Our Mission
Summer Scholars is an innovative, community-based literacy initiative to promote academic success among struggling elementary students in Denver Public Schools.

Our Program Components Include
- After-school tutoring and enrichment
- Summer literacy and recreation
- Family literacy

We often think of literacy as something that just lets us learn our ABC’s.

But what we must remember – *is that literacy allows all ages to create success in all aspects of life*. From text messages to grandma’s bread recipe, to things that truly effect your life. A job application or instructions for your child’s medication. Literacy gives us the tools to *succeed* in life.

LITERACY – IT’S FOR LIFE
The promise of public education as the “great equalizer” in our country has held sway since Horace Mann made these statements to the Massachusetts Board of Education in 1848. As a result, public education is widely believed to be a critical cornerstone to the path out of poverty.

In reality, there is a causal relationship between poverty and educational achievement and inversely between educational achievement and income level that makes this task a particularly difficult one. Horace Mann described the potential education has in breaking through barriers, but our current challenge is in interrupting poverty and/or poor educational achievement with enough force and power to prevent one from fueling the other. Not a small undertaking, but Mann had a vision in the mid 1800’s that can still inspire us today.

The path out of poverty is a multidimensional one that includes health care, employment, safety and security, family supports, as well as effective public education. I submit that education is the most powerful of all these efforts. While some may feel disillusioned by what public education has yet to accomplish, it remains our most successful and brightest hope for the future of the children of this country.

For public education to continue to realize its promise, it requires community support, evaluation and involvement. It requires recognition that the public school system can not solve the puzzle of closing the gap of disadvantage on its own, but needs the help of committed, concerned citizens. Summer Scholars is an effort that embodies the best of what a community can offer its children. Together, we can throw open the doors, in the tradition Mann began, for all our children.

Sincerely,

Anne Byrne
Executive Director
Summer Scholars Core Values

by Anne Byrne

Summer Scholars’ is remarkably similar to when it began fourteen years ago and is also vastly changed. The meaning of this seemingly contradictory statement is that the core values and methods initiated at the start of Summer Scholars are still very much present today, in spite of tremendous growth in programs and organizational infrastructure. These core values and methods include: rigorous reading instruction, utilization of best practices and effective teacher training; low student to staff ratio; investment in results and evaluation to improve programs; enrichment and recreation programs to enhance participation in tutoring; family involvement; and program innovation and strong collaborative relationships to best serve students.

Reading Instruction and Low Student to Staff Ratio

Today, Summer Scholars reading instruction in both our after school and summer programs is based on an intervention model for struggling readers. Ever cognizant of the limited time we have available with students, our reading tutoring focuses on determination of each student’s individual reading strengths and weaknesses. This key information is then used to create the most effective instructional strategies to improve students skills. Teachers are trained in administering and utilizing assessments to guide instruction and are provided with tools to ensure helpful intervention for students. Instruction is offered in a format where teachers can work with a small group of around six students at a time, enabling individualized teaching.

Investment in Results and Evaluation

One of Summer Scholars’ founders, Jessica Pearson, is an evaluator by profession and she infused the importance of documenting results and gathering feedback as a tool for improving programs right at the beginning. Since then, Summer Scholars has become a strong proponent for comprehensive evaluation because it provides enormous and obvious value to the organization. Many organizations do evaluation primarily for accountability to funding sources, but Summer Scholars has significantly more rigor in our evaluation practices than expected by even the most demanding funders. In addition to pre and post reading assessments and surveys from stakeholders, we conduct focus groups with staff and participants at the end of each program cycle. These focus groups provide invaluable feedback that we incorporate almost immediately into our operations. For example, teachers from the 2006 summer program told us that conducting the reading assessments on the first two days of the session undermined their ability to actively engage students, which is critical to their continued participation. This year, we have changed the protocol to stagger assessments with other activities to address this concern.

Recreation and Enrichment

Both our summer and after-school programs offer recreation and enrichment activities so that students are offered a balance to our rigorous academic instruction. The enrichment component also allows us to introduce students to activities they might not experience elsewhere. One big favorite with the students, parents, and staff are the summer swimming lessons. Trips to the Denver Museum of Nature and Science, The Children’s Museum, and the Butterfly Pavilion are also a big hit. Last summer Kid Pan Ally visited our students and helped to foster a song writing session in which this very touching set of lyrics was written. “Summer Scholars, it’s an honor, all the colors and all the knowledge. It makes us smarter, better writers, better readers, better kids, Summer Scholars.”

Family Involvement

In the early days, Summer Scholars encouraged teachers to conduct family visits with the parents of our students. Now it is a required expectation and teachers often report family visits as one of the most valuable components of our programs. Summer Scholars offers comprehensive family literacy programs at many of our schools to engage parents and younger siblings in the education of themselves and their children.

Program Innovation

Summer Scholars has always had an entrepreneurial spirit and worked to instill the best strategies for the benefit of our students. Up until 1997, Summer Scholars operated only the summer program. In the next year, we added a pilot school day literacy program and added more schools to the summer program. We ended our school day involvement in 2002 and experimented with family literacy and after school tutoring. In 2003, Summer Scholars formally adopted what we call “wrap-around” services to offer students and their parents more programming to get them to grade level.
Over our 14 years of existence we have come to recognize what we do well and to align our strategies to meet our goals. Since we began, there have been numerous changes within Denver Public Schools administration and in individual schools' reading instruction practices. After our pilot school day literacy program, we determined that Summer Scholars' most effective efforts were not in the school day but rather in programs we administered ourselves. As such, we committed ourselves to Summer Scholars as an extended learning program that complements the school day.

Summer Scholars has always been hungry for results, hoping to bring kids up to grade level after participation in our programs. When a child comes into our programs two, three, or more years behind in reading skills, a six week summer program cannot correct this deficit in isolation. However, participation in both an after school and summer program over multiple years might just do the trick. Our Scholars After School program now rivals the summer program in size and intensity of service, and our family literacy program operates at 11 sites.

Collaboration

Summer Scholars has always sought to be a collaborative agency. It is through our partnerships with Denver Public Schools, Denver Parks and Recreation, and others that our services have thrived and flourished. Our collaborations have enabled us to reach far more students than would otherwise be possible and to offer those students high quality fun and academic programs. We are proud to work in partnership with such fine institutions.

I just celebrated my 10th Anniversary as Summer Scholars' Executive Director and could not help but reflect on the past. When I first began in 1997 I was the sole employee and our organizational budget was $600,000. Today there are 20 full time central office and site staff members and our budget is $3,500,000. We have a growing endowment of close to $2,000,000 and have been recognized nationally for the excellence of our programs.

Summer Scholars is extremely fortunate to have a capable staff, a dynamic and committed board of directors, generous and loyal donors, and thousands of eager and enthusiastic students. We have hope for the future and joy each day in the change we are helping to create.
Summer Program

2007 will mark the 14th year of service for Summer Scholars’ summer program. From humble beginnings with 20 students at Hallett Elementary in 1993, to the first official program for 511 students in 1994, the summer literacy and recreation program has been the cornerstone of the organization’s services. Many components of the program have remained consistent since the beginning: low student to staff ratio, intensive literacy instruction, teacher training and coaching, family visits, evaluation, and afternoon recreation.

The nature of the literacy tutoring has matured over the years, growing increasingly more focused on intervention strategies for struggling readers. The organization and supervision of the program improves each year as we apply the lessons learned from the previous year’s evaluation.

In 2006, we officially launched our English Oral Language Development program for second language learners. Six classrooms in the summer program utilized an English language instructional program similar to that used by the adults in the Family Literacy program.

Also in 2006, Summer Scholars provided services to African refugee children and their families through a partnership with Denver Public Schools and Whiteman Elementary.

Our summer program is one of only a few large, multi-site, academic summer programs in the country. In 2005, Summer Scholars was honored with the Excellence in Summer Learning Award from the Johns Hopkins Center for Summer Learning for our rigorous academic and fun recreation program.

The summer program is popular with students, parents and staff as is evidenced by high satisfaction ratings from all. The most inspiring feedback, however, is on the face of the children as they participate in engaging and fun activities.
Summer Scholars after-school program has quadrupled in size since 2004. Serving 815 students in 2006 at 10 schools, the program includes small group reading tutoring and recreation through Summer Scholars partnership with Denver Parks and Recreation. Seven of the sites offered five-day tutoring and recreation programs and three offered tutoring only programs. The tutoring program included three components: teacher led small group instruction, a cognitive development program, and a computer based reading instruction program.

Summer Scholars after-school program is modeled after the award winning program at Columbine Elementary (now a Summer Scholars site), which included academic instruction, partnerships for enrichment, and integration with the school. The Scholars After-School program is coordinated at each school by a site coordinator who is at the school on a full-time basis. This enables the program to be fully incorporated into the school environment and creates an extended school day for many students. Recreation and enrichment activities include sports, arts and crafts, health education and field trips.

**Scholars After-School**

**GENERAL INFORMATION**

<table>
<thead>
<tr>
<th>2005-06</th>
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<tbody>
<tr>
<td>Number of Students</td>
</tr>
<tr>
<td>Student eligible for free or reduced lunch</td>
</tr>
<tr>
<td>Single-parent homes</td>
</tr>
<tr>
<td>Boys</td>
</tr>
<tr>
<td>Girls</td>
</tr>
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**GRADE LEVELS & AGE**

<table>
<thead>
<tr>
<th>2005-06</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>5.7%</td>
</tr>
<tr>
<td>First</td>
<td>23.3%</td>
</tr>
<tr>
<td>Second</td>
<td>26.2%</td>
</tr>
<tr>
<td>Third</td>
<td>19.6%</td>
</tr>
<tr>
<td>Fourth</td>
<td>14.4%</td>
</tr>
<tr>
<td>Fifth</td>
<td>10.8%</td>
</tr>
</tbody>
</table>

**READING GAINS**

Measurable gains on reading assessment | 78%
Achieved benchmark in at least two of four or three of five areas of testing by the end of the year* | 31%

Measurable gains on Oral Fluency | 76%
Achieved benchmark on Oral Fluency by the end of the year* | 19%

**HOME LANGUAGE**

| English only | 52%          |
| Spanish only | 26%          |
| English and Spanish | 19%          |

**ETHNICITY**

| Latino | 46%          |
| African American | 37%          |
| Anglo  | 5%           |
| Other/Mixed | 12%          |

**Satisfaction With Program Organization**

| Parents | 91%          |
| Teachers | 76%          |
| Other Staff | 82%          |

* Moved from “deficit” status to “emerging” or “established” status; or from “at risk” to “some risk” or “low risk.”

Although we will continue to report the percentages of students that make any gains at all on the reading measure, we will also begin reporting the percentages that make gains that are even more significant in terms of their correlation with significant improvements on CSAP scores, which are benchmarked (unsatisfactory, partially proficient, proficient, and advanced). Student scores on the DIBELS fall into broad descriptive categories of scores that vary by subtest and by grade level, just as the CSAP does. Each subtest has ranges of scores that have been derived to estimate where a typical student in that grade should be, and then other descriptive ranges address where they are in relation to that level. For example, students may have “established” skills in an area, or “emerging,” which is a range just below this. Similarly, if a student has grade level scores on some subtests, they may be described as “no risk,” while progressively lower ranges are described as “low risk,” or “some risk.” For example, on the Oral Reading Fluency subtest, a score of 90 is the benchmark goal for the end of second grade, and 110 is the goal for the end of third grade. So if a second grade student improved from a pretest score of 70 to a post test score of 80, that would be certainly be meaningful improvement. However, if that same student had a post test score of 92 past the grade level benchmark, the improvement would be considered even more significant, as most of our students are at least one or more grade levels behind their peers at the point of referral. This method of reporting results will show a far lower percentage of students that reach the goal of improving by a benchmark, but these results can be viewed as more significant improvements that will be more likely to impact other measures, such as CSAPs, or actual grades earned in a subject area in the future.
Family Literacy

Summer Scholars operates family literacy programs at nine school sites in conjunction with the after school and summer programs. The family literacy program follows the four component model developed by the National Center for Family Literacy, which includes adult education, child education, parenting education and parent and child time together. Parents of Summer Scholars students are recruited to participate in English language classes that use the Authentic Immersion Multicultural Systems (AIMS) method of instruction. Child care is provided for younger children and parenting education focuses on how to prepare for and help children be successful in school.

Funding our Goals:
2006 FINANCIAL INFORMATION

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<thead>
<tr>
<th>OPERATING SUPPORT AND REVENUE</th>
<th>$ AMOUNT</th>
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<tbody>
<tr>
<td>Government Contracts</td>
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<tr>
<td>Contributions</td>
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<td>Foundation Grants</td>
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<tr>
<td>Consulting Fees</td>
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<tr>
<td>Other</td>
<td>$  489</td>
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<tr>
<td>Interest Income</td>
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<td>In-Kind Contributions</td>
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<td><strong>TOTAL</strong></td>
<td><strong>$2,817,355</strong></td>
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<table>
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<tr>
<th>EXPENSES</th>
<th>$ AMOUNT</th>
<th>% OF BUDGET</th>
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<tbody>
<tr>
<td>Program Services</td>
<td>$2,813,818</td>
<td>92%</td>
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<tr>
<td>Administration</td>
<td>$  148,34</td>
<td>35%</td>
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<tr>
<td>Fundraising</td>
<td>$ 105,900</td>
<td>3%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$3,068,061</strong></td>
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<tr>
<td>Change in Net Assets</td>
<td>($ 250,706)</td>
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<tr>
<td>Total Net Assets</td>
<td>$  645,873</td>
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<tr>
<td>Helen M. McLoraine</td>
<td>$  413,156</td>
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<tr>
<td>Summer Scholars Endowment Fund</td>
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</tr>
</tbody>
</table>
There Are Many Ways to Get Involved in Summer Scholars

Volunteer!
Summer Scholars utilizes volunteers as classroom aides and one-on-one tutors during the school-year and summer sessions. Volunteers also perform many administrative functions for Summer Scholars, including assistance with the preparation of supplies for school sites and the coordination of the enrichment activities for the summer afternoon recreation program.

Give your Feedback!
Summer Scholars is constantly seeking to improve its programming. Feedback and ideas from volunteers, donors, and community members are greatly appreciated.

Become a Board Member!
Summer Scholars board members help to propel the Summer Scholars mission by attending regularly scheduled meetings, serving on committees, making financial contributions, participating in resource development, and serving as goodwill ambassadors for Summer Scholars in the community at large.

Donate!
The award-winning services of Summer Scholars are the result of rigorous planning, professional execution and ongoing evaluation, made possible through collaboration with key community partners and the generous support of our donors.

For more information about these opportunities please contact Leandra Lipson at 303-355-0290 or llipson@summerscholars.org.

There are also a variety of ways to give to Summer Scholars:
+ Provide a check or cash by mail or in person to:

  Summer Scholars  
  3401 Quebec Street, Suite 5010  
  Denver, CO 80207  
  Phone: 303-355-0290  
  Fax: 303-355-0883

+ Online giving with a credit card via Summer Scholars website at www.summerscholars.org

+ Workplace giving through Community Shares – visit www.communityshares.org

Donors may also elect to:
+ Make a pledge of financial support
+ Make a gift of stock or securities
+ Participate in their employer’s matching gift program
+ Honor someone special with a tribute or memorial gift
+ Include Summer Scholars in estate planning
Thanks to Our 2006 Donors
January 1 - December 31, 2006

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Katharine and Ved Nanda  
Elizabeth Neva  
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Heather Polak  
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Jami Powell  
Caren Press  
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Joan and Michael Richardson  
Elizabeth Richardson  
Margaret Roath  
Frank and Betty Roberts  
Velma Rose  
Anne and Frank Rowe  
Delessia Rucker  
Ian Saffer  
Patricia Sandler and Thomas Denberg  
Diane Saslow  
Kathleen and Leo Schettler  
Dr. Donald and Rosalie Schiff  
Sara Schreiber  
Lawrence and Judy Schulman  
Neil and Laurie Segall  
Stephen Seiffert  
Ellen and Andy Selig  
James Selkin  
Sarah and Seth Shieber  
Dana Shepard and Michael Narkewicz  
Donna Sorensen  
Messiah Lutheran Church  
Steven and Marianne Sowin  
Jean Stevenson and Louis Talman  
Cindy Stewart  
Carol Svendsen and Jay Mead  
John Temple and Judith Cohn Temple  
Elyse Tipton and Paul Ruttim  
Karen Tomb and Steven Sailer  
Kristen Tourangeau  
Kellum Turner and Michael Boggess  
Chuck and Debbie Turner  
Marjory and Michael Um  
Stephen Vogler  
Cheryl and Larry Volmert  
J.J. Wallace  
Nicole and Phillippe Walravens  
Jane Wasson  
Jewel and Tom Wegs  
Sheldon and Rachel Weinberg  
Brad and Joan Wells  
Carol Wendt  
Robert and Christine Wester  
Lee and Suzanne White  
Mary Williams  
Mary Pat Wilson and Robert E. Hall  
Diane Wilson  
Hal and Sue Wofford  
Joan and Richard Wohlgemut  
HeathONE Alliance  
David Wright and Kendrick King  
Susan and Guy Wrobles  
Dick and Lorie Young  
Ellen Yu  
Summer Scholars Board Member  
Former Board Member  
Gave to the Endowment

In-Kind Donors

The contributions of goods and services significantly impact Summer Scholars’ ability to streamline program costs. The following in-kind donors made a difference for us in 2006:

Albertsons  
Barnes & Noble  
Blackjack Pizza  
Chipotle  
Denver Parks and Recreation  
Denver Public Schools  
Diedrich Coffee  
Einstein Brothers Bagels  
Fat Boys Restaurant  
First Book  
Food Bank of the Rockies  
Good Times Burgers & Frozen Custard  
Idaho Stew, LLC  
Jamba Juice  
Jared Polsi Foundation - Community Computer Connection  
Juanita Nason  
King Soopers  
Krispy Kreme Doughnuts  
La Casita  
Lik Ice Cream  
Noodles & Company  
Ojoba Mexican Grill  
Replay Games  
Safeway  
Santiago’s  
Starbucks  
Tammy Wiley  
Taqueria Y Panaderia El Rancho  
The Rookies  
Tokyo Joe’s  
Volunteers of America  
Wendy’s  
Wild Oats

Donors Invest In Success

Reading Gains

<table>
<thead>
<tr>
<th>After-school program</th>
<th>Summer program</th>
</tr>
</thead>
<tbody>
<tr>
<td>85%</td>
<td>78%</td>
</tr>
</tbody>
</table>

Oral Fluency Gains

<table>
<thead>
<tr>
<th>After-school program</th>
<th>Summer Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>76%</td>
<td>76%</td>
</tr>
</tbody>
</table>
### 2006

#### Board of Directors

**President**  
Parker Lofgren  
*St. Charles Capital*

**Vice President**  
Jane Hansberry  
*University of Colorado*

**Treasurer**  
Barbara Burrell Atkeson  
*Community Volunteer*

**Secretary**  
Joan Brennan  
*Community Volunteer*

**President Emeritus**  
Cynthia Kahn  
*Community Volunteer*

**Ex-Officio**  
Patty Kipp  
*Palmer Elementary School*

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#### Central Office

**Executive Director**  
Anne Byrne

**Associate Director**  
Joan Richardson

**Director of Program Operations**  
Jennifer Agnew

**Office Manager**  
Susan Farr

**Co-Director of Instruction**  
Linda Abeyta

**Co-Director of Instruction**  
Peggy Loader

**After-School Program Director**  
Jami Powell

**Director of Enrichment**  
Karin Hostetter

**Director of Communications and Development**  
Crystal Potter

**Development and Communications Coordinator**  
Leandra Lipson

**Database Specialist**  
Heather Polak

**Program Assistant**  
Linda Smith

**Data Entry Specialist**  
Terri Pakiser

**Executive Assistant**  
Chelsey Blika

**Receptionist**  
Kathryn Brown

**Receptionist**  
Loisanne Ewing

---

#### Partnering Elementary Schools

**SCHOOL / PRINCIPAL**

<table>
<thead>
<tr>
<th></th>
<th>SUMMER</th>
<th>AFTER SCHOOL</th>
<th>FAMILY LITERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashley / Dr. Kenneth Hulslander</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Barrett / Betty Johnson</td>
<td>Yes</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Columbine / Steve Wera</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Dora Moore / Jason Martinez</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Fairmont / Melanie Byers</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Garden Place / Beth Morganfield</td>
<td>Yes</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Gilpin / Cathy Gonzales</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Greenlee / Josie Garcia</td>
<td>Yes</td>
<td>•</td>
<td>Yes</td>
</tr>
<tr>
<td>Hallett / Barbara Cooper</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Harrington / Sally Edwards</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Mitchell / Jennifer Barton</td>
<td>Yes</td>
<td>•</td>
<td>Yes</td>
</tr>
<tr>
<td>Montclair / Shannon Hagerman</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Palmer / Michael Crawford</td>
<td>Yes</td>
<td>•</td>
<td>Yes</td>
</tr>
<tr>
<td>Park Hill / Peter Sherman</td>
<td>Yes</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Phillips / Charles Babb</td>
<td>Yes</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Smith / Jay Riley</td>
<td>Yes</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Swansea / Mary Sours</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Whiteman / Ronald Oaks</td>
<td>Yes</td>
<td>•</td>
<td>Yes</td>
</tr>
<tr>
<td>Whittier / Jai Palmer</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Wyatt Edison / Kay Frunzi</td>
<td>Yes</td>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

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#### Site Coordinators

**Whittier Elementary**  
Alison Kromm

**Swansea Elementary**  
Maria Valle

**Dora Moore Elementary**  
Monica Daniel-Robertson

**Montclair Elementary**  
Erik Hicks

**Mitchell Elementary**  
Whitney Hooks

**Harrington Elementary**  
Ron Wilson

**Gilpin & Hallett**  
Norma de los Santos

**Columbine Elementary**  
Aaron Hartfield

**Ashley Elementary**  
Jayne Frazier
Meet a Staff Member, Jennifer Agnew.

Summer Scholars is fortunate to have a dedicated and talented staff. One such valuable member of our team is Jennifer Agnew, Director of Program Operations. Jennifer originally hales from Dayton, Ohio but called Portland, Oregon home for over 20 years. It is there that Jennifer obtained a Masters of Fine Arts from the University of Oregon. After college and until she decided to say goodbye to Portland, Jennifer worked for the Portland Zoo where she performed many duties. Most notably, Jennifer was in charge of designing Zoo marketing materials and exhibits.

In 1995, Jennifer decided to make a move to Denver, Colorado. She obtained a position with Denver Public Schools as their After-School Program Coordinator and then took on the role of their Community School Program Coordinator which integrated parent and child education. In 1999 Summer Scholars recruited Jennifer to join the team as our Director of Program Operations and sole coordinator of our Summer Program.

Since that time, Jennifer has proven herself to be an amazingly talented manager. She is highly detail oriented, organized, and methodical. The position keeps her exceedingly busy at recruiting, hiring, and supervising staff, coordinating logistics for our three programs, serving as a liaison with DPS and Denver Parks and Recreation, and a myriad of other duties that take remarkable resourcefulness, and dedication. The talent Jennifer brings to our organization is priceless and essential to the success of our programs. The summer program would certainly not be the same without her tireless efforts and unique touch.

Aside from Jennifer’s management skills, she brings heart and soul to Summer Scholars programming. She is a vital member of our team and greatly appreciated for her positive out-look and collaborative nature. In her spare time, Jennifer is a successful painter and sculptor. Her artwork has been exhibited in five states and is in private collections in the US, Canada, and France. Jennifer’s artistic spirit shines through all that she does bringing a distinctive quality to her work and to Summer Scholars as a whole.

Summer Scholars invites you to meet Jennifer and the other members of our team at any time. To schedule a visit of our central office and/or one of our sites, please contact Leandra Lipson at 303-355-0290. Seeing our programs in action and meeting the talent behind them is truly inspiring and an experience you will not soon forget.
Cyndi has always been about the kids. Her passion and persistence at improving the opportunities for Denver youth is unparalleled. She has done many things to benefit the Denver community, but it has been through Summer Scholars that Cyndi found a unique niche to channel her drive, skill, and enthusiasm for the significant benefit of our community. The initial inspiration for Summer Scholars originated at Hallett Elementary School in 1993, when Cyndi took on the task of raising funds to support 20 kids in a six week summer tutoring program. It was this same summer that explosive youth violence rocked Denver and in particular the Park Hill Neighborhood. In the midst of this disheartening violence that first program saw amazing success. Seeing the program truly work propelled Cyndi to seek broader application of her efforts. She joined with our other founders, Jessica Pearson and Cathy Manchester to rally the Greater Park Hill Community to take the program to a larger scale. In 1994, the program was officially offered to 511 kids from multiple Northeast Denver schools and neighborhoods.

Cyndi, the other founders, and early organizers demonstrated uncanny instinct for what works best for kids in both the short and long term. In addition to establishing a collaboration with Denver Public Schools, Summer Scholars connected with Denver Parks and Recreation through the leadership of Delores Moreno to enable the organization to offer both academic instruction and recreation. Additionally, Cyndi hooked up with Debbie Milner, a Park Hill resident and DPS reading specialist to design a high quality instructional program and joined with co-founder Jessica Pearson in making evaluation a cornerstone of our operations. The foundations laid by Cyndi and others in those early years very much inform our operations today.

Cyndi was not satisfied to start Summer Scholars and move on to the next adventure, however. She stayed engaged and very active on the Board of Directors as a critically important leader and to this day is always on the lookout for the next opportunity, the best new program for kids, and the next new funding source.

Cyndi’s fundraising prowess is known near and far. Last year, Summer Scholars was awarded a $1,000,000 endowment gift with a challenge grant of $500,000 if we could raise a matching amount. Cyndi stepped up to take charge of this fundraising endeavor that was intended to span over three years. Just six months later the job was done, thanks to Cyndi.

Those who have worked with Cyndi know that the biggest challenge is keeping up with her. She has high expectations and demands the best, but fortunately her enthusiasm is infectious and working with her is a wild and exciting ride. This is all part and parcel of the woman Cyndi Kahn is, a woman for whom Summer Scholars staff, board, and donors have great affection and respect.

Cyndi Kahn Retires from the Board of Directors

Cynthia Kahn, founder of Summer Scholars, decided to step down from the Board of Directors this year. Volumes could be written about Cyndi and her tireless efforts to propel Summer Scholars forward. We would like to take this opportunity to express just a fraction of who Cyndi is and what she means to Summer Scholars.
Cyndi is a woman of immense heart. She believes passionately in human potential and the right of everyone to have the opportunity to realize his or her potential despite the challenges of poverty, injustice and circumstance. Cyndi pours her heart into whatever she does and there is a lot of Cyndi’s heart in all that is and will be of Summer Scholars. Cyndi shares her heart with all of us, and in many ways this is her greatest gift to our community and world.

Though Cyndi no longer attends regular board meetings, she is still deeply committed to Summer Scholars and remains a valuable member of our organization. Her contributions are ever innovative and valued. We will continue to honor Cyndi through the Cynthia Kahn Awards which are held annually to recognize those students with notable participation in and enthusiasm for Summer Scholars. We urge you to celebrate the awards with us not only to distinguish those students but to help us continue the spirit and tenacity in which Cyndi established Summer Scholars.
The reason I like summer socals because it's fun. First, I like summer socals because we learn a lot about things like we learned about Eliza Fitzgerald. Secondly, I also like summer socals because we take field trips like to the museum and zoo. That's my favorite thing about summer socals.

Finally, the last reason I like summer socals is the activities we make a lot of things like the staffs. These are the 3 reasons I like summer socals.