

# FENNVILLE PUBLIC SCHOOLS & RED HORSE CENTER



## WE'RE SPREADING AWARENESS & RAISING SUPPORT FOR "HORSES EMPOWERING YOUTH"

a suite of programs that provides equitable access to trauma-informed experiential learning, mental health support, and leadership development for students, faculty, and staff.

H.E.Y. includes facilitated workshops that work in collaboration with nature, art, dogs, and horses.



## HEY! FENNVILLE SPONSOR REQUEST 2023-2024

Program sponsors, combined with grants and individual donations, contribute to our ability to provide these services at no cost to the school.

**\$500.00**

## SERVICE SUMMARY

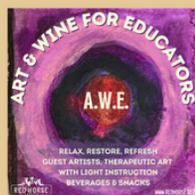
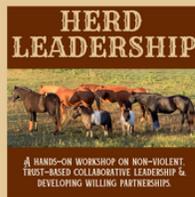
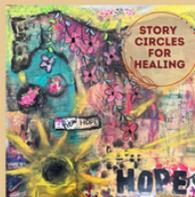
- Potential People Impacted: 240
- Contact hours: 450
- Session hours: 90
- Overall Costs: \$32,400

## SPONSOR BENEFITS:

- Logo'd thank you on rotating program footer (web)
- Logo'd thank you in program-relevant emails
- Annual commemorative artwork.

## HORSES EMPOWERING YOUTH | H.E.Y.

A COLLECTION OF PROGRAMS TO SERVE YOUTH THROUGH COLLABORATION WITH SCHOOL DISTRICTS, AND OTHER COMMUNITY ORGANIZATIONS.



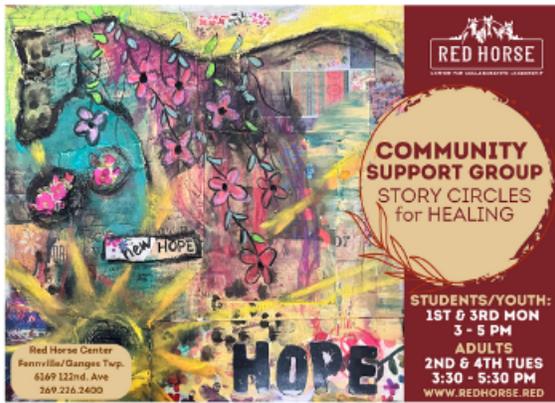
This suite of programs are offered in any combination, to provide experiential learning, mental health support and developmental opportunities to youth, students, faculty and staff in collaboration with nature, art and horses.

CURRENTLY INVITING COLLABORATIVE FUNDRAISING GRANT PROPOSALS SPONSORSHIPS

**FRED@REDHORSE.RED**

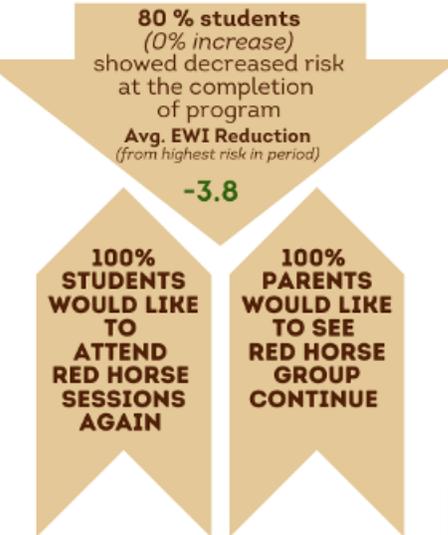
[www.redhorse.red](http://www.redhorse.red)

# FENNVILLE PUBLIC SCHOOLS & RED HORSE CENTER COMMUNITY SUPPORT 2022-2023 IMPACT SUMMARY



A community offering was created in response to a community murder-suicide that took the lives of two young students and their parents. Up to twelve students participated in a bi-weekly gathering. Participants identified as peers or family members of the two students who were lost. Staff and Faculty attended a modified, less frequent program.

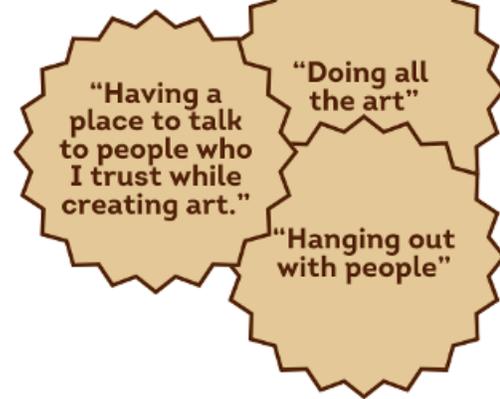
Using trauma-informed principles, participants spent time learning about self-care and creating emotional safety in the midst of grief. Participants were offered the opportunity to share stories through various forms of communication and experiential models, including talk, art, play, mindfulness, and guided interactions with dogs and horses.



## FROM FACULTY & STAFF

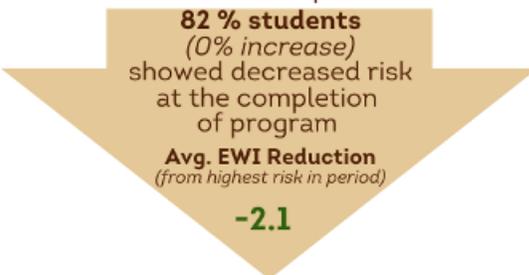
*"...the time at Red Horse gave me the opportunity to share my own experiences and receive support and care. I wholeheartedly recommend Red Horse to others in our community as the staff of Red Horse are very welcoming and compassionate. They work hard to create a comfortable and safe space for each person to receive support."*

## What did students enjoy most?

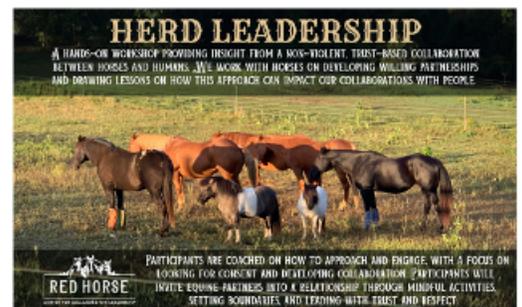


*"What I appreciated the most about Red Horse was the staff's welcoming and caring nature. I would recommend Red Horse to others. The support I received from the staff and horses tremendously helped in my healing process with the loss of two students in January."*

Two ten-student cohorts completed three 2.5 hour Herd Leadership sessions each.



**Early Warning Indicators:** We are using school-tabulated Early Warning Indicators (EWI) and survey responses from students to gauge impact. EWI scores are a combination of grades, attendance, and behavior referrals. A score of 8 or more indicates HIGH-risk students (typically indicating students who are at risk of dropping out in the future). **Maintaining low scores or lowering scores is the objective.**



**Survey Rating Scores and Change:** The following questions were asked regarding areas of focus with a rating score of 1 - 5 points. % show only for students with pre and post-surveys completed. The first three questions were directed toward developmental objectives for students: engagement around connection, confidence, and support. The last five were drawn from components of the program, (Approach, Engage, Lead, Yield, and Send.) These questions query how these concepts could be applied in relational settings for the students.

### "IT TEACHES LEADERSHIP, HOW TO ASK FOR CONSENT, AND HOW TO WORK AS A TEAM."

**Approach:** "How comfortable are you in approaching someone you don't know?"

- 50% showed an increased score
- Total change for the group: +22%

**Engage:** How comfortable are you engaging in a conversation with another person?

- 50% showed an increased score
- Total change for the group: 0%

**Lead:** How confident are you in leading your peers?

- 50% showed an increased score
- Total change for the group: +14%

### "HUMANS AND HORSES GO THROUGH THE SAME THINGS WHEN FACING INTERACTIONS AND COMFORT ZONES WHEN IT COMES TO LEADERSHIP. I LEARNED A LOT WITHOUT REALIZING IT."

**Yield:** How comfortable are you with leading adults?

- 50% showed an increased score
- Total change for the group: +15%

**Send:** How confident are you in directing others in action?

- 0% showed an increased score
- Total change for the group: 0%

### "THIS WAS A GOOD WAY TO LEARN THAT PATIENCE AND LEADERSHIP AS WELL AS TEAMWORK MATTERS... IT ALSO TEACHES BOUNDARIES."

**Connection:** "Do you participate in group activities that you feel interested in and connected to?"

0% showed an increased score  
Total point change for the group: -.05%

**Confidence:** "Do you have strengths that show up in group activities?"

50% showed an increased score  
Total point change for the group: +13%

**Support:** "Is help and support available on projects, activities, or skills you're learning?"

25% showed an increased score  
25% showed a decreased score  
Total point change for the group: +6%