

Summer 2022: Summer Learning for COVID Recovery

RFP for Coronavirus State and Local Fiscal Recovery Funds

Carolina Day School

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Application Form

Question Group

Buncombe County requests proposals for projects to help the community recover from and respond to COVID-19 and its negative economic impacts.

Buncombe County has been awarded \$50,733,290 in Coronavirus State and Local Fiscal Recovery Funds (Recovery Funding), as part of the American Rescue Plan Act. To date, Buncombe County has awarded projects totaling \$23,093,499, leaving a balance of \$27,639,791 available to award.

Visit <http://www.buncombecounty.org/recoveryfunding><http://www.buncombecounty.org/recoveryfunding><http://www.buncombecounty.org/recoveryfunding><http://www.buncombecounty.org/recoveryfunding><http://www.buncombecounty.org/recoveryfunding> for details.

This infusion of federal resources is intended to help turn the tide on the pandemic, address its economic fallout, and lay the foundation for a strong and equitable recovery.

Buncombe County is committed to investing these funds in projects that:

- Align to county strategic plan and community priorities
- Support equitable outcomes for most impacted populations
- Leverage and align with other governmental funding sources
- Make best use of this one-time infusion of resources
- Have a lasting impact

Proposals shall be submitted in accordance with the terms and conditions of this RFP and any addenda issued hereto.

[Click here for the full terms and conditions of the RFP](#)

Organization Type*

Nonprofit

Nonprofit documentation

If nonprofit, attach IRS Determination Letter or other proof of nonprofit status.

IRS tax exempt letter (1).pdf

Name of Project.*

Summer 2022: Summer Learning for COVID Recovery

New/Updated Proposal*

Is this a new project proposal or an updated version of a proposal submitted during the earlier (July 2021) Recovery Funding RFP?

Updated version of previously submitted proposal

Amount of Funds Requested*

\$16,320.00

Category*

Please select one:

- Affordable Housing
- Aging/Older Adults
- Business Support/Economic Development
- Environmental/Climate
- Homelessness
- K-12 Education
- Infrastructure and/or Broadband
- Mental Health/Substance Use
- NC Pre-K Expansion
- Workforce

K-12 Education

Brief Project Description*

Provide a short summary of your proposed project.

Horizons at Carolina Day School (CDS) is an equity-centered, transformational educational experience that closes opportunity gaps and changes the trajectories of children's lives. We are a part of a national network of evidence-based enrichment programs that have proven to significantly impact long-term student success.

During our six-week summer program, we provide an exciting learning environment outside of the traditional school year that enables under-served children to overcome the odds through academic achievement and healthy youth development. Our students engage in a rich academic curriculum and explore swimming, music, art, and other extracurriculars.

Every year they are involved in our program, Horizons students build lasting relationships with their teachers, peers, and volunteers, learn to tackle new challenges, and develop a multitude of skills that will serve them for the rest of their lives.

Project Plan*

Explain how the project will be structured and implemented, including timeframe.

Horizons at CDS is an equity-centered enrichment program for students experiencing poverty. Students join Horizons the summer after grade K and remain involved for 9 years or more. All Horizons students qualify for free or reduced lunch, and at least $\frac{2}{3}$ of our students start off performing below grade level in school.

Working with the children and families who participate in Horizons is a long-term commitment to improve children's education and opportunity, with a goal of reducing poverty for the family and community. We make a concerted effort to build relationships with the families whose children participate in our program and involve them in a variety of ways. We understand that families living in poverty can be significantly impacted by unexpected crises that set them back and impact children's well-being and education. In order to help families and children undertake steps to move them out of poverty, we help link the families with any other services in our community that could help them meet their needs, such as food assistance, health care, free educational testing, scholarships, and internships.

In summer 2022, we will expand to serving 75 children and their families. During our summer program, our students are immersed in an all-day STEM-centered curriculum that improves literacy and math proficiency. Students explore a project-based curriculum taught by professional teachers with a 5:1 student to teacher ratio, where each child receives an individualized academic experience. We provide students with two healthy meals and snacks per day, and we provide free transportation to and from the program and all activities. Students explore social-emotional learning, perform volunteer work, go on field trips, develop conflict resolution skills, learn to play an instrument, run a community garden, and learn to swim.

During the school year, our students participate in afterschool programming: small group classes and one-on-one tutoring sessions. We conduct several check-ins with our students and their families, providing resources as necessary. We also communicate with our students' teachers and school administrators to prepare to support them in the following summer program. As an organization, we hold multiple food/clothing/toy drives,

Horizons at CDS is a Carolina Day program with significant in-kind support from the school, but we fundraise separately. Our extensive community support is essential to our success. Our partners include: Avery's Creek and Ira B. Jones elementary schools teachers and administrators, the YMCA of WNC, the NC Summer Food Service Program, Open Doors of Asheville, The Diana Wortham Theatre, Pan Harmonium, Asheville Greenworks, the Carolina Mountain Club, and the Asheville Museum of Science.

Statement of Need*

Describe the need that this project will address. Include data to demonstrate the need, and cite the source of the data.

Horizons at CDS serves students living in poverty in Buncombe County. We aim to eliminate the opportunity and academic achievement gaps our students face due to their family's socioeconomic status as well as to combat the damage that COVID 19 has done to the educational experience of our area's children.

The pandemic's impact on our youth is startling. According to the National Summer Learning Association, by the end of the 2020-2021 academic year, students on average were five months behind in math and four months behind in reading, and the U.S. Surgeon General has raised a flag on young people's mental health. So while summer is a time of joy, fun learning, and experiencing new connections to help youth thrive, it is also a time for healing.

According to the Brookings institute, the intensive one-on-one learning in classrooms of 15 students or less for at least 5 weeks during the summer with required attendance is one of the best ways to combat the dramatic learning loss caused by the pandemic.

In our County, we are faced not only with combatting the COVID slide in learning, but also with the persistent achievement gap. In 2018, the Buncombe County Commissioners Report found a significant socioeconomic status-related achievement gap among public school students. In Asheville City Schools only 39% of economically disadvantaged students at ACS were performing at grade level proficiency compared to their more affluent peers, of which 81% were on track. And in Buncombe County Schools, only 50% of low-income students were on track compared to 76% of their peers

A 2010 KIDS COUNT Special Report posits that “for low-income children in particular, a ‘readiness gap’ fuels what has become known as an achievement gap” (<https://www.ccf.ny.gov/files/9013/8262/2751/AECFReporReadingGrade3.pdf>). This readiness gap includes things like feeling safe, having family support, feeling excited about learning, and having positive social interactions with their peers.

Link to COVID-19*

Identify a health or economic harm resulting from or exacerbated by the public health emergency, describe the nature and extent of that harm, and explain how the use of this funding would address such harm.

“Students took nearly 2 full years to make up lost ground for the loss in instructional time due to Hurricane Katrina (Harris & Larsen, 2019)” and researchers are predicting a similar trend concerning COVID-19-related learning loss and interruptions and the long-term educational recovery that will be required (journals.sagepub.com/doi/pdf/10.3102/0013189X20965918).

COVID-19 school closures and remote learning have exacerbated existing achievement and opportunity gaps and created new ones for students living in poverty. Low-income students had to rely on donated devices and equipment and unreliable hotspots. And even students receiving in-person instruction suffered from learning interruptions when classes were sent home or entire schools were closed due to COVID outbreaks.

Researchers from Johns Hopkins found that “children from low-income families who were chronically absent in kindergarten also had the lowest levels of achievement in fifth grade.” In the same study, they found “chronic absence in one early grade is linked with lower test scores throughout elementary school” (<http://new.every1graduates.org/data-matters-using-chronic-absence-to-accelerate-action-for-student-success/>).

During a normal school year, low-income students tend to have more absences and are more likely to be chronically absent, compared with their more affluent peers (Whitney & Liu, 2017). COVID-19 only made things worse for low-income students, who had to deal with unreliable internet access and failing technology preventing them from attending school virtually. Considering the years of research on absenteeism, COVID-19-related absences will undoubtedly affect our students well into the 2022-2023 school year.

We are keenly attuned to the needs of families living in poverty and how COVID-19 has affected them, and we work year-round to eliminate the barriers that prevent our students from participating fully during our summer enrichment program or the school-year.

Population Served*

Define the population to be served by this project, including volume and demographic characteristics of those served.

Horizons students are from the Asheville area and attend Asheville City or Buncombe County Schools. All of our students rely on free or reduced lunch during the school year, and their families demonstrate significant financial need. In Summer 2022, we will expand to enroll 75 students in grades 1-5. Our demographic breakdown from Summer 2021 was 75% African American, 17% Latinx and 8% Caucasian, and we anticipate those ratios will be similar for this summer as we re-enroll our current students and add new ones.

We also offer significant support to our students' families, making our expected number of people served in the 2022-2023 summer/school year to be around 400.

Providing greater educational opportunities to non-white students is essential in a place like Asheville, where the disparity in academic achievement between black and white students in our City Schools is the worst in the state of NC. Asheville's education system also has the fifth largest racial achievement gap in the nation.

Western North Carolina has seen a decade of substantial economic growth that has left behind many families of color, who have been historically excluded from accessing opportunities in this area. Our Horizons program will make a pivotal difference in the Asheville region, where only 12 percent of the city's African-American students in grades three to eight score as "proficient" or higher on end-of-grade exams, compared with 73 percent of white students.

Results*

Describe the proposed impact of the project. List at least 3 performance measures that will be tracked and reported. If possible, include baselines and goals for each performance measure.

Students will attain at least 6 weeks of growth in reading and math skills during our 6-week summer program, measured by STAR Assessments. Results from these tests are supplemented by ongoing diagnostic and summative assessments by our teachers.

Students will improve in social-emotional skills and positive classroom behavior, measured by teacher assessments at the start and end of the summer. Students will learn and use at least 8 new feeling vocabulary words, employ self-regulation strategies at least 50% of the time, and exhibit improved conflict resolution skills by program's conclusion. We anticipate that behavior issues will decrease by 25% by the end of the program.

Students will also show increased enthusiasm for learning and appreciation of conservation and gardening. We will attain student feedback through interviewing them and involving them in decision-making. We will also survey parents.

Our annual targets for this grant cycle for reporting purposes are:
 Number of students enrolled in the program: 75
 Percent of students who have at least 6 weeks of growth in reading and math skills during the summer program: 75%
 percent of students who successfully participate in conflict resolution and behavior improvement strategies as needed: 97%

Evaluation*

Describe the data collection, analysis, and quality assurance measures you will use to assure ongoing, effective tracking of contract requirements and outcomes.

We employ many methods to gather data on program outcomes, including: reports from public school teachers, STAR literacy and math pre- and post-tests, parent surveys, student surveys, student-led conferences, and quantitative and qualitative evaluations performed by our teaching staff. We receive regular, on-going, long-term feedback from parents on how Horizons is shaping their child as a learner and as a person. We also use Salesforce to manage our data and use this data to inform academic groupings and programmatic choices.

We receive evaluations, academic records, and behavioral/attendance records from our partner schools in order to monitor our students' progress. We visit these schools throughout the year, meeting with teachers and encouraging ongoing communication. We will know that we are successful in improving social emotional learning by informal observation of classrooms.

We will also know we are tracking our goals through feedback from our partner schools. A close relationship with our partner schools allows us to share information on student growth and needs, as well as to track improvements over time that occur during the school year. A commitment to remaining connected to our students through high school graduation will help us confirm that participation in Horizons at CDS improves graduation and higher education opportunities.

Utilizing STAR Early Literacy Assessments, academic growth of Horizons students is measured at the start and end of the summer, and outside evaluators regularly assess the effectiveness of the nationwide program.

Equity Impact*

How will this effort help build toward a just, equitable, and sustainable COVID-19 recovery? How are the root causes and/or disproportionate impacts of inequities addressed?

While every student has been impacted by the out-of-school time, absenteeism, and trauma of COVID-19, middle class and affluent families have the opportunity to provide after school tutoring, summer enrichment experiences, professional counseling, and other means to help their children catch up academically and recover psychologically. Through our intensive, social-emotional centered academic enrichment programming, we provide some of the most vulnerable and economically disadvantaged students in Buncombe County with the same means to recover academically and emotionally in a loving, supportive environment. We will continue to help support families' basic needs as they work to recover economically and psychologically from the devastating impact that COVID-19 has had on communities of color and families who experience living in poverty. It is essential as Buncombe County works to recover from the impact of COVID-19 that we keep the most vulnerable members of our community, and particularly the children, as our central focus. Our county has taken many measures in the past decade to combat the stark opportunity and achievement gaps in our area, and we are at risk of losing significant ground in these areas if we do not keep these goals central to COVID recovery. Horizons at Carolina Day will continue to combat structural racism by offering children great learning opportunities over the summer that consistently increase school year attendance, high school graduation, and rates of students entering post-secondary education.

Project Partners*

Identify any subcontractors you intend to use for the proposed scope of work. For each subcontractor listed, indicate:

- 1.) What products and/or services are to be supplied by that subcontractor and;
- 2.) What percentage of the overall scope of work that subcontractor will perform.

Also, list non-funded key partners critical to project.

Our most essential partnership is with Carolina Day School. CDS, although not providing any direct funding to Horizons, gives significant in-kind support in the form of classroom space, administrative support, consultation with leadership staff, and use of school equipment. CDS students, parents, and teachers also fill important volunteer roles in the program, which both enhances the curriculum and helps keep costs down.

We primarily partner with Avery's Creek and Ira B. Jones elementary schools. Our relationship with the schools entails an ongoing dialogue on our students' needs and successes to help us best serve each child. However, we are committed to serving our students if they should change schools.

Other partnerships include the following:

- The YMCA of WNC offers us a significant discount on swim lessons, as well as priority in scheduling and water safety training for our volunteers.

- Elinor Earle, director of Youthful HAND and tireless advocate for increased opportunity for children living in public housing in Asheville, has helped us connect on a deep level to the communities and families that we serve. She can be called on at any time to help improve family engagement or connect families to resources in times of need.

- Open Doors of Asheville works with us to support and engage mutual families that we serve and connects us with committed and exemplary older students to serve as volunteers.

- The NC Summer Foods Program, which provides healthy, balanced meals twice a day for our children each day of the six week summer program, ensures the children have their nutritional needs met and helps keep costs down for our program.

- Numerous community groups, such as the Diana Wortham Theatre, Pan Harmonium, and the Carolina Mountain Club help us provide meaningful enrichment activities to our students at no cost.

Capacity*

Describe the background, experience, and capabilities of your organization or department as it relates to capacity for delivering the proposed project and managing federal funds.

Our relationship with Horizons National and the Horizons Network of 58 other programs is essential in supporting capacity building and sustainability in our organization. Horizons National continues to be directly involved in supporting the board, mentoring staff, assessing program effectiveness, collecting and distributing data, hosting national conferences, rolling out teacher training, maintaining a database of resources, and facilitating a nationwide Giving Day each year. In addition, Horizons Directors around the country are readily available to answer questions, offer administrative resources, and mentor younger programs like ours, greatly enhancing the capacity of our staff.

Another factor in our sustainability is our gradual growth model. Having started in Summer 2018 with 15 students, we continually add another class of 15 rising 1st grade students each year to ultimately reach full program maturation with 9 grades and 135 students. By growing at an incremental rate, we are able to support a gradual increase in staff size and capacity, meet progressively growing funding requirements and successfully expand into utilizing more physical space on the CDS campus.

While our program at Carolina Day is in its fourth year, the national program has been around since 1964. With nearly 60 affiliates around the country, the program has helped thousands of families rise out of poverty. Based on Horizons National data, students who begin in grade K continue through the program, building deep relationships, skills, knowledge, and confidence, which lead nationally to a 99% high school graduate rate and a 91% rate of going on to attend college or other post-secondary training. Since 1995, Horizons National has worked closely with third-party evaluators to assess the effectiveness of the program.

Key findings demonstrate that Horizons students, who represent a broad range of learning styles and ability, achieve success in school and beyond.

Budget*

Provide a detailed project budget including all proposed project revenues and expenditures, including explanations and methodology. For all revenue sources, list the funder and denote whether funds are confirmed or pending. For project expenses, denote all capital vs. operating costs, and reflect which specific expenses are proposed to be funded with one-time Buncombe County Recovery Funds.

Download a copy of the budget form [HERE](#). Complete the form, and upload it using the button below.

BC Covid recovery FY 2023 grant budget.xlsx

Special Considerations*

Provide any other information that might assist the County in its selection.

Combined Letters of Support Jan 2022.pdf

Horizons at CDS operates under Carolina Day School's 501c3 status, as is the case for most of the 66 Horizons affiliate programs partnering with independent schools across the U.S. Carolina Day School does not provide us with funding, but they offer significant in-kind support through the use of space, field trip buses, and back office support. We fundraise entirely separately from the school. If a foundation is unable to disperse funding to an independent school, we can use Horizons National, based in Connecticut, as our fiscal sponsor.

File Attachment Summary

Applicant File Uploads

- IRS tax exempt letter (1).pdf
- BC Covid recovery FY 2023 grant budget.xlsx
- Combined Letters of Support Jan 2022.pdf

Internal Revenue Service

Department of the Treasury

District
Director

101 Marietta St., Rm 1007
Atlanta, Ga. 30301

Carolina Day School
1345 Hendersonville Road
Asheville, NC 28803

Refer Reply to: QRS:EO:TPA:1007

Date: March 10, 1988

EIN: 56-0125490

FFN: 580023769

• Dear Sir or Madam:

This is in response to your request for confirmation of your exemption from Federal income tax.

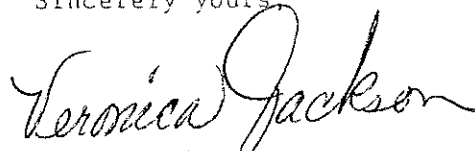
You were recognized as an organization exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code by our letter of January, 1944. You were further determined not to be a private foundation within the meaning of section 509(a) of the Code because you are an organization described in section 170(b)(1)(A)(ii) and 509(a)(1).

Contributions to you are deductible as provided in section 170 of the Code.

The tax exempt status recognized by our letter referred to above is currently in effect and will remain in effect until terminated, modified, or revoked by the Internal Revenue Service. Any change in your purposes, character, or method of operation must be reported to us so we may consider the effect of the change on your exempt status. You must also report any change in your name and address.

Thank you for your cooperation.

Sincerely yours,


EOMF Coordinator

**Coronavirus State and Local Fiscal Recovery Funds
Proposed Project Budget**

Organization Name:	Horizons at Carolina Day			
Project Name:	Summer 2022: Summer Learning for COVID Recovery			
Grant Amount Requested:	\$16,320			
Proposed Project Revenue				
	Amount	Committed or Pending?		
Proposed Buncombe COVID Recovery Funds	\$25,000	pending		
WNC Bridge IMPACT	\$25,000	committed		
CFWNC - Women for Women	\$22,663	pending		
Human Services Grant	\$20,000	committed		
Horizons National Student Enrichment Program, Inc.	\$1,165	committed		
Individual Contributions	\$4,356	pending		
The Ramble Fund	\$10,000	pending		
In Kind Donation-Food from NC Summer Food Service Program	\$20,800	committed		
In Kind Donation-Buses for Field Trip Transportation (CDS)	\$15,000	committed		
In Kind Donation-Swimming Instruction (YMCA)	\$7,350	committed		
Program Fees	\$1,250	committed		
Total	\$152,584			
FY2023 Proposed Project Expenses				
	Proposed Recovery Funds	Other Funds	Total	
			Notes	
Executive Director (prorated for summer prog. management)		\$11,167	\$11,167	
Program Director		\$10,000	\$10,000	
5 Lead Teachers (\$5100 each)	\$10,200	\$15,300	\$25,500	50% of 4 lead teacher salaries
5 Assistant Teachers (\$3060 each)	\$6,120	\$9,180	\$15,300	50% of 4 assistant teacher salaries
Reading Specialist		\$5,100	\$5,100	
Student/Family Support Specialist PT		\$2,550	\$2,550	
Intern		\$500	\$500	
Co-curricular Instructors		\$6,050	\$6,050	
FICA		\$3,338	\$3,338	
Background checks		\$600	\$600	
Americorps VISTA		\$2,500	\$2,500	
Supplies		\$3,525	\$3,525	
Swimming		\$9,900	\$9,900	
Transportation		\$28,860	\$28,860	
Food		\$22,275	\$22,275	
Field Trips		\$1,500	\$1,500	
Student Testing		\$638	\$638	
Celebrations		\$333	\$333	
Volunteer training		\$125	\$125	
Teacher recruitment/hiring/ training		\$250	\$250	
Recruitment/Enrollment		\$375	\$375	
Printing		\$1,823	\$1,823	
Website		\$375	\$375	
subtotals	\$16,320	\$136,264	\$152,584	
		Total	\$152,584	



August 25, 2020

To Whom it May Concern:

This letter details the relationship between Carolina Day School (CDS) and Horizons at Carolina Day (Horizons). The program's name is Horizons at Carolina Day. The mailing address for the program is 1345 Hendersonville Road, Asheville, NC 28803. Horizons operates under the 501 (C)(3) of CDS, where Carolina Day acts as the fiduciary agent. Horizons does not receive any direct financial support of any kind from CDS, but instead receives time of CDS employees for administrative support, facility and equipment use and general supplies. Individual gifts and foundation grants can either be directed to Horizons at Carolina Day or to Carolina Day School with a notation that funds are to be used for the Horizons program. Funds distributed to Horizons will only be used to support the operation of the student enrichment program serving students from low-income households. Since Horizons operates as an entity within Carolina Day School, the Horizons program is recognized by the same tax id as CDS (56-0125490).

After learning about the great success of Horizons programs in other locations around the country, Carolina Day, with approval from the Board of Trustees, chose in 2017 to bring a Horizons program to campus. CDS believes in the potential for Horizons to have a significant impact on improving achievement and expanding opportunity for children from low-income families in the Asheville area. CDS is committed to supporting the Horizons program and helping to facilitate its growth to serve 15 additional students each year until reaching program maturity at 9 grades with a total of 135 students.

A handwritten signature in blue ink that reads "Stephanie B. Whitney". The signature is written in a cursive style.

Stephanie Whitney
Head of School

January 7, 2022

To Whom It May Concern,

The years of 2020 and 2021 were something we have never experienced before. Having to adjust to our new normal has not been easy for adults but for children it has been an especially trying experience, to say the least! I am so thankful that Serenity and the other participants were a part of Camp Horizons during these uncertain times. They were able to participate in online tutoring and summer camp during the year of 2020, which was so good for Serenity and the participants. The daily online interaction with her peers made life a lot easier. Although the children were not able to see anyone in person, the online interaction was amazing in helping the children manage these challenging times. Mrs. Bryan was amazing throughout this process.

I have witnessed my granddaughter Serenity and other female participants thrive throughout this process. She has bonded and developed lifelong friendships that extend beyond the camp experience. I have watched these young women thrive and grow in positive ways.

Serenity would come home from camp with stories about exciting times at camp with her girl squad! From swimming, to academic learning, and field trips, these experiences foster healthy self-esteem in young women and will last a lifetime.

I am so thankful for the opportunities that these young women are able to experience and I know they will share these stories of Camp Horizon for many years.

Sincerely,

Sharon Farmer-Green

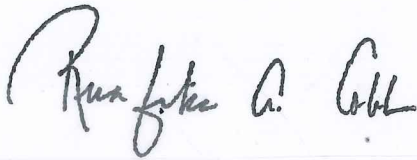
Ira B.
JONES ELEMENTARY
global scholars

September 30, 2020

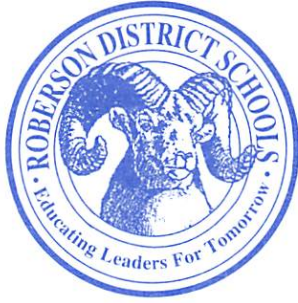
To Whom it May Concern;

We have had students enrolled in Horizons at CDS since the program's inception the summer of 2018, and we are happy to continue working with them now and in the future. We have partnered with Horizons at CDS to help serve students within our community whose families have a high level of need. We are grateful that these students will have the opportunity for the extra support that participation in Horizons provides. Particularly during the COVID-19 school closures of 2020, we have witnessed how deeply involved Horizons is with our families, and we are glad to know the children will continue to have this educational opportunity for years to come.

We are committed to helping Horizons at CDS recruit 7-10 rising first grade students each year, and we look forward to recommending new students for their expansion to serve 60 students in summer 2021.



Ruafika A. Cobb
Principal



Avery's Creek Elementary School

*15 Park South Boulevard
Arden, North Carolina 28704
(828) 654-1810
fax (828) 654-9801*

September 30, 2020

To whom it may concern,

Avery's Creek Elementary is committed to working in partnership with Horizons at Carolina Day by recommending 7 – 10 new students from grade K each year to start in the program, recommending older students when needed, sharing information between Horizons and Avery's Creek teaching staff, and facilitating communication between Horizons staff and Avery's Creek families.

We serve many students with economic need who will greatly benefit from additional academic support over the summer, and we are very excited about the opportunity that this summer enrichment program brings to our school's families. We have heard excellent feedback about our first student group that participated in summer 2019. We look forward to helping Horizons at CDS expand from serving their current 35 students to serving 60 students for summer 2020 and school year 2021-2022.

Kind Regards,

Denise M. Montgomery

Denise Montgomery

Principal

Avery's Creek Elementary School



**FOR YOUTH DEVELOPMENT[®]
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY**

To Whom It May Concern,

In summer 2018 and 2019, the Reuter Family YMCA of Western North Carolina partnered with Horizons at Carolina Day to provide children with discounted swim lessons that focus on drowning prevention. The first year, Horizons served fifteen students who were in need and had not received lessons before, which is the demographic that the Y strives to reach each year. The second year we taught thirty children and had the counselors come to the Y for swim instructor assistant training, which aided in our ratios so the participants received almost private lessons for a very small price. The children grew confident in their swimming as well as in the classroom from continuing through the summer. We were not able to execute our plan to serve 45 students in summer 2020 because of COVID-19 gym closures, but we are looking forward to the opportunity to serve 60 children during their program expansion in summer 2021.

We love working with Horizons at Carolina Day because they are dedicated to serving their local community. Partnering with them has helped us continue to serve the community in a way that is needed. As long as COVID-19 health and safety guidelines allow us to do so, we look forward to working with them next year with 60 children. We are happy to be able to offer lessons that normally cost \$59 per child for eight sessions to Horizons students for \$34 for 18 lessons over the entire summer. Our branch is committed to this reduced cost for another two years so we may better serve their program and our community.

Thank you,

China Hall

Aquatics Director