

Horizons at Your School



- What is Horizons and how will it advance your mission?
- How will Horizons benefit your school?
- How does Horizons benefit the larger community?
- What is the cost to your school in money and time?
- How are funds raised for Horizons? How will it affect your school's development efforts?
- What does the organizational structure look like?
- How does your school start a program?

Specially prepared for:

Independent Schools, Colleges and Universities

What is Horizons and how will it advance your mission?

Horizons puts your school's mission into action, making a transformative difference in the lives of children beyond your own school community.

"Horizons is an example of the kind of community connections that independent schools can forge with the right kind of inspiration and support."

– Christopher Babbs, former Head of Colorado Academy, Denver, CO



What is Horizons?

Horizons is a rapidly expanding network of public-private partnerships between public schools and private schools, colleges and universities.

At its core, Horizons is a six-week, full-day educational enrichment summer session for low-income K-8 public school students with a broad range of academic abilities. Horizons blends high-quality academics with arts, sports, cultural enrichment, and confidence-building activities, particularly swimming. Each program is unique, reflecting the culture, curriculum, and philosophy of the host school.

Horizons' "slow-bake" approach to growth begins with only one or two grades in the first year, with additional grades added each year until the full K-8 program is in place.

How will it advance your mission?

A Horizons program takes important aspects of your school's mission, such as diversity, service learning and community contribution, and puts them into action.

Through Horizons, your school can extend its resources and pedagogy to underserved students, transforming children's lives both inside and outside your school community.



How will Horizons benefit your school?

School administrators report that Horizons not only benefits the wider community, but also brings substantial benefits to their school's community.

"Our school has gained in vitality, energy and identity because of Horizons, and this is a genuine return on investment for the institution."

– Tim Cottrell, Head of School, Harley School, Rochester, NY



Comments from administrators of independent schools and colleges with Horizons programs:

"Our teachers are part of the Horizons faculty and this is some of the best professional development you can find – and they are getting paid for it. They get reinvigorated every summer."

"The faculty, students and recent graduates from our university get to act as lead Horizons teachers, assistant teachers or interns, allowing them to practice and model what they teach or learn throughout the year."

"Hosting Horizons adds a dynamic creativity to our school. Annually we see new projects and programs spin off from Horizons."

"Horizons connects the school to our community. It is because of Horizons that I have a good working relationship with the superintendent of the city schools."

"It is a rare opportunity for university faculty and students to be able to explore teaching methods without the public school backdrop of high-stakes testing."

"Horizons makes a huge difference by attracting families and faculty who are committed to a diverse school community."

"As our program has matured, it has started to 'give back' to our school financially—sharing in direct expenses such as van purchases and maintenance."

"Our Horizons program attracts a broad spectrum of undergraduate students considering teaching careers in low-income communities to enroll in our graduate school."



How does Horizons benefit the larger community?

Horizons is closing the achievement gap by providing underserved children with nine years of high-quality academics in engaging summer programs.

“Horizons gives our students hope to believe in their dreams and the tools to realize them. Horizons touches more than the lives of the students, it touches their families and their communities. This is the opportunity that all of our students should have.”

– Theresa Peña, former President of the Denver Public School Board of Education



A National Problem

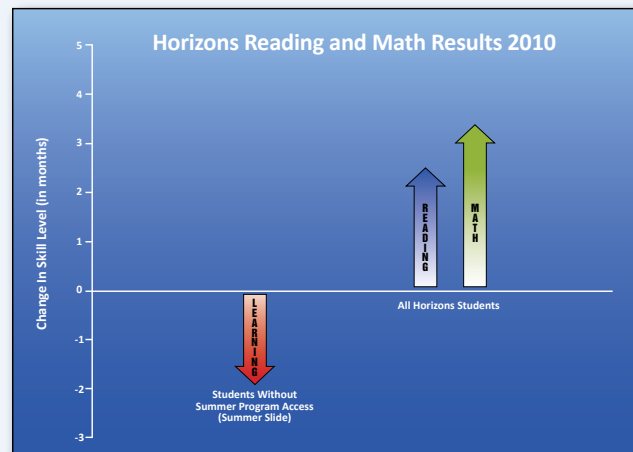
Every summer, low-income children fall backwards in reading and math, while middle class students jump ahead. This is a leading cause of an achievement gap between the two groups that is close to three years by fifth grade.

Students caught in the achievement gap are six times more likely to drop out of high school and have a 51% chance of being unemployed. At this rate, high school dropouts cost the nation \$260 billion per year in increased crime, welfare and healthcare costs, and decreased lifetime earnings.

A Local Solution

Horizons reverses the effects of the achievement gap for low-income children from your school’s larger community.

Horizons students gain an average of three months in reading and math skills over the summer. Most children attend Horizons for five or more summers. This results in Horizons closing both achievement and opportunity gaps for thousands of low-income children.





What is the cost to your school in money and time?

The school's financial resources are limited, as is the time of your administrators and Board members. Horizons programs are designed with this in mind.

"Horizons adds to our community in many ways, but it was surprising to realize that it actually strengthened our school's budget."

– Nick Thacher, Head of Dedham Country Day School, Dedham, MA



Your school commits no cash funds to the Horizons program

The school's primary contribution to its Horizons program is to provide facilities and in-kind services from the maintenance team and business office. Financial support is provided by a combination of funding from Horizons National and grants from local corporations, foundations and individuals.

After providing initial seed funding, Horizons National works with your Horizons Executive Director and Horizons Board to develop strong local fundraising that does not compete with the school's own annual or capital funds.

Horizons makes very few demands on the time of administrators and Board members

After the program is launched, the cost to the school's staff is minimal. There are always members of the school's Board of Trustees who gladly give their time to work on the Horizons Board because this aspect of the school's mission has special meaning for them.

The program's administrative and financial needs are met by the fundraising efforts of the Horizons Executive Director and the Horizons Board, with help from Horizons National.



How are funds raised for Horizons? How will it affect your school's development efforts?

The fundraising impact of a Horizons program is often an initial concern for any school. However, it does not have to be.

Every Horizons program we have ever started is still running – a testament to the strength and sustainability of the program model.

“Horizons expands our school’s visibility in the giving community. It builds connections with foundations and corporations that typically do not support independent schools.”

– Miguel Brito, Head of St. Philip’s Academy, Newark, NJ



The Horizons funding model takes full advantage of both local and national sources of support

The majority of general operating funds are raised locally, and the central Horizons National organization accesses larger, national resources for both initial seed funding and specific program components and staff.

Factors that strengthen initial fundraising:

- Horizons National provides substantial seed funding.
- Many foundations and corporations that do not typically fund private education institutions find Horizons appealing.
- Horizons resonates strongly with individual donors both in the school and in the larger community.

Factors that support ongoing fundraising:

- Horizons National will help set up proven systems to ensure that the initial success continues to sustain the program's growth.
- Horizons host schools report that fundraising for the Horizons program has no negative impact on the school's own fundraising. In fact, many report a small positive effect.
- Many parents and alumni develop deeper and longer lasting connections with the host school through their involvement with Horizons.



$$8+8=16$$
$$7+7=14$$
$$6+6=12$$

$$4+3=7$$

10
5

50

What does the organizational structure look like?

Horizons creates a lasting learning community at each campus. From the commitment of teachers and administrators, to the dedication of students and volunteers, the program becomes a bridge connecting public and private educators, parents and students.

“Horizons had a huge impact on my life. It allowed me to dream, to think big, to aspire. It let me see beyond my everyday world.”

– Joe Chan, President of Downtown Brooklyn Partnership, Board Chair of Horizons at Brooklyn Friends School, and Horizons graduate.



Governance:

The Horizons program operates under the 501(c)(3) designation of its host school unless otherwise authorized by Horizons National.

Operation:

Your Horizons Executive Director is responsible for all aspects of the program and reports jointly to the Head of School and the Horizons Board of Directors.

Horizons Board of Directors:

The Horizons Board includes the Head of School (or designee) and ideally several members of the school's Board and members of the broader community as desired and appropriate. The Horizons Board is subordinate to your school's Board of Trustees.

Fundraising:

Your Horizons Executive Director and Horizons Board work together to raise the operating funds for the program. Horizons' development efforts are coordinated with the development office to ensure no negative impact on your school's fundraising activities.

Liability:

Liability is covered by the school's insurance. Occasionally a low-cost rider is required, for which the Horizons program pays.



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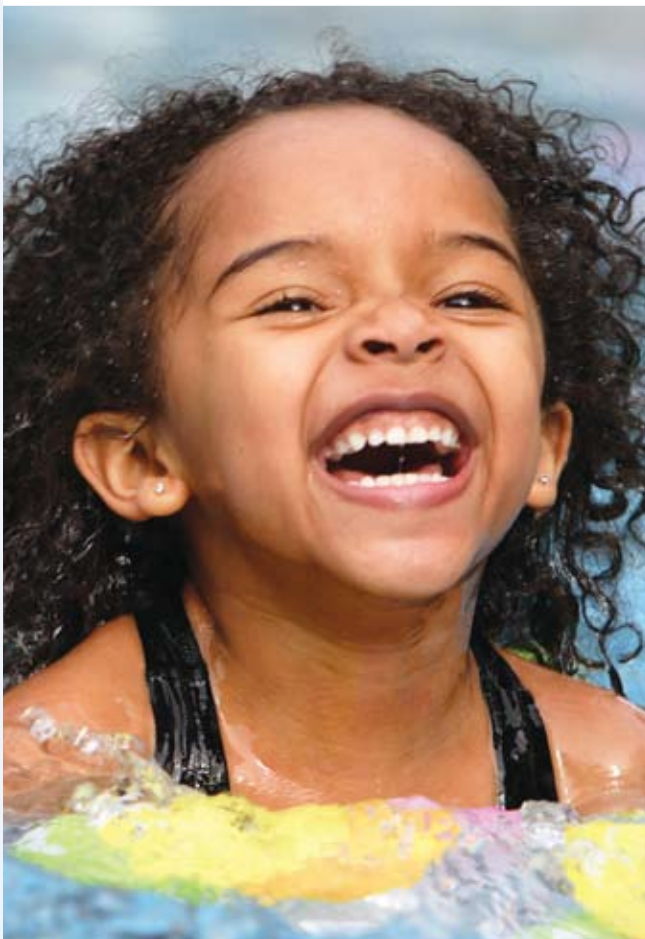
Old Town
GUIDE

How does your school start a program?

Horizons National will work with your staff for successful transition from initial concept to a program in action. Horizons National works with programs throughout the year to ensure success at all levels.

"If you ever get the chance to be involved in this program, in any way, do it! Because it changes you and it changes all the people around you, by you being there."

– Horizons graduate



Typical Start-Up Process

► Fall

Interested school meets with Horizons National and a small Exploratory Committee is identified (trustees, administrators, interested staff) to assess the potential for partnership.

► Winter

Horizons National visits your campus to meet with this group. The Horizons Exploratory Committee reviews materials provided by Horizons National - feasibility studies, strategic plans, budgets, marketing materials, and start-up guidebook.

► Spring

Committee contacts other schools with Horizons programs and talks with school leadership, program Executive Directors, Horizons and school Board members. Committee drafts action plan, with help of Horizons National.

► Summer

Committee members visit other Horizons programs in action.

► Fall

Committee presents to Board of Trustees or appropriate decision-making body supported by Horizons National CEO and HN board representatives. Board votes to start Horizons program. Affiliation agreement is reviewed and signed.

► Winter

Horizons Executive Director is hired and receives training from the National office. ED identifies local public schools to partner with the program. Horizons Board is formed.

► Spring

Students are selected and teachers are hired. First year fundraising is completed.

► Summer

PROGRAM STARTS



“Horizons has helped me think about my life, who I am, who I want to be, what I want to do, and how I impact the world. Horizons is much more than a program—it’s a life-changing experience.”

– Horizons 8th Grader



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