

Grant Renewal Application
Northern Arizona Inclusive Recreation Project

Date: October 15, 2020

From: Northern Arizona University (NAU), Institute for Human Development (IHD)

To: Arizona Developmental Disabilities Planning Council (ADDPC)

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1. Executive Summary of your funded program, to include the following: What is the intent of the program; Who is targeted; Why this program has and will continue to impact the I/DD community; What data has been collected to date; and why the ADDPC should continue funding your program for another one-year period.

The original intent of the Northern Arizona Inclusive Recreation Project was to increase involvement of persons with Intellectual and Developmental Disabilities (I/DD) in adaptive alpine ski and snowboarding activities. The initial target was to provide scholarships for lessons to 100 unique participants during the 2019-2020 ski season, while focusing on the rehabilitative, therapeutic, and whole life health that adaptive sports opportunities have to offer. The primary focus in achieving this goal is to actively assist persons with I/DD to experience adaptive skiing and snowboarding activities. The original proposal outlined a series of tasks and objectives, designed to accomplish this goal and focus. To this end, in addition to the ongoing provision of adaptive ski and snowboarding lessons, the major tasks of purchasing new adaptive skiing equipment, recruiting individuals with I/DD to participate in the program, and selecting and preparing instructors for adaptive instructor certification have constituted the major project activities in this funding cycle. The Northern Arizona Inclusive Recreation Project has had a positive impact on the lives of the individuals who participated and has provided the impetus to look toward expanding into other sports and activities. To that end, the Institute for Human Development is beginning a program that creates accessible and inclusive recreation allowing all people of all abilities the opportunity to take advantage of the health benefits recreating outdoors provides. This renewal will fund the continuation of the highly successful ski and snowboarding program. Additionally, through the funding provided with this renewal, by the end of the contracted period, people with I/DD in Northern Arizona will also have access to and an opportunity to participate in adaptive kayaking and hiking.

The adaptive equipment purchased through the 2019-2020 grant constituted the major expenditure for the initial grant (\$28,402.76). While this expenditure used more than one-quarter of the initial budget, it provided a long-term investment that ensured the program will be sustained for years to come. The expertise of staff from the Northern Arizona Adaptive Sports Association (NAASA) has also added to program sustainability. In previous years, NAASA staff demonstrated their commitment to adaptive sporting activities as evidenced by the fact that they have provided adaptive ski and snowboarding lessons to over 2,166 individuals with disabilities. The funding through ADDPC not only supplied the appropriate equipment to expand the number of lessons given but also supported 57 individuals with I/DD by providing stipends, access to equipment, lift tickets, and lessons.¹ Additionally, the support from ADDPC has allowed for the training of five new Professional Ski Instructors of America (PSIA), four of whom were certified as adaptive ski instructors before the March 17, 2020 COVID-19 closures.

Data was collected on participants who benefited from ADDPC funding. This included surveys administered immediately before the lesson, immediately after the lesson, and in a four month follow up. Findings indicate positive impacts for those who participated in terms of overall happiness, overall confidence in participating in sporting activities, and feeling more included in the community. An overwhelming number of respondents (95%) to the four month follow up indicated that they intend to return. Additionally, many respondents shared how the program had positively impacted their lives.

¹ The program fell short of its goal of recruiting 100 individuals with I/DD only because of the closure of Snowbowl on March 17, 2020 due to COVID-19. At the time of the closure the program was on track to complete all 100 individual lessons before the closure for the season in April 2020.

- 2. Summarize key program achievements for the current funding year. Include all key activities that have been undertaken based on the current implementation plan. Describe activities that are left to complete in the last quarter of your funded contract. Detail any barriers that were addressed and at least one success story.**

Key Activities Achieved Under the Current Implementation Plan

- All requested ski and snowboarding equipment have been purchased, labeled with ADDPC-branded stickers, inventoried, utilized, and stored during the off-season.
- Through the closure of Snowbowl on March 17, 2020 due to COVID-19, 57 of the 100 planned scholarships were given to individuals recruited into the program, with 49 of those individuals receiving a financial need based transportation stipend in the form of a VISA gift card.
- Each person with I/DD was assessed to determine necessary modifications to assure optimal access to the ski and or snowboarding activities.
- Modifications of equipment as needed, were made based upon the assessment, to obtain full accessibility and inclusion.
- The number of Professional Ski Instructors of America (PSIA) certified adaptive ski instructors in Northern Arizona was increased from six to ten with one additional instructor trained but not yet certified.
- The program impacts on participants was evaluated using surveys. The 57 participants recruited through the program were all asked to participate in a pre-lesson and post lesson survey. 87.72% of those participants (50) completed both the pre and post lesson survey. (7 people did not complete the survey.)
 - A four-month post lesson follow up survey was also administered with 19 individuals completing that survey through September 30, 2020 (33.3% of the initial 50 survey respondents)

Success Stories

One mother, who was completing the survey for her child, anecdotally indicated that there was, “huge improvement in confidence standing on skis.” This mom went on to note something that truly shows the positive impact of this project, writing that her son, who has spina bifida, “had tried skiing a year ago...[and finding] special boots was rather difficult.” The mother explained that, because of the lack of equipment and training, the previous adaptive skiing experience was bad for everyone, including her son. She continued to say, “The adaptive skiing program, after one lesson, has lifted all of our spirits...we are looking forward to more lessons.” Like this participant, more than 87% of the survey respondents, following their lessons, wanted to come back for more lessons. These positive impacts were also reflected in the four month follow up survey. Respondents were also asked this question “In a few sentences, let us know what impact the adaptive ski program has had on your life.” Overall, all 19 respondents to the four month follow up survey indicated that the Adaptive Ski Program had a positive impact on their lives. Responses ranged from increased confidence to increased freedom. The respondents indicated they had participated in other adaptive sports after their ski experience, including kayaking. Respondents noted the care and patience the instructors exhibited toward them. One respondent echoed the confidence theme noted by the mom above, writing, “It allowed me to take part in ski lessons that I didn't think I'd ever be able to do. I gained confidence and was so excited to be able to do things that I saw other children doing. I didn't feel 'stupid' or embarrassed for being different and

was treated with patience and respect.” Indeed perhaps one of the most significant impacts was in terms of inclusion², where prior to the lesson more than half of the respondents replied “not at all” and no one choosing “a lot” while on the four month follow up, more than half of the respondents chose “a lot” and none chose “not at all.” This is discussed with detail in a summary of evaluation findings in Section 6.

Barriers

The most significant barrier to full completion of the activities planned in the original grant arose from the ripple effects of COVID-19. The closure of Snowbowl on March 17, 2020 precluded awarding the remaining 43 scholarships. The closure of other ski programs made final certification for the fifth adaptive ski instructor impossible to date. Historically, NAASA has struggled to involve Native American participants with I/DD due to the geographical location of its operations. With the availability of adaptive kayaking and hiking at different locations, NAASA believes they can break through this cultural barrier and make outdoor recreation more accessible to this underserved community. In the renewal, there will be focus on reaching out to Spanish Speaking communities, communities of color, and Native American communities in order to increase the diversity of the participants.

3. Describe community partners involved and their role in this project.

An advisory group was convened to provide guidance and expert advice on project activities. The group met via zoom teleconferencing three times³ during the course of the funding period. Each meeting consisted of updates by project personnel as well as group discussions of project activities and strategies, as needed. The advisory group consists of representatives from many relevant state agencies and stakeholders including: IHD, IHD’s AT Center, AzTAP, ADDPC, Quality Connection, Autism Society of Greater Phoenix, Arizona Disabled Sports, Arc of Arizona, Ability360, Raising Special Kids, United Cerebral Palsy of Central Arizona, and Arizona Snowbowl. As described in the original project proposal, the advisory group is considered part of the extended project team. Although regular meetings are scheduled with the entire group, individual members of the group or subsets of the group may be asked for expert input and advice on the development and implementation of specific project activities, relevant to expertise and need. Members of the advisory committee have assisted with information dissemination, recruitment, branding, and other project activities. This concept will be carried forward in the renewal through the establishment of the Adventure Board. The members of the Adventure Board will be highly engaged in specific project.

4. Describe how feedback from participants, family members or other stakeholders was gathered and used to support or change your project.

Surveys consisting of both open-ended and fixed response items were administered at three time points, pre-lesson, post-lesson, and four months after the lesson. These surveys supplied valuable information and allowed the evaluation team to assess many aspects of program performance. In addition to the findings reported in Section 6, the demographic information, along with success stories presented in other sections come from these surveys. In the renewal these surveys will be replicated and expanded to

² Question wording *Do you agree with this statement “I feel included in the community”?* With response options *not at all; a little; a lot.*

³ The advisory board met on: December 9, 2019; January 13, 2020; and, February 24, 2020.

better understand the participants and the impact of the program. This will include more refined measures of place of residence, race, gender, and ethnicity. Additionally, rather than indirect assessments of satisfaction used in the current survey, we will ask about satisfaction with the program, as a whole, and with regard to specific elements (e.g., the lessons, instructors, stipends, and equipment).

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

Outreach for the program was conducted using flyers disseminated throughout the community. There was also assistance in sharing the flyers and program information by the members of the advisory board that enabled us to reach a broader audience. In the renewal, we plan to add targeted outreach and marketing to Hispanic and Native American communities. Coupled with this, we plan to offer lessons in Spanish (based upon instructor availability) and culturally-informed outreach to Native American populations.

6. Summarize evaluation findings to date, including the number of participants served, and their level of satisfaction. Explain if the program is on track with proposed target numbers; if not, describe barriers to reaching target numbers. Include other data/performance measures you are tracking and reporting to the ADDPC.

Despite the shortened season, 57 people with I/DD were given scholarships to participate in this ADDPC supported activity. Fifty of the 57 individuals provided information through both a pre lesson and post lesson survey. Tables 1 through 3 and Figure 1 below show general demographic and geographic information requested by ADDPC from those 50 survey responses.

Table 1 shows that most of the participants were white (N=35) with 13 respondents selecting other races as noted, and two respondents declining to indicate race. Of the 13 non-white respondents, 3 were Black or African American, 3 were American Indian or Alaskan Native only, and 7 selected two or more races. Table 1 also shows that more than one-half of the participants were male (N=29) compared to female (N=21). The average age of participants was 29 and half years old.

Table 1: Demographics of Participants

Race/Ethnicity	Number	Percentage
White only	35	70
Black or African American only	3	6
American Indian or Alaskan Native only	3	6
Hispanic/Latino only	0	0
Asian only	0	0

Native Hawaiian or another Pacific Islander only	0	0
Two or more races	7	14
Race unknown	2	4
Gender	Number	Percentage
Male	29	58
Female	21	42
Persons Served with IDD	Number	Percentage
Individual with IDD	50	100
Geographic Area	Number	Percentage
Urban (of 50,000 or more)	50	100
Rural	0	0

Note. N = 50. Seven of the 57 participants chose not to respond.

The amazingly positive impact of the program can be shown in changes recorded between the pre-lesson evaluation survey and the four month follow up survey. The survey includes a few "quality of life" and inclusion measures that are in the pre lesson survey, the post lesson survey, and the four month follow up survey. The responses and changes are reported in Table 3. The response options for the questions, *Do you agree with this statement "I feel included in the community?"* and, *How confident are you in doing sporting activities?* are: Not at all; A little; and, A lot. The response options for the question, *How often do you feel happy?* are: *Almost Never*; *Sometimes*; and, *Often*. Because only 19 individuals responded to the four month follow up survey, Table three shows data and comparisons for only those 19 respondents thus Table three compares the responses of the 19 people who completed the 4 month follow up survey with their responses collected on the day of their first lesson (previous reports included data for all respondents from the day of the lesson).

Table 2: *Changes in Quality of Life and Inclusion Measures Pre and Post Lesson and Four Month Follow Up (N=19)*

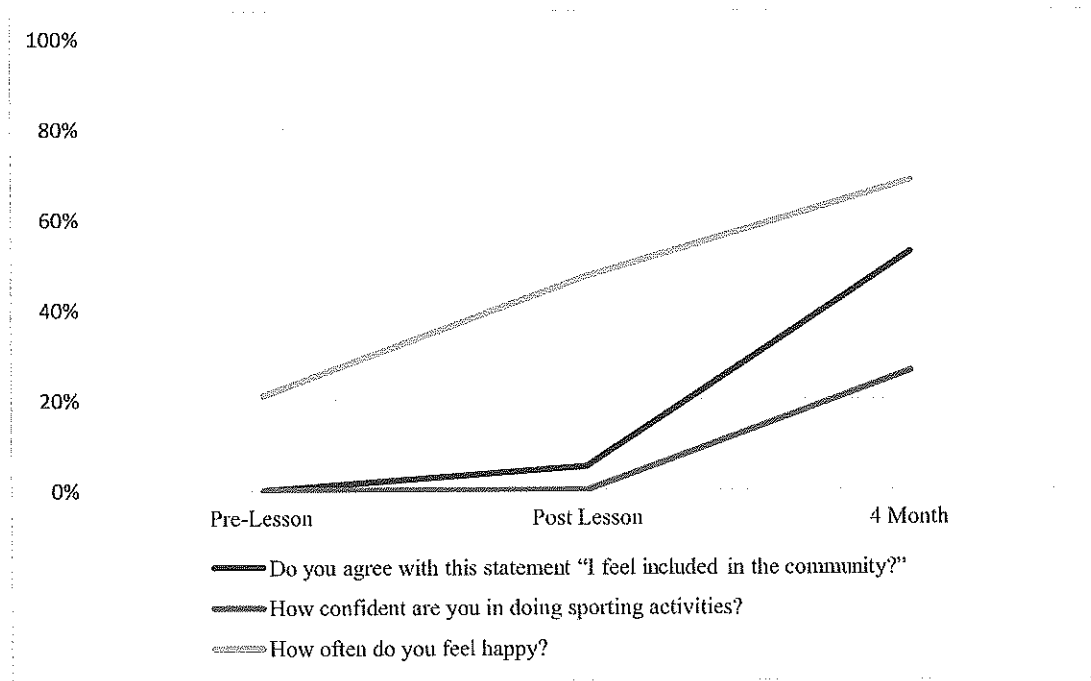
Question	Responses	Pre-Lesson	Post Lesson	4 Month	Change Pre to 4 Month Follow Up
Do you agree with this	Not at all	12	0	0	-12

statement "I feel included in the community?"	A Little	7	18	9	+2
	A lot	0	1	10	+10
How confident are you in doing sporting activities?	Not at all	18	5	3	-15
	A Little	1	14	11	+10
	A Lot	0	0	5	+5
How often do you feel happy?	Almost Never	4	2	0	-4
	Sometimes	11	8	6	-5
	Often	4	9	13	+9

As Table 2 shows, there is a net increase of respondents selecting "A Little" in response to feeling included in the community between the pre lesson survey and the four month follow up. Likewise, there was a ten person increase in respondents selecting the "A Lot" response between the pre and lesson survey and the four month follow up. There was also a change between the pre lesson survey in regard to responses to the confidence in sporting activities question. There was a net decrease of 15 respondents selecting the "Not at all" option between the pre lesson survey and the four month follow up. This was coupled with a ten-respondent increase in the response option "A Little" and a 5 respondent increase in the response option "A lot." This pre lesson and four month follow up change was also found in responses to the happiness question. There was a four person decrease in respondents choosing "Almost Never" between the pre lesson survey and the four month follow up. Respondents selecting "Sometimes" as a response decreased by 5 between the pre lesson survey and the four month follow up and those selecting "Often" increased by 9.

Figure 1 illustrates the change in responses from "A Lot" to "Often" response categories for the three questions across the three surveys: pre-lesson, post-lesson, and, four month follow up.

Figure 1: Percentage of Responses Indicating “A Lot” or “Often” Increased (N = 19)



Will any feedback provided be used to modify any part of the program implementation?

The pre lesson and post lesson survey results have shown that the program is having a positive impact with a high degree of satisfaction. Thus, there are no plans to make any modifications to the ski portion of the program in the renewal. Other questions asked respondents to comment on what adaptive sports they would like to engage in. In the four month follow up survey, respondents were asked if they had participated in any additional types of adaptive sports. The responses to these questions, along with personal investigations by IHD and NAASA staff led to the development of the summer sports extension for this renewal application. The summer sports that will be included are, adaptive kayaking and adaptive hiking. Further adaptive mountain biking will be investigated for possible inclusion as the program continues.

How will information and data collected be shared with stakeholders?

The Institute for Human Development staff will produce a report at the end of the program that will be disseminated to stakeholders. Additionally, through the renewal grant, we are requesting two iPads which will allow us to change from the paper and pen survey method that had been used on the day of the lesson to an electronic format. This will allow us to gather the evaluation data more efficiently. It will also provide "quicker" access to the data and subsequent analysis, and, thus, more timely adaptations can be made to the program when the data indicate such changes are needed. This will also allow us to disseminate information to stakeholders swiftly. With the iPads, we will have the ability to rapidly post videos that will allow stakeholders and ADDPC to see lessons and potentially interviews with participants.

7. Describe any new changes that will be implemented in Year 2, including program design, target numbers, collaborators, implementation, staffing, evaluation, and other activities.

Maintaining Accessible Snow Sports in Northern Arizona

Building off the Pre-COVID Success of last season, we will have the goal of providing 100 adaptive ski and/or ride lessons to students with I/DD. We will also provide the travel stipend to offset the travel costs. If the ski season opens as normal (as possible), we believe we can certify an additional five instructors, similar to last year's goal. We plan to improve and expand our recruitment efforts by making certain that the programs are noted on the IHD website, the NAASA website, and potentially by proposing a human-interest story to KNAU.

As the current project has shown, program evaluation and OT support have proven to be beneficial in improving the program. We anticipate continuing these two functions moving forward and expanding them into other areas. Specifically, the evaluation will be extended to gather information on participants in both the winter and summer sports programs, as well as from members of the Adventure Board.⁴ OT support will be extended into assistance with special fitting for new equipment used in the hiking and kayaking extensions. The delivery schedule of pre lesson, post lesson, and four month follow up surveys will be continued. Likewise, the initial survey questions will be refined to better measure areas of interest that were not measured previously. This will include adding items to determine residency (e.g., urban vs rural), more specificity on ethnicity, and overall improve the collection of demographic information. We also plan to add a specific quantitative satisfaction question that will complement the open-ended response options in the current survey as referenced earlier.

Hiking and Kayaking

Based upon the evaluations from last year, adaptive Kayaking and Hiking recreational activities for people with I/DD piqued the most interest. NAASA staff has conducted research on feasibility of adding kayaking and hiking as summer sports. This includes identifying safe and accessible locations throughout Arizona and investigations into certification programs for adaptive kayaking and adaptive hiking instructors. As part of the research into the certification process for adaptive kayaking and hiking, costs associated with Wilderness First Responder (WFR) training, CPR, and basic first aid were explored and added to the budget for this renewal.

In the event there is an adverse year for the adaptive ski and ride program, due to uncontrollable factors such as a bad snow year or closures due to the COVID-19 outbreak, a more extensive research and development project will explore the feasibility and viability of safe, effective outdoor adaptive recreation during summer months. Based on evaluation from the project last year, participants cited interest in Hiking and Kayaking. Operating outside the scope and partnership of Arizona Snowbowl considerable liability mitigation must take place. This will include insurance policies, first aid certification, CPR certifications for staff and volunteers providing the adaptive recreational activities. Personal floatation devices, adaptive hiking equipment along with adaptive kayaks and kayak paddles will need to be purchased, as well as equipment to store and transport all the equipment. The importance of evaluation support and OT support is mirrored in the project as well as having someone qualified to implement the research, development, and implementation of the program. As described in the budget

⁴ The "Adventure Board" is our rebranded Advisory Board planned for Year 2 of this program.

justification, the NAASA coordinator has experience, local knowledge, and education in Parks and Recreation Management.

Pilot program with students - by December 31, 2021 NAASA will provide 200 individuals with I/DD kayaking and/or hiking experiences by the end of grant period.

8. Describe other sources of funds that are committed to support the project. Will this project continue without ADDPC funding?

The funding from the first round of this grant has provided the necessary basis for the sustainability of this program even without additional funding from ADDPC. The equipment purchased through the previous grant is durable and will be available without additional expense for at least ten years. This will enable adaptive ski lessons to continue. If ADDPC funding does not continue, then lessons will still be available, but funding for the lessons will need to come from other sources. These sources could include funds obtained through NAASA's ongoing efforts to raise money and obtain grants. These funds could be used to fund lessons for individuals with financial hardships on a sliding scale.

In addition to the funds requested from ADDPC, IHD is supporting project implementation through matching support, as well as funding NAASA Executive Director Alex Davenport to expand adaptive recreation programs in Arizona. Mr. Davenport will be contracted by IHD and work closely with Truman Shoaff and all assigned IHD personnel to assure proposed activities are implemented as planned.

Attachment 1: Provide an Implementation Plan that lists out sequentially the key activities to undertake in the next year. At a minimum, the implementation plan shall list the key task, the party that is responsible, when it will be completed (date) and by what method you will know completion is met (measurement).

NAASA Executive Director Alexander Davenport has spent the summer communicating weekly with other adaptive snow sports organizations to create policies and procedures to ensure adaptive ski lessons are conducted in a safe manner during the COVID-19 pandemic. NAASA will adhere to all recommendations provided by the CDC and conduct lessons in accordance to new industry standards. These new standards include mask mandates for all employees and participants, social distancing, equipment sanitation and limited indoor capacity. NAASA plans to have a slow, safe start to the season limiting lessons numbers to two per day from December 15th through January 6th, then adjusting operations as/if needed. With funding from ADDPC, NAASA is confident they will be able to provide 100 safe lessons to students with I/DD by April 4th, 2021 in the current environment. Concurrently, Mr. Davenport will select and train five instructors for their certification process through PSIA. All hours of training will be conducted before February 28th, 2021 and all instructors will complete the certification process by April 20th, 2021.

If the winter programming is halted or hindered either by the current pandemic or any other exigent circumstances, the funds will be shifted towards the creation of the adaptive kayaking program as well as funding NAASA's adaptive mountain biking program. An adaptive mountain biking program has been part of NAASA's 5-year strategic plan to increase accessibility to recreation in Northern Arizona. In the event of this contingency, funds would allow NAASA to fast-track their plan and would be used to purchase adaptive mountain bikes and provide mountain bike lessons to 45 individuals with I/DD by October 15th, 2021, at no cost to the participants. NAASA maintains relationships with programs across the country that provide adaptive mountain biking lessons and will mirror these already successful programs.

Concurrently, during the end of the winter operations, Truman Shoaff, NAASA Coordinator, will prepare for upcoming summer operations. Participants from winter will be asked if they are interested in participating in summer activities serving as NAASA's original outreach for participants. Participants will also be recruited through our partnering organizations supported through this proposal and partnerships in the state of Arizona NAASA has fostered since its inception. Adaptive hiking operations will begin May 1st, 2021 and run concurrently with the kayaking program through October 31, 2021. Adaptive kayaking equipment will be purchased, inspected, tested and be ready for operation by May 15th with kayak lessons operating through October 15th, 2021. All key staff and volunteers will have CPR and basic first aid training completed by May 1st. Hiking and kayaking excursions will be available upon request seven days a week but the majority of our excursions will happen during weekly outings. Kayak excursions at local lakes (Lake Mary and Kaibab Lake) will occur every Tuesday and Thursday as well as on the 1st and 3rd Saturdays of June, July, August and September. Socially distanced Group hiking excursions will occur on local trails (Fatman's loop, Campbell Mesa, Fort Tuthill, San Francisco Peaks) every Wednesday and Friday evening and on the 2nd and 4th Saturdays of May, June, July, August, September and October. We believe consistent, weekly opportunities to recreate outdoors can encourage participants with I/DD to build healthy physical habits as well as create healthy relationships with other participants. For those whose schedule does not allow for them

to participate during those slotted times, NAASA is excited to provide separate opportunities as their schedule allows. All operations will be conducted per CDC guidelines and NAASA will continue to leverage the relationships built with other organizations both state and nationwide to ensure the operations are safe for participants, volunteers and staff. By October 31st, 2021 NAASA will provide 200 individuals with I/DD the opportunity to recreate outdoors in a safe and constructive way.

Table A1: Implementation Plan

Activities/Tasks	Responsible Party	Dates	Completion Measurement	Notes
Provide a total of 100 safe lessons during the ski season	NAASA	12/15/2020 to 4/04/2004	Lessons given to 100 individuals Surveys collected from lesson participants	If the ski season cannot be completed as planned, the contingency plan will be enacted
Select and Train 5 instructors for certification through PSIA	NAASA/IHD	12/15/2020 To 2/28/2021	Training hours for instructors complete	If the ski season cannot be completed as planned, the contingency plan will be enacted
Get certification by PSIA for 5 instructors	NAASA	2/28/2021 To 4/20/2021	Certification credentials obtained	If the ski season cannot be completed as planned, the contingency plan will be enacted
Purchase Kayak and Hiking Equipment	NAASA	12/15/2020 To 5/1/2021	Equipment purchased and inventoried	This will include adapted materials and supplies to do customized adaptations
Train hiking and kayaking instructors in CPR and basic first aid	NAASA	12/15/2020 To 5/01/2021	Certification credentials	
Deliver 200 adaptive hiking and/or kayaking lessons/ experiences	NAASA & IHD	5/1/2021 To 10/31/2021	Lessons given to 200 individuals Surveys collected from lesson participants	

Contingency plan part 1: Expand the number of adaptive hiking and/or kayaking lessons/ experiences	NAASA & IHD	5/1/2021 To 10/31/2021	Additional lessons given to individuals (# to be determined) Surveys collected from lesson participants	If the ski and snowboarding season is cut short, the number of lessons will be expanded
Contingency plan part 2: Create an adaptive mountain biking program and give 45 adaptive lessons to individuals	NAASA & IHD	5/1/2021 To 10/31/2021	Lessons given to 45 individuals Surveys collected from lesson participants	If the ski and snowboarding season is cut short, some of the funds will be reallocated to create this program

Attachment 2: Provide a 12-month Budget Request and Match. Use the Budget Summary Form and provide a detail budget narrative for both requested dollars and match.

Budget Request Form

Contractor Name: The Arizona Board of Regents for and on behalf of Northern Arizona University

Contractor Address: 525 S. Beaver St, PO Box 4130 Flagstaff AZ 86011-4130
Street Address City State Zip

Project Name: Northern Arizona Inclusive Recreation Project

Budget Category	Requested ADDPC Funds	Non-Federal Cash Match	Non-Federal In-Kind Match	Total Program Cost
Personnel/Salaries	12,603		15,616	28,219
Fringe Benefits	5,543		4,709	10,252
Supplies / Operating Expenses	1,670			1,670
Travel	252			252
Rent or Cost of Space				-
Contracted Services / Professional Services	70,840		11,000	81,840
Administrative / Indirect Costs	9,091		2,032	11,123
Total Costs	99,999	-	33,357	133,356

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.

Samaneh Moeini Sedeh *Samaneh Moeini Sedeh*

Name of Certifying Official

Pre-Award Research Admin, Lead

Title of Certifying Official

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Phone Email

NAU/IHD BUDGET AND BUDGET NARRATIVE
Adaptive Recreation
December 1, 2020 November 30, 2021

		ADDPC	NAU	TOTAL
Personnel				
	Kelly Roberts, PhD .082 FTE (NAU)		\$10,927	
	Nicholas Blum .06 FTE	\$2,500		
	Nikkol Anderson .04 FTE	\$2,685		
	Richard Chard, PhD .08 FTE	\$7,418		
	Ronda Jenson, PhD .05 FTE (NAU)		\$4,689	
TOTAL SALARIES		\$12,603	\$15,616	\$28,219
TOTAL ERE/FRINGE	See justification for explanation	\$5,543	\$4,709	\$10,252
TOTAL PERSONNEL		\$18,146	\$20,325	\$38,471
Supplies/Operating Expenses				
	2 tablets for registration and data collection (\$700/each)	\$1,400		
	Marking and Dissemination Costs	\$270		
TOTAL SUPPLIES/EXPENSES		\$1,670		\$1,670
Travel				
	In-state Phoenix trips	\$252		
TOTAL TRAVEL		\$252		\$252
Rent or Cost of Space				
	n/a			
Contracted Services/Professional Services				
	NAASA	\$70,840		
TOTAL CONTRACTED		\$70,840		\$70,840
TOTAL DIRECT COSTS		\$90,908	\$20,325	\$114,233
Indirect Costs	See justification for explanation	\$9,091	\$2,032	\$11,123
Cost Share Contributed by NAASA	See NAASA budget for details		\$11,000	\$11,000
TOTAL FUNDS		\$99,999	\$33,357	\$133,356

DETAILED NAU/IHD BUDGET NARRATIVE

Personnel:

Kelly D. Roberts, PhD, Principal Investigator (PI), 0.00 FTE (sponsored effort) and 0.082 FTE (cost-share effort): Dr. Roberts will lead the project implementation. She will work closely with the contracted sub-awardee, NAASA, and IHD staff to assure that all project activities are achieved on time and to the highest standards. She will also be responsible for all fiscal and management outcomes, with the budget manager reporting directly to Dr. Roberts. Dr. Roberts will ensure the project's direction and activities are consistent with the defined goals and objectives, and maintain communication and coordination across collaborators and with the funder. This includes recruiting participants in collaboration with state network partners.

Dr. Roberts has worked in the disability field as an educator, researcher, and administrator for over 30 years. Over this time, she has worked with individuals with a broad range of disabilities including I/DD. Dr. Roberts has served as the PI or co-PI on over 25 projects over her 20 years of service at various University Centers on Excellence in Developmental Disabilities (UCEDDs) including the last two and one half years as the Executive Director of the Institute for Human Development (IHD). Dr. Roberts is passionate about recreation and understands the impact it has on quality of life. As an assistive technology professional, and having volunteered for the Snowbowl adaptive skiing program, she also has the applied skills to lead the project.

Nicholas Blum, BA, Community Program Coordinator, Int., 0.06 FTE: Mr. Blum will provide administrative support to the project by assuring (a) proper administrative protocols are followed; (b) coordinated communication between project staff, sub-awardee and advisory group; and (c) quality control of final reports. He will also provide assistance to the team with data collection and report writing if needed. Mr. Blum holds a BA degree and has extensive experience with administrative support and coordination in both academic and professional settings, with a particular focus on business writing and editing. Further, Mr. Blum is an avid skier and dedicated to the overall mission of bringing increased capacity for adaptive sports to Northern Arizona. Mr. Blum is proficient with word processing, accounting and online communication software and has experience managing budgets and ensuring compliance with relevant laws and statutes. Mr. Blum is trained and will adhere to all NAU procedures and regulations and will report to the PI, the Budget Manager and other project staff, as needed.

Nikkol Anderson, OT/ATP, AT Specialist, .04 FTE: Ms. Anderson will serve as the AT Specialist on this project. She will provide AT training to volunteers and ski instructors. She will also assist the Sub-awardee and PI in recruitment of volunteers and participants. Ms. Anderson is an occupational therapist with additional background in low incidence disabilities and special education. She has a Master's Degree in Special Education and completed a program at the University of Arizona to work with individuals with severe and profound disabilities. She is certified by the Rehabilitation and Engineering Society of North America (RESNA) as an Assistive Technology Professional (ATP). She has 20 years of experience working with individuals who utilize Assistive Technology (AT) and Augmentative and Alternative Communication (AAC). Further, Ms. Anderson is also an avid skier and has volunteered with Snowbowl's adaptive skiing program for many seasons.

Richard Chard, PhD, MPA Evaluator, 0.08 FTE: Dr. Chard will support the evaluation aspect of

this project. He will oversee the design and data analysis of surveys and other evaluation instruments to ensure they produce quality evaluation data to inform practice. Dr. Chard will work closely with the Principal Investigator to ensure that evaluation goals are met. Dr. Chard is an Assistant Professor at the Institute for Human Development with a joint appointment in the College of Social and Behavior Sciences and has significant evaluation experience.

Ronda Jenson, PhD, Research Director, 0.00 FTE (sponsored effort) and 0.05 FTE (cost-share effort): Dr. Jenson is the Research Director at IHD and is an Associate Professor with appointments in Psychological Sciences and Education Specialists at NAU and holds a doctoral degree in special education with an emphasis in research. Dr. Jenson's project role will be to provide leadership for all evaluation activities conducted by the Project Evaluator. Dr. Jenson will work closely with project staff to ensure that the evaluation is high-quality and aligned with overall project goals and objectives. Dr. Jenson has led multiple projects aimed at broadening inclusion of persons with I/DD, and she also has experience collaborating with project partners to use project evaluation data for strategic planning to support project sustainability.

ERE/Fringe:

Employee-related expenses (ERE) are rounded estimates based on the projected cost of health, dental, life, disability, FICA and Medicare, unemployment, and retirement benefits relative to the employee's salary and/or wages, FTE, and election of benefits. The employee's ERE rate is calculated by dividing his/her salary by the total cost of his/her benefit package.

Roberts = 26.32%
Blum = 39.21%
Anderson = 54.2%
Chard = 41.9%
Jenson = 39.09%

Supplies/Operating Expenses:

Funds are requested for two iPads at \$700 each to streamline and improve the registration process for participants and evaluation data collection. $\$700 \times 2 = \$1,400$

Funds are requested for marketing and dissemination costs in the amount of \$270. These funds will be used to support recruitment of participants to the winter and summer adaptive sports programs. These costs will include costs for creating accessible flyers and other digital and paper-based marketing materials. These funds may be used for outside services relating to translating marketing and dissemination materials into Spanish and/or plain language; printing and distributing materials; and other unforeseen marketing costs.

Travel:

Funds are requested for in-state travel for one project staff to travel to the Phoenix area from Flagstaff for three 1-day trips for dissemination and briefings. We are estimating the Phoenix trips to cost \$84/trip, which is inclusive for mileage reimbursement for one car and per diem for two persons. $\$84/\text{trip} \times 3 \text{ trips} = \252 .

Rent or Cost of Space:

n/a

Contracted Services/Professional Services:

Northern Arizona Adaptive Sports Association (NAASA): The Northern Arizona Adaptive Sport Association (NAASA) is a 501(c)(3) non-profit organized to implement adaptive alpine skiing, snowboarding, ski biking, and other adaptive sports activities for individuals with disabilities. NAASA's mission is to enrich the lives of people with disabilities by providing educational and recreational opportunities while developing life skills and encouraging personal growth. NAASA leaders have significant experience managing a large-scale adaptive sports program in partnership with the Arizona Snowbowl ski resort, located just outside of Flagstaff, AZ at 9,500 feet. Funds are requested for NAASA, as a sub-awardee. Please see the detailed NAASA budget and budget narrative below as well as the project narrative for more information. Total contract: \$70,840.

Please note that a cost-share contribution from NAASA in the amount of \$11,000 is excluded from this total contract price, and this \$11,000 is included in the cost share calculation below.

Administrative/Indirect Costs:

Normally, indirect costs would be requested at 30.9% Modified TDC for the on-campus Other Sponsored Activities rate in accordance with Northern Arizona University's approved Colleges and Universities Rate Agreement (March 16, 2017) (Cognizant Agency: Department of Health and Human Services). However, due to the required ADDPC indirect rate cap of 10% TDC, funds are hereby requested for indirect costs at a rate of 10% of Total Direct Costs. Note 10% of the total direct cost-share total is also claimed as cost-share indirect.

TOTAL SPONSORED DIRECT COSTS: \$90,908

TOTAL COST-SHARE DIRECT COSTS: \$20,325

SPONSORED INDIRECT COSTS: \$9,091 (10% of SPONSORED TDC)

COST-SHARE INDIRECT COSTS: \$2,032 (10% of COST SHARE TDC)

TOTAL NAASA COST-SHARE CONTRIBUTION: \$11,000

TOTAL ADDPC FUNDS REQUESTED: \$99,999

TOTAL MATCHED COST-SHARE FUNDS: \$33,357

NAASA SUBAWARDEE BUDGET AND BUDGET NARRATIVE

December 1, 2020 – November 30, 2021

		Subaward	Cost Share
Personnel			
	Truman Shoaff Coordinator & Lead Instructor	\$18,000	\$11,000
TOTAL SALARIES		\$18,000	
TOTAL ERE/FRINGE	n/a		
TOTAL PERSONNEL		\$18,000	
Supplies/Operating Expenses			
	Participant Ski Support	\$19,900	
	Travel and Fees for Certification	\$6,000	
	Participant Kayaking Support	\$1,600	
	Adaptive Kayaking Equipment	\$10,400	
TOTAL SUPPLIES/EXPENSES		\$37,300	
Travel			
	3 Offsite Adaptive Sports Trips	\$2,250	
TOTAL TRAVEL		\$2,250	
Rent or Cost of Space			
	n/a		
Contracted Services/Professional Services			
	Training: CPR, WFR, Basic First Aid	\$4,000	
TOTAL CONTRACTED		\$4,000	
TOTAL DIRECT COSTS		\$64,400	
Indirect Costs	10% of TDC	\$6,440	
TOTAL FUNDS REQUESTED		\$70,840	

NAASA BUDGET NARRATIVE

Personnel:

Truman Shoaff MA, Coordinator & Lead Instructor, Sponsored Effort: 25 hours/week for 48 weeks @ \$15/hour. Mr. Shoaff will lead project activities for the subawardee, and will be compensated to provide actual instruction to athletes with I/DD as well as coordination of project activities. Mr. Shoaff will provide the needed coordination between NAU, NAASA, Snowbowl and other relevant entities. Mr. Shoaff, along with the PI (Roberts) and AT Specialist (Anderson) will work together to recruit participants and prepare them for skiing.

Mr. Shoaff is paid part time by NAASA (during the ski season). This amount for the upcoming season will total \$11,000, and this amount of money is claimed as cost-share (see attached letter of support). The combination of this NAASA and ADDPC funding will allow

the retention of Mr. Shoaff for full time work during the ski season and part time work during the off-season, when adaptive kayaking and hiking will occur.

Mr. Shoaff has a B.S. from Northern Arizona University in Parks and Recreation Management with an emphasis on Community and Commercial Recreation. Mr. Shoaff has been active in NAASA for the past four years, and he is a certified Adaptive and Children Ski Instructor by PSIA. Before NAASA, Mr. Shoaff worked in other adaptive sports, leading adults and children with I/DD as well as wounded veteran groups in high ropes courses. Mr. Shoaff is a veteran himself, and has highly developed skills of organization, patience, and creativity that he brings to all endeavors, including work with adaptive sports, a particular passion of Mr. Shoaff.

Fringe:

n/a

Supplies/Operating Expenses:

Participant Ski Support: Funds are requested to support 100 persons with I/DD to purchase an all- day ski lift tickets at \$159 per day. This includes equipment, ski lift pass and full adaptive lessons. Funds are also requested to provide each participant with a \$40 travel stipend to travel to Snow Bowl in Flagstaff. All travel stipends will be paid via gift cards.

Travel and fees to take certification exam: Funds are requested to support five trainee instructors travel to take the adaptive ski instructor certification exam. The funds were calculated at (\$450/registration fee + \$750/per trainee for travel expenses) x 5 trainees

Participant Kayaking Support: Funds are requested to support 40 persons with I/DD to with a \$40 travel stipend to travel to kayaking locations. All travel stipends will be paid via gift cards.

Adaptive Kayaking Supplies: Funds are requested for the following items that each fall below the \$5,000 threshold for equipment:

Equipment Detail	Total Cost
Two Adaptive Kayaks (\$3,200 each)	\$6,400
Trailer to transport adaptive kayaks	\$4,000
TOTAL	\$20,400

Travel:

Funds are requested for in-state travel for two project staff to travel to the Phoenix area from Flagstaff for three overnight trips for offering adaptive hiking lessons. We are estimating these

trips to cost \$615/trip, which is inclusive for mileage reimbursement for one car and per diem and lodging for two persons. Details below \$615/trip x 3 trips = \$1,200.

	RT Mileage	Mileage Reimb (\$0/445/mile)	Hotel	Per Diem	Total
Traveler 1	300	133	\$172	\$69	\$374
Traveler 2	Shared	Shared	\$172	\$69	\$241
TOTAL	n/a	\$133	\$344	\$138	\$615

Rent or Cost of Space:

n/a

Contracted Services/Professional Services:

Training: CPR, WFR, Basic First Aid. In order to mitigate and minimize liability for the instructors, volunteers, and staff will be trained and certified in first aid, water safety, and CPR at a cost of \$4,000. This training will be contracted to professionals, and is necessary to operate a safe program for everyone.

Administrative/Indirect Costs:

Funds are requested for indirect costs at 10% TDC.

TOTAL DIRECT COSTS: \$64,400
INDIRECT COSTS: \$6,440 (10% of TDC)

TOTAL SUBAWARDEE FUNDS REQUESTED: \$70,840
TOTAL COST SHARE: \$11,000 (reflected on NAU budget)

Attachment 3: List of Key Staff and Responsibilities

The information in this attachment can also be found in the detailed Budget Justification included in Attachment 2. Following the renewal instruction, the key staff and job responsibilities are included below.

Kelly D. Roberts, PhD, Principal Investigator (PI), 0.00 FTE (sponsored effort) and 0.082 FTE (cost-share effort): Dr. Roberts will lead the project implementation. She will work closely with the contracted sub-awardee, NAASA, and IHD staff to assure that all project activities are achieved on time and to the highest standards. She will also be responsible for all fiscal and management outcomes, with the budget manager reporting directly to Dr. Roberts. Dr. Roberts will ensure the project's direction and activities are consistent with the defined goals and objectives, and maintain communication and coordination across collaborators and with the funder. This includes recruiting participants in collaboration with state network partners.

Richard Chard, PhD, MPA, Evaluator, 0.08 FTE: Dr. Chard will support the evaluation aspect of this project. He will oversee the design and data analysis of surveys and other evaluation instruments to ensure they produce quality evaluation data to inform practice. Dr. Chard will work closely with the Principal Investigator to ensure that evaluation goals are met. Dr. Chard is an Assistant Professor at the Institute for Human Development with a joint appointment in the College of Social and Behavior Sciences and has significant evaluation experience.

Truman Shoaff, MA, Coordinator & Lead Instructor (Subawardee Entity), Sponsored Effort: 25 hours/week for 48 weeks @ \$15/hour. Mr. Shoaff will lead project activities for the subawardee, and will be compensated to provide actual instruction to athletes with I/DD as well as coordination of project activities. Mr. Shoaff will provide the needed coordination between NAU, NAASA, Snowbowl and other relevant entities. Mr. Shoaff, along with the PI (Roberts) and AT Specialist (Anderson) will work together to recruit participants and prepare them for skiing.

Attachment 4: Letters of Support



Northern Arizona Adaptive Sports Association
P.O. Box 1903
Flagstaff, AZ 86004
928-266-2494

September 30th, 2020
Kelly D. Roberts, PhD
Principal Investigator/Executive Director
Institute for Human Development
PO Box 5630
Flagstaff, AZ 86001

Re: Inclusive Recreation Proposal

Dear Dr. Roberts:

I am pleased to write a letter of support on behalf of Northern Arizona Adaptive Sports Association (NAASA) for second year funding of the inclusive recreation grant being submitted by the Institute for Human Development (IHD).

The post-pandemic world is one full of unknowns and certainly at times the situation we are all going through can make some people feel uneasy. During these times of uncertainty, we can find ourselves feeling isolated. We at NAASA understand now more than ever how important it is for all people, *especially* people with disabilities to have the opportunity to recreate outdoors. Last season the inclusive recreation grant that was funded allowed us to increase access and inclusiveness on the slopes of the San Francisco Peaks. Because of the funding from ADDPC and the partnership we created this mountain will continue to be accessible for people with I/DD for years to come. With the opportunity of second year funding we are excited to not only continue the success of the ski and ride program but to also create access to adaptive recreational activities year-round. An adaptive kayaking and hiking program will allow people with disabilities to enjoy more of what beautiful Northern Arizona has to offer all while being done safely during the pandemic or not.

Though this letter, I acknowledge that NAASA will continue to promote the partnership between the Institute for Human Development and will participate as appropriate in the facilitation of adaptive therapeutic recreational activities. We are committed to cost sharing the FY 2020 salary of Truman Shoaff for \$11,000 of non-federal funding in addition to all summer-time activities provided through this funding proposal being covered by our liability insurance policy.

I look forward to strengthening our relationship and wish you the best on this proposal.

Sincerely,

A handwritten signature in black ink, appearing to read 'Alexander Lee Davenport', written over a white background.

Alexander Lee Davenport
Founder & Executive Director



September 28th, 2020
Kelly D. Roberts, PhD
Principal Investigator/Executive Director
Institute for Human Development
PO Box 5630
Flagstaff, AZ 86001

Dear Dr. Roberts,

Last season, before operations were abruptly halted due to Covid-19, it was incredible to see the momentum growing with the Adaptive Ski and Ride school here at The Arizona Snowbowl. Our instructors, some of whom teach both adaptive and mainstream ski lessons, received great training and certifications throughout the season because of the funding from Arizona Developmental Disabilities Planning Council (ADDPC). The instructors are now more qualified and are teaching great lessons that rival those of the best ski schools in the country. We thank you for that. The funding ADDPC provided last year also allowed NAASA to give a much-needed update in the adaptive equipment they use to provide safe lessons on the mountain. The new technology mitigates risks and provides a better experience for their students. It also makes it safer for our lift operators who assist sit-skiers on and off the chairlift. This equipment will be available for people with I/DD for many years to come at no cost to the students. We also thank you for that.

I am writing this letter to show my support for second year funding of IHD and NAASA. I pledge to continue to nurture the relationship between The Arizona Snowbowl, NAASA, the U.S. Forest Service and IHD. I understand that this potential funding will support year-round activities like adaptive kayaking. I could not be more excited to see NAASA develop such a program, just as I have seen them develop a ski program that changes people's lives for the better every single day.

Thank you for including us in your proposal. I wish you success and look forward to continuing to work with you in the future.

Sincerely,

Jaime Gonzalez

Ski and Ride School Director

The Arizona Snowbowl

ABILITY360[®]

SPORTS & FITNESS CENTER

October 5, 2020

To Whom It May Concern:

Ability 360 Sports & Fitness Center for Persons with Disabilities is pleased to provide a letter in support of Northern Arizona Adaptive Sports Association grant application to your organization. The mission of NAASA, "Enriching lives through adaptive recreation" is in close alignment with the mission of Ability 360.

We recognize the need for our community to have NAASA continue to provide the quality and diverse programming they offer and we are excited in their growth. We are especially excited to hear of the potential of year-round adaptive recreational opportunities for people with intellectual and developmental disabilities. NAASA provides a unique service and we are fortunate to have them in our state of Arizona!

We welcome the opportunity to partner with NAASA, and are excited about new opportunities for outdoor recreation provided to our community. Please feel free to contact me should you have any additional questions, gusl@ability360.org or 602-386-4280.

Sincerely,



Gus LaZear
Vice President and General Manager
Ability 360
Sports and Fitness Center



October 2, 2020

Alexander Davenport
Executive Director
Northern Arizona Adaptive Sports Association
Re: Inclusive Recreation Project

Dear Mr. Davenport:

I am pleased to write this letter of support on behalf of Quality Connections for the inclusive recreation project submitted by Northern Arizona Adaptive Sports Association (NAASA). As the COO for Quality Connections, I am fully aware of the proposed project and completely support this grant to help more people experience the transformative power of outdoor recreation.

At Quality Connections we have been helping people with intellectual and developmental disabilities become independent productive members of our community since 1999. We believe that everyone is capable of learning, growing and developing themselves regardless of the limitations placed on them by a disability. Quality Connections helps people pursue their own path of growth and development, whether that be through learning to be more independent with their daily living skills, through developing their employment skills, or pursuing outdoor recreation activities.

In March 2019, I helped two of my coworkers at Quality Connections go skiing at AZ Snowbowl for the very first time. One is blind and the other has CP and uses a wheelchair for mobility. Both had always had a desire to try the sport, but feared that their disabilities would prevent them from safely participating. With the help of the team at Snowbowl's adaptive program, both had an amazing time and realized that with the right supports, exciting outdoor activities like skiing are not out of reach for them. In March 2020, both were able to return to Snowbowl, this time with four other people with disabilities from Quality Connections, thanks to the expanded adaptive program at AZ Snowbowl!

Through this letter, I acknowledge that Quality Connections will assist in helping to promote the partnership at NAASA and participate, as appropriate, in recruitment of participants and relationship building between NAU departments relevant to adaptive sports and NAU and NAASA. We are excited that this grant will help give more people with disabilities in Northern Arizona access to inclusive recreation options.

I look forward to continuing to work with you and wish you the best on this grant application.

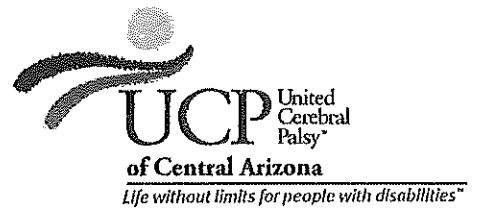
Sincerely,

A handwritten signature in black ink that reads 'Doug Arnett'. The signature is written in a cursive style with a long horizontal line extending from the end.

Doug Arnett

COO
928-773-8787 x1004
dougarnett@qualityconnections.org

Empowering people is good for the community.



September 29, 2020

Kelly D. Roberts, PhD
Principal Investigator/Executive Director
Institute for Human Development
PO Box 5630
Flagstaff, AZ 86011
kelly.roberts@nau.edu

Dear Dr. Roberts:

I am pleased to write a letter of support as the CEO of United Cerebral Palsy (UCP) of Central Arizona for a second year renewal of the Northern Arizona Inclusive Recreation Project to the Arizona Developmental Disabilities Planning Council (ADDPC), submitted by the Institute for Human Development.

UCP of Central Arizona has long worked to improve and increase the options for people with intellectual and/or developmental disabilities (I/DD) to participate in all life activities in Arizona. In particular, promoting opportunities that further advance the quality of life of our members and the disabled community as a whole is paramount to our mission of **Life without Limits**. We hope that your proposed inclusive recreation project will continue to further our mission and purpose. I am personally excited for the prospect of year round inclusive recreation being available to people with I/DD in Northern Arizona, as you expand from adaptive skiing to include adaptive kayaking.

Through this letter, I acknowledge support of the project and will assist in helping to promote the partnership between IHD and ADDPC and participate, as appropriate, in recruitment of participants and relationship building between our organizations.

I look forward to working with you and wish you the best on this renewal application.

Sincerely,

A handwritten signature in black ink, appearing to read "B. Hanserd".

Brenda Hanserd
CEO

September 30th, 2020

Kelly D. Roberts, PhD
Principal Investigator/Executive Director
Institute for Human Development
PO Box 5630
Flagstaff, AZ 86011

Dear Dr. Roberts,

I am pleased to write a letter of support as the Special Events and Competitions Director on behalf of Arizona Disabled Sports for the second year inclusive recreation grant proposal to the Arizona Developmental Disability Planning Council (ADDPC) submitted by the Institute for Human Development. Arizona Disabled Sports has long worked to improve and increase the options for people with ID/DD to participate in life activities in Arizona. We hope that your proposed adaptive recreation grant will further our mission and purpose. I am personally excited for the prospect of year round adaptive recreation being available to people with I/DD in Northern Arizona as you expand from adaptive skiing to include adaptive kayaking.

Through this letter, I acknowledge support of the project and will assist in helping to promote the partnership between IHD and ADDPC and participate, as appropriate, in recruitment of participants and relationship building between our organizations.

I look forward to working with you and wish you the best on this grant application.

Sincerely,

A handwritten signature in black ink that reads "Taylor Wilson". The signature is written in a cursive, flowing style.

Name – Taylor Wilson

Title – Special Events and Competitions Director

Contact Information – Email: Taylor@ArizonaDisabledSports.com Phone: 480-262-8384