“THERE ARE MANY WAYS OF GOING FORWARD, BUT ONLY ONE WAY OF STANDING STILL.”

Franklin D. Roosevelt
Letter from the President.

Over this past year, Summer Scholars was moving forward in many ways – and in no way were we standing still. Our efforts aimed at continual improvement were evident in the many successes that occurred:

- Improvements and refinements that were implemented in our Scholars After School literacy curriculum really paid off for the students we serve: The median growth percentile for our scholars on CSAP/TCAP reading tests was 61.0 percent, while a similar control group of students not enrolled in our program had a median growth percentile of only 49.0 percent.

- Summer Scholars was awarded another 21st Century Community Learning Center grant, ensuring five years of funding to provide both our summer and after-school programs to 225 students attending Ashley, Stedman, Whittier and Florida Pitt-Waller schools.

- We launched a new partnership with Mental Health Center of Denver to ensure that our students and families have ready and easy access to mental health services. MHCD provides initial mental health screenings for all students enrolled in Summer Scholars; if screenings indicate a need, MHCD will conduct more thorough assessments of students and family members, and provide mental health services in community-based settings to students and family members at all of our partner schools.

To ensure that our organization continues to move forward, our Board and key staff began a strategic planning process last spring. As part of our strategic planning initiative, the Board developed and approved a new mission statement that more accurately reflects our important work:

*Our mission is to support low-income, academically struggling young learners by providing rigorous literacy instruction and enrichment programs in order to help students achieve measurable success and to inspire life-long learning.*

The Board agreed that by more narrowly defining our mission, it is less likely that Summer Scholars will experience “mission creep.” Instead, we will stick to our core competencies, and continue to seek out partnerships (like the one with MHCD) to ensure that our at-risk students have access to other services beyond the tutoring and enrichment that we provide.

At our strategic planning retreat, the Board and key staff members developed a statement of strategic direction that will focus attention and resources on four key priorities:

1. **Match our services to the evolving needs of our students.**
2. **Raise our community profile by developing and implementing a branding and marketing plan.**
3. **Increase and diversify the organization’s revenues.**
4. **Create a nimble, responsive and adaptive culture that encourages the organization to be a learning organization.**

To support our strategic direction, we have developed seven strategic goals – each with supporting objectives, measurable benchmarks and deliverables, with timelines and key personnel assignments. In short, we’re confident that our strategic plan will be a living, breathing document that will guide Summer Scholars’ efforts as we continue to move forward!

We’re looking forward to even more successes and continued growth as we move toward our 20th anniversary year. And we thank you for your ongoing support, which makes our progress possible.

Sincerely,

Kathleen King | President, Summer Scholars
Our Mission in Action

Summer Scholars’ mission is to support low-income, academically struggling young learners by providing rigorous literacy instruction and enrichment programs in order to help students achieve measurable success and to inspire life-long learning.

To fulfill our mission, Summer Scholars provided after-school and summer learning programs to nearly 1,500 disadvantaged elementary students last year. The heart of our programs continues to be literacy intervention, because reading is the foundation for success in school – and in life.

It’s been said that in the early years of school, children are learning to read… but by the time they finish third grade, students must be able to read to learn. Early reading proficiency is even a predictor of later academic outcomes: According to the Annie E. Casey Foundation, children who don’t read proficiently by the end of third grade are four times as likely to drop out and never graduate from high school. So it is critical – for young students and for our community as a whole – that struggling readers receive extra help so they can master the complex skills of reading and writing.

To ensure program effectiveness, Summer Scholars utilizes best practices in literacy education:

- “Pre-testing” identifies each student’s strengths and learning needs.
- Curriculum and instruction focus on the five domains of literacy: phonemic awareness, alphabetic principal, fluency, vocabulary, and comprehension.
- A teacher-to-student ratio of 1:6 ensures that children receive differentiated instruction.
- “Post-testing” enables us to measure each student’s individual progress, and to evaluate our program overall.

However, Summer Scholars’ programs provide much more than tutoring. The reason is simple: Comprehensive programs are more effective.

According to the Harvard Family Research Project, an exclusive focus on academics is much less effective than a broad variety of activities; students who participate in multi-faceted programs are likely to reap the biggest academic gains.

So Summer Scholars weaves opportunities for learning into participatory activities.

Thanks to our continuing partnership with Denver’s Department of Parks and Recreation, children are able to participate in numerous recreational activities, from arts and crafts to basketball and swimming. This enables students to explore a wide range of positive experiences and helps them discover new passions.

Other enrichment offerings include STEM (science, technology, engineering and math), the arts, nutrition, financial literacy, and service-learning projects.

Engaging youth in service learning helps them develop 21st-century skills such as collaborative planning and problem-solving. Service learning also empowers children to be in service to others, which has been called a “gateway asset” because it promotes the development of pro-social assets.

In addition to our out-of-school-time programs for elementary students, Summer Scholars provides a comprehensive family literacy program that provides classes for adult English-language learners and concurrent early childhood education for children ages birth through age five.

Through our programs, Summer Scholars strives to help young learners build the foundations they need for ongoing academic, personal and social success.
Educational. Engaging. And Effective.

Summer Scholars rigorously uses testing to measure our impact on student performance – and our data consistently demonstrates that we are helping students improve their academic achievement.

The DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is a brief, nationally normed assessment that measures student ability within each of the five domains of literacy: alphabetic principle, phonemic awareness, vocabulary, fluency and comprehension. We administer the DIBELS at the beginning of our programs to determine each child’s individual literacy learning needs, and then tailor instruction accordingly, and again at the end of the program to measure each child’s individual progress. Aggregate data enables us to evaluate overall program effectiveness.

The DIBELS assessment consists of several tests. Based on grade level and scores, students are ranked in one of three categories for each test: well below benchmark, below benchmark, and at or above benchmark.

Following are pre- and post-test results for students enrolled in the 2012 Signature Summer Learning Program and the 2011-12 Scholars After School program. It is important to note that for many of our after-school students, the “post” results actually reflect mid-term DIBELS scores. Because of the length of the school year and the transient population we serve, a much lower percentage of students actually complete the entire program, and therefore do not make the large gains that typify the summer program.

<table>
<thead>
<tr>
<th>Test Description</th>
<th>Summer Pre</th>
<th>Summer Post</th>
<th>After School Pre</th>
<th>After School Post</th>
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</thead>
<tbody>
<tr>
<td>1. The Phoneme Segmentation Fluency (PSF)</td>
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<tr>
<td>Test measures a student’s ability to segment three- and four-phoneme words into individual phonemes. The PSF test is a reliable predictor of later reading achievement.</td>
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<tr>
<td>At significant risk/Well below benchmark</td>
<td>14% 4%</td>
<td>14% 4%</td>
<td>19% 5%</td>
<td>16% 20%</td>
</tr>
<tr>
<td>At some risk/Below benchmark</td>
<td>38% 14%</td>
<td>38% 14%</td>
<td>29% 18%</td>
<td>31% 16%</td>
</tr>
<tr>
<td>At or above benchmark</td>
<td>47% 82%</td>
<td>52% 76%</td>
<td>53% 77%</td>
<td>58% 70%</td>
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<tr>
<td>50% of all students made statistically significant gains</td>
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<tr>
<th>Test Description</th>
<th>Summer Pre</th>
<th>Summer Post</th>
<th>After School Pre</th>
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<tbody>
<tr>
<td>2. The Nonsense Word Fluency/Correct Letter Sounds (NWF-CLS)</td>
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<tr>
<td>Test specifically focuses on a student’s ability to blend sounds into recognizable words.</td>
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<tr>
<td>At significant risk/Well below benchmark</td>
<td>26% 15%</td>
<td>26% 15%</td>
<td>15% 13%</td>
<td>15% 13%</td>
</tr>
<tr>
<td>At some risk/Below benchmark</td>
<td>17% 16%</td>
<td>17% 16%</td>
<td>27% 22%</td>
<td>27% 22%</td>
</tr>
<tr>
<td>At or above benchmark</td>
<td>57% 68%</td>
<td>57% 68%</td>
<td>58% 65%</td>
<td>58% 65%</td>
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<tr>
<td>14% of all students made statistically significant gains</td>
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<thead>
<tr>
<th>Test Description</th>
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<th>Summer Post</th>
<th>After School Pre</th>
<th>After School Post</th>
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<tbody>
<tr>
<td>3. The Nonsense Word Fluency/Whole Words Read (NWF-WWR)</td>
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<tr>
<td>Test measures advanced phonics and skills used to make sense of unrecognized words in the context of reading, measures accuracy and fluency with connected text, and assesses reading comprehension.</td>
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<td></td>
<td></td>
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<tr>
<td>At significant risk/Well below benchmark</td>
<td>48% 39%</td>
<td>48% 39%</td>
<td>48% 39%</td>
<td>48% 39%</td>
</tr>
<tr>
<td>Some risk/Below benchmark</td>
<td>22% 25%</td>
<td>22% 25%</td>
<td>22% 25%</td>
<td>22% 25%</td>
</tr>
<tr>
<td>At or above benchmark</td>
<td>30% 36%</td>
<td>30% 36%</td>
<td>30% 36%</td>
<td>30% 36%</td>
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<tr>
<td>40% of all students made statistically significant gains</td>
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<tr>
<td>4. The Oral Reading Fluency (ORF)</td>
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<tr>
<td>Test measures reading comprehension and is particularly helpful in identifying students whose comprehension is not consistent with their fluency.</td>
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<tr>
<td>At significant risk/Well below benchmark</td>
<td>54% 52%</td>
<td>54% 52%</td>
<td>54% 52%</td>
<td>54% 52%</td>
</tr>
<tr>
<td>At some risk/Below benchmark</td>
<td>38% 33%</td>
<td>38% 33%</td>
<td>38% 33%</td>
<td>38% 33%</td>
</tr>
<tr>
<td>At or above benchmark</td>
<td>28% 25%</td>
<td>28% 25%</td>
<td>28% 25%</td>
<td>28% 25%</td>
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<tr>
<td>73% of all students made statistically significant gains</td>
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<tr>
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<th>Summer Post</th>
<th>After School Pre</th>
<th>After School Post</th>
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<tbody>
<tr>
<td>5. The Retell Fluency (RTF)</td>
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<tr>
<td>Test measures reading comprehension and is particularly helpful in identifying students whose comprehension is not consistent with their fluency.</td>
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</tr>
<tr>
<td>At significant risk/Well below benchmark</td>
<td>25% 15%</td>
<td>25% 15%</td>
<td>23% 29%</td>
<td>23% 29%</td>
</tr>
<tr>
<td>At some risk/Below benchmark</td>
<td>34% 29%</td>
<td>34% 29%</td>
<td>46% 33%</td>
<td>46% 33%</td>
</tr>
<tr>
<td>At or above benchmark</td>
<td>41% 56%</td>
<td>41% 56%</td>
<td>31% 38%</td>
<td>31% 38%</td>
</tr>
<tr>
<td>40% of all students made statistically significant gains</td>
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4
### School: Neighborhoods Served

<table>
<thead>
<tr>
<th>School</th>
<th>Neighborhoods</th>
<th>Scholars After School (AS)</th>
<th>Summer Learning (SL)</th>
<th>Family Literacy (FL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashley Elementary: East Colfax</td>
<td></td>
<td>AS</td>
<td>SL</td>
<td></td>
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<tr>
<td>Columbine Elementary: Clayton/Cole</td>
<td></td>
<td>AS</td>
<td>SL</td>
<td>FL</td>
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<tr>
<td>DCIS at Ford: Montbello</td>
<td></td>
<td>AS</td>
<td>SL</td>
<td>FL</td>
</tr>
<tr>
<td>Dora Moore K-8: Capitol Hill/Cheesman Park</td>
<td></td>
<td>AS</td>
<td>SL</td>
<td>FL</td>
</tr>
<tr>
<td>Florida Pitt-Waller: Green Valley Ranch</td>
<td></td>
<td>AS</td>
<td>SL</td>
<td>FL</td>
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<tr>
<td>Garden Place: Globeville</td>
<td></td>
<td></td>
<td></td>
<td>FL</td>
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<tr>
<td>Grace Apartments: A Mercy Housing community</td>
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<tr>
<td>Harrington Elementary: Clayton/Cole/ Elyria Swansea</td>
<td></td>
<td>AS</td>
<td>SL</td>
<td>FL</td>
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<tr>
<td>Knapp Elementary: Barnum West/Westwood</td>
<td></td>
<td>AS</td>
<td>SL</td>
<td>FL</td>
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<tr>
<td>John Amesse Elementary: Montbello</td>
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<td>AS</td>
<td>SL</td>
<td>FL</td>
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<tr>
<td>SOAR at Oakland: Montbello</td>
<td></td>
<td>AS</td>
<td>SL</td>
<td>FL</td>
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<tr>
<td>Park Hill Elementary: North Park Hill/South Park Hill</td>
<td></td>
<td>AS</td>
<td>SL</td>
<td></td>
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<tr>
<td>Stedman Elementary: NE Park Hill/North Park Hill</td>
<td></td>
<td>AS</td>
<td>SL</td>
<td>FL</td>
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<tr>
<td>Swansea Elementary: Elyria Swansea/NE Park Hill</td>
<td></td>
<td>AS</td>
<td>SL</td>
<td>FL</td>
</tr>
<tr>
<td>Whittier K-8: Five Points/Whittier</td>
<td></td>
<td>AS</td>
<td>SL</td>
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</tbody>
</table>
Partnering for Results

Summer Scholars has invaluable partnerships with Denver Public Schools and Denver’s Department of Parks and Recreation, and we have worked together to make positive impacts on at-risk children in our community for nearly two decades. Our summer and after-school learning programs are held in DPS schools located in disadvantaged neighborhoods. Space in the schools – including classrooms, cafeterias, gyms, libraries and playgrounds – is provided free-of-charge by DPS. In addition, the district provides breakfasts and lunches for our summer program, and summer transportation when necessary. It all adds up to a substantial in-kind contribution annually, and it significantly reduces overhead expenses for our programs.

Through its Community Recreation program, Denver’s Department of Parks and Recreation provides staffing for several sites, and provides additional funding to help underwrite staffing costs for Summer Scholars’ own youth development specialists. The Community Recreation program works collaboratively with Summer Scholars and other community agencies to provide recreational opportunities to those who typically do not have access to center-based recreation programs.

In addition to these partners, Summer Scholars works with a number of other non-profit agencies that provide our students with a broad range of enrichment activities.

One partnership that was launched during this past year was with the Young Americans Center for Financial Education. When most people hear “Young Americans,” they think of the Denver bank that is exclusively for customers age 21 or younger. Young Americans also hosts the educational programs Young Ameritowne and International Towne. Recently, the organization recognized that there was a tremendous community need for outreach programs that taught financial literacy skills to disadvantaged students.

Young Americans presented a series of personal finance workshops to our scholars at John Amesse, Ashley, Florida Pitt-Waller, Stedman and Whittier schools. “Summer Scholars has been a fun program to work with, because you can really see the growth in the students’ understanding of financial matters,” said Amy Area, program design coordinator. “And the students have always been really engaged – you can tell that they learn a lot about positive behaviors in the program.”

Another robust partnership is with Think 360 Arts, a non-profit that believes that the arts are essential for a complete education.

“Think 360 Arts has been a fantastic addition to our enrichment programming!” said Michael Bergman, site coordinator at Stedman. He noted that Stedman students particularly enjoyed a photography module in which the visiting photographer helped students build old-fashioned pinhole cameras. After students took their photos (a process that took minutes per shot to get adequate film exposure), they processed the film and printed their photographs in a darkroom. While this module focused on the visual art of photography, students also learned about science concepts including physics and chemistry.

That’s typical of programming provided by Think 360 Arts. “The programmatic aims of Summer Scholars and the emphasis on literacy as a core competency mesh well with Think 360’s philosophy and practice of integration of the arts into curricula, as the arts are foundational to learning concepts such as literacy and numeracy,” said Caitlin Lindquist, program director. Think 360 brought professional teaching artists to six schools last year: John Amesse, Ashley, Columbine, Ford, Florida Pitt-Waller and Whittier schools. Students at these schools explored a variety of genres, including theater, screen printing, creative writing, musical composition, storytelling and more.

“We are always pleased to be able to collaborate with organizations such as Young Americans and Think 360 Arts,” said Kathleen King, president of Summer Scholars. “Our organization’s core competency is literacy intervention. It is great to be able to partner with other non-profits that have core competencies in other areas such as the arts, science, financial literacy, nutrition and more. Each of our enrichment partners provides educational and engaging activities for our students and help us create truly comprehensive programs for our scholars.”
November 1, 2011 – October 31, 2011 Donors

SUMMA CUM LAUDE: $100,000+

Colorado Dept. of Education:
21st Century Community Learning Center Grants
City/County of Denver, Denver Department of Parks & Recreation
Denver Public Schools
Mike Hill United Way

MAGNA CUM LAUDE: $25,000 – $99,999

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Pioneer Fund
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CUM LAUDE: $10,000 – $24,999

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Richard Silverberg & Judith Cott
Jan Silverstein–Eaton Smith
Dr. Hoke Stopp & Judy Stapp
Elizabeth Starrs
Maren & Craig Stewart
Peter Strong & Nancy Litwack-Strong
Ann & Todd Swanson
Tim Sweeney
Cle Synons
Julia Thompson
Elyse Tipton & Paul Ruttum
Jane Tobias
Jennie Toloi
Amber Tootle
Troy Tomynyk
Katye Trauth+
Trast
Natalie Turnage
Cheryl & Larry Volmert
Julie Waggenier & Rick Foster
Dan Walker
Sarah Lindholm Weily
Sheldon & Rachel Weinberg
Sue Weinstein
Douglas & Janet Wertz
Justin H. Weyerhaeuser & Emilie L. Baratta
David Wilkins*
James Wilkins
William H. Anderson Foundation, Inc.
Mary Neil Woff
Providing Laughter & Learning

“I like kids of all ages, from babies to high schoolers,” says Libby Sperr. “Kids are fun and they make me laugh.”

But with her own son and daughter off at college, Libby had few opportunities to interact with young people. So she signed on to volunteer with Summer Scholars.

Libby had been introduced to Summer Scholars when she attended the Breakfast of Scholars at the invitation of Board member Ginny Bayless. When Libby decided that she wanted to volunteer with a youth development organization, Summer Scholars was an easy choice.

Libby noted, “There are lots of organizations where, as a volunteer, you do stuff for kids, but you don’t get to interact with kids. And literacy is such an important part of life.”

So in late fall of 2010, Libby signed up to become a Reading Buddy. After going through an orientation session and more in-depth training, she began volunteering two afternoons each week at Dora Moore K-8 school. Libby spends this time reading aloud to students, and listening to them read aloud to her, offering reading tips and encouragement along the way.

It’s been a very positive experience. “I like laughing with the kids, so I bought some joke books for them, which made them laugh and really kept them engaged in the reading.

“And I’ve been delighted with all the people I work with. Watching how the staff teaches the kids has been fascinating, and it is great to see the kids be so focused on learning, even at the end of a full school day.”

Libby noted that the scholars “even like being tested, because they like telling me how much their reading has improved.”

Libby encourages anyone who might want to volunteer with young students to consider becoming a Reading Buddy for Summer Scholars. “It’s absolutely easy to get involved. And all of us can read aloud, or listen to kids read to us.”

2012 Financial information
Fiscal Year Ending October 31, 2012

<table>
<thead>
<tr>
<th>SUPPORT &amp; REVENUE</th>
<th>AMOUNT</th>
</tr>
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<tbody>
<tr>
<td>a. Fees for Service</td>
<td>$ 456,809</td>
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<tr>
<td>b. 21st Century Community Learning Centers</td>
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<tr>
<td>c. Denver Parks &amp; Recreation</td>
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<td>d. Other Government Grants</td>
<td>$ 115,769</td>
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<td>e. Foundation Grants</td>
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<td>f. Mile High United Way</td>
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<td>g. Corporate Gifts</td>
<td>$ 19,598</td>
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<td>h. Individual Gifts</td>
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<tr>
<td>i. Endowment and other investment income</td>
<td>$ 91,209</td>
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<td>j. Other/Miscellaneous</td>
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<td>Sub-Total, Support and Revenues</td>
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<td>k. In-Kind Contributions</td>
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<td>Total Support and Revenues</td>
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<table>
<thead>
<tr>
<th>EXPENSES</th>
<th>AMOUNT</th>
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<tr>
<td>l. Program Services</td>
<td>$ 2,675,418</td>
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<tr>
<td>m. Fundraising</td>
<td>$ 323,177</td>
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<td>n. General/Administrative</td>
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<td>Total Expenses</td>
<td>$ 3,154,104</td>
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Net Assets, Beginning of Year $ 1,018,311

Net Assets, End of Year $ 1,064,261

Changes in Net Assets $ 45,950
Total Liabilities and Net Assets $ 1,200,948
Helen M. McLoraine $ 1,908,234
Summer Scholars Endowment Fund
Dear Friends,

This spring, many of our Board and staff members read How Children Succeed, the much talked-about book by Paul Tough. The sub-title is “Grit, Curiosity, and the Hidden Power of Character,” and in it, the author argues that the qualities which lead to long-term success are the ones associated with character – not the scores achieved on standardized tests.

At our “book salon” to analyze the book’s ideas, we discussed ways to incorporate character-building into our programs, and explored how to help students develop critical skills like perseverance, conscientiousness, and self-control.

As I reflected later, I realized that Summer Scholars demonstrates some of those same important characteristics.

The organization has persisted for nearly two decades, despite shifts in funding streams and revenue shortfalls during two recessions. We are always questioning; our curiosity leads us to incorporate the latest evidence-based practices into our programs and seek ways to help children have better outcomes.

And we are a determined organization – determined to be the best we can possibly be.

Our new strategic plan reflects that determination. Developed over the course of last spring and summer, it will guide the organization through 2016. Among the goals and objectives we will pursue:

Gain understanding of the long-term effectiveness of our programs.

Summer Scholars has consistently used pre- and post-test data to determine each child’s individual progress, and used aggregate scores to evaluate overall program effectiveness.

Our data confirm that our literacy program does, indeed, help children build fundamental literacy skills and improve reading fluency and comprehension. But, does this skill-building translate into longer-term achievement for our students?

I am happy to report that we are on our way to answering that question. Last fall, Summer Scholars joined Denver Public Schools and other community partners as pilots in the Community Partnership System (CPS), a web-based data-tracking system designed to help out-of-school-time providers determine their impact on student outcomes.

DPS will use the CPS system to provide automated reports that will show how students are doing in terms of school attendance, academic performance, behavior and more. We anticipate that we can continue to track student progress long after children have left our programs – something we have long wanted to do.

Increase and diversify Summer Scholars’ revenue streams in order to be able to impact more children.

Summer Scholars has a strong and loyal base of dedicated supporters. In fact, many friends have contributed annually (and very generously) since Summer Scholars’ first days!

We hope we can continue to count on our long-time friends... but we also want to expand our circle of supporters and increase our funding so that we can serve more at-risk kids.

Again, I am happy to report that we have already taken one step toward this goal with the launch of our Stars on Stage Spelling Bee in February. This unique event featured a wide cast of characters – including former Governor Bill Ritter, former Colorado first lady Jeannie Ritter, hometown veterinarian/comedian Dr. Kevin Fitzgerald, John Amesse’s principal Candice Reese, former Colorado legislator Andrew Romanoff, and our co-winners, Jamie Laurie (lead singer Jonny 5 of the Flobots) and pediatrician Jay Markson.

Develop and implement a branding and marketing plan for the organization.

Finally, as we strive to garner more support, we need to raise our profile in the community. We will be working on a comprehensive branding/marketing plan that will include market research, a strategic communications plan, and a new website. Don’t be surprised if we give you a call or invite you to complete a marketing survey!

We are excited about embarking down these new paths, and determined to become a better and stronger organization. We thank all of our friends and supporters for your partnership in our efforts to help children succeed!

Sincerely,

Holly Bennett | President of the Board
SUMMER SCHOLARS’ PROGRAMS ARE ENGAGING AND EFFECTIVE. THEY 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 our programs 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 means that you are 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.

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