



Funding to Support Summer Programs: Lessons from the Field

**Bay Area Partnership for Children & Youth
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OVERVIEW

This guide aims to help communities identify potential sources of funding to support summer programs for youth. Research indicates that high-quality summer programming:

- Helps prevent summer learning loss, especially for children from low-income families.
- Provides youth with active recreational activities and nutritious food to keep them healthy.
- Supports working families by providing enriching, supervised activities for youth while their parents are at work.
- Fosters children's social-emotional development through positive relationships with peers and caring adults.¹

This guide is based on the lessons learned and experiences of city, school district and community-based organizations that have secured funding to operate summer youth programs.

This guide includes the following public funding sources:

- 21st Century Community Learning Center (21st CCLC) Supplemental or ASSETs (After School Safety and Enrichment for Teens)
- Hourly Intervention funds (sometimes referred to as Summer School funds or Supplemental Instruction funds)
- Title I funds
- Community Development Block Grant (CDBG)
- City or County funds

The guide also includes a description of the following private funding sources:

- Foundations (independent, community and corporate)
- Fees paid by participants' families

Although there are a myriad of funding sources that summer programs can use, the funding sources described in this guide were selected because summer programs in the Bay Area have successfully accessed them and they appear to be sources that could be used by a broad variety of other summer programs.

General Tips from the Field:

The following is a summary of general advice from summer program administrators to others interested in trying to create summer programs:

- Be sure the funding sources secured for your program match your program model. Don't pursue a funding source just because it is available. If the funding source's

¹ For more information about the benefits of summer programming, please visit the National Summer Learning Association's website at www.summerlearning.org/index.php?option=com_content&task=view&id=35&Itemid=350

requirements do not align with your program model or goals, it will be difficult to produce the results or impact required by the funding source.

- Build relationships with public and private organizations that might provide resources for a summer program.
- When partnering with other organizations to offer summer programming, start discussing goals, funding needs, roles and responsibilities early. Extra time and effort is needed to ensure communication is in place across organizations.
- Document your summer program's track record. Having data and a proven track record helps access funding.

21ST CENTURY COMMUNITY LEARNING CENTER (21ST CCLC) SUPPLEMENTAL OR ASSETS

These federally-funded programs are used to establish or expand afterschool and summer activities for K-12 students that focus on the following three areas: (1) improved academic achievement; (2) enrichment services that complement the academic program; and (3) family literacy. ASSETS (After School Safety and Enrichment for Teens) grants are made to eligible high school programs and the funds can be used for programming both during the school year and during the summer.

Eligibility: Applicants can be school districts and county offices of education, or cities, counties, community-based organizations, faith-based organizations, public or private agencies, or a consortium of two or more such agencies that collaborate with the local school district or county office of education. To be eligible for a 21st CCLC grant, the applicant must be serving students from schools that are eligible for Title 1 Schoolwide Programs, which, in most cases, is demonstrated by at least 40% of the school's population being enrolled in the free and reduced lunch program. (Note: The California Department of Education (CDE) may include additional eligibility criteria that would allow the inclusion of schools below the 40% free and reduced lunch threshold, such as feeder school data and other potential measures of need that may not be captured in a school's free and reduced lunch numbers.)

Amount of Funding Available: 21st CCLC Supplemental funds are capped at 30% of a school site's core after school 21st CCLC and/or ASES grant, with budgets calculated using a daily rate of \$7.50 per child. 21st CCLC Before School Supplemental funds are capped at 30% of the core before school 21st CCLC grant, with budgets calculated using a daily rate of \$5 per child.

Allowable Uses of Funds: Supplemental funds must be used for programming during the 185 non-school days of the year to offer at least 3 hours of programming a day for students in grades K-8. If used in combination with 21st CCLC Before School Supplemental, the program must operate at least 4.5 hours per day. ASSETS grants can be used for programming both during the school year and during the summer. Program sites can be located at schools or in a safe location as accessible as a school site.

How to Access the Funds: 21st CCLC Supplemental funding is part of CDE’s 21st CCLC application process for elementary and middle school youth and can be included in an application for core after school funding. Existing After School Education and Safety (ASES) grantees are also eligible to apply through the 21st CCLC application process for the 21st CCLC Supplemental component without applying for core after school funding. (Note: ASES grantees with awards prior to the 2006-2007 school years – when Proposition 49 was implemented – may also have Supplemental funding. This funding follows most of the same rules as the 21st CCLC elementary and middle school Supplemental funding.) A separate application for an ASSETS grant – as part of an application to provide year-round programming - must be submitted to CDE for programs serving high school students.

Some communities already have 21st CCLC Supplemental, ASSETS or ASES Supplemental funding through an existing grant to a district, city or community organization. Organizations that are interested in partnering with the existing grantee to provide summer or intersession programming may do so through a subcontract. A first step would be to find out if there are existing Supplemental or ASSETS grants in your community, what entity is the grantee and how the funds are being used.

For more information:

www.cde.ca.gov/ls/ba/cp/
www.bayareapartnership.org

Examples from the Field:

Redwood City School District partners with Redwood City’s Park & Recreation Department and several nonprofit and for-profit organizations to provide summer enrichment programming for elementary and middle school youth in the afternoon at several summer school sites. Also, since several of the sites are year-round schools, the 21st CCLC Supplemental funds are used to provide enrichment and academic support programming during the intersession periods.



The Ravenswood City School District’s Academies for Learning After School (ALAS) Programs have used 21st CCLC Supplemental funding to offer an enrichment and academic support program on campus in the afternoon for students who attend summer school in the morning. The district contracts with non-profit organizations, such as the Boys & Girls Club of the Peninsula, to deliver the summer programming, which in the past has been offered five days a week for four to five weeks. Generally, the afternoon summer program has been open to other youth beyond those attending summer school, although priority is given to students in need of additional academic support.



Gilroy Unified School District plans to offer a five-week new summer camp from 8 am to 12:30 pm that will focus on academic support, recreation, physical fitness, enrichment and character building activities. Students from seven elementary and middle schools will be invited to register for the full five weeks of camp. Camp will be offered at two elementary school sites and at two middle school sites and the district aims to serve about 650 youth in total. The summer camp will take place after the school year ends, and before summer school begins. The camp will primarily be supported through the district's 21st CCLC Supplemental grants, in addition to some private foundation funding and in-kind support from the school district and community-based organizations. One of the district's partners is a local YMCA which will offer a fee-based afternoon program to students attending the district's summer camp. To help plan for the new summer camp, the school district operated a one-week spring break camp to try out curricula and camp-type programming.



Mt. Diablo Unified School District has used 21st CCLC Supplemental, ASES Supplemental, and ASSETs funds to provide a summer academic enrichment and recreation program called Mt. Diablo CARES. In the past, the CARES program was offered in the afternoon for about three hours on school sites where summer school was offered in the morning. In the summer of 2009, CARES operated a six-hour camp because no summer school was offered to elementary and middle school youth. The CARES program, which is an abbreviation for "Collaborative for Academic, Recreation & Enrichment for Students," is operated through collaboration between the school district, City of Concord, Ambrose Recreation and Park District, and a nonprofit called Bay Area Community Resources.

The number of sites and which school sites will host a summer CARES program varies based on school construction schedules and the amount of funding available for summer school. Since 21st CCLC and ASES Supplemental funding is made to a specific school, the CARES staff depends on an online attendance system to track summer participants' "home" or school-year schools. CARES also tries to maintain staff to student relationships by hiring after school staff for the summer and assigning them to school sites with the same students as their after school sites.

Local Contacts with Experience Using This Funding:

1. Amanda Reedy
After School Administrator
Gilroy Unified School District
(408) 846-7508
amanda.reedy@gusd.k12.ca.us
www.gusd.k12.ca.us
2. Sofia Onate
District Coordinator of After School
Programs
Ravenswood City School District
(650) 329-2800 ext. 60194
SONate@ravenswood.k12.ca.us
www.ravenswood.k12.ca.us
3. Sue Cortopassi
After School Coordinator
Redwood City School District
(650) 423-2276
scortopassi@rcsd.k12.ca.us
www.rcsd.k12.ca.us
4. Alexandria Medina
After School Services Administrator
Mt. Diablo CARES
Mount Diablo Unified School District
(925) 691-0351
medinaa@mdusd.k12.ca.us
www.mtdiablocares.org

HOURLY INTERVENTION FUNDS (AKA SUMMER SCHOOL FUNDS OR SUPPLEMENTAL INSTRUCTION FUNDS)

School districts and county offices of education can access a variety of “hourly intervention” funds from the California Department of Education to provide targeted supports and instructional interventions, such as remedial reading and summer school, for students, particularly those at risk of not succeeding in school. These funds support supplemental academic instruction, remedial reading and math assistance, and dropout prevention activities to students in need. The funds most typically used for summer are called “Core Academic” and are commonly referred to as “summer school funds”. Schools and school districts are reimbursed at an hourly rate per participant for delivering the instructional support. Core Academic funds are capped at 120 hours per student.

Eligibility: All school districts and county offices of education are eligible for these funds, although they are not required to access them to provide supplemental instruction or summer programming. The amount of funding available to each district depends on the total amount of funding available in the state and the proportion of eligible students in the district. This amount varies from year to year.

Allowable Uses of Funds: Programming that provides supplemental academic instruction for any student in grades K-12 in any of the following courses: language arts, English, mathematics, social studies, science, visual & performing arts, health, physical education, foreign languages, career technical education, applied arts, automobile driver education, and any other courses within the “adopted course of study” determined by the school board.

Amount of Funding Available: The amount of funding depends on the number of children served. School districts and county offices of education are reimbursed at a rate of \$4.08 per hour per student, up to the cap on Core Academic funds of 120 hours per student.

How to Access the Funds: Ask your school district or county office of education if they use this funding stream and how. Typically, school district and school staff determine how the funds will be used and administer these services.

For more information:

<http://www.cde.ca.gov/fg/fo/profile.asp?id=1067>
<http://www.cde.ca.gov/fg/fo/profile.asp?id=1068>
<http://www.cde.ca.gov/fg/fo/profile.asp?id=1069>
<http://www.cde.ca.gov/fg/fo/profile.asp?id=1070>

Examples from the Field:

School districts and county offices of education have used these funds in different ways. Some offer summer school to certain grade levels or in particular subjects while others may target specific students in need of academic support.

The **Ravenswood City School District** has used these funds to create content area “academies” for intensive focus on subjects such as mathematics or English language development for targeted students.

Some school districts that use these funds partner with other summer programs to also offer enrichment, recreation, academic support or other types of programming to

students enrolled in summer school. For example, **Mt. Diablo Unified School District** offers summer school in the morning and an academic enrichment and recreation program called Mt. Diablo CARES in the afternoon using primarily 21st CCLC Supplemental grants. Similarly, the Ravenswood City School District used 21st CCLC Supplemental grants to contract with nonprofit organizations such as the Boys & Girls Club of the Peninsula to deliver enrichment and academic support programming in the afternoons at its summer school sites.

Local Contacts with Experience Using This Funding:

1. Sofia Onate
Coordinator of After School Programs
Ravenswood City School District
(650) 329-2800 ext. 194
SONate@ravenswood.k12.ca.us
www.ravenswood.k12.ca.us
2. Alexandria Medina
After School Services Administrator
Mt. Diablo CARES
Mount Diablo Unified School District
(925) 691-0351
medinaa@mdusd.k12.ca.us
www.mtdiablocares.org

IMPORTANT: UPDATE TO “HOURLY INTERVENTION/SUPPLEMENTAL INSTRUCTION” FUNDS

Amendments to the Budget Act of 2008 and 2009 made significant changes to the Hourly Intervention/Supplemental Instruction program for the 2008-09 and 2009-10 fiscal years. These changes include:

- **As of July 1, 2008, Supplemental Instruction is no longer reimbursed on an hourly basis.**
 - The funding amount for 08-09 and for 09-10 is tied to the number of hours reimbursed (and the amount of money accessed) in 07-08. Districts will automatically receive the same percentage of the state’s Supplemental Instruction budget as they received in 07-08. This is calculated individually for the state’s budget amounts in each of the 4 categories (Core Academic, Retained or Recommended for Retention - Grades 2-9, Low STAR - Grades 2-6, Remedial).
 - The state’s Supplemental Instruction budget changes every year, but each district’s percentage will be the same as in 07-08. Keep in mind that the percentages can change based on any new 07-08 data received from counties and districts. The Supplemental Instruction budgets for 2008-09 and 2009-10 are as follows:

Spending Category	2008-09	2009-10	2009/10 Deferral
Core Academic (aka: “summer school”)	74,143,000	65,302,000	22,036,000
Retained or Recommended for Retention	51,360,000	48,171,000	12,330,000
Low STAR	17,924,000	16,423,000	4,690,000
Remedial (aka: CAHSEE Remedial)	212,647,000	199,430,000	51,061,000

- For districts that submitted hours for reimbursement in 08-09, the amount of money they received is being reconciled against this new calculation with 07-08 as the baseline. They may receive more funding or have funding taken back, depending on whether they billed for more or less hours in 08-09 compared to 07-08.
 - Districts are already receiving 09-10 Supplemental Instruction funding in monthly installments. They can calculate their 09-10 allotment by figuring out what percentage of the state’s Supplemental Instruction budget they received in 07-08 and applying that percentage to the state’s 09-10 budget for each of the 4 categories.
 - The 09-10 Deferral refers to funds that the Legislature has allocated but that will not become available for expenditure until the 10-11 fiscal year.
- **Through 2012-2013, Supplemental Instruction dollars are no longer restricted to providing academic instruction but can be used “for any educational purposes.”**
 - LEA Boards of Education are required to discuss, take public testimony, approve or disapprove, and make explicit the use of these newly flexible categorical funds at a regularly scheduled public meeting.
 - CDE is developing a new “screen” for reporting purposes in place of the screen where districts previously submitted their hours for reimbursement.
 - For more information, please go to <http://www.cde.ca.gov/nr/el/le/2009budgetact.asp> or contact Judy Gonzalez at CDE - 916-324-4557 or JGonzalez@cde.ca.gov.

TITLE I FUNDS

Schools with high concentrations of economically disadvantaged students can access Title I funds to promote student achievement, staff development, and parental and community involvement. There are several different federal funding streams under Title I. Title I, Part A - Basic Grant Funds are allocated to all eligible schools and can be used to support extended learning opportunities, which can include summer and after school programs. Title I, Part A - School Improvement Funds can be used by schools and school districts considered “in need of improvement” (also know as “Program Improvement” schools) to offer additional services, such as summer programming, which will help the school transition out of Program Improvement status. Schools or school districts in Program Improvement may apply to the California Department of Education (CDE) for Title I, Part A-School Improvement Funds.

NOTE: For the summers of 2009 and 2010, school districts and county offices of education can also use the influx of Title I, Part A funds from the federal American Recovery and Reinvestment Act (ARRA) of 2009 passed by President Obama. The Title I recovery dollars are intended to be temporary – just for FY 2009 and 2010 – and the U.S. Department of Education says that school districts thus should “focus these funds on short-term investments with the potential for long-term benefits.” Given the research that shows the long-term impacts of summer learning programs, summer programming aimed at reducing the achievement gap meets that criterion. The government’s goals for the Title I funds are twofold: closing the achievement gap and stimulating the economy. By improving education and providing immediate jobs for teachers and other staff, summer programming can meet them both. Federal guidance on the use of the Title I recovery allocation specifically recommends that school districts invest portions of their Recovery Act Title I funds in summer programs, starting this summer. For more information about ARRA funds, visit <http://www.bayareapartnership.org>.

Eligibility: To be eligible to receive any Title I, Part A funds, at least 40% of the school’s or school district’s student population must qualify for the federal free and reduced lunch program. Almost all school districts in California receive some amount of Title I funding. To be eligible for the Title I, Part A –School Improvement Funds, a school or school district needs to be designated as in Program Improvement status in addition to meeting the basic Title I, Part A funding eligibility.

Amount of Funding Available: The amount of funding varies by school site and school district.

Allowable Uses of Funds: Title I, Part A - Basic Grant Funds can be used for salaries of staff to oversee, coordinate or directly operate summer programming, professional development opportunities for summer program staff involved in academic achievement strategies (even if the salaries of those staff members are not paid with Title I funds), and to purchase equipment, curriculum materials, and supplies for summer programs. For the Title I, Part A –School Improvement Funds, activities must relate to implementing the school or school district’s

improvement plan, which among other strategies, can include extended learning opportunities, before and after school programs, and summer programming.

How to Access the Funds: The federal Title I, Part A funds are allocated to school districts and county offices of education by the CDE. For the Title I, Part A-Basic Grant Funds, CDE allocates the funds based on the percentage of low-income students in each school district and county office of education. For the Title I, Part A- School Improvement Funds, CDE awards the funds to those schools and school districts with Program Improvement status that apply for the funds. Funding amounts are based on demonstrated need and commitment to school-wide improvement.

In many cases, school principals and school leadership teams (which may include school staff, parents and other stakeholders) have control over Title I, Part A-Basic Grant Funds and Title I, Part A- School Improvement Funds. Generally, most school districts allocate a portion of these funds to each eligible school and then the school principal and school leadership team determine how they will be used. In some cases, though, the school district can require that a portion of these funds be used in specific ways, such as to support summer programming.

To find out more about how Title I funds are used in your school district or county office of education, ask the agency for the name of the staff person(s) who oversees Title I funds. This staff person may be part of a fiscal department or an academically or instruction-focused department or division. Ask the staff member who oversees this funding which type of Title I funds, including Title I recovery funds from the ARRA, the agency has access to and how it plans to use them. Ask the staff person how much of each funding stream the district receives, how it is distributed to schools, and the amounts distributed to schools. You might also want to meet with school site staff or school leadership teams to learn more about how the funds are used at the school site level. Using this information, present a proposal to the agency or school principal for using some Title I funds for summer programming. Be sure to justify why the funds should support summer programming rather than other school or school district needs and define how the summer strategies will support the school or district's goals.

For more information:

www.cde.ca.gov/sp/sw/t1/titleparta.asp

www.cde.ca.gov/ta/ac/ti/programimprov.asp

www.cde.ca.gov/fg/aa/ar/

www.bayareapartnership.org

Examples from the Field:

Oakland Unified School District has created a district-wide system for schools to use Title I funds, often in addition to other funding sources, to provide summer intervention programs for K-12 students. Summer intervention programs are typically 4 hours per day for at least four weeks and target students who have tested as “far below” or “below basic” on math or language arts standardized tests. District officials analyze test results by grade to identify the two to three content standards that students district-wide were most challenged by, according to benchmark assessments. Pre- and post-assessments are used to gauge impact of the summer intervention program on those specific standards.

Since the summer months include the end of the district’s fiscal year (on June 30) and the beginning of the next fiscal year (on July 1), the district created a special budgeting structure for summer programming to help school sites ensure they have funds

available for the type of programming they want to offer.

In the spring, district officials ask school site leaders to identify how much of their Title I funding they plan to use for summer programming. If the school site will have spent its Title I allocation before the summer, the school can apply for funding from a central pot of district Title I funds.

To encourage school sites to allocate some of their increased Title I funding from the federal economic stimulus package to summer intervention programs in summer 2010, the school district assumed in its projections for the 2009-10 academic year that each school site would use at least the same amount of Title I funding for summer 2010 as summer 2009. School sites can request to increase or decrease the amount if they would prefer to re-allocate funds for other needs.

Local Contacts with Experience Using This Funding:

Jane C. O'Brien
Summer Learning Programs, Coordinator
Complementary Learning
Oakland Unified School District
(510) 879-2408
jane.obrien@ousd.k12.ca.us
<http://webportal.ousd.k12.ca.us>

COMMUNITY DEVELOPMENT BLOCK GRANT (CDBG)

Funds are available through local government entities to support community services, such as summer programming, for low- to moderate-income residents. These federal grants are used to develop viable urban communities by providing decent housing, providing a suitable living environment, and expanding economic opportunities for low- and moderate- income individuals. Since summer programming can help support low-income working families, can foster prevention of criminal activity, and can include programming which overlaps with community development goals (such as community service, service-learning, neighborhood beautification, career development, etc.) it meets the national criteria used to determine what activities can be funded. Most local government entities utilize a public input process to determine an application process for accessing the funds. Depending on the community, there may be many competing demands on this funding stream.

Eligibility: Eligibility criteria may differ among local government agencies, but a majority of CDBG funds are awarded to nonprofit and public entities to support low or moderate-income individuals². The primary federal objective of the CDBG program is to develop viable communities by “providing decent housing and a suitable living environment and by expanding economic opportunities, principally for persons of low and moderate income.”

Amount of Funding Available: The amount of funding available to summer programs on the local level varies widely. Overall, a maximum of 15% of CDBG funds can be used for public services, which include summer programs.

Allowable Uses of Funds: Overall CDBG funds are targeted to serving low- to moderate- income individuals. Additional requirements are often applied by the local entity that allocates the funding. CDBG funding, under the category of “public services,” can be used to fund summer tutoring, mentoring, parenting classes, recreation programs, arts and cultural programming, job and life skills activities, and health and mental health services. Under the category of “public improvements and facilities,” CDBG funds can be used for the purchase, construction, or rehabilitation of facilities for summer programs and community school initiatives.

How to Access the Funds: CDBG funds are generally distributed by HUD in two different ways. Large cities across the nation receive an entitlement grant based on community need. HUD also distributes funds to states based on a formula and then states pass the funds to smaller communities that are not large enough to qualify for the entitlement grants. These local government entities then award funds to local agencies or nonprofit organizations to implement programs or deliver services.

² Persons of low and moderate income are defined as families, households, and individuals whose incomes do not exceed 80 percent of the county median income, with adjustments for family or household size.

Local government entities typically create and use a committee to review applications and determine which will be funded. These committees may be comprised of elected officials, civil servants, and/or residents. In most cities and towns, the city's community development and/or planning department oversees CDBG funds. For unincorporated areas or special districts, typically the county's office of community development and/or planning or a community development/planning agency oversees CDBG funds. To find out more about how CDBG funds are used in your community, review the directory of contact information for the local staff of large cities and counties that receive funding directly from HUD at <http://www.hud.gov/local/ca/community/cdbg/index.cfm>. If a local jurisdiction is not listed, call the county government offices. Ask for the staff person who handles community development issues. If the local contact person says that summer programming is a service that could be funded, find out more about the amount of funding available, timing, funding requirements, and application process. If you apply, attend all public meetings related to funding decisions and contact your elected officials to ask them to support your application.

For more information:

www.hcd.ca.gov/fa/cdbg/about.html

Using CDBG to Support Community-Based Youth Programs by Roxana Torrico, The Finance Project, January 2008; available at www.financeproject.org

Examples from the Field:

Girls Inc. of Alameda County uses a CDBG grant from the City of Oakland to partially fund its Summer Program at Concordia Park in Oakland. The program operates for six weeks during the summer and serves about 100 girls ages 6-14 and offers activities such as sports, arts, library trips, and educational enrichment.

Mt. Diablo Unified School District's CARES (Collaborative for Academics, Recreation & Enrichment for Students) Program utilizes CDBG funding for several of its sites. Two of the CARES partners, City of Concord and the Ambrose Recreation and Park District, applied to Contra Costa County for CDBG funds to pay for field trip transportation, enrichment and fine arts activities for CARES sites in both Concord and Bay Point Communities. *Note:* The City of Concord CDBG funds are derived from developer fees that the city collects to support child care.

Local Contacts with Experience Using This Funding:

1. Judy Glenn
Chief Operating Officer
Girls, Inc. of Alameda County
(510) 357-5515 ext. 222
jglenn@girlsinc-alameda.org
 www.girlsinc-alameda.org
2. Debra Mason
Programs Supervisor
Ambrose Recreation and Park District
(925) 458-1601
ambrose31@hotmail.com
www.mtdiablocares.org
3. Matthew Fragoso
Recreation Coordinator
City of Concord Community and
Recreation Services
(925) 671-3034
Matthew.fragoso@ci.concord.ca.us
www.mtdiablocares.org
4. Alexandria Medina
After School Services Administrator
Mt. Diablo CARES
Mount Diablo Unified School District
(925) 691-0351
medinaa@mdusd.k12.ca.us
www.mtdiablocares.org

CITY OR COUNTY FUNDS

There is a wide variety of approaches that cities and counties use to support summer programming for youth. In some cities and counties, local taxpayer funds are used to support summer programming for youth. Some of these programs are primarily recreational in nature and may be administered by the Parks and Recreation Department. Other programs may be focused on exposing youth to arts and/or career and job readiness skills, and may involve several city or county entities. Although not as common, some cities and counties might designate funds for summer youth programming and then contract with schools or nonprofit organizations to operate the programs, such as in Oakland and San Francisco. Some summer programs supported by local city or county funds are targeted to a specific youth population. Many of these city or county-subsidized programs charge fees, while some are free to participants.

Eligibility, Amount & Allowable Uses of Funds: Varies significantly by city and county and by program purpose and target population.

How to Access the Funds: The types and amounts of funding that are available to support summer programming vary among communities. To begin to identify possible summer funds in your community, try contacting your city's recreation and parks department or community services department. You may also want to contact your county's human services or social services department to inquire about summer funding. Once you identify which departments oversee funding for summer programming, try to build relationships with staff and stakeholders

working with the department. Seize opportunities to participate in related public meetings and events to learn more about what types of activities have been supported and what the department wants to support. Even if your city or county does not have funding available to support summer programming, there may be ways the city or county can support your organization's summer programming by, for example, donating facility space, materials, transportation, or staff, or helping to promote your program in publications or at events.

For more information:

California Parks and Recreation Society: www.cprs.org

Cities, Counties and Schools Partnership: www.ccspartnership.org

League of California Cities: www.cacities.org

California State Association of Counties: www.csac.counties.org

Examples from the Field:

The **City of Sunnyvale** offers several summer programs for youth from low-income families, which are primarily supported with resources from the city's Community Recreation Fund (an enterprise fund composed primarily of user fees).

Most programs are drop-in day camps, such as a mobile recreation program called Fun on the Run. This program targets high-need neighborhoods and travels to 4 or more city parks or facilities throughout the week. Youth ages 6 to 12 can drop-in to participate in arts and crafts, games and sports activities and enjoy a free snack.

Drop-in programs are also offered at specific park sites in lower income neighborhoods. For example, youth ages 6 to 12 can drop-in to participate in arts and crafts, games and sports activities at the Lakewood Park Drop-in Program offered from 1-5 pm each day. Participants pay a fee of \$2 for each day they participate.

For students in need of additional academic support, the city offers subsidized half-day camps in the afternoons at two summer school sites. The fee for participating in these targeted camps ranges from between \$5-15/week, and typically 50 youth are served at each camp. Except for the drop-in programs, fees for the city's summer programs are collected via check, credit card, or cash.

The **City of Fairfield's** Community Resources Department has operated a six-week middle school program after summer school for the last two summers using county alcohol, tobacco, and drug prevention funds.

The program included basketball, volleyball and soccer and a prevention class delivered by a city police officer that focused on developing self esteem and resiliency. It served about 80 youth per day and was open to youth ages 12 to 17. In the summer of 2008, it was held at Grange Middle School so many students attending summer school also attended the program. Any youth interested had to register but could drop-in any day or week of the program.

The funding comes from a subgrant from the Solano County Reducing Rates of Alcohol, Tobacco, and Other Drugs (ATOD) Coalition, which has a \$625,000 federal Drug Free

Communities grant from the White House Office of National Drug Control Policy. Solano County awards sub grants to communities on an annual basis through a proposal process which involves teams from each city composed of community members, city, county and school district officials. The county funding is very flexible, although the program must submit attendance data, monthly expenditure data, and the results from the pre/post test data that came with the science-based prevention curricula purchased by the program.

The program's public partners also contribute to the program. The school district provides lunches to youth participants and use of the middle school at a minimal cost to cover janitorial service. The City of Fairfield donates the cost of the program coordinator's and the police officer's salaries.

Local Contacts with Experience Using This Funding:

1. Silvia Martins
Recreation Supervisor
City of Sunnyvale
(408) 730-7674
smartins@ci.sunnyvale.ca.us
www.ci.sunnyvale.ca.us/recreation
2. Ann Wall
Community Resources Manager
City of Fairfield
(707) 428-7740
awall@ci.fairfield.ca.us
www.ci.fairfield.ca.us

FOUNDATIONS (INDEPENDENT, COMMUNITY AND CORPORATE)

Some foundations that fund youth-related services will support summer programming for youth. These foundations may provide general support to an organization or to its year-round youth programming strategy; targeted support to the summer program; or even more targeted support to specific aspects of the summer program such as transportation, field trips, academic supports, professional development for summer staff, and/or scholarships for youth participants. Most foundations have specific funding guidelines and criteria, which may include geographic, population, programmatic, or other priorities. Foundations vary in terms of when and how grant decisions are made, in addition to the grant award amounts and reporting requirements.

Eligibility, Amount & Allowable Uses of Funds: Varies significantly by foundation.

How to Access the Funds: Foundations change their guidelines frequently and should be researched before submitting a grant application. When researching a foundation, review their funding guidelines, funding timelines, eligibility criteria, and application process. It might also be helpful to review the types of programs and services the foundation is currently supporting.

For More Information:

www.bayareapartnership.org

Foundation Center: www.foundationcenter.org

Examples from the Field:


Gilroy Unified School District plans to offer a five-week new summer camp from 8 am to 12:30 pm that will focus on academic support, recreation, physical fitness, enrichment and character building activities. Camp will be offered at two elementary school sites and at two middle school sites. The district aims to serve about 650 youth in total. The summer camp will take place after the school year ends, and before summer school begins. The camp will primarily be supported through the district's 21st CCLC Supplemental grants, in

addition to funding from the David and Lucille Packard Foundation. To help plan for the new summer camp, the school district operated a one-week spring break camp to try out curricula and camp-type programming. Based on that experience, the school district used some of the Packard Foundation funds to hire a school teacher to help plan the curricula, which will likely include some published curricula the district has successfully used in its after school programs, for the new five-week summer camp.

Girls Inc. of Alameda County uses funding from the National Science Foundation to operate its Eureka! Teen Achievement Program, which is an intensive five-year program for girls beginning the summer before eighth grade and continuing through the school year and summers until the twelfth grade. During the first two summers, girls spend four weeks on a college campus with their days consisting of sports activities and hands-on activities in math, science, technology, and personal development. For the next two summers, participants are placed in four-week paid internships in career fields of their choice hosted by successful female professionals. Girls intern for three days a week and then spend one day on a field trip related to science, math or technology careers and one day engaged in career development activities. During the final summer, Eureka!

staff supports girls in identifying and pursuing additional professional development opportunities. During the school year, Eureka! offers support services such as academic and college counseling, tutoring, SAT preparation workshops, Saturday field trips, leadership opportunities, and workshops on culture, writing, social issues, math, and science. The program has operated for more than 15 years and currently serves about 45 girls per grade level. In addition to funding from the National Science Foundation (which is an independent federal agency charged with promoting the progress of science), the program has also been supported by several private foundations, businesses, an AmeriCorps grant and in-kind resources from a local college and businesses.

Local Contacts with Experience Using This Funding:

1. Amanda Reedy
After School Administrator
Gilroy Unified School District
(408) 846-7508
amanda.reedy@gusd.k12.ca.us
www.gusd.k12.ca.us
2. Judy Glenn
Chief Operating Officer
Girls, Inc. of Alameda County
(510) 357-5515 ext. 222
jglenn@girlsinc-alameda.org
 www.girlsinc-alameda.org

FEES (REGISTRATION, SESSION FEES, TUITION, ETC.)

Many summer programs charge fees of some sort to help support the program. These fees can be one-time up-front registration fees, weekly or daily fees per session of programming, membership or enrollment tuition fees. Sliding scale fees and scholarships or discounts can help low-income families access summer programming. Income collected through fees is very flexible in terms of how it can be used to support the various aspects of summer programming, although there are typically some costs associated with the actual collection and administration of fees.

Eligibility: Summer programs can charge fees if their funding sources do not prohibit the use of fees and if participating families are willing to pay fees. Under state law, ASES and 21st CCLC Supplemental grantees can charge fees for participation in summer programs although no student can be turned away from the program due to inability to pay.

Amount of Funding Available: The amount of fee-based income available varies significantly.

Allowable Uses of Funds: Generally funds generated from fees are unrestricted, and can be used in a variety of ways to support summer programming. If using fees in conjunction with ASES or 21st CCLC Supplemental grants, CDE states that “any fees collected must be used to fund the program activities specified in the grant application.”³

How to Structure Fees: There are many ways to structure fees for summer programs. Programs can charge all families the same one-time or recurring fee or they can charge fees on a sliding scale based on income, need and/or family size. Programs can charge fees for applying to the program, registering for the program, and/or enrolling in the program or certain components of the program. Fees can be charged once in the beginning of the summer, or at regular intervals throughout the summer such as weekly, monthly, or by program session. (Please remember that summer programs funded by ASES and the 21st CCLC Supplemental grants may not deny access to families that cannot afford to pay fees. The fee structure must, therefore, include a sliding scale to \$0 and/or a scholarship.)

To help you determine program fees, you might want to consult with your local child care planning council⁴ to inquire about the fees charged for summer programs. You can access a list of the councils in each county at <http://www.cde.ca.gov/sp/cd/re/lpcccontacts.asp>. Your local

³ California Department of Education, *After School Education and Safety Grants, Cohort 5 (2006-07): Request for Applications for Programs Proposing to Serve Elementary and Middle/Junior High School Students*; available at <http://www.cde.ca.gov/fg/fo/r8/documents/asesuniv06rfa.doc>.

⁴ Local Child Care Planning Councils (LPCs) are mandated by state legislation and aim to plan for child care and development services based on the needs of families in the local community. LPCs are intended to serve as a forum to address the child care needs of all families in the community for all types of child care, both subsidized and non-subsidized. There are currently LPCs representing each county in California.

parks and recreation department might be another useful resource in determining how to structure fees. Many parks and recreation departments charge fees for summer recreation, youth development, tutorial, or camps which may include services or activities that are similar to your summer program. You can call your local government to ask for the park and recreation department or district, and you can view the resources and contacts listed on the California Park and Recreation Society's website at www.cprs.org.

Examples from the Field:

The **City of Sunnyvale** operates several different fee-based summer programs, each targeting different youth populations and offering different types of programming. The city operates one-week long general recreation and enrichment day camps for 5-7 year olds and for 8-11 year olds from 9 am-5 pm at two city facilities throughout the summer. The cost is \$185/week (\$205 for non-residents). The city also offers an extended day option for up to 2.5 more hours of programming which increases the cost to \$239/week (\$259/week non-resident).

In addition, Sunnyvale offers specialty camps in the performing and visual arts, science and engineering, and sports and aquatics. Registration fees for the specialty camps are similar to or slightly higher than those of the recreation and enrichment camps. Also, youth ages 6 to 13 interested in taking one or more two-week summer enrichment classes, can sign up for one of the 20 Summer Express classes ranging from pottery to Spanish to karate. These enrichment classes are more expensive per hour than the general day camp -- one hour classes cost \$67 for each 2-week session and two-hour classes cost \$129/2-week session (higher for non-city residents). The extended day option in the afternoon costs \$175 per two-week session.

The city also operates a camp for youth ages 11-14 years old from 10 am – 5 pm

called Day Trippin', which costs \$245-295/week (\$275 for non-residents) depending on the destination cost of field trips. These fees are designed to cover the cost of operating the camps.


For those students who are in need of additional academic support, the city offers subsidized half-day camps in the afternoons at two summer school sites. The fee for participating in these targeted camps ranges from between \$5-15/week, and typically 50 youth are served at each camp.

In addition, drop-in programs are offered to youth ages 6 to 12 at specific park sites in lower income neighborhood and provide youth an opportunity to participate in arts and crafts, games and sports activities and enjoy a free snack. Participants pay a fee of \$2 for each day they participate.

Except for the drop-in programs which are paid in cash, fees for most Sunnyvale summer programs are paid using the city's online registration system or in person at a city facility via check, credit card or cash. Sunnyvale offers a Recreation Fee Waiver Program that serves as a safety net for youth ages 17 and under from low income families. For those families who meet the income eligibility criteria each child in the family is qualified for up to \$284 in participant fee waivers annually.

Girls Inc. of Alameda County charges fees to support its Summer Program at Concordia Park in Oakland. The program operates for six weeks during the summer and serves about 100 girls ages 6-14 and offers activities such as sports, arts, library trips, and educational enrichment. Girls Inc. charges \$80 per week to participate in the program's regular hours from 10 am to 4 pm, and additional fees are charged for extended hours (8-10 am and 4-6 pm). A limited number of scholarships are available.

Local Contacts with Experience Using This Funding:

1. Judy Glenn
Chief Operating Officer
Girls, Inc. of Alameda County
(510) 357-5515 ext. 222
jglenn@girlsinc-alameda.org
 www.girlsinc-alameda.org
2. Silvia Martins
Recreation Supervisor
City of Sunnyvale
(408) 730-7674
smartins@ci.sunnyvale.ca.us
www.ci.sunnyvale.ca.us/recreation

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Written by: Sandra Naughton, Consultant

Edited and produced by: Katie Brackenridge, Bay Area Partnership for Children and Youth

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