

July 12, 2019

Via Email

Marcella Crane
Contracts Manger
Arizona Developmental Disabilities Planning Council
3839 North 3rd Street, Suite 306
Phoenix, AZ 85012
mcrane@azdes.gov

Re: Response to request for additional information for Support for People with I/DD in Inclusive Recreation Programs

Subject: Clarification Letter; RFGA ADDPC-FFY19-REC-001
Proposal: Northern Arizona Inclusive Recreation Project
Applicant: Northern Arizona University, Institute for Human Development (lead) in partnership with Northern Arizona Adaptive Sports Association (contractor)

Dear Ms. Crane,

Enclosed please find our response to the request for additional information related to our above referenced proposal to provide adaptive alpine ski and snowboarding activities to individuals with intellectual and developmental disabilities.

We anticipate that you will find this response aligned with the information required in order to make a determination of funding. However, if additional information is required please do let us know. We look forward to further information on this matter.

Sincerely,



Kelly D. Roberts
Executive Director and Professor
cc (with attachments): NAU's Office of Sponsored Projects

Written Responses to Clarification Letter (RFGA ADDPC-FFY19-REC-001)

Proposal: Northern Arizona Inclusive Recreation Project

Applicant: Northern Arizona University, Institute for Human Development (lead) in partnership with Northern Arizona Adaptive Sports Association (contractor)

Request 1. Provide a more detail plan on how this project will be sustained after one year of funding. Also state how individuals with I/DD will be able to access this sport at a reduced rate or no cost, once the contract period ends.

Response 1. Northern Arizona Adaptive Sports Association (NAASA), since inception, has been dedicated to enriching the lives of people with disabilities through adaptive recreation at the least cost feasible for the participant. NAASA's partnership with Arizona Snowbowl has been in place and will continue to be in place for the foreseeable future. This partnership provides for the reduced lesson costs. One of the primary reasons NAASA raises money is to provide scholarships to individuals who cannot afford to participate. Because of the scholarship program and the partnership with Arizona Snowbowl, NAASA has never denied a lesson to an individual who could not financially afford it. NAASA will continue to pursue this goal of never denying a person access to a lesson.

Snowbowl has and will continue to have a reduced price for adaptive lessons. As mentioned in the proposal, the reduced rate is \$89 for a half day adaptive ski lesson as opposed to \$417 for a non-adaptive lesson. This includes a daily lift ticket. The intent to maintain the reduced rate beyond the performance period of this contract/grant is supported in the attached letter from Jamie Gonzalez, the Arizona Snowbowl Ski and Ride School Director.

In addition, NAASA leadership will continue to seek external funding to ensure scholarships or partial scholarships will be provided for many years to come. These efforts include continuing to solicit private donations and continuing to seek funding from local, state and federal grants, while holding an inaugural annual fund raising event (theme to be determined). IHD personnel will assist in organizing the annual fund raiser. The funds raised will be used to sustain the program after the performance period of this grant. NAASA and IHD's intent is to continue to support individuals with I/DD to access and benefit from adaptive skiing and snowboarding for the foreseeable future, and we are confident that we can continue this initiative after the one year award.

Request 2. Provide more information on the purchase of the skiing equipment, to include information on who will own the equipment after the end of the grant period, who will ensure proper storage, and if there will be a rental fee charged for individuals with I/DD to use the equipment after the grant period ends.

Response 2. NAASA will assume ownership of the equipment and will keep a detailed inventory. NAASA owns a 10'X20' storage container that is housed on Snowbowl property in which all equipment will be stored. All equipment is maintained per manufacturers' instructions. NAASA has two staff members and two volunteers who maintain all of the adaptive

equipment to ensure it will be used for many seasons. In addition, all equipment is checked before each lesson to assure it is properly functioning, including all safety features. Alex Davenport will continue to use his knowledge and experience to manage the equipment and overall program.

The equipment purchased through this grant will be available to individuals with I/DD for 10+ years at no cost. This means that if an individual with I/DD is competent to ski without the support of a trained instructor and wants to borrow the adaptive equipment, the individual with I/DD will be provided full access.. While the proposed project intends to have individuals involved in the program ski with trained instructors, the hope is that some will chose to ski with their friends and family, as the participants become more experienced and proficient. In these cases, the equipment will be freely available for short-term use, and NAASA will make every effort to support the cost of a daily ticket with scholarship funds. The policy and practices associated with this will be developed within the next year.

It is important to note that a major reason why adaptive winter recreation is not inclusive is because the adaptive equipment is expensive. The purchase of the equipment is necessary in order for individuals with I/DD to gain access. ADDPC will be widely acknowledged for their investment—all equipment purchased with grant funds will be labeled and the support from ADDPC noted. In addition, all participants will be informed of the involvement of ADDPC and the support provided, including being sent an email, upon registering, which describes the support of ADDPC for this project. IHD staff will obtain approval from the ADDPC director prior to putting any support statement or otherwise noting involvement of ADDPC in writing.

Request 3. Provide more information and clarify the data collected to show the need for such a project.

Response 3. The need for this project is driven primarily by the potential for increased Quality of Life (QOL) on the part of potential project participants. Recreational activities may increase a person's QOL in a number of ways, the most documented of which is through increasing self-determination. Engaging in snow sports with peers can facilitate enhanced interpersonal relationships—another important aspect of QOL (Schalock et al., 2002). Through participation in the proposed project, individuals with I/DD will have the potential to significantly enhance the quality of their lives.

Individuals with I/DD are less likely to participate in active recreational activities than typically developing individuals. When individuals with I/DD do engage in leisure activities, those activities are more likely to be passive, rather than active. Examples of activities that people with I/DD commonly engage in include watching television and listening to music (Buttimer & Tierney, 2005). A more recent study suggests that typically developing children participate in more recreational activities overall than children with disabilities, and children with I/DD are more likely than their typically developing peers to participate in activities with their parents (Solish, Perry, & Minnes, 2010). This tendency to engage in recreation with parents, rather than with peers, suggests that individuals with I/DD may exhibit diminished social relationships with peers, even when engaging in recreational activities. Under the proposed project, individuals with I/DD will have an opportunity to develop social relationships through recreational snow

sport activities. Interpersonal relations of this nature constitute an important aspect of QOL (Schalock et al., 2002).

In consideration of the lower likelihood of individuals with I/DD to participate in recreational activities, it is important to consider the impact this lack of participation may have upon the overall well-being and QOL for persons with I/DD. McGuire and McDonnell have shown a predictive relationship between recreation and self-determination in individuals with I/DD (2008). Thus, greater active engagement in recreation predicts high levels of self-determination. The implications of this relationship are significant: students with I/DD who exhibit high levels of self-determination have more positive adult outcomes (i.e. employment rates, hourly wages) than students with lower levels of self-determination (Wehmeyer & Schwartz, 1997). Furthermore, self-determination is positively correlated with Quality of Life (Wehmeyer & Schwartz, 1998; Lachapelle et al., 2005).

In addition, the number of adapted lessons provided by NAASA staff each season speaks volumes about the need for this project and the continued growth of NAASA's adaptive program. The growth from 12 lessons in 2011 to the 748 lesson in the 2018-2019 ski season is not sustainable with the amount of equipment and instructors we currently have. This lesson growth includes a 56% growth in lesson numbers last season alone with no signs of slowing down. Of this number, 70% were individuals with I/DD. All of this has been provided without any marketing plan specifically for people with I/DD.

Request 4. Provide more information on how the applicant and partners will recruit and retain the five new adaptive ski instructors after they are trained and certified. State if the applicant has a plan to support these trained instructors or replace them if they leave during or after the end of the contract period.

Response 4. Arizona Snowbowl's ski school is experiencing large growth, much like NAASA's adaptive program. NAASA's efforts for recruiting instructors are both local and statewide. Alex Davenport is directly involved in the recruitment of non-adaptive ski school employees from NAU, Coconino Community College, Flagstaff Medical Center, and other organizations around and outside of Flagstaff. From this instructors pool, the most dedicated and best instructors are selected and trained to be adaptive instructors. After receiving funding to support their training and certification process, Snowbowl instructors are required to stay on staff to teach adaptive lessons for the ski school for at least two years. This is an industry standard within ski schools around the country. Further, most of the instructors who have gone through this process already stay for longer than the required two years.

The funds from ADDPC will help increase the existing pool of adaptive ski instructors and, thus, strengthen the program for years to come. The instructors who receive training and certification through the ADDPC award will work with individuals with I/DD as outlined in the project proposal. However, if there are extreme circumstances which cause a trained instructor to leave before the two-year commitment is satisfied, there is some capability for currently trained instructors to step in and assist.

Request 5. Provide more information on what data metrics will be used to measure individuals with I/DD who participate in the program.

Response 5. As mentioned above, the need for this project is driven by the potential for increased Quality of Life (QOL) on the part of project participants.

We propose that, during the first three weeks of funding, we work with key stakeholders (hopefully including ADDPC personnel) to create our own tool that will measure QOL domains that are specific to the proposed activities. As a team, we will determine the domains to be assessed but are preliminarily planning to include (1) self-efficacy/self-determination, (2) interpersonal relationships, (3) physical well-being, and (7) social inclusion.

The instrument to be developed will be used before lessons begin, to serve as a baseline measurement, and then used again immediately after the lesson to assess the perceived outcomes of the experience.

While we do not expect one time skiing to have an immediate impact on any of the domains, we do expect there to be lasting impacts: we hypothesize that participants' confidence and self-efficacy will improve as well as an increase in the participants' interest in being physically active and otherwise engaged in community events. Thus, during Phase 3, a sample of participants will be randomly selected and asked to complete a follow-up survey of their experience and what they have been doing since their participation. This may be done online, in person, or over the phone/internet communication. In addition, two focus groups will be held to obtain additional data on the experience of the participants and on how to make the experience/program better.

Additional relevant information on data metrics

IHD staff have experience with the Quality of Life Index (Becker, Shaw, Reib, 1997) to assess outcomes of participation in various projects. However, the tool is not a direct fit with the proposed project's activities. The Multifaceted Lifestyle Satisfaction Scale (MLSS; Harner & Heal 1993) was also considered by IHD staff as an appropriate tool to measure QOL. However, MLSS also presents challenges of misalignment with measuring outcomes associate with participation. In addition to the misalignment between existing QOL instruments and the goals of this project, existing QOL instruments are excessively long, often 80 questions or more. This extensive length is not conducive to the needs of our proposed project. We believe that the creation of our own tool will provide us with the opportunity to address our intended outcomes in a manner that is not intrusive in the lives of our participants. During the development process, rigorous methodology will be used to assure we are measuring what we are intending to measure.

Many QOL measurement tools consist of eight similar domains. However, different QOL tools may use various naming conventions for each domain while measuring the same construct. For example, Townsend-White, Pham, and Vassos (2012) conducted a systematic review of QOL measures and used the following domains. (1) emotional wellbeing, (2) interpersonal relationships, (3) material wellbeing, (4) personal development, (5) physical well-being, (6) self-determination, (7) social inclusion and (8) rights (Townsend-White, Pham, & Vassos, 2012).

The Multifaceted Lifestyle Satisfaction Scale (MLSS; Harner & Heal 1993) measures similar constructs, but the domain names and some structural components are different. For example, the MLSS uses “satisfaction with interpersonal interactions” as opposed to “interpersonal relationships,” which is used in the systematic review conducted by Townsend-White, Pham, and Vassos (2012). The MLSS uses the domain name “community satisfaction” as opposed to “social inclusion” used in the systematic review. “Recreation and leisure” is used in the MLSS as opposed to “physical well-being” in the systematic review.

These named instruments, as well as others, will be reviewed and aspects that are relevant to our proposed project utilized in the development of our program specific measures.



July 3rd, 2019
Kelly D. Roberts, PhD
Principal Investigator/Executive Director
Institute for Human Development
PO Box 5630
Flagstaff, AZ 86001

Dear Dr. Roberts,

Enjoying winter recreation should be an important part of everyone's life. Providing that opportunity for everyone, including people with Intellectual and Developmental Disabilities is extremely important to me and the rest of the executive staff at The Arizona Snowbowl. For many years we have provided adaptive lessons in partnership with Northern Arizona Adaptive Sports Association (NAASA) and have only charged what it costs to cover the labor cost of the lessons. The Arizona Snowbowl does not make a profit on adaptive lessons. We have done this in an attempt to make skiing more accessible to people with disabilities and in doing this have seen an incredible increase in adaptive lessons year after year. As the Ski and Ride school director at The Arizona Snowbowl and a voting board member of NAASA I am committed to continue to support this successful partnership between NAASA and The Arizona Snowbowl and we have no intention in the coming years of increasing the prices of adaptive lessons in order to continue to make skiing inclusive for people with disabilities who many times find themselves in financial hardship.

Thank you for your support of this project in which we intend to expand the opportunity for more people with I/DD to access the ski slopes in Northern Arizona and hopefully love skiing and snowboarding as much as we love teaching it.

Sincerely,

Jaime Gonzalez

Ski and Ride School Director
The Arizona Snowbowl



Offer and Acceptance

**AZ Developmental Disabilities
Planning Council**

SOLICITATION NO.: ADDPC-FFY19-REC-001

PAGE
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3839 North Third Street, Ste. 306

OFFEROR:

OF
1

Phoenix, AZ 85012

OFFER

TO THE STATE OF ARIZONA:

The Undersigned hereby offers and agrees to furnish the material, service or construction in compliance with all terms, conditions, specifications and amendments in the Solicitation and any written exceptions in the offer. Signature also certifies Small Business status.

The Arizona Board of Regents for and on behalf of Northern Arizona University

Company Name

Signature of Person Authorized to Sign Offer

1395 S Knoles Dr, Suite 252

Kerwin Lawrence

Printed Name

Address

Sponsored Projects Officer, Sr.

Title

Flagstaff
City

AZ
State

86011-4130
Zip

Phone:

(928)523-4880

NAU-OSP@nau.edu

Contact Email Address

By signature in the Offer section above, the Offeror certifies:

1. The submission of the Offer did not involve collusion or other anticompetitive practices.
2. The Offeror shall not discriminate against any employee or applicant for employment in violation of Federal Executive Order 11246, State Executive Order 2009-9 or A.R.S. §§ 41-1461 through 1465.
3. The Offeror has not given, offered to give, nor intends to give at any time hereafter any economic opportunity, future employment, gift, loan, gratuity, special discount, trip, favor, or service to a public servant in connection with the submitted offer. Failure to provide a valid signature affirming the stipulations required by this clause shall result in rejection of the offer. Signing the offer with a false statement shall void the offer, any resulting contract and may be subject to legal remedies provided by law.
4. The Offeror certifies that the above referenced organization ___ IS/ ___ IS NOT a small business with less than 100 employees or has gross revenues of \$4 million or less.
5. The Offeror is not debarred by, or otherwise prohibited from participating in any publicly-funded contract awarded by any Federal, State or local jurisdiction.

ACCEPTANCE OF OFFER

The Offer is hereby accepted.

The Contractor is now bound to sell the materials or services listed by the attached contract and based upon the solicitation, including all terms, conditions, specifications, amendments, etc., and the Contractor's Offer as accepted by the State.

This Contract shall henceforth be referred to as Contract No. _____.

The effective date of the Contract is _____.

The Contractor is cautioned not to commence any billable work or to provide any material or service under this contract until Contractor receives purchase order, contract release document or written notice to proceed.

State of Arizona
Awarded this

_____ day of _____

20____

Erica McFadden, PhD, MSW, Executive Director

NORTHERN ARIZONA INCLUSIVE RECREATION PROJECT

Overview/Abstract

The Institute for Human Development (IHD) at Northern Arizona University (NAU) is partnering with Northern Arizona Adaptive Sports Association (NAASA) (note, this partnership is known as “the team” or “the core team” throughout the proposal) to provide opportunities for people with intellectual and developmental disabilities (I/DD) to participate in adaptive alpine skiing and snowboarding activities. The partnership between IHD and NAASA offers a combined capacity that neither entity possesses alone. Namely, IHD brings over 50 years of experience in disability project management (both fiscal and programmatic) including the intensive knowledge of disability culture, culture of inclusion, cultural competence, and working with unserved and underserved populations. NAASA, in turn, has the experience, knowledge, and skills to provide adaptive recreational activities to people with disabilities. NAASA’s mission and vision looks to increase their reach to include people with I/DD. Combining the unique capabilities of IHD and NAASA will provide optimal access to adaptive alpine skiing and snowboarding. Through participation in the proposed adaptive sporting activities, people with I/DD will experience not only increasing physicality, but also positive social and emotional outcomes. The proposed activities support people with I/DD to have a better quality of life through experiences in their community, and, by extension, their participation in the community will affect the whole community in a positive, proactive way.

IHD and NAASA personnel complement each other with extensive experience providing adaptive activities to individuals with disabilities. IHD has personnel who serve in many roles, all aligned with improving access, attitudes, and inclusion for individuals with disabilities. More specifically, IHD has physical and occupational therapists who are committed to supporting access for individuals with I/DD to physical activity. With a similar goal as IHD, NAASA Founder and Executive Director Alexander Davenport established NAASA as a non-profit in 2016 with the intention of providing adaptive sports activities for individuals with disabilities across Northern Arizona. The NAASA Board of Directors has three, five, and 10-year strategic plans. The three-year plan specifically includes increasing capacity to offer adaptive ski opportunities to individuals with all types of disabilities. The five-year plan a) adds new adaptive sports activities and b) aims to increase the geographic impact across Northern Arizona. Mountain biking will be one of the first to be introduced in addition to adaptive skiing and snowboarding. This will be followed by providing adaptive access to other sporting opportunities Northern Arizona has to offer. Consequently, people with disabilities will be able to more fully participate in their community through rock climbing, kayaking, white-water rafting, equestrian sports, and hockey.

The goal of the proposed project is to increase the involvement of persons with I/DD in adaptive alpine ski and snowboarding activities with a targeted number of 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. While the primary focus will be on assisting persons with I/DD to experience skiing and snowboarding activities, the participants may also be provided with employment and community involvement opportunities (e.g., as adaptive ski instructors and/or other supportive roles such as serving on the advisory committee). In addition to providing other potential outcomes as just described, the purchasing of the adaptive equipment will allow for the sustainability of this work past the 100 original participants. NAASA has already demonstrated their commitment to adaptive sporting activities as evidenced by the fact

NORTHERN ARIZONA INCLUSIVE RECREATION PROJECT

that they have provided adaptive ski and snowboarding lessons to over 2,166 individuals with disabilities. With a targeted focus on including people with I/DD, and the purchasing of more appropriate equipment, the goal of having 100 participants with I/DD experience skiing and/or snowboarding, during the 2019-2020 season, is achievable. In addition, the support from ADDPC will also assist in sustaining the program for many years to come.

The requested funds will be used to recruit persons with I/DD and support them to fully participate in alpine skiing and snowboarding activities. The requested funding will support individuals with I/DD through the provision of a broad range of activities such as transportation, access to equipment, lift tickets, and lessons (see budget narrative). Support of this project will include increasing the number of Professional Ski Instructors of America (PSIA) certified adaptive ski instructors and purchasing appropriate adaptive equipment.

In order to implement this project and increase our capacity to teach people with I/DD of any size, shape, or ability, in the State of Arizona to participate in winter alpine activities the following summary of activities will be achieved.

1. Recruit 100 people with I/DD to participate in Alpine skiing and snowboarding activities.
2. Assess each person with I/DD to determine necessary modifications to assure optimal access to the ski and or snowboarding activities.
3. Purchase the necessary ski and snowboarding equipment.
4. Make modifications of equipment as needed, based upon the assessment, to obtain full accessibility and inclusion.
5. Increase the number of Professional Ski Instructors of America (PSIA) certified adaptive ski instructors in Northern Arizona from six to eleven (which will reduce the wait-time for adaptive lessons from 14 days to seven days).
6. Provide skiing and snowboarding lessons and ongoing opportunities to 100 persons with I/DD during the 2019-2020 ski season through individualized and adaptive supports.
7. Evaluate transportation needs and determine plan to purchase or lease in order to fulfill project activities.
8. Evaluate the program and impacts on the participants.
9. Develop a sustainability plan to support the program long-term and for continued use of the newly purchased adaptive equipment by individuals with I/DD.

Project Narrative/Methodology:

1. Describe your organization and its current recreation program. In this description, state the current recreation programs already implemented for people with I/DD and other disabilities. Describe the types of program enhancements that would help to promote inclusion.

IHD does not have any currently active recreation programs. However, IHD does have a high number of staff who have the expertise to adapt and modify activities to make them fully inclusive. This includes individuals who are assistive technology practitioners as certified by the Rehabilitation and Engineering Society of North America (RESNA), physical therapists, occupational therapists, speech and language pathologists, and individuals with many other types of experience.

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IHD is partnering with Northern Arizona Adaptive Sports Association (NAASA). NAASA is led by Alexander Davenport who is the Executive Director (ED). He holds a bachelor degree from NAU in Disability Studies and Spanish and is a veteran with disabilities. Mr. Davenport is nationally certified through the Professional Ski Instructors of America (PSIA) to teach adaptive lessons and train adaptive instructors. He has over nine years of experience working as a ski instructor and eight years leading the adaptive sports program at Arizona Snowbowl (Arizona's premier ski resort). Mr. Davenport established NAASA with the intention to provide access to alpine skiing and snowboarding activities for individuals with disabilities. As noted earlier, NAASA has provided adaptive ski and snowboarding lessons to over 2,166 individuals with disabilities. The opportunity to expand these opportunities to include a specific focus on people with I/DD is aligned with one of NAASA's long-term goals.

The NAASA Board of Directors was strategically selected to help NAASA achieve its mission of providing increased access to adaptive sports to persons with disabilities. The Vice President of the Board has been the Ski and Ride School Director at Arizona Snowbowl for over 15 years. The Treasurer of the Board is a Flagstaff local tax accountant who volunteers her spare time teaching adaptive lessons. The Secretary of the Board understands what it means to care for someone with a disability, as her 20-year-old son has Down syndrome. Other Board Members include a local insurance broker and a ski rental shop owner, and an individual with significant disabilities. All members of the Board have one thing in common: bettering their community by offering insight and connections for adaptive sports in Northern Arizona.

The NAASA Board of Directors provides strong leadership and, along with the advisory committee, will guide implementation of the project. The Board of Directors includes the following key personnel.

- President of the Board, Ron Mattson, Owner of Asset Development Group. Mr. Mattson specializes in management of reinsurance companies
- Vice President of the Board, Jaime Gonzalez, Arizona Snowbowl Ski and Ride School Director
- Treasurer of the Board, Emily Markel, CPA, Tax Accountant
- Secretary of the Board, Shauna Mattson, Business Administrator and Spanish Speaker
- Member, Zach Williams, Certified Prosthetist Orthotist. He was born without his tibia bones and had bilateral knee disarticulation amputations shortly after his first birthday. He has been an active prosthetic user since the age of two, participating in many sports including wrestling, surfing, backpacking, softball, and mono-skiing.

Ski resorts that operate on federal lands are required to provide reasonable accommodation for people with disabilities, in accordance with the Americans with Disabilities Act (ADA). NAASA, the Arizona Snowbowl ski resort, and the U.S. Forest Service are committed to integrating accessibility into the complete range of recreation opportunities while protecting natural resources and settings so that all people, including people who have disabilities, have the opportunity to enjoy the great outdoors. Adaptive alpine skiing, snowboarding, and ski biking at the Arizona Snowbowl ski resort provide opportunities for individuals with disabilities to enjoy the National Forest, which may not be accessible during other seasons.

2. Describe how your organization seeks feedback from people with disabilities or their family members, on how to make the current recreation programs more inclusive and accessible. If

NORTHERN ARIZONA INCLUSIVE RECREATION PROJECT

feedback from the disability community is lacking, provide details on how the organization will seek feedback.

IHD currently seeks and obtains ongoing feedback and input from our Consumer Advisory Council (CAC) which has a majority of membership made up of people with disabilities and family members, as well as primary private/state service providers. IHD personnel also periodically conduct needs assessments across Northern Arizona to assure activities are in alignment with the needs of the disability community.

Presently, the NAASA executive director obtains feedback and input from his Board of Directors which, as noted earlier, includes individuals with disabilities and family members of individuals with disabilities.

In moving forward with project implementation, feedback and advice will be provided through a nine-member advisory committee, which will convene within the first month of funding. The majority of the membership will be comprised of consumers and family members with the intent to also have representation from program participants who have disabilities and participated in the program in previous years.

3. If applicable, describe any sub-contracting that will be a part of the proposed program. State who or how you will procure a subcontractor(s). Describe how you will provide oversight of any approved subcontractor. Ensure all costs are detailed in the budget.

Under the proposed model, IHD will subcontract with NAASA. The subcontract will be executed by NAU's Office of Sponsored Projects. This formal agreement will include 1) a scope of work outlining the responsibilities and deliverables of the subcontractor, 2) timelines in which specific activities need to be completed, 3) a detailed budget, 4) deadlines for reports, and 5) the specific requirements of the grant (state and federal regulations and conditions that must be addressed).

In addition to IHD providing personnel who are experts in assistive technology (AT) and adapting objects/materials/equipment to increase access, IHD will provide infrastructure and program management. Currently, NAASA does not have the capacity with regards to the accounting, payroll, program management, and assurances that are required to secure and implement the requested grant. Thus, IHD and NAASA complement one another, and NAASA will serve as a sub-awardee and be supported by IHD personnel to develop the necessary infrastructure to secure future funding. The IHD PI (Dr. Roberts) and fiscal officer (Ms. Kunkel) will provide mentoring to NAASA's Executive Director and Board of Directors to support NAASA to develop the infrastructure to seek funding independently (with the intent to still collaborate with the experts at IHD) as they move forward with their mission to bring adaptive and inclusive recreation for persons with disabilities to Northern Arizona.

The Institute for Human Development (IHD) will provide fiscal management and oversight. The PI, Dr. Roberts, will mentor Mr. Davenport which will in turn help NAASA bring their goals to fruition while assuring they are aligned with the policies and procedures of the Arizona Developmental Disabilities Council. IHD, as the oldest institute at Northern Arizona University, is supported by the NAU infrastructure, which includes support from the NAU Office of

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Sponsored Projects. IHD has over 50 years of history and experience with successfully administering grants and contracts. With an annual budget of more than 5 million dollars, IHD operates over 24 federal, state, and private foundation funded projects.

4. State what the requirements are for staff to receive any type of disability training, such as ADA requirements, People First Language, cultural diversity, disability culture, or other trainings. How does the specified training inform staff and support the organization's mission to support inclusive recreation programs? How do you know the training is effective?

IHD staff will provide the disability trainings surrounding people-first language, cultural diversity, and disability culture to all ski instructors, volunteers, advisory committee members, and relevant Snowbowl employees. IHD will call upon its staff, both those with and without disabilities, to provide the training. Training will be held either at IHD, which will donate the space and technology for the training, or at Snowbowl, if that is more practical. The training will be evaluated through administration of a pre and post test to determine the effectiveness of the training and impact on knowledge and skills of the trainees. The evaluation (pre and post) will be completed the day of the training, with follow-up evaluation on the impact of the training four months after the initial training. If additional training is deemed necessary, either through observation or the post training survey, it will be provided.

In addition to above training, IHD AT Specialists will provide training to the volunteers and ski instructors in Assistive Technology. This training will provide the volunteers and ski instructors with an overview of the type of AT equipment that is available so that participants can have a richer and more successful experience in skiing and/or snowboarding.

5. Describe in detail your program design for developing or expanding inclusive recreation programs for people with I/DD and other disabilities. Describe the best or promising model that will be used, and what type of recreation programs will be addressed. In addressing this question, also consider the following points and address other areas that are not listed below:

a. What efforts will be used for recruitment and retention of people with I/DD and other disabilities?

The extended project team (i.e., IHD, NAASA ED & board members, the advisory committee plus additional community partners) will collaborate with multiple disability organizations to recruit the athletes with I/DD to participate in this project (e.g., the ARC of Arizona, United Cerebral Palsy of Central Arizona, Raising Special Kids, and the Autism Society of Greater Phoenix). This "extended team" will help in recruitment and will provide guidance on the most effective recruitment strategies (please see letters of support). We anticipate recruiting about 15 individuals from each named organization, leaving room for other disability organizations to participate. The initially targeted agencies are focused primarily on individuals with I/DD and therefore provide an ideal recruiting opportunity. The primary focus will be on reaching individuals in Northern Arizona but participants from other regions of the state will also be included.

b. Discuss how costs to participate will be minimized so as to not become a barrier

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Costs to participants are low in that a transportation stipend (\$50) for travel to Flagstaff and Snowbowl as well as lift tickets and lesson costs are included in the budget. In addition, the sub-award budget request significant purchases for equipment that will be used so that families do not have to rent anything in order to participate.

In addition, the partnership between NAASA and Arizona Snowbowl ski resort is cooperative and reciprocal. Snowbowl, which operates on U.S. Forest Service lands, is philosophically and fiscally supportive of the adaptive skiing, snowboarding, and ski biking program, assuring NAASA’s sustainability by providing administrative and operating support, paying salaries and wages for adaptive instructors, and providing subsidies for adaptive lessons. In turn, NAASA coordinates the Adaptive Ski and Snowboarding Program that is part of Snowbowl’s Ski and Snowboard School, trains instructors and volunteers as described above, recruits participants, and develops local programming for adaptive skiing, snowboarding, and ski biking.

Most of NAASA’s seventeen PSIA and in-house certified adaptive instructors are Snowbowl employees; four are community volunteers. Snowbowl’s adaptive instructors teach both disabled and able-bodied students, although adaptive students receive priority in scheduling lessons.

Program subsidies for participants in the adaptive program are significant. The rate for a full-day ski package, including a six-hour private lesson, equipment rental, and full-day lift ticket is \$159 for an adaptive student, versus the standard rate of \$587 for an able-bodied student; similarly, the half-day rate is \$89 for an adaptive student versus \$417 for an able-bodied student. In the 2018-2019 ski season, the difference between the total cost of a ski package for adaptive and able-bodied students was \$278,964, as shown in the following table.

Table 1. Program Subsidies

Lesson	# of Lessons	Adaptive Lesson Rate	Total Cost for Adaptive Students	Able-bodied Lesson Rate	Total Cost for Able-Bodied Students
Half-Day	369	\$ 89	\$ 32,841	\$ 417	\$ 153,873
Full-Day	369	\$ 159	\$ 58,671	\$ 587	\$ 216,603
Total Cost			\$ 91,512		\$ 370,476

c. Discuss how assistive technology will be used;

The project is designed to assess each individual for the needs of adaptive ski/snowboard equipment and also the need for other assistive technology devices to ensure full participation of the participants. IHD manages the state Assistive Technology (AT) grant – Arizona Assistive Technology Access Project (AzTAP). The grant is provided to the entity designated by the Governor for the provision of AT services. The focus of AzTAP is to make AT more accessible to persons with disabilities while creating systems change. Thus, IHD has, at any time, eight or more people who are qualified to assess AT needs. These individuals will be called upon to volunteer over the life of the project and beyond. In addition, Ms. Anderson, who is included as staff on the proposed project, is an AT specialist with a degree in occupational therapy. Ms. Anderson will lead the AT training and assist on the mountain in both paid and volunteer

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positions, along with the other AT certified individuals working at IHD. Ms. Anderson has volunteered with NAASA for the past three winters.

d. List collaborators or community partners that will be involved;

As mentioned previously, the project will involve community partners as members of our advisory committee and as part of our “extended team” to support recruitment. These community partners currently include:

- ARC of Arizona
- United Cerebral Palsy of Central Arizona
- Autism Society of Greater Phoenix
- Raising Special Kids
- Arizona Disabled Sports
- Ability360
- Quality Connections
- Arizona Snowbowl
- Arizona Technology Access Program (AzTAP)
- Northern Arizona Adaptive Sports Association

e. Describe how your organization is ADA compliant in all program design and implementation

NAU has longstanding policies that guide discrimination and adherence to applicable Federal and State laws and regulations. The policies and guidelines that address diversity and employment are guided by two major policies: the *Safe Working and Learning Environment* policy and the *Equal Employment Opportunity* policy.

The Safe Working and Learning Environment policy is NAU’s official policy to prohibit discrimination, to inform individuals of their right to be free from such behaviors, and to promote the safety of all individuals at university sites and activities. This policy covers students, staff, faculty, administrators, contractors, vendors, visitors, residents, and guests in accordance with federal and state statutory and decisional law.

This policy is based on Arizona Board of Regents and NAU Policy as well as applicable state and federal laws including but not limited to Title VI and Title VII of the Civil Rights Act of 1964, as amended; the Age Discrimination in Employment Act of 1967; Title IX of the Education Amendments Act of 1972; Sections 503 and 504 of the Rehabilitation Act of 1973; the Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended; the Civil Rights Act of 1991; Executive Order 11246; the Genetic Information and Nondiscrimination Act of 2008 and; the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008.

The purpose of this policy is to a) prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, veteran status, gender identity, and genetic information, b) prevent sexual harassment, sexual assault, and other forms of prohibited harassment by anyone on this campus, c) prevent conflicts of interest that might arise from consensual amorous relationships, d) assist those affected and prevent retaliation for

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seeking information, assistance, or resolution, and e) provide appropriate sanctions and consequences, up to and including termination or expulsion, for those who, by their actions, intentional or otherwise, practice, promote, or condone such behavior.

The other germane policy is the *Equal Employment Opportunity* policy. The purpose of this policy is to communicate NAU's commitment to equal employment opportunities. The university is an equal employment opportunity employer. University policy prohibits discrimination on the basis of race, color, sex, gender identity, sexual orientation, religion, age, national origin, disability, veteran status, or genetic information as well as any other applicable federal, state, local law or regulation. The university bases employment decisions solely upon the individual's qualifications for the position being filled. The university recruits, hires, and promotes for all job classifications without regard to race, color, sex, gender identity, sexual orientation, religion, age, national origin, disability, veteran status, or genetic information except as affirmative action, legal requirements or carefully analyzed and thoroughly documented bona fide occupational qualifications permit or where an individual's disability would prevent them from successfully performing the essential functions of the position to be filled despite reasonable accommodation by the university. This policy of non-discrimination shall include, but not be limited to, the following employment decisions and practices: hiring; promotions; demotions or transfers; layoffs; recalls; terminations; rates of pay or other compensation; selection for training, including apprenticeship; and recruitment or recruitment advertising.

The Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act (ADAAA) of 2008 prohibit discrimination against persons with disabilities. Sections 503 and 504 of the Rehabilitation Act, which also prohibit discrimination against persons with disabilities, also apply to the university. Pursuant to those laws, the university prohibits discrimination and provides equal access to persons with disabilities in admissions, employment, educational programs and activities, and public programs and activities.

With respect to employment, the university prohibits discrimination against qualified individuals with a disability in regard to hiring, compensation, advancement, training, and other terms or conditions of employment. The university provides reasonable accommodation for applicants or employees with a disability through our interactive accommodation process, unless the accommodation would impose an undue hardship on the university. In determining whether and what type of reasonable accommodation may be appropriate, supervisors shall notify the Disability Resources Office for assistance. The director of the Disability Resources Office is the designated university ADA Coordinator and the 504 Compliance Officer and is responsible for determining appropriate accommodations. NAASA and IHD will work together to ensure the adaptive ski/snowboard program is accessible to our participants.

f. Describe how the program design will be culturally competent

Project leaders will strive, through actions, to embody, promote and practice cultural and linguistic competence. Project personnel will embrace, respect, and seek to understand the beliefs, interpersonal styles, attitudes, languages, and behaviors of all individuals involved in the project. As mentioned previously, this will include training project staff, volunteers, the advisory committee, and other collaborators.

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Recruitment will occur across all individuals represented in Northern Arizona through respective agencies and groups. Recruitment materials and participation agreements will be available in Spanish. In addition, we will work to ensure that all participation agreements are read to each individual participant and, if applicable, their guardian, in their first language, if they have limited understanding of English. While funding is not requested to provide translators, the plan is to recruit volunteers who are multi-lingual and ask them to translate as needed. While recognizing that this is not ideal, we are confident that interactions with every individual participant will be culturally responsive.

In addition, IHD has several staff and instructors who have developmental disabilities. They have developed a “Disability Experience module” which will be used for training purposes to provide staff, Snowbowl employees, board members, and volunteers with competence for engaging individuals with disabilities. The module is strongly influenced by persons with disabilities who advocate for more inclusive attitudes and less stigma.

In all of its projects and activities, the IHD/AzUCD is committed to ensuring the participation of diverse groups of persons (e.g. diverse ethnicities, races, cultures, and ability level). At IHD, we recognize diversity as a source of strength, creativity, and innovation. We value the contributions of each person and respect the many ways their experience, identity, culture, background, status, abilities, and opinions enrich our institute and the university.

In our staff and faculty recruitment, IHD/AzUCD uses a diverse array of recruitments tools including accessible digital media, a vast network of personal contacts in communities where people of diverse cultures and ethnicities reside, collaboration with various self-advocacy groups throughout the state. Recruitment and hires are overseen by NAU’s Office of Equity and Access. The IHD/AzUCD’s CAC, the membership of which is representative of the state’s demographics, is another example of our commitment to cultural competency. The commitment to cultural diversity and participation of people with disabilities is documented in NAU and IHD/AzUCD policies and procedures. Program reviews and monitoring typically consist of criteria that assess the extent to which the IHD/AzUCD is diverse in ethnicity, race, and culture and involves people with disabilities. The Associate Director also has been a longstanding contributing member of the AUCDs Multicultural Council.

g. Describe the program design

The program is based upon successful programs from around the country. The policies and procedures that have been developed for the existing adaptive ski and snowboard program align with the national standards of Professional Ski Instructors of America (PSIA). Alexander Davenport, the Executive Director of NAASA, formally meets with other adaptive professionals annually at the International Adaptive Snow Sports Congress in Oregon as well as informally through the adaptive sports network. Comparatively to other organizations around the world, the project will meet or exceed industry standards in all categories, especially safety and lesson quality. This project strives for the achievement of best practices, setting standards for similar projects across the world. The existing program is highly successful and provides high quality, safe adaptive lessons and experiences. The requested funding will allow NAASA to expand their equipment inventory and certify staff to meet the needs of the I/DD community. It is important to

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note that the proposed funding, should it be awarded, will be used to expand an already successful program, with a focus on increasing access to alpine events for individuals with I/DD.

Project Phases and Timelines

The project will be implemented in three phases: Phase 1 – Administrative and Operational Startup, Phase 2 – Training, Ongoing Recruitment, and Implementation, and Phase 3 – Evaluation, Wrap-up, and Sustainability.

The project will begin July 1, 2019 and end June 30, 2020. During Phase 1 of the project (July 2019 – October 2019), administrative and startup activities will be completed. This will include establishing the subcontract, formalizing the advisory committee and holding the first meeting, finalizing the proposed plan (including leveraging the extended team for recruitment and purchasing of equipment) with input from the advisory committee, further formalizing linkages with the extended team and providing them with information on the project. In addition, advertising, and recruitment will take place.

Phase 2 of the project (November 2019 – March 2020) is Training, Ongoing Recruitment, and Implementation. Major activities will include the training of adaptive certified instructors, training on disability issues and topics, continued recruitment of participants and volunteers, arranging of lessons, and continued refinement of logistics for the participants to participate. Implementation will be the primary focus of the second portion of Phase 2, during which the major activity will be providing individuals with I/DD with adaptive skiing and snowboarding lessons and opportunities. This will include a focus on achieving the goal of providing adaptive skiing and snowboarding to 100 individuals with I/DD.

Phase 3, Wrap-up and Sustainability (April 2020 – June 2020). The first element of this phase will focus on reporting data-based outcomes with the goal of obtaining sustaining the program. While evaluation data will be collected over the life of the project during Phase 3 the evaluation data will be widely shared and also used to support sustainability. Wrap-up activities will include formalizing data for inclusion in the final report; completing the final report; and inventorying and storing equipment for the summer. Reports, as required, will be submitted each quarter based upon the ADDPC criteria. While sustainability will be addressed, in an ongoing manner over the life of the project, during Phase 3, the sustainability plan will be widely shared with key stakeholders. The sustainability plan will be informed by data and lessons learned and used to secure funds from grants, foundations, and private donors. The funding will be used for the 2020-2021 ski season to continue to support individuals with I/DD to participate in skiing and snowboarding activities – that is, sustain the program.

Phase 1: Administrative and Operational Startup – July 1, 2019 - October 30, 2019.

Objective 1. Support the established adaptive ski and snowboarding program infrastructure, operated by NAASA, to prepare to support access to 100 individuals with I/DD.

Activity (Act.) 1.1 Execute the sub-contract with NAASA. Upon receiving notice of award, the PI will work with NAU's Office of Sponsored Projects (OSP) to setup accounts and systems to operate the project. Working with OSP and NAU's Purchasing Office, IHD staff will develop a sub-contract for NAASA.

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Act. 1.2 Finalize membership of the advisory committee and hold the first meeting. The first meeting will include reviewing, revising if needed, and finalizing all aspects of the project plan. Advisory committee meetings will be carried out via ZOOM, which allows for remote and in-person attendance.

Act. 1.3 Confirm the processes for participation including access to travel funds and documentation that needs to be signed for participation.

Act. 1.4 Finalize the recruitment plan.

Act. 1.5 Prepare recruitment and marketing materials in English and Spanish. The core team will work with the community agencies to develop recruitment and marketing materials to promote the program to potential participants. The recruitment and marketing materials will identify the sponsor and seek advanced registration of potential participants.

Act.1.6 Begin recruiting participants, volunteers, and ski instructors. The extended team will begin to recruit participants and volunteers through multiple venues. This will include: outreach to the named partners; presentations to student classes at Northern Arizona University (NAU) and Coconino Community College (CCC); outreach to NAU student organizations and NAU's OT department; outreach to community agencies and previous contacts gathered by Snowbowl and NAASA; dissemination of informational flyers and brochures; and, social media outreach including Facebook and Instagram. It is estimated that, over the course of the season, there will be approximately 50-75 volunteers who will volunteer their time and effort to support the project. Efforts will be put toward recruiting individuals who are fluent in Spanish with the intent for them to help with translations.

Mr. Davenport will recruit and recommend ski instructors who are committed to obtaining their Professional Ski Instructors of America (PSIA) certification.

Act. 1.7 Order equipment and catalog equipment upon receipt. Working with NAASA, IHD project staff will assist in ordering all identified supplies required for a fully equipped winter adaptive skiing and snowboarding program able to serve 100 participants over the course of the 2019-2020 ski season and ongoing. All supplies are noted in the detailed budget justification. NAASA will be responsible for the tagging and keeping an inventory control for the supplies (adaptive equipment) purchased using this contract.

Act. 1.8 Work with NAASA and Snowbowl to confirm the process, including payment structures, that will be utilized for payment of tickets to Snowbowl. The core team will also work with NAASA to identify the key documentation needed for the project.

Act. 1.9 Formalize the evaluation plan and related materials. Working with the extended team (i.e., IHD, NAASA, advisory council members, & community partners) the evaluation plan will be formalized and materials finalized for use across all phases of the project. The evaluation plan is focused upon collecting process/progress and outcomes data. The process data will be collected specifically as related to the management plan/timelines table (see attachment). The core team will meet by-monthly to assess progress and these data will be used to inform the

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quarterly reports. Outcomes data will be collected on all trainings and from participants. The participant evaluation materials will include questions addressing access, attitudes, and inclusion – and thus quality of life indicators. The hypothesis is that participating in the program will have positive impacts on quality of life indicators and may lead to involvement with similar programs.

Act. 1.10 Obtain human subjects approval from NAU. IHD personnel, led by Dr. Roberts (the PI) will inquire with the NAU Institutional Review Board (IRB) to determine if IRB approval is necessary for conduct of the evaluation and subsequent reporting. Based upon current policies, it is not necessary being that we are not conducting research. However, to err on the side of caution, we will confirm this exemption and, if needed, obtain the approval.

Outcomes: All operational and administrative aspects of the aspects of the program are in place.

Phase 2 – Training, Ongoing Recruitment, and Implementation (November 1, 2019 – March 31, 2020).

Objective 2.1 Have a cadre of trained volunteers and five additional adaptive-certified Professional Ski Instructors of America (PSIA). (Note – during the 2018-2019 ski season Snowbowl had six certified adaptive instructors).

Act. 2.1.1 Continue recruitment of volunteers and participants. The core team (IHD personnel and NAASA) will work with the extended team to develop a listing and database of interested parties and follow-up with all interested individuals.

Act. 2.1.2 Provide training to the identified staff, volunteers, and Snowbowl personnel on disability culture, cultural competence, and disability identity. Training in Assistive Technology will also take place with volunteers and with the certified adaptive ski instructors.

Act. 2.1.3 Evaluate the training prior to the training, immediately after, and four months later to assure effectiveness. This will be done through pre, post, and follow-up surveys that are aligned with the skills and knowledge presented in the training.

Act. 2.1.4 Provide ongoing training to new Snowbowl personnel and volunteers as well as those originally trained individuals, as needed, based upon observations and the four month post training evaluation survey.

Act. 2.1.5 Support the training and certification of five new adaptive skiing instructors through Professional Ski Instructors of America (PSIA). Mr. Davenport will lead the recruitment of the ski instructors and guide the training. He will make arrangements for the five instructors to take the certification test. Funds are requested for this major capacity building activity (see budget information). With the certification of five additional skiing and snowboarding instructors, the project will be able to serve the 100 athletes with I/DD during the project period (and beyond). Please see below, following Phase 3, for more detailed information on the certification process.

Outcomes: The program plan is implemented and everything is ready to begin adaptive lessons.

Objective 2.2. Provide adaptive skiing and snowboarding to 100 individuals with I/DD.

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Act. 2.2.1 Schedule participants for skiing and snowboarding.

Act. 2.2.2 Provide skiing and snowboarding lessons to participants throughout the 2019-2020 ski season. Working with community agencies, Mr. Davenport will schedule interested individuals for dates and times for the adaptive skiing and snowboarding experience to occur. He will also be responsible, as he has in the past, for scheduling all volunteers.

Act. 2.2.3 Evaluate each adaptive skiing/snowboarding session. The core team will ensure that evaluation instruments are distributed and collecting after all adaptive ski and snowboarding sessions from each participant or their family member. Evaluation will assess the perceived outcomes of the experience including increased physicality and social and emotional outcomes. In addition, during Phase 3, a sample of participants will be randomly selected and asked to complete a follow-up survey of their experience. This may be done online, in person, or over the phone/internet communication. In addition, two focus groups will be held to obtain additional data on the experience of the participants and on how to make the experience/program better. The analysis of this data will be used in the narrative report provided to ADDPC at the end of the project. The data will also be used to support outreach to funders who will be asked to providing funds to sustain the program. The evaluation will be led by Dr. Roberts, the PI.

Outcomes: One-hundred individuals with I/DD have participated in adaptive skiing and snowboarding, over the season, and evaluation data on their experience is obtained.

Phase 3 - Wrap-up and Sustainability (April 1, 2020 - June 30, 2020)

Objective 3.1 Analyze evaluation data, collected throughout the project, and prepare reports for ADDPC, possible donors/funders, and for marketing purposes.

Act. 3.1.1 Sort and organize feedback and evaluation data collected over the life of the project. Dr. Roberts, with support from an IHD graduate student (non-project funded) will lead this activity.

Act. 3.1.2 Analyze data, sorting for themes and takeaways, using appropriate statistical processes where needed.

Act. 3.1.3 Prepare and present end of project report to ADDPC. The core team will develop the necessary reports for ADDPC. In addition, the core team will work with ADDPC personnel to identify the time and date in which the ADDPC would like the project staff to report to the Council on the outcomes of the project.

Outcomes: Data analyzed and reports completed.

Objective 3.2 Inventory and properly store equipment for use in future seasons.

Act. 3.2.1 Inventory all purchased equipment in a searchable database, noting any damage due to wear-and-wear, and physical tag equipment with a unique alphanumeric identifier and a note indicating ownership of the equipment.

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Act. 3.2.2 Store equipment. Working with Snowbowl, Mr. Davenport will properly store all equipment. He will ensure the proper cleaning, maintenance, and operations of the adaptive snow equipment for use in future seasons.

Outcomes: Equipment is inventoried and stored.

Objective 3.3 Use data and lessons learned to develop a sustainability plan to secure funding to continue the overall project goals and increase the participation of individuals with I/DD in the adaptive ski and snowboarding activities (snow permitting).

Act. 3.3.1 Assure all stakeholders (including the extended team) are aware of the sustainability plan and their role in implementing it. The core team (Mr. Davenport and IHD staff) will lead the sustainability efforts and seek support, in doing so, from the extended team. This will include continually seeking funding from grants, foundations, and private donors that will support project activities in subsequent years specifically for individuals with I/DD. Given the solid foundation provided through funding from ADDPC, including the provision of the needed adaptive equipment and training certified adaptive skiing instructors, the future development and sustainability efforts will concentrate on supporting participants. In addition, the extended team will work with community agencies to disseminate information on the outcomes of the project (particularly on participants experiences) with the intent for the community agencies to support their constituents' participation in future activities. We believe that community agencies will recognize the value of the program and happily support their constituents with funding.

Act. 3.3.2 Promote the program through marketing initiatives. This will include collaboration with personnel from ADDPC to write and submit at least one article on project outcomes of the adaptive ski and snowboarding program. As deemed appropriate by the advisory committee and ADDPC we may also create a video(s) of the experiences of project participants.

Outcomes: Sustainability plan is fully implemented and a minimum of \$35,000 is secured for supporting individuals with I/DD during the 2020-2021 ski and snowboarding season. By the end of Phase 3, 100 individuals with I/DD will have experienced the winter sport of adaptive skiing/snowboarding!

Aligned with objective 2.1.5, following is additional relevant information. Founded in 1961, PSIA is now the world's largest organization dedicated to skiing and snowboarding with over 32,000 members. PSIA establishes certification standards for instructors and develops education materials to help members reach their certification goals. Their mission is to support its members to develop personally and professionally, create positive learning experiences, and to have more fun! PSIA has four divisions: Alpine (skiing), Snowboard, Telemark and Adaptive. Each discipline has four levels of certification. A level 1 certified instructor in whichever discipline qualifies an instructor to teach beginner ski lessons, levels 1-4. A level 2 certified instructor is qualified to teach skiing lessons to levels 4-7. A level 3 certified instructor is qualified to teach any lesson, at any time, in any kind of conditions. The last level is the RMT (Rocky Mountain Trainer). An RMT is qualified to teach new instructors to become certified levels 1 through 3. Mr. Davenport holds this certification.

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Our goal is for five new instructors to complete the training required for the adaptive level 1 exam. (Note – during the 2018-2019 ski season Snowbowl had six certified adaptive instructors one at Level 3 (Mr. Davenport), two at Level 2 and three at Level 1). A prerequisite to the adaptive level 1 exam is the alpine level 1 exam. The alpine level 1 exam is a 3-day exam that focuses on personal skiing, skiing instruction, and movement analysis. The level 1 adaptive exam is a two-day exam. One day focuses on personal skiing and movement analysis of adaptive skiers. The second day focuses on instruction and knowledge of the following areas: Visually impaired/ Cognitive lessons, 3 track/4 track lessons (single-leg amputee skiers, skiers with one-sided weakness, skiers with balance impairments), and BiSki/MonoSki (skiers with mobility impairments who require skiing sitting down). The instructors must also demonstrate extensive knowledge about different types of disabilities, how they might affect the athlete, along with medications commonly prescribed for specific disabilities and their side effects. Each candidate for the exam is required to go through 20 hours of one-on-one, on-snow instruction from a trainer in order to prepare them for the exam. The instructors are also required to spend 20 additional off-snow hours in preparation for the written and movement analysis exams.

The adaptive exams are typically held three times a year. In February, an exam is held in Breckenridge, CO. The project has set a goal of sending five adaptive ski instructors to the February exam. Prior to February the five individuals will be identified and prepared for the exam through practical hands on experience and exam preparation activities.

6. What steps will be taken to address program barriers, including any problems with implementing program.

By following the management plan and timelines (see attached table) and through management meetings, every two weeks, with the core team, the PI will have data to make informed decisions as to changes that need to occur in order to address barriers and accomplish the goals and objectives. The PI (Dr. Roberts) and NAASA executive director (Mr. Davenport) will communicate weekly on progress and work proactively to address concerns prior to issues arising or as soon as they become evident. Presently, and informed through the adaptive ski and snowboarding program that Mr. Davenport has been running, we do not foresee any barriers. However, if barriers do present Mr. Davenport and Dr. Roberts will work together to overcome them including seeking advice from the advisory committee.

7. Describe how the organization will monitor the program, what areas will be evaluated, and what success looks like.

Program monitoring will occur, in an ongoing manner, over the life of the project as explained under the three Phases and associated activities. As indicated under activity 1.9, process/progress and outcomes evaluation data will be collected. The process data will be used to keep the team on track for meeting all deadlines and revising the plan as needed. The outcomes data will be used to improve the program and for marketing, outreach, and future funding. Pre, post, and follow-up evaluation will occur as associated with each training and participant data will also be collected as explained under Objective 2.2 Activity 2.2.3. Success will be based upon achievement of each identified objective and all activities as well as the enjoyment of the participants.

Attachment 1: Timeline/Implementation Plan of Major Activities

Management Plan – Timeline of Major Activities

Objectives and Activities	Person(s) Responsible	Completion Date
Phase 1: Administrative and Operational Startup – July 1, 2019 - October 30, 2019.		
Objective 1. <i>Support the established adaptive ski and snowboarding program infrastructure, operated by NAASA, to prepare to support access to 100 individuals with I/DD.</i>		
Activity (Act.) 1.1 Execute the sub-contract with NAASA.	PI, PSC, BM	Mth 1
Act. 1.2 Finalize membership of the advisory committee and hold the first meeting.	PI, ED	Mth 1
Act. 1.3 Confirm the processes for participation.	ED	Mth 1
Act. 1.4 Finalize the recruitment plan.	PI, PSC, ED, AC	Mth 2
Act. 1.5 Prepare recruitment and marketing materials in English and Spanish.	PI, PSC, ED	Mth 3
Act. 1.6 Begin recruiting participants, volunteers, and ski instructors.	PI, PSC, ED, AT, AC	Ongoing
Act. 1.7 Order equipment and catalog equipment upon receipt.	PI, ED, PSC	Mth 3
Act. 1.8 Work with NAASA and Snowbowl to confirm the process, including payment structures, that will be utilized for payment of tickets to Snowbowl.	PI, ED, PSC, BM	Mth 2
Act. 1.9 Formalize the evaluation plan and related materials.	PI, PSC, ED, AC	Mth 2
Act. 1.10 Obtain human subjects approval from NAU, if required.	PI, PSC	Mth 3
Outcomes: All operational and administrative aspects of the aspects of the program are in place.		
Phase 2 – Training, Ongoing Recruitment, and Implementation (November 1, 2019 – March 31, 2020).		
Objective 2.1 <i>Have a cadre of trained volunteers and five additional adaptive-certified Professional Ski Instructors of America (PSIA).</i>		
Act. 2.1.1 Continue recruitment of volunteers and participants. The core team (IHD personnel and NAASA) will work with the extended team to develop a listing and database of interested parties and follow-up with all interested individuals.	PI, PSC, ED, AT, AC,	Ongoing
Act. 2.1.2 Provide training to the identified staff, volunteers, and Snowbowl personnel on disability culture, cultural competence, and disability identity. Training in Assistive Technology will also take place with volunteers and with the certified adaptive ski instructors.	PI, ED, AT	Mth 5 & ongoing, as needed
Act. 2.1.3 Evaluate the training prior to the training, immediately after, and four months later to assure effectiveness. This will be done through pre, post, and follow-up surveys that are aligned with the skills and knowledge presented in the training.	PI, PSC, ED, AT, AC	Ongoing
Act. 2.1.4 Provide ongoing training to new Snowbowl personnel and volunteers as well as those originally trained individuals, as needed, based upon observations and the four month post training evaluation survey.	PI, ED, AT	Ongoing & as needed

Management Plan – Timeline of Major Activities

Act. 2.1.5 Support the training and certification of five new adaptive skiing instructors through Professional Ski Instructors of America (PSIA).	ED	Ongoing
Outcomes: The program plan is implemented and “everything” is in place to begin adaptive lessons.		
Objective 2.2. <i>Provide adaptive skiing and snowboarding to 100 individuals with I/DD.</i>		
Act. 2.2.1 Schedule participants for skiing and snowboarding.	ED, AT, AC	Mth 5 & ongoing
Act. 2.2.2 Provide skiing and snowboarding lessons to participants throughout the 2019-2020 ski season.	ED, AT	Mth 5 & ongoing
Act. 2.2.3 Evaluate each adaptive skiing/snowboarding session.	ED, PI, AC, PSC, AT	Mth 5 & ongoing
Outcomes: One-hundred individuals with I/DD have participated in adaptive skiing and snowboarding, over the season, and evaluation data on their experience is obtained.		
Phase 3 - Wrap-up and Sustainability (April 1, 2020 - June 30, 2020)		
Objective 3.1 <i>Analyze evaluation data, collected throughout the project, and prepare reports for ADDPC, possible donors/funders, and for marketing purposes.</i>		
Act. 3.1.1 Sort and organize feedback and evaluation data collected over the life of the project.	PI, ED, PSC	Mths 10-11
Act. 3.1.2 Analyze data, sorting for themes and takeaways, using appropriate statistical processes where needed.	PI, PSC, AT	Mths 10-11
Act. 3.1.3 Prepare and present end of project report to ADDPC.	PI, AT, ED, PSC, BM	Mth 12
Outcomes: Data analyzed and reports completed.		
Objective 3.2 <i>Inventory and properly store equipment for use in future seasons.</i>		
Act. 3.2.1 Inventory all purchased equipment in a searchable database.	ED, PSC	Mths 11-12
Act. 3.2.2 Store equipment.	ED	Mths 11-12
Outcomes: Equipment is inventoried and stored.		
Objective 3.3 <i>Use data and lessons learned to develop a sustainability plan to secure funding to continue the overall project goals and increase the participation of individuals with I/DD in the adaptive ski and snowboarding activities (snow permitting).</i>		
Act. 3.3.1 Assure all stakeholders are aware of the sustainability plan and their role in implementing it.	PI, PSC, ED, AT, AC	Mth 10
Act. 3.3.2 Promote the program through marketing initiatives.	PI, PSC, ED, AT, AC	Ongoing
Outcomes: Sustainability plan is fully implemented and a minimum of \$35,000 is secured for supporting individuals with I/DD during the 2020-2021 ski and snowboarding season. By the end of Phase 3, 100 individuals with I/DD will have experienced the winter sport of adaptive skiing/snowboarding!		

PI = Principal Investigator (Roberts)
PSC = Project Support Coordinator (Blum)
ED = NAASA Executive Director (Davenport)

AC = (Project) Advisory Committee
BM = Budget Manager (Kunkel)
AT = Assistive Technology (AT) Specialist (Anderson)

Attachment 2: Letters of Support



May 7th, 2019
Kelly D. Roberts, PhD
Principal Investigator/Executive Director
Institute for Human Development
PO Box 5630
Flagstaff, AZ 86001

Re: Inclusive Recreation Grant

Dear Dr. Roberts:

I am pleased to write a letter of support on behalf of Northern Arizona Adaptive Sports Association (NAASA) for the inclusive recreation grant proposal submitted by the Institute for Human Development (IHD). As the founder and Executive Director of NAASA, I am very aware of the proposed project to create accessible recreation for people with intellectual and developmental disabilities here in the State of Arizona. Here at NAASA, we strive daily to enhance the lives of people with disabilities through adaptive therapeutic recreation in Northern Arizona. NAASA has long worked to increase the options and quality of services for all people with disabilities. We hope that this grant proposal is one of many future proposals that will create a strong foundation for all adaptive recreational sports in Northern Arizona.

Through this letter, I acknowledge that NAASA will assist in helping to promote the partnership between Northern Arizona University and The Arizona Snowbowl and participate as appropriate in the facilitation of adaptive therapeutic recreational activities.

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

Sincerely,

A handwritten signature in blue ink, which appears to read 'Alexander Lee Davenport', is written over a blue horizontal line.

Alexander Lee Davenport

Founder & Executive Director

Northern Arizona Adaptive Sports Association



Raising Special Kids

May 16, 2019

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

Dear Dr. Roberts,

Raising Special Kids, fully supports your proposal to the Arizona Developmental Disabilities Planning Council to establish an "Inclusive Recreation" project. We at Raising Special Kids agree that establishing inclusive recreational opportunities for individuals with intellectual and developmental disabilities and other disabilities is a critical need. We also feel that establishing inclusive winter recreational opportunities is very much needed. In collaboration with your program, we agree to work with you to assist in identifying twenty individuals by publicizing the opportunity among our social media and list serve networks who may want to participate in adaptive skiing and snowboarding program this coming winter. We also agree to identify one of our staff members to participate in your advisory group to the project.

Thank you again for including us in your proposal. We hope to success in your proposal with the funding agency and look forward to hearing from you in the future.

Sincerely,

Christopher Tiffany, M.A. Ed.
Executive Director



May 8th, 2019

Alexander Davenport
Executive Director
Northern Arizona Adaptive Sports Association
Re: Veterans Adaptive Sports Grant

Dear Mr. Davenport:

I am pleased to write this letter of support on behalf of Quality Connections for the inclusive recreation grant proposal submitted by Northern Arizona University (NAU) in partnership with Northern Arizona Adaptive Sports Association (NAASA). As the COO for Quality Connections, I am fully aware of the proposed project.

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 of this year, 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. One has since returned to the mountain to introduce the rest of her family to the sport. When people overcome their limitations, great things happen!

Through this letter, I acknowledge that Quality Connections will assist in helping to promote the partnership between NAU and 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 working with you and wish you the best on this grant application.

Sincerely,

A handwritten signature in black ink, appearing to read 'Doug Arnett', written over a light blue horizontal line.

Doug Arnett

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

Empowering people is good for the community.



May 16, 2019

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

Dear Dr. Roberts:

United Cerebral Palsy (UCP) of Central Arizona has a history of providing leadership, advocacy, and life changing services to individuals and their families living with disabilities for more than 65 years. Promoting opportunities that further advance the quality of life of our members and the disabled community as a whole is paramount to our mission. In step with our Mission statement, **Life without Limits**, UCP of Central Arizona fully supports your proposal to the Arizona Developmental Disabilities Planning Council to establish an "Inclusive Recreation" project.

We here at UCP of Central Arizona agree that establishing inclusive recreational opportunities for individuals with intellectual and developmental disabilities and other disabilities is a critical need. We also feel that establishing inclusive winter recreational opportunities is very much needed. In collaboration with your program, we agree to work with you to identify twenty individuals from our agency who may want to participate in an adaptive skiing and snowboarding program this coming winter. We also agree to identify one of our staff members to participate in your advisory group to the project.

We are excited to work in partnership and thank you again for including us in this proposal. We look forward to learning about the outcome of this wonderful grant opportunity and the next steps involved.

Sincerely,

A handwritten signature in blue ink, appearing to read "B. Hanserd", with a long horizontal flourish extending to the right.

Brenda Hanserd
CEO



May 6, 2019

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 disabled persons' lives by providing educational & recreational opportunities while developing life skill & encouraging growth." is in close alignment with the mission of Ability 360.

We recognize the need for our community to have NAASA providing the quality and diverse programming they offer. 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,

A handwritten signature in black ink, appearing to read "Gus LaZear".

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

 **AUTISM SOCIETY**
Improving the Lives of All Affected by Autism
Greater Phoenix

May 21, 2019

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

Dear Dr. Roberts,

The Autism Society of Greater Phoenix fully supports your proposal to the Arizona Developmental Disabilities Planning Council to establish an "Inclusive Recreation" project. We at the Autism Society of Greater Phoenix agree that establishing inclusive recreational opportunities for individuals with intellectual and developmental disabilities and other disabilities is a critical need. We also feel that establishing inclusive winter recreational opportunities is very much needed. In collaboration with your program, we agree to work with you to identify twenty individuals from our agency who may want to participate in adaptive skiing and snowboarding program this coming winter. We will also consider identifying one of our staff members to participate in your advisory group to the project, based on our schedules and capacity.

Thank you again for including us in your proposal. We hope to success in your proposal with the funding agency and look forward to hearing from you in the future. If you have any questions, please contact me at 480.560.7552 or stacy@phxautism.org.

Sincerely,



Stacy Strombeck-Goodrich
Executive Director



For people with intellectual and developmental disabilities

12 May 2019

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

Dear Dr. Roberts:

The Arc of Arizona fully supports your proposal to the Arizona Developmental Disabilities Planning Council to establish an "Inclusive Recreation" project. We at The Arc agree that establishing truly inclusive recreational opportunities for individuals with intellectual and developmental disabilities, and other disabilities, is a critical need. We also feel that establishing inclusive winter recreational opportunities is particularly needed – and far too seldom addressed in Arizona communities where winter recreation is available.

In collaboration with your program, we agree to work with you to identify twenty (20) individuals from our agency who may want to participate in an adaptive skiing and snowboarding program during Winter 2019-2020. I also agree to participate personally in the project's advisory group.

Thank you again for including The Arc of Arizona in this project. We wish you success in your proposal to ADDPC and look forward to working with you on this important inclusive recreation effort.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Jon Meyers'.

Jon Meyers
Executive Director

April 30th, 2019

Alexander Davenport
Executive Director
Northern Arizona Adaptive Sports Association
Re: ADDPC

Dear Mr. Davenport:

I am pleased to write a letter of support on behalf of the staff at Arizona Disabled Sports (AzDS) for the ADDPC Inclusive Recreation Grant. As the Program Supervisor for Arizona Disabled Sports, I am fully aware of the proposed project and the plans of how this grant will be used. At AzDS we strive to create opportunities for all people with disabilities, including physical, cognitive, and visual, to be active through physical and social activities. The programs at Northern Arizona Adaptive Sports Association have given our athletes another opportunity to gain the experience of Snowsports in a comfortable setting without having to travel far. NAASA has long worked to improve and increase the options growing from a small program to a fully operational adaptive ski school for people with all kinds of disabilities of all ages. Arizona Disabled Sports is also supportive of the partnership between NAASA and Northern Arizona University (NAU), as the connection to the university has created many opportunities between all of the associated parties. The continued support of that partnership allows for programs to get support from future professionals in the industry, as well as be able to give back hands on experience to the students.

The growth of their programs now gives many of the athletes in the Phoenix area the opportunity to attend ski lessons outside of the SkiAble event the organizations host together every February. Programs like this help to improve physical health, mental health, and confidence which will benefit the Flagstaff Community and state of Arizona as a whole. We hope that this grant can continue creating more opportunities for those with disabilities, and create an overall more inclusive society.

Through this letter, I acknowledge that Arizona Disabled Sports will assist in helping to promote the partnership between Arizona Disabled Sports, NAASA and participate, as appropriate, in recruitment of participants and relationship building between Arizona Disabled Sports relevant to adaptive snow sports NAASA and NAU. The ongoing relationship has opportunity to continue growing and positively impacting more lives. As one of the few places where an individual can live in a warm climate year round and still be able to go take part in snow sports just a few hours away is an opportunity most other places cannot make possible, but thanks to our ongoing relationship this is something that is very possible all season long.

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

Sincerely,



Justin Murphy
Program Supervisor
Arizona Disabled Sports
justin@arizonadisabledsports.com

Budget Request Form

ABOR for and on behalf of Northern Arizona Univeristy

Contractor Name: _____

Contractor Address: 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	\$10,869		\$16,419	\$27,288 -
Fringe Benefits	\$3,847		\$4,635	\$8,482 -
Supplies / Operating Expenses				-
Travel	\$264			\$264 -
Rent or Cost of Space				-
Contracted Services / Professional Services	\$117,832			\$117,832 -
Administrative / Indirect Costs	\$13,281		\$27,758	\$41,039 -
Total Costs	\$146,093 -	-	\$48,812 -	\$194,905 -

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.

Kerwin Lawrence
Name of Certifying Official

Sponsored Projects Officer, Sr.
Title of Certifying Official

928-523-4880 NAU-OSP@nau.edu
Phone Email

NAU/IHD BUDGET AND BUDGET NARRATIVE
July 1, 2019 – June 30, 2020

		ADDPC	NAU	TOTAL
Personnel				
	Kelly Roberts, PhD .0250 FTE (ADDPC) .11 FTE (NAU)	\$3,347	\$14,749	
	Nicholas Blum .10 FTE	\$4,166		
	Nikkol Anderson .050 FTE	\$3,356		
	Jie Kunkel .025 FTE (NAU)		\$1,690	
TOTAL SALARIES		\$10,869	\$16,419	\$27,288
TOTAL ERE/FRINGE	See justification for explanation	\$3,847	\$4,635	\$8,482
TOTAL PERSONNEL		\$14,716	\$21,054	\$35,770
Supplies/Operating Expenses				
	n/a			
TOTAL SUPPLIES/EXPENSES				
Travel				
		\$264		
TOTAL TRAVEL		\$264		\$264
Rent or Cost of Space				
	n/a			
Contracted Services/Professional Services				
	NAASA	\$117,832		
TOTAL CONTRACTED		\$117,832		\$117,832
TOTAL DIRECT COSTS		\$132,812	\$21,054	\$153,866
Indirect Costs	See justification for explanation	\$13,281	\$27,758	\$41,039
TOTAL FUNDS REQUESTED		\$146,093	\$48,812	\$194,905

DETAILED BUDGET NARRATIVE

Personnel:

Kelly D. Roberts, PhD, Principal Investigator (PI), 0.250 FTE (sponsored effort) and 0.11 FTE (cost-share effort): Dr. Roberts will lead the project implementation. She will work closely with the contracted subawardee, 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 third 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 assistive skiing program, she also has the applied skills to lead the project.

Nicholas Blum, BA, Project Support Coordinator, 0.10 FTE: Mr. Blum will provide administrative support to the project by assuring (a) proper administrative protocols are followed; (b) coordinated communication between project staff, subawardee 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, .05 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 Subawardee 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.

Jie Kunkel, M.A., Budget Manager, 0.25 FTE (cost-share effort): Ms. Kunkel has a BA in Business Administration and an MA in Teaching English as a Second Language from NAU. She has worked in IHD in various financial-management roles since 2006, currently serving at IHD's Budget Manager, ultimately responsible for the oversight and reporting for of IHD's suite of sponsored projects. Prior to working at IHD, Ms. Kunkle worked as an auditor for the State of Arizona, ensuring that state agencies and personnel were compliant with state laws, statutes, rules, and regulations.

Ms. Kunkel will provide administrative and budgetary oversight to the project and assure all expenditures are in accordance with state and university policies. She will be the primary liaison between the project and the university office of sponsored projects. She will have oversight of all financial transactions and be the primary liaison with business offices on campus.

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.

Supplies/Operating Expenses:

n/a

Travel:

Funds are requested for in-state travel for two project staff to travel to the Phoenix area from Flagstaff for three 1-day trips for reporting and collaboration purposes. We are estimating the Phoenix trips to cost \$88/trip, which is inclusive for mileage reimbursement for one car and per diem for two persons. $\$88/\text{trip} \times 3 \text{ trips} = \264 .

Rent of 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, and ski biking 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 subawardee. Please see the detailed NAASA budget and budget narrative below as well as the project narrative for more information.

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 that the

forgone indirect (the different between NAU's negotiated rate and the required rate from the sponsor) is hereby claimed as an indirect cost-share match.

TOTAL SPONSORED DIRECT COSTS: \$132,812

TOTAL COST-SHARE DIRECT COSTS: \$21,054

SPONSORED INDIRECT COSTS: \$13,281 (10% of SPONSORED TDC)

COST-SHARE INDIRECT COSTS: \$27,758 (Forgone Indirect)

TOTAL ADDPC FUNDS REQUESTED: \$146,093

TOTAL MATCHED COST-SHARE FUNDS: \$48,812

NAASA SUBAWARDEE BUDGET AND BUDGET NARRATIVE
July 1, 2019 – June 30, 2020

		Amount	TOTAL
Personnel			
	Alexander Davenport PD “Train the Trainer”	\$3,000	
	Alexander Davenport Lead Ski Coach	\$27,360	
TOTAL SALARIES		\$30,360	\$30,360
TOTAL ERE/FRINGE	n/a		
TOTAL PERSONNEL		\$30,360	\$30,360
Supplies/Operating Expenses			
	Participant Ski Support	\$20,900	
	Travel and Fees for Certification	\$6,000	
	Adaptive Ski Equipment	\$49,860	
TOTAL SUPPLIES/EXPENSES		\$76,760	\$76,760
Travel			
	n/a		
TOTAL TRAVEL			
Rent or Cost of Space			
	n/a		
Contracted Services/Professional Services			
	n/a		
TOTAL CONTRACTED			
TOTAL DIRECT COSTS		\$107,120	\$107,120
Indirect Costs	10% of TDC	\$10,712	\$10,712
TOTAL FUNDS REQUESTED		\$117,823	\$117,832

BUDGET NARRATIVE

Personnel:

Alexander Davenport, Project Director, Train-the Trainer, 100 hours @ \$30/hours. Mr. Davenport will be the lead instructor for the training of the five adaptive skiing instructors to become certified. Mr. Davenport is a Professional Ski Instructors of America-certified (PSIA) adaptive and alpine ski instructor, a part-time employee at Snowbowl and the Founder and Executive Director of NAASA. He will select and train five PSIA-certified alpine ski instructors at Snowbowl to prepare for their certification exam to become adaptive-certified. We estimate this will take around 100 hours of time during the ski season.

Alexander Davenport, Project Coordination, Lead Ski Coach, 19 hours/week for 48 weeks @\$30/hour. Mr. Davenport will be retained to provide actual instruction to athletes with I/DD

on the mountain. Although Mr. Davenport is paid part time by Snowbowl (during the ski season), this funding will allow the retention of Mr. Davenport for full time work during the ski season and part time work during the off-season. This compensation is crucial for building capacity of the program at Snowbowl and ensuring the sustainability of the program long-term. He will provide the needed coordination between NAU, NAASA and Snowbowl. Mr. Davenport, along with the PI (Roberts) and AT Specialist (Anderson) will work together to recruit participants and prepare them for skiing.

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 \$50 travel stipend to travel to Snow Bowl in Flagstaff.

Travel and fees to take certification exam: Funds are requested to support the 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

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

Equipment Detail	Total Cost
Dynamique Bi Ski (16-inch Seat Hip Width with adult foot rest)	\$4,502
Dyanmique Bi Ski (18-inch Seat Hip Width with adult foot rest)	\$4,502
Bi Unique Adult (size 13-15 inch seat)	\$2,500
Bi Unique Adult Extra Large (size 13-15 inch seat)	\$2,500
Bi Unique Jr. (size 11-13 inch)	\$2,500
2 snow slider (adult)	\$3,390
4 super Lite Outrigger Bi Ski (Original)	\$1,396
3 super lite Outrigger Bi Ski (Tall)	\$1,047
3 super lite Outrigger Mono Ski (Standard)	\$1,047
3 super lite Outrigger Mono Ski (Tall)	\$1,047
4 super lite Outrigger Stand Up (Tall)	\$1,396
4 super lite Outrigger Stand Up (Large)	\$1,396
4 super lite Outrigger Stand Up (Medium)	\$1,396
4 super lite Outrigger Stand Up (Small)	\$1,396
8 BOEC Tethering Belt Systems	\$3,920

2 Mountain Man Bi Ski (Adult)	\$6,950
1 Mountain Man Bi Ski (Junior)	\$3,375
4 HoC tip Retention Devices	\$1,100
Shipping and handling	\$4,500
TOTAL	\$49,860

Travel:

n/a

Rent or Cost of Space:

n/a

Contracted Services/Professional Services:

n/a

Administrative/Indirect Costs:

Funds are requested for indirect costs at 10% TDC.

TOTAL DIRECT COSTS: \$107,120

INDIRECT COSTS: \$10,712 (10% of TDC)

TOTAL SUBAWARDEE FUNDS REQUESTED: \$117,832

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN:
 ORGANIZATION:
 Northern Arizona University
 P.O. Box 4069
 Flagstaff, AZ 86011-4070

DATE: 03/16/2017
 FILING REF.: The preceding
 agreement was dated
 02/07/2013

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: Facilities And Administrative Cost Rates

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2017	06/30/2021	52.00	On-Campus	Organized Research
PRED.	07/01/2017	06/30/2021	26.00	Off-Campus	Organized Research
PRED.	07/01/2017	06/30/2021	51.20	On-Campus	Instruction
PRED.	07/01/2017	06/30/2021	26.00	Off-Campus	Instruction
PRED.	07/01/2017	06/30/2021	30.90	On-Campus	Other Sponsored Activities
PRED.	07/01/2017	06/30/2021	26.00	Off-Campus	Other Sponsored Activities
PROV.	07/01/2021	Until Amended	Use same rates and conditions as those cited for fiscal year ending June 30, 2021.		

*BASE

Modified total direct costs, consisting of all salaries and wages, fringe benefits, materials, supplies, services, travel and subgrants and subcontracts up to the first \$25,000 of each subgrant or subcontract (regardless of the period covered by the subgrant or subcontract). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, student tuition remission, rental costs of off-site facilities, scholarships, and fellowships as well as the portion of each subgrant and subcontract in excess of \$25,000.

ORGANIZATION: Northern Arizona University

AGREEMENT DATE: 3/16/2017

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

This organization charges the actual cost of each fringe benefit direct to Federal projects. However, it uses a fringe benefit rate which is applied to salaries and wages in budgeting fringe benefit costs under project proposals. The following fringe benefits are treated as direct costs:

FICA, WORKERS COMPENSATION, HEALTH/DENTAL INSURANCE, BASIC LIFE INSURANCE, UNEMPLOYMENT INSURANCE, LONG-TERM DISABILITY, PENSION PLAN, AND RETIREE ACCUMULATED SICK LEAVE.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION AND APPLICATION

The off-campus rate is applicable to those projects conducted in facilities not owned or leased by the University. However, if the project is conducted in leased space and lease costs are directly charged to the project, then the off-campus rate must be used. A project is considered off-campus if more than 50% of its salaries and wages are incurred at an off-campus facility. If a project is determined to be off-campus, it shall be considered wholly off-campus. Separate on and off-campus rates will not be used for a single project.

DEFINITION OF EQUIPMENT

Equipment is defined as tangible non-expendable personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

The four-year extension of the indirect cost rate was granted in accordance with 2 CFR 200.414(g).

NEXT PROPOSAL DUE DATE

A proposal based on actual costs for fiscal year ending 6/30/2020 will be due no later than 12/31/2021.

ORGANIZATION: Northern Arizona University
AGREEMENT DATE: 3/16/2017

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

Northern Arizona University

(INSTITUTION)

(SIGNATURE)

(NAME)

(TITLE)

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

(SIGNATURE)

(NAME)

Director, Cost Allocation Services

(TITLE)

3/16/2017

(DATE) 0159

HHS REPRESENTATIVE:

Telephone:

Digitally signed by Arif M. Karim - A
DN: cn=US, o=U.S. Government, ou=HHS, ou=PSC,
ou=People, cn=Arif M. Karim - A
092342.19200300.100.1.1=2000212895
Date: 2017.03.16 19:13:58 -0500

Helen Fung

(415) 437-7820

Applicant's Background Information Form

Complete each item, using attachments where necessary and label your response "Applicant's Background Information Form". Attachments shall indicate the item number and heading being referenced as it appears below. Failure to make full and complete disclosure may result in the rejection of your application as unresponsive.

1. Contact Name for Project: Heather Byers

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

Address: 1395 S Knoles Dr, Suite 252, Flagstaff, AZ 86011-4130

Phone Number: (928)523-4880 Email: NAU-OSP@nau.edu

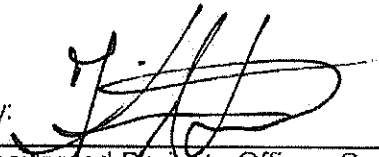
2. The Applicant is and was established when:

TYPE	YEAR ESTABLISHED
Corporation – Nonprofit	
Corporation – For Profit	
Unit of Local Government	
Community College or University	1899
Indian Tribal Government	

Other	
-------	--

	YES	NO
3. As the lead applicant, read each statement carefully and mark Yes or No.		X
a. Has any Federal or State agency ever made a finding of noncompliance with any relevant civil rights requirements with respect to your business activities? If YES, please attach an explanation.		X
b. Has the Applicant, its major stockholders with a controlling interest, or its officers been the subject of criminal investigations or prosecutions or convicted of a felony? IF YES, please attach an explanation.		
c. Does the Applicant have sufficient funds to meet obligations on time under the Contract while awaiting reimbursement from ADDPC? If NO, please attach an explanation.	X	
d. Have any licenses ever been denied, revoked or suspended or provisionally issued within the past five years? If YES, please attach an explanation.		X
e. Have you or has your organization terminated any contracts, had any contracts terminated, had any liquidated damages assessed or been involved in contract lawsuits? If YES, please attach an explanation.		X
f. Do you, your staff, any of your relatives, or voting members of your Board of Directors maintain any ownerships, employments, public and private affiliations or relationships which may have substantial interest (as defined in A.R.S. §38-502, Conflict of Interest) in any contract, sale, purchase, or service involving the ADDPC? If YES, please attach an explanation.		X
g. Has your organization ever gone through bankruptcy? If YES, when? Include the State, District and case number.		X

4. Authorized Signatory:



Kerwin Lawrence, Sponsored Projects Officer, Sr.

(Name and Title of Authorized Signatory) is the signatory to this Contract on behalf of the Contractor and is responsible for the delivery of Contract Services during the term of this Contract.

Personnel Qualifications Form

Complete a separate Personnel Qualifications Form for each staff that will be hired or will be conducting their work as Match. This should include all of those that are directly responsible for providing services listed under the Scope of Work in a paid or unpaid position. If personnel are to be hired, provide a job description ensuring at a minimum, questions #5 and #6, with other information as deemed necessary, is provided.

1. Name of person: Dr. Kelly Roberts

2. Position currently held with Applicant: Executive Director, IHD. Professor, NAU.

3. Proposed position for contract service and percentage of time devoted to the contract service:

Principal Investigator	2.5% from ADDPC
Principal Investigator	11.0% from NAU (matched costshare) %

4. Number of years with Applicant: 2.3

5. Identify the primary function(s) of this person in terms of providing services under this Contract:

~~Dr. Roberts will lead the project implementation. She will work closely with the contracted subawardee, 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.~~

6. Briefly describe the person's work experience, job training, and formal education. (Do not attach resumes)

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 third 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 assistive skiing program, she also has the applied skills to lead the project.

Personnel Qualifications Form

Complete a separate Personnel Qualifications Form for each staff that will be hired or will be conducting their work as Match. This should include all of those that are directly responsible for providing services listed under the Scope of Work in a paid or unpaid position. If personnel are to be hired, provide a job description ensuring at a minimum, questions #5 and #6, with other information as deemed necessary, is provided.

1. Name of person: Jie Kunkel

2. Position currently held with Applicant: Budget Manager, IHD

3. Proposed position for contract service and percentage of time devoted to the contract service:

Budget Manager 2.5% from NAU (matched costshare)
%

4. Number of years with Applicant: 13

5. Identify the primary function(s) of this person in terms of providing services under this Contract:

~~Ms. Kunkel will provide administrative and budgetary oversight to the project and assure all expenditures are in accordance with state and university policies. She will be the primary liaison between the project and the university office of sponsored projects. She will have oversight of all financial transactions and be the primary liaison with business offices on campus.~~

6. Briefly describe the person's work experience, job training, and formal education. (Do not attach resumes)

Ms. Kunkel has a BA in Business Administration and an MA in Teaching English as a Second Language from NAU. She has worked in IHD in various financial-management roles since 2006, currently serving at IHD's Budget Manager, ultimately responsible for the oversight and reporting for of IHD's suite of sponsored projects. Prior to working at IHD, Ms. Kunkle worked as an auditor for the State of Arizona, ensuring that state agencies and personnel were compliant with state laws, statutes, rules, and regulations.

Financial Systems Survey

Applicants: If you have a current contract with the ADDPC OR have received a grant from the ADDPC in the past 3 years, you are **not required** to fill the Financial System Survey.

All other NEW applicants, please answer every question by filling in the circle next to the correct answer. Attach materials and document comments as required.

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

As stewards of federal funds, the Arizona Developmental Disabilities Planning Council awards funds to organizations (regardless of how small or large) that are both capable of achieving project goals/objectives and upholding their responsibility for properly managing funds as they achieve those objectives.

This survey will be used primarily for initial monitoring of the organization. This survey may also be used in evaluating the financial capability of the organization in the award process. Deficiencies should be addressed for corrective action and the organization should consider procuring technical assistance in correcting identified problems.

A. GENERAL INFORMATION

1. Has your organization received a Federal or State Grant within the last three years?	<input checked="" type="radio"/> YES <input type="radio"/> NO
2. Has your organization completed an A-133 Single Audit within the past three years? (organization has expended \$750,000 in federal funds in the applicant's past fiscal year. ADDPC may request copy)	<input checked="" type="radio"/> YES <input type="radio"/> NO
3. If your organization has not completed an A-133 Single Audit, have your financial statements been audited, reviewed or compiled by an independent Certified Public Accountant within the past three years? If so, what year? _____	<input type="radio"/> YES <input checked="" type="radio"/> NO
4. Has your organization been granted tax-exempt status by the Internal Revenue Service?	<input checked="" type="radio"/> YES <input type="radio"/> NO <input type="radio"/> N/A
5. If you answered YES to question #4, under what section of the IRS code? <input type="radio"/> 501 C (3) <input type="radio"/> 501 C (4) <input type="radio"/> 501 C (5) <input type="radio"/> 501 C (6) <input type="radio"/> Other: Please Specify Type _____ . Attach copy of determination letter from IRS	Attachment Required
6. Does your organization have established policies related to salary-scales, fringe benefits, travel reimbursement and personnel policies?	<input checked="" type="radio"/> YES <input type="radio"/> NO

B. FUNDS MANAGEMENT

1. Which of the following describes your organization's accounting system?	<input type="radio"/> Manual <input checked="" type="radio"/> Automated <input type="radio"/> Combination
2. How frequently do you post to the General Ledger?	<input checked="" type="radio"/> Daily <input type="radio"/> Weekly <input type="radio"/> Monthly <input type="radio"/> Other
3. Does the accounting system completely and accurately track the receipt and disbursements of funds by each grant or funding source?	<input checked="" type="radio"/> YES <input type="radio"/> NO
4. Does the accounting system provide for the recording of actual costs compared to budgeted costs for each budget line item?	<input checked="" type="radio"/> YES <input type="radio"/> NO
5. Are time and effort distribution reports maintained for employees working fully or partially on state or federal grant programs which account for 100% of each employee's time?	<input checked="" type="radio"/> YES <input type="radio"/> NO
6. Is your organization familiar with OMB final guidance for HHS federal awards, "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for HHS Awards under 45 CFR, Part 75)?	<input checked="" type="radio"/> YES <input type="radio"/> NO
7. How does your organization plan to charge common/indirect costs to this grant? NOTE: Those organizations using an approved federal indirect cost plan/rate need to attach a copy of the approved Indirect Cost Rate or methodology and calculations in determining the rate.	<input type="radio"/> Direct Charges <input checked="" type="radio"/> Utilizing an Indirect Cost Allocation Plan or Rate

C. INTERNAL CONTROLS

1. Are duties of the bookkeeper/accountant segregated from the duties of cash receipt or cash disbursement?	<input checked="" type="radio"/> YES <input type="radio"/> NO
2. Are checks signed by individuals whose duties exclude recording cash received, approving vouchers for payment and the preparation of payroll?	<input checked="" type="radio"/> YES <input type="radio"/> NO
3. Are all accounting entries and payments supported by source documentation?	<input checked="" type="radio"/> YES <input type="radio"/> NO
4. Are cash or in-kind matching funds supported by source documentation?	<input checked="" type="radio"/> YES <input type="radio"/> NO
5. Are forgone indirect costs used as match for the proposed grant program?	<input type="radio"/> YES <input type="radio"/> NO
6. Are employee time sheets supported by appropriately approved/signed documents?	<input checked="" type="radio"/> YES <input type="radio"/> NO
7. Does the organization maintain policies that include procedures for assuring compliance with applicable cost principles and terms of each grant award?	<input checked="" type="radio"/> YES <input type="radio"/> NO

D. PROCUREMENT

1. Does the organization maintain written codes of conduct for employees involved in awarding or administering procurement contracts?	<input checked="" type="radio"/> YES <input type="radio"/> NO
2. Does the organization conduct purchases in a manner that encourages open and free competition among vendors?	<input checked="" type="radio"/> YES <input type="radio"/> NO
3. Does the organization complete some level of cost or price analysis for every major purchase?	<input checked="" type="radio"/> YES <input type="radio"/> NO
4. Does the organization maintain a system of contract administration to ensure Subcontractor conformance with the terms and conditions of each contract?	<input checked="" type="radio"/> YES <input type="radio"/> NO
5. Does the organization maintain written procurement policies and procedures?	<input checked="" type="radio"/> YES <input type="radio"/> NO

E. CONTACT INFORMATION

Please indicate the following information. In the event that the Arizona Developmental Disabilities Planning Council has questions about this survey, this individual will be contacted.

Prepared By: Kerri Byrd

Job Title: Director, Post Award

Date: 05/24/2019

Phone & Email: (928)523-4880 NAU-OSP@nau.edu

F. CERTIFICATION

I certify that this report is complete and accurate, and that the Applicant has accepted the responsibility of maintaining a legal and valid financial systems.

 Kerri E. Byrd

Signature



Department of the Treasury
Internal Revenue Service

P.O. Box 2508
Cincinnati OH 45201

In reply refer to: 0248464870
Apr. 26, 2010 LTR 4168C E0
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00017490
BODC: TE

NORTHERN ARIZONA UNIVERSITY FDN INC
% NORTHERN AZ UNIVERSITY
PO BOX 4094
FLAGSTAFF AZ 86011-0001



049060

Employer Identification Number: **-***3726
Person to Contact: Ms Lane
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your Apr. 15, 2010, request for information regarding your tax-exempt status.

Our records indicate that your organization was recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in February 1965.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(iv).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,

Michele M. Sullivan, Oper. Mgr.
Accounts Management Operations I

ASSURANCES FOR NON-CONSTRUCTION PROGRAMS

OMB Approval No. 0348-0040

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

NOTE: If you have a current contract with the ADDPC OR have received a grant from the ADDPC in the past 3 years, you are not required to sign the Assurances for Non-Construction Programs.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

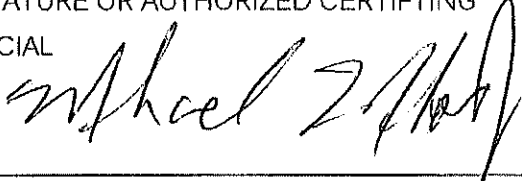
1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of the project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis

of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to the nondiscrimination in the sale, rental or financing or housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of the Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §276a to 276a-7), the Copeland Act (40 U.S.C. §276C and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.);

(g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §§470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with the Contractor Employee Whistleblower Rights and Requirement to Inform Employees of Whistleblower Rights of 2013 (P.L. 112-239, U.S.C. §§4712 et seq., section 828 of the National Defense Authorization Act).
19. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program, including the U.S. Health and Human Services, 2 CFR Part 300, and 45 CFR Part 75; and Grants Policy Statement. Each governs the federal Developmental Disabilities Assistance and Bill of Rights Act of 2000.

SIGNATURE OR AUTHORIZED CERTIFYING OFFICIAL 	TITLE Associate Vice President for Sponsored Projects
OFFEROR ORGANIZATION The Arizona Board of Regents for and on behalf of Northern Arizona University	DATE 5/14/19