

2021 English Learner (EL) Summer School Guidance

Local Education Agencies (LEAs) have been provided with flexibility in fulfilling the 2021 English learner summer school requirements for bilingual education and English as a second language (ESL) students entering kindergarten and grade 1 (Texas Education Code [Sec. 29.060](#); Texas Administrative Code [§89.1250](#)). Although 120 hours of instruction that are supplemental to the regular school day/year are still required, LEAs may choose to extend the summer school requirement by completing this supplemental program throughout the 2021-2022 school year. This document provides updated guidance and answers to frequently asked questions for implementing EL summer school with the available adjustments.

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Requirements

The required summer school program for English learners who are entering kindergarten or grade 1 is intended to prepare our youngest English learners for linguistic and academic success in early grades. This program provides multiple opportunities for students to engage with meaningful linguistic and academic experiences to prepare them for the next grade level.

The EL summer school program guidance described in Texas Administrative Code (TAC) §89.1250 will remain in effect for the summer of 2021 with the following alterations. The chart below highlights similarities and differences between statutory requirements and current flexibilities. A check mark (✓) indicates that the 2021 EL summer school requirement is identical to the statutory requirement.

Statutory EL Summer School Requirements	2021 EL Summer School
LEAs must offer summer school to families of English learners if they are required to offer bilingual or English as a second language (ESL) programs. TAC §89.1250 (2)(A)	✓
To be eligible for enrollment, a student must <ul style="list-style-type: none"> • be eligible for kindergarten or grade 1 during the 2021-2022 school year, • be identified as an English learner, and 	✓

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Statutory EL Summer School Requirements	2021 EL Summer School
<ul style="list-style-type: none"> have parental/guardian approval for bilingual/ESL program placement. TAC §89.1250 (2)(B)	
Instruction focuses on language development and essential knowledge and skills appropriate to the level of the student. TAC §89.1250 (1)(B)	✓
Program addresses the affective, linguistic, and cognitive needs of English learners. TAC §89.1250 (1)(C)	✓
Enrollment is optional. TAC§ 89.1250 (3)(A)	✓
LEA employs a traditional system for parents/guardians to register for the summer school program. (general guidance)	LEA creates an appropriate, accessible system for parents/guardians to register for the EL summer school program based on the LEA’s current communication methods. Every effort should be made to ensure equitable access to information.
Duration of the program should be 120 hours of instruction. TAC §89.1250 (3)(B)	The 120 program hours may be completed via in-person, remote (synchronous and asynchronous), materials/paper delivery, or hybrid delivery methods. LEAs utilizing the materials/paper delivery method may estimate a number of instructional hours per bag or packet.
Student/teacher ratio does not exceed 18:1. TAC §89.1250 (3)(C)	For in-person delivery method, LEAs must follow current state and local health regulations for classroom organization. In all other delivery methods, the 18:1 ratio should be followed.
A school that operates on a semester system shall offer the program during the period school is recessed for the summer. TEC Sec. 29.060 (a)(1)	LEAs may complete 2021 EL summer school during the summer of 2021 or may adopt a schedule to complete the 120 hours of instruction (supplemental to the regular school day*) by the end of the 2021-2022 school year. <i>*Supplemental to the regular school day may include before or after school hours, weekends, or during any LEA incremental breaks within a year-round schedule.</i>
Program is staffed by teachers appropriately certified for the bilingual/ESL program. TAC §89.1250 (3)(E)	✓

Statutory EL Summer School Requirements	2021 EL Summer School
<p>Reporting of student progress shall be determined by the board of trustees. A summary of student progress shall be provided to</p> <ul style="list-style-type: none"> • parents/guardians at the conclusion of the program and • next year’s teacher. <p>TAC §89.1250 (3)(F)</p>	✓
<p>LEAs must document that they have communicated to parents/guardians and encouraged participation in multiple ways; however, if an LEA has fewer than 10 students LEA-wide desiring to participate, they are not required to provide the program.</p> <p>TAC §89.1250 (4)(A)(iii)</p>	✓
<p>An LEA shall maintain records of eligibility, attendance, and progress of students.</p> <p>TAC §89.1250 (4)(B)</p>	<p>An LEA shall maintain records of eligibility, attendance*, and progress of students.</p> <p>*Attendance for 2021 summer school may be recorded based on remote participation and/or materials/paper pick up.</p>
<p>An LEA shall use state and local funds for program purposes.</p> <p>TAC §89.1250 (4)(A)</p>	✓
<p>Funding for the summer school program shall be on a unit basis in such an allocation system to ensure a pupil/teacher ratio of not more than 18:1.</p> <p>TAC §89.1250 (4)(A)(ii)</p>	✓
<p>Payment to LEAs for summer school programs shall be based on units employed.</p> <p>TAC §89.1250 (4)(A)(iv)</p>	✓

Considerations for Delivery Methods

In choosing a delivery method for EL summer school, LEAs will need to consider state and local health regulations, feedback on and analysis of 2020-2021 instructional settings, and input from families and teachers of English learners. Regardless of the delivery method, summer school instructional preparation will still include a defined scope and sequence, targeted linguistic and academic development objectives as well as progress monitoring. LEAs are encouraged to determine specific goals for the program based on the needs of enrolled students. Descriptions of each delivery method and considerations are included below.

Delivery Method Descriptions

In-Person Instruction

Students attend classes in the school building and follow [state and local health regulations](#). Curriculum includes both linguistic and academic development opportunities as well as attention to students' affective needs. Instruction is delivered in a way that is compatible with health regulations.

Materials/Paper Delivery

Students pick up materials for summer school on a regular schedule and complete learning opportunities in a family environment. Curriculum includes linguistic and academic development opportunities that can be carried out by families, as well as activities intended to address the students' affective needs. Like family math or literacy night activities, the bag of materials can include everything needed for the activity/ies (book, crayons, play dough, blank paper, etc.). An estimated number of hours for completion per bag/packet should be indicated, to support families in fulfilling learning and expectations. Parent-friendly instructions accompany each activity and are provided in English, Spanish, and any other home language the LEA deems appropriate.

Remote

Students access all communication and learning opportunities online. The LEA utilizes an online system for communicating learning opportunities based on feedback from stakeholders, likely the system(s) utilized during the 2020-2021 school year. Returning families are familiar with the system, and new families to the district can become familiar with the system prior to the 2021-2022 school year. Curriculum includes linguistic and academic development opportunities with attention to affective needs that can be carried out by a teacher in a virtual setting (synchronous), or online with support from families (asynchronous).

Hybrid

Students participate in some combination of in-person, materials/paper delivery, and/or remote delivery methods for summer school.

Logistical Considerations

- Gather stakeholder input on execution of the 2020 summer school program. Build on what worked last summer and current district protocols in designing the 2021 program.
- A teacher should be responsible for no more than 18 students in any delivery method.
- For in-person instruction:

- Develop procedures to observe state and local health regulations in the classroom, during arrival, dismissal, recess, and time in the cafeteria.
- Brainstorm alternative physical classroom setups that support social distancing such as individual work areas, and classroom procedures that facilitate health guidelines such as hand washing routines.
- For materials/paper delivery
 - Establish methods for parent/guardian communication, and for students to return finished work products and get feedback.
 - Arrange for families to drop off work products at the following pick-up opportunity, and papers from the previous week can be displayed outside, visible to the car lane.
- For remote instruction
 - Prioritize interactive sessions requiring a fluent language model for synchronous learning opportunities and provide links for students to access fluent language models during asynchronous learning opportunities.
 - Provide clear instruction or guidance for families on
 - digital submission of photos/videos of work products and
 - the summer system for families to receive technical help with LEA devices.
- For hybrid instruction, consider the strategic implementation of learning experiences for small groups or for specific purposes. Examples include
 - Mon/Wed and Tues/Thurs rotations of students to create small class sizes
 - Individual testing and/or progress monitoring opportunities
 - Small groups for students new to the LEA or with similar specialized needs.

Skill Development Considerations

- Summer school may be the first time some students have had instruction in the building. Use summer as a time to teach and practice schoolwide routines and functional language they will need during the school year.
- Regardless of the delivery method, empower families to extend summer school learning at home.
 - Support the continued development of students' home languages by assuring families that conversations in the home language are very important for cross-linguistic connections. These conversations can be on routine home topics or can build background on academic topics.
 - Foster the development of listening and speaking in English at home by guiding families to consider regular and purposeful opportunities to interact with fluent speakers. For example, have an older sibling or parent/guardian (fluent in English) teach the student a new skill, dance, household chore, or watch and discuss educational TV programming or recommended YouTube videos in English.
- To promote early literacy, consider ways for students to access text read aloud daily.

Progress Monitoring Considerations

- Students should be consistently monitored for both academic and linguistic progress, and progress should be systematically reported to families.
- Students can be informally monitored for linguistic progress during a synchronous online session, or through regularly scheduled phone calls or video chats on a smart phone. In both cases, the teacher would initiate a conversation intended to elicit the desired linguistic characteristics previously identified.
- Students can come to the school for individual or small group progress monitoring.
- Students can be evaluated face to face when school resumes for the 2021-2022 school year to see if linguistic and academic goals set at the beginning of summer school were achieved. This information will inform the new classroom about the most recent goals set for the student and can also be shared with parents/guardians.

Additional Resources

Potential curriculum sources that may be customized based on delivery method and other factors include:

- a. Curriculum from past LEA summer programs
- b. LEA-created materials
- c. [TEA and PBS At-Home Learning Collaboration](#) > PBS Educator Resource Guide > Toolkit for At-Home Learning includes content for Spring 2021
- d. [EL Portal](#) – Parents and Families pathway has resources for parents under [Supporting my Child](#) and [Student Resources](#)
- e. [Texas Home Learning](#) (THL) is a suite of instructional materials designed for learning acceleration and COVID recovery. THL is available to any Texas educator at no-cost with several resources for educators leading an English Learner summer program. These resources are available for free to any Texas educator to use as they see fit.

If an LEA would like additional support, printed materials, and a \$1,000 stipend for participating educators, the **COVID Recovery Instructional Materials Support Initiative (CRIMSI)** could be a great option. [Apply](#) for the program by Friday, April 9, 2021.

- i. [Summer Learning Framework](#) – The framework defines important planning topics for districts and school administrators for a high-quality summer learning program. District and school leaders can engage with the framework and supports as needed.
- ii. Summer-specific units – These units were created for summer from THL publishers. [Webinars](#) are scheduled for unit overviews and product-specific Q&A.
- iii. [ST Math](#) – This product is found under the Math Supplement tab on the linked page and may be of interest since the focus is on spatial-temporal understanding and is largely language-free. The linked page includes a recorded materials overview and registration link.

Voices from the Field

Implementation of 2020 EL Summer School brought unique challenges and sparked creative thinking on innovative ways to reach students. The following quotations have been provided by LEAs as they reflected on successful practices from last summer's experience.

- **[Harlingen CISD](#)**: “For summer 2020, the use of prerecorded videos and small numbers per class allowed teachers to create direct relationships with parents and students. The Texas Home Learning Resources in all content areas were a huge blessing to guide teachers and made an impact on students’ academics. We also supplied tote bags at the beginning and at the end of the program with resources that provided an equitable education for all students. Teachers and students felt a greater connection having the resources at hand, which made the program much more successful. Each child had a binder with summer academic resources and books for literacy practice.”
- **[Sharyland ISD](#)**: “We enrolled students via Google Forms followed by calling every PK/K Bilingual home without a form. We had a drive through backpack pick up. We issued Chromebooks and Hotspots to any family who needed one and collected them at the end of the program. In 2021, we plan to add parent choice for face-to-face or virtual instruction.”
- **[Klein ISD](#)**: “We offered virtual summer school in 2020 and had approximately 400 families sign up. It helped that our district called each eligible family and offered the program.”
- **[Nacogdoches ISD](#)**: “Successes in 2020 included:
 - Hybrid model
 - Focused instruction on reading and language acquisition
 - Inclusion of culturally relevant literacy resources to make home connections, which parents and students loved
 - Themed units and 3D experiences to connect with units
 - Grouping students by “Casas de colores” (by reading proficiency level to focus instruction) to create teams and a sense of belonging. Students received a T-Shirt with their house color.
 - Collaboration with professors from the education department from Stephen F. Austin College of Education to enhance our family-community connections.”
- **[Cleveland ISD](#)**: “One of the things that worked was the creation of project- based learning experiences that targeted literacy skills and oral language development in the primary language. A group of teachers, content specialists and literacy coaches were part of the curriculum writing. The families picked up materials at different times prior to the start of summer school. Another effective approach was that teachers allocated some time for their online instruction and time to connect with those students or families without internet. They communicated daily via phone. Since 95% of our students are currently face-to-face, we also plan for summer school to be done face-to-face.”

- **Comal ISD:** “Our 2020 summer school was entirely virtual. Materials, such as the books, were mailed directly to families. Other necessary resources like Chromebooks, MiFi, journals, crayons and other school supplies were set out for parents to pick up. For those who had difficulty getting themselves to the nearest pick-up location, we scheduled a drop off with them. We met through Google Meet. This allowed for live instruction. We knew this would be important to allow for an immediate feedback loop. Seesaw was used to house activities, assignments, and student work. We will continue to use Seesaw with our ELs because of the video (audio) recording capabilities with embedded options for teacher feedback. This is proving helpful in preparation for TELPAS Listening and Speaking.”

Frequently Asked Questions

1. **Is there flexibility for completing the 2021 bilingual education and ESL summer school requirements for English learners (ELs) entering kindergarten and grade 1 (Texas Education Code [Sec. 29.060](#); Texas Administrative Code [§89.1250](#))?**

Yes. Local Education Agencies (LEAs) are still required to offer 120 hours of instruction that are supplemental to the regular school day/year, but if they are unable to complete these hours in the summer of 2021, they may extend the timeline for completion of this requirement through the end of the 2021-2022 school year. LEAs may

- complete the EL summer school requirement **prior to** the beginning of the 2021-2022 school year,
- **begin** EL summer school **in summer** of 2021 **and complete** the 120 hours of instruction (supplemental to the regular school day) **through the end of the 2021-2022 school year**, or
- complete the 120 hours of instruction (supplemental to the regular school day) **starting** at the beginning of the 2021-2022 school year **through the end of the 2021-2022 school year**.

Note: “Supplemental to the regular school day” may include before or after school hours, weekends, or during any LEA incremental breaks within a year-round schedule.

2. **What methods of delivery are permissible for meeting the requirement of 120 hours of instruction for EL summer school?**

- In-Person Instruction
- Materials/Paper Delivery
- Remote (synchronous and asynchronous)
- Hybrid (combination of any of the above options)

3. **What are factors to consider within the various methods of delivery regarding the student to teacher ratio (not to exceed 18:1) requirement for EL summer school?**

- For in-person delivery method, LEAs must follow current [state and local health regulations](#) for classroom organization.
- In all other delivery methods (remote, materials/paper deliver, and hybrid), the required student to teacher ratio should not exceed 18:1.

4. How should LEAs determine the best way to meet the EL summer school requirement?

- Survey **students' families** (including calls, emails, online surveys, etc.) to determine interest and desired methods for participation in EL summer school.
- Survey **teachers** (including calls, emails, online surveys, etc.) to determine interest and desired methods for facilitating/providing EL summer school.
- Utilize existing LEA remote learning systems and previously used EL summer school resources to formulate a feasible plan.
- Consider factors for student and family participation in order to ensure access to instruction and materials based on current remote learning practices. See the [Tips for Families of English Learners](#).

Note: LEAs must adhere to all social distancing requirements and other guidance from healthcare officials.

5. How will attendance be tracked for EL summer school participation?

- With **in-person** instruction, LEAs will track attendance as they do regularly for EL summer school.
- With **materials/paper delivery**, a number of hours of instruction can be estimated for completion of the activities in each delivery to mark that student's attendance in those hours of instruction.
- Through **remote** instruction (synchronous and asynchronous), attendance may be collected per synchronous session participation and evidence of asynchronous assignment completion.

Note: Participation data will be reported through PEIMS.

6. How will reimbursement be calculated for EL summer school?

- Reimbursement amounts will be based on teaching units with 18 students or a fraction thereof, regardless of method of delivery. Allotments will be prorated on this unit value.
- Based on 2019 EL summer school program costs, LEAs will receive reimbursements of approximately \$1,300 per unit. This is subject to change based on the number of total units statewide for 2021 EL summer school.
- Business managers should be informed that the fund code is 289 and that payment to the LEA will be provided through direct deposit.

7. How will LEAs report EL summer school participation for summer 2020 and summer 2021?

EL summer school participation is collected through the Public Education Information Management System ([PEIMS](#)).

- **2020 EL Summer School:** For LEAs who are currently completing the 2020 EL summer school program during the 2020-2021 school year, participation data will be reported in the PEIMS Submission 4 and due to TEA on August 26, 2021. Reimbursement to LEAs will be provided through direct deposit in September of 2021.
- **2021 EL Summer School:** Participation data will be collected through PEIMS Submission 4 only, and the due date to TEA must be reported by August 25, 2022. Reimbursement to LEAs will be provided through direct deposit in fall of 2022.