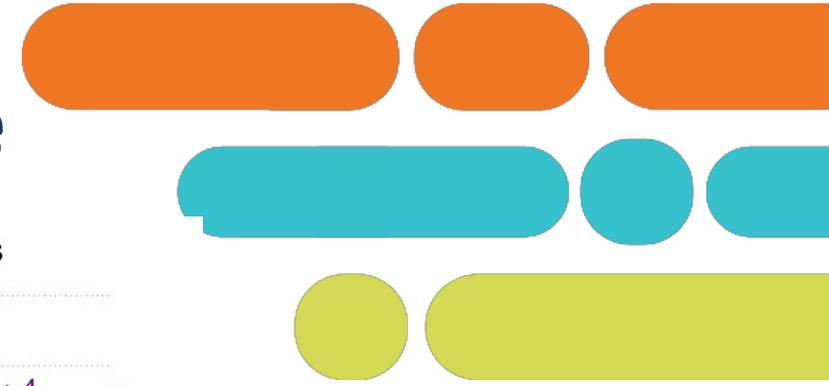
- Commissioner Schwinn submitted a formal request to the US Department of Education to waive assessment and accountability requirements for TN for SY19-20 (submitted March 16; drafted March 13)
- Commissioner Schwinn issued a waiver to all districts for days missed through March 31st due to COVID-19 closures (March 17)
- TN Legislature passed HB2818/SB2672, which provided a waiver of state assessment and accountability requirements for TN for SY19-20 (March 19)
- Commissioner Schwinn issued a blanket waiver to all districts of the 180-day requirement due to COVID-19 closures, in alignment with HB2818/SB2672 (March 19)
- Commissioner Schwinn waived the requirement to draft and submit of formal plans by each school district, in order to reduce bureaucracy and allow districts and schools to focus on emergency and urgent needs (March 19)

Current Status and Impact

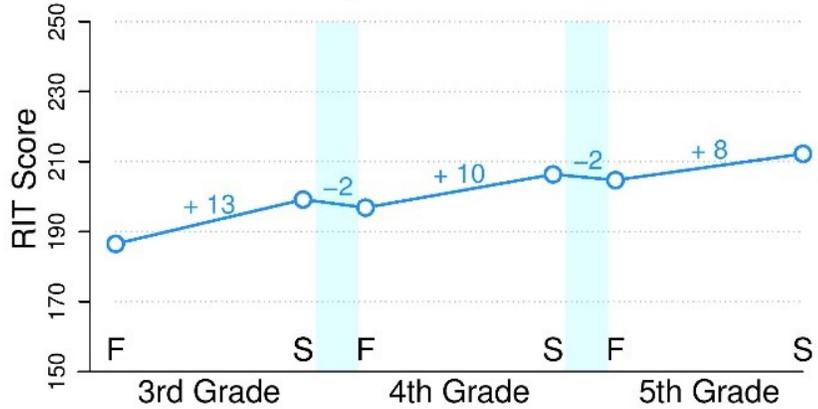
- TN school districts will be out of school for at least 6 weeks, with most students out of school for more than 10 weeks (including weather-related and extended health closures).
- Most districts are providing urgent, distance learning to students, with access varying across the state.
- Should closures last through the end of the school year, TN students would miss 50-60 days of classroom-based instruction (1/3 of the year).
- With summer break taken into account, most TN students will **not have classroom-based instruction for 19 consecutive weeks** (37% of a calendar year). This again includes summer break when instruction typically does not occur, but is noted here due to the exponential compounding factors of significantly more consecutive days without traditional school for some students.



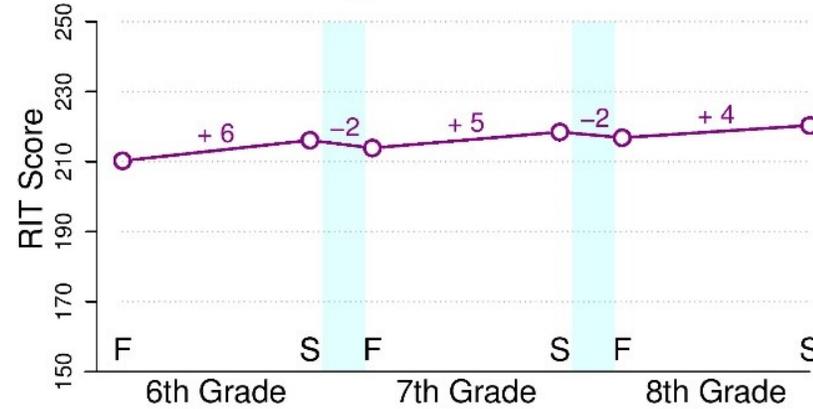
Research on Missed Time: Summer Slide



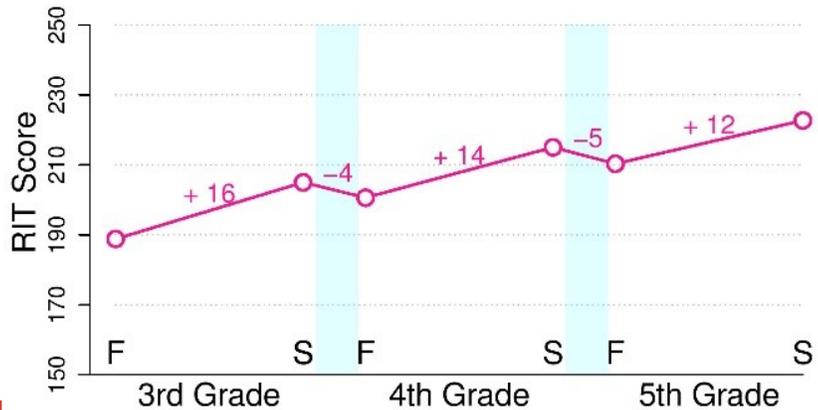
Reading – 3rd to 5th Grades



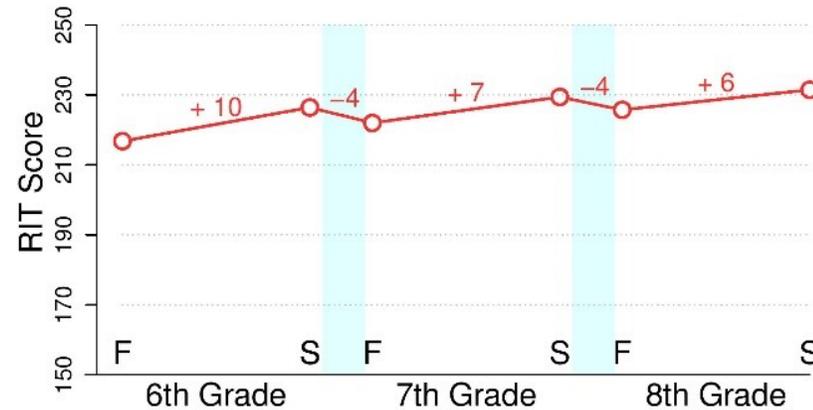
Reading – 6th to 8th Grades



Math – 3rd to 5th Grades



Math – 6th to 8th Grades

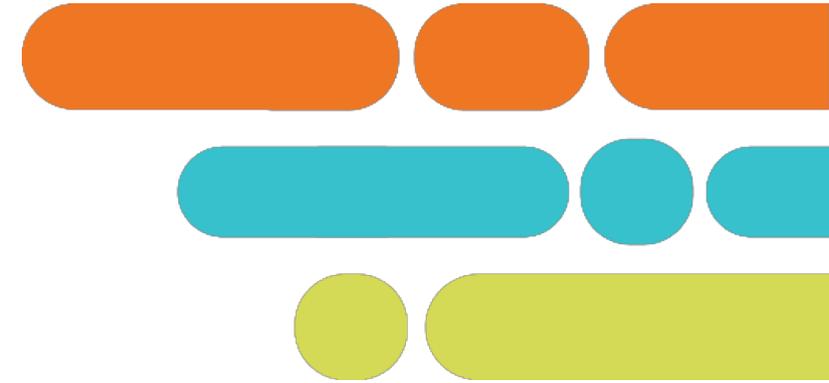


Students' achievement scores declined over summer vacation by at least one month's worth of school-year learning.

-Brookings Institute, 2017

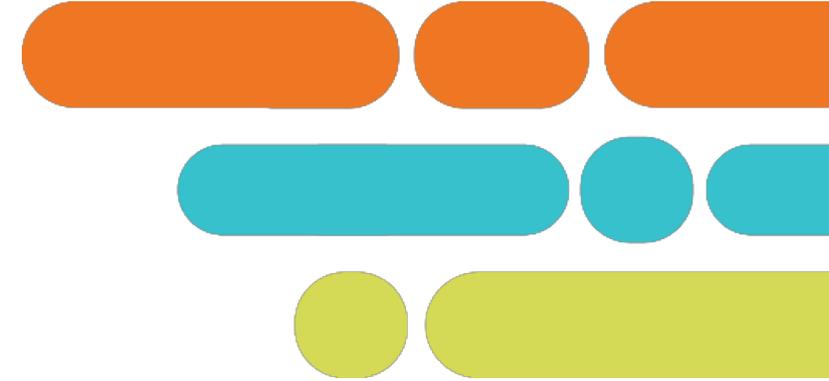


Research on Recovery of Lost Time



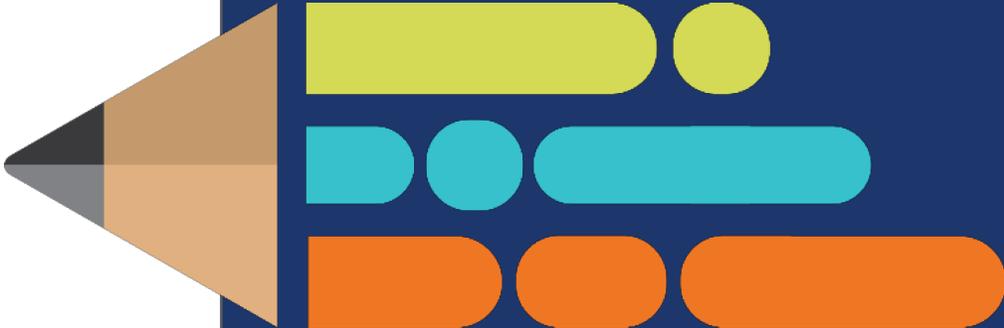
- Students across the country can expect to see a significant loss of learning as a result of school closures
 - The potential loss of learning has been **significantly mitigated by the work of districts and educators** launching distance learning in a short time-frame.
- One large-scale study of students, particularly those in the southeast, lost between 25–30% of their school-year learning over the summer, on average*
- This will be exponentially higher with 4-5 months of missed instruction
 - Students with disabilities, English learners, those who qualify for free and reduced-price meals experience significantly greater loss with missed time

Research on Additional Impacts

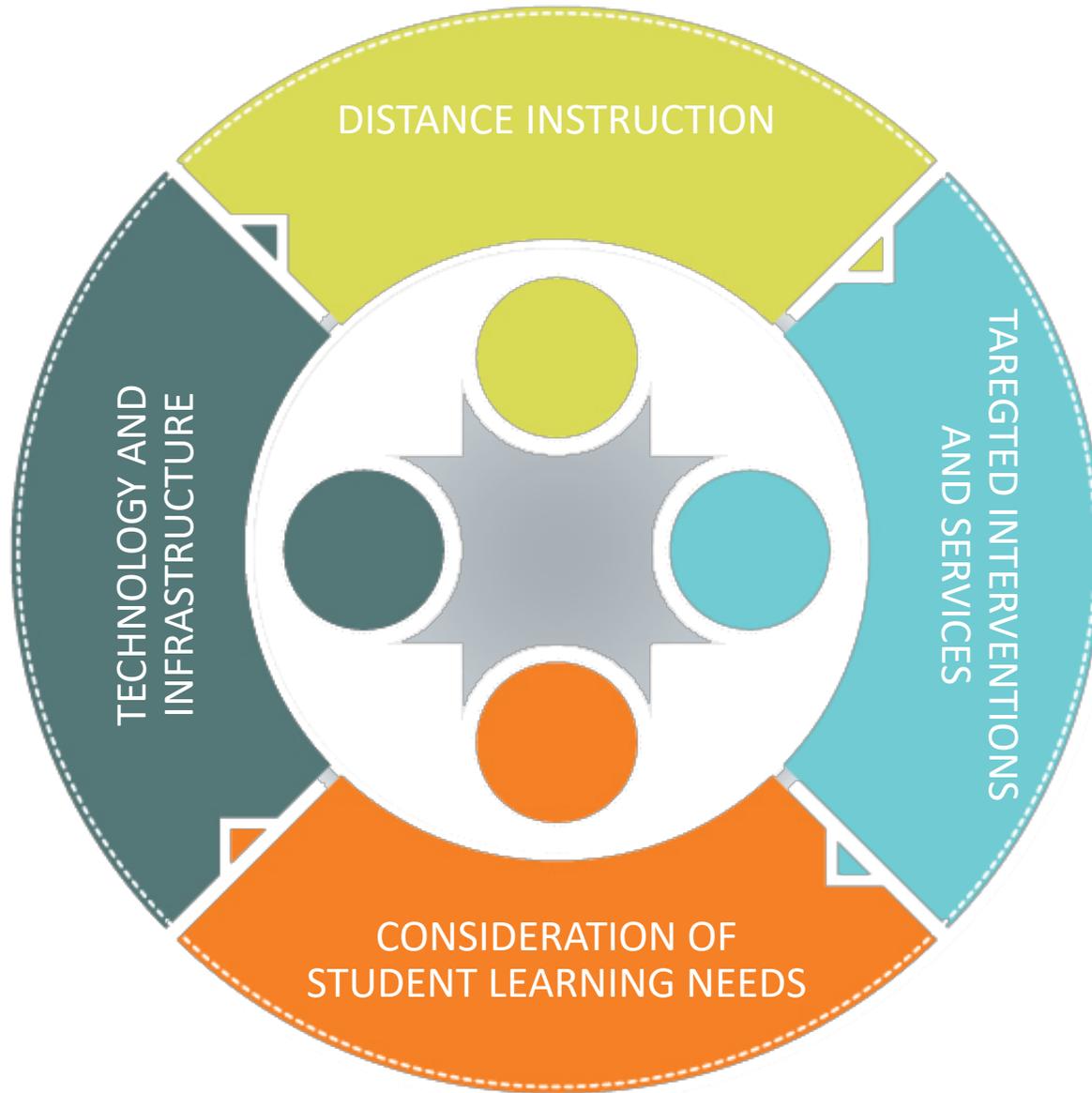


- CDC has flagged the emerging and accelerated mental health needs of children and school-site staff related to COVID-19 (e.g., loss of structure, anxiety, limited variance in social interactions)
 - This is more pronounced for school-aged youth not receiving school-based services, youth with more limited access to meals, and youth experiencing at-home challenges
- Projected increase in familial stress also increases the mental health supports that may be required for school-aged children
 - This is more pronounced with familial financial stress, extended school closure periods, etc.
 - School personnel are often those who flag situations of abuse and neglect. Many children may go 5+ months without that level of attention, increasing risk for certain populations.

Needs Assessment: Tennessee Education

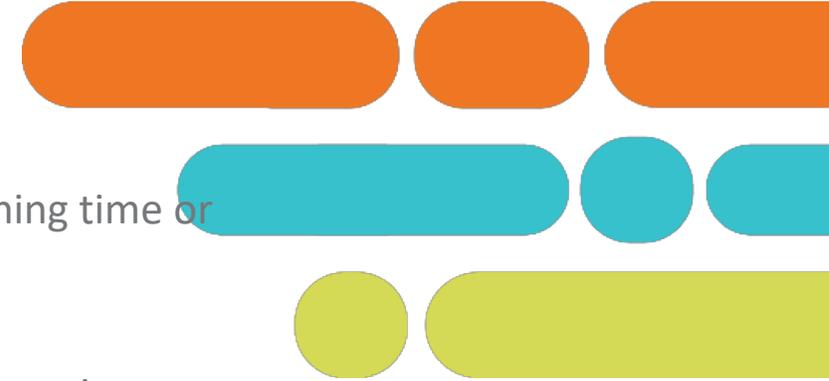


Needs Assessment



- Tennessee will need to have a coherent plan for supporting districts to make up for any learning gaps that may be larger as a result of COVID-19 closures, so that it is not solely the responsibility of the classroom teacher
- Tennessee will need to develop a robust digital platform and technology plan for remote learning and remediation, including curriculum and PD
- Tennessee will need to address additional services for students with disabilities, ELs, those with elevated mental health needs, students in rural communities, etc.
- Additional local needs will vary

Considerations Based on Need



- **Academics: Support Instructional Time**
 - Local districts may consider locally-led strategies to add resources that extend learning time or address remediation needs
 - High-quality Instructional Materials
 - Accelerate online tool development, including formative assessment option for measuring student progress
- **Whole Child: Targeted Interventions and Services, including Mental Health**
 - Special Education and English Learners
 - Mental Health and Crisis Nurses (ongoing need)
- **Educators: Distance Instruction**
 - Technology and Distance Learning Professional Development
 - Short-term Capacity Supply (utilizing unemployed professionals, with additional professional development)
- **Systems: Technology and Infrastructure**
 - Digital Platforms and Classrooms (with online access/hotspots, and hardware and hotspots)
 - Mechanisms to check student learning and progress

CARES Act Summary

(Coronavirus Aid, Relief, And Economic Security Act)



CARES Act Summary



H.R. 748, the “Coronavirus Aid, Relief, And Economic Security Act” (CARES Act) provides \$2 trillion in emergency relief through cash payments to individuals, and critical support for hospitals, employers, states, unemployed workers, schools, libraries and childcare providers.

This section focuses on those provisions related to education.

New Secretary of Education Waiver Authority



Under this authority, ED can waive certain provisions, upon request by a State, Indian tribe or LEA due to the COVID-19 emergency. At the State level, this includes the use of a streamlined application process and allows for the waiver of the following provisions:

- certain **accountability system** requirements,
- certain requirements related to **school identification** under the accountability system
- any ESSA **report card reporting** requirements related to these areas.
- provisions regarding **time periods to obligate funds** (Tydings amendment)
- the **poverty threshold** necessary to do a schoolwide program (special waiver)
- restrictions on **carry over limitations** (unused funds from one year to the next, as a special waiver)

Education Stabilization Funding



The bill includes \$30.75 billion nationally for Education Stabilization Funding divided as follows:

- 9.8% for the Governors' Emergency Relief Fund
- 43.9% (\$13.5 billion) for Elementary and Secondary School Emergency Funding through FY19 Title I formula
 - 10% set aside for SEA including 0.5% for admin
 - **Tennessee likely to receive ~\$259,891,000**
 - **90% of districts will receive less than \$400 per student (68% will receive less than \$300 per student)**
- 46.3% (\$14.25 billion) for the Higher Education Emergency Relief Fund

**Funding is taken off the top for Outlying areas (.5%) and BIE schools (.5%) and 1% for Highly Impacted States*

Governor's Emergency Relief Fund



- Funding allocated to states is 60% based on population ages 5-24 and 40% based on Title I child count.
- Funds may be used for emergency support:
 - the most significantly impacted LEAs;
 - the most significantly impacted IHEs; and
 - any other education related entity deemed by the Governor as essential for carrying out emergency educational services including PreK, whole child support, childcare for emergency workers, and protection of jobs.

Elementary and Secondary School Emergency Relief Fund

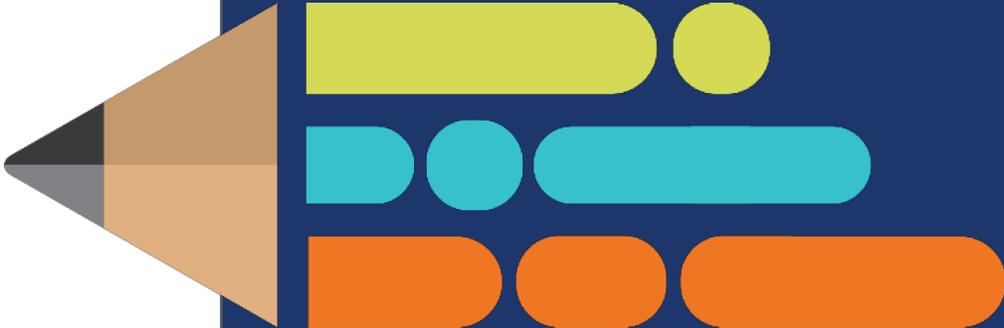
The intent of the funding is to provide relief for existing needs, and to plan for future needs. A summary of allowable uses of these one-time funds are listed below*:

- Purchasing **education technology** (including hardware, software, and connectivity);
- Providing **summer learning and supplemental afterschool programs** (including on-line learning);
- Planning **for long-term closures**;
- Addressing the unique needs of **special populations**;
- Providing **mental health services**;
- Conducting **other activities** necessary to maintain operation of services and employing existing staff and coordination activities, including childcare and the needs of principals and school leaders

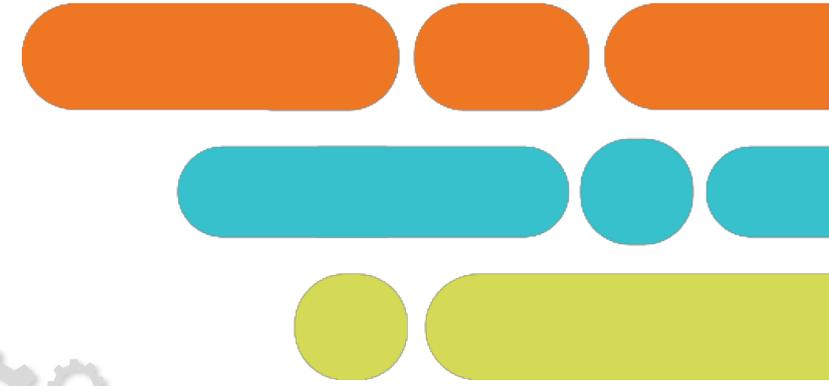
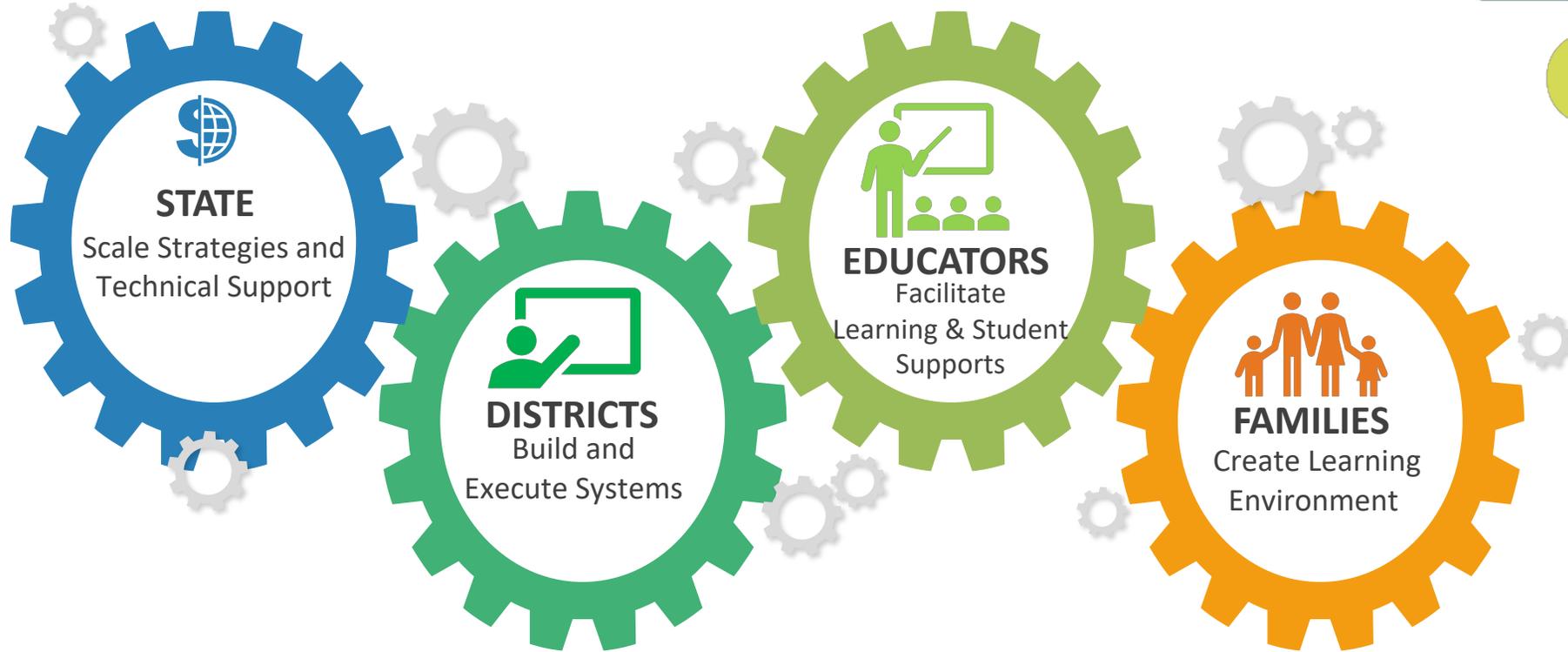
** including those authorized under ESEA, CTE, IDEA, Adult Ed and McKinney-Vento, and applies Title I equitable services provisions for students and teachers in non-publics*



Current Landscape: Crisis Mitigation



System of Support: Stakeholder Roles



POLICYMAKERS

ADVOCATES AND PARTNERS

Districts Implementing Short-Term, Emergency Solutions

- Meal preparation and distribution is a significant capacity lift
- Providing **learning opportunities** for all students (varies by district and based on local decisions)
 - internet/hardware accessibility
 - ability to produce and distribute packets
 - required accommodations for SWD and ELs
 - student needs related to homeless, high mobility, etc.
- Balancing **employee needs at home and with students**, including emotional toll of pandemic
- Deploying **innovative temporary solutions**, but most districts looking for help in the longer term



Current TDOE Efforts

- **Academics**
 - Toolkits for all areas
 - PBS Partnership
 - New website with resources
 - Family resources and toolkits
- **Whole Child**
 - Hotline under construction
 - Meal Finder
 - Toolkits for multiple areas, including accommodation supports
- **Educators**
 - Ongoing support for distance learning
 - Toolkits for multiple areas
- **Systems**
 - Waivers (most of any state; first to submit in most areas)
 - FAQs (updated)
 - Weekly newsletters, by stakeholder group
 - Regular communication, weekly calls, K12.Health email
 - Federal Grant Submission



Academic Access

All Tennessee students will have access to a high-quality education, no matter where they live.

COVID-19 RESPONSE

As the state navigates remote learning with various at-home resources and supports, the state is putting together a suite of tools for students to use. This includes:

- Development of academics and early childhood toolkits with resources (LIVE)
- Development and posting of ongoing guidance documents and FAQs to address district needs (LIVE)
- Early childhood and elementary guides and tools for families (LIVE)
- Online, televised, and radio lessons, with free PDF resources (LIVE)
- Statewide homework help with multiple languages (pending)
- Development of online platform/tool for resources (pending)
- Summer learning resources for “catch-up” for optional use (pending)



Whole Child

Tennessee public schools will be equipped to serve the academic and non-academic needs of all kids.

COVID-19 RESPONSE

As the state navigates remote learning with various at-home resources and supports, the state is putting together a suite of tools for students to use. This includes:

- Development of health and wellness, special populations, toolkits with resources (LIVE)
- Development and posting of ongoing guidance documents and FAQs to address district needs (LIVE)
- Statewide “meal finder” for families to locate meal distribution centers (LIVE)
- Development of “re-open” guidelines to support the whole child transition back to school and routines (April)
- Statewide hotline for student supports with multiple languages (pending)
- Support in accommodating students with disabilities and EL during remote instruction, including compensatory services upon return (ongoing)



Educators

Tennessee will set a new path for the education profession and be the top state to become and remain a teacher and leader.



COVID-19 RESPONSE

As the state navigates remote learning with various at-home resources and supports, the state is putting together a suite of tools for students to use. This includes:

- Development of staffing toolkit with resources (LIVE)
- Development and posting of ongoing guidance documents and FAQs to address district needs (LIVE)
- Partnerships with the State Board of Education in supportive policy-making related to COVID response (ongoing)
- Requested and necessary professional development to respond to the needs of districts (pending)
- Supports for educators related to crisis response and aftermath (pending)
- Direct district leadership engagement (ongoing)

Systems

Tennessee will support the needs of the systems through efficient operational systems, a more coherent turnaround strategy and purposeful engagement with stakeholders .

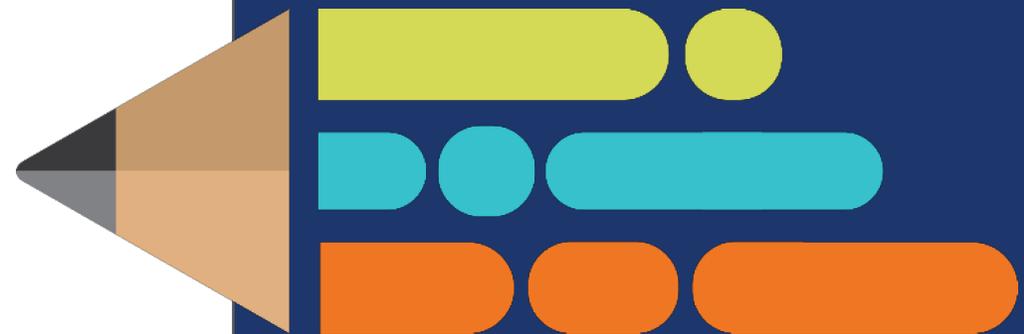


COVID-19 RESPONSE

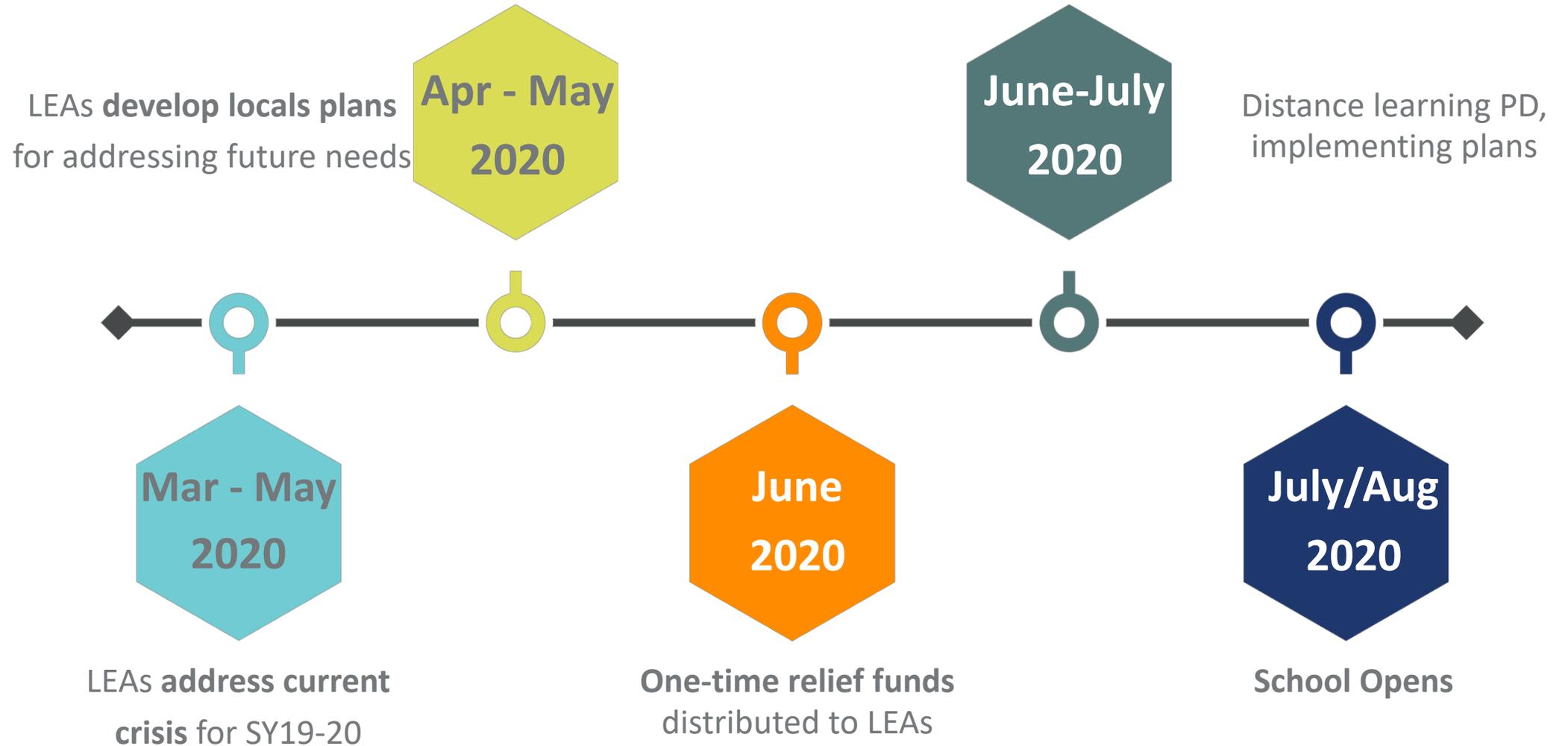
As the state navigates remote learning with various at-home resources and supports, the state is putting together a suite of tools for students to use. This includes:

- Development of nutrition, safety and operations, funding, and IT toolkits with resources (LIVE)
- Development and posting of ongoing guidance documents and FAQs to address district needs (LIVE)
- Posting all federal waiver requests and responses, Governor statements, TDOE press releases, and statutory changes (LIVE)
- Enhanced and expanded communications platforms for different stakeholder groups (ongoing)

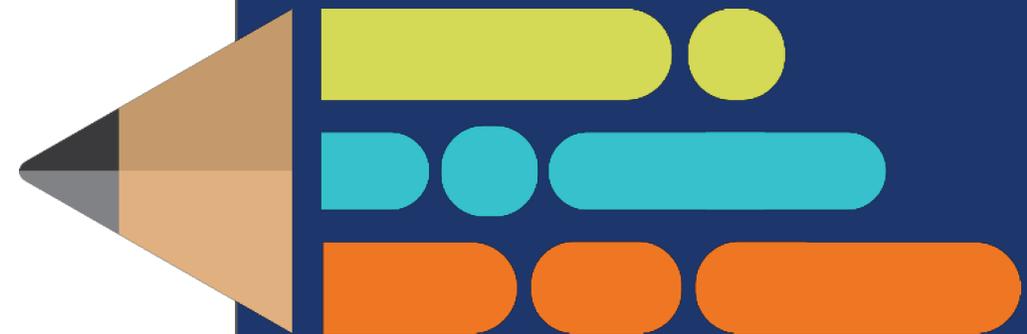
Next 3 Months: Opening of a New School Year



3 Month Outlook



Next 18 Months: Recovery and Remediation



Tennessee in 3 Years



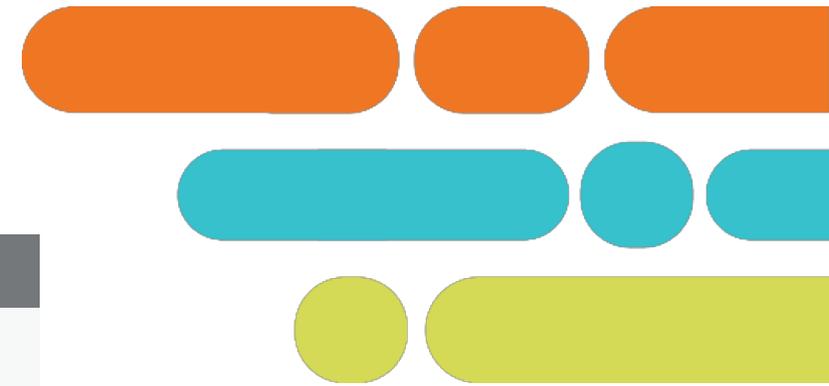
We hope this is over soon. However, we must also plan for every possibility, including present and future closures. We must implement strategies for every path we may take. If Tennessee implements effective strategies, at scale:

...in 3 months, a new school year will **launch**, and all districts will be fully prepared to support student learning and execute distance learning, if needed.

...in 18 months, a full school year will have **finished**, potentially in a mixed learning format based on student needs.

...and in 3 years, Tennessee public education will have **finalized** recovery efforts, with an expanded set of strategies for instructional delivery, and accelerating student learning and progress academically and non-academically, at scale.

Tennessee's Strategic Plan in a COVID Context

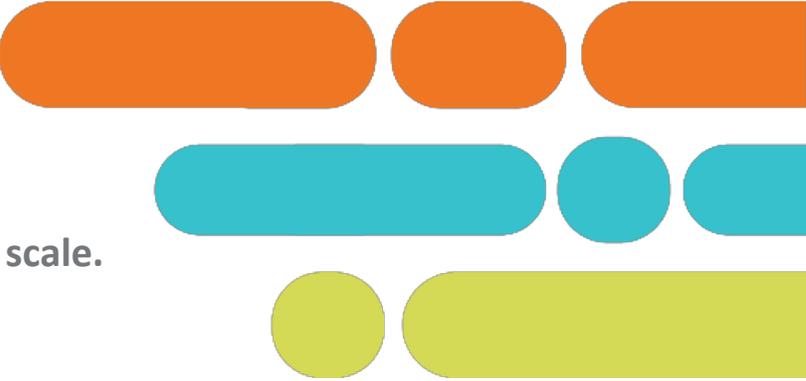


STATEWIDE VISION FOR REMEDIATION AND DISTANCE LEARNING

All students on a path to success. Tennessee must develop a system for remediation and distance learning that includes (1) Continued Learning – ensuring quality minutes exist for students throughout the year with regular checks for progress; (2) Equity – ensuring all children have access to quality learning opportunities; (3) Health and Safety – regular checks on how students are handling new learning environments.



Tennessee: Recovery and Reimagination of Student Learning in a Distance Context



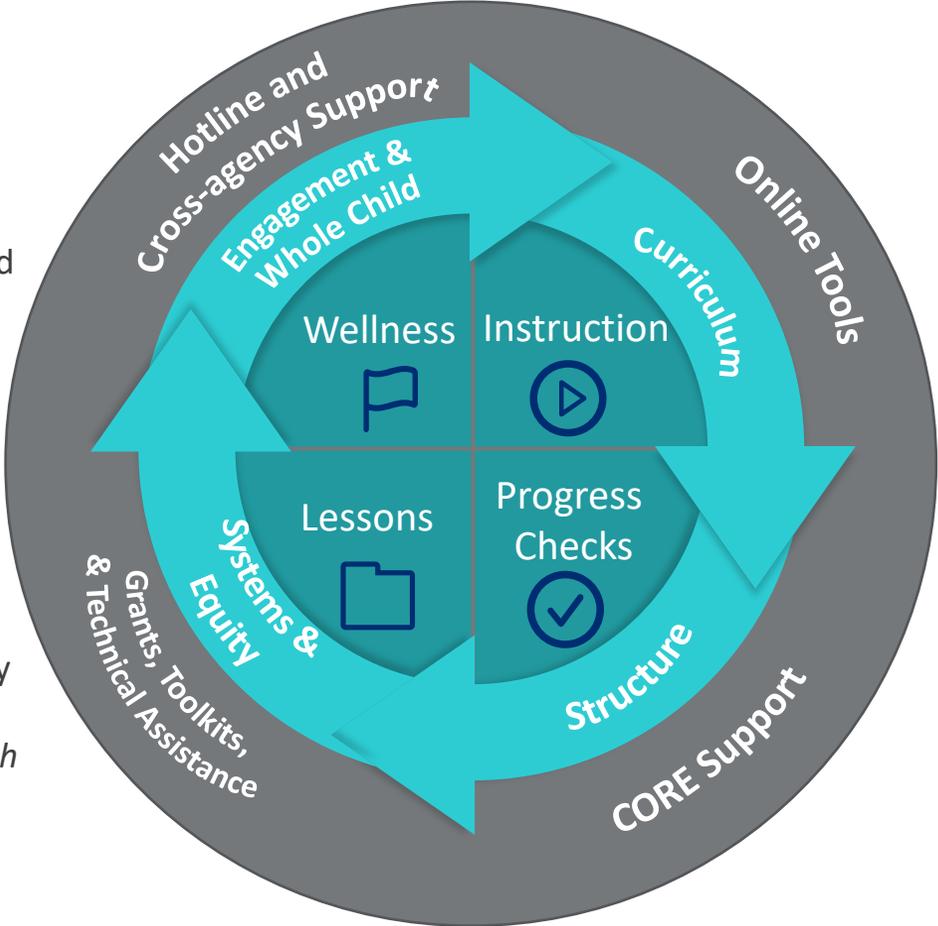
Tennessee will continue to address current needs and will also address potential future needs at scale. We will do so with a continued focus on: Quality Learning, Equity, and Health and Safety. This framework addresses how the state will implement solutions related to established needs.

Hotline and Cross-agency Support

- Provide statewide resources like homework hotlines, wellness checks
- Expand partnerships with business and non-profits to support local efforts
- *Addresses: interventions, tech*

Grants, Toolkits, and Assistance

- Provide grants for equity needs
- Expand toolkits to support districts
- Offer greater assistance for technology
- *Addresses: missed learning, interventions, distance instruction, tech*



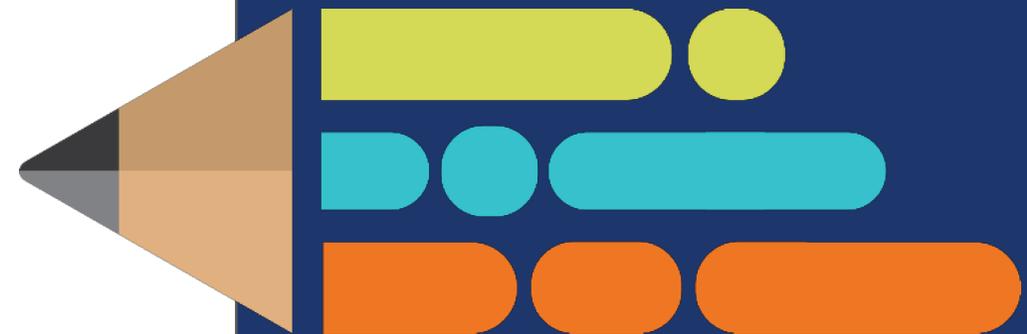
Online Tools

- Develop an online platform that can serve as a resource hub, individual tutorial space, or online classroom
- House standards and alignment resources, videos of lessons, linked assessment items, and professional development resources
- *Addresses: missed learning, interventions, distance instruction*

CORE Support

- Regional technical assistance and professional development for districts
- Develop continuous learning plans to meet their local contexts and needs
- *Addresses: missed learning, tech*

Next Steps



CARES Plan Moving Forward

- TDOE will host calls, solicit feedback and launch a survey starting on Thursday, April 2, 2020
 - Federal application expected to open by mid-April. The sooner the state submits its application, the sooner that funds will be available.
- Feedback and surveys must be returned by 5:00pm CST on Monday, April 13
- State plan drafted by April 17 (pending availability of federal application)
- Application submitted to USDOE by April 17
- Funds expected within 30 days from USDOE

* It is critical to get funds to districts as soon as possible, so that they may effectively plan and implement critical work for supporting students. The timeline was created to both solicit public feedback and to ensure relief funds are distributed as soon as possible.



Considerations for Public Feedback

A survey will be provided to the public. Additional written feedback should be provided to K12.Health@tn.gov and should be bucketed into three areas: (1) How should districts and the state support *current/immediate remediation needs* for students as a result of school closures? (2) What are *likely future needs* that districts and the state should focus on addressing, with a particular focus on *one-time structural needs*? (3) What are *additional considerations* that districts and the state should address with *one-time relief funds*?

Current Needs?

What do we need to do to “catch kids up?”

1

Future Needs?

2

What one-time structural investments can we make to support learning, should this happen again?

Recurring Needs?

3

What are other areas of focus, including equity, tracking student progress and growth, supporting special populations, assessing emergent needs, etc.?



Next Steps

TDOE

- Development of the TN CARES plan to the USDOE (March – May)
- Roll-out of the Re-opening Toolkit (April release of the Toolkit)
- Personalized assistance with plan development and execution (April – July)
- Regular status updates and reports to legislature (ongoing)
- Submitting waivers and requests to USDOE on behalf of students in Tennessee (ongoing)
- Regular updates to stakeholder groups (ongoing)
- Planning for implementation of two parallel work streams, with ongoing TDOE work and crisis management and recovery (March – June)

LEAs

- Take care of kids.
- April - May: Plan for implementation of recovery activities at the local level (CARES Application)
- April - May: Make necessary local decisions related to SY20-21
- May - June: Begin implementation of plans

Stakeholders and Partners

- Provide feedback and identify specific places for targeted support and action
- Support the state and local districts on the specific recovery strategies identified



Thank you

