



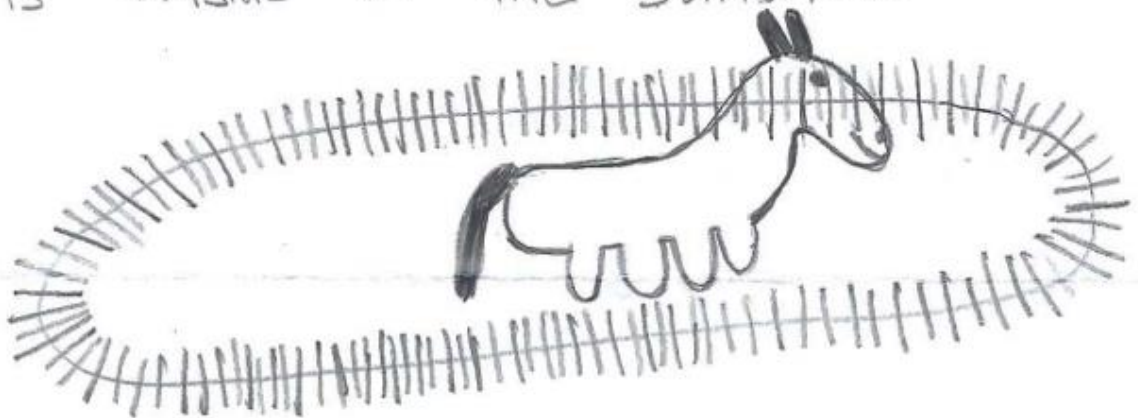
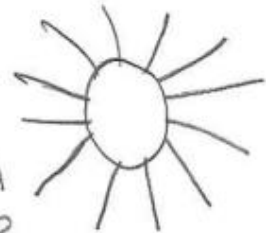
2021 PROGRAM EVALUATION

Created by Connor Samples

As you are well aware, the COVID-19 pandemic did not end in 2020. While our staff worked hard to avoid any closures in 2021, our programs were still impacted by winter and summer case surges, waning restrictions and evolving guidance, and the general stress and exhaustion of living in year two of an ongoing pandemic. Despite having fewer staff members, despite not being able to have as many volunteers out due to restrictions, despite *everything*, we are proud to announce that The Red Barn was able to provide more program hours than in 2019, the year before the pandemic began. As we did last year, we wanted to again document how we adapted, all that we learned, and how we plan to continue providing excellent programs in the future.

Draw a picture about your favorite thing about The Red Barn!

I like when my lesson
is outside in the sunshine



PANDEMIC TIMELINE AND 2021 OVERVIEW

While the pandemic didn't end in 2020, it did begin there and revisiting the early phases of the pandemic are important to contextualize 2021. In March 2020, we had to close our programs. We split our staff into two separate teams working two different shifts and had to make the difficult decision of inducing our first ever round of layoffs. Distancing and cleaning processes took longer, and we had to limit volunteer usage severely. Programs went virtual through online classes, video chats with horses, and sending craft kits to students. All the while, we were learning and planning how to adapt to the rapid, drastic change that the entire world was experiencing.

By June 2020, we reopened to our independent riders since they required less close contact than riders needing sidewalkers. We slowly added more students back in September by using their parents as sidewalkers and offering unmounted classes to students needing the most support. Our overall staff size, particularly regarding instructors, was significantly smaller by the end of 2020 than it was to begin the year. This factor, combined with the safe distancing that unmounted class provided, made us reconsider how we approached our programs as the pandemic carried into 2021.

Before going further, it is important to clarify the terminology of our programs. The Red Barn is accredited by the Professional Association of Therapeutic Horsemanship (PATH). There are a total of 873 PATH member centers worldwide. The Red Barn is one of 279 centers that are premiere accredited, meaning that they voluntarily elect to have PATH officials visit the site to ensure they meet PATH standards. Fun fact: The Red Barn is actually one of the 25 largest PATH accredited centers in the world!

PATH, along with several other organizations, issued some terminology guidelines in December of 2020 so that terminology would be consistent in the industry. The term "therapeutic riding" had sometimes been confused with "therapy," causing some families to believe their riding lessons were mental health or physical therapy on horseback.

The new terminology uses the umbrella term equine-assisted services and divides them into three broad categories: horsemanship, learning, and therapy, with different activities in each.

Equine Assisted Services (EAS)

In December of 2020 PATH International created unifying language for equine-related activities in order to minimize confusion regarding services. Equine Assisted Services are split into the three categories explained below: Horsemanship, Therapy, and Learning.



Horsemanship

Adaptive equestrian sports

Adaptive riding or therapeutic riding

Driving

Interactive vaulting



Therapy

Counseling

Occupational Therapy

Physical Therapy

Psychotherapy

Speech-language Pathology



Learning

Equine-assisted learning in education

Equine-assisted learning in organizations

Equine-assisted learning in personal development

In order to be aligned with PATH's new terminology, we reclassified our programs into these broad categories. More specific information can be found in the article *Optimal Terminology for Services in the United States That Incorporate Horses to Benefit People: A Consensus Document* by Wendy Wood, Kathy Alm, Joann Benjamin, Lynn Thomas, Debbie Anderson, Lissa Pohl, and Michele Kane.

With a better understanding of what the terminology entails, you will see that the numbers in the charts below reflect our emphasis on equine-assisted learning classes in 2021. To provide even further context, please first consider these numbers for volunteer and staff hours comparing 2019 and 2021:

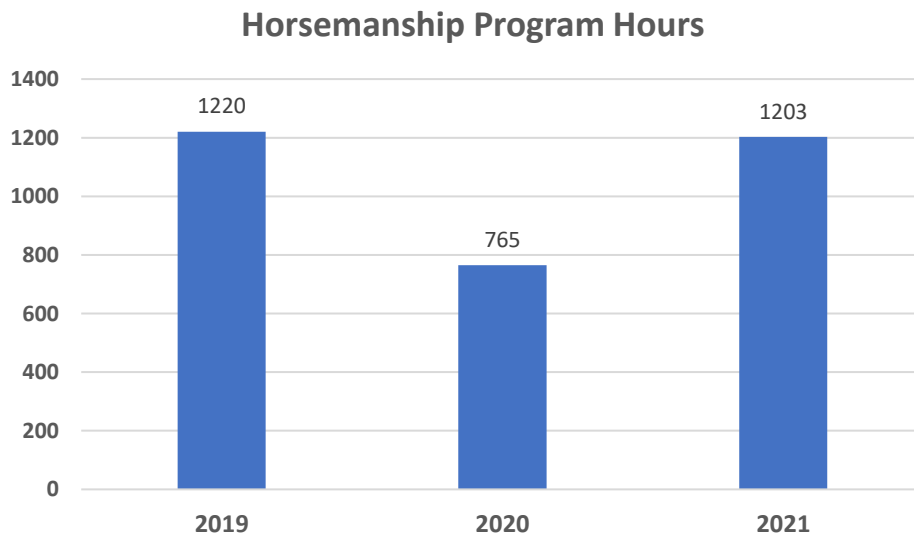
Volunteer hours in 2019 = 7,789.95

Volunteer hours in 2021 = 5,932.30

Staff hours in 2019 = 25,406.70

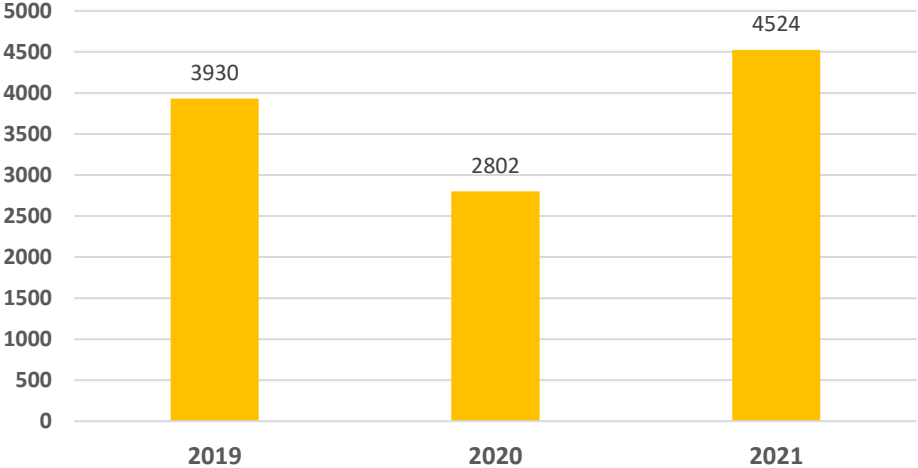
Staff hours in 2021 = 24,267.02

With **nearly 3,000** fewer manpower hours to assist in lessons and to assist in all the daily upkeep necessary to care for 21 horses, 1 mini-horse, 3 goats, 1 barn cat, and 33 acres of land, our staff and volunteers were able to provide nearly 500 more total program hours in 2021 than we were in 2019. And while we did focus more heavily on equine-assisted learning classes, our 2021 horsemanship program hours were only 17 hours fewer than what they were in 2019.



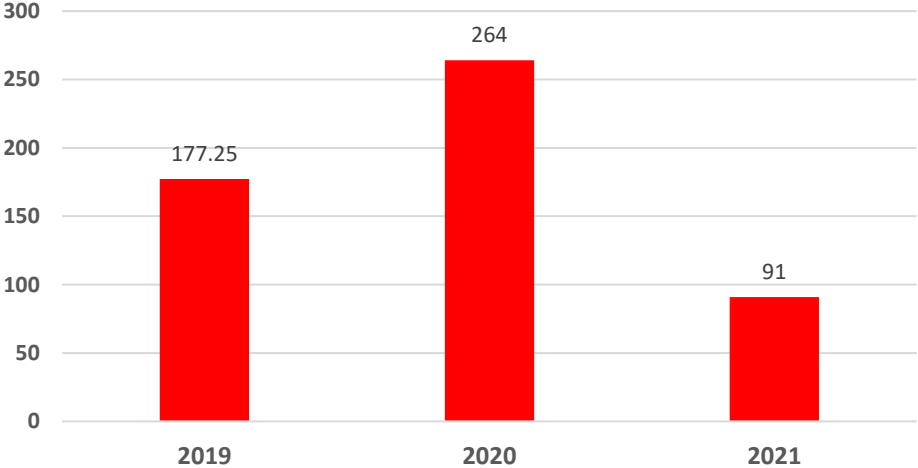
The Red Barn provided 1,203 Horsemanship program hours in 2021. That's up from 765 in 2020 and just a hair below 1,220 in 2019.

Learning Program Hours



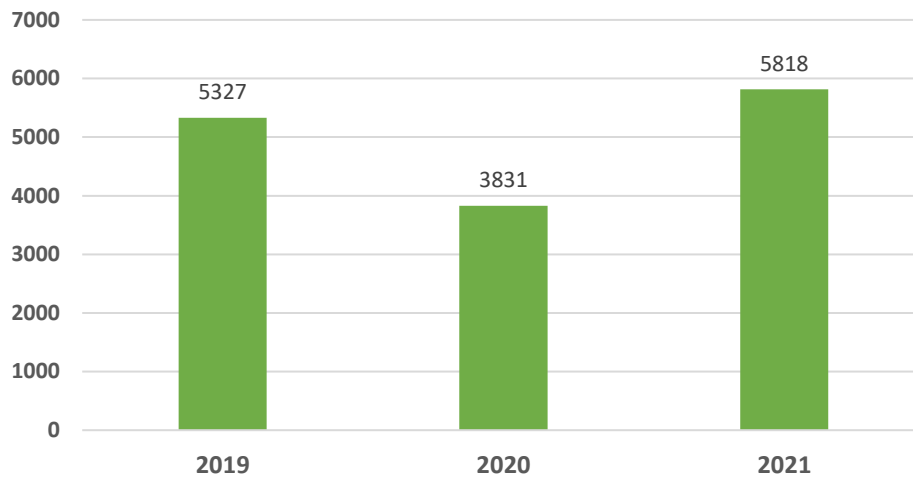
The Red Barn provided 4,524 Learning program hours in 2021. That’s up from 2,802 in 2020 and 3,930 in 2019.

Therapy Program Hours



The therapy program, which we began phasing out towards the end of 2020 and ultimately discontinued in 2021, provided 91 program hours in 2021. That is compared to 264 hours in 2020 and 177 hours in 2019.

Total Program Hours



The Red Barn provided a total of 5,818 program hours in 2021. That's up from 3,831 in 2020 and 5,327 in 2019.

Also in 2021, the barn had 12 individual participants who were either a veteran or had a direct family member who is a veteran. All participants received a full scholarship as part of the Cpl. Anthony Clay Ward Program for Veterans, but their hours are split between the Horsemanship and Learning programs and included in their totals. In addition, USMC Cpl. Anthony Clay Ward's family and his Marine brothers and their families visited for a weekend during the summer. In total, the barn spent 332.5 hours directly serving veterans and their families. This is compared to 150.5 hours in 2020 and 378.5 in 2019.

Overall, we are extremely proud of all that we accomplished in 2021. The challenges of this past year were very similar to what we faced in 2020. We are still in the midst of a pandemic, but our staff and leadership worked extremely hard to serve as many kids as possible. While the equine-assisted learning classes played a critical role in our 2021 programs and did help make a difference in the lives of many kids with disabilities, we are planning and hoping to tip the scales and increase our Horsemanship program hours in 2022.

PROGRAM EVALUATION PHILOSOPHY

In 2015 we adopted the Results Based Accountability (RBA) framework for our program evaluations. This is based on the work of Mark Friedman at the Fiscal Policy Studies Institute. The RBA framework encourages the measurement of how much was accomplished, how well it was performed, and what difference was made in the lives of those served. The RBA framework uses the example of a high school to explain each section of the framework.

How much did we do? This is a question of quantity and is most easily answered. For example, a school might say that they taught 700 students in a given year.

How well was it performed? This question moves the focus from quantity to quality. Is there a distinct quality difference in education between a class size of 35 students compared to a class size of 20 students; a class with adequate resources compared to a class with exceptional resources?

What difference was made in the lives of those served? Is anyone better off? These are the most difficult of questions to answer because of the long-term implications that must be measured. How can you determine if children in small classes with exceptional resources are better off than children in larger classes with adequate resources? Would you measure by graduation rates? College acceptance? Standardized test scores?

PROGRAM EVALUATION – EQUINE ASSISTED SERVICES: HORSEMANSHIP

The Red Barn's Equine Assisted Services: Horsemanship programs include:

- Adaptive equestrian sports: Preparing students to compete in horse shows, such as Special Olympics and The Exceptional Cup.
- Therapeutic (or adaptive) horseback riding: Making horseback riding lessons, as well as the accompanying unmounted horsemanship skills accessible to individuals with diverse needs.

How much did we do?

Adaptive Equestrian Sports:

Our 2018 strategic plan included working towards having our students participate in horse shows. In October 2020, we took two students to ride in the Alabama Charity Championship Horse Show in Decatur as practice with the goal of taking more students in 2021. In September 2021, we took 5 students to the Alabama Classic Horse Show to ride in the exceptional classes. And in October 2021, we took 8 students to ride in the Alabama Charity Championship Horse Show exceptional classes.

Exceptional classes are for students with disabilities. Students must have a defined disability, not just a special circumstance, to ride in these classes. In order to prep the horses and see how they would behave at a competition, several of our employees showed our horses in the

beginning classes. This helped us see how the horses would behave for when the students would ride them during shows and was a learning experience for employees.

Special Olympics did not allow competitions this year due to COVID. However, we did hold an internal horse show for our students in November 2021, which 28 students attended. We plan on taking even more students to horse shows throughout 2022.

Therapeutic Horseback Riding: We provided 1,203 hours of mounted and unmounted horsemanship lessons to individuals with disabilities and special circumstances.

How well was it performed?

In the past, we have used the following statistics to determine how well we taught riding lessons:

- What percentage of lessons was taught?
- What is the demand for the program?
- What are staff qualifications?
- How many incident reports were completed?
- What did the students and parents think in satisfaction surveys?
- What riding skills were mastered?

Percentage of Lessons Taught: While we ultimately did not track this in 2020 due to the COVID-19 restrictions in that year, we did resume tracking the percentage of lessons taught in 2021. It once again must be reiterated that these numbers are undeniably altered by life in pandemic. Even so, we did report encouraging results considering the circumstances.

Of 3,051 lessons scheduled across all programs in 2021, the barn taught 2,322 (76.1%). For the cancelled lessons, 31 (1% of all lessons) were cancelled due to severe weather, 194 (6.4%) were cancelled by The Red Barn for reasons other than weather, 293 (9.6%) were cancelled by students with more than 24 hours' notice, and 210 (6.9%) were student no-shows/cancellations with less than 24 hours' notice.

Ideally, we would like to have a minimum of 80% of lessons taught. This will be our goal for 2022. The pandemic had a clear impact both on barn and student cancels, and hopefully those numbers will not be as significant in 2022 (though I write this in the middle of the Omicron wave).

Additionally, we updated our participant manual to strongly encourage student attendance and communication about absences. We reminded parents that it is unfair to the 60+ waiting list students when our current students are blasé about attendance. Going forward, we will review all no-show lessons after each term and determine whether students with high no-show rates will be retained or if their spot will be given to a student on the waiting list.

Program Demand: There are currently over 60 students on our waiting list. We conducted an extensive update of the waitlist this past year to ensure all those on the waiting list were still interested and available to participate in our programs. This was the first major update we have made to our waiting list, so the list's size was pruned considerably. Part of this was also because the student registration and evaluation process were refined.

Before, we would register and place nearly all interested students on the waiting list, barring major behavior concerns such as fire setting. However, COVID-19 and the phasing out of our Therapy program changed our protocols to ensure that our Horsemanship program was appropriate for then-current waiting list students and for all students going forward. As such, we added qualifiers for our Horsemanship program including being able to sit balanced on a stool for a minimum of 45 seconds and a weight limit of 150 pounds (due to horse carrying capacity). While this did lead to reduction in the size of our waiting list and changed some of the population we can serve, it ensures that our waiting list students will be successful in our programs when a slot opens for them. We feel that being up front with this information is better than having them wait for a spot for years and then discover that our programs aren't appropriate for them.

Having over 60 students (and growing with each week) still on the waiting list speaks to the interest and commitment of our waiting list families. Going forward, we will continue to update the waiting list on an annual basis.

Additionally, it is worth noting that in previous years we used student retention as a metric. We decided to stop using student retention last year, as it was becoming increasingly difficult to measure in the wake of the COVID-19 pandemic. However, we still maintain a high retention rate, which is a major factor in why our waiting list remains so large.

Staff Qualifications: For safety and to ensure quality programs, it is important for employees to be well trained and certified in their respective responsibilities. During the down time of the pandemic, we were not able to provide as much continuing education to employees due to lack of in-person programs offered. Most classes that would benefit our employees are held in-person because it's hard to work virtually with a horse!

However, we did develop our own instructor levels for riding instructors at The Red Barn. There are five instructor levels. In order to move up a level, instructors must demonstrate a certain level of riding and horsemanship skills, have a certain number of hours teaching and working in therapeutic riding lessons (or possess an appropriate level therapeutic riding certification), demonstrate their ability to teach both typical riders and riders with disabilities, and prove their knowledge of disabilities. The level of the instructor determines which students they are qualified to teach as well as the supervision they need in lessons, setting student goals, and lesson planning.

Incident Reports: An incident report is completed every time someone falls off a horse or requires more than basic first aid. We had 2 incident reports in 2021, both for students falling off a horse. Neither student was injured nor required first aid in either incident.

Satisfaction Surveys:

Riding Lessons – Parent Surveys (Satisfaction)

At the end of each term, parents are asked to complete a survey about their experience. The results for 2021 are summarized below.

	Percent Satisfied
Services your child received	100%
Progress your child made	100%
Communication with your child’s instructor	100%
Volunteers working with your child	100%
Facility appearance	100%
Safety features provided at the barn	98%

The “no” we received regarding safety features was for COVID safety procedures, which one parent felt were too restrictive. We understand that the safety procedures were not convenient for all families, but we based our protocol on federal and state guidance, as well as advice from our insurance company.

The survey also asks for suggestions for improvement. Some of the suggestions are listed below, along with our plan to address them.

Parent comments:

- **Concrete paths for wheelchair accessibility by the riding barn.** *Unfortunately, adding concrete paths would create uneven terrain in common riding areas, which could be unsafe. We would need to pave all the gravel driveways on the upper half of our property to ensure level terrain throughout, and we do not have the funding to tackle a project of that size. The parent was very understanding of this fact.*
- **We wish we could be at the barn more often/we would like to ride multiple days a week.** *This was the most common suggestion, and at one point in 2020 we did offer multiple lessons per week to our most independent riders since we weren’t able to see many of our other riders due to the pandemic. We understand the potential benefits and wish we could offer multiple lessons a week to our students. However, we wouldn’t be able to serve nearly as many students as we currently do, and our waiting list would be much larger as a result.*

Riding Lessons – Student Surveys (Satisfaction)

Once a year, riding students are sent a satisfaction survey. The responses are below.

	Yes	No
I like coming to The Red Barn	100%	0%
I like to ride.	100%	0%
Coming to the barn is one of my favorite things to do.	96%	4%
I want to come back to The Red Barn	100%	0%

Students are also asked how they feel when they are at the barn. The specific word “happy” or a drawn smiley face appeared in 19 of 26 (73.1%) surveys. Other common answers were “safe” and “excited.” Some examples of their handwritten answers are below:

How do you feel when you're at the barn?

Happy 😊

How do you feel when you're at the barn?

Happy and proud and excited

Riding Skills:

In 2014 we began using the Rider Instruction and Evaluation System (RIDES) to track the mastery of riding skills divided into five levels. Each level contains both mounted and unmounted skills and mastery is checked at the end of each term. Some of the skills for each level were edited or consolidated for clarity in 2021, but the core of what a student must master for each level has remained the same. The levels are:

Level 1 - This level of rider is primarily walk only on lead. Trotting is minimal, if at all.

Level 2 - This level of rider is learning basic riding skills at the walk and trot on lead.

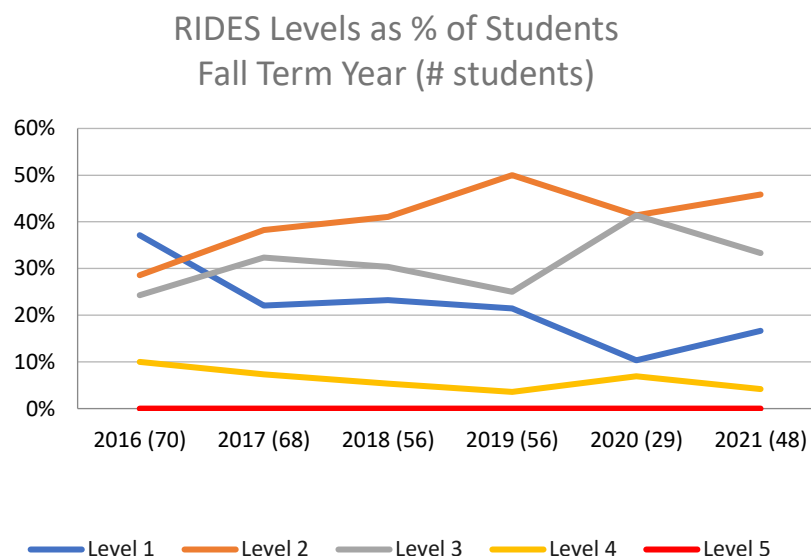
Level 3 - This level of rider is learning to ride off lead at the walk and on lead at the trot.

Level 4 - This level of rider is proficient at riding off lead at the walk and is learning to ride off lead at the trot.

Level 5 - This level of rider is working on more advanced skills off lead at the walk and trot and is learning to canter. When our students complete this level, we consider them to have graduated from our programs.

Students progress at their own pace, but in a methodical way. Some skills are mastered quickly, and other may take longer. The point of the RIDES system is not to compare students to each other, but only to identify that skill mastery is indeed taking place over time and to outline logical riding skill progression.

RIDES levels also help us identify horse and volunteer need. For example, the graph below indicates that the majority of students are on levels 2 and 3, which require the horse to have a volunteer leader. Level 2 students typically have an additional 1-2 volunteer helpers in the lesson. There is also a slight dip in Level 3 students and rise in Level 1 and 2 students between 2020 and 2021. This is primarily due to the barn being able to reinvite many of our 2019 Level 1 and 2 students who we could not see due to COVID-19 restrictions and concerns in 2020.



Here are some of the struggles that impacted our tracking of RIDES levels in 2020 and into 2021 due to the pandemic:

- Many parents reported that their children were stressed and anxious, so lessons in 2020 focused more on relaxation.
- The stress and anxiety, combined with not being able to ride for many months, meant that almost all students regressed in their riding skills.
- Masks made it difficult to work on skills requiring strenuous activity, like trotting. So, all activities in 2020 and early 2021 were at the walk, even if the student had previously been trotting.

- In order to reduce the number of people surrounding the student, we only used parents as sidewalkers and had to adjust the activity level for parents. However, we did begin utilizing volunteer sidewalkers towards the end of 2021.

We served 48 riders in our horsemanship program during the 2021 fall term. Of those 48, 37 students had been riding at the barn in late 2019 or early 2020 right before the start of the pandemic. By the end of 2021, 26 of those 37 saw an improvement from their pre-pandemic RIDES level. And of those 26, 11 moved up to an entirely new level, 8 mastered a higher percentage of both mounted and unmounted skills on their current level, and 7 mastered a higher percentage of either mounted or unmounted skill on their current level.

This does mean that 11 students either stagnated or regressed on their RIDES level. However, many of those students had the longest breaks from our programs due to the pandemic. The average length break for the students who stagnated or regressed as 11.3 months, compared to an average break of 5.3 months for the other 26 students. Additionally, 9 the 11 new students who began riding in 2021 moved up at least one RIDES level by the end of year, and 2 of those 9 actually moved up two levels.

What difference was made in the lives of those served? Is anyone better off?

Even before the pandemic, these were the most difficult questions to answer. Our goal is that everything learned at the barn can later be transferred to daily life and relationships with others, but that can be difficult to measure long term.

Parents were surveyed to determine if they saw growth in certain areas when their child was at the barn and if they saw improvements carry over into other areas of life. The top six answers are listed below, as well as some parent comments.

Riding Lessons – Parent Surveys (Improvements)

	Saw improvement while at the barn	Saw improvement carried over at home
Self-confidence and self-esteem	83%	76%
Following directions	59%	46%
Communication	54%	59%
Forming relationships with peers and/or others	52%	37%
Physical strength	54%	43%
Better self-regulation and control	43%	43%

Parent Comments:

It is the only activity where she can truly let her guard down and work on something to improve. She trusts everyone to be honest with her and help her improve. Her relationships with people and the animals build her self-esteem and give her confidence. She believes she is good at horse riding and can get better.

The barn provides a safe place for her to try new things without all the worldly, society pressures of 'messaging up'.

The Red Barn engages/motivates but also helps our child make the connection others are counting on him...it's not just about him or what he feels like doing or what is easier....the horse, everyone's safety, volunteers...everyone is counting on him. I believe this sense of control and purpose is what motivates him. This does not feel like a "social group" or therapy to him...he is determined to be an active participant.

The confidence and social skills have helped at school and church. Physical strength and coordination allowed her to achieve goals in bike riding, swimming, and tying her shoes. Ability to follow directions and sequencing steps of a task have been a tremendous help in her academics.

I'm SO THANKFUL that my daughter has found something special that only she does. She has 3 brothers who are all athletic. She is beyond thrilled to have an activity that is all her own and that doesn't highlight the fact that she can't run with everyone else during other activities.

Riding Lessons – Student Surveys (what they learned)

Once a year, riding students are sent a satisfaction survey. We included the satisfaction portion of that survey earlier, but we also ask the students what they have learned. Here are some examples of students expressing what they have gained during their time at the barn:

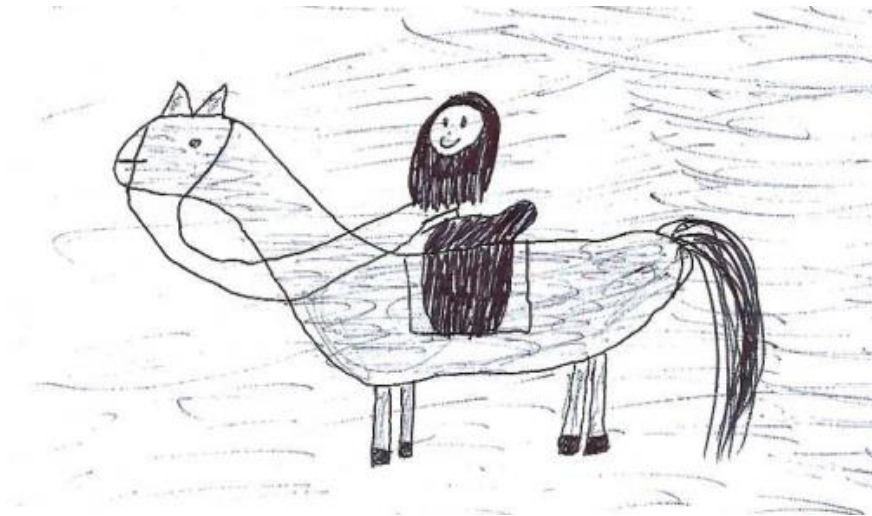
What have you learned at the barn?

How to be kind to others.

What have you learned at the barn?

Being Brave

Trusting the horse and handlers
How to take care of a horse



RDA Tracker

This year, we also began participating in a project along with other similar agencies to implement a variation of the RDA Tracker that is used in Europe. In addition to collecting information about a student's riding skills, the RDA Tracker is designed to show progress in the areas of Communication, Confidence, Enjoyment, Relationships, and Physical Change by asking the instructor to rate students in each of these areas. We plan to continue using the RDA tracker in the future, and hope it provides further insight into student growth. Here are details about each area and what each ranking means:

Communication

- 1 = No attempt to communicate by any means (sound, touch, eye contact, gesture) with equine or people.
- 2 = Attempts to communicate positively or negatively, by any means.
- 3 = Communication is basic, with clear intention.
- 4 = Able to communicate and respond to communication from others.
- 5 = Communicates own wants, needs, and experiences freely and with clear intention. Understands and responds to what is communicated to him/her if it is age and ability appropriate.

Confidence

- 1 = Lacks confidence, won't try or engage, resists instructor.
- 2 = Willing to give new things a try, with maximum guidance and support.
- 3 = Trying to learn, needs lots of reminding and support.
- 4 = Doing well, benefits from reminding and support, progressing towards independence.
- 5 = Realistic and confident in abilities, accepts new challenges and will move out of comfort zone appropriately.

Enjoyment

- 1 = Reluctant to get on horse or pony.
- 2 = Showing signs of enjoyment (smiling, laughing, relaxing, etc.).
- 3 = Looks forward to lessons, eager to ride upon arrival.
- 4 = Positive about own experience, people, and horses when at lessons and on way to lessons.
- 5 = Riding and horsemanship is a favorite activity.

Relationships

- 1 = Not interested in other people and/or horse. No interaction.
- 2 = Interested, wants to connect with people and/or horse.
- 3 = Responds well to contact from others, initiates contact with people and/or horse.
- 4 = Takes others, including horse, into account. Tries to cooperate.
- 5 = Will encourage or help others, shows appreciation for help, enjoys relating.

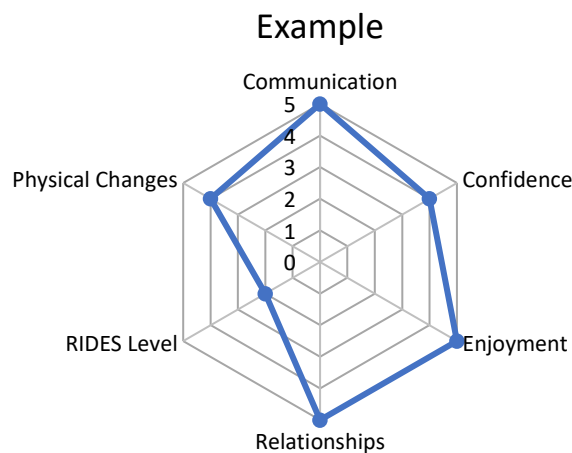
RIDES Level

- 1 = This level of rider is primarily walk only on lead. Trotting is minimal, if at all.
- 2 = This level of rider is learning basic riding skills at the walk and trot on lead.
- 3 = This level of rider is learning to ride off lead at the walk and on lead at the trot.
- 4 = This level of rider is proficient at riding off lead at the walk and is learning to ride off lead at the trot.
- 5 = This level of rider is working on more advanced skills off lead at the walk and trot and is learning to canter. When our students complete this level, we consider them to have graduated from our programs.

Physical Changes

- 1 = Able to maintain seated position with assistance at leg from two sidewalkers at the walk.
- 2 = Able to stay in balanced position at the walk while supporting self (leaning hands on horse, saddle, or thighs) with no physical assistance from sidewalkers.
- 3 = Able to sit independently at walk with hands free or holding reins.
- 4 = Able to ride independently at the walk.
- 5 = Able to maintain balanced position independently at the trot.

We graphed this data for all riding students and sent it to their parents. Here is an example of one such graph:

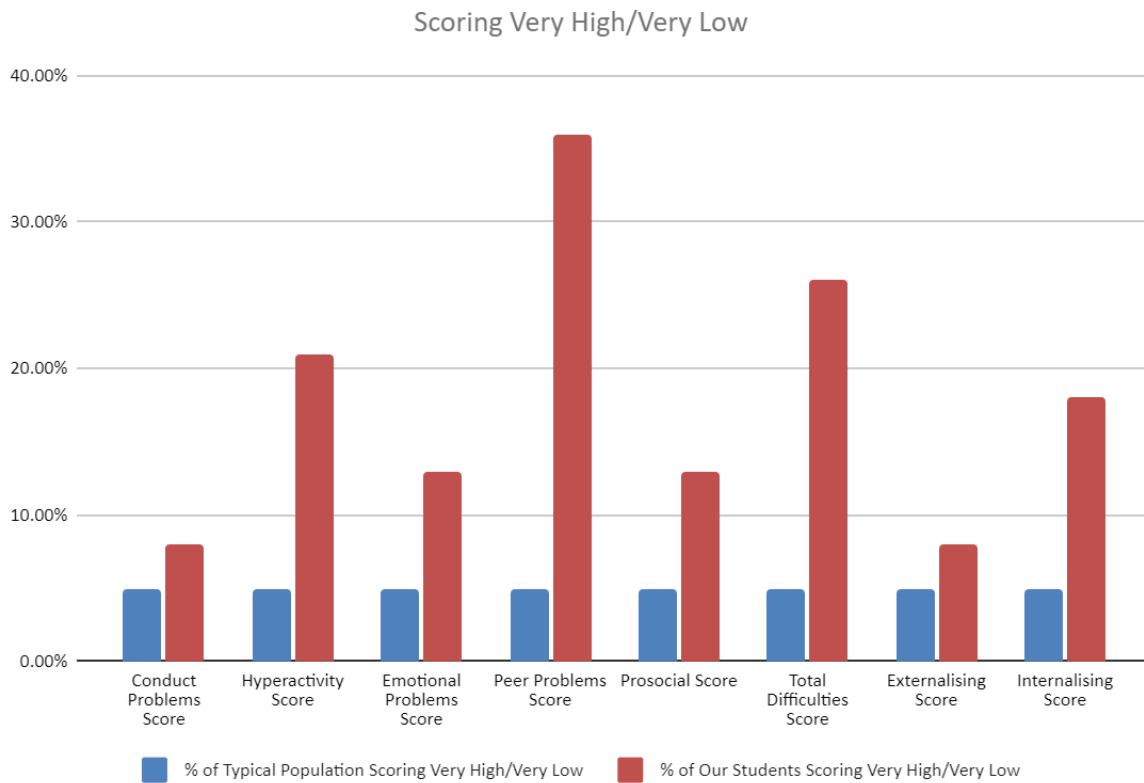


University of Alabama School of Social Work Study

Since 2018, we have been working with the University of Alabama School of Social Work to conduct a research study on our student population. The study utilizes the Strengths and Difficulties Questionnaire (SDQ), which is a 25-question behavioral screening questionnaire about children ages 4 to 17. The questionnaire is intended to be completed by parents.

Each question is scored and grouped into a subcategory. The subcategories are conduct problems, hyperactivity, emotional problems, peer problems, prosocial, externalizing (combines conduct + hyperactivity), and internalizing (combines emotional and peer problems). There is also a score for total difficulties. Each subcategory is not only scored, but also compared to the average score of the general population ages 4 to 17. The top 80 percentile are considered to be scoring close to average; those scoring in the 81-90 percentile are considered to have slightly

raised difficulties/lower functioning; 91-95 percentile are considered to have a high rate of difficulties; 96-100 are considered to have a very high rate of difficulties.



This chart shows the number of our students who scored in the 96-100 percentile in each respective subcategory. Five percent of a typical population who would receive the same scores, meaning in a classroom of 40 kids, you would expect 2 kids to receive these scores. As you can see, the students we serve have significantly higher difficulties across the board compared to the typical population. Peer problems is particularly high, as 36% of the parents we surveyed reported their child having significant peer problems.

All of our students have the option to voluntarily opt-in to participating in this study. As of February 2022, 36 students have opted into the study. The study is still ongoing.

PROGRAM EVALUATION – EQUINE ASSISTED SERVICES: LEARNING

The Red Barn's Equine Assisted Services: Learning programs Include:

- Equine-assisted learning in education: Focusing on academic skills, character development, and the promotion of relevant life skills, such as problem-solving and critical thinking skills.
- Equine-assisted learning in organizations: Assisting organizations and other workgroups to build effective teams and leaders that enhance work dynamics and performance.
- Equine-assisted learning in personal development: Assisting individuals and groups to discover new ways to face life challenges and opportunities by developing skills in effective problem-solving, decision-making, critical and creative thinking, and communication.

How much did we do?

We provided 4,524 hours of programming that would be considered as Equine-Assisted Learning within the new PATH terminology. We believe that all of our Equine-Assisted Learning program hours would be considered either learning or personal development.

Of the 4,524 hours, 698.5 were in our job skills class. The remaining 3,825.5 hours included camps, classes, trainings, field trips, evaluations, and any other direct service hour that was not a riding lesson or therapy. Many of these hours came from serving other organizations who brought their own clientele. These organizations included Full Life Ahead, United Ability, Magnolia Creek, JBS Mental Health Authority, and more. We truly enjoyed collaborating with these great organizations and providing services to help better their clients' conditions.

As we move into 2022, we anticipate that we will have significantly fewer groups brought by other agencies so that we can focus on providing more riding lessons. This will likely lead to a decrease in total program hours since serving these groups meant we could see ten or more individuals at once. And while we did make an impact on these individuals, those individuals were already being served by the agency that brought them. Focusing our efforts on our Horsemanship program will reduce our own waiting list and allow us to serve more individuals who may not currently be receiving help from any other organizations.

How well was it performed?

Other agency surveys

These responses have been compiled from 8 different organizations whose clients attended class at the barn in 2021.

	Yes	No
Were you satisfied with the activities prepared for your group?	100%	0%
Were you satisfied with the Red Barn staff leading those activities?	100%	0%

Were you satisfied with the cleanliness and accessibility of the Red Barn's facilities?	100%	0%
Were you satisfied with the communication prior to and during your visits?	100%	0%

Younger student survey

These responses have been compiled from 6 younger students (under the age of 12) who attended equine-assisted learning classes in 2021.

	Yes	No
I had fun today.	100%	0%
I would like to come back to the barn.	100%	0%

Older student survey

These responses have been compiled from 25 older students (ages 12 and up) who attended equine-assisted learning classes in 2021.

	Yes	No
Were the activities you participated in interesting?	100%	0%
Did you learn something new?	96%	4%
Overall, were you satisfied with your experience here today?	100%	0%

What difference was made in the lives of those served? Is anyone better off?

Our job skills class teaches soft skills to teenagers and adults and then has students practice those skills through completing tasks both individual and in teams. We currently have two levels of job skills classes. Students typically have to graduate from the Level 1 class to participate in the Level 2 class.

Our Level 1 job skills class had seven students in 2021. Each week, we measured their time on task, grip effectiveness, correct application of pressure, ability to follow a multi-step request, and use of proper eye contact. When comparing their first week to their final week in the program, here are the improvements:

- 6 of 7 saw an increase in time on task after cueing
- 6 of 7 saw an increase in grip effectiveness
- 5 of 7 saw an increase in correctly applying pressure
- 6 of 7 saw an increase in following multi-step requests
- 5 of 6 saw an increase in maintaining proper eye contact. The 7th student measured at the highest score the first week and maintained that same score their final week.

Our Level 2 job skills class had ten students in 2021. Here are the skills and corresponding tasks we measured:

- Fine motor skills through properly latching gates
- Perceptual/planning through wrapping water hoses and cleaning stalls
- Attention to detail/decision-making through watering plants, planting seeds, working in an assembly line, and time management
- Ability to work as a team through working in an assembly line and general attitude towards work
- Gross motor function through lifting objects and using a shovel

We established a baseline for each student after their first time doing each task and graded it on a scale of 1-5 where 1 = student needs constant cueing or direct support to complete the task and 5 = student can successfully complete the task independently with no cues. We then tracked the frequency of cueing and support each week and updated their score on the last day of each term they attended. Keeping in mind that this was on a scale of 1-5, here is the average **growth** for our job skills students when comparing their baseline to their final term in 2021:

Latching gates: +1.9

Wrapping the water hose: +1.3

Cleaning stalls: +1.6

Maintaining assembly line: +1.9

Time management: +1.5

Attitude towards work: +1.5

Watering plants: +1.5

Planting seeds: +1.3

Shoveling: +1.8

Lifting: +1.5

Draw a picture about your favorite thing about The Red Barn!



PROGRAM EVALUATION – EQUINE ASSISTED SERVICES: THERAPY

We began phasing our occupational therapy program out towards the end of 2020, and the program served its last client in August 2021. Here is the OT program timeline during the COVID-19 pandemic:

- There were 10 clients planned for 2020
- 4 did not return at all in 2020 because of family's covid concerns and/or because of the need for multiple sidewalkers
- Of the 6 that returned in 2020, 4 were discharged during the year because their therapy goals at the Red Barn were met. All 4 of these joined the riding program.
- The last 2 were seen on into 2021 and were discharged in 2021.

We provided 91 hours of occupational therapy in 2021. The program is currently discontinued as we do not have the staffing and resources to maintain it. However, there may be situations where we contract therapists to provide some services if there is a need and it is financially feasible.

CONCLUSION

The 2021 program evaluation was written during the Omicron wave of the pandemic. While there is much more hope that the pandemic is winding down (I'm knocking on my wooden desk), the impact COVID-19 has had on our programs cannot be ignored. Our plan for 2022 is focus more heavily on teaching therapeutic riding programs while reducing the number of unmounted equine-assisted learning classes, particularly classes that teach groups brought by other agencies. This will almost definitely lead to a reduction in total program hours in 2022. While it may be less quantitatively, our greatest impact has always come through the quality of the individual riding lessons we provide. We hope to continue demonstrating the quality of those lessons in our 2022 program evaluation.

This pandemic has reinforced the critical importance of flexibility. We had to adapt to survive 2020 and 2021. Even 2019 was a difficult year for our staff due to employees having to miss time due to medical issues or major life challenges. Our staff and leadership have worked hard to endure these tough times, and we have grown as an organization for our hardships. Regardless of what 2022 and all future years have ahead of us, we promise The Red Barn will continue to boldly go where no other therapeutic riding center has ever gone before.

