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
WHOLE CHILD

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

ACADEMICS

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

EDUCATORS

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

BEST FOR ALL

We will set all students on a path to success.
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.
May 2020

LEAs address current crisis for SY19-20 and begin planning for SY20-21

May-June 2020

LEAs develop locals plans for addressing future needs

June 2020

One-time relief funds distributed to LEAs

June-July 2020

Planning for SY20-21 related to reopening and return, possible resurgence, and re-imagination

July/Aug 2020

School Re-Opens and may look different regionally
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.

**SYSTEMS**
1) School Improvement
2) Digital Infrastructure
3) Innovation Grants

**ACADEMICS**
1) Literacy
2) High Quality Materials
3) Innovative Assessments

**WHOLE CHILD**
1) Online Tool
2) Citizenship & Civics
3) Special Populations
4) School Nutrition
5) Career Exploration and Counseling

**EDUCATORS**
1) Grow Your Own
2) EPP & LPP Innovation
3) Leader Development
4) Digital Badging

**PRIORITIES**

**POST-COVID ADDITIONS**
Survey Results

This includes formal letters submitted from:
- representative organizations statewide
- district surveys (superintendents)
- general public survey
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.
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.
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

- School-based Health: 20%
- Mental Health: 25%
- Safety and Wellness: 51%
- Meals and Nutrition: 85%
- Homeless/Mobile: 21%
- EcoDis: 32%
- ELs: 35%
- SWD: 32%

These Priority Needs

- These Student Groups
Districts want Support for Serving Students with Disabilities

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

- Can get guidance for SWD-related responsibilities: 79%
- Need support for compensatory education: 79%
- District has technology to support SWD: 32%
- Wants opportunities that provide technology to SWD: 92%
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
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
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
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)
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
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.

*Including those uses of funds authorized under ESEA, CTE, IDEA, Adult Ed and McKinney-Vento; and it applies Title I equitable services provisions for students and teachers in non-publics.
## CARES Act Timeline: District Application

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>April 13</td>
<td>TDOE CARES Act surveys close; data team compiles analysis of survey comments to inform state application</td>
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<tr>
<td>April 15</td>
<td>TDOE conducts call with LEA superintendents to share general information as well as forthcoming resources for LEAs</td>
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<td>April 17</td>
<td>TDOE releases federal programs special edition newsletter for federal programs directors</td>
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<td>April 30</td>
<td>ESSER fund state application rollout from U.S. Department of Education and materials shared with Governor's office</td>
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<td>May 12</td>
<td>TDOE shares draft state application with legislative review committee for initial feedback</td>
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<tr>
<td>May 13-14</td>
<td>TDOE solicits feedback on state application from other stakeholders (superintendents, charter schools, SCORE, etc.)</td>
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<tr>
<td>May 18</td>
<td>TDOE releases webinar on LEA application</td>
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<tr>
<td>May 21</td>
<td>TDOE finalizes state application and submits to U.S. Department of Education for approval</td>
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<tr>
<td>May 26</td>
<td>U.S. Department of Education approval of Tennessee's state application (tentative)</td>
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<tr>
<td>May 26</td>
<td>TDOE opens LEA funding application (tentative)</td>
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<tr>
<td>June 15</td>
<td>TDOE closes LEA funding application (tentative)</td>
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<tr>
<td>June 30</td>
<td>TDOE approves LEA applications and awards are allocated (tentative)</td>
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# SEA Allocation of CARES Act Funding

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<tr>
<th>Initiative</th>
<th>Rationale</th>
<th>Amount</th>
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<td>ESSER Fund administration</td>
<td>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.</td>
<td>$0.9 million</td>
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<tr>
<td>Leadership Development</td>
<td>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.</td>
<td>$0.5 million</td>
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<tr>
<td>Mental Health and Special Populations</td>
<td>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.</td>
<td>$1.5 million</td>
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<tr>
<td>Online Tool and PBS</td>
<td>Identified as a need for distance learning. These funds would support the build-out for full systems integration and access.</td>
<td>$4 million</td>
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<tr>
<td>Technology</td>
<td>Connectivity, technology, hardware</td>
<td>$13 million</td>
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<tr>
<td>Innovation</td>
<td>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.</td>
<td>$3 million</td>
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<tr>
<td>Grow Your Own</td>
<td>Funding to support local districts in strengthening their teacher pipelines through local partnerships with institutions of higher education.</td>
<td>$2 million</td>
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<tr>
<td>Accelerator</td>
<td>Fund small dollar gaps for eligible district strategies not otherwise funded by ESSER or other funds.</td>
<td>$1 million</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$25.9 million</strong></td>
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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
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?