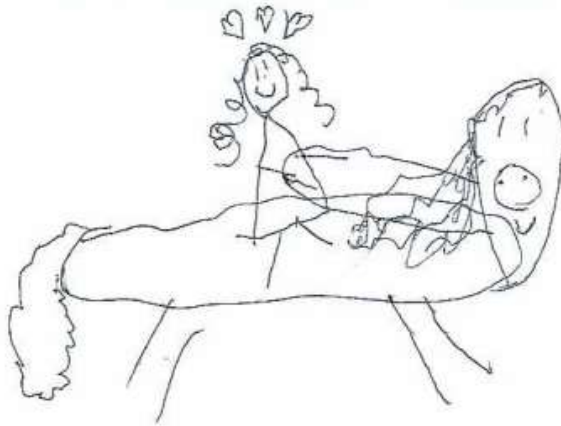




2022 PROGRAM EVALUATION

Love You WAFFLES



2022 Overview

By the end of 2021, our riding program returned to levels similar to before the pandemic. While there was a return to normalcy in 2022, the year came with many of its own unique challenges.

Inflation is undoubtedly the biggest problem we faced. We dealt with rising costs of all materials, especially those related to horse care, utilities, and health care premiums. These are inflexible costs. If we cut corners and buy the cheapest food and medicine possible, this will increase our horses' chances of having health issues, which will result in vet bills that could cost more than we're saving on feed/medicine.

We have saved money where possible. We've reduced staffing through natural attrition, which means there are fewer people doing an equal amount of work compared to the past. Certain processes have been refined as a result.

It must also be noted that we aren't inflation's only victims. It's affecting every individual and business around us, which only makes our own struggles that much harder. Our long-term hay provider retired in 2022, and they had given us a good discount due to their belief in our mission. While they had been planning retirement for some time now, the economic situation accelerated that process. Additionally, donations for all nonprofits nationwide are down as we enter a recession period. We greatly appreciate our donors as they do their best to support us, but the reality is that our income in 2022 was less than it was in 2021 and 2020.

We also no longer have a retirement center for our program horses. Our former retirement home closed in 2021. We have several older horses who are no longer able to be ridden and transitioned to ground-only lessons. Ideally, we would try to retire these horses out and get a full herd of horses who can be ridden and then use those in ground lessons when needed.

Apprenticeship

In 2022, we created the first-ever Therapeutic Riding Instructor Apprenticeship through the Alabama Office of Apprenticeship. This on-the-job training program is competency-based rather than time-based and is designed to pair the apprentice one-on-one with a mentor.

This apprenticeship was created to help develop a standard for this job title across the country to promote growth in the profession of therapeutic riding instructors. We worked with the Alabama Office of Apprenticeship to create this program.

The Red Barn's first apprentice began in October 2022. At completion, the apprentice is considered a journeyworker. Journeyworkers can work independently and then mentor other apprentices.

Terminology

The Red Barn is accredited by the Professional Association of Therapeutic Horsemanship (PATH). There are a total of 813 PATH member centers worldwide. The Red Barn is one of 263 centers that are premiere accredited, meaning that they voluntarily elect to have PATH officials visit the site to ensure they meet PATH standards.

PATH, along with several other organizations, issued some terminology guidelines in December 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

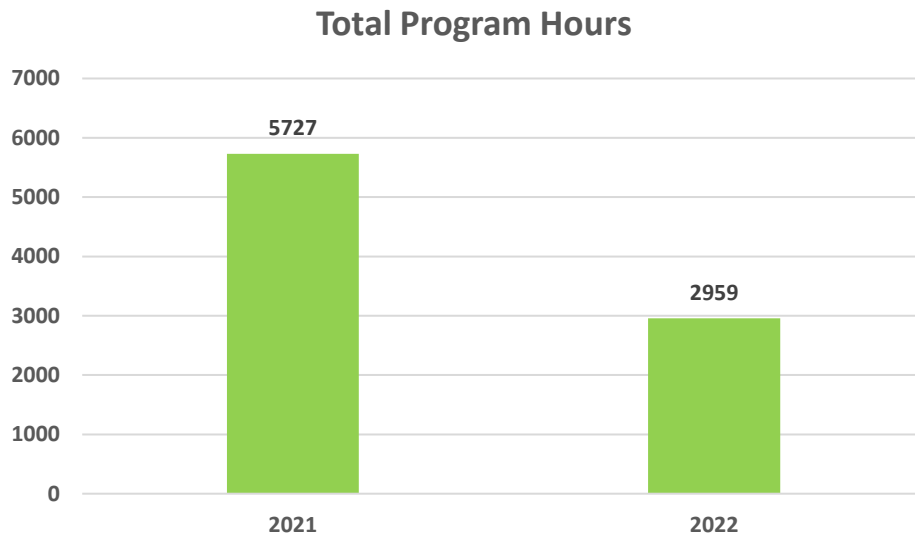
Equine-assisted learning in education

Equine-assisted learning in organizations

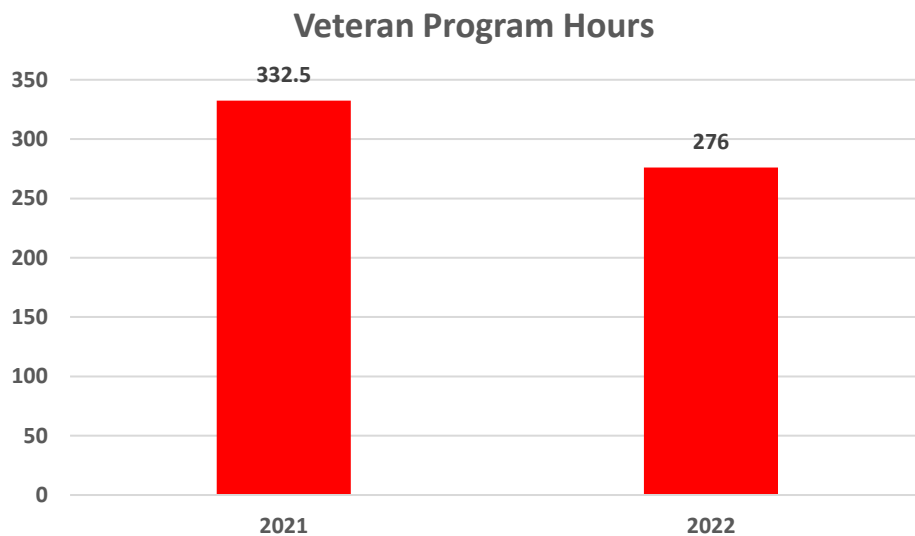
Equine-assisted learning in personal development

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.

Program Evaluation - Total Hours and Miscellaneous Figures

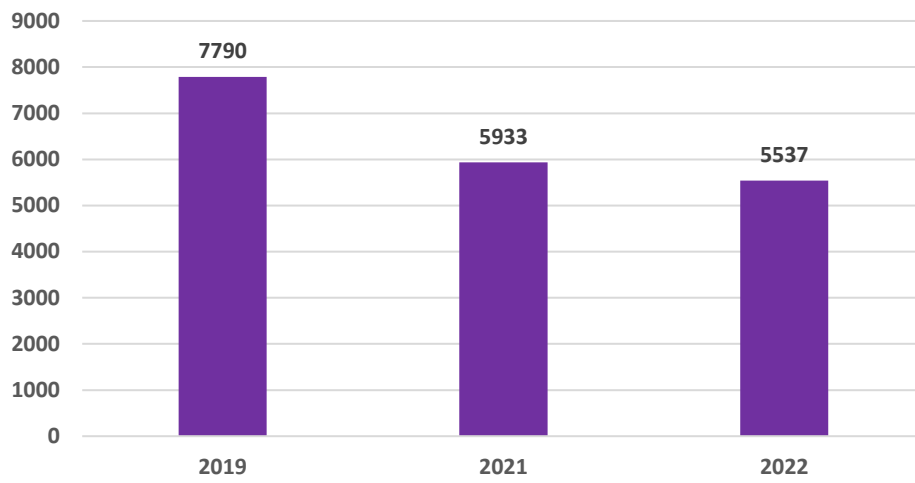


The Red Barn provided a total of 2959 program hours in 2022. This reduction from 2022 is primarily due to eliminating approximately 3000 program hours from hosting another organization's summer program. We began this during the height of the pandemic, but in 2022 they were able to return to their regular programming.



The barn served 19 individual participants who were either veterans 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 and their hours are included in Horsemanship and Learning totals.

Volunteer Hours



Our volunteer hours for the past three years (excluding 2020) are above. We made a conscious decision during the pandemic to change volunteer requirements. Several adjustments have been made to the volunteer program, including raising the minimum age to 16 and creating separate volunteer roles to better match new volunteer skills and interests with the barn's needs. We also began asking volunteers to commit to helping for an entire term, as having volunteers attend sporadically has caused disruptions in the past. We still have many volunteers who are interested in helping but cannot commit to the regular weekly attendance our programs require.

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 or a class with adequate resources compared to a class with exceptional resources?

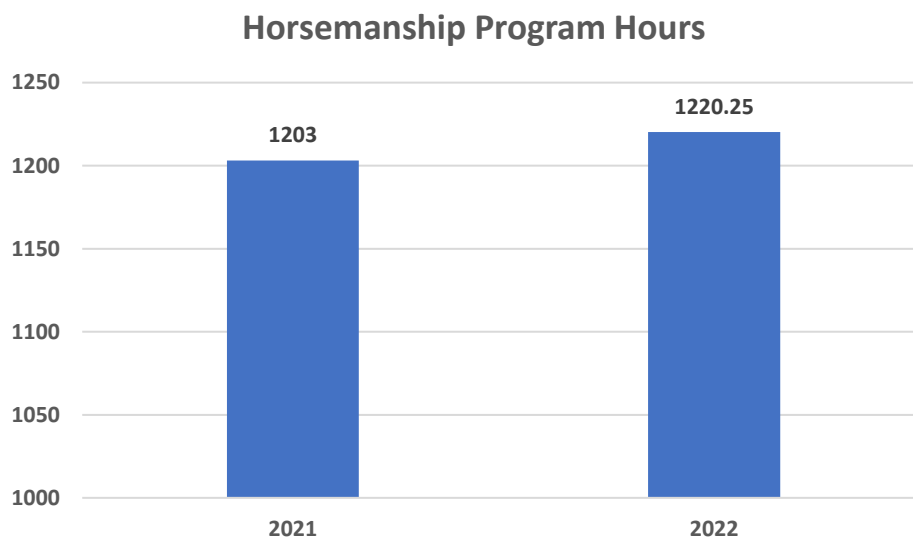
What difference was made in the lives of those served? Is anyone better off? These are the most difficult questions to answer because of the long-term implications that must be measured. How can you determine if children in small classes with exceptional resources are better off than children in larger 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:

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

How much did we do?



The Red Barn provided 1,220.25 Horsemanship program hours in 2022.

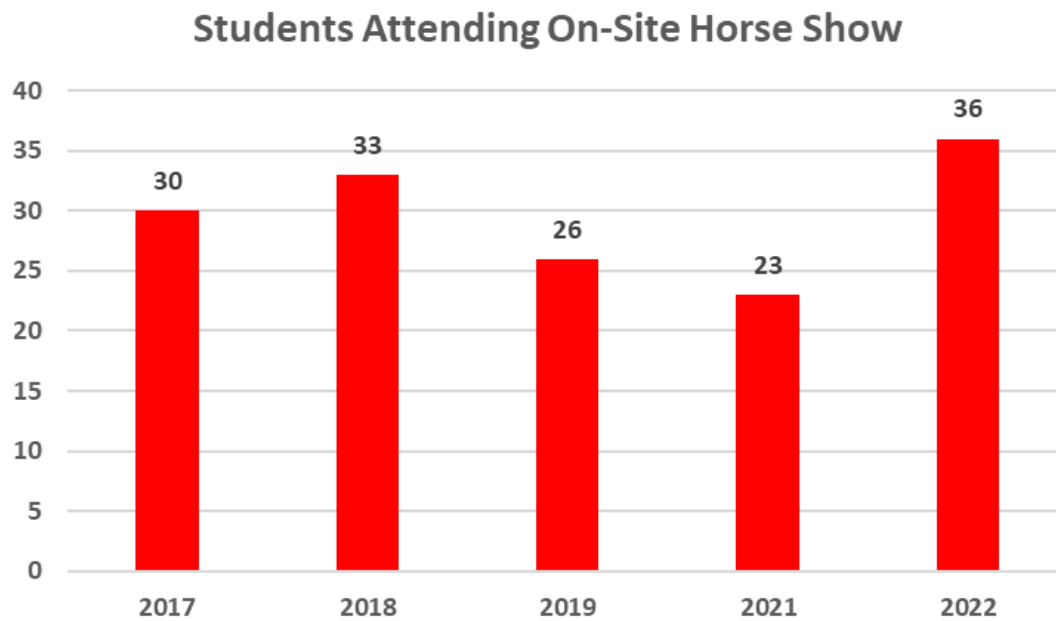
Therapeutic Horseback Riding: We provided 1,220.25 hours of mounted and unmounted horsemanship lessons to individuals with disabilities and special circumstances. We are proud to be at pre-pandemic levels.

Adaptive Equestrian Sports:

In 2020 and 2021, we took students to off-site horse shows. Unfortunately, we were not able to do any off-property shows in 2022. Travel costs, particularly gasoline, increased exponentially and inhibited our ability to attend off-site shows. We hope to be able to take more students to horse shows in 2023.

We did have our annual internal horse show offered to all current riding students, and we are happy to say that this was the highest-attended horse show we’ve had in recent years. There were 36 individual students in attendance. The graph below shows the number of individual

students who have attended each internal horse show since 2017 (excluding 2020, when we did not have a show).

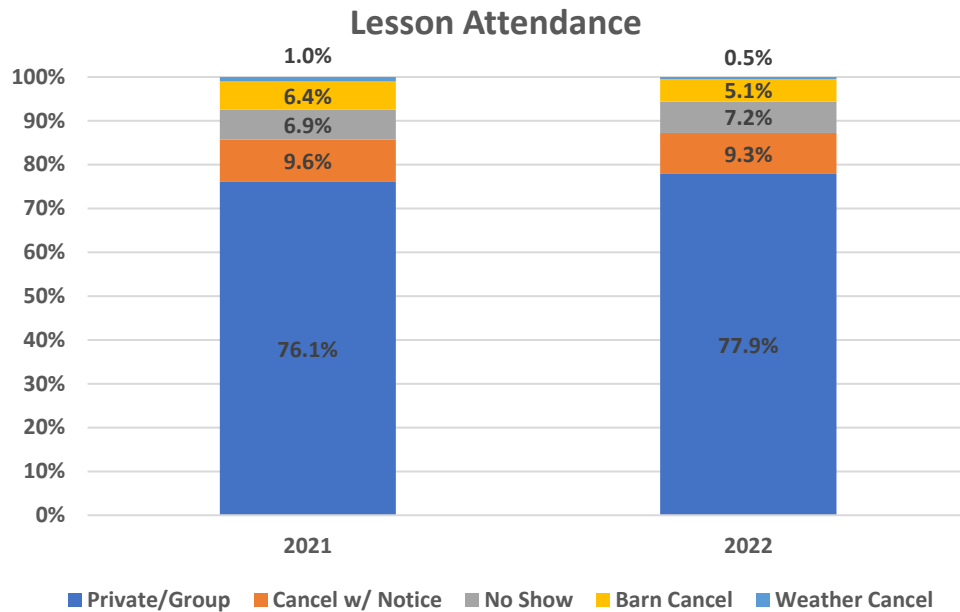


How well was it performed?

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

- What percentage of lessons were 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



We had a higher percentage of lessons taught in 2022. This difference came entirely from having fewer weather cancellations and fewer cancellations made by the barn when no substitutes were available. We made a concerted effort to reduce barn cancellations in 2022 and plan to continue to do so in the future.

Program Demand: At the beginning of 2022, there were just over 60 individuals on our waiting list. By the end of the year, there were 84 individuals on the waiting list. This increase comes despite the fact that we added 13 new riding students to our current programs from our waiting list in 2022. It also accounts for several individuals who dropped during our annual renewal that ensure all those on the list are still interested and available to participate in our programs.

We still maintain a high retention rate. We maintained an 80% retention rate between Fall 2021 and Fall 2022. This is a major factor in why our waiting list remains so large.

Additionally, a high percentage (69%) of our riding students receive a full scholarship. Our waiting list is similar, as 66% of our waiting list students have applied and qualified for a full scholarship. Students who do not receive a scholarship still receive a subsidized rate as donations are used to keep lesson prices similar to those of typical riding lessons. Our program fills a critical need in our community by providing services at no cost for low-income families.

Staff Qualifications

Our programs are delivered by employees trained in the following methods and/or certified by the following organizations:

- Professional Association of Therapeutic Horsemanship (PATH)
- Certified Horsemanship Association (CHA)
- New Trails Learning Systems
- Special Olympics
- Natural Lifemanship
- JAYC Foundation
- Transitioning families
- HERD Institute
- Hocus Focus
- Remo HealthRhythms
- Stable Moments
- Glenwood Managing Crisis Safely (MCS)

We provided 134.25 program training hours to our employees and volunteers in 2023.

Incident Reports

An incident report is completed every time someone falls off a horse or requires more than basic first aid. We had one incident report in 2022. Nobody was hurt during this incident.

Satisfaction Surveys:

Riding Lessons – Parent Surveys (Satisfaction)

At the end of each term, parents are asked to complete a survey about their experience. We ask parents to report their satisfaction with the services their child received, progress their child made, communication with their child's instructor, volunteers working with their child, facility appearance, and safety features provided at the barn. The surveys received in 2022 were the highest they have ever been.

Parents were also asked to provide suggestions for improvement. We identified three common trends in these suggestions. These are listed below, along with our plan to address them.

- Being at the barn more often/riding more than once a week/longer lesson times. **While we wish we could offer longer lessons or multiple weekly riding lessons for our students, we have a waiting list 84 students deep and feel it would be unfair to those children. Our current students have opportunities to sign up for unmounted camps and classes when those are available.**
- Location/travel time to arrive at the barn. **Unfortunately, we cannot change this, though we empathize with and appreciate our students with longer commutes to the barn.**

- More horse shows or “free play” days at the barn. We hope to provide more off-site horse shows in the future. In 2022, we did offer a Barn Buddies class that had a looser structure. Students attended with similar-aged peers and could choose from a set of activities to do together. Attendance wasn’t great for these classes, but we may consider offering them again.

Riding Lessons – Student Surveys (Satisfaction)

Once a year, riding students are sent a satisfaction survey asking if they like coming to the barn, if they like grooming, and if they would like to come back to the barn. The overwhelming majority of student responses were satisfied in all categories.

Students are also asked how they feel when they are at the barn. The specific word “happy” or a drawn smiley face appeared in most 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?

I feel like I'm being protected by the animals because it feels like they are part of my life & family.

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

Special = Welcomed

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

Pretty good. Happy 😊

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.

Students progress at their own pace but in a methodical way. Some skills are mastered quickly, and others 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.

In 2022, 16 students moved up a level, and the remaining students all continued to make progress in mastering skills on their current level.

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

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. To help answer this, we survey parents to determine if they saw growth in certain areas both at the barn and at home. All of our parents indicated an improvement in at least one area in 2022. Parents also left the below comments.

Parent Comments:

A place where I can watch my child function in an activity that I previously thought could never happen. To be able to cheer them on from the sidelines.

It means the world to me. As my daughter's greatest advocate, I have dedicated my life to making sure she can be as successful as possible in whatever she chooses to do in her life. We've done all the therapies, social skills groups, counseling, meds, evaluations, etc--The Red Barn has been, I believe, the most effective therapy overall. Bonus that it gets her outdoors and active. When we first got on the waiting list, I remember some negative people trying to tell me (after I explained the benefits of riding), "well you can achieve all of those things in other ways. Why would you go to so much trouble?" The only regret that I have is that we didn't do it sooner.

It is a total blessing and warms my heart to see my son feel a sense of confidence and accomplishment. This world is not very "user-friendly" for ALL kiddos, but the Red Barn creates an environment that accommodates all.... Means so much to me!!!!

The Red Barn gives me such hope for my child's future. I watch her listen, learn, attempt, and succeed all while feeling so loved and cared for by instructors, volunteers, and horses. I am so grateful that all of this brings my child such joy and purpose.

Red Barn has meant so many different things to us as parents over the years. Currently having a teenager with uniqueness, we see that the opportunities and activities for [my child] are "somewhat narrowing." So, Red Barn is that one place that [my child] always feels belonging and purpose- "Like these are my people."

Honestly, once I get to Red Barn, I usually like to walk around. This gives me a minute to re-set my way over-stimulated brain. Even if I sit in the car- as a parent I often find the time to tear up a little-actually feel a stuffed down emotion or take a deep breath, look up at the clouds, feel the breeze...it's a moment much needed.

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 asked 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 trot and ride a horse, how to groom and tack a horse

In Job Skills - how to work as a team, how to ask a friend in this class that you need help carrying a big bucket, how to communicate that the trough is full of water and the hose needs to be turned off

What have you learned at the barn?

never give up
keep trying your best

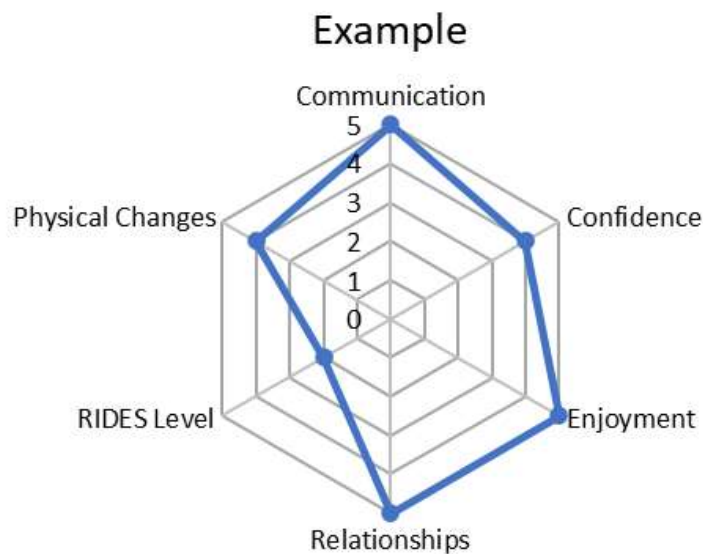
LOVE BOSS



RDA Tracker

In 2021, 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 graphed this data for all riding students and sent it to their parents. Here is an example:

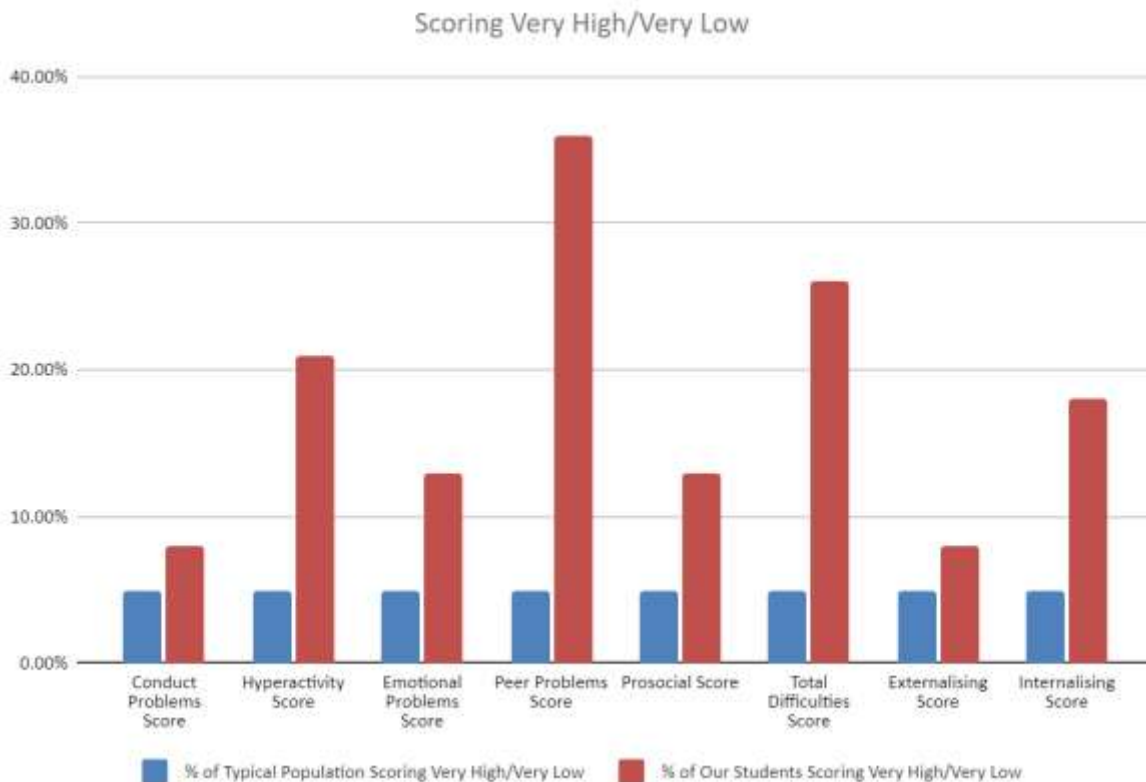


University of Alabama School of Social Work SDQ Study

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. There is also a score for total difficulties. Each subcategory is compared to the average score of the general population ages 4 to 17. The subcategories are:

- Conduct problems
- Hyperactivity
- Emotional problems
- Peer problems
- Prosocial
- Externalizing (combines conduct + hyperactivity),
- Internalizing (combines emotional and peer problems).



Five percent of a typical population would receive the same scores. As an example, in a classroom of 40 kids, you would expect 2 kids to receive these scores. 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.

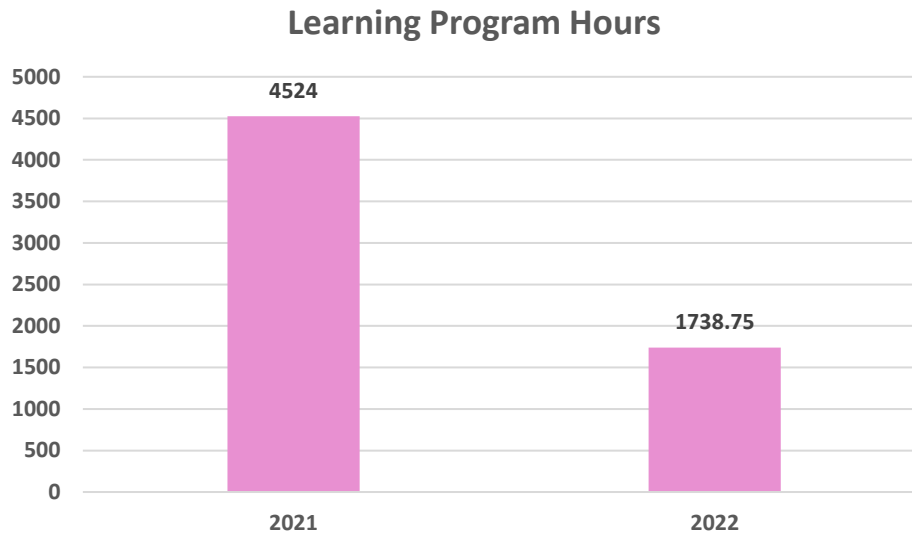
The University of Alabama is compiling this data and hopes to have more information later.

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.

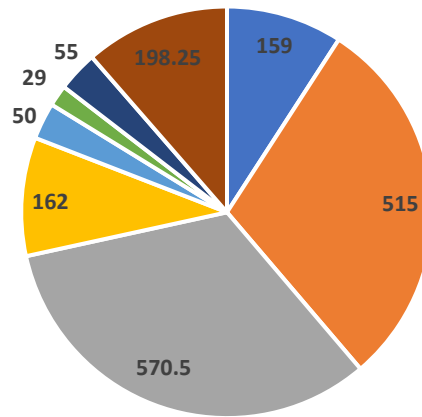
How much did we do?



The Red Barn provided 1738.75 Learning program hours in 2022. We believe that all of our Equine-Assisted Learning program hours would be considered either learning or personal development.

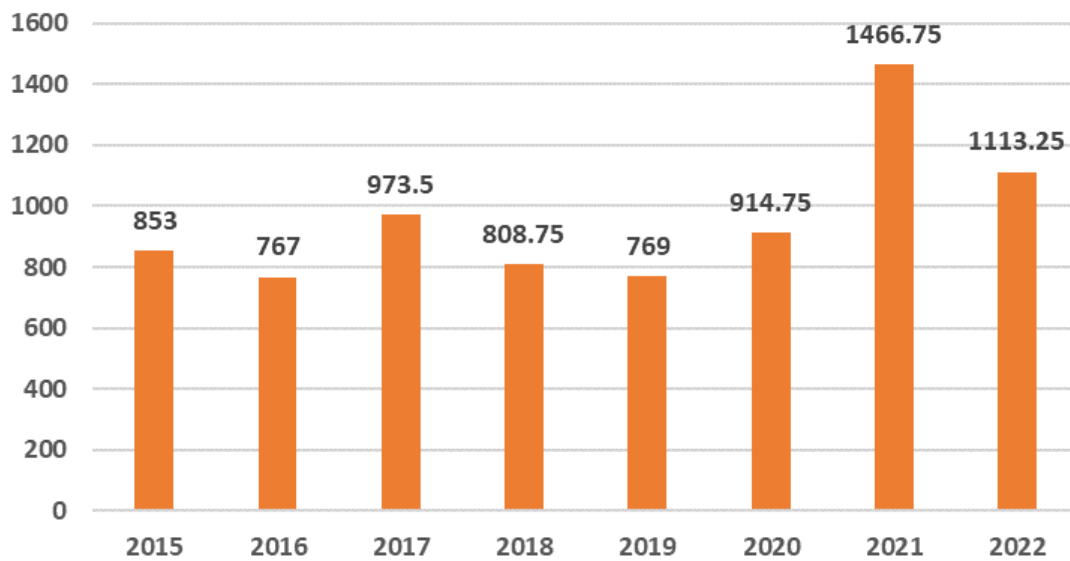
The difference between 2021 and 2022 largely consists of hours generated by these outside organizations. There were some unplanned issues, too. COVID and inflation caused policy changes and budget restraints for some schools that used to take field trips to the barn, so we saw far fewer of those. PATH changed its training hosting policies, so we did not host any PATH trainings in 2022. The graphs below show the breakdown of our learning program hours, as well as a historical comparison of our individual sign-up learning program hours.

2022 Learning Hours

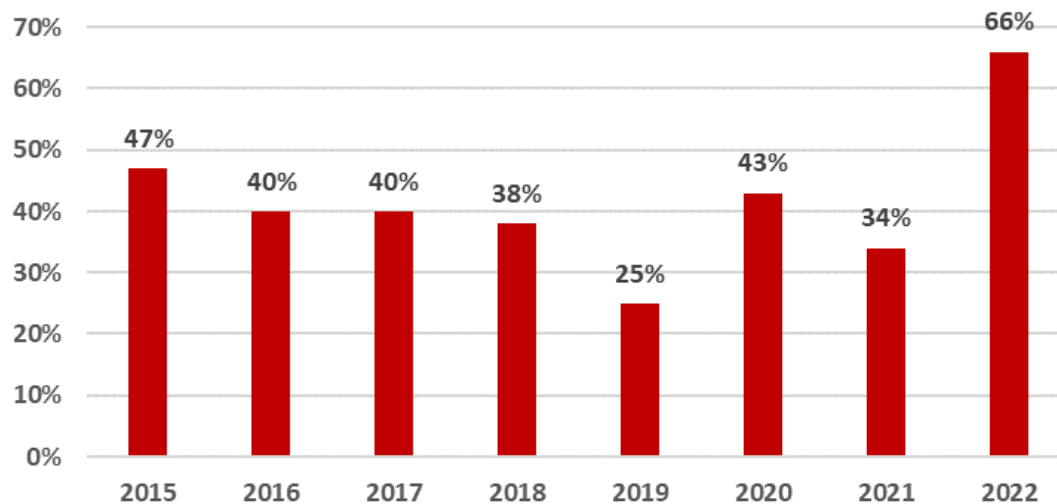


■ Job Skills ■ Weekly Classes ■ Outside groups ■ APAC ■ Chores ■ Evals ■ Training ■ Other

Individual Sign-up Learning Hours



Individual Sign-up Hours compared to total EAL hours



In 2022, we provided the second-highest number of equine-assisted learning hours to classes with individual sign-ups, which primarily consist of our current and waitlist students. The 1113.25 hours we served in these classes constituted 66% of our total learning hours in 2022, which is by far the highest percentage of any of the past 8 years. We plan to continue focusing on these specific hours in the future, as we feel they provide the deepest and most meaningful impact.

How well was it performed?

We provided surveys to students, parents, and leaders from outside agencies at the end of each equine-assisted learning class. We received 100% satisfaction for all these surveys in 2022.

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

In our surveys provided to equine-assisted learning class students, 100% answered “yes” to the question “Did you learn something new?”

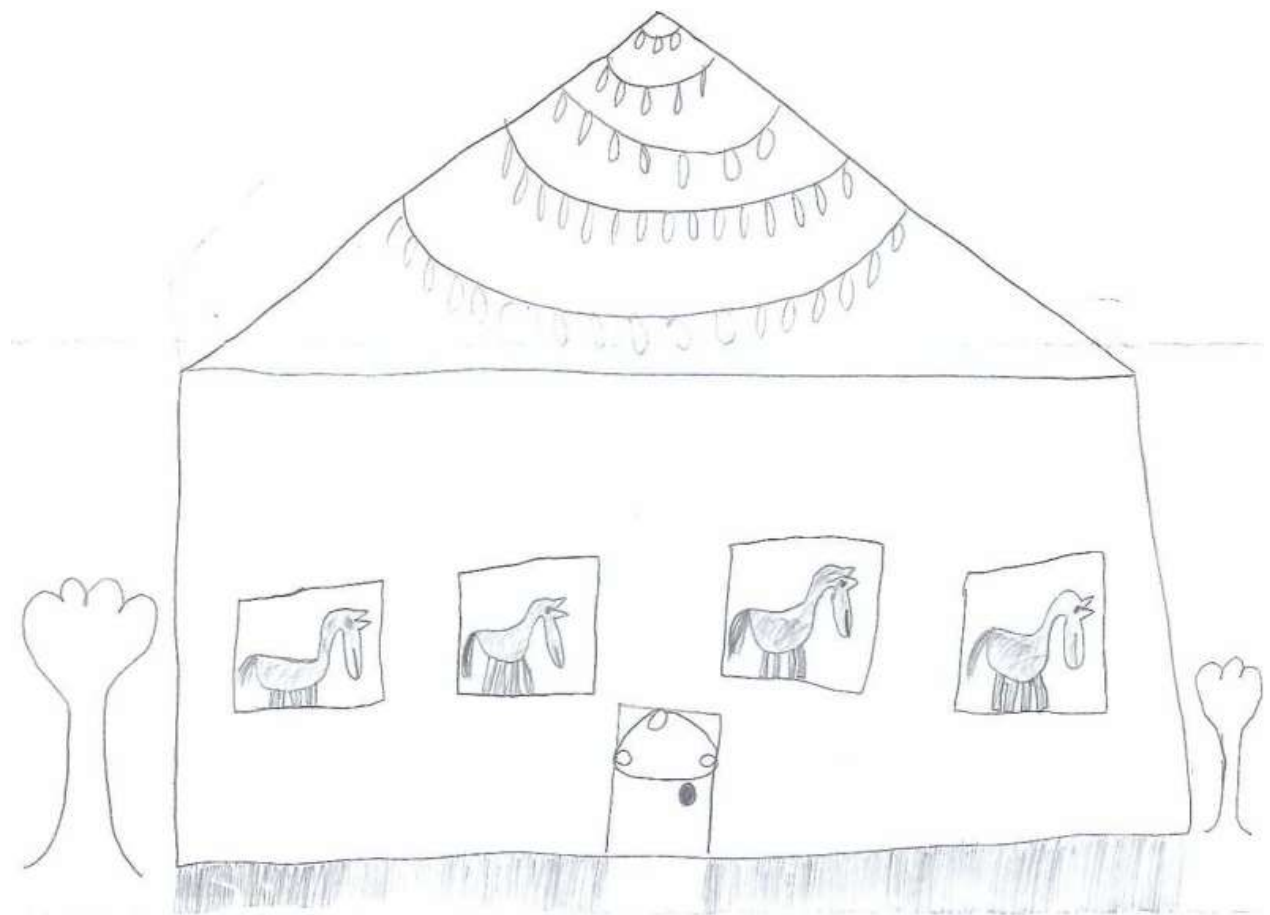
Our job skills class is one of our term-long classes. Job skills focuses on developing soft skills needed for success in a work environment. Students participate in age-level discussions about time management, teamwork, assembly lines, and quality control. Students then practice these skills in a supported work environment as they complete their job assignments.

In late 2022, we began using the Model of Human Occupation Screening Tool (MOHOST) to track job skills student progress. The MOHOST addresses motivation for occupation, pattern of occupation, communication/interaction, process/motor skills, and environment. Each student is scored for different skills in these categories on the first and last days of class. We plan on continuing to use MOHOST to track job skills student progress.

For the Winter 2022 cohort, all 5 students saw an improvement from their total first-day score to their total last-day score. The mean total score for the class improved by 30% from the first day to the last day.

This was a three-week cohort, and we hope to see even greater improvements for our longer cohorts in 2023. We received a grant from The Daniel Foundation for the purpose of funding our Job Skills program. Through this grant, we will be providing three 10-week Job Skills cohorts in 2023.

As we plan classes for 2023, we will be examining more methods in which we can provide objective improvements to our equine-assisted learning students.



Conclusion

2022 was a year of transition. We knew that there would be changes as we moved towards providing more individualized experiences for our equine-assisted learning program. We adjusted during COVID, and we survived. As we enter 2023, we plan on continuing to fine-tune our programs so they will thrive despite our current challenges.

We're proud of the quality of our programs. We will continue to provide high-quality programs in 2023. We're also hopeful that we can continue to grow the entire field of therapeutic horseback riding through our apprenticeship program. We're eternally grateful that we have the opportunity to provide as much faith, hope, and love to all the students who come to The Red Barn.

