

2016

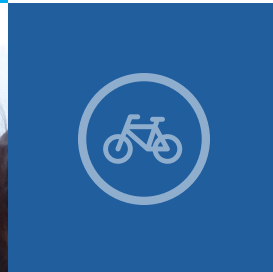
FUNDING

RESOURCE GUIDE



SUMMER OPPORTUNITIES

Expanding Access to Summer Learning, Jobs and
Meals for America's Young People





PURPOSE OF THIS GUIDE

Many state and local leaders, community-based organizations, philanthropic partners and other youth-serving agencies are undertaking major steps to turn summer from a time of high risk into a time of tremendous gain for low-income children and families. Summer service providers recognize that summer can change everything – for better or worse – for young people across the country and the time is now to radically redesign our community systems to support the learning and development needs of students year-round.

National Summer Learning Association (NSLA), in consultation with the White House, U.S. Department of Education, and Civic Nation, developed this guide to help state and local leaders identify the most promising funding streams to support summer learning and to show how innovative states, districts, and communities have creatively blended public and private funding to develop programs, services and opportunities to meet the needs of young people during the critical summer months.

This is the first publication in a series of resources as part of the White House Summer Opportunities Initiative, the first-ever national campaign that focuses solely on the importance of summer in closing the achievement and opportunity gaps in America. The Initiative aims to catalyze cities and counties, summer program providers, schools, parents, and community leaders to help students learn and work, provide them with healthy meals, and keep them safe in the summer.

Who should read this resource guide?

- Summer learning providers interested in expansion and partnerships
- School district leaders interested in a new vision for their summer learning programs
- Policymakers
- State and local government leaders
- State afterschool network and childcare leaders

What does the guide offer?

- Descriptions of applicable federal, state, and local funding streams
- Examples of how to use local partnerships and private funding to leverage public resources
- Spotlighted strategies and examples of funding in action
- Case studies of how high-quality district and community-based summer learning programs obtained funds

Availability in Alternate Formats: On request, this publication is available in alternate formats, such as Braille, large print or computer diskette. For more information, contact the Department's Alternate Format Center at 202-260-0852 or by contacting the 504 coordinator via email at OM_eos@ed.gov.

Notice to Limited English Proficient Persons: If you have difficulty understanding English you may request language assistance services free of charge for Department information that is available to the public. If you need more information about these interpretation or translation services, please call 1-800-USA-LEARN (1-800-872-5327), TTY: 1-800-437-0833, or e-mail us at ed.language.assistance@ed.gov. Or write to U.S. Department of Education Information Resource Center, LBJ Education Building, 400 Maryland Ave. SW, Washington, DC 20202.





“Summer shouldn’t just be a vacation.

Instead, it should be a time to get ahead, to branch out and learn new skills, to have new experiences, like acting in a play or doing some outdoor learning. And for anyone who’s fallen behind, it’s a time to catch up on lessons they missed...And of course, you’ve gotta read, read, read!”

*~ First Lady Michelle Obama
on the occasion of National Summer Learning Day 2015*

contents

- 4 Why Summer Matters
- 5 Summer by the Numbers
- 6 About NSLA and NVSSN
- 7 2016 Roadmap for Funding Opportunities
- 10 Federal Resources for Summer Youth Opportunities
- 21 TITLE I
- 22 TITLE II, Part A Program
- 24 21st Century Community Learning Centers
- 25 Understanding State Funding Opportunities
- 28 Local Funding Streams and Partnerships
- 36 Private Funding: Using Strategic Philanthropy to Maximize Opportunities
- 37 A Roadmap to Opportunity: Strategies for Success
- 38 Conclusion: Expanding Future Streams
- 39 Acknowledgements & References
- 40 Case Studies

The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this report is intended or should be inferred.



Most students lose two months of mathematical skills every summer, and low-income children typically lose another two to three months in reading.² A Johns Hopkins University study found that summer learning loss during elementary school accounted for two-thirds of the achievement gap in reading between low-income children and their middle-income peers by ninth grade.³ Young people also are prone to weight gain over the summer and lose access to some basic needs provided during the school year, such as federally-funded meals and regular physical activity, undermining their health and readiness for learning.⁴

Why Summers Matter

Summer is the time of greatest inequity for young people. Over the summer many young people and their families lose access to critical supports that keep them safe, healthy and engaged in learning and meaningful work experiences. The summer “opportunity gap” contributes to gaps in achievement, employment, and college and career success, particularly for low-income students.

On the classroom front, a strong body of educational research confirms what teachers know from experience: many students lose months of the skills they learned during the school year over the summer break. Students typically score lower on standardized tests after the summer than they did before it.¹

Research shows that what happens out of school has a significant impact on what happens in-school for millions of students. Summer learning programs are proven to maintain and advance students’ academic and social growth, keep children safe and healthy during the summer, and send young people back to school ready to learn. Additionally, summer youth employment programs engage older youth in meaningful activities that help them nurture new skills, take on new responsibilities, contribute to their community, and earn money for the future.⁵

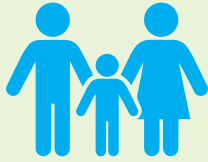
Summers matter. Opportunities for enriching experiences, summer meals, a first job and more, open eyes to endless possibilities and open doors to brighter futures for America’s young people.

Recent research from the RAND Corporation and funded by The Wallace Foundation shows that high-quality summer learning programs with characteristics such as individualized instruction, parent involvement, and small classes can not only curb summer learning loss, but even help boost student achievement.⁶

SUMMER BY THE NUMBERS



1/3 OF HOUSEHOLDS
NATIONWIDE REPORT THAT AT LEAST ONE CHILD
PARTICIPATES IN A SUMMER PROGRAM⁷



51% OF FAMILIES
not participating in a summer
programs say they would if
one was available to them.⁸



Of families who pay for
summer programs, the average
weekly reported cost is
\$288 PER CHILD
per week.⁹



In 2014, only **ONE IN SIX**
youth eligible for the federal Summer
Food Service Program received these
subsidized meals during the summer,
leaving millions of dollars in federal
funding on the table and many young
people to needlessly go hungry
when school is not in session.¹¹



Without summer counseling
and support,
ONE-THIRD
of first generation college attenders
fall victim to the “summer melt”
and fail to enroll in the fall,
even after being accepted.¹⁰



Minority children gain weight up to
TWICE AS FAST
during the unstable months of the
summer as during the school year.¹²



Over the past 12 years,
there has been a nearly
40% DECLINE
in summer youth
employment opportunities.¹³



Waiting lists for summer
youth jobs are in the
THOUSANDS
in most major cities, despite
promising findings around
reduced crime and mortality
rates for participants.^{14 15}

Sources: ⁷ Afterschool Alliance. (2009). *American after 3 pm: The most in-depth study of how America's children spend their afternoons*. Retrieved from http://www.afterschoolalliance.org/AA3_Full_Report.pdf
⁸ Ibid. ⁹ Ibid. ¹⁰ Castleman, B. L., Page, L. C., Winkle-Wagner, R., Bowman, P. J., John, E. P. S., Meyer, H. D., & Hu, S. (2014). *Summer melt: Supporting low-income students through the transition to college*. Cambridge, MA: Harvard Education Press. ¹¹ Sims, K., Anderson, S., FitzSimons, C., Burke, M., & Kapp-Klote, H. (2014). *Hunger doesn't take a vacation: Summer nutrition status report 2014*. Food Research and Action Center. Retrieved from http://frac.org/pdf/2015_summer_nutrition_report.pdf. ¹² Von Hippel, P. T., Powell, B., Downey, D. B., & Rowland, N. J. (2007). The effect of school on overweight in childhood: gain in body mass index during the school year and during summer vacation. *American Journal of Public Health*, 97(4), 696-702. ¹³ JP Morgan Chase. (2015, January 14). Building skills through summer jobs: Lessons from the field (Rep.). Retrieved <https://www.jpmorganchase.com/corporate/Corporate-Responsibility/document/54887-jpmc-summeryouth-aw2.pdf>. ¹⁴ Heller, S. B. (2014). Summer jobs reduce violence among disadvantaged youth. *Science*, 346 (6214), 1219-1223. ¹⁵ Gelber, A., Isen, A., & Kessler, J. B. (2014). *The effects of youth employment: Evidence from New York City summer youth employment program lotteries* (No. w20810). National Bureau of Economic Research.

ABOUT THE NATIONAL SUMMER LEARNING ASSOCIATION

The National Summer Learning Association (NSLA) is the only national nonprofit exclusively focused on closing the achievement gap by increasing access to high-quality summer learning opportunities. NSLA recognizes and disseminates what works, offers expertise and support for programs and communities, and convenes leaders to advocate for summer learning as a solution for equity and excellence in education. NSLA's work is driven by the belief that all children and youth deserve high-quality summer learning experiences that will help them succeed in college, career, and life.

NSLA's webinars, trainings, research briefs, school districts network and annual conferences help providers across the country stay abreast of emerging trends, funding opportunities and policy developments. For the latest updates and information, visit summerlearning.org.

www.summerlearning.org



New Vision for Summer School Network


A growing number of districts are now transforming the old punitive model of summer school, which focused mostly on children who had failed the preceding grade, and embracing a new vision that brings together the best of education and youth development to eliminate summer learning loss, help close the achievement gap, and engage students through innovative teaching and learning. The National Summer Learning Association (NSLA) has brought more than 30 of these districts, serving more than 2 million children, together in the New Vision for Summer School Network for regular convenings and learning opportunities that support the development of this new model for summer learning and its influence on the central work of the school year.

These districts are adopting important aspects of the tactics thousands of community summer learning providers have used for years to engage young people and help them thrive. The district summer learning movement, which has the potential to bring access to academically-aligned programs to many more children, took a major leap in proving its worth with temporary federal American Recovery and Reinvestment Act of 2009 (ARRA) stimulus funds, which the Obama Administration urged districts to use for summer learning. While those funds have expired, important pathways remain to continue these strides through other public funding mechanisms at the federal, state, and local levels. At the state level, education remains a top priority, with many leaders committing new resources to schools and to proven strategies that get more students on track to high school graduation and college and career readiness.



 THINK Together Santa Ana



 Rochester City School District



2016 Roadmap for Funding Opportunities

The following section summarizes the key trends in public policy that open doors for funding opportunities and offers an outline of key federal, state, and local funding streams that summer learning providers should consider accessing to support their strategies and goals. While there is no silver bullet solution to the challenges of how to fund summer learning, funding is available to those who know where to find it and how to effectively demonstrate their eligibility. Streams of federal, state, and local support can be effectively combined to help implement programs that will improve learning outcomes for children.

Education remains a top priority in states and local communities, with many leaders committing new resources to schools and to strategies that get more students on track to high school graduation and college and career readiness.

Summer opportunities can support some of the most important goals of modern education and workforce improvement efforts, including readying students and teachers for higher learning expectations; closing achievement gaps; driving competency and interest in STEM (science, technology, engineering, and math) careers; raising the percentage of children reading on grade level by third grade; and lowering the dropout

rate. Indeed, without more access to high-quality summer learning, efforts to achieve these overall goals will be less successful because of the months of skills lost by low-income children every year during the summer.

► Flexibility and Partnerships Provide New Possibilities

In recent years, the Department of Education has strived to create strong partnerships across educational entities—federal and state partnerships, state and local partnerships, school and community partnerships, and any other kind of partnership that can be created to improve outcomes for youth. Summer learning providers and interested school districts can seize the opportunities to fund summer learning programs.

Given the current fiscal climate, dominated by tight budgets, the desire to consolidate programs at the federal level, and the focus on evidence-based strategies, summer learning providers must be prepared to take advantage of flexible funding and leverage the evidence on summer learning to diversify funding opportunities. Many federal, state, local, and private funds can be leveraged towards summer learning if the activities provided are allowable uses and a case is clearly made that an investment in summer learning will help



achieve the overall goals of the program.

As providers look at available funding streams, they should analyze the multiple ways that summer learning could address the broad goals outlined in the grants.

If a program does not specifically prohibit funding for summer learning, and summer learning fits the broader eligibility requirements and goals outlined by the federal policy, then the program could and should be a match. For example, if a federal grant program is competitively awarded to states or districts with requirements that the grant be used to address areas prioritized by the states or districts in order to increase student achievement, summer learning could be a match. Advocates can say with confidence that providing additional time for student learning during summer, which is otherwise a season when young people typically lose academic ground, will help to improve student achievement.

For example, states and districts have sought to increase their capacity by building strong local partnerships with nonprofit organizations and others. These partnerships open doors to funding that may not have

previously been available. For example, if a summer learning provider finds a grant program that aligns with its mission, but the eligible entity for the grant is a district (also called a local educational agency or LEA), the summer learning provider could build a relationship with the district and develop a joint plan for pursuing and implementing these grant funds.

► Evidence Matters

In July 2013, the Director of the Office of Management and Budget issued a memo to the heads of Executive Departments and Agencies on the use of evidence and evaluation in the 2015 budget.¹⁷ The memo directed federal agencies to “allocate resources to programs and practices backed by strong evidence of effectiveness” and to develop proposals that “will help agencies direct a larger share of resources toward evidence-based practices.” Emphasis is placed on development of better data that allows agencies and programs to prove outcomes while maintaining student privacy. Aligned with how summer providers typically operate, agencies are encouraged to create grant guidelines that promote innovation, partnerships, and blended funding models.

In addition, other funding entities such as philanthropies and businesses are increasingly focused not only on addressing a need, but on proposals that

address a need with evidence-based solutions.

They want to know that their investment will pay off. For example, the Edna McConnell Clark Foundation identifies highly-effective nonprofits serving disadvantaged youth from low-income communities and makes substantial long-term investments to replicate and expand these programs and strengthen their evidence base.¹⁸

As funders encourage a deeper focus on evidence and strong outcome data for funded programs, it is more important than ever for summer learning providers to be prepared to make an evidence-based case for their programs and to continue to collect program data, package it to tell a clear story of positive impact that aligns with school-year goals, and use it effectively to advocate for funding opportunities.



CREATING A SUCCESSFUL STRATEGY

for accessing federal funds for summer opportunities

Several key strategies can help summer providers to improve their chances of effectively accessing federal funding:

- Understand the landscape for federal programs, including understanding how and when the grants are funded; who is eligible to receive the funds; and the purpose or goals for the funding.
- Plan early to best synchronize timing for grant awards, school district budget cycles, and high-quality summer learning. Ongoing research from the RAND Corporation has found that program leaders who began planning in January were able to run programs more smoothly, with less disruption to academic instruction.¹⁶
- Continuously work to build partnerships so that summer learning programs can access funding even if they don't directly receive funds through formulas, or can't apply directly for competitive grant funds.
- Collect, analyze, and share strong outcome data to prove that summer learning programs are successful.

Federal Resources for Summer Youth Opportunities: Employment, Education, and Support Services

There are resources across many federal agencies which can provide support toward the development of comprehensive summer programs for youth. The charts and program summaries below are intended to help summer opportunity providers navigate these federal resources to help achieve their goals. Although this is not a comprehensive survey of the federal landscape, all of these resources can be leveraged to provide employment and education opportunities and support services for youth in the summer.

NOTE: An LEA is a Local Educational Agency. An SEA is a State Educational Agency.

Resources for Jobs

The following resources can be leveraged to provide employment and education opportunities and support services for youth in the summer, consistent with specific program requirements and allowable activities.

Program	U.S. DEPARTMENT OF COMMERCE – ECONOMIC DEVELOPMENT ADMINISTRATION (EDA)
Type of Assistance	Local/national agency outreach to employers
Activities	<p><i>What it is:</i> The EDA is the only federal government agency focused exclusively on economic development and plays a critical role in fostering regional economic development efforts in communities across the nation. Through strategic investments that foster job creation and attract private investment, EDA supports development in economically distressed areas of the United States.</p> <p><i>How it can be used for summer:</i> EDA has established relationships with local and national employers which can be leveraged to obtain employment opportunities.</p> <p><i>Additional information:</i> https://www.eda.gov/resources/</p>

Program	U.S. DEPARTMENT OF JUSTICE – BYRNE JUSTICE ASSISTANCE GRANT (JAG)
Type of Assistance	Formula grants to states then localities
Activities	<p><i>What it is:</i> The Byrne JAG Program is the leading source of federal justice funding to state and local jurisdictions. JAG funds may be used for state and local initiatives, technical assistance, strategic planning, research and evaluation (including forensics), data collection, training, personnel, equipment, forensic laboratories, supplies, contractual support, and criminal justice information systems that will improve or enhance such areas as:</p> <ul style="list-style-type: none"> • Prevention and education programs. • Corrections and community corrections programs. • Drug treatment and enforcement programs. • Planning, evaluation, and technology improvement programs. <p><i>How It Can Be Used for Summer:</i> JAG funds are primarily administered through State Administering Agencies (SAAs). Communities can contact their SAA to determine how JAG funding is being used for local initiatives and whether violence reduction and prevention resources for employment are available (http://ojp.gov/saa/index.htm).</p> <p><i>Additional Information:</i> https://www.bja.gov/ProgramDetails.aspx?Program_ID=59#horizontalTab2</p>

Program	U.S. DEPARTMENT OF LABOR – SUMMER JOBS AND BEYOND CAREER PATHWAYS FOR YOUTH GRANTS (CPY)
Type of Assistance	Competitive grants to Local Workforce Development Boards
Activities	<p><i>What it is:</i> What it is: The CPY grants are designed to provide resources to Local Workforce Development Boards (LWDBs) to expand and enhance existing summer employment programs and work experiences throughout the year for eligible youth and to implement innovative practices. The grants will require partnerships between LWDBs and local summer employment programs, employers, Local Education Agencies (LEAs), and re-engagement centers. Other community partners may provide services to eligible youth that assist in the development of work experience and entry into career pathways.</p> <p><i>How it can be used for summer:</i> CPY grants are also intended to strengthen the alignment of partnerships under WIOA, in which LWDBs and partners collaborate to expand capacity to serve youth entering the workforce. The purpose of these grants is to bring together all of the youth employment programs within a local community.</p> <p><i>Important information to know:</i> Eligible applicants are Local Workforce Development Boards, Section 166 grantees and all federally recognized tribes. Applications are due by March 25, 2016 with an anticipated start date of May 5, 2016.</p> <p><i>Additional information:</i> https://www.doleta.gov/grants/pdf/FOA-ETA-16-o8_CPY.pdf</p>

Program	U.S. DEPARTMENT OF LABOR – WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA) YOUTH
Type of Assistance	Formula grants to states and local areas
Activities	<p><i>What it is:</i> : WIOA programs developed by local workforce investment areas provide employment and education opportunities to youth that face barriers to development.</p> <p><i>How it can be used for summer:</i> Funds can be used to pay wages and operational costs for summer jobs.</p> <p><i>Example:</i> Evaluations of the ARRA summer employment program showed that local workforce agencies served a greater number of youth than it would have otherwise served as a result of tapping into funds that arose from the partnership between TANF and workforce agencies; there is large youth demand for work experience and summer employment opportunities; summer and year round employment opportunities not only benefit program participants, but also employers and the community as a whole; stand-alone paid work experience programs can be an effective way to engage disconnected youth; providing older youth with work experiences as part of a larger targeted career ladder in health care or other high-growth or high-demand industries may be beneficial; and local programs believe private sector work experience opportunities may offer broader opportunities for youth and/or increase the likelihood that the summer job would lead to youths' permanent work placement at the jobsite.</p> <p><i>Important information to know:</i> Under WIOA youth, local areas must use at least 20% of funds for work experience activities, such as summer jobs. At least 75% of youth formula funds must be spent on out of school youth. The Department will continue to assist states and local areas in implementing the new aspects of WIOA. Technical assistance will focus on recruiting and serving out-of-school youth (OSY) in order to assist local areas in meeting the 75 percent OSY expenditure requirement through the most effective service provision possible; implementing strategies to increase work experience opportunities in order to assist local areas in meeting the 20 percent work experience expenditure requirement; and implementing the five new WIOA program elements. The Department will also include a focus on connecting WIOA youth to career pathways, particularly for disconnected youth.</p> <p><i>Additional information is available at:</i> https://www.doleta.gov/WIOA/Docs/WIOA_YouthProgram_FactSheet.pdf</p>

Program	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES – CHAFEE FOSTER CARE INDEPENDENCE PROGRAM (CFCIP)
Type of Assistance	Formula grants to states
Activities	<p><i>What it is:</i> Grants support activities that serve youth who are likely to remain in foster care and youth who have “aged out” of foster care. Activities include, but are not limited to, help with education, employment and financial management.</p> <p><i>How it can be used for summer:</i> Funds can be used to target foster care youth with summer education and employment opportunities.</p> <p><i>Additional information:</i> http://www.acf.hhs.gov/programs/cb/resource/chafee-foster-care-program</p>

Program	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES – COMMUNITY-BASED CHILD ABUSE PREVENTION (CBCAP)
Type of Assistance	Formula grant allocated to states
Activities	<p><i>What it is:</i> CBCAP programs focus on building a strong base of support for families and communities in child abuse prevention. Prevention programs include positive youth development, which may include opportunities for youth to complete the challenges of adolescence and childhood.</p> <p><i>How it can be used for summer:</i> Summer educational and career opportunities can be created using these funds targeting at-risk youth.</p> <p><i>Important information to know:</i> A lead state agency receives and administers the funds.</p> <p><i>Additional information:</i> http://www.acf.hhs.gov/programs/cb/resource/cbcap-state-grants and http://www.friendsnrc.org/cbcap-program-instruction</p>

Program	U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT – COMMUNITY DEVELOPMENT BLOCK GRANTS (CDBG)
Type of Assistance	Formula grants
Activities	<p><i>What it is:</i> The CDBG program provides annual grants on a formula basis to states and entitled metropolitan cities and urban counties (generally, cities with a population of 50,000 or more and counties with a population of 200,000 or more). It is authorized by Title I of the Housing and Community Development Act of 1974, as amended, to implement a wide variety of community and economic development activities such as neighborhood revitalization, economic development and the provision of improved community facilities and services.</p> <p><i>How it can be used for summer:</i> Local governments and states may use their funding from HUD’s CDBG program for job training and mentoring programs for youth.</p>

Program	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES – COMMUNITY SERVICES BLOCK GRANT (CSBG)
Type of Assistance	Formula grants to states, disbursed to local Community Action Agencies
Activities	<p><i>What it is:</i> States allocate funds to local Community Action Agencies (CAAs) to alleviate the causes and conditions of poverty in communities. Across the country approximately 1000 CAAs operate a range of programs including summer youth employment projects.</p> <p><i>How it can be used for summer:</i> CAAs could help support summer employment programs by providing additional support services to youth or even perhaps subsidizing a certain number of positions. CAAs are good sites to provide subsidized employment opportunities. Many CAAs offer financial capability services that can help youth get banked, and learn how to manage and save their income.</p> <p><i>Additional information:</i> http://www.acf.hhs.gov/programs/ocs/programs/csbgb</p>

Program	U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT – JOBS PLUS
Type of Assistance	Competitive grants
Activities	<p><i>What it is:</i> The purpose of the Jobs Plus Pilot program is to develop locally-based, job-driven approaches to increase earnings and advance employment outcomes through work readiness, employer linkages, job placement, educational advancement, technology skills, and financial literacy for residents of public housing. The place-based Jobs Plus Pilot program addresses poverty among public housing residents by incentivizing and enabling employment through earned income disregards for working families, and a set of services designed to support work including employer linkages, job placement and counseling, educational advancement, and financial counseling.</p> <p><i>How it can be used for summer:</i> Funded Public Housing Authorities may use their funding from the Jobs Plus grant for job training and mentoring for youth.</p>

Program	U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT – SECTION 3
Type of Assistance	Legislative mandate*
Activities	<p><i>What it is:</i> Construction, all aspects of operation and maintenance.</p> <p><i>How it can be used for summer:</i> HUD grantees can offer summer employment and training opportunities for local youth.</p> <p><i>Example:</i> Demolition, carpentry, masonry, landscaping, clerical.</p> <p><i>Important things to know:</i> Section 3 requirement extend to leveraged funding — state, local and private.</p> <p><small>*There is no direct funding associated with Section 3. Section 3 is a requirement of certain sources of HUD funding to provide jobs, training and contracts to local low-income persons and businesses that employ those persons.</small></p>

Resources for Learning

The following funding, subsidies, and tools can be used to plan education programs, cover the wages of educators, or provide other education opportunities at low cost. These resources can provide academic education and education that helps develop skills necessary for the workforce.

Program	U.S. DEPARTMENT OF TRANSPORTATION – FEDERAL HIGHWAY ADMINISTRATION (FHWA) NATIONAL SUMMER TRANSPORTATION INSTITUTE
Type of Assistance	National/Regional agency connecting at-risk secondary school students to transportation opportunities
Activities	<p><i>What it is:</i> National Summer Transportation Institute (NSTI) is a two to four-week program creates awareness of transportation careers by encouraging and motivating secondary school students to pursue transportation-related careers. Students actively participate in a series of academic courses within the fields of science, technology, engineering, and math related to the transportation industry. Since its inception, more than 9,000 students and over 40 minority serving institutions (MSIs) have participated in NSTI.</p> <p><i>How it can be used for summer:</i> Each summer, NSTI promotes transportation awareness and career opportunities among disadvantaged and at-risk middle and high school students around the country.</p> <p><i>Additional information:</i> https://www.fhwa.dot.gov/civilrights/programs/nsti.cfm</p>

Program	U.S. DEPARTMENT OF TRANSPORTATION – FEDERAL AVIATION ADMINISTRATION ACE ACADEMIES
Type of Assistance	Summer aviation career exploration for high, middle, or elementary school students
Activities	<p><i>What it is:</i> ACE Academy is an interactive summer experience for high school, middle school, and elementary school students who are interested in aviation and aerospace.</p> <p><i>How it can be used for summer:</i> FAA, along with many other private organizations, sponsor ACE Academy camps in several U.S. states. Students learn lessons in flight planning, aviation history, and the physics of flight; get instruction on aircraft design and maintenance; take field trips to aviation sites; take flight simulations and, in some locations, flights in aircraft.</p> <p><i>Additional information:</i> https://www.faa.gov/education/programs/middle/ace_academy/</p>

Program	U.S. DEPARTMENT OF TRANSPORTATION – WTS TRANSPORTATION YOU
Type of Assistance	Partnership with local/national organization connecting young girls to transportation careers
Activities	<p><i>What it is:</i> Transportation YOU is a hands-on, interactive, mentoring program that offers young girls ages 13-18 an introduction to a wide variety of transportation careers.</p> <p><i>How it can be used for summer:</i> WTS Chapters are located in several cities throughout the country and can be used to make a difference in the lives of young girls by offering programs and activities that will spark their interest in all modes of transportation and STEM.</p> <p><i>Additional information:</i> http://www.transportationyou.org/#sthash.sPWmxOvu.dpuf</p>

Program	U.S. DEPARTMENT OF EDUCATION – PERKINS CAREER AND TECHNICAL EDUCATION
Type of Assistance	Formula grants to states, then formula grants from states to eligible sub-recipients.
Size/Scale of Funding	\$1.12 billion in FY 2016
Activities	<p><i>What it is:</i> Perkins grants support career and technical education that enables secondary students to graduate from high school and transition into postsecondary education, training, and employment in in-demand occupations. Perkins grants also support postsecondary students and adults in obtaining industry recognized credentials and postsecondary certificates or degrees, or degrees that lead to employment in those sectors and occupations.</p> <p><i>How it can be used for summer:</i> States and eligible sub-recipients may use funds for career and technical education programs throughout the year, including summer courses, provided they meet requirements of the Perkins statute.</p> <p><i>Example:</i> Perkins eligible recipients may use funding for CTE programs during the summer months. The required and allowable uses of funds are the same for CTE programs offered during the academic year and summer.</p> <p><i>Important information to know:</i> Any course funded under the Perkins program must meet all parts of the definition of “career and technical education,” including that the course provide “coherent and rigorous content aligned with challenging academic standards” and “technical skill proficiency,” as required by section 3(5)(A)(i) and (ii) of the Perkins statute. Perkins funding may be used alongside other federal funding sources to offer summer learning opportunities.</p> <p><i>Additional information:</i> http://cte.ed.gov/</p>

Program	U.S. DEPARTMENT OF EDUCATION – PROMISE NEIGHBORHOODS
Type of Assistance	Competitive grants that support the development and implementation of a comprehensive, evidence-based continuum of coordinated services for children living in some of America’s most distressed communities. Eligible entities are (1) local nonprofit organizations, (2) institutions of higher education, and (3) Native American tribes.
Size/Scale of Funding	Approximately \$29 million will be made available for new awards in FY 2016
Activities	<p><i>What it is:</i> Eligible applicants must partner with at least one target school that is low-performing and, among other things, implement a school intervention model that may include increased learning time (which means using a longer school day, week, or extended year schedule to significantly increase the total number of school hours to include additional time).</p> <p><i>How it can be used for summer:</i> Funds are limited to Promise Neighborhood communities/grantees.</p> <p><i>Important information to know:</i> This program currently does not have applications open.</p> <p><i>Additional information:</i> http://www2.ed.gov/programs/promiseneighborhoods/index.html</p>

Program	ENVIRONMENTAL PROTECTION AGENCY – RECIPES FOR HEALTHY KIDS AND A HEALTHY ENVIRONMENT
Type of Assistance	Education planning
Activities	<p><i>What it is:</i> This nine-lesson program was designed to excite kids about environmental health and empower them to take steps in their everyday lives to improve the environment for their community and reduce their environmental risk.</p> <p><i>How it can be used for summer:</i> The lessons are geared toward children ages 9 - 13. The program encourages kids to actively explore the environments in which they live and play. It is geared toward use in out-of-school programs, extracurricular groups, and after-school clubs.</p> <p><i>Example of past use:</i> These lesson plans were developed and piloted with the Boys and Girls Clubs of America.</p> <p><i>Additional information:</i> http://www.epa.gov/children/student-curriculum</p>

Program	U.S. DEPARTMENT OF EDUCATION – ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA), 21ST CENTURY COMMUNITY LEARNING CENTERS (21ST CCLC)
Type of Assistance	Formula grants are awarded to state educational agencies (SEAs), which then award competitive grants to eligible entities, including local educational agencies (LEAs), community-based organizations (CBOs), and other public and private entities.
Size/Scale of Funding	\$1.17 billion in FY 2016
Activities	<p><i>What it is:</i> Grant recipients may use the funds to carry out a broad array of activities before and after school (including those held during summer recess periods) to advance student achievement among students who attend low-performing schools.</p> <p><i>How it can be used for summer:</i> Eligible entities may apply for sub-grants to establish 21st CCLC program sites that deliver summer educational and enrichment opportunities. A State may use available funds to expand or enhance current activities among existing or new 21st CCLC subgrantees. States may use State and program-site-based performance data and other evidence-based practices to develop summer learning programs that would yield measurable results.</p> <p><i>Important information to know:</i> The 21st CCLC effort includes an on-line community focused on identifying, highlighting, sharing, and scaling best practices related to high-quality summer programs that result in reduction of summer learning lag. The portal provides resources and tools to help design and implement effective summer learning programs, and includes creative ideas, such as, aligning with the National Park Service to learn about the great outdoors, creating summer reading programs, visiting museums, and participating in summer community events. This online community is available at https://y4y.ed.gov/summerlearning.</p> <p><i>Additional information:</i> http://www2.ed.gov/programs/21stcclc/index.html</p>

Program	U.S. DEPARTMENT OF EDUCATION – ESEA, TITLE I, PART A
Type of Assistance	Formula grants to local educational agencies (LEAs).
Size/Scale of Funding	\$14.9 billion in FY 2016
Activities	<p><i>What it is:</i> Grants provide financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help them meet challenging state academic standards.</p> <p><i>How it can be used for summer:</i> Title I funds may be used to provide summer learning opportunities to eligible students. In a schoolwide program, all students are eligible; in a targeted assistance program, only students from low-income families are eligible. If an LEA or school wants to provide summer learning opportunities that include both academic and non-academic enrichment activities, it might use Title I, Part A funds, as appropriate, for the academic component and partner with community organizations to provide the non-academic activities. Title I funds may also be used for summer activities designed to help prepare eligible students for the upcoming school year.</p> <p><i>Example:</i> Funds might be used for a summer academy to help eligible eighth grade students transition to high school. Similarly, funds might be used for a summer program to prepare eligible students to succeed in higher-level courses.</p> <p><i>Additional information:</i> http://www2.ed.gov/programs/titleiparta/index.html</p>

Program	U.S. DEPARTMENT OF EDUCATION – ESEA, TITLE I, PART C – EDUCATION OF MIGRATORY CHILDREN
Type of Assistance	Formula grants to states.
Size/Scale of Funding	\$375 million in FY 2016
Activities	<p><i>What it is:</i> Funds support education programs for migratory children and help ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards.</p> <p><i>How it could be used for summer:</i> A summer program which has migratory children as a target audience could use these funds to provide educational and support opportunities, such as vocational instruction, health services, and academic instruction.</p> <p><i>Important information to know:</i> Grants are provided to states which then allocate funds to local agencies which serve migratory children, which can include local educational agencies and non-profit organizations.</p> <p><i>Additional information:</i> http://www2.ed.gov/programs/mep/index.html</p>

Program	U.S. DEPARTMENT OF EDUCATION – ESEA, TITLE II, PART A
Type of Assistance	Formula grants to SEAs, which then make formula-based subgrants to LEAs
Activities	<p><i>What it is:</i> LEAs may use funds to recruit and retain highly qualified teachers, and for professional development activities for teachers and principals.</p> <p><i>How it can be used for summer:</i> Professional development activities supported by Title II, Part A funds can take place during the school day, after school, in workshops, and during summer.</p> <p><i>Example:</i> Funds may be used to support a district-wide teacher training program conducted over the summer.</p> <p><i>Additional information:</i> http://www2.ed.gov/programs/teacherqual/index.html</p>

Program	U.S. DEPARTMENT OF EDUCATION – ADULT EDUCATION AND FAMILY LITERACY ACT (TITLE II OF THE WORKFORCE INNOVATION AND OPPORTUNITY ACT)
Type of Assistance	Formula grants to states.
Size/Scale of Funding	\$589 million in FY 2016
Activities	<p><i>What it is:</i> The Adult Education and Family Literacy Act (AEFLA), authorized under Title II of the Workforce Innovation and Opportunity Act (WIOA), is the primary Federal program that provides foundation skills below the postsecondary level and English literacy instruction for out-of-school youth and adults. The program seeks to assist students in acquiring the skills and knowledge necessary to become productive workers, parents and citizens, and transition to postsecondary education and training. The AEFLA Basic Grants to States program is the major source of Federal support for basic skills programs.</p> <p><i>How it could be used for summer:</i> AEFLA eligible providers may use funding for AEFLA programs during the summer months. The required and allowable uses of funds are the same for AEFLA programs offered during the academic year and summer.</p> <p><i>Important information to know:</i> Annual appropriations have included a set-aside for “integrated English literacy and civics education services to immigrants and other limited-English proficient populations.” The WIOA, signed into law in July 2014, codifies the integrated English Literacy and Civics Education program.</p> <p><i>Additional information:</i> For information on how to contact the agency that administers the AEFLA grant in your state, visit: http://www2.ed.gov/about/contacts/state/index.html.</p>

Program	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES – PERSONAL RESPONSIBILITY EDUCATION PROGRAM (PREP)
Type of Assistance	Formula grants to states
Activities	<p><i>What it is:</i> PREP programs are designed to educate adolescents on both abstinence and contraception and to prevent pregnancy and sexually transmitted infections.</p> <p><i>How it can be used for summer:</i> Using PREP funds, an educational program can be designed for youth which includes career development opportunities.</p> <p><i>Important information to know:</i> State agencies receive funds and may provide sub-awards. Projects must incorporate at least three of six subjects: healthy relationships, adolescent development, financial literacy, parent-child communication, educational and career success, and healthy life skills. Programs target youth between the ages of 10 and 19 who are at high-risk for becoming pregnant or who face special circumstances, including residing in an area with high teen birth rates.</p> <p><i>Additional information:</i> http://www.acf.hhs.gov/programs/fysb/resource/prep-fact-sheet</p>

Program	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES – TEMPORARY ASSISTANCE FOR NEEDY FAMILIES (TANF)
Type of Assistance	TANF funds are allocated to states
Activities	<p><i>What it is:</i> States and tribes receive flexible block grants to design and operate programs that accomplish one of the four purposes of the TANF program. Two of the purposes of the TANF program are to provide assistance to needy families so that children may be cared for in their own homes and to end the dependency of needy parents by promoting job preparation, work, and marriage.</p> <p><i>How it can be used for summer:</i> TANF funds can be used to support afterschool and summer activities for younger children while their parents, who are eligible for the program, work. TANF funds can also be used to support summer employment programs and additional activities such as job shadowing and mentoring for low-income youth up through age 24. In addition to subsidizing wages, jurisdictions may use TANF funds on related summer youth employment program activities such as: education and training; supportive services; transportation to and from work; and counseling and employment related services.</p> <p><i>Important things to know:</i> States have broad flexibility to allocate their block grant resources among programs that accomplish one of the purposes of the TANF program. Nationally, states spent 6.8 percent of their TANF and state maintenance-of-effort (MOE) funds on work-related activities in 2014. In order to shift TANF resources to a summer youth employment program, the support of the governor and/or state legislature may be necessary.</p> <p><i>Additional information:</i> http://www.acf.hhs.gov/programs/ofa/programs/tanf</p>

Program	U.S. DEPARTMENT OF INTERIOR, U.S. ARMY CORPS OF ENGINEERS, U.S. DEPARTMENT OF EDUCATION, U.S. FOREST SERVICE, NATIONAL OCEANIC AND ATMOSPHERIC ADMINISTRATION – EVERY KID IN A PARK
Type of Assistance	Free entry to federally managed lands and waters for fourth graders
Activities	<p><i>What it is:</i> As part of President Obama’s commitment to protect our nation’s unique outdoor spaces and ensure that every American has the opportunity to visit and enjoy them, the Every Kid in a Park initiative allows fourth graders nationwide to go to www.everykidinapark.gov and obtain a pass for free entry for them and their families to more than 2,000 federally managed lands and waters nationwide for an entire year starting September 1, 2015.</p> <p><i>How it can be used for summer:</i> Parents, teachers, and community organizations can lead fun, educational outings for kids currently in the 4th grade to any national park, national forest, or other federal land or water site across the country. More information to help plan trips is available at the Every Kid in a Park website, and Scholastic has developed lesson plans and activities that are available at http://www.scholastic.com/everykid/</p> <p><i>Additional information:</i> www.everykidinapark.gov Every Kid in a Park is an Administration-wide effort supported by the U.S. Department of the Interior (which includes the National Park Service, the Bureau of Land Management, the Bureau of Reclamation, and the U.S. Fish and Wildlife Service), the U.S. Army Corps of Engineers, the U.S. Department of Education, the U.S. Forest Service, and the National Oceanic and Atmospheric Administration.</p>

Program	INSTITUTE OF MUSEUM AND LIBRARY SERVICES – MUSEUMS FOR ALL
Type of Assistance	Subsidized education opportunities
Activities	<p><i>What it is:</i> Museums participating in Museums for All offer low-income families with EBT cards free or reduced-price admission.</p> <p><i>How it can be used for summer:</i> Participants in summer learning programs that come from families that have EBT cards can attend museums at low cost.</p> <p><i>Example:</i> Zimmer Children’s Museum in Los Angeles, CA participates in Museums for All.</p> <p><i>Additional information:</i> http://www.childrensmuseums.org/about/acm-initiatives/museums-for-all</p>

Resources for Support Services

Although jobs and education address crucial needs, support services like free meals and low-cost savings programs provide additional resources that make a significant impact on youth. The following resources can help summer youth programs make such an impact.

Program	CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS) – AMERICORPS
Type of Assistance	Competitive and formula grants (national and state) are awarded to national, state, and local nonprofit organizations, community and faith-based organizations, higher education institutions, and state and local governments
Size/Scale of Funding	Approximately \$363.6 million in 2016
Activities	<p><i>What it is:</i> Provides financial support to public and nonprofit organizations to recruit, train, and place AmeriCorps members to meet community needs in disaster services, economic opportunity, education, the environment, health, and veterans and military families.</p> <p><i>How it can be used for summer:</i> AmeriCorps grants can support full-time or part-time (including summer) service positions.</p> <p><i>Important information to know:</i> Deadlines for competitive applications occur early for each fiscal year. The deadline for applications for FY 2016 was January 20th, 2016, and earlier for state-specific competitive programs applying through State Service Commissions. Formula grants made by Commissions for programs operating in their state have a range of deadlines determined by each state.</p> <p><i>Example:</i> Energy Express is an award-winning, 8-week, AmeriCorps program for children living in West Virginia’s rural and low-income communities. The summer reading and nutrition program is designed to provide learning opportunities and nutrition during the summer months, when children are most at risk for falling behind on reading levels – a preventable loss known as the “summer slide.” The program takes place in up to 80 sites across the state and serves approximately 3,000 children.</p> <p><i>Additional information:</i> http://www.nationalservice.gov/programs/ameri-corps/ameri-corps-state-and-national</p>

Program	CORPORATION FOR NATIONAL AND COMMUNITY SERVICE – AMERICORPS APPROVED NATIONAL SERVICE POSITIONS
Type of Assistance	Designation by the CEO of CNCS that a service position is an approved national service position under the national service laws
Size/Scale of Funding	No funding available other than end-of-service education awards for individuals
Activities	<p><i>What it is:</i> Provides a process through which CNCS designates service activity as approved national service positions.</p> <p><i>How it can be used for summer:</i> The CEO of CNCS can designate summer service project activities that are funded with non-CNCS resources and meet certain criteria as national service positions. The designation allows individuals serving in the position to receive post-service education awards at the end of their term of service that can be used to pay education expenses.</p> <p><i>Important information to know:</i> CNCS is developing a pilot summer initiative in 2016 to utilize Approved National Service Positions to expand summer opportunities.</p> <p><i>Additional information:</i> Please contact partnerships@cns.gov.</p>

Program	CORPORATION FOR NATIONAL AND COMMUNITY SERVICE – AMERICORPS VISTA
Type of Assistance	Non-competitive national service program
Size/Scale of Funding	Approximately \$92 million in 2016
Activities	<p><i>What it is:</i> AmeriCorps VISTA members live and serve in some of our nation's poorest urban and rural areas. With passion, commitment, and hard work, they create or expand programs designed to bring individuals and communities out of poverty. Each AmeriCorps VISTA member makes a year-long, full-time commitment to serve on a specific project at a nonprofit organization or public agency.</p> <p><i>How it can be used for summer:</i> The VISTA Summer Associate program offers individuals the opportunity to become engaged in a community through an existing VISTA project for 8 or 10 weeks during the summer. AmeriCorps VISTA encourages existing sponsors and partners who work with disadvantaged youth to consider using the Summer Associates program to enhance their existing programs as appropriate by providing opportunities to engage disadvantaged youth in productive service activities in the summer.</p> <p><i>Important information to know:</i> AmeriCorps VISTA Summer Associate opportunities are available only to existing AmeriCorps VISTA sponsors.</p> <p><i>Example:</i> AmeriCorps VISTA Summer Associates with Hunger Free America serve in summer terms on a variety of anti-hunger activities, but primarily to increase participation of low-income children in USDA's Summer Food Service Program. Summer Associates work in both rural and urban areas at a diverse array of organizations including anti-hunger and poverty organizations, food service agencies, and government agencies.</p> <p><i>Additional information:</i> http://www.nationalservice.gov/vista or by contacting your CNCS State Office at http://www.nationalservice.gov/stateoffices</p>

Program	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES – ASSETS FOR INDEPENDENCE (AFI)
Type of Assistance	Competitive grants to non-profits or joint non-profit and government initiatives
Activities	<p><i>What it is:</i> AFI grantees enroll low-income persons to save income in Individual Development Accounts (IDA) which will be matched by federal and non-federal funds.</p> <p><i>How it can be used for summer:</i> Youth that participate in employment opportunities can save their wages in IDAs and receive matched funds.</p> <p><i>Example:</i> The Southern Good Faith Fund, which operates in Mississippi and Arkansas, offers IDAs to low-income individuals.</p> <p><i>Important information to know:</i> Non-federal funds must be used to match federal AFI funds. Persons eligible for IDAs must also be eligible for TANF or other low-income criteria. Eligible grant applicants are 501(c)(3) non-profits, joint partnerships between government and non-profits, or community development financial institutions.</p> <p><i>Additional information:</i> http://www.acf.hhs.gov/programs/ocs/programs/afi/about</p>

Program	U.S. DEPARTMENT OF THE TREASURY – MY MONEY
Type of Assistance	Financial education resources
Activities	<p><i>What it is:</i> This website is a one-stop-shop for free, reliable and unbiased information from more than 20 federal agencies with financial education resources for youth and adults.</p> <p><i>How it can be used for summer:</i> This resource can be used to supplement financial literacy education opportunities or youth accounts established for the summer.</p> <p><i>Additional information:</i> http://www.mymoney.gov/Pages/default.aspx</p>

Program	U.S. DEPARTMENT OF THE TREASURY – myRA
Type of Assistance	Retirement savings account
Activities	<p><i>What it is:</i> MyRA accounts are Roth Individual Retirement Accounts that have no start-up costs, no fees, and no minimum contribution. The money deposited into a myRA is backed by the U.S. Treasury and carries no risk of losing money.</p> <p><i>How it can be used for summer:</i> Youth that participate in summer employment opportunities can use myRA accounts to save some of their earnings.</p> <p><i>Important information to know:</i> Contributions can be withdrawn at any time.</p> <p><i>Additional information:</i> https://myra.gov/</p>

Program	U.S. DEPARTMENT OF AGRICULTURE – SUMMER FOOD SERVICE PROGRAM
Type of Assistance	Reimbursements to approved sponsors through the state agencies
Activities	<p><i>What it is:</i> Approved sponsors serve meals that meet federal nutritional guidelines. The National School Lunch Program also provides reimbursements to summer programs that are school-sponsored and have a school food service department that is willing to provide healthy snacks and meals.</p> <p><i>How it can be used for summer:</i> Free meals can be offered to participants in summer employment and learning opportunities in partnership with current Summer Meal sites or with the creation of a new site.</p> <p><i>Important information to know:</i> Each state has their own application process for reimbursement. Use USDA Food & Nutrition Service's Summer Site Finder to identify the closest Summer Meal Site to the school. If there isn't a Summer Site nearby, encourage the school, itself, to serve as a Summer Meals Site. If the school is not able to serve as a Summer Meals site, use the Capacity Builder to determine area eligibility and prospective locations.</p> <p><i>Additional information:</i> http://www.fns.usda.gov/cnd/summer/Sponsor.htm</p>



TITLE I

The purpose of Title I, Part A funding is to provide a high-quality education to all students by providing supplemental funds to high-poverty schools to raise the achievement of student from low-income families. The funding is allocated through formula grants to Local Educational Agencies (LEAs). LEAs then allocate Title I funds to public schools with the high percentages of children from low-income families.

Title I offers an important opportunity for those interested in providing summer learning to students in need. In addition to the significant flexibility in current law surrounding the use of funds for Title I-receiving schools, the law specifically references summer learning as an allowable activity in several places, which means that there is an explicit authorization to use Title I funds for summer learning. There are two basic types of Title I, Part A programs: school-wide programs and targeted assistance programs.

The law references summer learning in each of these programs:

- **School-wide Programs:** LEAs may consolidate and use Title I, Part A funds with other federal, state, and local funds to improve the entire educational program in a school for the benefit of all students in the school if low-income students make up 40 percent or more of the school population. School-wide programs may “increase the amount and quality of learning time,” such as providing summer programs and opportunities, among other strategies.¹⁹
- **Targeted Assistance Programs:** : Title I funds support activities focused on the lowest-achieving stu-



dents in the school. Targeted assistance programs must use effective methods and instructional strategies that strengthen the core academic program of the school and that, among other things, use methods and instructional strategies that give primary consideration to providing expanded learning time, such as summer programs and opportunities.²⁰

A school district has some flexibility to use Title I funds to meet the educational needs of Title I students in both types of Title I programs. As such, there is an opportunity for school district officials, as they design their Title I programs for the year, to incorporate summer extended learning time for Title I students into their overall Title I application to their State.



TITLE II, Part A Program

The Title II, Part A program aims to improve student academic achievement by improving teacher and principal quality through professional development and teacher training. Title II, Part A funds may be used to augment the number of qualified teachers in classrooms; expand the number of qualified principals and assistant principals in schools; and increase the effectiveness of teachers and principals. Professional development activities supported by Title II, Part A funds can take place during the school day, after school, in workshops, and during summer.

Title II, Part A: DALLAS

In Summer 2015, Dallas Independent School District (ISD) braided Title II, Part A funds—approximately four percent (\$350,000) of Dallas ISD’s total summer budget (\$9 million)—with other funding sources, to launch a teacher training initiative that leverages the space of

existing summer learning programs to provide professional development around core academic subject for teachers, who also provided instruction in each of the district’s summer learning site models, including:

- ▶ **Traditional Sites and Thriving Minds Summer Camp Sites** – intensive remediation in mathematics, language arts, science and social studies (subjects vary by grade level), and provides core academic subject teachers with the professional development coaching support needed to assist participating students.
- ▶ **Learning Lab Sites** – similar activities as the traditional sites; but at the heart of the Learning Lab model is the relationship between mentor and mentee teachers who will spend their summer working together to challenge one another to grow as classroom leaders.



In each program model, Title II, Part A and other funding sources were combined to provide each campus with Campus Instructional Coaches in multiple subject areas (reading, science, math, and social studies). The coaches provide ongoing professional development and coaching during the summer to teachers.

For the students attending the Thriving Minds Summer Camp program, the benefits were two-fold. First, their core academic subject teachers received Title II, Part A-funded coaching and training from CIC aimed at improving the quality and impact of core academic subject learning; and second, students were provided an opportunity to engage in high-quality enrichment experiences, provided by Big Thought, in the afternoon.

Summer 2015, approximately 4 percent (\$350,000) of Dallas ISD's total summer budget (\$9 million) came from Title II funds.

21st Century Community Learning Centers

Federal funding for summer learning programs that are enrichment based has its roots in the 21st Century Community Learning Centers (21st CCLC) program. 21st CCLC has played a key role in the growth of summer programming and includes a strong focus on school-community partnerships and hands-on enrichment activities. More states are prioritizing summer programs, in addition to afterschool programs and extending the day or year, with at least 10 states requiring some summer programming for new grantees.

No matter what approach a state may take, one of the strengths of 21st CCLC funding is that it promotes innovative and exciting teaching and learning opportunities, rather than “more of the same” schooling. A number of states have also developed standards of quality for out-of-school time programs, raising the

bar for program design and ensuring that students are engaged in activities with proven outcomes.

21st CCLC also encourages partnerships between schools and community-based organizations, like the one between the community-based organization Summer Scholars and the Denver Public Schools, which can enhance summer program offerings while making them more effective and less expensive. Although 21st CCLC remains a valuable source of federal funding, it is not enough to meet the demand for summer programs nationally.²³ Providers can, however, leverage the successes of summer learning programs funded by 21st CCLC by using outcome data as proof points for summer learning as a smart investment under any related funding stream.



STATES PRIORITIZE SUMMER IN 21ST CCLC

MAINE

Grantees are required to operate a minimum of 112 days (224 hours) during the school year and a minimum of four weeks (80 hours) during the summer.

MINNESOTA

Grantees are required to provide a minimum of 420 hours of programming each year for all participants, including a minimum of four weeks of summer programming.

TEXAS

Grantees are required to offer summer programming for a minimum of four hours per day, four days per week for six weeks. This counts toward a minimum of 35 weeks of programming across the year, with a 12-hour minimum per week during the school year.



 Rochester City School District



 Chicago Public Library



Understanding State Funding Opportunities

State funding can produce important resources for summer learning programs and can be administered by a wide array of state agencies. Summer learning providers must look comprehensively at agencies that administer education programs, health programs, juvenile justice programs, workforce development programs, library programs, and more, to determine the best options for funding.

A growing number of states have specifically prioritized summer learning, which has led to increased support at the local level. Below are examples of states that have committed to providing additional opportunities for summer learning. While all states are different, these examples may prove helpful in determining where to look for funding in any given state, and provide a framework for how to advocate for future funding streams in your state.

CALIFORNIA

Creating and Strengthening Federal and Local Funding Streams to Support Summer Learning

In California, funding from the federal 21st Century Community Learning Centers program was split so that half of the funding went to afterschool programs for elementary and middle school students, and the

other half of the funding went to afterschool programs for high school students. The number of high schools seeking new funding was decreasing, while the number of elementary and middle schools seeking funding remained very high. Senate Bill 798, signed into law in 2010, says that in fiscal years when the state's appropriation exceeds the 2008-09 level, the state must allocate 15 percent of the additional funding to summer learning programs for elementary and middle school students.²⁴ Districts, community-based organizations, other public or private entities, or consortiums of the preceding groups can all apply for this funding.

In addition to SB798, a small portion of California's state funding for afterschool programs (known as the After School Education and Safety (ASES) Program) and of existing 21st CCLC funding can be used for summer programming. These funds, known as "Supplemental" grants, total about \$36 million, and can be used for programming on any non-school day. In recognition of the need for greater flexibility in the use of this funding, Senate Bill 429 was signed into law in 2011. This legislation provided Supplemental grantees with greater flexibility in the hours of programming, funding level, location, and target populations to better meet the needs of students and communities during the summer months.²⁵

New efforts in California are focused on raising the daily reimbursement rate for ASES to better match current costs of programs.

FLORIDA

Using Summer Learning to Help Make Gains in Student Academic Achievement

The Supplemental Academic Instruction fund was created in 1999 as part of the A+ Education Plan in Florida. Since 2000, it has been funded through the Florida Education Finance Program (FEFP). The funding is meant to assist districts in providing supplemental reading instruction to students in kindergarten through twelfth grade, in the lowest performing schools. The instruction can be provided during school hours or beyond the traditional school day, week, or year. The funds must be used to help students gain at least a year of knowledge for each year in school and to keep students from falling behind. Supplemental reading instruction strategies may include, but are not limited to:²⁶

- afterschool instruction;
- extended school year;
- intensive skills development in summer school;
- modified curriculum;
- reading instruction;
- tutoring;
- mentoring;
- class size reduction; and
- other methods to improve student achievement



Duval County Public Schools (DCPS) (Jacksonville, Fla.) worked hard to get “buy-in” locally from the school board, cluster chiefs, and key principals to leverage Supplemental Academic Instruction funds to support two broad summer school programs—the Enhanced Regular Program (ERP) and the Superintendent’s Academies (SAs). DCPS staff shared strong data on the impact of summer on student performance and demonstrated how the programs were different from traditional summer school, and an arena to develop Common Core and other instructional strategies. The ERP is made up of nine programs, including early-grades reading, middle and high school credit recovery, college readiness, English Speakers of Other Languages, and others. The SAs include early grades reading and math, bridge academies for the transitions into middle and high school, high school recovery and ACT/SAT prep, and camp programs provided through community partners.

RHODE ISLAND

Partnerships that Maximize Investments

The Hasbro Summer Learning Initiative represents the efforts of key state partners, backed up by sustained funding investments. Founded in 2002 by the United Way of Rhode Island, the Rhode Island Afterschool Plus Alliance (RIASPA), is one of 41 statewide afterschool networks funded by the Charles Stewart Mott Foundation. With RIASPA’s leadership, the United Way of Rhode Island, Hasbro, Inc., and the Rhode Island General Assembly came together in 2012 to jointly fund the Hasbro Summer Learning Initiative program, and have maintained their consistent investments ever since (including an annual appropriation of \$250,000 in state funds).

The United Way manages these funds and provides grants to programs. Over the course of a six-week, thirty-day program, students become advocates in their own learning. The curriculum’s focus on service learning allows children and youth to become more aware of their community by identifying issues and concerns, and then creating active solutions that ultimately lead to stronger civic engagement.

New Mexico

More Summer Instruction Yields K-3 Benefits

The K-3 Plus extends the school year for students in

kindergarten through third grade in eligible schools by 25 instructional days during the summer. K-3 Plus eligibility includes public schools in which eighty percent or more of the students are eligible for free or reduced-fee lunch at the time the public school applies for the program or an elementary school with a D or F grade the previous year.

Working off the state's per pupil funding formula, current law specifies that funding be at "no less than 30 percent of the unit value per student." Priority for grant applications is given to high-poverty districts. A cost-benefit analysis of the program in 2014 showed that the benefits from reduced grade retention and remediation services offset all K-3 Plus costs, which were \$1,366 per student in 2014, for a total of \$15.9M for 11,639 students. The 2015 appropriation for the program totaled \$23.7 million.²⁷

Wyoming

Drawing on Best Practices to Bridge Success

In 2004, the Wyoming legislature authorized the Bridges Summer School and Extended Day Programs grant program in response to a 2002 study finding lack of funding for programs operating outside of the school day, coupled with research on summer learning loss and which students in Wyoming were most at-risk. Funding for the program has increased periodically through adjustments to the funding formula (\$16.5 million in 2014). Legislators have also refined the program to focus its intent on serving students who are most at-risk of failing academically. Drawing on best practices identified summer learning research, grantees are required to include key elements that are known to drive success such as

- concentration on math and language arts,
- a minimum of 60 hours of direct instruction over at least 15 days of programming,
- delivery of content by high qualified, trained teachers,
- individualized learning plans for each student, and
- small class sizes.

Massachusetts

Breaking Through Barriers to Build a Better Future for Children and Youth

The Massachusetts Special Commission on After School and Out of School Time was created in 2006 by



the Massachusetts Legislature to "study and recommend how to" define and "better coordinate, expand, finance and improve accessible, affordable, and quality out-of-school time programming for school age children in all settings in Massachusetts." In 2007 the Commission published a report, "Our Common Wealth: Building a Future for Our Children and Youth," which found that "an estimated 80 percent of the Commonwealth's children [were not] participating in valuable OST programs because of cost, transportation, and other barriers."

The state appropriates roughly \$300,000 annually to enhance out-of-school time (OST) programs and services to improve the academic, physical, social, and emotional wellness of public and non-public school-age youth during the school year and the summer months. Preference is given to proposals developed collaboratively by public and non-public schools and private community-based programs. Applicants may apply for up to \$31,000, including \$6,300 to support Department-sponsored professional development.

Summer Enhancement Grant Pilot Program of 21st CCLC

During the summer of 2011, the Massachusetts Department of Elementary and Secondary Education's (DESE) 21st Century Community Learning Center (21st CCLC) Programs funded four summer learning pilot programs with a special emphasis on utilization of project-based learning (PBL) approaches, outreach to diverse learners, and a blended academic and enrichment learning approach. By 2014, this pilot grew to 10 programs, with positive gains shown in academic and social-emotional skills.

Local Funding Streams and Partnerships

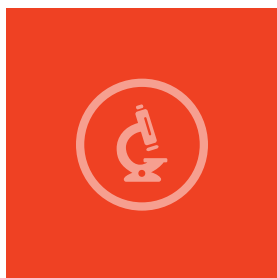
In a number of cities, partners have effectively accessed and combined local funding streams for summer opportunities. Building strong relationships is paramount. Nonprofit summer program providers should contact their local government, including the mayor's office, to determine local funding opportunities. Local partnerships can be formed with local school districts, school boards, housing authorities, city and county parks and recreation departments libraries and workforce development boards. Make potential partners aware of the fact that summer learning providers bring a wealth of distinct approaches that support academic enrichment as well as social-emotional growth, which is essential to academic achievement.


In a number of cities, municipal leaders, schools, and community programs have worked together to leverage local funding for summer learning:

Baltimore offers youth academic skills in a summer camp-like environment


SuperKids Camp (SKC) is a six-week summer program led by the Parks & People Foundation in partnership with Baltimore City Public Schools (BCPS) to help rising second, third and fourth-grade students maintain or improve their academic skills. In 2014, the camp enrolled 604 elementary school students from 97 city schools. The majority of participants were African-American rising third graders, who received free or reduced price lunch and came from a family with a gross household income in the range of \$24,500 to \$41,000.

In 1997, the Parks & People Foundation started SuperKids Camp with the Baltimore Reads program to provide a fun and engaging summer experience for city youth. The idea was to combine traditional summer camp activities with enriching learning experiences that help prepare students to return to school in the fall. The following year, a mayoral challenge to make Baltimore "the city that reads" resulted in a significant expansion of the program. Now in its 18th year, SKC has served more than 20,000 young people and is an integral part of the citywide effort to provide summer academic enrichment and enhancement programs for students in Baltimore City Public Schools.



 Boston Summer Learning Project



 Boston Summer Learning Project



 Baltimore SuperKids

Each summer, SKC partners with and hosts programs at a network of 10 to 15 sites throughout the city, including college campuses and private and public schools. The program also engages enrichment providers, such as local museums, performing arts institutions, the Maryland Zoo in Baltimore, and the Y of Central Maryland. The program employs close to 100 managerial, teaching, and non-education professionals, all recruited from local school systems, colleges, and universities in and outside of Maryland, as well as other agencies within the Baltimore metropolitan area. The program includes a partnership with the Urban Teacher Center, which furnishes the program with teaching residents at most sites.

The Parks & People Foundation operated SKC in 2014 on a total operating budget of \$587,933. With 604 students enrolled, the cost came to \$973 per student, with participants paying a camp fee of \$80 and scholarships made available to those with extreme need. Funding was raised through a variety of sources, including corporations and foundations as well as Department of Housing and “Community Development,” “Community Development Block Grant” funds, 21st Century Community Learning Centers and state-aided institution funds government agencies.

Boston turns the traditional notion of summer school on its head

In 2010, Boston After School & Beyond and Boston Public Schools piloted a new model of summer learning to address the academic and social-emotional needs of students in newly-named turnaround schools.

They partnered with community organizations, and in many cases leveraged their unique offerings, to ensure struggling students could participate in experimental, hands-on learning in enriching environments. Rather than provide struggling students with more of the same school-year instruction, the shared vision of this new model turned the traditional notion of summer school on its head.

During its pilot, the Summer Learning Project served 232 students from five schools. Since then, the program has created roughly 1,000 new slots working with 18 community partners each year to serve high-need students from 50 Boston public schools. In 2015, this included nearly 80 programs serving over 5,600 students. The Summer Learning Project has shown significant gains in social-emotional skills and program performance. Data from summer 2015 indicate that programs met or exceeded benchmarks in all 15 performance categories and improved in areas most associated with student growth, including offering stimulating and engaging activities. The program holds ongoing student focus groups to ensure continuous quality and that youth remain energized and engaged in the curriculum and activities.

Boston has created a sustainable system of summer learning that includes cost-sharing among its school system, community-based programs and Boston After School & Beyond. The average annual budget for summer learning in Boston is \$2 million. This amount

subsidizes nearly 1,000 participant seats for high-need students in school-community partnership sites focused on academics and enrichment; supports system measurement and reporting; and enables a year-round learning community for 79 overall sites to draw on lessons from data trends. In 2015, the largest sources of funding included The Wallace Foundation (\$800K, 40 percent), Barr Foundation (\$400K, 20 percent), and Eos Foundation (\$150K, 8 percent). Under unique collaborative city leadership, Boston Mayor Martin J. Walsh and Boston Public School Superintendent Tommy Chang have issued a city-wide challenge to grow Boston's summer learning community to 10,000 students in 100 sites by summer 2017.

Dallas leverages a city-wide learning initiative to give its youth diverse summer experiences

In 2009, Dallas's Big Thought delivered enriching summer programming as the Thriving Minds Summer Camp as part of a 21st Century Community Learning Center grant initiative. In summer 2010, they partnered with Dallas Independent School District (DISD) on a new model of summer learning that combined their

21st Century initiative with DISD's summer school to create a full-day program that blended DISD academics with Big Thought's enrichment.

Today, the program is a part of the Dallas City of Learning initiative, bringing together the Dallas Independent School District and the myriad of resources and offerings of the City, with Big Thought as the lead agency and managing partner. Through the partnership with Dallas City of Learning, 200 local arts, cultural, educational, youth development and social service organizations offer free programs to Dallas youth and their families.

Robust shared data agreements with all of the Dallas partners, allow Big Thought to improve and measure students' academic and social-emotional outcomes. They are also able to use crucial formative data across systems to strategically allocate resources throughout the city – including program services, transportation, and nutritional support, ensuring a reduction in summer learning loss and an equipped workforce pipeline.

For 2016, the budget is \$3,981,518. The breakdown of funding sources includes, 45 percent foundation support; 20 percent government support from the City of Dallas, Texas Education Agency, and the National Endowment for the Arts; 17 percent corporate support; 13 percent individual support; and 5 percent program fees.

Students who participated in Big Thought summer programs returned to school with gains in math equal to about 20 percent of a typical student's growth during one year. The program also found that their students enter the fall with a meaningful advantage in reading if they attend at least 22 days and receive at least 39 hours of reading instruction. Big Thought's target reach for summer 2016 is 60,000 Dallas youth. Their goal is to scale to 100,000 youth in 2018.

Washington, D.C. Mayor leads multi-partner initiative to bring summer opportunities to children and youth

Under the leadership of Mayor Muriel Bowser, city agencies and community-based organizations (CBOs) are collaborating to provide engaging summer programming for youth and adults in Washington, D.C. with a focus on family, recreation, education, employment, health and safety. Led by the Office of the Deputy





Mayor for Education (DME), 20+ agencies impacting District youth and families convene each summer to jointly plan seasonal activities. The work is supported by local agencies and funding from the DC Trust, which was established in 1999 with the goal of increasing the quality and accessibility of afterschool programs in D.C. In recent years, the DC Trust has engaged in a focused effort to increase resources that serve families across the city, support strategic partnerships that strengthen the quality and quantity of available services, and provide a system for tracking and measuring the impact of publicly supported services.

Last summer, the DC Trust funded a total of 65 CBOs reaching roughly 2,549 youths ages 5-18. This support does not include additional investments by the District's Department of Parks and Recreation (DPR) in programming or the Department of Employment Service's Summer Youth Employment Program (SYEP), which was expanded in summer 2015 to include youths age 22-24. DPR expanded programming in summer 2015 to address evening and end of summer gaps and roughly 13,900 youths were engaged in SYEP last summer. The District also successfully reduced crime in the areas of the Summer Crime Initiative, launched a citywide map of activities to improve program accessibility online, and served over one million free summer meals. In addition to carefully measuring the impact of services provided on youths' health and educational

progress, summer goals include reaching residents across all eight wards; targeting resources to support safer, stronger neighborhoods; building community; and engaging families in recreation, education and employment.

Montgomery County, Maryland offers youth summer jobs and experiences that build career skills

TeenWorks is a year-round employment program for Montgomery County students who are at least 15 years old and still in high school, and for 18-24 year olds who have never had the opportunity to be employed. Teens are employed by Montgomery County Recreation and placed in public sector and non-profit jobs throughout the county. During the school year, students can work up to four hours each weekday or eight hours on weekend days.

The different programs represent different levels of opportunity. The highly structured and supervised Maryland Park Service conservation corps features a small staff to participant ratio – five to seven youth on a crew with a crew leader and direct supervision for the entire day, working on a County parks project. Other youth are placed in more independent or traditional job roles, such as camp counselors, museum program leaders, and county agency office staff.

The variety of job placements offer youth a chance to learn a wide variety of skills, tailored to their own interests. To prepare for their future beyond the program, all participants receive instruction in resume writing, office etiquette, customer service, professionalism, safety on the job, teamwork, and excellence in the workplace.

One of the most important skills participants learn is money management. Youth are set up with direct deposit of their wages into savings accounts, getting real-world practice in money management and savings. Because students are low-income, they are provided meals through the Summer Food Service Program and are able to save more money they would otherwise spend on food.

These placements in meaningful work roles, allow youth to develop critical, marketable skills and establish a strong initial work history that better positions them to take charge of their own employment pathway going forward. TeenWorks participants “graduate” from the program after 300 hours of service, allowing a new crop of youth to benefit from the same training each year. For its efforts, TeenWorks received a National Association of Counties Award in 2014.

TeenWorks is included in Montgomery County Recreation’s operating budget, which falls under the County General Fund. Since its initial launch in July 2012, the program has been flat funded at around \$350,000 per year, allowing 100 students to gain 240 – 300 hours of work experience each year.

Partnerships contribute additional funding to place additional students, and the program is looking to grow this funding strategy by serving as the employment placement hub for other youth-serving organizations.

Oakland teams with national organizations to focus on summer program quality

The Oakland Summer Learning Network (OSLN) was created in 2011 as a collaborative effort of several private schools, community-based organizations, and local agencies, such as the public library system and Oakland Fund for Children and Youth, a program of the city’s Human Services Department, working to expand the number of summer learning opportunities for middle-school youth. The program currently serves 5,700 Oakland students annually.

The OSLN has made an intentional focus to develop an action plan towards the creation of a coordinated summer learning system across Oakland. A part of this action plan involves all funded summer learning programs participating in a continuous summer learning quality improvement process using the Youth Program Quality Assessment developed in partnership by the Weikart Center for Youth Program Quality and the National Summer Learning Association. The OSLN also facilitates a professional learning community to support summer programs in their continuous improvement.





The program's total budget from summer 2015 included over \$3 million from the Oakland Unified School District, including Title 1, 21st Century, and School Improvement Grants to name a few. The Oakland Fund for Children and Youth contributed over \$13 million, with 7 percent of that (\$945K) being applied specifically to summer. The program's typical average funding is nearly \$4 million.

OSLN's goals for 2016 include establishing a shared system for collecting and utilizing data to better understand the needs of children and youth being served and assess the community's unmet needs. The program also plans to create an interactive and informative guide to summer learning opportunities to connect families with more information and local programs.

Rochester partners with leading colleges and universities to enhance summer offerings for youth

In Rochester, New York, the Harley School started a Horizons program providing successful summer learning interventions for low-income youth and watched the transformation of their students, many of whom returned year after year. Meanwhile, there were 17,000 students in the Rochester City School District who qualified and would benefit if afforded the opportunity to take part in the program.

In 2009, the Harley School and Horizons began to explore the idea of expanding the program. Upon launching their second set of programs in 2011, the organizations founded the Greater Rochester Summer Learning Association (GRSLA) as a coordinating and supporting 501c3. The organization is made up of a board of directors and professional learning community of participating programs' executive directors who gather regularly to share resources, best practices, and ensure program fidelity.

The GRSLA strategy is regional (urban, suburban, rural – a nine county area) with a common criteria of providing summer enrichment to over 1,000 low-income pre-kindergarten to eighth-grade youth. This initiative is truly a city-wide undertaking that is experiencing unprecedented movement and collaboration because of a number of other local initiatives supporting Rochester's underserved communities—all of which have highlighted the need for quality summer learning.

Colleges and universities are a key component of GRSLA's overall effort with several of their programs operating in local institutes of higher education. The GRSLA Board has Deans of Education from local institutions who provide expert guidance for their overall summer learning consortium. GRSLA is in discussions with a number of additional local colleges and hope,



over time, to enlist most of them into their summer learning initiative.

In summer 2015, the total budget for 1000 students was \$3 million (\$2000/cash and \$1000 in-kind per student). The program receives 25 percent cash from the school district plus in-kind busing, 25 percent from the United Way of Greater Rochester starting in 2016 (was 15 percent during 2013-2015), 30 percent from a host of local foundations, and approximately 20 percent from individual giving mostly through each host site. The program is actively pursuing additional funding from the City of Rochester and from New York State.

San Francisco: Mayor and Superintendent lead team of community partners to support youth from cradle to career

In San Francisco, the summer learning system work began in 2010-11 with an informal Summer Learning Network of summer service providers, whose goals were to share programing updates and to discuss needs. In 2012, the Afterschool For All Council recognized the need to include summer, as well as high school, and changed its name to San Francisco Expanded Learning Collaborative (ELC).

Co-led by the San Francisco Department of Children, Youth and Their Families (DCYF) and the San Francisco Unified School District, the ELC's goals are to increase access and quality of out-of-school-time programs serving kindergarten through twelfth grade. The ELC is comprised of 24 members—12 public and 12 community members.

The Summer Learning Network transitioned to a more formal working group under the Expanded Learning Collaborative and DCYF became the facilitator of the working group. In 2012, DCYF also became the recipient of a David and Lucile Packard Foundation Summer Learning Grant, which provided a tremendous amount of support, technical assistance and progression. This system has four major contributors, including the Department of Children, Youth and their Families, the San Francisco Unified school District, the Recreation and Parks Department, and the ELC Summer Learning Workgroup.

The San Francisco Department of Children, Youth and their Families (DCYF) is the funder of 47 summer programs. The San Francisco Unified School District organizes 21 summer learning programs with funding from 21st Century, ASES and DCYF, while the Recreation and Parks Department provides hundreds of facilities for the summer. In a unique move from the city, a proposition voted on by the public allots 4 percent of property taxes to youth in the city, this includes efforts around summer opportunities for young people.

Engaged leadership has been essential over the past three years in San Francisco. In 2015, Mayor Ed Lee announced Summer for All. Funding was made available to programs, and they were able to add 850 slots in the city. Additionally, both the Mayor and district superintendent chair the council of Our Child, Our Families, which is comprised of 13 city department heads, up to 13 leaders from the school district, and 14 community representatives. The Council is charged with promoting coordination, increasing accessibility, and enhancing the effectiveness of programs and services for children, youth and families, with an emphasis on those with the greatest needs. The Council is also charged with ensuring data sharing between the city and school district occurs in a systemic way to inform decision-making, and the creation of a city-wide inventory of publicly-funded services for children, youth and their families. Summer is wrapped up into these efforts.

Seattle serves nearly 90,000 summer meals to city youth in 2015

Just last year, the City of Seattle, Seattle Public Schools and School's Out Washington embarked on a new strategy to develop a city-wide summer learning

system. Summer programming has existed in Seattle for decades, however, a high-quality summer learning system has never been developed. The push for a more coordinated system has been part of Seattle Mayor Ed Murray's focus on youth and reducing youth disparities through his soon-to-be announced Mayor's Youth Opportunity Initiative.

An initiative the city has implemented for the last few years is through a partnership with the United Way of King County, the parks department and other community-based organizations to increase access to summer meals. The city is the prime sponsor of the program and use the USDA's Summer Food Service Program, while allocating funds from the City of Seattle General Fund. The United Way of King County invested an additional \$200,000 to expand the program in each of the last three years.

The program's biggest success has been recruiting, training, and deploying 80 Summer VISTA members and a team of Summer Youth Employment Interns to help promote the program, staff summer meals sites, and design events that engage young people. In 2015

this resulted in 12,000 additional meals being served at City of Seattle Parks and nearly 90,000 additional meals throughout the County.

Seattle has future plans to implement the Summer Learning Youth Program Quality Initiative in programs to ensure high-quality and engaging programming for youth. This plan involves working to have a standardized assessment for academics and social-emotional skills. Seattle is currently tracking data on student enrollment, attendance, gains on program-developed assessments, as well as Summer Learning Program Quality Assessment indicators in city and district-funded summer programs, and will do further analysis in order to report system-wide outcomes.



Private Funding: *Using Strategic Philanthropy to Maximize Opportunity*

From large, national foundations investing in summer learning research, systems, and programs, to community-based funders dedicated to improving summer learning access and quality in their cities and towns, private funding support plays an important role in making summer learning possible. In addition to supporting programs on its own, private funding can seed or extend use of public funding streams by providing:

- Leverage for public investment in the form of a match or seed investment.
- Funding for aspects of a program not allowable under a public funding stream.
- Support for the planning and resource development phase of a new program or initiative.
- A critical bridge to cover gaps in timing between a program's ramp-up phase and school board approvals or public grant cycles.



 Richland Library



 Seattle School's Out



 Boston Summer Learning Project



A Roadmap to Opportunity: Strategies for Success

To be sure, the road to summer learning funding is paved with opportunity, but it is not without potholes and bumps. Federal, state, and local budgets are all stretched thin, and there are competing strategies for improving outcomes for students. But providers can dramatically increase their chances of funding when they arm themselves with the data to demonstrate that summer learning can positively impact student well-being and achievement—and develop a concrete strategy for leveraging funding that exists, including early planning for combination of multiple funding streams to help achieve program goals and sustainability.

Key strategies for success include:

- **1. Know the specific goals and objectives of your summer learning program.** Use these as a guidepost for exploring grants. Match program goals and objectives with grant goals and objectives.
- **2. Match outcome data with design.** Once you have identified potential funding streams, analyze the out-

come data required for each grant and make sure that the data collected for the summer learning program is part of your initial design.

➤ **3. Sell, sell, sell.** Make potential partners see and understand your vision and how it can benefit them in reaching a funding program's goals and objectives. Funding decision-makers might not be thinking about summer, but they should be. It's your job to make sure they do. Go into conversations with funding partners armed with clear talking points that you have rehearsed and are prepared to get across quickly. Whether or not they are partners in your grant applications, work with state afterschool networks, expanded learning consortia, and other champions to raise public and policy-maker awareness of summer learning loss and effective solutions.

➤ **4. Stay connected** with the National Summer Learning Association for updates on funding streams and policy developments in the world of summer learning and participate as advocates on National Summer Learning Day. NSLA conducts trainings, holds the national *Summer Changes Everything™* conference each year, and provides research and resources at its website, summerlearning.org.

➤ **5. Never stop thinking about the next funding opportunity.** Continue to build evidence to bolster your success story. Continue to build relationships with funders. Continue to look for new opportunities for funding. Continue to share your successes.



Conclusion: Expanding Future Streams

Summer providers that successfully access federal, state, and local funds can also help to build the case for additional summer funding. Providers will be developing and implementing evidence-based strategies and collecting clear outcome data that cannot only be shared as best practices with the field, but can also be used to advocate for increased resources. This information can be used in both state and federal advocacy efforts, including efforts in Congress to reauthorize and fund key legislation that affect summer learning and other critical resources for youth, such as access to summer meals and summer jobs.

Summer providers should inform state legislators and members of Congress about their programs and how they might be able to help advance student achievement through effective summer learning programs. In so doing, they will seed the ground for policy changes that recognize the importance of summer learning to the goals of education reform, and pave the way for many more young people to move productively forward each summer.



 Rochester City School District



ACKNOWLEDGMENTS

The National Summer Learning Association gratefully acknowledges the Charles Stewart Mott Foundation for their original support of the funding roadmap and the David and Lucile Packard Foundation.

Special thanks to the White House Office of Public Engagement, U.S. Department of Education and National Summer Learning Association Staff:

Leslie Gabay-Swanston
Rachel Gwaltney
Laura Johnson
Nancy Levesque
Tyler Mattingly
Kumba Sennaar

Designer: Shannon Carswell, Glowfly Creative

REFERENCES

¹ McCombs, J.S., C.H. Augustine, H.L. Schwartz, S.J. Bodilly, Brian McInnis, Dahlia S. Lichter and Amanda Brown Cross. (2011). *Making summer count: How summer programs can boost children's learning*. Santa Monica, CA: RAND Corporation. Retrieved from <http://www.rand.org/pubs/monographs/MG1120>.

² Cooper, H., Barbara Nye, Kelly Charlton, James Lindsay, and Scott Greathouse, (Fall 1996). The effects of summer vacation on achievement test scores: A narrative and meta-analytic review, *Review of Educational Research*, Vol. 66, No. 3, pp. 227-268.

³ Alexander, K. L., Entwisle, D. R., and Olson L. S. (2007). Lasting consequences of the summer learning gap. *American Sociological Review*, 72, 167-180.

⁴ National Summer Learning Association (2012). *Healthy summers for kids: Turning risk into opportunity*. Baltimore, Md.: National Summer Learning Association. Retrieved from http://www.summerlearning.org/resource/resmgr/Healthy_Summers/NSLA_Healthy_Summers_for_Kid.pdf.

⁵ McCombs, J.S., C.H. Augustine, H.L. Schwartz, S.J. Bodilly, Brian McInnis, Dahlia S. Lichter and Amanda Brown Cross. (2011). *Making summer count: How summer programs can boost children's learning*. Santa Monica, CA: RAND Corporation. Retrieved from <http://www.rand.org/pubs/monographs/MG1120>.

⁶ Ibid.

⁷ Afterschool Alliance. (2009). *American after 3 pm: The most in-depth study of how America's children spend their afternoons*. Retrieved from http://www.afterschoolalliance.org/AA3_Full_Report.pdf

⁸ Ibid.

⁹ Ibid.

¹⁰ Castleman, B. L., Page, L. C., Winkle-Wagner, R., Bowman, P. J., John, E. P. S., Meyer, H. D., & Hu, S. (2014). *Summer melt: Supporting low-income students through the transition to college*. Cambridge, MA: Harvard Education Press.

¹¹ Sims, K., Anderson, S., FitzSimons, C., Burke, M., & Kapp-Klote, H. (2014). *Hunger doesn't take a vacation: Summer nutrition status report 2014*. Food Research and Action Center. Retrieved from http://frac.org/pdf/2015_summer_nutrition_report.pdf.

¹² Von Hippel, P. T., Powell, B., Downey, D. B., & Rowland, N. J. (2007). The effect of school on overweight in childhood: gain in body mass index during the school year and during summer vacation. *American Journal of Public Health*, 97(4), 696-702.

¹³ JP Morgan Chase. (2015, January 14). Building skills through summer jobs: Lessons from the field (Rep.). Retrieved <https://www.jpmorganchase.com/corporate/Corporate-Responsibility/document/54887-jpmc-summeryouth-aw2.pdf>

¹⁴ Heller, S. B. (2014). Summer jobs reduce violence among disadvantaged youth. *Science*, 346 (6214), 1219-1223.

¹⁵ Gelber, A., Isen, A., & Kessler, J. B. (2014). *The effects of youth employment: Evidence from New York City summer youth employment program lotteries* (No. w20810). National Bureau of Economic Research.

¹⁶ Augustine, C.H. (2012). *Summer learning in school districts: Emerging lessons from the field*. Brief distributed at National Summer Learning Association 2012 Summer Changes Everything™ conference, Pittsburgh, PA: RAND Education.

¹⁷ Office of Management and Budget. (2013, July 26). *Next steps in the evidence and innovation agenda* (OMB M-13-17). Washington, DC. Retrieved from <https://www.whitehouse.gov/sites/default/files/omb/memoranda/2013/m-13-17.pdf>.

¹⁸ Allen, A. (2011). "Investing for Impact." Retrieved from http://foundationcenter.org/pnd/impact/impact_item.jhtml?id=355100010.

¹⁹ Title I, Part A, Subpart 1, Sec. 1114(b)(1)(B)(ii)(II), <http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1114>.

²⁰ Title I, Part A, Subpart 1, Sec. 1115 (c)(1)(C)(i), <http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1115>.

²¹ Ineffective Uses of Title II Funds, Center for American Progress, http://www.americanprogress.org/wp-content/uploads/issues/2009/08/pdf/titleII_brief.pdf.

²² Afterschool Alliance (2012). *Uncertain times 2012: Afterschool programs still struggling in today's economy*. Afterschool Alliance, Washington, D.C. http://www.afterschoolalliance.org/documents/Uncertain_Times/Uncertain-Times-2012.pdf.

²³ After school education and safety program and 21st century community learning centers funding fact sheet, S. 429 (February 2011). Retrieved from http://partnerforchildren.org/storage/documents/downloads/advocacy_downloads/Bills_2011/SB429_FactSheet.pdf

²⁴ Before and after school programs: 21st century community learning centers program, S. 798, 111th Cong. (2010). http://leginfo.ca.gov/pub/09-10/bill/sen/sb_0751-0800/sb_798_bill_20100929_chaptered.pdf

²⁵ Ibid.

²⁶ Florida Department of Education, Supplemental Academic Intervention (SAI) Funding. Retrieved from <http://www.fldoe.org/bsa/title1/dropout/dr-sai.asp> <http://www.fldoe.org/core/fileparse.php/5423/urlt/Fefpdist.pdf>

²⁷ Goetze, Linda (2015). *Calculating the return on investment in summer learning*. Baltimore, Md.: National Summer Learning Association. Retrieved from www.summerlearning.org/resource/collection/CB94AEC5-9C97-496F-B230-1BECDFC2DF8B/RIB_Goetze_2015.pdf.



Chicago Public Library

Get to Know Chewelah



Location: Chewelah, WA

Year: 2015

Total cost of program described: \$15,600

Breakdown by major funding streams:

- Chewelah School District: \$10,000
- Feed Your Brain \$5,000
- Molina Health Care \$600

The program

Chewelah, Washington is a small, somewhat remote city in northeast Washington state. Tucked into the scenic Colville Valley, Chewelah is surrounded by fertile farmlands, shadowy evergreen forests, and rugged mountains. Though rich in pristine beauty, Chewelah was recently named the poorest city in Washington State. This fragile economic reality means that it is difficult to secure local funding for organized summer programs. Without the assistance leveraged through grants, Chewelah Schools would not be able to offer a strong summer learning program.

Gess Elementary has provided quality education for Chewelah Students for many decades. The school's mission is to ensure learning for all.

The summer learning program grew out of that mission—to give all students opportunities to succeed.

When teachers met to discuss summer learning, the goal was to develop a program that would 1) provide small group assistance with key reading and math skills, 2) build vocabulary through meaningful field

trips, and 3) involve parents and caregivers in their students' learning.

By combining the school district's limited resources with a Feed Your Brain grant, incorporating their small town through walking tours, and soliciting additional funding from Molina Health Care to take families to a Spokane Indians baseball game as an incentive for attending a series of Parents as Reading Coach classes, they achieved the aforementioned goals. In addition to providing small group instruction that focused on identified skills deficits, the program helped students learn more about their town.

The path to funding

The district money came from the Title I budget. The program applied for and won a competitive Statewide Afterschool Network grant from School's Out Washington and had previously applied for and won a Washington Reading Corps grant.

Key steps to securing funds for summer learning

Early planning and clear goals were crucial.

Key lessons learned/ challenges in securing funds

- A strong grant proposal starts with a clear picture of what the program will look like, as well as solid learning goals that link to identified needs.
- Understanding the research that underlies student learning is important. For example, many factors influ-

ence student learning, and the program tries to positively shift as many as they can to impact learning.

- Integrate summer learning with the regular program goals as much as possible, and utilize the data that is generated during school year assessments to support a strong grant proposal.

Partnerships

- Washington Reading Corps
- Local Businesses

Outcomes

The reading program is built around the five critical components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Specific learning goals—and thus activities, materials, and assessments—relate to each component. Outcomes are specific and relative to those areas of instruction because they are easier to measure, and the data has true value.

Because parent and caregiver engagement positively impacts student learning, they are involved in meaningful ways as well. This summer, the parent learning centered around the five components of reading instruction, and staff professional development also had that focus during the school year. This provided a framework that made it easier to judge the effectiveness of summer teaching and learning. Ninety-eight percent of the students who finished the program maintained their reading level or gained a level, as measured by the San Diego Quick Test—a graded-word list required by School's Out Washington.



Summer Advantage - Chicago Learn and Earn



Location: Chicago, IL

Year: 2014

Total cost of program described: \$2,400 per student

Breakdown by major funding streams:

- Chicago Housing Authority (CHA)
- Local Philanthropy

The program

Learn and Earn partners with the Chicago Housing Authority (CHA) to provide youth with a high-quality summer learning experience that combines academic skill-building with career-readiness and financial literacy classes. The program operates five days per week for six weeks during the summer. It incorporates a pay-for-performance component, where students can earn up to \$100 per week based on attendance and other performance criteria, as if they are reporting to work.

Teens participating in the program also have the opportunity to hear from guest speakers who expose them to a wide range of careers and inspire them with their life stories. The goal of Learn and Earn is to address middle-school student engagement and enable students to grow academically and build pathways to their future careers. Students are ages 13 to 15 from low-income communities in Chicago.

The path to funding

Teens who live in section-three housing in Chicago face tremendous challenges, especially in the summer, when their safety is often at risk. In fact, when students were asked about their biggest fears, most mentioned “getting shot.” In response to clear data on the need for

summer learning programs, CHA released a Request for Proposals calling for evidence-based programs to provide teens with a safe and high-quality learning environment in the summer within their residences.

Summer Advantage was selected through a competitive process, and when a pilot summer program proved successful, CHA decided to expand the contract to serve all Learn and Earn teens so that they can stay safe, stay in school and build future careers.

Key steps to securing funds for summer learning

Public housing authorities (PHAs) want their resident families to succeed. This case represents one of a number of PHAs across the country that support summer learning.

The early- and mid-teen years are critical for student engagement and success in high school and beyond.

Summer learning programs that address this transition period can benefit from partnerships with PHAs and higher-education institutions in their communities for programming, space, staffing, and diverse other resources. Having strong curricula and related tools is important for cost-effective replication. Additionally, summer programs need to be evidence-based, and their core components easily transportable. Summer Advantage meets both of these goals and can execute key functions such as recruitment and training across multiple sites and multiple states. The replicable aspects of the program are what appealed to the Chicago

Housing Authority and gave CHA the reassurance that the program will be excellent even when serving a large number of teens.

Key lessons learned/ challenges in securing funds

The program partners with local universities that serve both as the service sites and as learning resources for teens, reinforcing college readiness. At some community colleges, the program leverages existing opportunities already provided so that young people can understand how the city college system works and how to access its varied resources. Other partnerships include field trip locations that the program calls “learning trips” to expose students to career choices, colleges, cultural resources, and community service.

Outcomes

Teens who participate gain seven months of math skills and three months of reading skills, as measured by the STAR pre- and post-assessments. This academic growth is consistent year after year—teens who participate in the program consistently gain two to seven months of academic skills. Students were able to identify 30 percent more career opportunities than they were at the beginning of the program. Ninety-four percent of teens attend the program daily.



Rahm's Readers: Summer Learning Challenge



Location: Chicago, IL

Year: 2015

Total cost of program described: \$1.6M+

Breakdown by major funding streams:

- **City Budget:** \$1M+
- **Chicago Public Library Foundation:** \$600,000+

The program

Chicago Public Library has offered a city-wide summer reading program for over thirty-five years. This effort supports the program's mission to nurture lifelong learning among all Chicagoans. In 2012, inspired by Mayor Rahm Emanuel's commitment to improving STEM education for all Chicago children, the Library entered into a collaborative relationship with Chicago's Museum of Science and Industry to incorporate hands-on STEM and maker activities that deepen learners' engagement with and understanding of 21st Century skills, Common Core State Standards and Next Generation Science Standards into the summer program. This resulted in a new program, Summer Learning Challenge, that emphasizes reading, hands-on learning, making and scientific discovery.

As they strengthened their relationships with STEM content experts, their team also strengthened relationships with city-wide service providers like the Chicago Park District, Chicago Public Schools and HeadStart sites.

Through these relationships, the program expanded outreach and engaged over 99,000 children in 2015, doubling program participation in just three years. Through a partnership with researchers at Chapin Hall, they have been able to confirm that children who participate in the summer learning challenge, especially for the youngest students, and those with the highest levels of involvement, on average perform better on standardized academic assessments relative to non-participating peers with equivalent prior academic backgrounds and personal and neighborhood circumstances. In 2015, Chicago Public Library's Rahms Readers: Summer Learning Challenge won NSLA's first New York Life Foundation Founder's Award.

The path to funding

The CPL Foundation works on donor cultivation throughout the year. Stewardship of private donors includes giving them the opportunity to visit the program in action, sometimes even providing volunteers for special sessions. Many funders have returned to fund multiple years.

Key lessons learned/ challenges in securing funds

a) Creating a successful summer program is a year-round process. It is a continuous cycle that begins in the middle of one summer for the next. It is important to treat 'summer' as a year-round project.

b) Tying program activities to academic and life outcomes has been a difficult and rewarding step. It is also something that is continuously worked on.

c) Partnerships are critical, and they require good and regular communication, continued cross-institutional asset building and evaluation. Investing in vetting a prospective partner before jumping in and building trust with a partner are both important to successful collaborations.

d) It's really important to invest time and energy in professional development to get both buy-in for implementing this type of massive learning program and for building skills and confidence among staff.

Partnerships

- The Chicago Public Library Foundation
- Museums
- Cultural institutions
- Governmental departments

Outcomes

Through the partnership with Chapin Hall, the program has seen that children not only stave off the summer slide through participation in our program, but children who participate actually show gains in test scores in both reading and in math.

Through a participant survey, the program found:

- Participants show an increased confidence & interest in reading.
- Participants show an increased knowledge and interest in conducting STEM activities.
- Participants show an increased ability to discuss science concepts.
- Participants show an increased motivation to engage in critical thinking activities at the Library.
- Participants feel more ready for school in the fall because of participation.
- Parents of preschoolers are more aware of effectively early literacy components they can provide.
- Parents of preschoolers are more aware of early math and science concepts they can provide.
- Participants show an increased confidence in art and the creation of artifacts.



Scholars Unlimited



Location: Denver, CO

Year: 2014

Total cost of program described: \$2,856,734

Breakdown by major funding streams:

- 21st Century Community Learning Center grant funding: \$1,003,465
- Denver's Department of Parks & Recreation: \$133,000
- Tony Grampsas Youth Services grant (state funding): \$124,117
- City/County of Denver grants: \$78,428
- Fees for Service (Supplemental Education Services): \$65,660
- United Way Impact Investment grant: \$25,000
- Private foundation grants: \$332,089
- Individual gifts: \$280,768
- Corporate gifts: \$15,325
- Endowment Income: \$101,829
- Other/miscellaneous: \$1,055
- Financial Support and Revenues: \$2,160,738
- In-kind contributions: \$695,996

The program

Scholars Unlimited's mission is to support low-income, academically-struggling young learners by providing rigorous literacy instruction and enrichment programs to help students achieve measurable success — and to inspire life-long learning. To fulfill its mission, Scholars Unlimited provides comprehensive summer and afterschool programs to at-risk elementary students.

Scholars Unlimited started in 1993, when a community leader organized a half-day summer literacy intervention program to assist 20 students at Hallett Elementa-

ry School in Denver. That summer also is remembered as Denver's "Summer of Violence," and it spurred dramatic changes in Denver and the state. Following this summer (which was reported on regularly by national news media), there was tremendous community focus on curbing youth violence.

At the same time, the measurable success of that first summer literacy program — coupled with the recognized links between poverty, academic failure and youth violence — spurred community leaders to rapidly expand the program. The fledgling organization was incorporated as Summer Scholars, and it began its long-standing partnerships with Denver Public Schools (DPS) and Denver's Department of Parks & Recreation (DPR). Because there were numerous new funding streams in the wake of the Summer of Violence, Summer Scholars was able to expand exponentially. The organization provided full-day summer programming to 511 DPS students in 1994.

The organization was renamed Scholars Unlimited in 2015. Scholars Unlimited annually provides out-of-school time programs to about 1,500 elementary students. The comprehensive summer and afterschool learning programs continue to provide literacy tutoring and intervention, youth enrichment, and recreation, with positive youth development practices woven into all aspects of programming.

The path to funding

Scholars Unlimited has had long-standing partnerships with DPS and DPR for more than two decades—and these partnerships are critical to our success.

Key steps to securing funds for summer learning

- A collaborative approach to all fundraising efforts, with program staff and development staff working hand-in-hand.
- Being able to demonstrate success with data. From the program's inception, pre- and post-testing was used to identify the learning needs of each student at the beginning of the program, and to measure each student's progress at the conclusion of the program. Aggregate data is used to evaluate overall program success – and areas for improvement. For the past several years, the program has used the DIBELS assessment for its literacy program, plus the Social Competence Scale to measure changes in developmental assets. The ability to provide outcomes data has been critical to the program's success in securing funding from government grants, private foundations, and individual donors.
- An organizational commitment to being a nimble organization that can respond to changing priorities and needs, which enables adjustment to programming to access new funding streams.
- Stay true to the mission by only applying to funding opportunities that align.

Key lessons learned/ challenges in securing funds

Securing enough funding to sustain program sites after the expiration of 21st Century Community Learning Center grants. To address this challenge, the program has embarked on a new fundraising initiative that it hopes will result in multi-year gifts from individuals.

Partnerships

- Denver Public Schools (DPS)
- Denver's Department of Parks & Recreation (DPR)

Outcomes

- 84 percent of students made measurable gains in PHONEME SEGMENTATION FLUENCY (sub-test measures a student's ability to segment three and four-phoneme words into individual phonemes and is a reliable predictor of later reading achievement.)
- 64 percent of students made measurable gains in NONSENSE WORD FLUENCY/CORRECT LETTER SOUNDS (sub-test is a brief, direct measure of alphabetic principle and basic phonics – the foundational skills for reading proficiency and fluency.)
- 65 percent of students made measurable gains in NONSENSE WORD FLUENCY/WHOLE WORDS READ (sub-test specifically focuses on a student's ability to blend sounds into recognizable words.)
- 68 percent of students made measurable gains in ORAL READING FLUENCY (sub-test is considered the benchmark test for reading proficiency and 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.)
- 71 percent of students made measurable gains in RETELL FLUENCY (sub-test measures reading comprehension and is particularly helpful in identifying students whose comprehension is not consistent with their fluency.)



Pittsburgh Public Schools' Summer Dreamers Academy



Location: Pittsburgh, PA

Year: 2015

Total cost of program described: \$2,189,535

Breakdown by major funding streams:

- **Private Foundations:** 76.7%
- **District - Title I:** 18.2%
- **21st Century Community Learning Centers:** 4.1%

The Heinz Endowments	\$300,000	13.7%
The Wallace Foundation	\$899,535	41%
District - Title I	\$400,000	18.2%
The Grable Foundation	\$500,000	22.8%
21st Century Community Learning Centers	\$90,000	4.1%

The program

Summer Dreamers Academy is a five-week summer learning camp for students who have completed kindergarten through seventh grade and will be entering grades first through eighth in the fall. The mission of the program is to significantly increase the number of students in the Pittsburgh Public School system who arrive at ninth grade with the literacy skills to be successful in high school and go on to college. Students that are most at-risk for summer learning loss (low SES, Basic and/or Below Basic on state standardized assessments, low grades in English Language Arts (ELA) and math) are prioritized for enrollment into the Summer Dreamers Academy.

The Summer Dreamers program model utilizes internal district teachers to lead morning ELA and math academic lessons, along with internal district teachers to partner with external community-based organiza-

tions leading afternoon enrichment activities—with the teacher also taking the pedagogical lead on a required writing component in each activity. The total camp enrollment across three regional camp sites is 1,500.

The path to funding

The school district received a 21st Century Community Learning Centers grant award in 2014-2015 that requires a percentage of the grant to be used on summer programming. This allowed the district to allocate a portion of these dollars to Summer Dreamers. Since Title I funding runs on a state fiscal-year budget, if there is an excess at the end of the school year, traditionally school districts have to return or seek to repurpose the use of those allocated dollars during the school year. As Summer Dreamers is a premier district summer program and offers ELA and math instruction (a requirement for the use of Title dollars), the program was able to successfully lobby the state to allow use of the excess Title I allocation.

Through the work with The Wallace Foundation, Summer Dreamers is part of a five-city research study on the effects of voluntary summer learning programs in urban districts.

This partnership includes a randomized control study to determine what, if any, effects summer learning programs have on student participants. Through this relationship and as a part of this study, the program has been able to attract additional funders to support the Summer Dreamers Academy, both locally and national-

ly as well as leverage district funding for the program, both through district federal Title I allocation and through the district general fund.

Key steps to securing funds for summer learning

- Be very clear on student outcomes achieved, while making sure that these outcomes are presented in an easy-to-understand way.
- In addition to the interim results from the randomized control study as part of The Wallace Foundation Summer Learning Demonstration, the program has also internally engaged staff to complete outcomes evaluations on camp participants and use this data in funding support asks.
- The program model also relies not only on internal district expertise (teachers and other academic leaders), but also the expertise of community-based organizations that lead exciting and engaging enrichment activities. These partnerships also help to secure funding as they allow for the more strategic use of limited resources, i.e., leveraging a diverse set of stakeholders who have specific areas of strength.

Key lessons learned/challenges in securing funds

- Outcomes matter. It is important to be very clear in how they are tracked, monitored and presented.
- The adults hired can have the most influence on how well students perform in the program. Adults who have sincere, genuine passion for summer learning and specifically the goals of the program generally perform better and can have a more positive impact on student growth and development.

Outcomes

Participation in summer has had a positive, statistically significant effect on oral-reading fluency scores for rising first through third graders. On average, each day of participation in Summer Dreamers is predicted to increase oral reading fluency scores by about 0.6 points. A positive, significant effect on GPA was also observed in correlation with Summer Dreamers program participation. On average, two days of attendance at Summer Dreamers increases a child's GPA to the same degree that one school day absence decreases GPA. Full SDA attendance for first graders increased GPA by approximately 0.3 points, or one-third of a letter grade average. Finally, participation in Summer Dreamers was also correlated with a reduction in school-year absences across all grade levels. Students who attended the program had higher scores on a general mathematics knowledge assessment compared to their peers who had enrolled in the program but were not selected to attend.



Safe Education and Recreation for Rural Families (SERRF)



Location: Red Bluff (Tehama County), CA

Year: 2015

Total cost of program described: 210K

Breakdown by major funding streams:

Supplemental funding (21st Century) for \$177K;
school and Migrant Ed - \$33K

The program

The Tehama County Department of Education in rural Northern California is the lead agency for the Safe Education and Recreation for Rural Families (SERRF) After School Program. Since 1999, schools and community partners have joined together to implement high-quality expanded-learning services tailored to the needs of the students, parents and community members in a depressed economy where many parents of children make up California's growing population of immigrants and the working poor. SERRF provides 2,000 kindergarten through eighth-grade youth instruction in academics, enrichment and recreation in coordination with schools to support the California Student Learning Standards. SERRF serves all 25 Tehama County elementary and middle schools, including small, isolated rural school sites.

This year-round program (afterschool and summer) provides a highly-engaging, hands-on summer experience, following quality standards for extended learning written by the California Afterschool Network. Recreation, nutrition, gardening and different types of arts are just some of the ways the program gives kids a variety of experiences, staffed by mainly para-professionals with a certified teacher at each program site.

The program works closely with local school districts to develop curriculum. For example, 2015's theme was SERRF Summer MAKER camp, which piggybacked on the timely nationwide MAKER movement with a focus on STEAM (science, technology, engineering, arts and math) instruction.

Student enrollment is open to all youth in the county, however individual schools may enroll kids who they feel would most benefit from the program. The program specifically reaches out to migrant populations and all school sites offer transportation.

The path to funding

Three years ago SERRF worked with the School Matters Campaign alongside the Packard Foundation and the California School Board Association to coordinate and hold a Summer Learning Summit. Local superintendents, principals and school boards were invited to attend to hear about the importance of summer opportunities and the negative effects of summer slide. At the summit, the idea of building a collaborative model to serve more youth in the county was presented. The group left the forum with action plans and ideas of what they were willing to do. SERRF performed individual follow up to get final commitments and built summer it to their funding plan.

Key steps to securing funds for summer learning

- Hosting a Summer Learning Summit with key stakeholders.
- SERRF has a long history of providing quality after-school programming, so when the time came to fund summer, they had built a solid reputation and consistent staff.

Key lessons learned/ challenges in securing funds

Challenges in the beginning:

- Facility challenges, for example, schools need to be cleaned during the summer.
- Transportation.
- More kids than school expected.

Lessons learned:

- Relationships with schools and parents/ caregivers are vital.
- Assess parent/caregiver needs and keep lines of communication open.
- “We don’t ever turn away ideas for how we can partner with people.”

Partnerships

- School districts
- California School Board
- Packard Foundation

Outcomes

Over the last 14 years, SERRF has provided exciting and engaging expanded learning programs in all of Tehama County’s twenty-five elementary and middle schools and made a difference in the lives of more than 15,000 children, many of whom live in isolated rural areas. They have brought approximately \$26 million in state and federal dollars into the communities and generated significant cost savings to school districts, cities and the county.

Students attend school more regularly and are succeeding academically. More than half have scored at the Proficient or Advanced levels on the California Standards Test (CST) in Language Arts and Math and their grades have improved. Many of these students began our program in the lowest quartile on standardized test scores and a large number are English Language Learners.

Students are making better choices. Juvenile crime in the neighborhoods where sites are located has dropped by twenty percent. And, as part of a strong, health-centered community collaborative effort, children’s eating habits and physical activity levels are significantly improving.

The program has also provided meaningful employment to nearly 850 residents and offered the programming at minimal cost, to thousands of low-income families. This has resulted in \$17 million in childcare savings and enabled parents to enter and remain in the workforce. Ninety-six percent of the parents of children in our program report that they are more productive at work during the afternoon hours and are building their personal and professional skills and becoming financially self-sufficient. Importantly, this increases the amount of discretionary dollars available to families – most of which is money spent in their local neighborhoods and contributes to our local economy.

