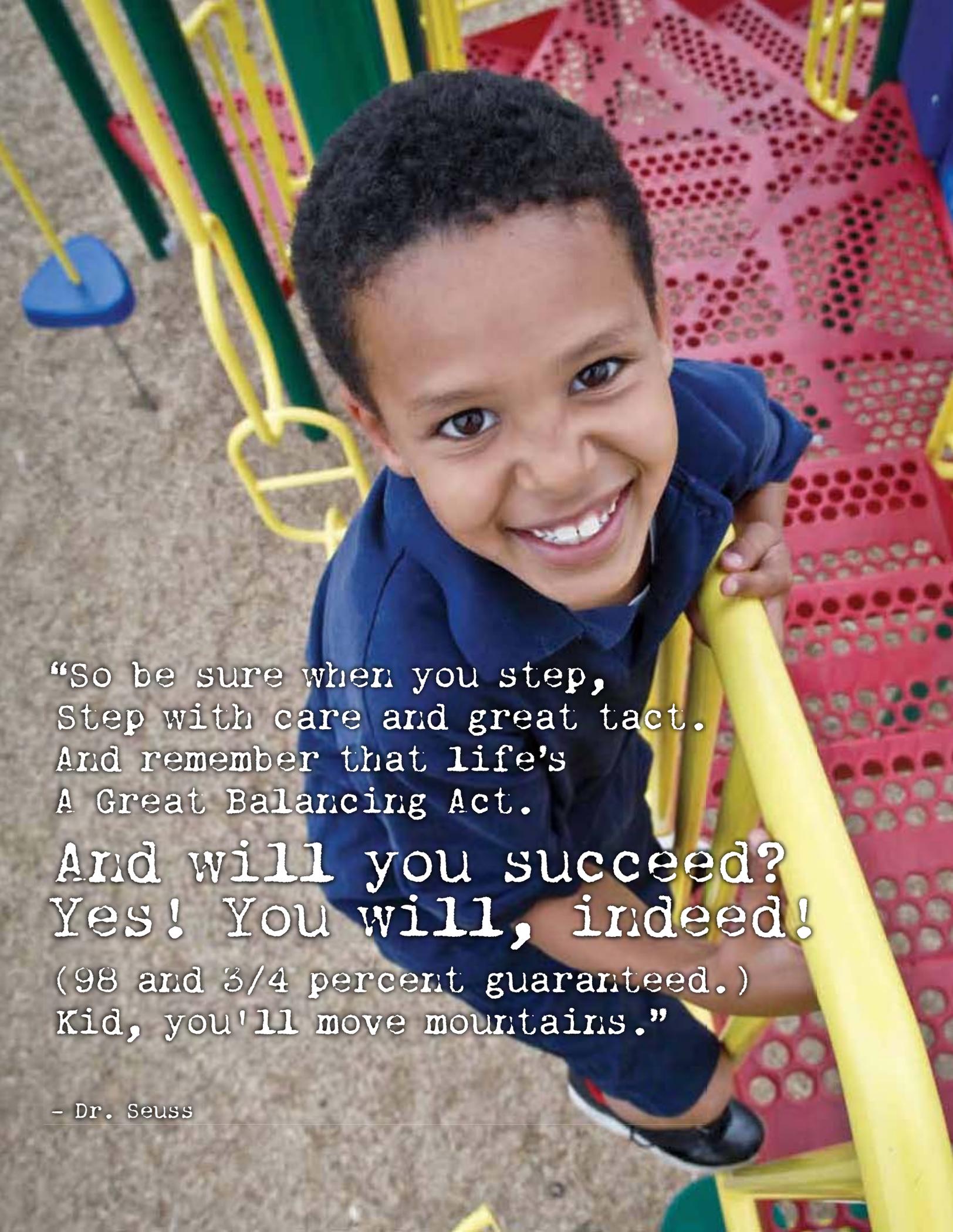


2011 ANNUAL REPORT



**ACHIEVING OUR GOALS,
ONE STEP AT A TIME.**



A young boy with short dark hair, wearing a dark blue polo shirt, is smiling broadly at the camera. He is standing on a red perforated metal platform of a playground structure, holding onto a yellow handrail. The background shows other parts of the playground, including yellow and green metal bars and a blue circular base.

“So be sure when you step,
Step with care and great tact.
And remember that life’s
A Great Balancing Act.

And will you succeed?
Yes! You will, indeed!

(98 and 3/4 percent guaranteed.)
Kid, you’ll move mountains.”

- Dr. Seuss

LETTER FROM THE PRESIDENT

DR. SEUSS COULD HAVE BEEN WRITING TO OUR KIDS AT SUMMER SCHOLARS – AND THE KID IN ALL OF US.



Since joining Summer Scholars just over two years ago, it has been so exciting to visit our programs and watch our kids take steps - and even great strides - toward reading proficiency and greater academic achievement. Each visit reminds me that we must keep our programs in tune with the great balancing act that is a part of life for each of the children we serve.

We strive to bring balance to our programs so that we can support many aspects of learning and positive development. Literacy support remains our foundation, because reading is the foundation for ongoing school success. But we also have a menu of enriching offerings that provide access to an array of topics and experiences. Literacy skills can be practiced within content areas such as science and technology, geography, and financial literacy. Cultural and social events provide unique (and often first-time) experiences, ranging from tours of museums to cheering at a Rockies' game. Recreational activities enable children to build positive health habits and learn good sportsmanship.

This balanced approach is so important, and by providing comprehensive programming and support to at-risk students, I'd say we do move mountains!

Of course, we cannot move mountains alone. Knowing that life is a great balancing act, Summer Scholars engages with a wide array of community partners to support children's success. I would be remiss not to thank our friends at Denver Public Schools, Denver's Department of Parks and Recreation, the Colorado Department of Education, each school which opens its doors to our programs, and all of those who so generously provide funding for our programs. We are most fortunate to have strong philanthropic support from individual donors and foundations too numerous to name, and we are grateful to all.

Stepping with care and great tact, we move forward in our efforts to support children's success. In the coming year, our scholars will benefit from intensified curricula and increased tutoring time, even more innovative enrichment opportunities, and continued access to a strong and effective recreation program.

Will we help disadvantaged students succeed? Yes, we will indeed!

Sincerely,

Kathleen King | President, Summer Scholars

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Swansea Elementary

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Amesse Elementary

HELPING CHILDREN STEP TOWARD SUCCESS



Summer Scholars' past year was guided by our unwavering commitment to helping young, at-risk students build skills for ongoing academic and personal success.

The heart of our after-school and summer learning programs continues to be literacy intervention, because reading is the foundation for success in school and in life.

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

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

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

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

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

So Summer Scholars weaves opportunities for learning into participatory activities.

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

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

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

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

Through our programs, Summer Scholars strives to narrow the educational achievement gap... and to help our students step forward into successful futures.

*Double Jeopardy by Donald J Herandez | www.aecf.org



STEPPING INTO THE SPOTLIGHT

Denver Deputy Mayor Cary Kennedy presented awards to an elite group of 34 students from 21 Denver elementary schools who were honored for outstanding participation and academic achievement in Summer Scholars' programs.

The Cynthia C. Kahn Award for Outstanding Participation in Summer Scholars was presented to one outstanding student from each DPS school that hosted Summer Scholars' signature summer learning program in 2011. Winners demonstrated a positive attitude, an eagerness to learn, a willingness to help others, and consistently put forth strong efforts to become better readers. This award is named in honor of Cyndi Kahn, co-founder and President Emeritus of Summer Scholars. The following award winners received a framed certificate, books, and a small stipend to be used for a college savings fund.

Samantha Atayde
Jonatan Villaneuva
Julio Angel Cuevas-Rodriguez
Ananda Elizabeth Joyce
Norberto Cabanas-Saucedo
Sa'Daiveon Edward Blanton-Newell
Daniel DeJesus Araujo
Mariana Isabel Morales
Ashley Flores
Jacqueline Castro-Zavala
Jamyia Lanelle Brooks
Yubia Guadalupe Covarrubias-Delgado
Larae Annett Kelley
Alaya Angel Martinez
Rae'Keese Quay'Jion Willis
Zaien Reagor

Amesse Elementary School
Ashley Elementary School
Barney Ford Elementary School
Columbine Elementary School
Garden Place Elementary School
Hallett Fundamental Academy
Harrington Elementary School
Knapp Elementary School
McGlone Elementary School
Oakland Elementary School
Park Hill Elementary School
Smith Renaissance School
Swansea Elementary School
Valdez Elementary School
Whittier K-8 School
Wyatt-Edison Charter School

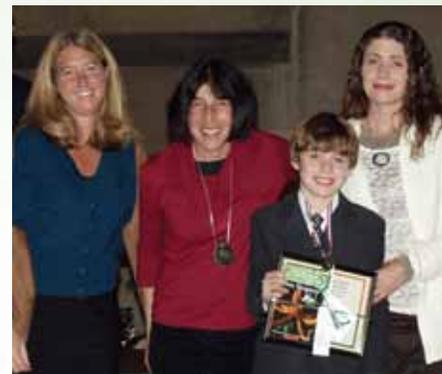
The Jessica Pearson Award for Outstanding Achievement in Scholars After School recognized the student at each host school who made the greatest gains in reading during their participation in Summer Scholars' after-school program in the 2010-11 school year. The award is named in honor of Jessica Pearson, co-founder of Summer Scholars. The following Pearson award winners received a framed certificate, books, and a small stipend to be used for a college savings fund.

Zaira Rodriguez-Armendariz
Maria DeJesus Carrillo-Garcia
Vanessa Alvarado
Jonathan Javier Cervantes
Elijah Lavalley Trevon McWee
Luke Thomas Wenskoski
Jeremy Frank James Jr.
Dafne Hernandez-Rivera
Melanie Padilla-Jaramillo
Alexander Nabil Bellemlih
Aaliyah Shamarii Claitt
Katia Carolina Aguirre
Julio Cesar Vallejo-Martinez
Raul Luevano
Mariana Elisa Naranjo
Antonio Joseph Granado-Escarcega
Justin Randall Brown

Amesse Elementary School
Barney Ford Elementary School
Castro Elementary School
Charles M. Schenck Elementary School
Columbine Elementary School
Dora Moore Elementary School
Garden Place Elementary School
Harrington Elementary School
Knapp Elementary School
Lowry Elementary School
McGlone Elementary School
Munroe Elementary School
Oakland Elementary School
Smith Renaissance School
Swansea Elementary School
Valdez Elementary School
Whittier K-8 School

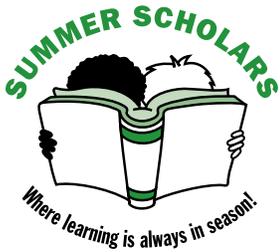


Cyndi Kahn and Jessica Pearson, co-founders of Summer Scholars, were on hand to present their namesake awards to 34 outstanding students



Luke Thomas Wenskoski – pictured with Deputy Mayor Kennedy, Jessica Pearson, and his mom, Jennie Fimple – earned the Jessica Pearson Award after his reading scores increased by 87 points over the course of the school year.

SUMMER SCHOLARS' PROGRAMS



Summer Scholars' programs run year round to help support learning in communities that need us most.

LEARNING IS ALWAYS IN SEASON

SCHOOL: NEIGHBORHOODS SERVED

Scholars After School (AS) | Summer Learning (SL) | Family Literacy (FL)

Amesse Elementary: Montbello	AS	SL	FL
Ashley Elementary: East Colfax	AS	SL	
Castro Elementary: Westwood	AS		
CMS Schenck Community: Mar Lee/Ruby Hill	AS		
Columbine Elementary: Clayton/Cole	AS	SL	FL
Dora Moore K-8: Capitol Hill/Cheesman Park	AS	SL	FL
Ford Elementary: Montbello	AS	SL	FL
Garden Place: Globeville	AS	SL	
Grace Apartments: A Mercy Housing community			FL
Hallett Fundamental Academy: Northeast Park Hill		SL	
Harrington Elementary: Clayton/Cole/ Elyria Swansea	AS	SL	FL
Knapp Elementary: Barnum West/Westwood	AS	SL	
Lowry: Lowry Field	AS		
McGlone Elementary: Montbello	AS	SL	
Munroe: Westwood/Athmar Park	AS		
Oakland Elementary: Montbello	AS	SL	FL
Park Hill Elementary: North Park Hill/South Park Hill		SL	
Smith Renaissance School: Northeast Park Hill		SL	
Swansea Elementary School: Elyria Swansea/ Northeast Park Hill	AS	SL	FL
Whittier K-8: Five Points/Whittier	AS	SL	
Wyatt-Edison K-8 Charter School: Cole		SL	





SCHOLARS AFTER SCHOOL

What do you get when you combine individualized reading instruction, provided by highly qualified teachers and staff... self-paced, computer-based learning... recreation and enrichment activities, led by caring adults who are committed to positive youth development... all at a safe, school-based site?

Scholars After School.

Like our summer learning program, Scholars After School is a comprehensive program that promotes the development of literacy skills, provides hands-on learning experiences, and includes plenty of recreational activities that allow kids to be kids after a full day in the classroom.

Once pre-testing is completed, students receive four hours of literacy intervention per week, including small-group instruction (one teacher per six students) tailored to meet the learning needs of each student. Teachers provide balanced literacy instruction that complements, rather than replicates, the school-day program.

Students also participate in self-paced computer learning using proven programs that provide systematic practice that helps students master phonemic awareness and alphabetic principle, and supports vocabulary development and reading comprehension.

Scholars After School also offers enrichment programming that includes hands-on science; art, dance and drama activities; field trips; and service-learning projects in which students get a chance to apply classroom skills to real-life problems.

Our ongoing partnership with Denver's Department of Parks and Recreation ensures that students participate in a variety of recreational activities, and the city's recreation instructors are adept at weaving academics into activities. So children may participate in "whole-body" math games, or be asked to spell out a word before shooting free throws on the basketball court.

It's a formula for success: Last year, students in the program made double-digit gains in reading fluency, as measured by DIBELS pre- and post-testing. In addition, three-fourths of students said they enjoyed learning new things besides reading, and nearly 80 percent said that participating in the program helped them do better in school.

STUDENT PROFILE:

Male	53.9%
Female	46.1%
Latino	68.0%
African-American	18.8%
Caucasian	2.3%
Asian	2.5%
Bi-racial/Other	8.3%
Qualify for Free/ Reduced Lunch	83.0%
Primary language spoken at home:	
English	36.5%
Spanish	40.3%
English & Spanish	18.0%
Other Language	5.2%

PROGRAM RESULTS:

Students At or Above Benchmarks in Fundamental Literacy Skills	70.0%
Students At or Above Benchmarks in Reading Fluency	27.1%
Students At or Above Benchmarks in Reading Comprehension	32.5%



SUMMER LEARNING

The term “summer slide” refers to the learning loss that kids from low-income families often experience over the summer break.

STUDENT PROFILE:

Male	50.7%
Female	49.3%
Latino	58.8%
African-American	29.0%
Caucasian	3.6%
Asian	0.4%
Bi-racial/Other	5.1%
Qualify for Free/ Reduced Lunch	90.0%

Primary language spoken at home:

English	50.2%
Spanish	26.2%
English & Spanish	22.7%
Other Language	0.9%

PROGRAM RESULTS:

Students At or Above Benchmarks
in Fundamental Literacy Skills

71.5%

Students At or Above Benchmarks
in Reading Fluency

29.5%

Students At or Above Benchmarks
in Reading Comprehension

44.0%

While children from middle-income and more affluent families may increase skills over the summer, disadvantaged children typically regress, losing two to three months of academic skills each year. The loss is cumulative, so by the time they begin fifth grade, children from low-income families can be one full year behind their more affluent peers.

Since 1993, Summer Scholars has worked to prevent the summer slide by providing our signature summer learning program to at-risk children in Denver. Most students come from economically disadvantaged families and the majority live in under-served neighborhoods. These are children at risk for falling even further behind over the summer break.

Summer Scholars’ signature program helps prevent regression – and so much more. Our scholars make significant academic progress over the summer.

Program participants receive intensive, individualized literacy instruction three hours per day, five days a week for 27 days. That adds up to 81 instructional hours in classrooms with an adult/child ratio of 1:6.

The results? By the end of the 2011 program, nearly one-third of participants (29.5 percent) were reading fluently at grade-level, and nearly all participants made statistically significant gains in fundamental reading skills.

But summer learning extends far beyond literacy. Each year, students participate in a variety of enrichment and recreational offerings that provide hands-on, experiential learning and help students develop 21st century skills that are essential to ongoing success in school and in life. Highlights from 2011 included:

- *An energy curriculum entitled WOWS (Wind, Oil and Gas, Water, and Solar) enabled children to explore how various types of energy are created, harnessed and used to provide power for daily activities. Lessons included a project related to each energy source; building solar-powered cookers for s’mores was a favorite! This curriculum was made possible by a grant from EnCana Corporation.*
- *Thanks to our partnerships with Denver’s Department of Parks and Recreation and Denver Public Schools, the summer program provides swimming lessons. For 90 percent of students, this was the first time they ever received formal swimming instruction. They exited the swim program with increased confidence, water safety skills, and a tremendous sense of pride.*
- *Service-learning projects enabled students to lend a helping hand to others in the community while practicing collaborative planning, problem-solving, and working together as part of a team. Projects ranged from a bake sale to benefit the Children’s Hospital Foundation to a canned food drive for the Food Bank of the Rockies.*



FAMILY LITERACY

Last year, nearly half of the students enrolled in our signature summer program came from families in which English is a second language. The numbers were even higher in the after-school population: 63.5 percent of children lived in homes where English was a second language.

For non-English speaking parents, it is difficult to assist a child with homework or to participate in parent-teacher conferences. So in select schools, Summer Scholars offers its family literacy program to help parents acquire English language skills... and in doing so, we enable them to better support their children's educational success.

The family literacy program follows the four-component model recommended by the National Center for Family Literacy, and provides:

- 1. English-language instruction for adults;**
- 2. An early childhood education program for children ages five and younger;**
- 3. Educational workshops to help adults adapt to American systems and culture; and**
- 4. PACT, or Parent and Child Together time.**

The goal of the English-language program is to increase communicative competence – which means being able to understand and interpret messages, to understand the social contexts in which language is used, and to employ strategies to prevent communication from breaking down.

While parents work to develop English language skills, their young children are being helped to learn English vocabulary, pre-literacy skills such as letter recognition, and kindergarten readiness skills including color and shape identification, counting and number sense, and cooperative play.

Adult learners also participate in weekly workshops that focus on parenting skills and life skills. Parents learn practical strategies to support academic success: using predictive questions to increase the value of read-aloud, practicing math during everyday activities like grocery shopping or driving, and creating time and space for homework. Life skills topics include health, consumer economics, computer literacy and more.

The family literacy program is an important piece in our efforts to narrow the educational achievement gap: The early childhood education program helps narrow the readiness gap for young children who are not native English speakers, and parents are better able to support their children's academic success.



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Past Board Members-
Staff+*

VOLUNTEERS STEP UP

Since its inception in 1993, Summer Scholars has welcomed volunteers to help it fulfill its mission.

In 2011, we re-doubled our efforts to increase volunteer participation... and were richly rewarded by the invaluable contributions made by the following individuals:

Kay Berenbaum, Terry Bourdelais, Donavan Devereux, Doña Dodson, Annamieke Dotson, Jan Gilmore, Elizabeth Greenberg, Brad Handrich, Jennifer Hauser, Tara LaMont, Laura Madrid, Anne Mahoney, Ernestina Masias, Linda McCashion, Nancy McCurdy, Lindsay Morgan, Shelby Parks, Patricia Paul, Leigh Quintana, Robert Roberson, Howard Smartt, Mary Sours, Libby Sperr, Christopher Stairs, Juanita Stevenson, Madison Taylor, Callie Vaught, Jennifer Whalen, Marha Wirecki and James Wood.

Summer Scholars also hosted more than a dozen Americorps students last summer... and these Americorps volunteers were integral to the success of our summer learning program.

Nathan Aguilar, Kristine Anken, Nicole Archie, Erica Dudley, Eric Dunsworth, Tristan Holt, Alison Kjeldgaard, David Lev, Kenneth Loveleace, Adirana Ogaz, Emily Slane, Julieann Trujillo, LaMonte Weddle and Evangelina Zambrano.





SUMMER SCHOLARS IS PROUD TO BE AN IMPACT INVESTMENT PARTNER AGENCY OF MILE HIGH UNITED WAY, WHICH CELEBRATES ITS 125 ANNIVERSARY THIS YEAR.

Mile High United Way has targeted three interconnected priority areas that can lead to positive, lasting changes in our community:

- **School Readiness** – MHUW invests in programs that ensure that disadvantaged young children enter school ready to succeed. The strategic goal is that all children enter kindergarten ready to learn and be able to read at grade level or beyond by third grade.
- **Youth Success** – MHUW invests in programs that assist low-income, under-served students to succeed academically. The strategic goal is that all students graduate from high school and be ready for college or post-secondary advanced workforce training and employment.
- **Adult Self-Sufficiency** – MHUW invests in programs that help low-income individuals and families move toward economic self-sufficiency.

Through a competitive application process, Mile High United Way carefully selects Impact Investment Agencies and invests in their work.

Summer Scholars is proud to have been selected as an Impact Investment partner within the Youth Success priority area. We are one of 112 partner agencies who receive United Way funding in order to provide directed services within the targeted areas.

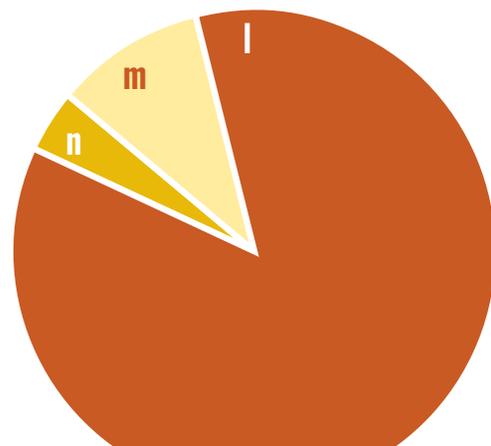
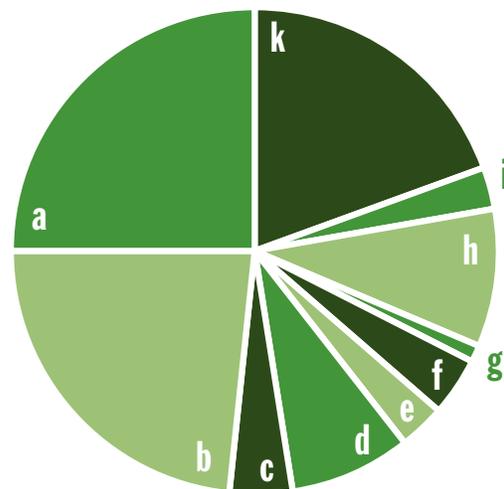
All partner agencies of the United Way network must regularly provide evidence of the efficacy of our programs - an assurance to United Way donors that their dollars really do make a difference in our community.

If your place of employment participates in the United Way giving campaign, we hope you will participate. You can make an unrestricted contribution... you can choose to have your contribution used in the impact area of your choice... or you can designate that your contribution be given to a specific partner agency. No matter how you participate, you can be assured that your gift is truly making an impact in our community.

2011 FINANCIAL INFORMATION

Fiscal Year Ending October 31, 2011

SUPPORT & REVENUE	\$	AMOUNT
a. Fees for Service	\$	882,134
b. 21st Century Community Learning Centers	\$	817,500
c. Denver Parks & Recreation	\$	133,000
d. Other Government Grants	\$	296,998
e. Foundation Grants	\$	117,885
f. Mile High United Way	\$	130,000
g. Corporate Gifts	\$	29,045
h. Individual Gifts	\$	320,741
i. Endowment and other investment income	\$	95,999
j. Other/Miscellaneous	\$	396
Sub-Total, Support and Revenues	\$	2,823,698
k. In-Kind Contributions	\$	681,974
Total Support and Revenues	\$	3,505,672
EXPENSES	\$	AMOUNT
l. Program Services	\$	3,049,056
m. Fundraising	\$	343,201
n. General/Administrative	\$	140,301
Total Expenses	\$	3,532,558
Net Assets, Beginning of Year	\$	1,045,197
Net Assets, End of Year	\$	1,018,311
Changes in Net Assets	\$	-26,886
Total Liabilities and Net Assets	\$	1,100,550
Helen M. McLoraine		
Summer Scholars Endowment Fund	\$	1,776,094



THE STEPS TO READING PROFICIENCY

**“Teaching reading is rocket science!”
Dr. Louisa C. Moats, Ed.D.**

And learning to read is just as difficult.

Learning to read proficiently is a complex process that requires mastery of several skills, which are often called the building blocks of literacy:

Letter recognition. Children must be able to recognize and name letters. In fact, a child’s ability to recognize the letters that compose his or her first name is considered to be a key kindergarten readiness skill.

Phonemic awareness. A phoneme is the smallest unit of sound. Children must be able to distinguish phonemes (recognizing the difference between the “em” and “en” sounds, for example) and to associate letters with the sounds they make – recognizing, for instance, that the letter “b” makes the “buh” sound. Even this seemingly simple task is more difficult for children who don’t grow up in language-rich environments before formal schooling ever begins.

Alphabetic principle. Based on the knowledge that words are composed of letters that represent sounds (or phonemes), children must be able to generate the sounds for all letters, understand that certain letters may change the sounds of others (for example, adding an “e” to the end of a word changes the sound of the preceding vowel), and blend sounds into recognizable words. Children “de-code” or sound out words by breaking them down using letter-sound correspondence.

Fluency. Sometimes referred to as “automaticity,” fluency is the ability to read words with little effort. Fluent readers have mastered word recognition skills and can use them in connected text; they are able to read aloud accurately and smoothly, with few pauses or breaks. Reading fluency is considered a gateway to comprehension.

Vocabulary. As they de-code words, children must also be able to understand (or infer) their meanings. Vocabulary knowledge is much more difficult for children who did not grow up in language-rich environments and for English language learners... yet vocabulary knowledge is critical for reading comprehension and academic success.

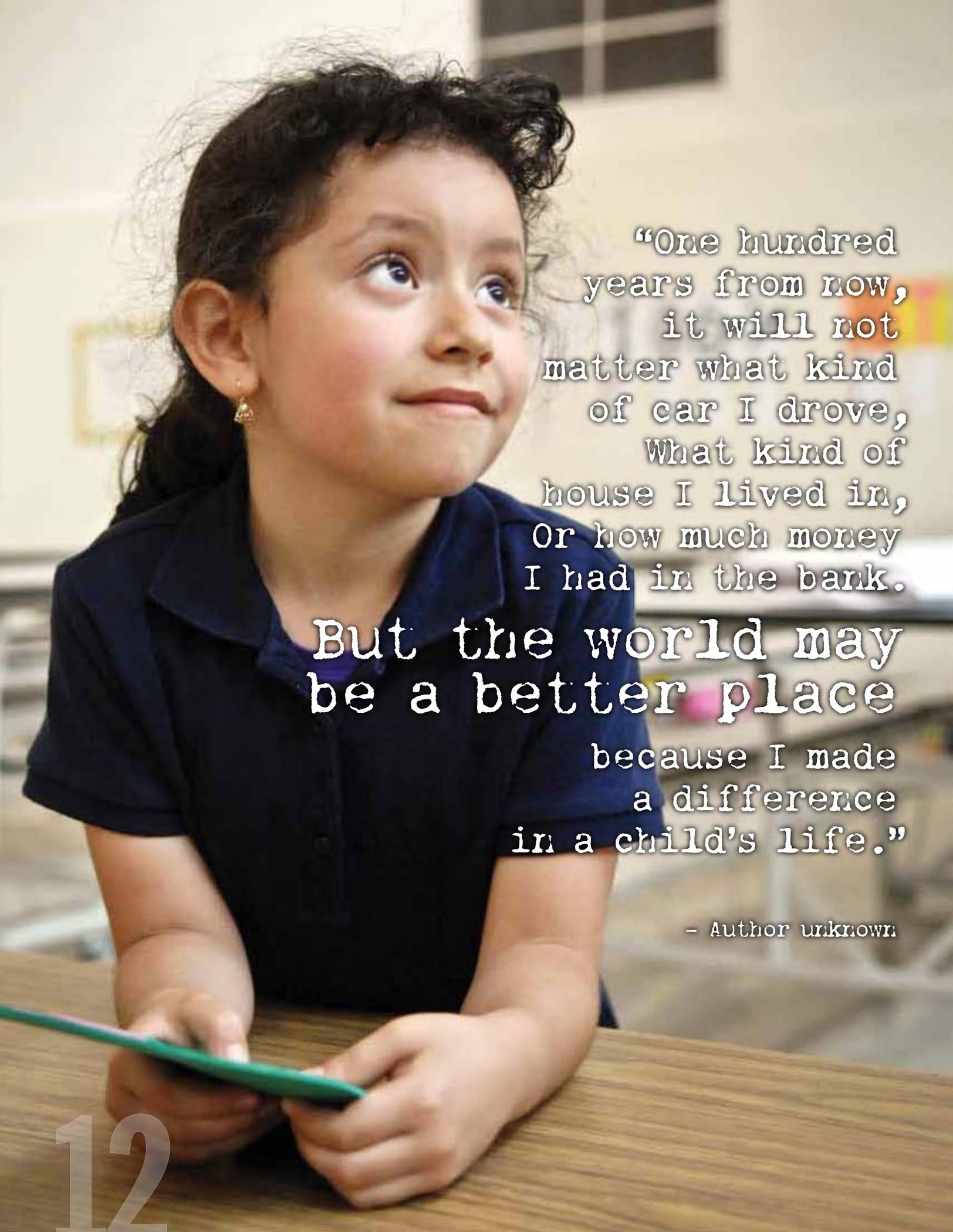
Comprehension. Often referred to as the “why” of reading, comprehension is the ability to extract meaning from the words we read. For young children, it’s the ability to read and understand the simple story an author is telling... but as children progress through school, they must be able to read and comprehend more and more complex text for ongoing learning and academic success.

Learning to read can be as bewildering for children as building a rocket would be for most adults – and the process of learning to read is even more difficult for disadvantaged students.

The good news is that extra intervention and individualized instruction can make a difference for struggling readers. The frequent, high-dosage, intensive learning supports provided by Summer Scholars help children master the fundamental skills of literacy, and use these building blocks to become fluent readers who are able to comprehend what they have read.

Through its literacy intervention efforts, Summer Scholars helps children learn to read proficiently – and in doing so, helps them build solid foundations for ongoing success in school and in life.





“One hundred
years from now,
it will not
matter what kind
of car I drove,
What kind of
house I lived in,
Or how much money
I had in the bank.

But the world may
be a better place

because I made
a difference
in a child's life.”

- Author unknown

DEAR FRIENDS,

I am so proud to be affiliated with Summer Scholars... because I know that every year, Summer Scholars helps make a profound difference in the lives of the children we serve.



This past year, nearly 2,000 elementary students participated in our comprehensive summer and after-school programs. They strengthened their literacy skills. They explored science, the arts and more through hands-on learning projects. They built trusting relationships with caring adults. And they developed positive life skills.

Our high-quality programs continued to have a myriad of positive impacts for the students we serve - and I would like to thank Ginny Bayless, our immediate past Board President, and Kathleen King, our President, for their leadership as Summer Scholars navigated a year of changes in 2010 and charted a stable course in 2011.

This past year was not without its challenges: Uncertainty about federally funded after-school programs, an economic recession that has impacted people's abilities to give to charitable organizations like ours and the ever-changing educational landscape.

Despite these challenges, Summer Scholars continued to make a difference in the lives of children. And that wouldn't have been possible without the ongoing support of friends in the community: partner agencies, local foundations and funding agencies, community-spirited corporate citizens, and the hundreds of caring individuals who support our mission by sharing their time, talents and charitable gifts.

All of you helped make it possible for Summer Scholars to continue its vitally important work. And in doing so, you made a difference in the life of a child.

We thank you.

Sincerely,

Holly Bennett | Board President

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SUMMER SCHOLARS



Where learning is always in season!

SUMMERSCHOLARS.ORG | 303-355-0290

SUMMER SCHOLARS' PROGRAMS ARE ENGAGING AND EFFECTIVE. THEY GIVE STUDENTS SOLID GROUNDING IN FUNDAMENTAL SKILLS THAT ARE CRITICAL FOR ONGOING ACADEMIC SUCCESS AND HELP NURTURE CHILDREN'S HOPES AND DREAMS FOR THE FUTURE.

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

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

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

Please consider all the ways you can continue to help:

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

Make a financial gift using the vehicle of your choice

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

**Phone: 303-355-0290
Online: www.summerscholars.org**