

Academics: Refers to daily instruction in reading and math, aligned to Texas Essential Knowledge and Skills (TEKS). Academic classes are required to be taught by a certified Texas teacher assigned to a grade level they taught in a previous school year.

Artifact: A document that demonstrates one or more best practices in planning and delivering the voluntary summer learning program. Artifacts should supplement narrative responses in the Strategic Plan template. In many cases, artifacts should be produced in the regular course of planning the program, rather than for the strategic plan submission. Specific templates are required for two artifacts: the ADSY PEP Summer Learning Work Plan and Program Goals and Performance Metrics table, as noted.

Campus: A campus is a school where the voluntary summer learning program is operating. Some districts have single-campus programs (operating only at one school) and others have multi-campus programs (operating at multiple schools).

Campus leaders: This group typically includes principals, assistant principals, and seasonal program directors who provide leadership and/or oversight of the voluntary summer learning program. Depending on the size and organizational structure of the school, this may include the Chief Academic Officer and other department heads.

Campus operations and support staff: Refers to campus-level staff who are not instructors, such as front office, classroom support, nursing, meal services, and custodians.

Enrichment: Refers to hands-on activities, project-based learning, exploratory activities, and creative opportunities in core and other subjects designed to engage students in deeper or different learning. Enrichment activities do not require certified teachers as instructors. Enrichment lessons and activities are of high quality when they:

- Align with content students are learning during the day, but provide opportunities for hands-on engaging learning experiences
- Have a process for program leadership oversight and feedback
- Provide students opportunities to express their opinions and give students choice in creating and choosing activities
- Student academic and other needs are coordinated with the school day instructors

Equity: There are multiple definitions of equity, even as it relates to education. According to the National Equity Project, educational equity means that each child receives what they need to develop to their full academic and social potential.

Working towards equity involves:

- Ensuring equally high outcomes for all participants in our educational system; removing the predictability of success or failures that currently correlates with any social or cultural factor
- Interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children
- Discovering and cultivating the unique gifts, talents and interests that every human possesses.

[The Texas Equity Toolkit](#) is a great resource for districts developing equitable access plans.

The Summer Learning Framework is informed by work of [The Wallace Foundation](#), [RAND](#), and [The Learning Agenda](#). 1

External partner/Community partner: An organization or agency outside of the district or campus who adds capacity to the voluntary summer learning program and/or otherwise contributes to its mission. External partners may lead components of enrichment programming, such as arts, sports, or other specialized classes or provide paid or in-kind goods or services. They may also include organizations and agencies with complementary missions who wish to coordinate programs and services; technical assistance and other planning partners; local media and businesses; family groups; and/or funding partners. External partners may be locally operated or part of a national organization.

High-Quality Instructional Materials: TEA defines High-Quality Instructional Materials as:

1. Aligned to research-based instructional strategies in the content
2. Supports all students in accessing grade-level content
3. Includes embedded assessments/progress monitoring aligned to the materials
4. Includes implementation supports that are educative for teachers

LEA understands that to meet this definition for participating campuses, LEAs shall use Math and English materials listed on 1) Texas Home Learning; 2) Texas Resource Review (rated 80% or higher); 3) EdReports (rated Green and then aligned to the TEKS); or 4) materials evaluated by the LEA in partnership with their Design and Implementation Partner using established Texas Resource Review rubrics and rated 80% or higher.

Instructional time: Required minimum of 180 instructional minutes total of reading and math per day.

Instructor: A person who leads a group of students in academic or enrichment activities. Instructors are student-facing staff in the voluntary summer learning program. Academic instructors are certified Texas teachers. Enrichment instructors may be certified teachers, paraprofessionals, or community educators from external partner organizations. Instructional staff includes both academic and enrichment instructors.

Logic Model: According to the U.S. Department of Education, a logic model is a visual representation of the assumptions and theory of action that underlie the structure of an education program. Developing a logic model at the beginning of program planning gives you a framework for charting the links between your program's resources, activities, and outputs and its intended outcomes. It enables you to evaluate your program once it begins. And it helps you communicate to your stakeholders what you want to accomplish, how you intend to reach your goals, and how you will track your progress.

[This tool](#) from the U.S. DOE offers guidance for teams to use logic models in collaborative planning.

Texas Afterschool Centers on Education require logic models to include:

- inputs, outputs (e.g., measurable goals for behavioral gains, measurable goals for academic gains)
- measurable outcomes (e.g., evidence of behavioral gains, evidence of academic gains), and
- activities, and resources (e.g., staff, partners, FES)

Outcomes: Program outcomes are the level of performance achieved in relation to SMARTIE goals (Specific/Strategic, Measurable, Attainable, Relevant, Time-Limited, Inclusive, and Equitable), as documented in the Program Goals and Performance Metrics template. Outcomes may include program quality, stakeholder satisfaction, and/or student academic and non-academic data.

Planning team: The planning team is the cross-departmental group responsible for planning the voluntary summer learning program. Depending on the number of campuses hosting summer learning programs in a district, the planning team may include district and campus leaders and staff or just campus leaders and staff. For a district with multiple

campuses hosting programs, the planning team may include district staff in areas such as curriculum and instruction, human resources, finance, operations (transportation, meals, facilities, procurement), information technology, family engagement, and social-emotional learning. For a district with one campus hosting a program, the planning team may include campus-level staff with roles in similar categories.

Program: Refers to the voluntary summer learning program. This term may be used in place of district (multi-campus programs) or campus (single-campus programs).

Program leaders: Key decision makers and planning leads at the district and campus levels. Program leaders are likely part of the planning team but distinguished by their responsibility and authority over the planning process, budget, and hiring.

Special Populations: Includes students with disabilities, students who are emergent bilingual, students experiencing homelessness, students identified with giftedness, students in foster care, students who are military connected, students who are eligible for pregnancy related services, and/or students experiencing human trafficking and exploitation.

Staff/Instructional Staff: Includes both academic and enrichment instructors.

Stakeholder: A person or organization with a role in the long-term success of the voluntary summer learning program. This broad group includes district and campus leaders and staff, students, families, partners, school board members, and the community at-large.

Steering Committee: Cohort participants were required to designate a cross-functional district-level Steering Committee that meets at least monthly in the planning year to support the strategic vision, design, and implementation of the ADSY plan. Districts should consider broadening the group to include students, parents, and/or other community members or groups. Steering Committees include representation from all relevant departments at the district, however the exact makeup of each Steering Committee will vary based on district size and context. Depending on the district, the Steering Committee may also be the planning team.

Supplies: Includes everything required to implement the program on day one: curriculum, instructional materials (academic and enrichment), janitorial supplies, technology, and so forth.

Theory of Action: A theory of action is a connected set of propositions, a logical chain of reasoning that explains how change will lead to improved practices. It “connects the dots” to explain how specific program elements are expected to produce results that lead to the final desired outcome and overall goals of the program (Haertel, National Academy of Science, 2009).

Example: If we . . .

- Engage students to learn a rigorous standards-based curriculum
- Invest in the professional learning of teachers, leaders and school staff
- Enlist our partners and engage families in a community schools approach
- Align school and central office supports and resources to our Six Strategies for Success

Then every student who enrolls in our schools will graduate ready for college, career and life.