

BEST FOR ALL

We will set all students on a path to success.

RESPONSE TO COVID-19

Presentation to the State Board of Education

Tennessee Department of Education

May 29, 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

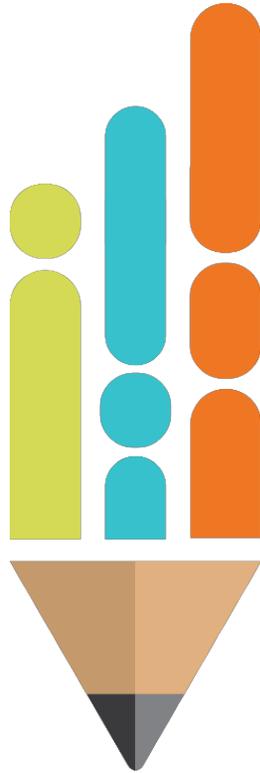
TENNESSEE PUBLIC SCHOOLS WILL BE
EQUIPPED TO SERVE THE ACADEMIC
AND NON-ACADEMIC NEEDS OF ALL
STUDENTS

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

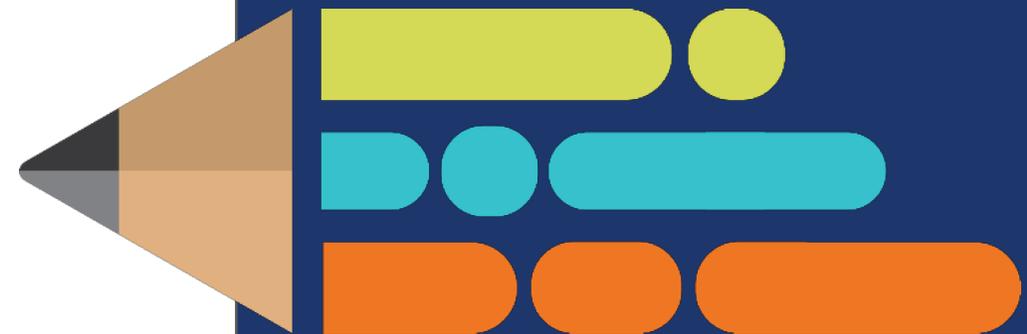


Agenda

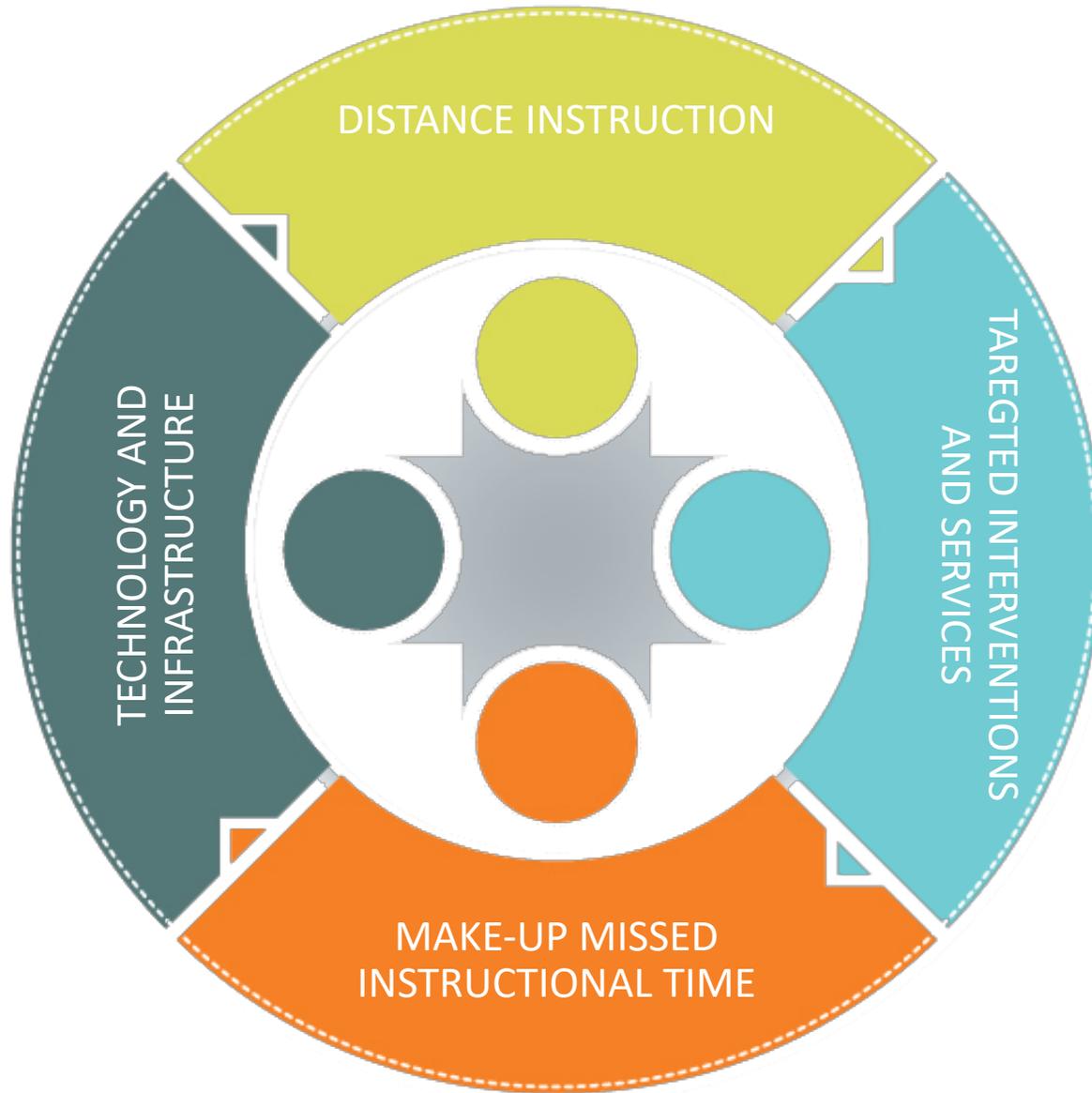
- I. Welcome
- II. Needs Assessment
- III. COVID Response
- IV. CARES Act
- V. School Reopening
- VI. Q&A



Updates from TDOE: Needs Assessment



Needs Assessment

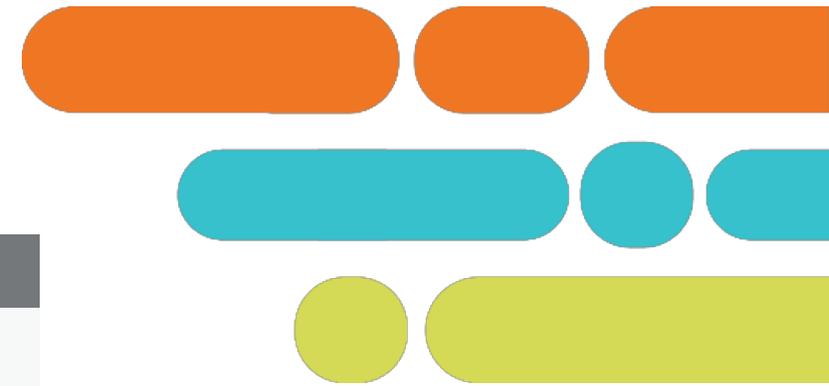


- Tennessee will need to have a **coherent plan** for supporting districts to make up for potential learning gaps related to missed instruction
- Tennessee will need to develop a robust **digital platform and technology plan** for remote learning and remediation, including curriculum and PD
- Tennessee will need to address **additional services** for students with disabilities, ELs, those with elevated mental health needs, students in rural communities, etc.
- It will be important to measure student learning now more than ever, so that **teachers and leaders know where to focus** efforts
- Additional local needs will vary

3 Month Outlook



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.



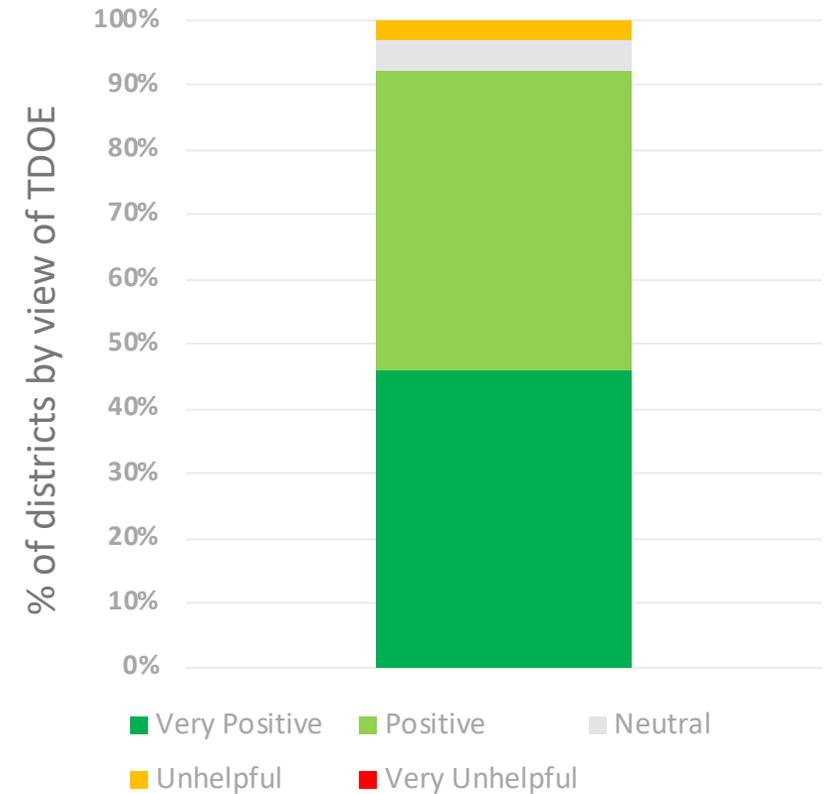
Survey Results



This includes formal letters submitted from:

- representative organizations statewide
- district surveys (superintendents)
- general public survey

District Perception of TDOE



District Priorities

Technology

- Only 10 (8.5%) districts report having a computer for each child to take home, but 80% of those districts report that better internet access is the key support that would help them.

Special Populations

- Only 11 (9%) districts report that they can meet the needs of all their different student groups in the distance learning format.

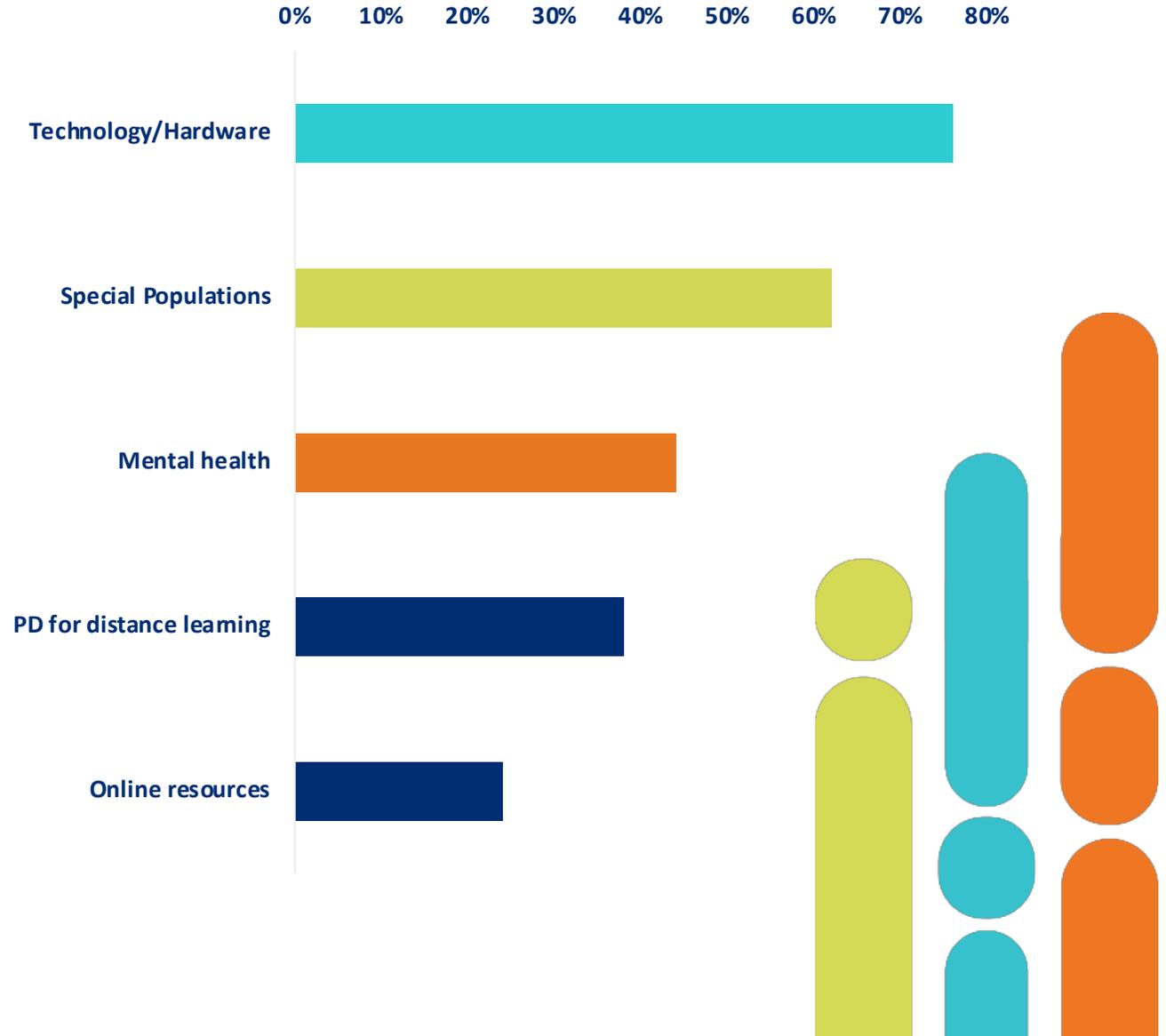
Mental Health

- Only 18 (15%) districts report that they can meet both the mental health and school-based health needs of their students.

Distance Learning Resources

- Only 10 (8.5%) report that they are not interested in professional development for distance learning

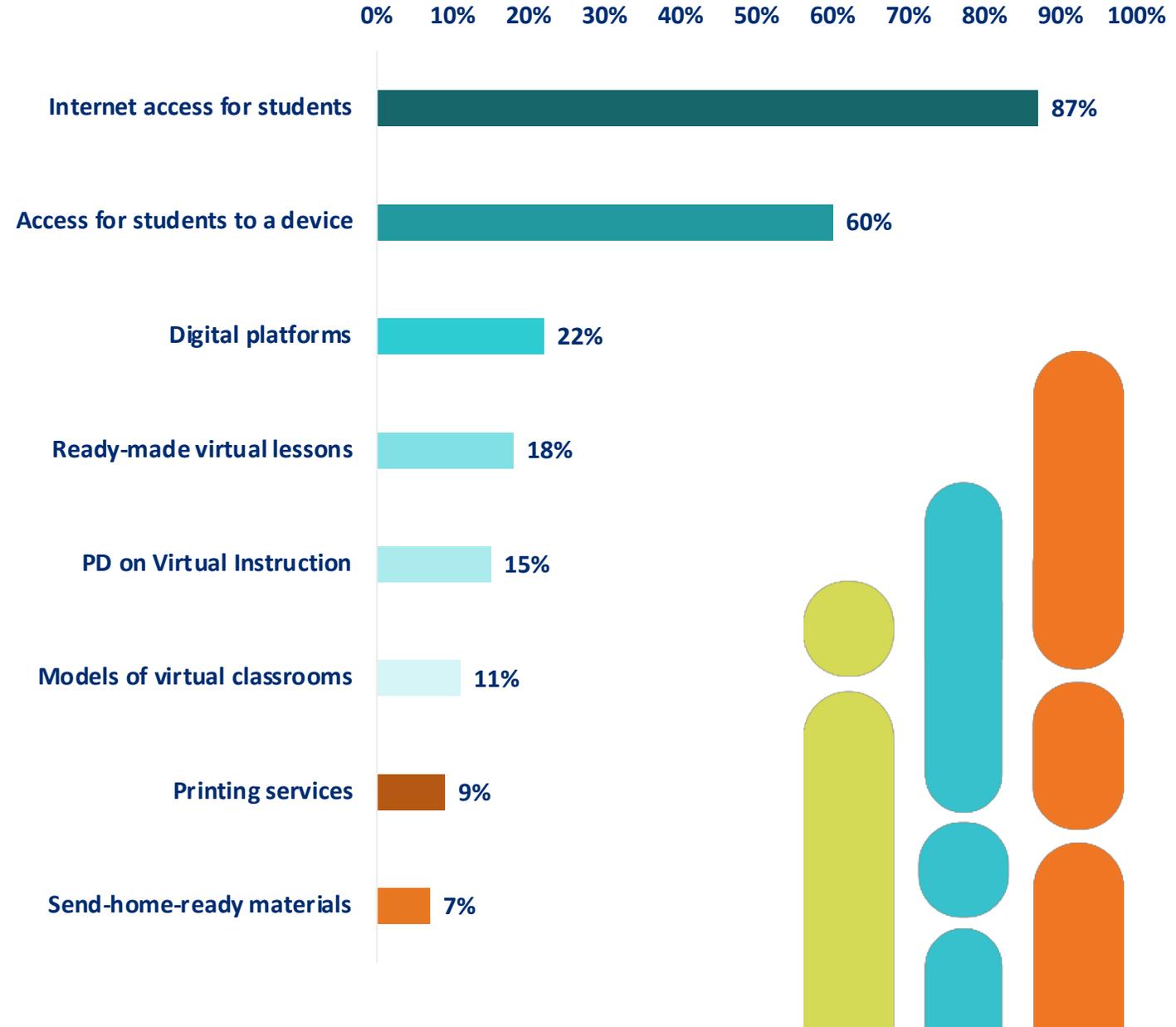
Top 5 District Priorities by % of Districts



District Needs

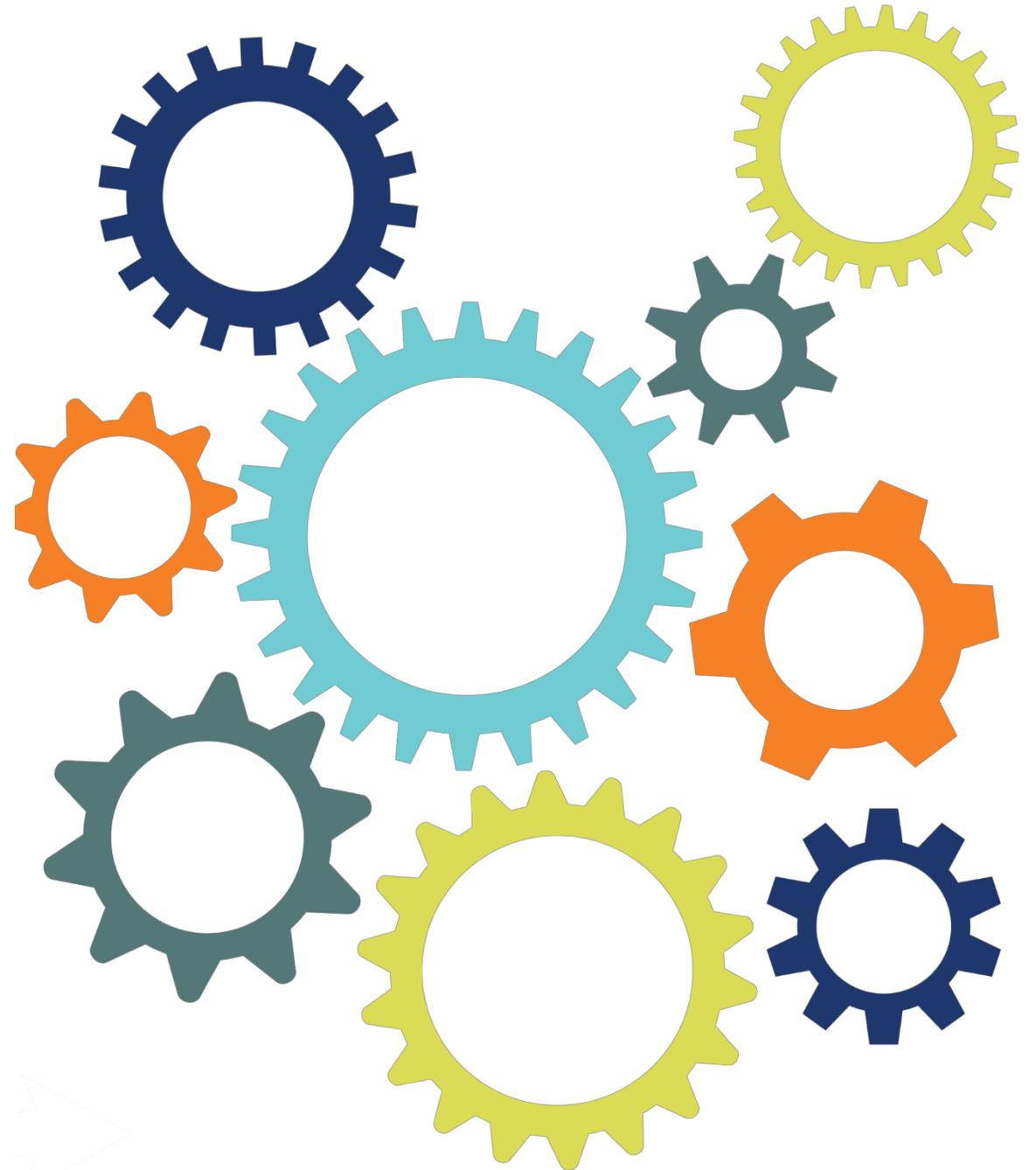
- Districts overwhelmingly expressed need for **technological supports** for distance learning.
- **Internet access for students** is a key barrier to implementing their plans, followed by a device.
- Only one district reports that they do not have a technological need.

Greatest Distance Learning Needs by % of Districts



Districts Want a Digital Platform

- **Two-thirds of districts** would like a digital platform, even if it is not listed a top need right now.
- **Only a quarter** of districts report currently having digital platforms that support ELA and Math for all school types.
- Most **districts would like a platform** that has:
 - *Video Lessons*
 - *Formative Assessments*
 - *Student Work*
 - *Virtual Classroom Tools*

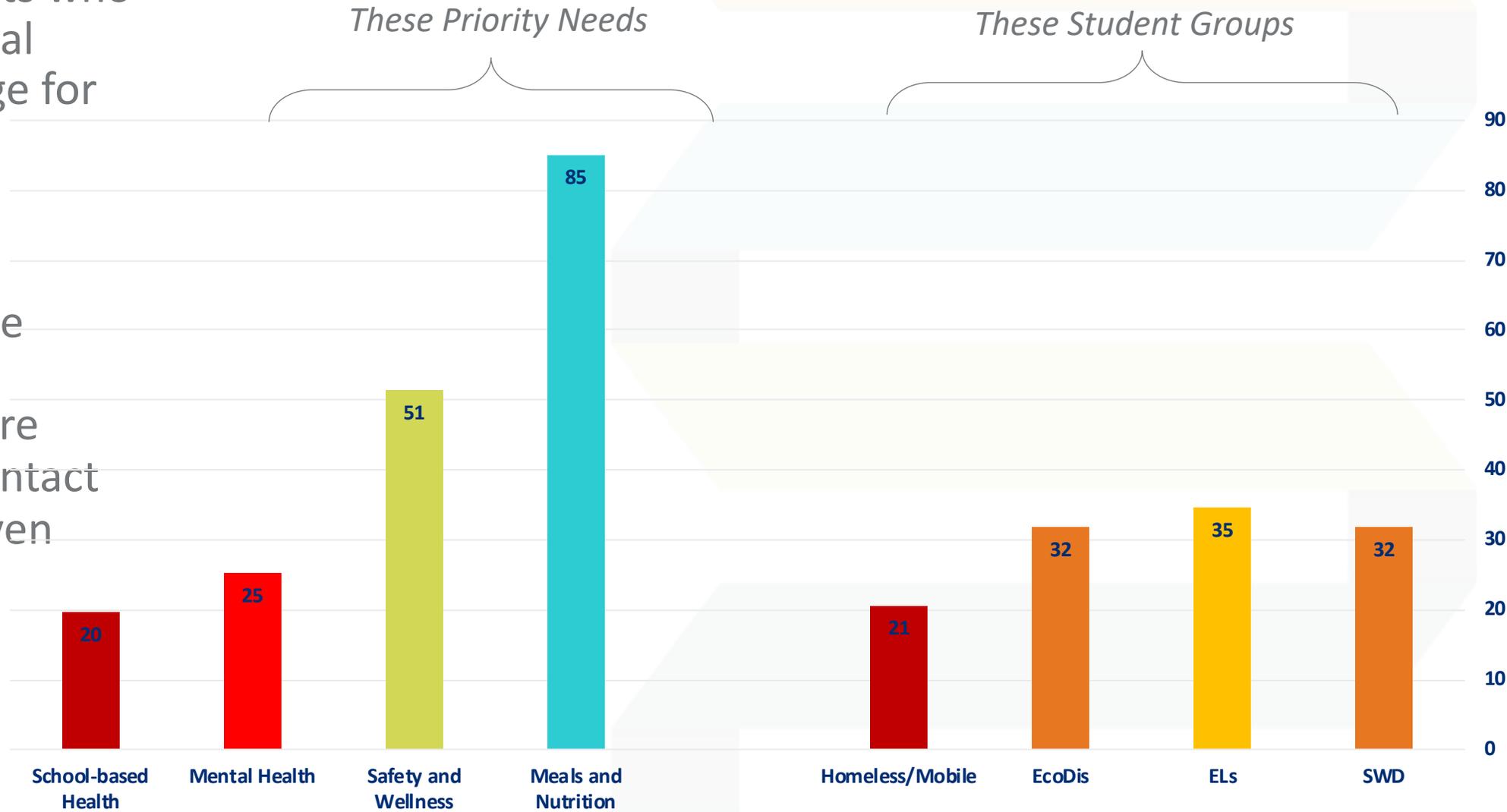


District Capacity

Supporting students who may have additional needs is a challenge for districts.

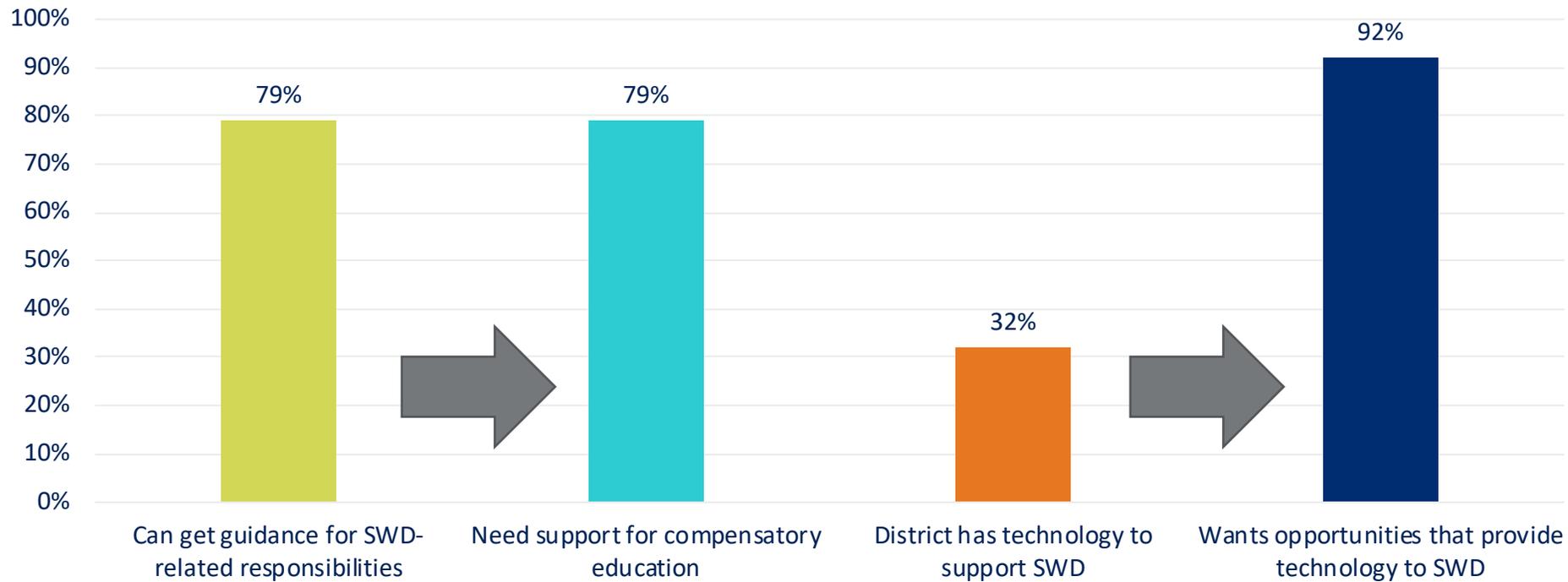
This challenge is compounded in the distance learning environment, where keeping regular contact with students is even more challenging.

Percent of Superintendents who agree that they are adequately able to support



Districts want Support for Serving Students with Disabilities

% that Agree/Strongly Agree with each statement about students with disabilities:



The current crisis is challenging for all stakeholders



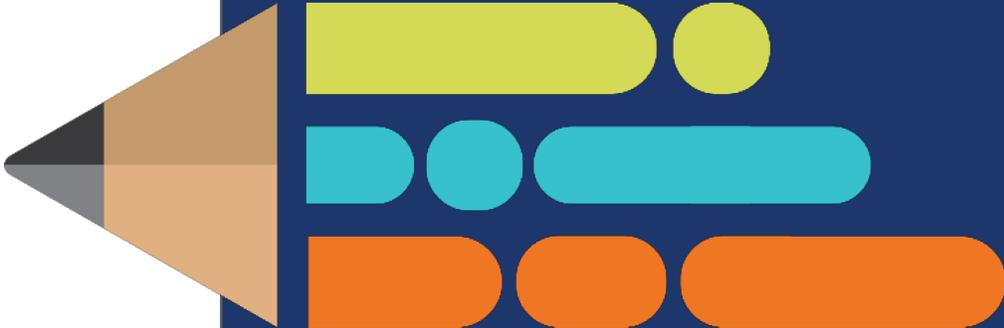
“The primary consideration should be the physical, mental, and emotional impact this economy will have on our students. The stress of new financial burdens upon our students and their families will be a monumental factor in the upcoming school year and beyond.”

“My kids are worried about what’s going on. Nothing like this has ever happened in theirs or my lifetime.”

“There is no way to support current needs in every district because we cannot evaluate what is going on in homes.”

“We need to have a plan in place that can ensure all students can get the help they need and deserve during times like these. We desperately will need increased mental health services when we come back.”

Updates from TDOE: COVID Response



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
- Development and posting of ongoing guidance documents and FAQs to address district needs
- Early childhood and elementary guides and tools for families in English and Spanish
- Online, televised, and radio lessons, with free PDF resources
- Ready Rosie Early Literacy Support
- School Re-opening Toolkits in 10+ critical areas across priorities
- Online Tool of Resources



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
- Development and posting of ongoing guidance documents and FAQs to address district needs Statewide “meal finder” for families to locate meal distribution centers
- Support in accommodating students with disabilities and EL during remote instruction, including compensatory services upon return
- Series of grants to support SWD to be announced and awarded
- Launch of the Child Wellbeing Task Force



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
- Development and posting of ongoing guidance documents and FAQs to address district needs
- Partnerships with the State Board of Education in supportive policy-making related to COVID response
- Increase in **no-cost SPED endorsements** to address needs and launch of diverse leaders network and Aspiring AP network with distance focus
- Direct district leadership professional development with UTK
- Launch of distance professional development for digital learning for teachers with Trevecca (over 10,000 educators currently registered)

Systems

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

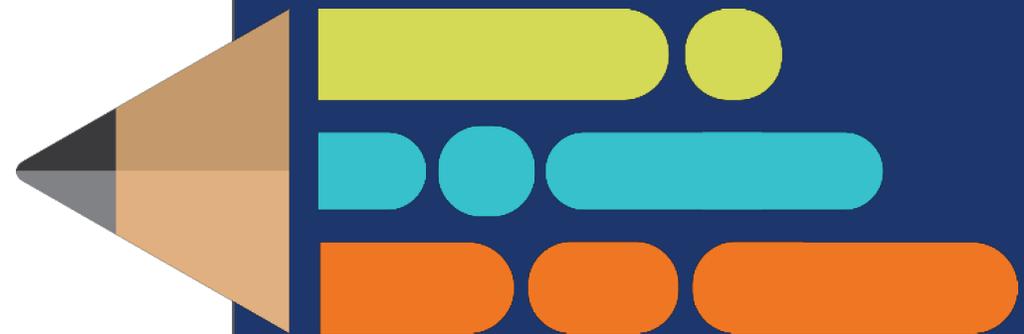


COVID-19 RESPONSE

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
- Development and posting of ongoing guidance documents and FAQs to address district needs
- Posting all federal waiver requests and responses, Governor statements, TDOE press releases, and statutory changes
- Enhanced and expanded communications platforms for different stakeholder groups
- Negotiated statewide rates for technology purchases (low-cost) for districts that also includes PD like Teams and Google Classroom
- Individual district technical assistance, including personalized budgeting frameworks and sheets with support

CARES Act



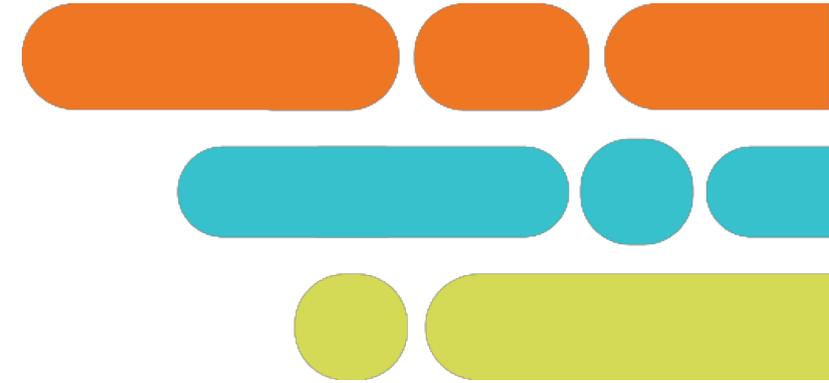
CARES Act: Education Stabilization Fund

The CARES Act provides **\$30.75 billion** for the new Education Stabilization Fund, which includes:

\$3 billion for the **Governor's Emergency Education Relief Fund**, which governors can use at their discretion to support their K-12 and higher education needs related to COVID-19.

\$13 billion for the **Elementary and Secondary School Emergency Relief Fund**, which states can use for a wide range of purposes, including purchasing computers and hot spot devices for online learning; purchasing supplies for cleaning and sanitization, supporting professional development for educators, and supporting access to quality instruction for students with disabilities.

\$14 billion for the **Higher Education Emergency Relief Fund**, which is awarded directly to institutions of higher education.



Reminder: Elementary and Secondary School Emergency Relief Fund



State Allocation: \$259,891,154

State Reservation: 10%

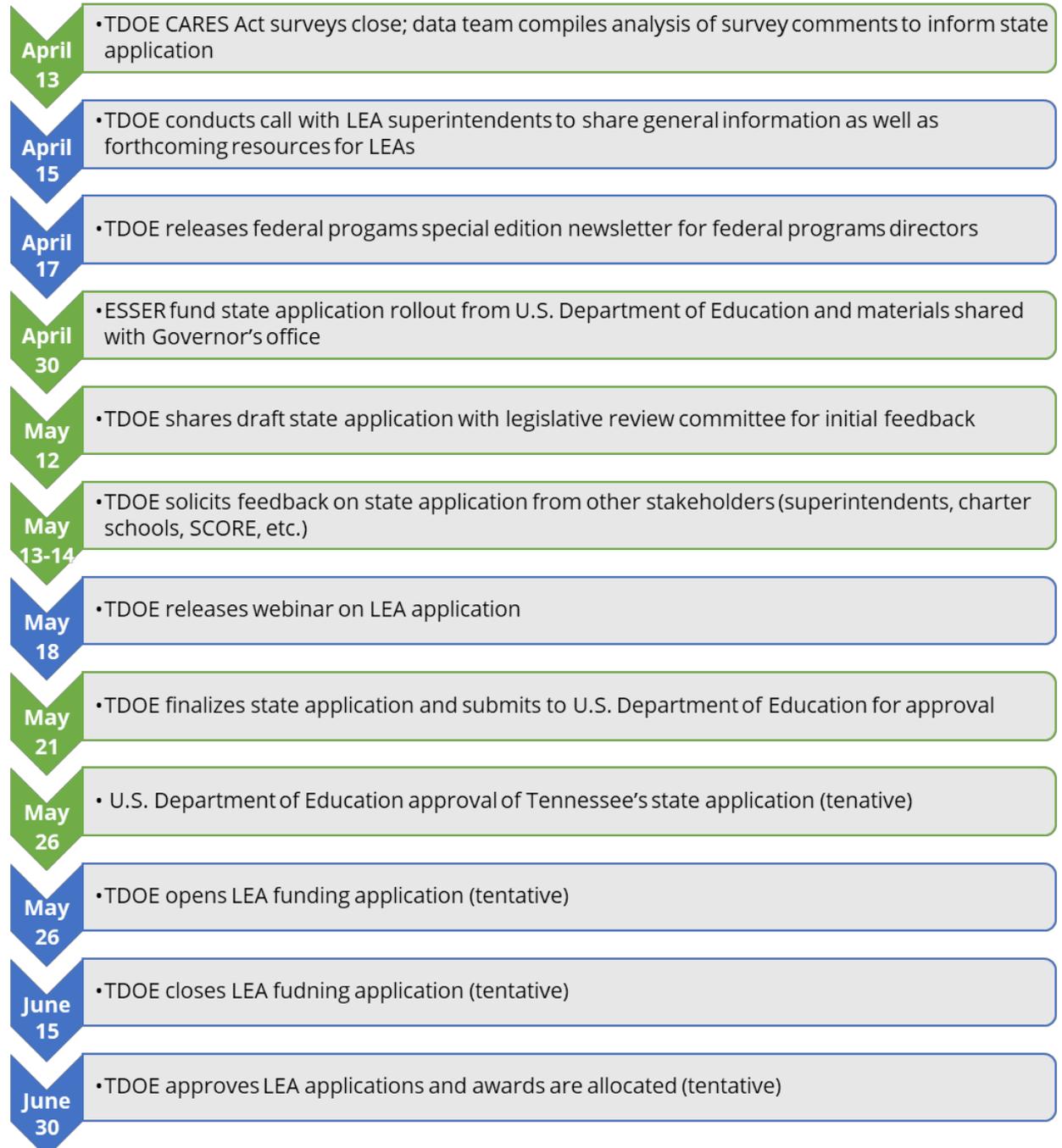
Allocations to Districts: 90%

Period of Availability Ends: 9/30/21

The intent of the funding is to 1) provide relief for existing needs and 2) 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**; and
- 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.

CARES Act Timeline: District Application



SEA Allocation of CARES Act Funding



Initiative	Rationale	Amount
ESSER Fund administration	Existing TDOE staff will utilize administrative funding in the application review and ongoing monitoring of the state reservation and district subgrants. These positions will also monitor the provision of equitable services where applicable.	\$0.9 million
Leadership Development	Digital badging as a new version of articulated pathways and district leadership networks. District Innovation grants are funds to 1-2 districts to innovate new professional development models.	\$0.5 million
Mental Health and Special Populations Online Tool	Mental health was a major need identified issue by districts, so want to build that into the new tool for support. This funding would be utilized to support the infrastructure for students with disabilities, as well as community mapping and whole child supports.	\$1.5 million
Online Tool and PBS	Identified as a need for distance learning. These funds would support the build-out for full systems integration and access.	\$4 million
Technology	Connectivity, technology, hardware	\$13 million
Innovation	Competitive grants for districts supporting the innovation of new instructional models. We anticipate awarding 1-3 districts who are serving the state's disadvantaged populations.	\$3 million
Grow Your Own	Funding to support local districts in strengthening their teacher pipelines through local partnerships with institutions of higher education.	\$2 million
Accelerator	Fund small dollar gaps for eligible district strategies not otherwise funded by ESSER or other funds.	\$1 million
TOTAL		\$25.9 million

School Reopening



Resources Expected from the Department

- (1) LEA Guide
- (2) School Reopening Toolkits
- (3) Procedures Samples and Videos
- (4) Continuity of Instruction Plans
- (5) LEA Technical Assistance



LEA Guide

Roles and Experiences of Teams and Stakeholders

- Executive Cabinet
- Senior District Leadership
- Team Members
- School-level Staff
- Consideration of HR Policies

Planning

- General Planning and Data Considerations
- Phases
- Best Practice
- Considerations
- Calendar and Options
- Financials
- Resources for Field

Communication

- Stakeholder Groups
- Task Force
- Formal
- Templates

Phases of Reopening



School Reopening Toolkits

- ❖ Academics
- ❖ Childcare
- ❖ Communications
- ❖ Equitable Access and Opportunity
- ❖ Finance
- ❖ Governance and Management
- ❖ Health and Public Health
- ❖ Nutrition
- ❖ Plans: Emergency Operations, Pandemic, Post-recovery Evaluation
- ❖ Postsecondary Transitions
- ❖ Professional Development
- ❖ Reopening Framework
- ❖ Social Distancing at Schools
- ❖ Special Populations
- ❖ Staffing
- ❖ Technology
- ❖ Transportation
- ❖ Wellbeing and Mental Health



Procedures Samples and Videos

- ❖ Identified district need/request.
- ❖ This document outlines sample procedures that schools can follow.
- ❖ These procedures are only intended to be samples of how districts and schools may think about putting those recommendations into practice.
- ❖ It is the decision of each local district and context to determine what procedures and precautions they believe are in the best interest of their students, staff, and communities.
- ❖ **These are EXAMPLE procedures to provide support for systems as they consider and plan for school reopening. It is not a comprehensive list of every procedure necessary, nor will every procedure work for every school.**
- ❖ The use or application of any sample procedures will likely vary with the changing conditions and will be specific to each school. As such, these are only suggested procedures to reduce duplicative work, add capacity, and spark other ideas for districts and schools to develop and share.



Continuity of Instruction Plans and LEA Technical Assistance

- ❖ Templates
- ❖ Technical Assistance Modules
- ❖ CORE Office supports



SBOE Policy Considerations

This is a space for the State Board of Education and SBE staff to have an open conversation about policies that might be appropriate and/or policies under consideration. These may include:

- LEA requested policies
- Virtual school policies
- Etc.



Questions?

