

Purpose of this Guidance:

This document was developed to provide district-level officials with guidance on how to tie together different federal and state funding streams to support the implementation of a summer learning program.

Audience

District administrators, finance teams, principals, summer learning program administrators

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Stacked Funding Definition

What is stacked funding?

Stacking funding sources allow districts to interweave different funding streams to help pay for initiatives like summer learning programs or Additional Days School Year (ADSY). LEAs can supplement funding streams with other funding streams, but funding streams cannot be supplanted. “Braided” funding is a term sometimes used to refer to this same concept. For the purposes of this document, we will use the term “Stacked” funding to avoid any misunderstandings about supplanting funds from multiple sources.

Supplement, Not Supplant (SNS)

Why do I keep hearing the statement, “You can supplement, but not supplant funding”?

Federal and state funding streams can supplement each other but cannot supplant each other. The term “supplement, not supplant” is a provision common to many federal statutes authorizing education grant programs and can vary depending on the various statutes. The purpose of SNS is to ensure that federal grant funds are expended to benefit the intended population defined in the authorizing statute, rather than diverted to cover expenses that an LEA would have paid out of other funds in the event the federal funds were not available.

Example: Excerpt from the 21 CCLC grant guidelines

“Funds will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case, supplant federal, state, local, or non-federal funds.”

For more information on SNS, please visit [TEA’s SNS Handbook](#).

Available Funding Sources to Support Summer Learning

This chart provides a quick overview of the identified funding sources to support summer learning. More details about each source are available throughout the remainder of this guidance document.

Funding Source	Federal vs. State	Type of Funding	Funding Delivery Method	Timing for Receiving Funds	Fund Flexibility Level
21 CCLC	Federal	Competitive Grant	New grants are typically awarded in grant cycles every 2-3 years	One grant cycle is five years long	HIGH: Funds can be used for academics or enrichment
Additional Days School Year	State	Formula Funding	Foundation School Program	State funding cycle	HIGH: Funds received as general revenue
Early Education Allotment	State	Formula Funding	Foundation School Program	State funding cycle	HIGH: Funds must go toward improving student performance
Emergent Bilingual Student Summer Program	Federal	Formula Funding	EB units are reimbursed on a pro-rated basis	Annually	LOW: Funds must be used on instruction
Compensatory Education	State	Formula Funding	Foundation School Program	State funding cycle	HIGH: Funds can go toward increasing academic achievement and reducing dropout rates
Teacher Incentive Allotment (TIA)	State	Formula Funding for TIA districts or districts that employ a designated TIA teacher	Foundation School Program	Annually	LOW: 90% of TIA funds must go toward teacher compensation
Title Funds (multiple funds each with their own requirements)	Federal	Formula Funding	Drawdowns determined by districts	Drawdowns determined by districts	Varies based on unique requirements of each title fund

Summer Learning Budget Estimator Tool

The [Summer Learning Budget Estimator Tool](#) can be used by district administrators to budget for the sources and uses of funds for a summer learning program. A walkthrough of this tool can be found at [this link](#).

Rider 72: Texas After School and Summer Funding

This resource, last updated in February 2024, was created for Rider 72 from the 88th Legislative session. It is a spreadsheet called "[Rider 72: Texas After School and Summer Funding](#)," designed to provide an overview of funding sources available for Texas afterschool and summer programs. The spreadsheet lists both state and federal funding options, including those managed by state agencies and those that flow directly to school systems and community-based organizations (CBOs). Additionally, the 'Federal Funding' tab offers a broader map of federal funding sources.

ADSY

The Additional Days School Year (ADSY) initiative provides formula funding to support school systems with adding up to 30 additional instructional days (beyond a minimum of 175 days) at eligible campuses. Established through House Bill 3 passed by the 86th Texas Legislature in 2019 and recently updated by the 89th Legislature in 2025, ADSY addresses summer learning loss, which can have a profound effect on students from low-income backgrounds. Depending on campus calendar configurations, a school system could generate half-day or three-fourth day formula funding for the additional “ADSY” days.

The table below outlines the minimum number of days and required configurations to generate ½-day or ¾-day formula funding:

½ Day Formula Funding for ADSY is available to campuses that:	¾ Day Formula Funding for ADSY is available to campuses that:
Serve at least one grade-level within grades PreK-8	
<ul style="list-style-type: none"> Have at least 175 full instructional days with 75,600 operational minutes for all instructional tracks, excluding any minutes covered by staff development waivers. Add 1 to 30 additional half days of instruction beyond the minimum regular academic calendar of 175 instructional days in the regular academic calendar Have a teacher meeting the school system's certification requirements deliver at least two hours of instruction on designated ADSY days 	<ul style="list-style-type: none"> Have a total of at least 200 full instructional days in the calendar. This total may include ADSY days, but the campus must first operate a base academic calendar for all instructional tracks with: <ul style="list-style-type: none"> At least 175 full instructional days, with A minimum of 75,600 operational minutes, excluding any minutes covered by staff development waivers. Add 25 to 30 additional full days of instruction beyond the minimum regular academic calendar of 175 full instructional days to reach the 200-day threshold Have a teacher meeting the school system's certification requirements deliver at least four hours of instruction on designated ADSY days
Host ADSY days separate from the regular instructional calendar days (e.g., ADSY days cannot be hosted in the second part of a regular instructional day)	

Example: Stacking ADSY and General Revenue Funding

Hour	Hour One	Hour Two	Hour Three	Hour Four	Hour Five	Hour Six
Programming	Instruction	Instruction	Instruction	Enrichment	Enrichment	Enrichment
Funding Source	ADSY Funding	ADSY Funding	General Revenue	General Revenue	General Revenue	General Revenue

Note: All ADSY funds are received as general revenue dollars.

How to Access ADSY Funding:

Districts do not need to apply for ADSY funding. Campuses that meet all the ADSY requirements and decide to host ADSY days will automatically generate funding for ADSY once they document their ADSY teachers, ADSY students, and ADSY campuses in PEIMS.

For additional questions about ADSY, please reach out to ADSY@tea.texas.gov.

21st Century Community Learning Centers (21 CCLC or Texas)

Texas's 21st CCLC programs, also called Texas ACE, aim to improve student attendance, behavior, and academics, while providing safe and supportive learning space afterschool and in the summer for students and families who otherwise would not have such opportunities.

Texas ACE grantees may use 21st CCLC funds for summer program activities allowed under 21st CCLC program guidelines, TEA General and Fiscal Guidelines, and applicable federal regulations. Example funding includes targeted academic support, student-interest-based enrichment, college and career readiness, and family engagement activities. For more information about Texas ACE/21st CCLC review the [Texas ACE Roadmap to High-Quality Out-of-School Time](#). Since 21 CCLC is federally funded, it can only be used to supplement, not supplant state funding.

Example: Stacking ADSY and 21 CCLC Funding

Hour	Hour One	Hour Two	Hour Three	Hour Four	Hour Five	Hour Six
Programming	Instruction	Instruction	Instruction	Enrichment	Enrichment	Enrichment
Funding Source	ADSY Funding	ADSY Funding	21st CCLC Funding	21st CCLC Funding	21st CCLC Funding	21st CCLC Funding

Example: Stacking ADSY and 21 CCLC Funding to Help Pay for Summer Staff

Hour	Hour One	Hour Two	Hour Three	Hour Four
Programming	Instruction	Instruction	Instruction	Enrichment
Staff Member A (Enrichment)	21st CCLC Funding	21st CCLC Funding	21st CCLC Funding	21st CCLC Funding
Staff Member B (Academics)	General Revenue (ADSY Funds)	General Revenue (ADSY Funds)	General Revenue	General Revenue

How to Access 21st CCLC Funding:

Visit the [TEA Grant Opportunities](#) page and use the drop down box to find Texas's current available 21st CCLC competitions. 21st CCLC grants are awarded for a five-year period and new competitions are typically posted every two to three years.

For additional questions about 21st CCLC in Texas, please reach out to 21stCentury@tea.texas.gov.

Early Education Allotment

For each student in ADA funding in K-3, a school district is entitled to an annual allotment equal to the basic allotment multiplied by 0.1 if the student is:

- (1) Educationally disadvantaged; or
- (2) A student of limited English proficiency, as defined by Section [29.052](#), and is in a bilingual education or special language program under Subchapter B, Chapter [29](#).
 - (b) Funds allocated under this section must be used to fund programs and services designed to improve student performance in reading and mathematics in Pre-K-3rd grade, including programs and services designed to assist the district in achieving the goals set in the district's early childhood literacy and mathematics proficiency plans adopted under Section [11.185](#).
 - (c) A school district is entitled to an allotment under each subdivision of Subsection (a) for which a student qualifies.
 - (d) A school district may receive funding for a student under this section and under Sections [48.104](#) and [48.105](#), as applicable, if the student satisfies the requirements of each applicable section.

Example: Stacking ADSY and Early Education Allotment Funding

Hour	Hour 1	Hour 2	Hour 3	Hour 4	Hour 5	Hour 6
Programming	Pre-K	Pre-K	Pre-K	Pre-K	Pre-K	Pre-K
Funding Source	District Funds (through TEA PEIMS reporting)	District Funds (through TEA PEIMS reporting)	Early Education Allotment Funding	Early Education Allotment Funding	ADSY Funding	ADSY Funding

How to Access Early Education Allotment Funding:

Districts do not need to apply for Early Education Allotment funding. Students will automatically generate Early Education Allotment funding through documentation in PEIMS.

For questions about the Early Education Allotment, please reach out to earlychildhoodeducation@tea.texas.gov.

Emergent Bilingual Student Summer Program (K-1)

[Texas Administrative Code \(TAC\), §89.1250](#), requires Local Education Agencies (LEAs) to provide a summer school program for Emergent Bilingual students who will be eligible for admission to kindergarten or first grade at the beginning of the next school year.

Example: Stacking ADSY and Emergent Bilingual Student Funding

Hour	Hour 1	Hour 2	Hour 3	Hour 4	Hour 5	Hour 6
Programming	Instruction	Instruction	Instruction	Instruction	Instruction	Instruction
Funding Source	ADSY Funding	ADSY Funding	EL Funding	EL Funding	EL Funding	EL Funding

Disclaimer: The above example assumes that 30 4-hour summer school or intercessory days are used to complete the 120 hours of intensive instruction required by Emergent Bilingual student summer programming. This example is specific to students who qualify for Emergent Bilingual student funding.

How to Access Emergent Bilingual Student Funding:

Districts do not apply for EL funding but instead will be reimbursed based on the number of Emergent Bilingual student teaching units served. Eighteen students or a fraction thereof constitute an Emergent Bilingual student teaching unit. Districts will submit the number of Emergent Bilingual student units served through documentation in PEIMS once the required 120 hours of instruction have been met.

For additional questions about Emergent Bilingual student support in Texas please reach out to EmergentBilingualSupport@tea.texas.gov.

Compensatory Education

According to the [Texas Education Code, Section 29.081](#), the Compensatory Education Program is defined as compensatory programs and/or services designed to support the regular education program for students identified as at risk of dropping out of school. The purpose of these programs is to increase academic achievement and reduce the dropout rate among these students.

Example: Stacking ADSY and Comp Ed Funding

Hour	Hour 1	Hour 2	Hour 3	Hour 4	Hour 5	Hour 6
Programming	Instruction	Instruction	Instruction	Instruction	Enrichment	Enrichment
Funding Source	ADSY Funding	ADSY Funding	Comp Ed Funding	Comp Ed Funding	Comp EdFunding	Comp Ed Funding
Potential Teacher Stipend Source	ADSY Funding	ADSY Funding	Comp Ed Funding	Comp Ed Funding	Comp EdFunding	Comp Ed Funding

How to Access SCE Funding:

Districts do not need to apply for Comp Ed funding. Students will automatically generate SCE funding through documentation in PEIMS.

School districts receive compensatory education funding to support students facing academic challenges due to economic hardship, homelessness, pregnancy, or living in residential facilities outside their home district. The amount depends on the student's circumstances and the economic conditions of their neighborhood. These funds help schools provide targeted assistance, like tutoring and intervention programs.

For questions about Comp Ed, please reach out to statecompensatoryeducation@tea.texas.gov.

Texas Incentive Allotment

The [Teacher Incentive Allotment \(TIA\)](#) was established in 2019 with a stated goal of a six-figure salary for teachers who prioritize teaching in high needs areas and rural district campuses. A local optional teacher designation system enables school systems to formally recognize and compensate exceptional teachers through a structured evaluation process. This system allows districts to develop their own criteria for identifying high-performing teachers through student growth measures, appraisal, and optional components. To establish a local designation system, a district must go through a three-year approval process. High performing teachers can earn the designations Acknowledged, Recognized, Exemplary, or Master through a local designation system or if they hold a National Board certification. Districts that employ teachers with designations can receive up to \$36,000.

Example: Stacking ADSY and TIA Funding

A low performing campus should consider placing TIA teachers as instructors for ADSY days. The campus would then be able to take advantage of the funds generated by both TIA teachers and ADSY instructional days to supplement the cost of programming.

How to Access TIA Funding:

Districts must develop and earn approval as a TIA participating district. For more information on how to apply to become a local designation system that receives TIA funding, visit the [TIA website](#).

TIA Application Process	Cohort D	Cohort E	Cohort F	Cohort G
Data Capture Year	'21 - '22	'22 - '23	'23 - '24	'24 - '25
System Application Posted	1-Nov-20	1-Nov-21	1-Nov-22	1-Nov-23
System Application due to TEA (no fee required for submission)	15-April-21	15-April-22	13-April-23	13-April-24
System Application Result Final Notification	15-Aug-21	15-Aug-22	13-Aug-23	13-Aug-24
Data Review Due to Texas Tech University	1-Nov-22	1-Nov-23	1-Nov-24	3-Nov-25
Final Approval Notification	Late Feb. '23	Late Feb. '24	Late Feb. '25	Late Feb. '26
Final Designation and Allotment Notification	Apr. '23	Apr. '24	Apr. '25	Apr. '26
Initial Payouts with Reimbursements for Approved	Sept '23 or Sept '24*	Sept '24 or Sept '25*	Sept '25 or Sept '26*	Sept '26 or Sept '27*

For additional questions about TIA, please reach out to tia@tea.texas.gov.

ESSA Funds

Under the Elementary Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), various federal programs have been authorized to supplement funding for students based on the program eligibility requirements and create additional opportunities specifically for disadvantaged students. Although summer learning programs would generally be an allowable use of funds for ESSA programs, school systems should refer to the applicable use of funds requirements for each program.

How to Access ESSA Funds:

School Systems apply for ESSA funds via the ESSA Consolidated Federal Grant Application in eGrants. Please visit the TEA Grant Opportunities page for Program Guidelines, ESSA Program-Specific Provisions and Assurances, and a Sample Application

For questions regarding Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title IV, Part A; and Title V, Part B-Rural and Low-Income Schools (RLIS) program, please reach out to essasupport@tea.texas.gov.

For questions regarding Title I, Part A School Improvement Grant, please reach out to sidivision@tea.texas.gov.

For questions regarding Title III, please reach out to englishlearnersupport@tea.texas.gov.

For questions regarding Title IV, Part B, please reach out to 21stCentury@tea.texas.gov