

Building Your Summer Program with Supplemental Funding

IYI Kid's Count Conference
December 1, 2009

National Summer Learning Association

Our Mission:

**To ensure that young people in
high-poverty communities have
access**

**to high-quality
summer learning programs.**

The Association works to:

- Increase the number of providers offering high-quality summer learning programs to young people living in poverty;
- Increase the number of organizations and policymakers that identify summer learning as a public policy priority; and,
- Increase funding for high-quality summer learning programs for young people who currently lack choices and opportunities.

Session Objectives:

- Identify key terms and limitations to Title I and 21st CCLC funding
- Identifying key pieces of a strong case statement
- Craft a powerful one minute message about your program

The Value of Summer

- What did you experience in the summer?
- What should kids experience in the summer?

The Need for High-Quality Summer Learning Programs

All young people experience learning losses when they do not engage in educational activities during the summer.

The Need for High-Quality Summer Learning Programs

Elementary students lose most in **spelling** and **math** skills.

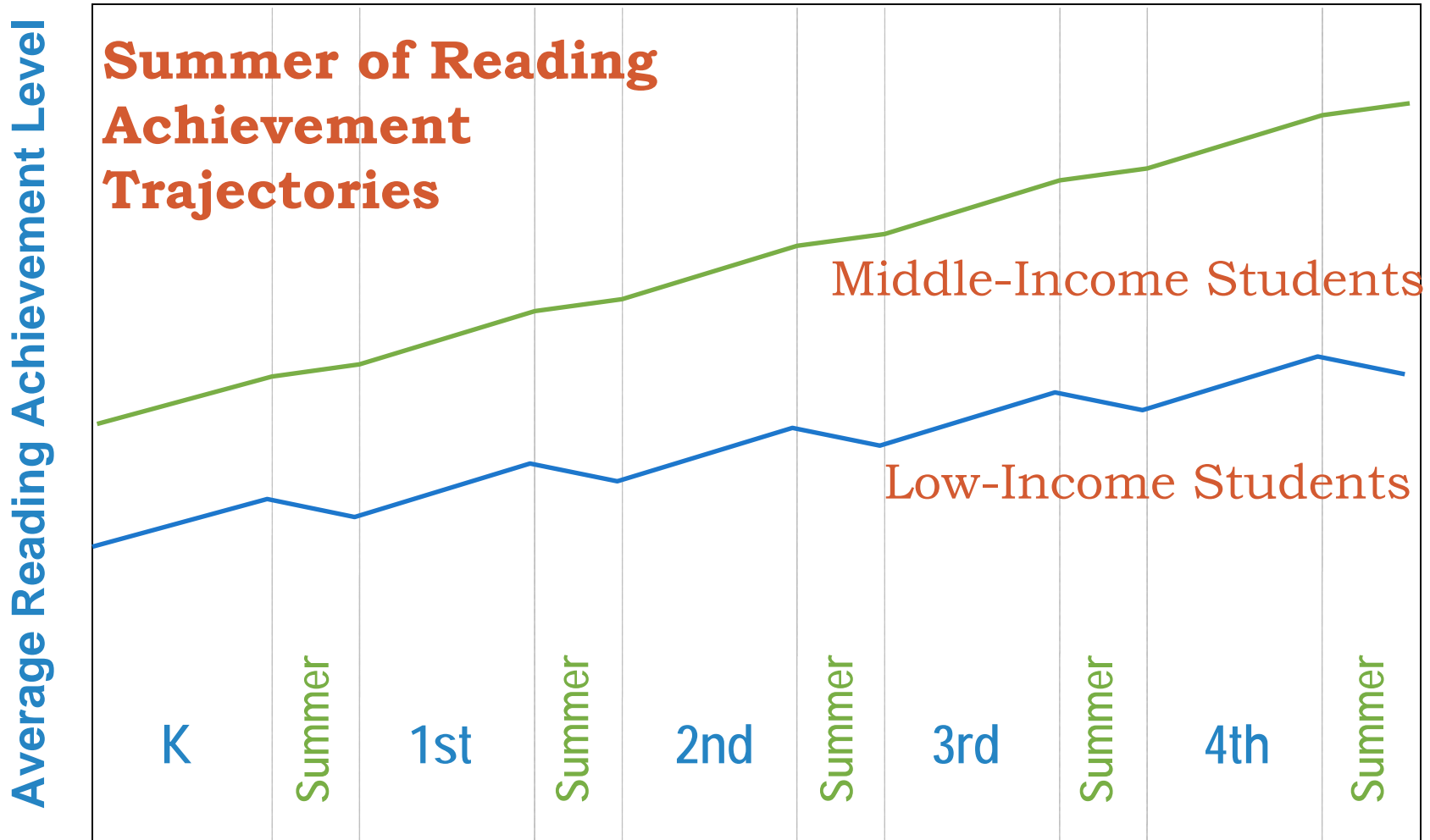
Average **loss in math** over the summer is about **2.6 months** of grade level equivalency.

The Need for High-Quality Summer Learning Programs

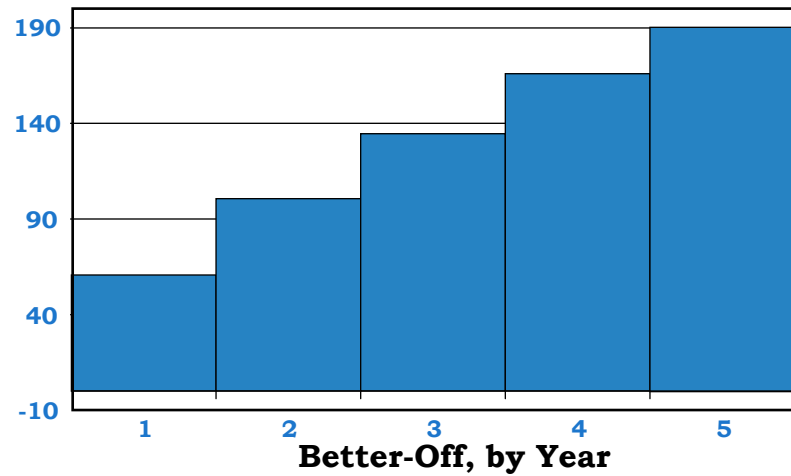
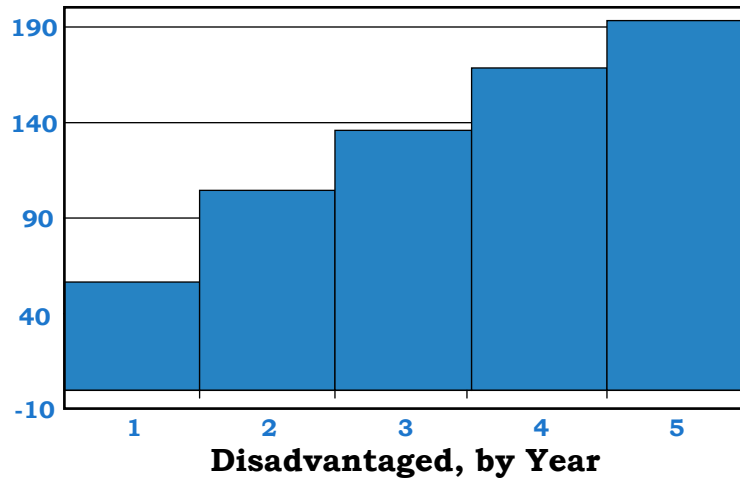
Low-income youth are **disproportionately impacted** by losses in **reading** (2-3 months loss).

Cumulative summer learning losses may explain as much as **50%-67%** of the widening of the **achievement gap**.

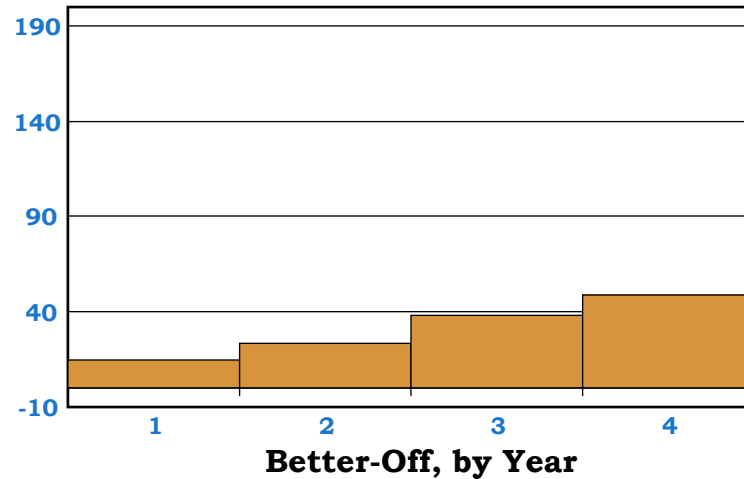
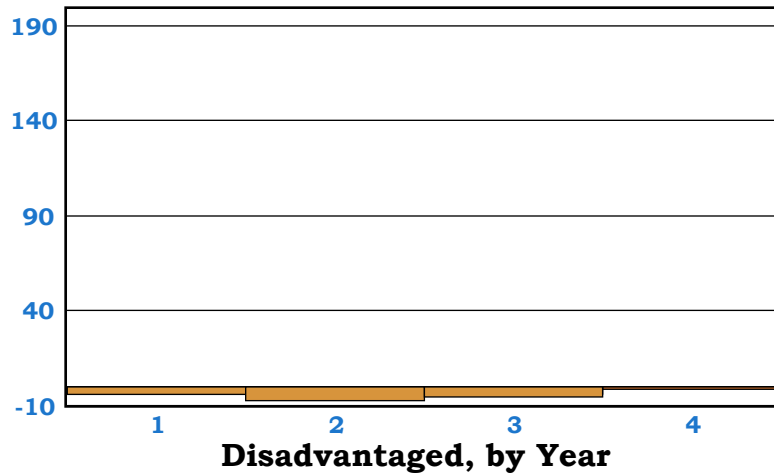
Summer Learning & the Achievement Gap



SCHOOL YEAR CUMULATIVE GAINS



SUMMER CUMULATIVE GAINS



Sources: Doris Entwisle, Karl Alexander, and Linda Olson,
Children, Schools, and Inequality, 1997, Table 3.1

Possible Sources of Funding

- **21st CCLC Supplemental**
- **Title 1**
- Hourly Intervention (aka: Summer School)
- Community Development Block Grants
- City or county funds
- Foundation and corporation funding
- Program fees
- Others?

21st CCLC Supplemental – The Basics

- Portion of federal 21st CCLC to run programs on non-school days
- 30% of core after school grant and before school grant (usually between \$30,000-\$60,000)
- May be run in conjunction with summer program or on its own

21st CCLC Supplemental - Requirements

- At least 3 hours/day for after school supplemental
- At least 4.5 hours/day if using both after school and before school supplemental
- Number of participants and days may vary.
- For example, at \$7.50/day for 3 hr/day program:
 - 200 kids for 20 days = \$30,000

21st CCLC Supplemental - Requirements

- Guidelines same as school year:
 - Staff:youth ratio of 1:20
 - Enrichment and academic blend
 - Off-school site is okay but must be safe and accessible

21st CCLC Supplemental – How to Get It

- Apply through CDE request for applications
 - next RFA anticipated for fall 2010
 - Districts, non-profits, for-profits, faith-based organizations can apply
 - ASES-funded programs can apply for after school supplemental only
 - Superintendent and principals must sign-off on grant
 - SB798
- Partner with 21st CCLC grantee – often districts – in your community

21st CCLC Supplemental - Challenges

- Not a lot of money – research shows avg. hourly cost of a quality summer program is \$4/hr or \$12/3 hour day.

[Reference: *The Cost of Quality Out-of-School-Time Programs*, PPV/Finance Project, January, 2009]

- Straddling fiscal years during the summer
 - Could use carryover supplemental
 - Need to understand your district's contracting policies and make arrangements in advance
- Coordination with the school day

Title 1 – ARRA funds

- Find out how much your district got at:
<http://www.ed.gov/about/overview/budget/title1/fy09recovery/indiana.pdf>

Title 1 – The Basics

- Title 1 is federal \$ through No Child Left Behind (NCLB)
- Often used for summer school
- Can be used for enrichment activities with intentional academic focus
- Can be coordinated with community groups and 21st CCLC funded programs
- Must be taught by staff that meet NCLB requirements

Title 1 – How to Get It

- Funding decisions are made at the district and school site level
- Programs need to contact District Superintendent, District Title 1 Director, School Principal and School Site Councils
- Need to show link to the schools' improvement goals

Title 1 - Challenges

- Title 1 funds used to backfill cuts; situation varies from district to district
- District officials often aren't aware that Title 1 funds can be used more broadly
- Some will need to see research on the positive academic impact of summer programs

Key Elements of Sustainability

- Vision
- Results Orientation
- Strategic Financing Orientation
- Adaptability to Changing Conditions
- Broad Base of Community Support
- Key Champions
- Strong Internal Systems
- Sustainability Plan

Finance Project. (2002). *Sustaining comprehensive community initiatives: Key elements for success*. Washington, DC: Author.

What Can We Do To Simplify Our Outreach Efforts?

Write a Case Statement!

What Is a Case Statement?

- An explanation of the purpose of your program and a persuasive set of reasons why key constituents (participants, parents, funders, partners) should support it.

A template for proposals

What is in a Case Statement?

- **Background Information**
- **Need for the Program**
- **Goals, Objectives, and Timeline**
- **Evaluation Plan**
- **Finance Plan / Budget**

Examples of Excellence: Aim High

- **What stands out for you as you read about Aim High?**
- **Do you feel that they were successful in articulating the need, purpose, and results of the program? Why or why not?**

Communicating with Potential Partners

- Before you partner, know;
 - what you need; and
 - what you have to offer a new partner.

Create Your Message for Specific Stakeholders:

What are this group of stakeholders:

- **Needs?**
- **Priorities?**
- **Phrases/words they like to hear?**

Take Action

What do you want your
stakeholders to do?

Why should I support your summer program?

Develop a 1minute message to your assigned stakeholders that communicates:

- the need,
- the opportunities,
- the intended results,
- and the desired actions you want them to take

for your summer program.

Practice Makes Perfect

- Two lines
- Adjust your message for an identified stakeholder group

Checklist for Successful Summer Messages:

- ✓ Acknowledge that summers are “special” in America and deeply connected to freedom, recreation, and creativity;
- ✓ Tap into personal memories of summer
- ✓ Connect to the language of choice and ongoing learning opportunities
- ✓ Extend the promise of a memorable, enriching summer to all young people;
- ✓ Connect to community-based organizations, libraries, camps, arts and cultural institutions – strong negative association with “summer school”
- ✓ Don’t frame the issue as “taking away vacations”
- ✓ Public investment is essential to solve this problem

Reflection

- What is one thing you learned today that you can use to improve your summer program?

Save the Date!

“Summer Changes Everything!”

Conference

November 9-10, 2010

Indianapolis, IN



***The only national conference dedicated to
summer!***

Contact Information

Erin Ulery

eulery@summerlearning.org

www.summerlearning.org