INSPIRING A FUTURE OF LEARNING

2010 Annual Report
From the President and CEO
The past year was filled with change, challenge, and charging forward for all of us at Summer Scholars.

Let me start with change. After more than a decade of service, Summer Scholars’ founding executive director, Anne Byrne, left our organization in April of 2010. Since joining Summer Scholars in July, I have developed a deep appreciation of the strong organization that Anne, our founding community members, Board of Directors, and staff have nurtured and grown these past seventeen years.

Change and challenge build strong organizations. The 2009 – 2010 school year was a record-maker for Summer Scholars, with enrollment in our after-school program soaring to an all-time high. The challenges that accompanied that growth were met head on by staff and Board as they accessed the needed resources and built the needed infrastructure to support that growth. As a result, about 1,400 children received intensive after-school tutoring to boost their academic achievement. Most of these students also benefitted from a robust enrichment and recreation program, with hands-on learning activities, service-learning projects, homework help, and supervised playtime. While our tutoring boosts academic performance, our enrichment and recreation program boosts social skills and developmental assets that will serve our scholars well throughout their academic years and beyond.

Our signature summer program served more than 2,000 students in a six-week program focused on building the skills that underpin literacy – phonemic awareness, alphabetic principle, fluency, vocabulary, and comprehension. Each morning of academic supports was followed with an afternoon of exploration – from field trips to learn about the South Platte River’s ecosystem, to writing Haiku poetry to children in Haiti as part of a service-learning project, to an aquatic adventure at the APEX Center.

Throughout the year, children in our programs are the recipients of investments by a wide variety of community partners. Our scholars benefit from our generous donors and from community partners including Denver Public Schools, Denver Parks and Recreation, the Colorado Department of Education, Mile High United Way, numerous charitable foundations, and countless other benevolent individuals and organizations. On behalf of our scholars, I thank you.

“Charging forward” into next year, we’ll re-examine our curriculum, our outcomes, and ways we can modify our programs to meet the evolving needs of our scholars and schools. We’re piloting new enrichment experiences, goal-oriented health and fitness programs, and extended week programs. As we “charge forward,” we continue to be grateful for your investment in our programs. As a supporter of Summer Scholars, you too are a valued partner who helps make a difference in the lives of at-risk children and we thank you.

Sincerely,

Kathleen King
President & CEO

A Note from the Board President
The past year was one of continuity and change for Summer Scholars. After more than a decade of service to this organization, Anne Byrne moved to Arizona to be closer to family. After bidding Anne farewell, we welcomed Kathleen King as Summer Scholars’ President. Kathleen came to Summer Scholars with a degree in education, nearly a decade of experience as a non-profit CEO, and a real passion for education.

With this and other changes to our organization, Summer Scholars is stretching and growing. We are exploring new partnerships with other non-profits that share our commitment to assisting disadvantaged youth. We are seeking better ways to collect the data that is so vitally important to evaluating student progress. And we are using that data, as well as feedback from principals and parents and staff, to uncover how we might get even better at increasing student achievement and providing youth enrichment.

But we remain firmly rooted in our commitment to our mission: to narrow the educational achievement gap. We remain mindful of our origins, even as we strive to reach new heights. It has been my pleasure to serve as the President of the Board during this year of continuity and change. On behalf of the Board and our staff, I extend our warmest thanks to our friends, supporters and community partners for being a vital part of our efforts to make a difference in the lives of at-risk children in our community.

Sincerely,

Virginia Bayless
Chair of the Board

“Continuity gives us roots; change gives us branches, letting us stretch and grow and reach new heights.”

Pauline R. Kezer
Summer Learning Leads to Sunnier Futures

When Summer Scholars launched in 1994, its initial summer literacy and recreation program served 20 students. Today, more than 1,000 children enroll in the organization’s signature summer program.

Summer learning programs are critical in closing the educational achievement gap: While children from middle-income and more affluent families may actually increase their academic skills over the summer, disadvantaged children often lose two to three months of skills over the break. And that adds up: By the time they begin fifth grade, children from low-income families can be one full year behind their more affluent peers.

Summer Scholars’ signature program not only helps prevent this “summer slide,” it helps many students become grade-level proficient readers – making them far better equipped for academic success when they return to school in the fall.

During the summer program, children receive intensive, individualized reading and writing instruction for three hours each day, five days per week, for 27 days – a total of 81 instructional hours.

The result? By the program’s conclusion last year, two out of three students made measurable gains in both reading fluency and reading comprehension, and nearly all demonstrated improvements in more fundamental reading skills.

But what’s a summer break without a little fun? The signature summer program has plenty of it. Afternoons are filled with numerous enrichment opportunities, all with extended learning embedded to create hands-on discovery and learning.

And in partnership with Denver’s Department of Parks and Recreation, we provide a wide array of recreation activities that promote physical fitness and the development of pro-social skills.

The after-school program improved my child’s reading and writing, as well as fluency in the language.

Mother of a 2nd grader at Dora Moore K-8

PARENTS’ PERCEPTIONS

Summer Program 2009-10

Parent Responses to Survey

Strongly Agree Agree

My child likes the Summer Scholars program 72% 28%
My child has more interest in reading 56% 44%
My child can read better 56% 44%
My child is doing better in school overall 53% 47%
My child’s behavior is better 53% 47%

After School Program 2009-10

Parent Responses to Survey

Strongly Agree Agree

My child likes the Summer Scholars program 59% 41%
My child has more interest in reading 44% 56%
My child can read better 43% 57%
My child is doing better in school overall 40% 60%
My child’s behavior is better 37% 63%

Living Situation

Two-Parent Household 28.5% 52% 53.5%
Single-Parent Household 55% 52% 53%
Living with Grandparent(s) 11% 11% 22%
Living with Other Relative 5% 5% 10%
Living with Nonrelative 0.5% 0.5% 0.5%

Income

Eligible for free/reduced lunch 89% 85% 87%

READING GAINS

Mean Differences in Reading Gains

Lexia Reading System

Students achieved the following gains in reading (based on Lexia scores):

• 72% said they had learned something new besides reading skills,
• 83% agreed with the statement “I want to do better in school now.”

At the core of Scholars After School is the literacy program which uses evidence-based curricula that complements, not duplicates, classroom curriculum to increase student achievement in reading.

Twice a week, for two hours each day, after-school students receive small-group tutoring with one certified teacher per six students. Students also participate in self-paced, computer-based learning using the Lexia Reading system.

And, based on the Structure of Intellect curriculum, an evidence-based program that promotes overall cognitive development and abstract thinking skills, students participate in developmental activities structured to promote skills that are vital to academic success.

In most of the schools we serve, the remaining days of the week are devoted to enrichment and recreational activities that extend learning and promote the development of pro-social skills.

At the conclusion of last year’s program, students were asked to complete a survey regarding their perceptions after participating in Scholars After School. Among the highlights:

• 73% of students said they had become better readers,
• 72% said they had learned something new besides reading skills,
• 80% said they had made friends in Summer Scholars, and
• 83% agreed with the statement “I want to do better in school now.”

GeTTing down to business

The after-school program improved my child’s reading and writing, as well as fluency in the language.

Mother of a 2nd grader at Dora Moore K-8

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Parents’ Perceptions

Summer Program 2009-10

Parent Responses to Survey

Strongly Agree Agree

My child likes the Summer Scholars program 72% 28%
My child has more interest in reading 56% 44%
My child can read better 56% 44%
My child is doing better in school overall 53% 47%
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After School Program 2009-10

Parent Responses to Survey

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My child likes the Summer Scholars program 59% 41%
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My child’s behavior is better 37% 63%
Family Education
All in a Day’s Work

Picture a group of parents working together to master the English language, while their school-aged children are tutored in reading and their pre-schoolers are learning the fundamentals of early literacy.

It’s a picture that Summer Scholars brought to life at six Denver elementary schools and one apartment community that is part of Mercy Housing. At each of these locations, adult participants also received parenting education, tactics and tools for finding teachable moments in every day life, and take-home activities that promote positive parent-child interactions.

More than 200 adults completed the program. While the “average” participant was a Hispanic female who had lived in the United States for 10 years and had a 9th-grade education level, participants were incredibly diverse, ranging from Burmese refugees who had been in this country for only a few months to African immigrants from communities that use no written language. They started with two primary goals: (1) To improve their own English skills, and (2) To help their children with school work.

As in our after-school and signature summer programs for elementary students, Summer Scholars is committed to measuring student progress in order to evaluate program effectiveness.

Adults were assessed using the BEST Plus (Basic English Skills Test); results showed that more than four out of five participants demonstrated significant improvements in their ability to speak English and understand spoken English.

Similarly, preschoolers made significant advances in oral language, pre-literacy, and writing skills, as measured by the Teacher Rating of Oral Language and Literacy assessment tool.

Summer Scholars and DPS Schools: Partners in Education

After attending the Colorado Institute of Art, Franita Ware moved to Atlanta to continue her academic career. It was while working as a substitute art teacher that she discovered her passion: teaching children and helping them learn and grow. Armed with a Master’s degree in education, she worked as an assistant professor of education at Spelman College, helping to teach future teachers, and she pursued her doctorate at Emory University. She also was a much-sought-after educational consultant, with particular expertise in creating culturally responsive classrooms. One of the schools she consulted with kept expanding her work with the school and she was eventually named assistant principal at the Dekalb Academy of Technology and Environment.

“But I wanted my own school,” Dr. Ware recalls. She was attracted to Denver because she had friends here and liked the city. And she was attracted to Denver Public Schools because of the district’s reputation as an innovator. She was initially being considered for a principalship at another DPS school, but fate intervened. “When I saw Columbine, I just knew. This was the school I had to be at.”

One of the many things that made Columbine Elementary the right fit for its partnership with Summer Scholars. “It was a plus that the school already had an after-school and summer program, so I didn’t have to create them.”

After a year as Columbine's principal, Dr. Ware can now attest to the quality of Summer Scholars’ programs. “You know, there’s significant research about the importance of all-day summer and after-school programs for children.”

But not just any program. “They need to focus on educational instruction. But there's no point in our students just getting a repeat of what we taught during the school day. There needs to be some level of differentiation between the curricula. There’s a uniqueness in the Summer Scholars program – it’s not more of the same for my students.”

Dr. Ware also appreciates that Summer Scholars provides more than educational support. “There’s a focus on the physical. And students need that, especially after they've been in a classroom all day long. It’s a very enriching program... and it’s developmentally appropriate.”

Dr. Ware is just one of dozens of DPS principals who have invited Summer Scholars to be a part of their school community. And to each and every one, we say “THANK YOU.”

Family Education Stats

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>7%</td>
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<tr>
<td>Female</td>
<td>93%</td>
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<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>86%</td>
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<tr>
<td>African</td>
<td>12%</td>
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<tr>
<td>Other</td>
<td>2%</td>
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<table>
<thead>
<tr>
<th>First Language</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Spanish</td>
<td>81%</td>
</tr>
<tr>
<td>Other</td>
<td>19%</td>
</tr>
</tbody>
</table>

Reasons for Enrolling

- To improve my ability to speak English: 38%
- To retain or obtain employment: 18%
- To help my child with school: 38%
- To obtain U.S. citizenship: 6%
- Increased English Skills: By one level or more: 83%

Schools on the Grow

<table>
<thead>
<tr>
<th>School</th>
<th>After School 2009-10</th>
<th>Summer 2010</th>
<th>Family 2009-10</th>
<th>School</th>
<th>After School 2009-10</th>
<th>Summer 2010</th>
<th>Family 2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amesse Elementary</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Montclair Elementary</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Ashley Elementary</td>
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<td>X</td>
<td>X</td>
<td>Oakland Elementary</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>CMS Elementary</td>
<td>X</td>
<td></td>
<td></td>
<td>Palmer Elementary</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Columbine Elementary</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Park Hill Elementary</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dora Moore Elementary</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Place Bridge Academy</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Ford Elementary</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Smith Elementary</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Garden Place Elementary</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Swansea Elementary</td>
<td>X</td>
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<tr>
<td>Harrington Elementary</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Valdez Elementary</td>
<td>X</td>
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<tr>
<td>Knapp Elementary</td>
<td>X</td>
<td></td>
<td></td>
<td>Whittier Elementary</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Munroe Elementary</td>
<td>X</td>
<td></td>
<td></td>
<td>Wyatt Edison</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An investment in Summer Scholars is phenomenal, because Summer Scholars offers comprehensive, engaging and enriching programs to students.

Franita Ware, Ph.D., Principal
Columbine Elementary School

"An investment in Summer Scholars is phenomenal, because Summer Scholars offers comprehensive, engaging and enriching programs to students."

"An investment in Summer Scholars is phenomenal, because Summer Scholars offers comprehensive, engaging and enriching programs to students."
SUPER SCHOLARS

An elite group of Summer Scholars’ students earned a standing ovation from members of the Denver Public Schools Board of Education after these students were recognized for outstanding participation and achievement in Summer Scholars.

Cynthia C. Kahn Award for Outstanding Participation in Summer Scholars

Winners of this award, presented to one outstanding student from each summer site, have demonstrated a positive attitude, an eagerness to learn, a willingness to help others, and have consistently put forth strong efforts to become better readers. This award is named in honor of Cyndi Kahn, co-founder and President Emeritus of Summer Scholars. The following award winners received a certificate and a small stipend to be used for a college savings fund.

Jessica Pearson Award for Outstanding Achievement in Scholars After School

Created to recognize the student at each school who has made the greatest gains in reading during their participation in our after-school program, the Jessica Pearson Award is named in honor of Jessica Pearson, co-founder of Summer Scholars. The following students received a framed certificate and a small stipend to be used for a college savings fund.

2010 BOARD OF DIRECTORS

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Craig Harrison
Partner, US Capital
Vice President
Holly Bennett
Deputy Director, Colorado Trial Lawyers Association
Gwen Henderson-Getters
Retired Educator
Secretary
Griffith O’Shaughnessy, Esq.
Attorney
Barbara Miller
Executive Director, Center for Education in Law and Democracy
Treasurer
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Bob Nelson
Political Consultant
Forged in Steele, LLC
Auditors
Myra Rich
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Associate Broker, Jaenicke Division, RE/MAX
Jared Buckner
Program Manager, Denver Public Schools
Jude Duncan
Educator
Anne Bye Rowe
Co-Owner/Researcher, RP Publishing
Bob Sisley
School Board President
Toni Paulsen
Community Volunteer
Patricia Nelson
Chief Financial Officer, Grooveshark

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Kathleen King
Administration Assistant
Linda Aboyt
Co-Director of Enrollment
Jennifer Agnew
Program Specialist, Site Resource
Dana Loader
Co-Director of Instruction
Lance Malleck
Program Specialist, Site Management
Monica Sims-Guss
Program Specialist, Parent Liaison & Child Care
Kathy Kestler
Database Coordinator
Christine Sizer
Community Volunteer
Coleen Truax
Development Director
Ruth Zenegro
Development Associate

2010 FINANCIAL INFORMATION

Fiscal Year Ending October 31, 2010

<table>
<thead>
<tr>
<th>SUPPORT &amp; REVENUE</th>
<th>AMOUNT</th>
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<tbody>
<tr>
<td>a. Fees for Services</td>
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</tr>
<tr>
<td>b. 21st Century CMM Learning Center Grants</td>
<td>$1,005,000</td>
</tr>
<tr>
<td>c. Other Gov’t Grants</td>
<td>$112,380</td>
</tr>
<tr>
<td>d. City of Denver (Dept. of Parks &amp; Rec)</td>
<td>$133,000</td>
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<tr>
<td>e. Foundation Grants</td>
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<tr>
<td>f. Mike High Land Use</td>
<td>$145,000</td>
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<tr>
<td>g. Individual Gifts</td>
<td>$180,430</td>
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<tr>
<td>h. Corporate Gifts</td>
<td>$10,450</td>
</tr>
<tr>
<td>i. Endowment Proceeds &amp; Other Interest Income</td>
<td>$93,307</td>
</tr>
<tr>
<td>j. Other / Miscellaneous</td>
<td>$1,815</td>
</tr>
</tbody>
</table>

Sub-Total Support & Revenue $3,566,008

<table>
<thead>
<tr>
<th>EXPENSES</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Program Services</td>
<td>$3,321,264</td>
</tr>
<tr>
<td>b. Fundraising</td>
<td>$116,653</td>
</tr>
<tr>
<td>c. General Administrative</td>
<td>$206,297</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>$3,729,214</td>
</tr>
</tbody>
</table>

Net Assets, Beginning of Year $793,866

Net Assets, End of Year $1,045,197

Changes in Net Assets $251,331

Total Liabilities and Net Assets $1,045,197

Heiken M. McLaughlin
President
Helen M. McLoraine
Director of Development
Laura Marcado
Executive Director
Barbara Miller
Director of Enrichment
Kathy King
Board President
Linda Aboyt
Co-Director of Enrollment
Jennifer Agnew
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Database Coordinator
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Community Volunteer
Coleen Truax
Development Director
Ruth Zenegro
Development Associate

Net Assets, End of Year $1,045,197

Summer Scholars Endowment Fund $1,813,791
Summer Scholars’ programs are engaging and effective. They help give students solid grounding in fundamental skills that are critical for ongoing academic success and help nurture children’s hopes and dreams for the future.

And they would not be possible without strong collaborations with community partners and the generous support provided by individuals, foundations and community-spirited corporate citizens.

To each of you who make our work possible, we say THANK YOU!

Your support makes our programs possible – and that means you’re making a meaningful difference in the lives of disadvantaged children in our community. We are deeply grateful for your investment in the work of Summer Scholars ... and for helping to create brighter futures for the children we serve, and our community.

Please consider all the ways you can continue to help:

- Honor someone special by making a tribute or memorial gift in his/her name.
- Become a sustaining supporter: make arrangements for a recurring gift.
- Participate in your employer’s matching gift program to increase the value of your contribution.
- Participate in your workplace United Way campaign.
- Donate a gift of appreciated stock or securities, with associated tax benefits.
- Include Summer Scholars in your will/estate planning.

Make a financial gift using the vehicle of your choice

Mail:  Summer Scholars
      3401 Quebec St., Suite 5010
      Denver, CO 80207

Phone:  303-355-0290

Online:  www.summerscholars.org

Yes, we are...

a United Way Impact Investment Partner Agency

The first United Way was established in Denver in 1887 as the Charity Organization Society, an association designed to help multiple charities while minimizing the number of fundraising appeals in the community.

As you might imagine, the organization has gone through many changes over its 124-year history. Today’s Mile High United Way (MHUW) has targeted three interconnected areas that can lead to positive, lasting changes in the community:

School Readiness – MHUW invests in programs that ensure that disadvantaged young children enter school ready to succeed.

Youth Success – MHUW invests in programs that assist low-income, under-served students to succeed academically. Summer Scholars is proud to be a Youth Success partner agency.

Adult Self-Sufficiency – MHUW invests in programs that help low-income individuals and families move toward economic self-sufficiency.

Through a competitive application process, Mile High United Way carefully selects Impact Investment agencies – non-profits that are truly making an impact in the community and, therefore, deserving of investment.

MHUW invests in the work of more than 100 non-profit agencies throughout the metro area, helping them provide direct services within the targeted areas. All member agencies of the United Way network must regularly provide evidence of the efficacy of our programs – an assurance to United Way donors that their dollars do make a difference.