



2020 IMPACT REPORT

PROGRAMS RE-IMAGINED

Upon the outbreak of COVID-19, The Barn suspended its spring *Individual Programs* (IP) to keep children, parents, staff, and volunteers safe. We immediately developed and delivered several live and recorded virtual programs, and leadership and staff worked together to strategize a plan to adapt our programming for when we could re-open.

A team of volunteer pediatric nurse practitioner students from the University of Pennsylvania worked with us to create comprehensive health, safety, and cleaning protocols, so when Chester County entered its “Green Phase”, we launched a *Family Barn Visit* program as an alternative for our “in-person” Individual Programs. This enabled us to safely serve one child at a time (plus their immediate family unit) using an adult family member as the child’s hands-on support while our Program Manager led activities from a safe distance of 6'. Virtual and in-person programs offered throughout 2020 include:

- *Story Time*—our first virtual program, Story Time has been occurring every Friday at 1:00pm via Facebook Live since the start of the pandemic. It features a Barn staff member or volunteer reading and discussing animal-themed books. (1,655 engagements on Facebook, March – October 30)
- *Spring Brook Spotlight*—this program highlighted interesting features of Spring Brook Farm, The Barn’s animals, and our neighbors such as Baily’s Dairy and Northbrook Market. It was presented via Facebook or FB Live. (1,136 engagements on Facebook, June – October 30)
- *Zoom with the Animals*—a live, interactive exchange between participating children and The Barn’s Program Manager highlighting different Barn animals and related games and activities. This was presented weekly during the summer months, and then monthly September - November (≈60 children participated, June – November, 2020).
- *Family Barn Visits* were introduced in June, 2020. This in-person program allowed us to serve one child at a time using an adult family member as the child’s hands-on support while our Program Manager coached the child through activities from a safe distance of 6'. We started with one child a day while we became accustomed to sanitization protocols and then increased to 2 – 3 children per day, allocating time to clean between each.
- A one-week virtual *Special Summer Session* was piloted in August (our approach to a virtual camp). This program was attended by 10 children and delivered daily via Zoom so they could see and interact with each other. Each day was a little different and featured a variety of activities such as games, music therapy, animal yoga, dance, and crafts. Prior to the start of the week, participating children received an activity box filled with everything they needed to engage in the upcoming week's activities.
- Unable to host visiting classrooms from area schools for in-person *Educational Field Trips*, we developed a pre-recorded digital Field Trip that was distributed to area special education teachers for them to share with their classes. Should teachers prefer a more immersive experience for their students, we offered a live virtual Field Trip delivered via Zoom.
- *Individual Programs* normally offered to children in two 12-week sessions each spring and fall, were suspended after one week in early March upon the outbreak of COVID. IPs resumed in September, 2020 and

were delivered in three 4-week blocks due to the uncertainty of the virus and to give as many children as possible the opportunity to participate. Using the Family Barn Visit model (adult household member serving as the "hands-on" support for the child), IPs served up to three children a day. Each participating child was paired with a trained clinical-profession student volunteer for their weekly one-hour session. A *Barn Activity Plan* was developed for each child which set goals and tracked progress over the 4-week block.

MEASURABLE OUTCOMES

All Program Data

In 2020, 454 children participated in The Barn’s programs, compared to 411 in 2019. However, this number does not take into consideration children who might have participated in more than one program over the course of the year. We estimate 350 unique (non-duplicated) children participated in programs throughout 2020 for a total of 450 program hours.

| Program | Delivery Method | # Occurrences | # Participants | # Facebook Engagements |
|--|------------------------------|---------------|----------------|------------------------|
| Story Time | Facebook Live | 36 | | 2,110 |
| Spring Brook Spotlight | Facebook/Facebook Live | 12 | | 1,136 |
| Socialization Events | Facebook Live; Live via Zoon | 3 | 57 | 128 |
| Zooming with the Animals | Live via Zoom | 11 | 57 | |
| Field Trips | Live via Zoom | 6 | 70 | |
| Field Trips | Pre-recorded | 12 | 140 | |
| Family Barn Visits | In-person | 44 | 74 | |
| Individual Program Spring | In-person | 1 | 29 | |
| Individual Program Fall | In-person | 3 | 27 | |
| Total Participant Enrollments/Engagements | | | 454 | 3,374 |

Field Trip participant data

Over a typical year The Barn hosts 12 field trips, of not more than 15 students each, from visiting schools and other regional organizations that cater to the needs of children with disabilities. Many teachers return to The Barn with a different class of students year after year so, for many, not having the ability to visit in 2020 was a big disappointment.

With the help of student volunteers (see Professional Clinical Affiliation Program information below), we produced a recorded field trip that was provided to area schools so they could experience The Barn’s animals and outdoor spaces virtually. For teachers desiring a more immersive, interactive experience, we devised a “live” virtual field trip utilizing Zoom. The availability of the pre-recorded and Zoom versions of our field trips enable us to potentially reach more children than we ever have before, since physical proximity does not present a barrier to participation.

| Name of School | Location | Live Field Trip via Zoom Participants | Pre- Recorded Field Trip Participants |
|---|---------------------------|---------------------------------------|---------------------------------------|
| HMS School for Children with | Philadelphia, PA | 5 | 7 |
| High Road School of Cecil County | Elkton, MD | 8 | 13 |
| Chester County Intermediate Unit | Coatesville, PA | 0 | 15 |
| Chaddsford Elementary School | Chadds Ford, PA | 6 | 6 |
| Overbrook School for The Blind | Philadelphia, PA | 0 | 10 |
| George Crothers Memorial School | Swarthmore, PA | 0 | 12 |
| Commonwealth Charter Academy | Andreas, PA | 39 | 39 |
| Patton Middle School (class A) | Kennett Square, PA | 0 | 6 |
| Delaware County Intermediate Unit | Morton, PA | 0 | 8 |
| Children & Adult Disability & Education Svcs. | Swarthmore, PA | 0 | 12 |
| Stetson Middle School | West Chester, PA | 6 | 6 |
| Patton Middle School (class B) | Kennett Square, PA | 6 | 6 |
| | | | |
| | Total Participants | 70 | 140 |

Participant feedback

For our fall IP session (September – November, 2020), we revamped both our volunteer/client session assessment methods and our post-program parent questionnaire in order to gather more specific data regarding observed program impact. The results below are based on responses from 14 of 27 parents whose children participated in our fall IP.

When asked about observable carry-over behavior from The Barn to home, school, therapies, etc., parents responded as follows:

- “(My child’s) articulation has improved. She has begun speaking in complete sentences and seems a bit more outgoing with people she doesn’t know.”
- “Learning how to care for the animals - providing love and attention, feeding, along with more confident in making crafts on her own.”
- “(My child) would come home and talk about what he did and learned.”
- “He was happy when getting home after a session.”
- “Yes, she shared her experiences with her teachers and family; loved telling everyone about the animals.”
- “Yes, (my child) always seems "recharged" after her visits to the Barn.”
- “Yes, feeding pets, arts and crafts, and listening better.”

Many of the skills below were addressed during each child’s IP. Parents noted the degree to which these skills were observed to be improved over the weeks their children were enrolled.

| Skill | Great Improvement | Improvement | No Improvement Observed | Maintaining Skills | Not Applicable |
|-------------------------|-------------------|-------------|-------------------------|--------------------|----------------|
| Communication Skills | 21% | 64% | 7% | 7% | 0% |
| Social/Emotional Skills | 14% | 64% | 7% | 14% | 0% |
| Fine Motor Skills | 0% | 57% | 7% | 29% | 7% |
| Gross Motor Skills | 7% | 64% | 14% | 7% | 7% |
| Sensory Skills | 7% | 64% | 21% | 7% | 0% |
| Safety Skills | 7% | 86% | 0% | 7% | 0% |

Other information drawn from the post-program parent questionnaire follows:

- 57.1% of parents heard about The Barn via word-of-mouth
- 21.4% of parents were referred to The Barn by a therapist
- 100% of parents felt their child benefitted from IP (all of the time: 71.4%; most of the time: 28.6%)
- 100% of parents are very likely (85.7%) or likely (14.3%) to enroll their child in another IP session
- 100% of parents were very satisfied (71.4%) or satisfied (28.6%) with the volunteer matched to their child

Professional Clinical Affiliation Program data

Normally, The Barn relies upon the generosity of nearly 300 volunteers annually to assist with program delivery, facility and garden up-keep, and administrative tasks. However, since the rise of the pandemic, we depended solely on student volunteers who were satisfying clinical requirements for their degree programs in areas such as occupational therapy and special education to assist with in-person and virtual programming. While The Barn has for many years served as an experiential learning facility for occupational and physical therapy, kinesiology, special education teaching, and social work students from colleges and universities throughout the Greater Philadelphia Region, in an effort to more formalize the program, it is now known as the *Professional Clinical Affiliation Program*.

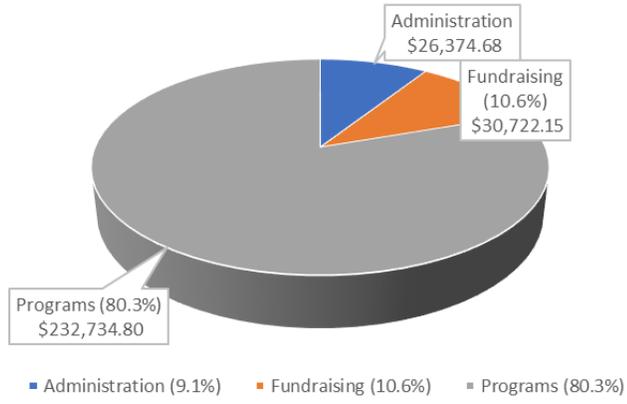
| School | Program of Study | # Participants |
|-----------------------------|--------------------------------|----------------|
| Thomas Jefferson University | Occupational Therapy Assistant | 4 |
| Gwynedd Mercy University | Occupational Therapy | 3 |
| West Chester University | Education | 2 |
| Temple University | Occupational Therapy | 5 |
| University of Pennsylvania | Pediatric Nurse Practitioner | 2 |
| Harcum College | Occupational Therapy Assistant | 4 |
| Immaculata University | Psychology | 1 |
| | Total Participants | 21 |

“The Barn provided an opportunity for me to see firsthand the concepts that I have studied in class and how they can be applied in a real environment. Through taking care of the animals that live at the barn, along with elements of play, I witnessed. . .(children). . . working on everything from fine and gross motor skills to improving their cognitive function.” C.D., Occupational Therapy Assistant Student, Harcum College

EXPENSE/REVENUE ALLOCATION

Once again, we worked diligently to ensure the majority of our expenses - 80.3% - directly supported programs. 9.05% of expenses were attributed to administration, and 10.6% of expenses were attributed to fundraising (based on our auditor’s allocations). The majority of The Barn’s revenue was contributed (donations, grants, fundraising events). Program revenue was greatly impacted by the pandemic and yielded only 2% of total revenue; other income represents restricted grants, interest income, and PPP loan forgiveness.

EXPENSES



REVENUE

