

Therapeutic & Inclusive Recreation Program In Arizona Schools

Renewal Application for Grant with Arizona Developmental Disabilities Planning Council



1. PROJECT DESCRIPTION

Provide a description of your funded project and how it aligns with the ADDPC Goal of Self-Advocacy, Integrated Employment or Inclusion. Explain why the ADDPC should consider renewing your contract.

The project has advanced therapeutic and inclusive recreation programming (TIRP) in two Arizona schools fostering school connectedness and valued involvement among 5th and 6th grade students. This has been accomplished by concurrently 1) integrating individualized TIRP programming, enhancing innovative initiatives, and magnifying inclusive practices in two elementary schools, and 2) reviewing exemplary programs, laws and policies, literature of best practices, educational trends in training, and funding resources.

The programs provide students with knowledge and skills to effectively interact with diverse populations through participation in structured recreation-based interventions that promote social interaction skills, communication, problem solving, behavior regulation, and physical health. As students with and without functional limitations, disabilities, and health concerns engage in activities together, they learn how their individual strengths and characteristics contribute to inclusive educational and recreation experiences, form friendships, and develop a sense of belonging.

After one year of programming, we have seen evidence of enhanced self-determination and self-advocacy skills, expanded leisure repertoires, and increased opportunities for physical activity among students. During this time, we also recognized two opportunities to further the success of the program. First, it became increasingly evident that many students would thrive in additional individualized and small group settings where they could build social and emotional skills in a safe and intimate environment. Second, the team recognized the need to conduct more thorough and continuous needs assessment to support school staff to foster a whole school approach to TIRP programming. Continued support from the ADDPC would allow us to explore these programming needs and respond to the urgency to develop evidence-based therapeutic and inclusive programs in school (Maciver et al., 2019).

2. YEAR ONE ACHIEVEMENTS

Provide a summary of the program achievements for the current year. Include all key activities that have been undertaken based on the current implementation plan. Describe key barriers that were overcome. Also describe what activities are left to complete in the last quarter of your contract.

Achievements

1. Promoted and implemented therapeutic and inclusive recreation programs in two schools.
 - WOW Wednesdays consisted of four 45-minute therapeutic and inclusive recreation programs provided one time per week with 5th grade and 6th grade students ($n = 113$).
 - A total of 56 sessions were held with the majority of content focused on building social skills, empathy, and problem solving.
 - Rockin' Recess consisted of two voluntary 20-minute inclusive recreation programs twice a week for 5th and 6th grade students ($n = 469$) during recess.
 - A total of 37 sessions were held with the majority of the content focused on building social skills, peer support, and self-determination.
2. Integrated individualized programming that enhances innovative initiatives.
 - Developed unique programming at two school sites
 - Piloted small group and whole school therapeutic and inclusive recreation programming during class time, lunch, and recess
3. Conducted comprehensive evaluation of student knowledge and skills learned from TIRP.
 - Administered an online survey to 5th and 6th grade students from Village Meadows ($n = 99$, 88% response rate) and Madison #1 ($n = 92$, 20% response rate) to measure **school connectedness**, **social and emotional health** (empathy, collaboration, self-efficacy, problem solving, optimism, and peer support), and **self-determination** (enjoyment, perceived competence, perceived choice, and pressure).
 - The sample was evenly divided by gender (48.9% girls) and contained more responses from 5th graders (62.1%) compared to 6th grade students. Girls reported significantly higher levels of school connectedness, empathy, problem solving, and peer support compared to boys. Boys reported significantly higher levels of perceived competence in recreation compared to girls. Compared to 5th grade students, 6th grade students reported significantly higher levels of peer support and empathy.
 - Evaluated student responses from Village Meadows ($n = 103$, 91% response rate) and Madison #1 ($n = 267$, 57% response rate) to seven journal prompts aimed at measuring social connectedness, social skills, self-determination, problem solving, empathy, peer support, and self-efficacy.

- All student journal entries (~ 2,000) have been transcribed verbatim.
- Responses to six journal prompts have been coded. Initial themes of happiness, excitement, and belonging have emerged from the data.

4. Engaged and educated college students and school staff in the delivery of therapeutic and inclusive recreation. Facilitated a three-credit TIRP practicum course with 13 undergraduate students majoring in recreational therapy (5), kinesiology (3), nonprofit management (1), child life (1), and exercise and wellness (3) focused on completion of the Inclusion Ambassador Training, and trainings on Leisure Ability Model, inclusion, inclusive recreation, program overview and evaluation, leadership, disability awareness, adaptive equipment and modifications, leisure modalities and interventions, social emotional health, and documentation and debrief. Additionally, students completed written assignments on the following topics: introduction to therapeutic recreation, relationships & communication, program planning, assessment, intervention protocols, therapeutic interventions, service teams, evidence-based practice, cultural competence, ethics and standards of practice and professional development.

- Conducted an in-person orientation on program overview and evaluation, Leisure Ability Model, and inclusive recreation with six K-12 instructional staff at Village Meadows. An orientation and training video reviewing the same topics was distributed to all teachers at Madison No. 1.
- Conducted training on inclusive practices related to student behaviors, student and staff roles across school environments, behavior as a form of communication, considerations across diverse learning profiles, and communication strategies with 34 K-12 staff at Village Meadows.

5. Conducted a systematic analysis of existing therapeutic recreation initiatives deemed exemplary; current federal and state policies, a literature review examining impact of inclusive recreation programs and best practices, and educational trends in training.

- *Exemplary Programs:* While there are hundreds of therapeutic recreation programs across the United States, exemplary programs were chosen for in-depth review based on two characteristics associated with positive impacts:
 - Experience-based/hands-on programming with a variety of activities familiar to participants (crafts, athletics, music, games, etc.).
 - Developmentally appropriate activities with adaptive elements provided as necessary.
- *Exemplary Program Gaps in Service:* two gaps in therapeutic recreation programs were also observed:
 - The majority of programs were located in urban areas, with a lack of services in rural areas.
 - Most of the programs took place out of school time with a gap in services offered during the school day.

- *Laws and Policies:* Both the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA) emphasize but don't mandate recreation and "non-academic" as potential activities as part of a comprehensive intervention. IDEA focuses on school-time activities and ADA focuses on access to people with disabilities outside of the school day.
- *Literature Review:* The literature review of inclusive recreation and education programming and best practices found the following student outcomes:
 - Increased physical skills and gains in physical ability
 - Increased communication skills including "socializing" with others
 - Increased social-emotional skills including confidence building friendships
- *Educational Trends in Training:* The literature review detailed that while many in-service teachers reported an overall understanding of inclusive practice and understood its importance; teachers reported that their teacher preparation in college left them feeling unprepared and lacking the training necessary to provide an inclusive environment for students once they were the teacher of record in their classrooms.

Barriers

- The short timeline to collaboratively design customized TIRP programming prior to the start of school initially constrained the approach to service. Continuous formative evaluation and regular meetings among the programming team, project investigators, and school administrators facilitated adjustments in the program design to include small classroom learning experiences.
- Although the TIRP team conducted an orientation and training with administration and available staff at both schools at the beginning of the school year, limited understanding of TIRP among all school staff constrained the success of the program. Midyear training illuminated the importance of fostering a whole school approach to TIRP and will be a focus of Year Two.
- An original aim of the study was to assess physical and social behavior among students at Madison #1 during recess using a standardized observational tool - the System for Observing Children's Activity and Relationships during Play (SOCARP) (Ridgers et al., 2010c). The team spent 35 hours developing training protocols, recruiting 15 ASU students, and conducting two workshops to train these students as observers. In total, the team observed 81 students and spent 42 hours of direct recess observation over a span of four days. Despite this, we did not collect the meaningful data we had hoped for because of two major challenges that limited the success of SOCARP. The first obstacle involved time and weather constraints that limited the full training of observers. The second obstacle involved the ability of observers to be on site to observe. Many students had conflicting class schedules and some students did not respond to communication by the lead researchers and never attended any recess observations (only

10 students were able to be on-site to observe, and of those, four were only able to attend one day). Because of these limitations, the team will replace this evaluation measure with a qualitative evaluation of ASU practicum student journals to identify student recess behaviors in Year One. In Year Two, the team proposes a modified approach to observational data collection during recess that focuses exclusively on the behavior of the smaller groups of students participating in the one-on-one or small group programming.

- School closures in Arizona due to COVID-19 (novel coronavirus) hampered the delivery of direct student contact with TIRP services, influencing the ability to complete daily reports, student journals, and administer the post survey. In lieu of direct student contact, the TIRP programming team created weekly newsletters and provided access to virtual recreation videos. Links to complete the student post-survey were shared with both schools during the second week of April 2020. The principal at Village Meadows shared the link with parents via Google classroom and a total of 71 students have completed the survey. We anticipate receiving student responses from the survey at Madison #1 before the end of April 2020. To optimize time and resources with the grant, the team developed the staff survey that was originally planned for Year Two. The staff survey is scheduled to be distributed to both schools before the end of the 2019/2020 school year. Results from the staff survey will be used to refine the survey instrument and inform Year Two programming. Finally, we partnered with another research team at ASU to administer a pilot survey examining recess, physical education, and physical activity among students with and without disabilities.

Last Quarter Activities

- Finalize evaluation of 5th and 6th grade journals conducted using a thematic analysis to find common themes, categories and concepts.
- Administer and analyze retrospective survey with 5th and 6th grade students
- Develop and administer survey to all teachers, staff, and administration to better understand knowledge and perceptions of inclusion, and interprofessional practice; opportunities for recreation experiences, and levels of confidence leading play-based activities with all students.
- Complete a practitioner-focused brief detailing recommendation for implementing an effective program based on evidence based-literature focused on exemplary programs, laws and policies, best practices for the integration of special education and therapeutic recreation services, educational trends in training, and potential funding resources for sustainability.
- Complete the systematic analysis
 - *Reviewing Exemplary Programs:* Examine characteristics of exemplary programs and provide list of priorities for integrating interventions within the school setting

- *Laws and Policies:* Provide recommendations for policies and laws that can be highlighted to support the delivery of therapeutic and inclusive recreation services.
 - Recommend potential policies that could be enacted at the state-level to increase use of recreational therapy within inclusive educational environments, based on findings of the impact of inclusive therapeutic recreational practices embedded in the school setting, decisions, sense of belonging, and training programs for inclusive pedagogy.
- *Literature Review of Best Practices:* Finalize literature review to examine evidence of correlation between provision of therapeutic and inclusive recreation and academic performance and social-emotional impact.
 - Provide information regarding the impact of therapeutic recreation on achievement measures including meeting IEP goals, social-emotional skills, changes in behavioral reactions to challenges.
- *Educational Trends in Training:* Include a section in the landscape analysis focused on additional aspects of training for pre-service and in-service teachers, paraprofessionals, and therapeutic recreation professionals.
 - Provide current trends in therapeutic recreation programs
 - Provide information on current trends in education programs for pre-service training
- *Funding Resources:*
 - Determine possible funding streams for sustainability of programming after the grant funding expires.

3. COMMUNITY PARTNERS

Describe who are the community partners that are supporting your project, and their role in your contract.

The TIRP project has involved collaboration between Arizona State University (ASU), Village Meadows, a Title I elementary school in Deer Valley School District, Madison No. 1, a Title I middle school in Madison School District, and Daring Adventures Healthy Day Program, a nonprofit organization that provides meaningful, outcome-based leisure and recreation opportunities. The partnership has mobilized collective strengths and resources to provide adaptable and personalized therapeutic and inclusive recreation opportunities. TIRP has delivered customized programming, through comprehensive and continued evaluation of the program design and implementation, student outcomes, staff needs, and interprofessional learning. A variety of flexible services have been provided during the school day in small groups, and in large groups to

facilitate positive inclusive recreation experiences among students with disabilities. These services have been supported by Certified Therapeutic Recreation Specialists and ASU students studying in areas such as therapeutic recreation, kinesiology, and exercise science.

4. STAKEHOLDER FEEDBACK

Summarize feedback from participants, families, professionals and other stakeholders during the current funded period. Explain how their feedback is used for evaluation analysis and in program design.

ASU practicum students

The students completed weekly logs recording service-learning hours, type of experiences, and learning reflection. The information gained from the weekly logs was used to guide training needs, and program delivery strategies. The students valued supervision from the Daring Adventures supervisor, support and feedback from the ASU course instructor, and in person training more so than the practicum written assignments. Students appreciated the direct experience with youth; learning to provide adaptive recreation. They explained it contributed to growth in confidence with planning and implementing services with youth of all abilities.

School administration

- Information gathered from individual and focus group interviews (three at Madison No. 1 and two at Village Meadows) was analyzed to reveal major themes outlined below. These themes were used to inform future programming, evaluation, and staff training.
 - Initial meetings
 - Students need inclusion opportunities specifically at recess
 - Need facilitated activities to reduce cliques and promote participation for all (barriers = lack of equipment)
 - Teachers want to learn strategies to facilitate classroom activities for students with and without disabilities
 - Follow-up meetings
 - Administration and teachers have noticed more inclusion and overall participation during recess on program days
 - Teachers need lesson plans shared in advance to support and prepare special education students
 - Teachers would benefit from opportunities to collaborate and learn from each other to promote awareness and problem solve
 - Teachers would benefit from instructional coaching on inclusive strategies

- Teachers would benefit from consistent support to regularly incorporate team-building/activity-based instruction in all classrooms

Daily Report Summaries

The lead Recreation Therapist and her team took detailed notes after each session to share descriptive information about programming and student experiences. These notes were managed and analyzed by the research team to inform programming throughout the project. The eight major themes that emerged from the data throughout the year are below:

1. Students respond positively when they have autonomy and choice.
2. Instructor engagement and visual demonstration is well received among students.
3. Students enjoy leadership roles.
4. Students enjoy learning new activities and adaptations to activities.
5. The program team needs increased training on lesson content in advance.
6. Idle time is associated with negative student behavior.
7. Incorporating different forms of assessment and a variety of pedagogical strategies is effective.
8. Activity adaptations need to occur each class based on individual and class needs

5. EVALUATION FINDINGS

Summarize evaluation findings to date and level of satisfaction. Explain if the program is on track with proposed target numbers; if not, describe barriers to reaching target numbers. Data to include here include the number of self-advocates, family members, or professionals/others. Also state if any policy or procedures have been changed based on your program, and what this result will mean for families.

The usefulness of the daily report proved to be so valuable we increased the frequency of completing the report to every week from our original bi-weekly plan. Our aim to facilitate bi-weekly journal prompts was ambitious and proved to be difficult logistically, however, we received rich student responses to seven prompts. Our preliminary analysis indicate that students were processing social and emotional strategies presented by the recreational therapy team and in different stages of applying this knowledge.

We are satisfied with and excited about the preliminary evidence. Our fall survey provided baseline evidence of perceptions of school connectedness, social and emotional health indicators, and self-determination. We are pleased that both schools agreed to administer online post-surveys given challenges related to COVID-19 and look forward to reviewing the data.

6. PROPOSED CHANGES

Describe proposed changes that will be planned for the second year, including program design, target numbers, collaborators, implementation, staffing, evaluation, and other activities.

- Daring Adventures will continue TIRP in one school to include 1:1, small groups (10-12 students from 5th and 6th grade) and whole school therapeutic and inclusive recreation programming during recess, and teacher training.
- Platform to Play will lead orientation and training with personnel at Village Meadows, and lead professional development with faculty and staff (900) in Madison School District.
- Daring Adventures will continue to complete daily reports to track participation and programming details to ensure program fidelity, and continuous improvement.
- A systematic observation of social interaction and physical activity behaviors throughout the comprehensive school day will be conducted in spring 2021.
- The pre and post assessment analyzing school connectedness, social-emotional health and self-determination will be repeated with 5th and 6th grade students.
- Administer survey to teachers, staff, and administration to better understand interprofessional practice and inclusion perceptions; availability, constraints, equitable engagement, and adherence to best practices for physical activity opportunities throughout the school day for all students.
- A toolkit for sustainable implementation of therapeutic and inclusive recreation services in Arizona schools will be developed as a compilation of pragmatic information related to access to programming, funding, and training.
- The interprofessional therapeutic and inclusive recreation service-learning course will be repeated and refined to include; learning modules to educate university students on the needs of individuals living with a variety of functional limitations, disabilities, and health concerns, the factors that hinder participation and inclusion strategies
- Publish a book chapter in Interprofessional Collaboration in Parks, Recreation, and Human Service: Theory and Case Studies published by Sagamore-Venture LLC to share information on TIRP.

7. UNDERSERVED AREAS AND POPULATIONS

Describe effort to work in or promote the program in underserved or unserved areas of the state or with certain populations that are often overlooked.

The TIRP project works with two Title I schools where 40% or more of the students are qualified to receive free or reduced lunch. The project enhances school initiatives to improve academic performance, and

social-emotional health by fostering a sense of belonging and valued involvement among all youth. Students participate in structured recreation-based interventions that promote the development of school connectedness, self-determination, and social-emotional health. Youth living with a variety of physical, social-emotional, and socio-cultural limitations benefit from TIRP to include children with incarcerated parents, and refugees.

8. SUSTAINABILITY EFFORTS

Elaborate on sustainability efforts that show commitment from other sources of funds to fund the program post ADDPC funding.

Continual collaboration will occur between the schools and district administrations to apply for and dedicate an appropriate portion of the following annual funding sources for continuation, deepening, and sustainability of the existing therapeutic and inclusive recreation programming: Title I, Title IV A, Title II, 21st Century Grant, and AZ Coordinated Early Intervening Services. Additionally, community organizations will be explored to support the provision of inclusive recreation services; PTO/PTA, municipal and nonprofit recreation providers, institutes of higher education, and businesses.

CONCLUSION

We look forward to our continued work with the Arizona Developmental Disabilities Planning Council to advance therapeutic and inclusive recreation programming in Arizona schools. Through this project we hope to illuminate the importance of comprehensive therapeutic and inclusive recreation in schools as a promising and sustainable strategy to create a culture of inclusion and positively impact student development and overall well-being.

Kelly Ramella
Clinical professor

Allison Ross
Research professor

Wendy Barnard
Center Director

Jerry Ketelhut
Executive Director

Jessica Amato
Executive Director

April 24, 2020

References

- Anderson, Lynn & Heyne, Linda. (2012). *Therapeutic Recreation Practice, A Strengths Approach*. State College, Venture Publishing.
- Dattilo, J. (2015) *Leisure Education Program Planning*. Fourth Edition. State College, PA. Venture Publishing, Inc.
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Therapeutic & Inclusive Recreation Program In Arizona Schools

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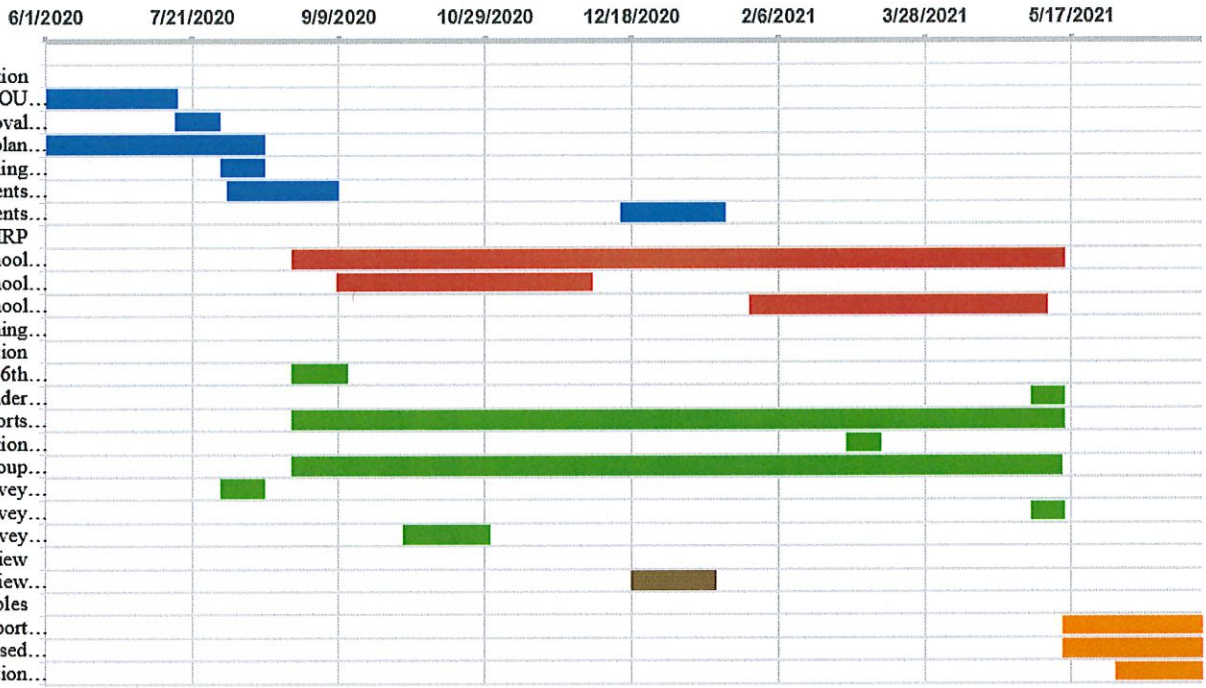


Year Two Implementation Plan

CATEGORY	TASK	START	END
Preparation			
PI	School MOU	6/1/20	7/15/20
PI & Co-PI	IRB Approval	7/15/20	7/30/20
PI & PL	Establish program plan	6/1/20	8/14/20
PL	Staff training	7/31/20	8/14/20
PI & DA	Prepare ASU Students (Fall)	8/2/20	9/8/20
PI & DA	Prepare ASU Students (Spring)	12/14/20	1/18/21
TIRP			
DA	Services in School	8/24/20	5/14/21
PI & DA	ASU Students in School (Fall)	9/8/20	12/4/20
PI & DA	ASU Students in School (Spring)	1/27/21	5/8/21
PL	Staff training & coaching	8/24/20	5/13/21
Evaluation			
GSA & PL	Preliminary 5th & 6th grader survey	8/24/20	9/11/20
GSA & PL	Post 5th & 6th grader survey	5/3/21	5/14/21
DA	Weekly program reports	8/24/20	5/14/21
Co-PI, GSA, PL	Systematic observation (spring)	3/1/21	3/12/21
PI & PL	Monthly small group observation	8/24/20	5/13/21
PL & GSA	School Personnel survey (fall)	7/31/20	8/14/20
PL & GSA	School Personnel survey (spring)	5/3/21	5/14/21
Co-PI	Representative survey	10/1/20	10/30/20
Review			
All	Midyear data review	12/18/20	1/15/21
Deliverables			
All	ADDPC Final Report	5/14/21	6/30/21
All	ADDPC Condensed Report	5/14/21	6/30/21
All	ADDPC Presentation	6/1/21	6/30/21

PI – Principal Investigator
 Co-PI – Co-Principal Investigator
 DA – Daring Adventures
 PL – Program Liaison
 GSA – Graduate Student Aide

Therapeutic and Inclusive Recreation Program Project Timeline



Budget Request Form

Contractor Name AZ Board of Regents on behalf of Arizona State University
Contractor Address PO Box 876011, Tempe, AZ 85287-6011
Project Name Therapeutic & Inclusive Recreation Program (TIRP) in Arizona Schools

Budget Category	Year 2			Total Program Cost
	Requested ADDPC Funds	Non-Federal Cash Match	Non-Federal In-Kind Match	
Personnel/Salaries	58,092.00	-	-	58,092.00
Fringe Benefits	14,534.00	-	-	14,534.00
Supplies/Operating Expenses	-	-	-	-
Travel	-	-	-	-
Rent of Cost of Space	-	-	-	-
Contracted Services/Professional Services	36,465.00	-	-	36,465.00
Administrative/Indirect Costs 10%	10,909.00	-	51,273.00	62,182.00
TOTAL COSTS	120,000.00	-	51,273.00	171,273.00

It is understood that Non-Federal Funds identified in this budget will be used to match only ADDPC Federal Funds, and will not be used to match any other Federal Funds during the period of the ADDPC funded Project.

Additional description and background information shall be included as a budget narrative, including for match.* The contractor agrees to submit additional background information to the ADDPC upon request.

Kimberly Habiger



April 23, 2020

Name of Certifying Official

Manager Research Advancement

Title of Certifying Official

480-727-8648

asu.awards@asu.edu

Phone

Email

*Details included in Project Narrative

**Therapeutic & Inclusive Recreation Program (TIRP) in Arizona Schools
BUDGET NARRATIVE YEAR TWO**

A. PERSONNEL/SALARIES \$ 58,092

Kelly Ramella, Principal Investigator will devote 3.13 person months in year two to the project. Professor Ramella will be responsible for the overall project management and serve as a content lead guiding and coordinating the all components of the project including; developing the research design, providing administrative oversight (e.g. IRB management, protocol/material development), training and education of undergraduate students working in the schools, and graduate research assistants, coordinating ongoing administrative tasks, and direction and oversight of services in the schools.

Allison Ross, Co-Principal Investigator will devote 2.25 person months in year two to the project. Dr. Ross will be responsible for developing the research design, monitoring and assisting with data collection, training and supervision of graduate research assistants and completion of administrative tasks and disseminating results.

A TBD Graduate Student Assistant (GSA) will commit 3.00 person months in year two of the project. Under the guidance of Professor Ramella and Dr. Ross, GSA will serve as the evaluation graduate student, responsible for assisting the evaluation lead in data collection and analysis.

B. FRINGE BENEFITS \$ 14,023

Arizona State University defines fringe benefits as direct costs, estimates fringe benefits as a standard percent of salary applied uniformly to all types sponsored activities, and charges benefits to sponsors in accordance with the federally-negotiated rates in effect at the time salaries are incurred. The rates used in the proposal budget are based on the current federally-negotiated rate agreement rate. An estimated cost escalation has been included in the out years, consistent with ASU policy.

The applicable approved rates are:

	FY21
Faculty	28.12%
Student Wages	1.13%

**Therapeutic & Inclusive Recreation Program (TIRP) in Arizona Schools
BUDGET NARRATIVE YEAR TWO**

C. **SUPPLIES/OPERATING EXPENSES** – None

D. **TRAVEL** –None

E. **RENT OF COST OF SPACE** – None

F. **CONTRACTED SERVICES/PROFESSIONAL SERVICES: \$ 36,465**

Daring Adventures Healthy Day Program – The purpose of the Recreational Therapist is to plan and implement therapeutic and inclusive recreation services in collaboration with schools and oversee ASU students supporting program delivery. The recreational therapist (CTRS) is paid \$15/hr. x 833.33 hours for 1.25 FTE’s and 20% ERE = \$15,000

Platform2Play – The purpose of the contract services is to serve as the project liaison, responsible for the oversight and coordination of programming and research activities at school sites, the delivery of education and training with school staff, and creation of toolkit content. \$15,000

TBD Consultants – The purpose of the consultants are to assist with the creation of the Therapeutic and Inclusive Recreation Toolkit to disseminate information. \$6,976

G. **OTHER DIRECT COSTS** - None

I. **ADMINISTRATIVE/INDIRECT COSTS** - \$10,909

Item	Rate	Total Cost
F&A Indirect Costs	10.00% on TDC	\$10,909
	TOTAL	\$10,909

F&A funds are budgeted at 10.00%. This rate is in accord with Sponsor’s published policy.

ASU Budget Request	Year 2
Total Direct Cost (TDC):	\$109,091
Total F&A:	\$ 10,909
F&A Rate Type:	TDC
F&A Rate:	10%
Fiscal Year for F&A Rate:	2020

Therapeutic & Inclusive Recreation Program In Arizona Schools

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Project Team

Provide a list of key staff and briefly summarize their job responsibilities for this grant. List any training or certification required for staff in the upcoming year. Ensure personnel costs are appropriately allocated for in the Budget. Do not attach resumes.

Contributor	Experience	Role
Kelly Ramella Clinical Professor Watts College of Public Service and Community Solutions	15 years of practice and 15 years of teaching in therapeutic recreation & inclusive community development, and interprofessional education	Principal Investigator Clinical instructor Kelly Ramella will guide and coordinate all components of the project and be directly responsible for ASU students working in the schools.
Allison Ross Research Professor Watts College of Public Service and Community Solutions	Dr. Ross has 16 years of combined teaching experience in physical education, recreation, and community development.	Co-Principal Investigator, Dr. Ross will lead the program evaluation component of the project
Jerry Ketelhut Executive Director Daring Adventures Healthy Day Program	Expertise with inclusion and adaptive recreation. Provider of inclusive recreation.	Jerry Ketelhut will oversee professional services provided in the schools.
Jessica Amato Founder, Executive Director Platform to Play	Jessica has 12 years of experience designing and leading therapeutic and inclusive recreation services in communities and schools.	Jessica will oversee and direct all professional training, evaluation and support services provided in the schools.

