



United Way  
of Monroe County

**AGENCY APPLICATION**  
**2010-2011 Grant Process**

**SECTION 1**

Applying Partner Agency Equi-librium, Inc.

Address (Main Office) P.O. Box 305, Sciota, PA 18354

Phone 570-992-7722 Fax 570-992-8070

Executive Director (Chief Professional Officer) Patricia J. Sayler

E-Mail Address [equi-librium@itscomp.com](mailto:equi-librium@itscomp.com) Website [www.equi-librium.org](http://www.equi-librium.org)

Agency Board President Polly Beste Term of Service Elected each year; in 3<sup>rd</sup> term

Address 1191 Jacobsburg Road, Wind Gap, PA 18091

Phone 610-863-7338 Fax 610-863-8321

E-Mail Address [pbeste@ptd.net](mailto:pbeste@ptd.net)

Give a summary (25 word) description of the agency's mission (use SECA description if applicable)

*"To empower individuals with special needs to reach their highest potential through horse related activities."*

Complete Agency Financial Form (see attached template)

Submit all other documents requested (see attached list)

**SIGNATURES (Required with Application)**

I (signed below) certify that the information presented, both narratives and financials, are presented truthfully and to the best of the agency's abilities.

\_\_\_\_\_  
Executive Director or CEO

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Board Treasurer

**APPLICATIONS ARE DUE: 4:30 p.m. FRIDAY FEBRUARY 12, 2010**

**REQUIRED AGENCY DOCUMENTS**

**2010-2011 Grant Process**

**The following materials are  
ONLY FOR AGENCIES THAT DID NOT PARTICIPATE IN SECA**

- 1) Provide a current listing of the Board of Directors with names, addresses, and phone numbers.
- 2) Provide a copy of your IRS Tax Determination Letter.
- 3) Provide a copy of your **current** certificate of registration from the Department of State, Bureau of Charitable Organizations.
- 4) Please provide a copy of your IRS 990 and a justification of administrative and fundraising expenses over 25% (if applicable). Your IRS 990 **must** cover the same fiscal period as your audit/financial statements.
- 5) Provide agency's **most recent** annual report.
- 6) Provide one agency or program promotional piece such as brochure, newsletter, flyer, etc.
- 7) Provide a copy of your **most recent** financial audit.

**THE FOLLOWING MATERIALS ARE REQUIRED BY ALL  
APPLYING AGENCIES**

- A. Give examples of how the organization identifies itself as a United Way partner agency. Please provide samples if applicable such as letterhead or brochure, etc.
- B. Provide some organizational structure showing various programs and lead volunteer/staff
- C. Provide a schedule of Board meetings for the past year. Also, please have the past year's Board minutes available at the upcoming site visit.

**PLEASE SUBMIT APPLICATION & FINANCIAL MATERIALS  
ELECTRONICALLY TO [monica@unitedwaymonroe.org](mailto:monica@unitedwaymonroe.org)**

**APPLICATIONS ARE DUE: 4:30 p.m. FRIDAY, FEBRUARY 12, 2010**

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# **PROGRAM APPLICATION**

**2009-2010 Grant Process**

## **SECTION 2**

(If you are seeking funding for more than one program, complete a separate program application for each)

Program Name Equine-Assisted Learning (EAL) (Changed from Equine Experiential Learning in 2008 due to definition refinements by NARHA)

Address (Program Location) Bush Lane & Keller Road, Snydersville, PA 18360

Phone 570-402-2343 Fax N/A

Primary Contact for Program Patricia J. Sayler

E-Mail Address [equilibriumdev@epix.net](mailto:equilibriumdev@epix.net) Website [www.equi-librium.org](http://www.equi-librium.org)

Name the targeted community concern addressed through this program (i.e. youth delinquency)

Helping Children Succeed: Addressing the needs of at-risk and special needs youth by targeting emotional, learning support and life-skill students at the intermediate and pre-school level.

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### **Provide a brief written summary of the program seeking funding in 2010 2011**

Equine Assisted Learning (formerly called Equine Experiential Learning) was created in 2002 to be an effective, innovative adjunct to a school district's emotional and/or learning support programs. The program enhances a school district's ability to meet the needs of their students through an instructional philosophy and motivational curriculum built around the teaching of positive life skills, the development of strength based developmental assets, and academics. Eight (8) students from the 5<sup>th</sup> grade learning support class from Stroudsburg Middle School and eighteen (18) four year old pre-school emotional/learning support children from Pocono Services for Families and Children's Head Start program participate in a two hour weekly program for 10 weeks at the Equi-librium facility engaging in hands on activities with horses within a safe and structured environment. The Disruptive Behavior Rating Scale and The Work Sampling System Assessment Tools are used to measure behavioral changes within the school classroom setting through pre and post 10 week tests. These measurable changes in behavior facilitate learning with resulting achievements reflected in the Individual Educational Program goals of each student.

### **What is the target population(s)? Give supporting demographic need information and source.**

The target populations are at-risk pre-school and intermediate school students with social/emotional disturbances and/or learning disabilities that qualify them to be placed in special emotional or learning support classes in the public school setting. According to statistics from the Pennsylvania Juvenile Defenders website, 20% of students with emotional or learning disabilities are arrested at least once before they leave school, and approximately 70% of youth who are incarcerated suffer from a learning or emotional disability or both.

In Monroe County, the overall school population at the end of 2007 (the latest statistics available) was 34,699, with 11,725 students receiving special education services. The total number of elementary school students in 2007 was 17,299, with 3,949 receiving special education services. \* Of those elementary school students aged 6 – 12 years old, 205 have emotional disturbances, and 2,195 have a specific learning disability.\*\* These statistics do not include the pre-school population. Within Monroe County, Pocono Services for Families and Children serve 188 children in their Head Start program. Of those children 40 are children with special needs and 30 are included in special emotional/learning support classes. In addition the number of students evidencing emotional disturbance increases by age and grade levels. The incidence of emotional disturbance between ages 12 and 17 increases by 50%.\*\*\* By intervening with EAL at pre-school, elementary or and middle school ages, this trend can be reduced.

The at-risk/special needs population in Monroe County continues to increase. Schools and families need to deal with increasingly dysfunctional behavior by children and adolescents. In order to meet the needs of these children, a series of support and treatment programs are utilized by the school districts. These programs progress from the least restrictive environment to the most restrictive; learning support >emotional support >partial hospitalized > day treatment > residential treatment. The cost to the school district increases substantially with each progression. By enhancing the school district’s ability to meet the needs of their students through the Equi-librium Equine Assisted Learning program of preventive and supportive intervention, children in the emotional and learning support classes can be kept from progressing to the next restrictive level(s) of treatment. The aim is to assist in providing students with the tools to progress upward and ultimately to be able to mainstream within the school system, and appropriately into the community.

In 2010-11, Equi-librium will serve eight (8) learning support students from Stroudsburg Middle School, and 18 pre-school emotional/learning support students from Pocono Services for Families and Children’s Head Start program for a total of 26 students.

\*PA Department of Education, Appendix A, Public School Enrollments by County, 2006-07.

\*\*, \*\*\*Special Education Statistical Summary, 2007-08, Colonial Northampton IU 20 – no gifted children included. A complete listing of all the disabilities served through special education can be seen in this report.

**Describe how the program improves the lives of the targeted population**

Since 2002, United Way has been an integral part of the Equine Assisted Learning program offered by Equi-librium. The following table of the past several years illustrates the affect that this program has had on the students participating in it. The

Year	Attention Improvement	Hyperactivity-Impulsiveness Reduction	Oppositional-Defiant Behavior Reduction	Functional Pervasiveness of Behaviors		Behaviors seen in School Situations	
				Reduction in # areas seen	Reduction in Severity	# Situations	Reduction in Severity
2002 4 <sup>th</sup> grade	19%	33%	36%		35%		57%
2003 5 <sup>th</sup> grade	11%	4%	7%		9%	4%	15%
2004 5 <sup>th</sup> grade	26%	25.5%	17%		28%	40.5%	49%
2005 5 <sup>th</sup> 6 <sup>th</sup> grade	18%	17%	37%	1.6%	24%	5.7%	49%
2006 5 <sup>th</sup> 6 <sup>th</sup> grade	35%	27%	27%	13%	3%	+2%	44%
2006 4 <sup>th</sup> grade	53%	51%	45%	21%	25%	+3%	27%
2007 5 <sup>th</sup> grade	15%	25%	22%	17.6%	29%	7%	43%
2007 4 <sup>th</sup> grade	25%	18%	24%	18%	15%	2%	8%
<b>Stroudsburg SD</b>							
2008 4 <sup>th</sup> grade	80%	75%	50%	20%	20%	15%	100%
2009 5 <sup>th</sup> grade	74%	82%	62%	24%	29%	17%	100%

The reductions or improvements in the areas delineated by the Disruptive Behavior Rating Scale occur within the 10 weeks of programming, however the teachers use the “reward” of the program as a motivator throughout the year, and bring related activities into the classroom before and after program participation. The carryover into daily life at home has been attested to by anecdotal information received from parents/guardians. The positive changes in behavior make a significant difference to the classroom teacher by reducing negative behaviors so that increased learning and appropriate peer interaction and socialization can take place.

Pocono Services for Families and Children uses The Work Sampling System to assess the impact of Equine Assisted Learning Program on its participants. This assessment system assesses and documents children’s skills, knowledge behavior and accomplishments as displayed across a wide variety of educational domains and as manifested on multiple occasions and include three complimentary components: 1) developmental guidelines and checklists, 2) portfolios, and 3) summary reports involving the child, the child’s family, the teacher and the school administration. In reporting and the outcomes for 2090-2010 there will be two separate measurable outcomes reported, one for Stroudsburg Middle School and one for the PSFC Head Start program. The teachers at Head Start were literally “floored” by how the motivational impact of the program improved the pre-schooler’s ability to learn and achieve.

**Complete Program Outcome Worksheet (attach using UWMC template)**

**Complete Program Financial Form (attach using UWMC template)**