

YTL Training Programs Closing the Gap and Building Resiliency

RFP for Coronavirus State and Local Fiscal Recovery Funds

YTL Training Program

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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>
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<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.

Name of Project.*

YTL Training Programs Closing the Gap and Building Resiliency

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*

\$900,000.00

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.

Since 2014, YTL has worked in community to provide programming that includes academic tutoring, arts, and activities that participants would not have access to without support. YTL will increase support services designed to facilitate the academic recovery of students impacted by COVID. We purpose to build on our past work strengthening youth, reducing the gap by offering increased summer camp and after school programming to 75 participants ages 6-18, providing previously mentioned support and science enrichment to combat traditional summer learning loss and increase the achievement gains of those disproportionately impacted by the COVID 19 crisis. Increasing in-school advocacy by hiring two more advocates, providing Saturday School for enrichment opportunities in coding, STEM/STEAM, and by providing community programming twice a quarter to deepen parents' understanding of ACE's, promoting strategies to help mitigate the generational impacts of trauma.

Project Plan*

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

YTL already has a framework and the structure for the work that it does. Beginning in September, after Labor Day, through the end of the school year, YTL offers after school programming. This proposal would allow us to hire and train more facilitators and retain certified teachers and instructional assistants as academic tutoring throughout the school year. In addition, YTL, which currently has budgeted for one

advocate, will be able to hire and train two additional advocates that would begin working toward the end of the month of September in the school supporting participants, parents and teachers. Advocates work to ensure participants have access to all of the resources that they need to address the whole child. Advocates communicate with teachers and parents biweekly and have a consistent schedule of in school support based on needs and times identified by teachers, Saturday School will begin in October and will end the second Saturday in May. Through partnership with the Rosa Walker Initiative, some participants will attend programming with a STEM/STEAM focus on Saturday a month or in a series of Saturdays depending upon the project. YTL will transport and supervise. In addition, two Saturdays a month YTL will host Supreme Saturdays - participants will participate in math challenges, reading and math games to promote the love of learning and build confidence in students academic abilities. Two weeks after the end of the academic school year, YTL begins its summer program. Summer programming last for eight weeks. During summer programming participants receive 2 hours a day of tutoring delivered by certified teachers, veteran instructional assistants and partners like youth literacy. In addition participants learn about mindfulness meditation which focuses on the use of breathing to self regulate and increase the tools that participants have in their tool box to deescalate and redirect themselves. Twice a week, participants will participate in STEM/STEAM activities through collaborative efforts with the Rosa Walker Initiative. Students will participate in YTL sponsored events with Asheville Bikes, Bountiful Cities FEAST programming, horseback riding and regular activities like swimming. Community events Will be scheduled every other month also beginning in October. Through a collaboration with Asheville Writers In School, participants will participate weekly in The Story Craft Project. All timelines are subject to change based on COVID numbers and decisions made by school officials concerning in person learning. Twice a quarter, YTL will provide programming with a focus on parental resilience through mindfulness and learning about Adverse Childhood Experiences to address trauma and other topics identified by parents. YTL will continue with initiatives that have families participating in programming with the whole family like Family voices-participants and their families telling their stories visually, in writing and via video.

Statement of Need*

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

Five ACS primary and elementary schools earned an F ranking for the academic performance of their black students, as did both ACS middle schools. Asheville High earned a D grade for that subgroup. According to the NC School Report Card, in [YEAR], 68% of Black students and 50% of Hispanic students in BCS were not proficient in math, in contrast with 33% of white students. Similarly, 69% of Black students and 61% of Hispanic students were not proficient in reading, while only 34% of white students were.. In science, 35% of Black students, 42% of Hispanic students and only 18% of white students were not proficient. ACS experiences similar disparities: 81% of Black students, 52% of Hispanic students, and only 22% of white students were not proficient in Math i. Reading scores show that 66% of Black students, 46% of Hispanic students and only 17% of white students were not proficient. Even more stark, 66% of Black ACS students and 36% of Hispanic students were not proficient in science, while 0% of white students experienced the same. These worrisome statistics of educational outcomes by race have been exacerbated by COVID-19. In March of 2020, ACS and BCS transitioned to virtual learning as the COVID-19 pandemic set in. Buncombe County's 2025 Strategic Plan outlines the goal of increasing third grade literacy rates, especially among underperforming students, which the proposed project supports directly. The project will expand the number of elementary school-aged children participating in summer programming to 50, with increased focus on tutoring K-2 students. In addition, the proposal would increase YTL's capacity and expand the number of middle and high school ACS and BCS students served through We will focus in particular on students in the Johnston Elementary School community, which includes Deaverview Public Housing residents. Just as COVID hit, the after school program closed. We were already working to provide support for families impacted by that closing.

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.

Before Asheville and Buncombe County schools shut down in March of 2020, the achievement/opportunity gap had already widened in the previous year. Many families faced adversity in having their children relegated to online learning. In particular, our most vulnerable students were displaced with very little input from parents, classroom teachers or community members. As a result, the initial school shut down created a lack of educational access for students living in areas that lacked Wi-Fi and for students whose parents were classified as essential workers and unable to stay home to support their children in their learning. What became increasingly clear in the midst of this pandemic was that students that were already struggling would be stretched in a way that created more barriers to learning and widened the achievement gap. That trend continued with parent funded vs. School funded learning PODS. YTL's proposal seeks funds to provide more individualized tutoring for participants during our summer and after-school programs, and through the expansion of Saturday School programming. This addresses the academic needs of students that were disproportionately harmed by the COVID pandemic through an increased individualized educational, social and emotional learning support. In addition, funds will be used to host 2 events quarterly to support parents and families with growth mindset strategies, to help them understand and heal from trauma, and to model mindfulness practices that will promote self regulation in both parents and their children. Funding will also be used to hire 2 additional advocates to work with participants, their families and the school to ensure that participants have access to all the resources that they need to support student learning and proficiency. Funds will be used to update technology, purchase supplies, pay artists-in-residence and provide stipends to parents attending support opportunities and quarterly events.

Population Served*

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

YTL targets youth ages 6-18 (most are 7-15) who are academically, socially, or emotionally in need of support. 80 percent of our participants have been residents of public or low income housing and qualify for free or reduced lunch. The estimated median income for parents is \$24,000 a year. 92% of our participants this year are children of color. We service participants across Buncombe County with increased participation from students in the Erwin School District. We currently have participants from Asheville High, Asheville and Erwin Middle, Montford North Star, 3 ACS elementary schools- Jones, Claxton and Isaac Dickson , 4 BCS elementary school- Johnston Elementary, Emma Elementary, West Buncombe Elementary and Woodfin Elementary. In addition, we service scholarship students at Hanger Hall, students at Francine Delany and IC Imagine elementary and middle school. In after school programming YTL serves 60 participants and 75 in summer programming. Of our 60 participants in after school, 12% percent have IEP's, 25% have behavioral support needs, and 42% receive in school advocacy support via YTL advocates.

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.

As a result of YTL's services, participants in summer programming will not experience summer loss. Instead, 80% will maintain their skills and some reading levels will increase by at least 1 level. Participants in YTL's two after-school programs, which incorporate our mindfulness approach to after-school, tutoring and cross-curricula activities, will experience increased attendance at school and fewer discipline or office referrals. 80 percent of our participants will make 1 year's academic growth; while those students that are 2 grade levels behind will have at least 1.5 years of academic growth. Parents participating in the ACES and Parental Resilience Programming will have increased awareness of their own trauma and will have a variety

of tools at their disposal to enable them to recognize their triggers and to help them remain resilient in parenting their children and becoming involved in school. All (100%) participants will have an increased interest in science after experiencing our science enrichment programming over the summer, in after-school and in Saturday School. Year 1 activities will focus on the expansion of summer and after-school programming to the community surrounding Johnston Elementary School. Also in Year 1, we will begin offering ACES-related programming to start building parental resiliency. We will continue all these activities during Year 2, and expand our ACES and Parental Resilience programming to include school, racial and community advocacy training for parents seeking to become more involved in transforming themselves, their families and their community. During Year 3 we will continue the work of Years 1 and 2 by providing stipends for some parents to work with YTL and to hire some of those parents to work with our youth in summer camps and in after-school programming.

Evaluation*

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

For our youth related academics in programming we will use school data. Through partnership with United Way, YTL will have access to their Dashboard that tracks data concerning attendance for participants in Buncombe County and Asheville City Schools. Data includes, but will not be limited to attendance, foundations assessments, district benchmarks, and EOG scores. Participants will be assessed at the beginning and ending of summer programming using assessments similar to those used in the school systems - Fundations, Dibels and Maze, grade level appropriate basic math skills. Administration of the Social Emotional Assets and Resilience Scales twice within the summer program cycle (weeks 1&8) and three times during the school year cycle (2nd wk of Sept., 2nd wk in Jan., and the last wk in May). In addition, teachers will be asked to complete the scales at the beginning, middle and end of the school year for participants that are in their classes. Success looks like participants maintaining and dome increasing reading levels and competency in basic math skills, student engagement throughout the school year including after school and Saturday School. YTL will document impact via parent, teacher and student surveys, student social, emotional and academic growth.

Over the next three years data collection will be both qualitative and quantitative. Parental Resilience programming and ACES will be qualitatively assessed by written and artistic results with observations and notes made be staff and other partners working within programming. Some of this data will be obtained through audio and video recording and via interviews. In addition there will be quantitative measures via pre and post surveys. Adults will also have pre, mid, and post SEARS (We are exploring the STEP Up Social/Emotional Program and measuring tool) assessments completed for each program cycle and we will have exit tickets that we will use at the end of each small group or community gathering.

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?

YTL works diligently to eliminate racial inequities through our programming, hiring practices and community partnerships. Programming has been designed with many experiences for our youth that they might not otherwise have access to due to economic inequities that exist across Caucasian, African-American and Hispanic neighborhoods. In addition, YTL seeks to employ people who are representative of the population that is being served and seeks out artists with similar backgrounds as the population. YTL services focus in particular on kids who were impacted by lack of access before and during the COVID-19

crisis, and lack of support for virtual learning due to their parents' status as "essential workers". YTL services are an investment in the youth in community that experience underinvestment and institutional neglect. The work that YTL does supports the building of self advocacy skills and works with participants to support in their ability to speak up for themselves and express their needs both social and educational. These efforts build toward a just, equitable and sustainable COVID-19 recovery by supporting participants and their families through in school advocacy support and mindfulness and self advocacy training and support. The root causes and/or disproportionate impacts of inequities are addressed throughout programming as staff receiving equity training that names and combats white supremacy culture and policies that have been harmful to students of color, training that identifies the inequities that exist with discipline and academic success for black and brown students and YTL specific strategies to ensure that those habits don't creep into our programming. In addition, our staff is trained to self monitor and regulate so that they are able to identify when they need to tap out to ensure fair and equitable treatment of all participants.

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.

YTL Training Programs has positive working relationships with multiple community organizations, businesses and folks in the art community. YTL has worked collaboratively with Asheville Writers In School(AWIS), Bountiful Cities, ClayWorks and other businesses in the River Arts District. In addition, we have relationships with several artists within our community and Resiliency trainers, mindfulness practitioners and educational professionals that we will consult with as we develop individualized service/support plans for our most vulnerable program participants. We will leverage these relationships primarily to collaborate on planning services and designing individualized and small group support for participants; providing multiple means of artistic expression for both participants and their families, specifically parents; delivering informational content related to ACES and parental resilience; promoting mindfulness practices that build social and emotional health and supporting wrap-around services for under-resourced communities through various artistic modalities. YTL is plugged into several collaboratives including CoThinkk and United Way. This year, YTL formed a strong and productive partnership with Youth Literacy, which will continue throughout our after school programming and into summer programming creating a year-round partnership through which tutors provide support to YTL program participants in reading, writing and spelling. YTL Is also partnering with the Rosa Walker Initiative for the summer of 2022. This partnership will support STEM and STEAM programming for participants this summer. They will provide teachers for these activities and YTL will provide support staff and individual kits for participants to be able to take home at the end of the summer. AWIS will provide The Story Craft Project (<http://thestorycraftproject.org/#history>) within YTL's GRACE for Teens summer programming.

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.

YTL Training Programs have been providing free summer camp for youth ages 11-19 years old with emotional, academic and social challenges for the past six years. Incorporated in August of 2014, we received our 501(c)3 status in the summer of 2015. From 2014 to 2016, YTL provided summer programming to 20-25 youth ages 11-16. During our initial 2 years, we operated with very few funds. In 2016 we began receiving small grants ranging from \$1,000 to \$10,000, which allowed us to begin offering after-school programming services for the same age group. YTL's capacity increased when, in 2017, we were awarded an Isaac Coleman

Economic Community Investment grant of \$112,000. After that initial year of expanded services, the amount of our Isaac Coleman Grant was reduced due to a funding error on the county's part, and we were still able to expand YTL's summer programming to include 15 girls from 3rd to 5th grades. During the three year grant period we met our programmatic goals and grant deliverables. In addition, YTL Training Programs includes girls' school groups at Lucy Herring Elementary from the fall of 2015 until the transition to virtual learning in March of 2020. Our programs have graduated over 80 elementary school-aged girls through two girls' groups: O'Beautiful, which focuses on girls that are slipping through the cracks, and Girl Talk, focused on creating positive girl support groups and friendships. As schools transitioned to virtual learning, YTL Training Programs also transitioned, providing virtual classes three times a day. In addition, YTL was one of very few organizations that was able to safely host an eight-week summer program, serving 35-40 participants daily. We had no incidences of exposure to COVID and created safety protocols using strict CDC and DHHS guidelines. YTL hosted At Home Learning Support for 40 participants 7:30-5:30 daily from September 8th 2020 until the end of the school year with funding support from Dogwood Health Trust.

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.

[YTL Training Programs Recovery Funds Budget.xlsx](#)

Special Considerations*

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

[2021 in Review_YTL Supporting Documents.pdf](#)

YTL Training Programs has been working to improve conditions for youth of color in the city of Asheville since 2014. We adapt to the needs of our community as evidenced by transitioning to Online programming when schools closed in March of 2020. Not only did we pivot and provide mindfulness, art and movement using online platforms, but we also had individuals checking in with families and participant to provide individual support. In addition, YTL seeks to address the whole child which means addressing the needs of families. We work collaboratively with community partners for the betterment of all. In the summer of 2020, YTL, after much thought and planning, hosted an eight week summer program where 30 to 40 participants were in programming daily! As the pandemic was soaring, YTL safely provided programming so that parents would have a safe place for their children to be many providers were closed. When ACS and BCS began the 2020/2021 school year virtually, YTL shifted our programming to provide At Home Learning Support. YTL facilitators provided a safe environment for participants to come and get support with online learning Monday through Friday from 7:30 am until 5:30pm. Since then the demand for our programming has more than doubled.

File Attachment Summary

Applicant File Uploads

- YTL Training Programs Recovery Funds Budget.xlsx
- 2021 in Review_YTL Supporting Documents.pdf

Coronavirus State and Local Fiscal Recovery Funds

Proposed Project Budget

Organization Name:	YTL Training Programs
Project Name:	YTL Training Programs Closing the Gap and Building Resilience, Addressing the Whole Child
Amount Requested:	900,000

Proposed Project Revenue Funder	Amount	Confirmed or Pending?	Notes
Proposed Buncombe COVID Recovery Funds	\$900,000	Pending	Over three years \$300,000 each year
Tzedek Social Justice Fund	\$60,000	Confirmed	Over three years \$20,000 each year
Dogwood Health Trust	\$375,750	Pending	Over three years \$125,250 each year
People in Needs Grant	\$20,000	Pending	1 year
WNC Beidge Foundation	\$150,000	Pending	Three year grant \$50,000 each year
Anonymous Donor	\$10,000	Confirmed	Two year grant of \$50,000 each year
Individual Donor campaign	\$25,000	Confirmed \$12,000 Pending \$13,000	Three year campaign \$25,000 each year
List other sources here			
List other sources here			
List other sources here			
List other sources here			
List other sources here			
List other sources here			
List other sources here			
Total	\$ 1,540,750.00		

Proposed Project Expenses	Proposed Recovery Funds	Other Funds	Total	Capital or Operating Expense?	Notes
Co Director/Programming Salary 50K	\$57,500.00		\$ 57,500.00	Operating	Same budget over 3 years with cost of living raise to be factored in year 3 includes payroll taxes
Co Director/Funds Developer Salary 50K		\$ 57,500.00	\$ 57,500.00	Operating	includes payroll taxes
Administrative Assistant Salary 40K	\$46,000.00		\$ 46,000.00	Operating	includes payroll taxes
Advocacy Coordinator x3 Salary 40K	\$92,000.00	\$ 46,000.00	\$ 138,000.00	Operating	includes payroll taxes
Summer Program Coordinator(Seasonal) \$20 an hour	\$7,400.00		\$ 7,400.00	Operating	includes payroll taxes
Summer Program Coordinator(Seasonal) \$20 an Hour		\$ 7,400.00	\$ 7,400.00	Operating	includes payroll taxes
Reading and Math Tutors x6		\$ 11,520.00	\$ 11,520.00	Operating	
Summer Facilitator (Seasonal) X8		\$ 46,240.00	\$ 46,240.00	Operating	includes payroll taxes
Summer Facilitator (Seasonal)x8	\$ 46,240.00		\$ 46,240.00	Operating	includes payroll taxes
Supplies, Snacks, Summer Meals	\$15,125.00		\$ 15,125.00	Operating	
Science Kits and enrichment		\$ 9,500.00	\$ 9,500.00	Operating	
Activities:Swimming, Asheville Bikes, Horse Back Riding, etc.	5,000	\$ 12,000.00	\$ 17,000.00	Operating	
Consultant for Strategic Planning		\$ 15,000.00	\$ 15,000.00	Operating	
Insurances - general liability, vehicle, unemployment	2,000	\$ 3,000.00	\$ 5,000.00	Operating	
Computer upgrades, repair and replacement			\$ 10,000.00	Operating	
	\$10,000.00	\$ 10,000.00	\$ 10,000.00	Operating	
Purchase of new van, repair of white van		\$ 47,000.00	\$ 47,000.00	Operating	
Gas, upkeep and yearly taxes		\$ 18,000.00	\$ 18,000.00	Operating	
		\$ -	\$ -	Operating	
		\$ -	\$ -	Operating	
		\$ -	\$ -	Operating	
		\$ -	\$ -	Operating	
		\$ -	\$ -	Operating	
		\$ -	\$ -	Operating	
After School Facilitator/At Home learning Support x 2	18,400		\$ 18,400.00	Operating	
After School Facilitator/At Home learning Support x 5		\$ 46,000.00	\$ 46,000.00	Operating	

		\$ -	Operating	
Total	\$ 628,825.00			



2021 In Review +

January 7, 2022



2021 has been both an incredibly challenging year, but also a year of great triumphs, many moments of celebration and enormous joy as YTL strives to support youth socially, emotionally and academically. The funding landscape has shifted tremendously since the onset of the COVID 19 Pandemic in 2020. Without the support of donors YTL would not have been able to do the work that was completed in 2021. Thank you for your belief in and support of YTL Training Programs!



YTL and COVID 19

Like the rest of the country, in March of 2020 YTL Training Programs came to a screeching halt as the worldwide crisis with the Corona Virus created fear and uncertainty for everyone. In the midst of this crisis YTL took two weeks to regroup and determine how to best support our participants and their families.

Like many nonprofit organizations, YTL had to furlough or laid off 100% of its staff. Staff members with reduced hours were able to successfully transition some programming elements to online for the months of April and May. YTL offered online art, daily movement and mindful meditation via Zoom. In addition, YTL began planning how to safely offer summer programming for families who needed a safe place for their youth while they worked.

With the payroll protection loan YTL was able to bring back 90 percent of the staff and was able to safely provide eight weeks of summer programming. Going above and beyond, YTL strictly adhered to CDC and

DHHS guidelines to ensure that participants, staff and their families remained safe.

At Home Learning Support

Today, in addition to working with our participants, YTL is committed to supporting disenfranchised communities as they strive to succeed despite dealing with systems of inequity. YTL works to fill in the gaps and that has never been more evident as it is now.

As schools in Asheville determined that they would return in a virtual setting, YTL planned how it would continue to serve the participants from the summer and bring in more participants. With the support of its host site and partner, Grace Covenant Presbyterian Church, YTL was able to serve 40 participants in its At Home Learning Support Program. Participants were divided by grade level and the safety measures that were put in place over the summer continued. In addition, grant support from Dogwood Health Trust, made it possible for AT Home Learning to continue from November 2020 through May of 2021.

2021 In Review

January-May of 2021

YTL Training Programs completed the At Home Learning Program. As Buncombe County Schools began to open and Asheville City Schools planned for reopening in March, YTL coordinated schedules for each school system, two charter schools and a private school to ensure that there was enough staff on hand to support participants who were not in school and for those participants whose parents determined that they would not be returning to school in person. In February YTL surveyed teachers one of whom commented the following:

"YTL has been one of my favorite pods to visit because of their wonderful staff, their rigorous safety standards, and their desire and drive to help and support the community and our students. They all go above and beyond in having clear communication, assisting students with achieving success, and showing that our students have people who believe in

them and are there for them every single day. I know YTL actively makes a positive difference in my student's lives every day and that is evidenced by increased academic engagement and social/emotional regulation."

Parent testimonial:

https://drive.google.com/file/d/1M3P2vNV2p10qEWy0gDJ8p_Say_4zJC8d/view?usp=drivesdk

Participant testimonial:

<https://drive.google.com/file/d/1YmcJnqMVewBwTfJYvdobF80RUWZ6yKcf/view?usp=drivesdk>

June-August of 2021

YTL's biggest successes to date is hosting over 60 participants in summer programming that began June 14th and ended August 6th. Remaining committed to providing programming that prioritized the safety of participants and staff, YTL went above and beyond safety standards required by the CDC and DHHS. During the summer participants had tutoring in math and reading for two hours a day, Monday through Thursday. They also had science enrichment with stems projects weekly. In addition, participants enjoyed typical summer activities like swimming, going to the park and bike riding. Participants in GRACE chose to share meals with those experiencing food insecurity and they served as mentors to elementary school aged participants. To close out summer programming GRACE for Teens took a trip to Dollywood and ROSES and MOSS went to Discovery Island.



September- December of 2021

September 7th YTL's after school began. YTL currently serves participants in six schools in the Asheville City Schools District(Claxton, Issac Dickson, Ira B. Jones, Asheville Middle School, Montford North Star and Asheville High School). YTL also serves participants in five schools in the Buncombe County School District(Emma Elementary, Woodfin Elementary, Johnston Elementary, Erwin Middle School and Erwin High School). In addition YTL serves participants attending Hanger Hall School, Francine Delany and IC Imagine. Participants

continue to receive science enrichment, homework support and tutoring.

2021 ended with a Winter Ball for YTL Training Programs. Families were treated to a formal dinner party and any participant that needed support with dress attire received support. Forty-three participants received bikes and thanks to our wonderful partner, Grace Covenant Presbyterian Church, five families received support ensuring that their youth had adequate clothing for the winter.



Thanks again for all of the support!

[Summer Camp Special Report.pdf \(3,774K\)](#)

[youth education pages.pdf \(8,549K\)](#)