

2015 Joint Use Summer Access Program Final Report



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Executive Summary

Background

The goal of the Joint Use Summer Access Program is to help emerging Aboriginal, immigrant, refugee, low-income and special needs groups to access school space in summer to deliver academic, cultural, language, recreational and leadership programs to children and youth. The Joint Use Summer Access Program is a unique partnership and a collaborative approach to supporting and strengthening Edmonton communities.

The program arose out of the Joint Use partnership between the City of Edmonton and the Edmonton Public School Board, Edmonton Catholic School District and the Conseil scolaire Centre-Nord. The program is administered and supported collectively with REACH Edmonton.

2015 was the fifth year of the Joint Use Summer Access Program and the fourth year in which REACH Edmonton funded a position to help coordinate the program. It was the first year in which this position was funded on a full time basis to provide year-round support to community groups.

2015 Program Highlights

- **Number of participants:** Nine community groups offered 10 programs in 10 different schools to provide programming to more than 1,070 children and youth. This was an increase of 24.9%.
- **Support for summer programs:** All partners were very supportive. A Project Coordinator was hired by REACH Edmonton to provide support to community groups, the Edmonton Public School Board and Edmonton Catholic School District together provided 10 schools, school board representatives were helpful looking for space and advocating for the needs of the groups and the booking unit at the City of Edmonton quickly and efficiently created and processed booking contracts.
- **School support:** School principals and custodians played an integral role in accommodating community groups and ensuring that groups were provided with the support, equipment, amenities and space they required.
- **Alberta Indigenous Games:** The Edmonton Native Basketball Association organized the 2015 Alberta Indigenous Games. The volleyball and basketball component of the games was held in Eastglen School and was attended by more than 400 youth.
- **Resourcefulness of groups:** Community groups utilized an abundance of community resources and services to supplement and enhance their summer programs. They also worked together to access staff, support, resources, expertise and volunteers.
- **Intercultural programming:** Cultural and intercultural programming, activities and learning experiences were an important part of most programs. To encourage and facilitate this type of programming, the City of Edmonton offered a pilot grant to community groups from the Out of School Time Collaborative.
- **Training opportunities:** There was a free Out of School Time conference in June, four free training events and multiple presentations for program staff and volunteers. The goal of these training events was to provide accessible learning opportunities.

Challenges

- **Financial barriers:** One group was unable to run their program due to a lack of funding, and limited financial resources were identified by six groups as placing constraints on the services, programs and activities that they could offer.
- **Cost of space:** The cost of renting space was a major expense for most groups. Booking fees take away from the resources that could be put into staffing, programming, activities, materials and nutrition.
- **Accessing resources:** There were a number of groups that faced challenges obtaining food for their programs. Some had to limit the number of participants due to limited staff and a couple could not include field trips due to the costs associated with transportation and admission fees.
- **Transportation:** Most groups were unable to provide transportation for program participants. This limited the number of individuals that could attend certain programs and reduced the number of field trips that many programs could provide.
- **Accessing school space:** One group, the Miri Piri Gurmat Sangeet Academy, was not able to access school space for a summer program for 150 children and youth.
- **Available times and days:** Some groups requested that program hours be extended to 5 p.m. and a number of groups wanted to run programs into August. Schools being closed on Fridays are also a challenge to groups that do not have the resources to offer alternative activities on those days.
- **Construction and maintenance:** Unexpected construction and maintenance at Spruce Avenue School caused some challenges for the group's coordination of the school space.

Evaluation and Feedback

All groups positively assessed the Summer Access Program and the Project Coordinator, and eight groups indicated that they would be interested in using the program again in the future.

Lessons Learned

1. **The program only benefits a limited number of groups with very specific needs. As such, there is not a large potential for the growth of the program.**
2. **The continued monitoring and support of community groups throughout the summer is essential to ensuring that they have the resources they need.**
3. **The duration of summer programs needs to be at least six weeks in order to utilize all funding opportunities.**

Recommendations

1. **The Joint Use Summer Access Program should continue in 2016.**
2. **There should be a significant reduction in or elimination of booking fees and an increase in the length of school availability.**
3. **A strategy should be developed to link summer programs to Out of School Time programming throughout the year and to establishing year-round partnerships with schools.**

Program Description

Background

The goal and purpose of the Joint Use Summer Access Program is to provide community groups with access to school facilities in order to run summer programs. The Summer Access Program allows emerging Aboriginal, immigrant, refugee, low-income and special needs groups to access school space to deliver programs during daytime hours, Monday to Thursday, throughout the month of July.

The numerous requests that were being made for school access during the summer months of 2010 highlighted the need and demand for community groups to have access to school space for summer programs. Under the direction of the Joint Use Agreement Steering Committee, a Summer Access Pilot Program was launched in 2011 to extend community group access to school facilities into the summer. The success of the pilot program led to the continuation of the Summer Access Program in 2012 and the hiring of a Community School Coordinator to promote, facilitate and manage the program. The summers of 2013 and 2014 saw a continuation of the increased community group demand for, and use of, summer access to school facilities. For 2015, while there were fewer groups that participated in the program, as compared to 2014, there were a greater number of children and youth that attended programs than in previous years.

The Joint Use partnership is a collaborative approach between the City of Edmonton, Edmonton Public School Board, Edmonton Catholic School District and Conseil scolaire Centre-Nord. Additionally, the Joint Use partners have developed a partnership with members of the Out of School Time (OST) Secretariat to further identify the needs of community groups, develop strategies to meet these needs and promote the Summer Access Program. Members of the OST Secretariat include the Africa Centre, Boys & Girls Club Big Brothers Big Sisters of Edmonton and Area, City of Edmonton, Edmonton Catholic School District, Edmonton Public School Board, REACH Edmonton and United Way of Edmonton. Part of the strategic intent of the OST Secretariat is to work with community groups to deliver higher-quality summer programs. Additionally, the strategy promotes summer programs as an effective way to prevent learning loss over the summer while also providing fun, safe and rewarding experiences.



The Summer Access Program is designed to provide community groups with the space and support needed to run effective academic, cultural, language, recreational and leadership programs. These programs help to build the confidence, capacity, self-efficacy, cultural identity and academic ability of Edmonton children and youth, while also providing a fun and safe environment. The programs also serve Edmonton families by offering programming during critical summer hours. Summer programming for children and youth is a preventative and collaborative approach to building safer, healthier, more vibrant communities.

Process and Stages

There are six general stages to the Joint Use Summer Access Program.

- *Stage 1: Planning and development (January-March)*
- *Stage 2: Promotion (April-May)*
- *Stage 3: Processing of Applications (April-June)*
- *Stage 4: Assisting and Supporting Community Groups (April-July)*
- *Stage 5: Monitoring School Use (July)*
- *Stage 6: Follow-up and Reporting (August-September)*

Role of Project Coordinator

In April of 2015 a Project Coordinator was hired to coordinate the Summer Access Program and to provide year-round support to community groups. 2015 was the fourth consecutive year that REACH Edmonton provided the funding for staff and it was the first year in which this staff person was hired on a long-term basis to provide support to community groups throughout the year.

The Project Coordinator works with a variety of partners to facilitate the implementation of summer programming in schools. The Project Coordinator provides advocacy, support and direction to community groups interested in accessing school space to run summer programs serving vulnerable children and youth.

A significant part of the Project Coordinator's role is liaising between the interested groups, the City of Edmonton Joint Use Department and Edmonton School Boards to coordinate the use of available space over the summer. The goal of the position is to build the capacity and understanding amongst all partners to have the Joint Use Summer Access Program run as smoothly as possible and to provide vulnerable children and youth with engaging and empowering summer experiences.

Role of School Board Representatives

School board representatives consult with the school administration to determine which locations will be available for summer access. They then provide the Joint Use Agreement Coordinator with a list of possible locations. Additionally, school board representatives approach school principals with specific requests from community groups and from the Project Coordinator. School board representatives provide an essential link between community groups and schools. Moreover, they are invaluable in their promotion of the Summer Access Program and in their efforts to meet the requests of community groups.

Role of Bookings Unit

The City of Edmonton Bookings Unit completes the booking of school space, develops the booking contract and ensures the payment of all booking fees. The Bookings Unit helps to ensure the effective coordination of the summer access program and provides community groups and the Project Coordinator with booking expertise and support.



Details of the 2015 Joint Use Summer Access Program

Program Overview

A total of nine community groups ran 10 summer programs at 10 different Edmonton schools to provide cultural, academic, language and recreational programming to more than 1,070 children and youth.

2015 Joint Use Summer Access Program Summary and Comparison

Year	Groups	Participants	Hours Booked	Revenue
2012	7	500	430	\$18,900*
2013	8	480	550	\$9,732
2014	11	862	736	\$20,888
2015	9	1077	625.5	\$22,100

*Increased revenue amount is due to a different cost structure for previous facilities bookings.

Schools

The 2015 Joint Use Summer Access Program provided space for community groups in 10 different schools, representing two school boards. The Edmonton Public School Board provided space in seven schools and the Edmonton Catholic School District provided space in three schools. Two schools, Eastglen and Malcolm Tweddle, hosted programs for the first time.

2015 Summer Access Program Schools

School Board	Number of Schools	Name of Schools
Edmonton Public School Board	7	Eastglen, Grace Martin, J.D. Bracco, Malcolm Tweddle, Spruce Avenue, T.D. Baker and Victoria
Edmonton Catholic School District	3	Holy Cross, St. Elizabeth and St. Martha

Inquiries and Applicants

There were a total of 16 groups that inquired about the Summer Access Program and 12 groups submitted applications. Eleven groups were allocated space that matched their needs (space, location, dates and hours).

Although 11 groups were matched up with a school to accommodate their programs, only nine groups used the school space they had been allocated. One group (Creating Hope Society) did not run a summer program due to logistical and financial constraints and another other group (Alliance Jeunesse-Famille de l'Alberta Society) ran a program in partnership with the Greater North Central Francophone School Board.

For groups that inquired but did not apply, two groups did not end up running summer programs, and the other two groups found space through other arrangements.

The only group that was not matched to a school was the Miri Piri Gurmat Sangeet Academy. This was due to not being able to find a school large enough to accommodate their program of 150 participants.

Groups and Programs

There were nine groups that utilized the Summer Access program in 2015.

- Centre for Autism Services Alberta
- Christian Immigrant Support Services (CISS)

- Cultural Youth Initiative
- Edmonton Native Basketball Association (ENBA)
- Kids on Track
- Nyarkenyi Development Foundation of Alberta (NDFA)
- Partners for Kids (PFK)
- Punjabi Cultural Association (PCA)
- Welcome Centre for Immigrants (WCI)

Nine groups utilized the Summer Access Program in 2015 to deliver programs out of a total of 10 schools, with one group (Kids on Track) operating programs in two schools (St. Martha and Holy Cross).

There was one group (ENBA) that utilized the Summer Access Program for the first time.

Eight groups that had previously utilized the Summer Access Program did so again in 2015 (Centre for Autism Services, CISS, Cultural Youth Initiative, Kids on Track, NDFA, PFK, PCA and WCI).

2015 Joint Use Summer Access Program Groups

	Group Name	School (#)	Participants	Hours Booked
	Centre for Autism Services Alberta	Grace Martin (1)	52	16.5
	Christian Immigrant Support Services	St. Elizabeth (1)	40	96
	Cultural Youth Initiative	Victoria (1)	25	55
	Edmonton Native Basketball Association	Eastglen (1)	400	28
	Kids on Track	Holy Cross & St. Martha (2)	61	37
	Nyarkenyi Development Foundation	J.D. Bracco (1)	84	119
	Partners for Kids	Spruce Avenue (1)	56	90
	Punjabi Cultural Association	T.D. Baker (1)	270	64
	Welcome Centre for Immigrants	Malcolm Tweddle (1)	78	120
Total:	9	10	1066	625.5

Participants

In 2015, more than 1,070 children and youth participated in programs utilizing summer access to schools. This was an increase of 24.9% from the previous year and a 124% increase from 2013.

Hours Booked

The 9 groups that accessed school space in 2015 booked a total of 625.5 hours of school use. While this was more than the hours booked in 2012 and 2013, it was 110.5 hours less than what was booked in 2014, representing a decrease of 15%.

Revenue

The total revenue for the 2015 Joint Use Summer Access Program was \$22,100. This was the most revenue generated by the program so far, and an increase of 5.8% from 2014.

Cost Structure

The cost structure did not change in 2015. The set fee for gymnasiums, libraries, or larger spaces was \$12 per hour while the set fee for each classroom was \$6 per hour.

Successes and Highlights

The greatest success of the program was that over 1,070 children and youth, representing Aboriginal, immigrant, refugee, low-income and special needs communities, took part in summer programs. These summer programs were focused on building the confidence, leadership skills and relationships of participants while offering a fun and safe place for kids in the summer. The programs also had a large inter-cultural component and focused on the sharing of values, ideas and the understanding of other cultures.



Number of participants

Nine community groups offered 10 programs in 10 different schools to provide programming to more than 1,070 children and youth. While there were fewer groups that accessed the program in 2015 compared to 2014, there was a 24.9% increase in the number of children and youth who attended summer programs.

Support for summer programs

Support for the Summer Access Program and community groups was reflected by the efforts and actions of a number of stakeholders.

First, REACH Edmonton hired a Project Coordinator to provide support to community groups throughout the year.

Second, the Edmonton Public School Board and Edmonton Catholic School District together provided 10 schools for summer access. This provision of school space ensured that groups had the space and amenities they needed to run their summer programs and that each group was able to run their program out of the location that they had requested.

Third, school board representatives were easily accessible and provided regular support and assistance to the Project Coordinator. They acted as an effective liaison between the Project Coordinator and the individual schools. The school board representatives were also helpful in looking for space and advocating for the needs of community groups.

Finally, the booking unit at the City of Edmonton quickly and efficiently created and processed booking contracts for community groups accessing space. This efficiency ensured that contracts were signed and fees were paid before groups accessed school space.

School support

School principals and custodians played an integral role in accommodating community groups. School staff provided the groups running summer programs with the support, equipment, amenities and space they required to ensure that their programs succeeded.

The staff at Spruce Avenue, T.D. Baker and J.D. Bracco schools provided extra support to allow groups to access school space on Citizen's Day, a half-day holiday for Public School staff. School staff were also flexible in accommodating the occasional late event or celebratory function. Additionally, the school principal and custodian at Eastglen School put in extra hours to ensure that the gymnasiums were set up for the 2015 Alberta Indigenous Games. The support of the Eastglen custodial staff was essential to the success and effective coordination of the basketball and volleyball tournaments.

Alberta Indigenous Games

The Edmonton Native Basketball Association organized the 2015 Alberta Indigenous Games. The volleyball and basketball component of the games were held in Eastglen School and were attended by more than 400 youth. This event was highlighted in the media by the Edmonton Journal, Edmonton Examiner, Edmonton Sun and CBC.

Resourcefulness of groups

Community groups utilized an abundance of community resources and services to supplement their summer programs (i.e., Leisure Access Passes, Edmonton's Food Bank, DiscoverE, Green Shack, Donate-A-Ride, Canada Summer Jobs, Edmonton Public Library, etc.).

Four groups were able to access Out of School Time Funding to help cover program costs (CISS, Cultural Youth Initiative, NDFA and WCI), one group was able to access staff funding through Canada Summer Jobs (NDFA), four groups applied for and obtained funding from the City of Edmonton to promote intercultural programming (CISS, Cultural Youth Initiative, NDFA and WCI), and two groups were able to acquire interns from the Serving Communities Internship Program (SCiP) to help plan, organize and deliver summer programs (NDFA and WCI).

There were also a number of partnerships between groups that enabled them to better deliver their summer programs. BGCBigs partnered with WCI and PFK by providing staff, guidance and logistical support. CISS partnered with Alliance Jeunesse-Famille de l'Alberta Society to obtain staff and planning support for their program. Additionally, NDFA partnered with Edmonton Public Schools and a City of Edmonton Community Building Social Worker to help plan, facilitate and deliver their summer program.

Cultural promotion and intercultural programming

The majority of groups placed a significant emphasis on cultural programming and most groups reflected a high degree of cultural diversity. For example, the PCA program had a considerable focus on traditional Punjabi dance and provided classes on reading and writing Punjabi.

Intercultural programming, activities and learning experiences were also a part of most programs. The City of Edmonton offered a pilot grant to community groups from the OST Collaborative to encourage and facilitate this type of programming.

Training opportunities

There was a free Out of School Time conference held in June for program staff and volunteers, as well as four free training events and multiple presentations. The goal of

these training events was to provide accessible training opportunities to enhance the quality and coordination of summer programming.



Challenges

Although there were many successes and highlights this summer, a number of noteworthy challenges remain.

Significant financial barriers

Limited financial resources were a formidable barrier for most community groups utilizing the program. One group was unable to run their program due to a lack of funding, and limited financial resources were identified by six groups as being a major challenge and as placing constraints on the services, programs and activities that they could offer. While OST, City of Edmonton and Canada Summer Job's funding did provide some additional resources to certain groups, almost all of the groups still faced program costs that significantly outweighed the funding they had received.

Since most groups serve low-income or vulnerable communities, the majority of summer programs have no fee or a very small fee for families. This limits the resources that some groups are able to access from the communities they are working with. Moreover, while funding was available to emerging immigrant and refugee communities in regards to rent subsidies, community events and cultural heritage projects, there was no similar funding available to Aboriginal groups; this lack of funding acts as a barrier to program delivery.

Cost of space

The cost of renting space is a major expense for most groups as it takes away from the resources that could be applied to staffing, programming, activities, materials and nutrition. Volunteers run many of the programs, and several community group directors utilizing the Summer Access Program are unpaid.

"A small fee would make things much easier. If rental fees are reduced, program funding can be used to support program initiatives as opposed to paying for space. Schools should be partners with the programs. Funding should go to programs and program supports, staff, etc."

- Executive Director of a Community Group

Some groups spend upwards of \$5,000 accessing space for their summer programs. Once the cost of staff, materials, transportation, food, and field trips are considered, the total cost of delivering summer programs can be prohibitive. Eliminating the high cost of booking space is a way to immediately improve the quality and quantity of summer programs that can be delivered to vulnerable children and youth.

Accessing resources

Some groups had difficulty accessing resources for their programs, such as food, staff and transportation. There were a number of groups that had challenges obtaining food for their programs (CISS, Cultural Youth Initiative and NDFA), some had to limit the number of participants due to limited staff, and a couple groups could not include field trips due to the costs associated with transportation and admission fees.

Transportation

Some groups were not able to provide transportation for program participants due to limited funding for, and the high cost of, bus tickets, bus rentals, fuel, etc. This limited the number of field trips and out of school activities that many programs could provide. Additionally, some groups had difficulties providing regular transportation for their participants and, as a result, program attendance was below capacity on certain days.

Accessing school space

While schools were found for most programs, there was one group that was not able to access school space for their program. The Miri Piri Gurmat Sangeet Academy requested school space in Millwoods for a summer program for 150 children and youth. In spite of a number of requests to both Catholic schools and Public schools, space for the program was not found.

Available times and days

A few groups faced challenges related to the times that parents could drive their kids. While some programs did not start until 9 a.m., many working parents would have to

drop their kids off at an earlier time. This provided some challenges, as program staff would have to access the school earlier than the scheduled start time.

Some groups (PCA and Kids on Track) requested that access be extended to 5 p.m. to allow parents more time to come from work to pick up their children.

A number of groups would also like to run programs into August but are unable to do so due to the limited availability of schools. Finally, schools being closed on Fridays are a challenge to many groups that do not have the resources to offer or provide alternative activities on those days.

“Having no access to the schools on Fridays was a bit of a challenge, we worked around this by having field trip days, but this in turn could be costly to the program.”

- Community Group Program Coordinator

Construction and maintenance

Unexpected construction and maintenance at Spruce Avenue School caused some challenges for PFK program participants and the group’s coordination of the school space. The main entrance was blocked off due to an excavation and there were times when the power was shut off and when construction workers had to complete tasks in the classrooms that had been booked by the group. This provided some scheduling challenges and inconveniences for both participants and staff. However, the school principal and custodian were very helpful, understanding and supportive in finding solutions to these challenges.

Assessments and Feedback

All groups had a positive assessment of the Summer Access Program and the Project Coordinator for the program.

“This is only our second year using this [the Summer Access Program] and each year we find it better and better.”

- Community Group Staff Member

While the program was helpful to all groups and positively reviewed by them, five groups did highlight the high booking fees for schools and how this limits the funding that can be put towards programming. Five groups also indicated that the limited hours

and availability of schools leads to challenges with the coordination of program activities and the scheduling of summer programs.

Eight of the participating groups indicated that they would be interested in using the program again in the future.



Lessons Learned

1. The program only benefits a limited number of groups with specific needs. As such, there is not a large potential for the growth of the program.

It is the belief, of both the Joint Use Coordinator and the Project Coordinator, that the Summer Access Program is limited in how much it can grow and in how many groups it can benefit. Many of the long-established community groups are no longer using the program as they have developed partnerships with community agencies, community leagues, churches and schools to run their programs and to access space for free, or for a limited cost. For groups like this, the Summer Access Program is not beneficial. There are too many restrictions and costs.

For groups with specific needs (these can include a lack of an established support base, limited funding, an absence of partnerships and limited experience running programs) and for groups that have recently been established, the Summer Access Program is beneficial; however, it is not ideal. Many groups that use the program have limited funding and resources. Using the bulk of these to pay for space significantly limits their programming and stretches their resources.

As such, it is the conclusion of the Joint Use Coordinator and the Project Coordinator that the Summer Access Program will not grow each year due to the costs and restrictions of the program, as well as the limited number of groups that it appeals to, especially when compared to other alternatives.

This year's reduction in groups using the program was not due to a lack of promotion. The Project Coordinator directly connected with over 60 community groups to promote the Summer Access Program, as well as with a large number of service agencies, schools and professional networks.

2. The continued monitoring and support of community groups throughout the summer is essential to ensuring that they have the resources they need.

The Project Coordinator for the Summer Access Program shared many resources with groups prior to the start of their programs. These resources included applications for funding, links to activities throughout the city, options for transportation, free attraction passes and ways to access food.

However, to ensure that groups have the resources and supports that they need, both before the program begins and throughout its duration, the Program Coordinator needs to consistently check in with each group to monitor the status of their program and to make sure that available resources have been acquired. A couple of groups did not have all the resources they needed this year, even though they were available. This could have been prevented if the Project Coordinator had been more thorough and had regularly checked in with each group about all of the aspects of their program.



3. The duration of summer programs needs to be at least six weeks in order to utilize all funding opportunities.

There were some groups that received federal funding from Canada Summer Jobs to hire summer staff for their programs. A condition of the funding is that the summer employees have to be employed for at least six weeks. Since schools are only available for around four weeks in July, meeting this condition is a challenge for groups and it threatens their ability to obtain funding. One group (NDFA) had to access paid space at a community centre to meet the additional two weeks of programming that were required.

Recommendations

1. The Joint Use Summer Access Program should continue in 2016.

The program meets the space needs of a number of community groups running summer programs. The program is instrumental in helping emerging Aboriginal, immigrant, refugee, low-income and special needs communities access the space to deliver summer programs. These programs build the confidence, capacity, self-efficacy, cultural identity and academic ability of children and youth from some of Edmonton's most vulnerable populations.

2. To make the program more viable and to better support groups, there should be a significant reduction in or elimination of booking fees and an increase in the length of school availability.

Funding is the greatest barrier to groups accessing space. For the Summer Access Program to grow, for groups to provide better programming and to better meet the needs of vulnerable communities there needs to be a decrease in the fees that groups have to pay for space.

Resources would be better utilized if they could be put towards staff, food, programming and transportation as opposed to space rental. Many groups have to apply for funding from the City of Edmonton for their programs; however, much of this funding is then returned to the City in the form of booking fees.

The Summer Access Program is not intended to be an income-generating program and in its first year this was the case as there were no booking fees. The program should return to this format. If payment is required to ensure the use of booked space, this should be in the form of a deposit that groups can then receive back upon the completion of their programs.

3. Develop a strategy to link groups to Out of School Time programs and partnerships with schools.

The most successful and longer-serving community groups have developed relationships with schools and many provide year-round programming. For many of these groups, they have a direct relationship with schools that provides them with access to school space and school support, often for free.

Groups using the Joint Use Summer Access program often do not have these relationships or opportunities. As a result, groups with less support and more challenges are paying for space while more established programs do not. For community groups to provide viable and consistent programs a strategy to link groups to schools, develop partnerships and generate opportunities for year-round programming needs to be developed. A simple process that groups can follow would be invaluable.

Appendix 1

Process, Timeline and Roles

Key Focus Areas	Actions	Responsibility	Timeline
Summer Access Preparation			
	Contact groups participating in past years to determine interest in coming year	JUA Coordinator	January
	Contact stakeholders groups (BIGS, etc) to determine list of schools to request from Boards	JUA Coordinator	January
	Submit list of schools requested for summer access to school boards	JUA Coordinator	January
	School Boards to review list to determine if school is being renovated	School Board reps	by end of March
	Confirm cost model for summer access for year	JUA Coordinator, FMC and SC	by end of March
REACH Partnership			
	Meet with REACH Staff to plan for coordination	JUA Coordinator	by end of February
Orientation of School Community Coordinator			
	Meet with School Board Staff	JUA Coordinator and Project Coordinator	End of April
	Meet with Booking Unit staff	JUA Coordinator and Project Coordinator	End of April
	Meet with OST	JUA Coordinator and Project Coordinator	End of April
Connecting with Community Groups			
	Develop promotional poster	Project Coordinator	April
	Finalize application form	JUA Coordinator and Project Coordinator	April
	Send information on program by email to community contacts	JUA Coordinator and Project Coordinator	ongoing
	Receive information on groups expressing interest	JUA Coordinator and Project Coordinator	April to June
	Receive information on previous groups	JUA Coordinator and Project Coordinator	April to June
	Follow-up with groups as needed	Project Coordinator	April to June
Processing Applications			
	Receive copies of submitted applications	JUA Coordinator and Project Coordinator	as submitted
	Receive copies of applications as they arrive	JUA Coordinator and Project Coordinator	as submitted
	Clear messaging to groups on dates available to be booked (M-Th daytimes in July) and payment requirements (before use)	JUA Coordinator and Project Coordinator	as submitted
	Meet with working group regularly to update	JUA Coordinator and Project Coordinator	Jan to June
	Update booking details list regularly	Project Coordinator	Jan to June
Finalizing Space Bookings			
	School Board reps to contact facility staff and school principals to determine availability	School Board reps	May to mid June
	Liaise with school board reps to confirm school space, dates and times, equipment, room numbers	Project Coordinator	May to mid June
	Confirm room numbers for programming in CLASS	School Board reps	May to mid June
	Confirm any scheduling anomalies (ie: Citizen's day) (only M-Th days , July)	Project Coordinator and School Board reps	May to mid June
	Once space confirmed, Booking Unit to create contract for review by Coordinator	Booking Unit and Project Coordinator	May to mid June
	Once finalized, Booking Unit to send out contract to groups for signature and collect payment.	Booking Unit	by mid June
	Payment to be submitted to Booking Unit by groups at	Booking Unit	by mid June

	least 16 days before use of space		
	Coordinator to check in with Booking Unit to ensure contracts are signed and paid.	Project Coordinator	by mid June
	If payments are owing, Coordinator will discuss with all partners what next steps will be. Creative solutions may be needed	Project Coordinator	by mid June
	Organize and conduct informational meeting for groups	Project Coordinator	May/June
	Conduct orientation with community group at school with principal (or designate) and custodian	Project Coordinator	by end of June
	Share information on any resources, support and external connections. (ie: Leisure Access Pass, Food Bank, Discover-E, Library, etc)	Project Coordinator	ongoing
Monitoring Use of Schools			
	Conduct site visits at each location at least once to check in with groups and custodians. Conduct more visits if needed	Project Coordinator	July/August
	Take photos (if allowed) and gather stories to highlight program	Project Coordinator	July/August
	Work to resolve any issues that arise at the schools with groups	Project Coordinator	July/August
Celebration with Groups		Project Coordinator	
	Depending on group interest, organize an appreciation event for community groups, organizers with JUA Steering Committee and board reps.	Project Coordinator	July/August
	If the group is having a social event where it would be appropriate to have outside guests, let Craena know as a rep from the JUA Committee may be able to attend to see the success of the programs firsthand	Project Coordinator	July
	Encourage groups to develop relationships with schools for year round programming	Project Coordinator	July
Wrap-up and Reporting		Project Coordinator	
	Gather data for reporting purposes	Project Coordinator	July/August
	Write a final report for Joint Use Summer Access program	Project Coordinator	July/August
	Organize files and contact lists in preparation for next year.	Project Coordinator	July/August
	Share results with OST	Project Coordinator	by end of August
Final Report			
	Present final report to Joint Use Steering Committee	Joint Use Coordinator	September

Appendix 2

Groups and Programs

Centre for Autism Services Alberta

The Centre for Autism Service Alberta is a non-profit registered charity that strives to maximize the potential of individuals affected by Autism Spectrum Disorder. The organization is committed to family-centered care, and offers programs, services and supports to individuals diagnosed with autism and to their families as well.

2015 was the second year that the Centre for Autism Services Alberta booked space through the Joint Use Summer Access Program. This summer, the group accessed a gymnasium and school sports equipment to successfully provide participants with three days of recreational games and activities.

Christian Immigrant Support Services

Christian Immigrant Support Services is a non-profit, charitable organization, based in Edmonton. Their main focus is to support immigrants to successfully settle in Canada and to advocate for them. CISS has been involved in running summer programs for a number of years, and last year they ran a summer program at Sifton School in partnership with Nyarkenyi Development Foundation of Alberta and AMFA. This year CISS ran a summer program independently. The program had a large focus on intercultural programming, recreation and creative expression.

Cultural Youth Initiative Edmonton

The Cultural Youth Initiative Edmonton is an organization focused on mentoring, motivating and educating youth, with an emphasis on partnering with youth from Edmonton's immigrant and refugee communities.

This was the second year that Cultural Youth Initiative Edmonton offered a summer program. The summer program had a strong focus on youth leadership and on providing participants with diverse opportunities to explore their creativity.

Edmonton Native Basketball Association

This is the first year that the Edmonton Native Basketball Association used the Summer Access Program. ENBA had the honor of organizing the 2015 Alberta Indigenous Games, and part of the games were held at Eastglen School. The 2015 Alberta Indigenous Games brought together more than 1000 Indigenous youth from across Alberta to engage in a week of competitive sports, traditional games, special events and cultural connection. The basketball and volleyball tournaments were held at Eastglen School and more than 400 youth took part in these activities.

Kids on Track

Kids on Track is an Edmonton community organization focused on supporting and offering direction to children, youth and parents in need. Their mandate is to work with families with challenging socioeconomic situations to create positive opportunities for children and youth.

2015 was the second year that Kids on Track accessed school space using the Joint Use Summer Access Program. Kids on Track runs a variety of lunch and after-school programs in

schools throughout Edmonton during the school year and has, as a result, developed a strong partnership with the schools in which they operate.

Nyarkenyi Development Foundation of Alberta

Nyarkenyi Development Foundation of Alberta (NDFA) is a South Sudanese organization serving at-risk populations in Northeast Edmonton. NDFA is a registered non-profit organization that has been serving immigrant and refugee communities in Edmonton since 2010.

2015 was the fifth year that NDFA obtained school space using the Joint Use Summer Access Program. The NDFA summer program provided many cultural, educational and recreational activities for children and youth. The success of this year's program was largely due to the number of strong partnerships that NDFA developed to help organize and coordinate their events.

Partners for Kids

Partners for Kids (PFK) is a community collaboration between United Way, Edmonton Community Foundation, City of Edmonton FCSS, The Family Centre, BGCBigs, E4C, Edmonton Public and Catholic Schools, and the City Centre Education Partnership. The PFK summer program operated out of Spruce Avenue School and offered a combination of educational and recreational activities focused on promoting child literacy, technical aptitude and social skills. The goal of the program is to reduce the barriers to learning that many children encounter.

Although there were fewer participants than anticipated at PFK's 2015 summer camp, the camp as a whole was a success. Edmonton Public Schools, BGCBigs and the Family Centre all provided staff to deliver the program. PFK once again utilized a large number of community resources and agencies to provide participants with a range of educational and recreational opportunities.

Punjabi Cultural Association

The Punjabi Cultural Association (PCA) has been accessing summer space since the beginning of the Summer Access program. The summer program is very successful and each year has seen the program increase in size.

PCA offers English and math support classes throughout the summer, Punjabi reading and writing classes and also a Punjabi dance component. All participants take part in the Punjabi dance classes. At the end of the summer program, participants perform at a final celebratory event for the larger community.

Welcome Centre for Immigrants

The Welcome Centre for Immigrants (WCI) is an umbrella organization in collaboration with Catholic Social Services, Edmonton Mennonite Centre for Newcomers and Indo Canadian Women's Association. The organization focuses on the provision of settlement and employment services to immigrant and refugee communities in south Edmonton.

The WCI summer program was operated in partnership with BGCBigs. The WCI program utilized a large number of community resources and agencies to provide participants with a range of educational and recreational opportunities, including the Green Shack programs provided by the City of Edmonton. This was an example of a group using a program that is already present in the area to maximize the programming that children and youth can engage in throughout the summer.