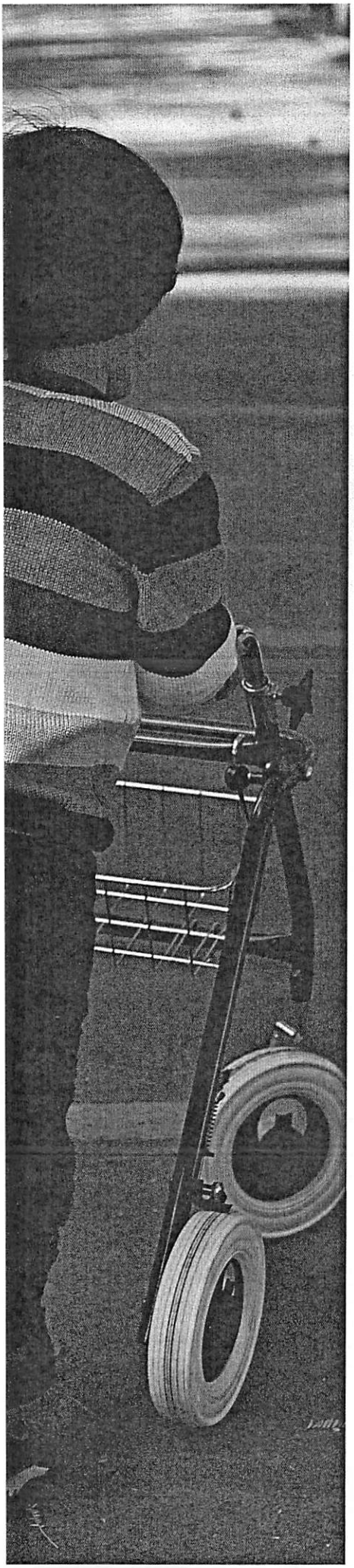
Advancing Inclusive Recreation: A Primer

TEMPLE UNIVERSITY



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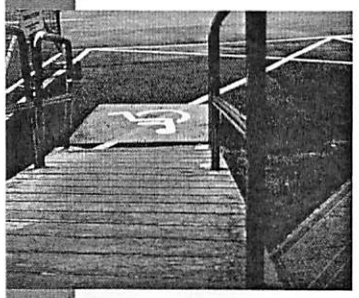
STEP 1 **Promoting Inclusion through Physical Access**

The physical plant in which you operate your programs may be problematic for persons with disabilities, especially individuals with mobility or vision impairments. When recreation providers examine the physical environment where they offer programs they are being attentive to physical access to their programs. Physical barriers that stop inclusion and the full participation of everyone can include, for example, steps, high curbs, improperly designed parking, or signs and controls without raised lettering. These types of environmental barriers may exclude potential users from an otherwise accessible program or facility. Conscientious and inclusive recreation providers do whatever they can to overcome physical and architectural barriers that prohibit participation in programs. While many agencies do not have the funding to redesign their physical plant, there are some basic things that may be done that will allow for fuller participation of all persons. For example:

- Positioning tables in activity rooms to allow adequate movement space for people who use wheelchairs, crutches, or walkers;
- Removing doormats that may cause tripping or inhibit wheelchair movement;
- Removing leaves, sticks, or other debris from walkways;
- Obtaining accessibility signs to indicate parking spaces for persons who have a disability and the location of facilities and services that are accessible; or
- Reducing the tension on doors to make them easier to open for individuals with decreased balance/strength.

If a person who has a disability can enter or use a facility with some human assistance, giving such help may be the only accommodations you need to provide to have more inclusive programs. Consider providing this type of assistance yourself or recruiting family, peers, or volunteers to provide it. Such an arrangement should be temporary until a permanent response can be made. Some examples include:



- Opening doors which are too heavy for a person using a walker or crutches;
- Lifting a wheelchair user into a pool that is not equipped with a ramp or lift, provided your staff is properly trained to do this;
- Allowing a person to use a staff telephone, if the public telephone is too high to reach from wheelchair level;
- Rescheduling a class, activity, or event to a room or building that is accessible; or
- Providing a qualified reader for someone with a visual impairment.

For permanent solutions to an access problem, find out whether an organizational/transition plan for barrier removal exists. If your agency does not have such a plan, contact maintenance staff, the agency architect or engineer, or the community/government's Americans with Disabilities Act (ADA) representative or compliance officer and begin to develop possible access solutions, cost estimates for these solutions, and a plan for implementation. Be sure that your plan takes into account changes required by the ADA Amendments Act of 2008 (see http://www.access-board.gov/about/laws/ada-amendments.htm for more information). Sometimes

foundations or federal funds are available to make community facilities more inclusive. The most important thing you can do to help with physical access is to designate a staff member who will serve as an American with Disabilities Act (ADA) compliance coordinator or contact person for your agency and support them in becoming knowledgeable about how to answer questions and address concerns raised by persons with disabilities. This person can take the lead on helping you determine what changes you can implement immediately to improve the physical accessibility within your agency. They can also be the point person for developing a more detailed strategic plan for your agency to address remaining access issues.

STEP 2 **Promoting Inclusion through Programmatic Access**

Programmatic changes may also be necessary to accommodate the specific skills and capabilities of participants who have a disability. This means changing or modifying the way the program or activity is conducted by the agency in order to achieve access. There are three basic forms of adaptation that allow people of all abilities and skill levels to successfully participate in your programs: modifying the equipment used, modifying the program/activity (e.g., rules, playing environment) and modifying the way the person engages in the task (e.g., using a personal assistant).

- **Modifying Equipment** involves finding, creating, or modifying equipment or adding assistive devices that allow a person to accomplish a skill or compensate for lack of a specific ability. For example, if someone has decreased fine motor control in their hands and has difficulty holding a tennis racket, an ace bandage can be used to attach the racket to the person's hand. Adaptive recreation equipment is sometimes available for loan through your state's local assistive technology program or from special recreation providers like local ski facilities with adapted ski programs. It can also be purchased from commercial vendors.

- **Modifying the Program/Activity** may involve changes to the rules that allow modification for the skills that are lacking or completely eliminating the need for the challenging skills. Tee ball is a great example of this type of modification. Sometimes, you can also add an alternative skill for all participants involved in the activity. An example of this adaptation would be allowing someone in a wheelchair two bounces in tennis before hitting the ball.
- **Changing the Method** or how an activity is done can also lead to fuller participation. An example of this adaptation could be the use of a buddy or peer to perform the task that can't be done independently (e.g., having someone run the bases for a child with impaired mobility during a tee ball game) or allowing alternative registration processes for individuals (e.g., telephone registration for individuals with mobility impairments rather than on-site registration).

Sometimes a person may require a different sort of adaptation than the ones mentioned above. Some persons with a disability may not be able to complete certain activity skills independently. In these cases, partial participation may be the best way to provide inclusion. In partial participation, the tasks, skills, or steps that the participant is capable of performing independently are identified and a plan is developed to enable performance of the missing tasks, skills,

or steps with human assistance (such as a staff, companion, or peer) or through an adaptation to the physical or programmatic environment. Partial participation is a reasonable accommodation that allows for maximum interdependent participant performance. When considering programmatic accommodations, it is helpful to have well-designed registration materials and processes in place. This material is very useful in obtaining additional information that you can use to determine individual needs and accommodations.

Most importantly, let the participant guide you! Programmatic adaptations are only successful if they are agreeable to and meet the needs of the participant for whom the adaptations are designed. Use the participant and his/her caregiver(s), as appropriate, as partners in developing adaptations. These individuals often know best what will work and/or can offer ideas that may help to find a satisfying solution. *Remember, the ideal adaptation is one that provides maximum satisfaction to the participant and minimum effect on the integrity of the activity.*

STEP 3

It may be helpful to form a within-agency advisory council to help address both programmatic and physical access concerns and to develop overall inclusion policies and practices.

STEP 3 **Promoting Inclusion through Attitudinal Access**

Some recreation providers assume that inclusion will automatically occur if a facility makes physical and programmatic accommodations for people with disabilities. Unfortunately, it does not work this way. There is a difference between being in the same room with others (physically integrated) and actually being a part of and participating with the group (socially integrated). A key area that is often not addressed but makes a huge difference in how inclusive an agency is has to do with staff and participants' attitudes about disability. Attitudes (or changes in attitudes) can be instrumental in promoting complete inclusion.

Attitudes are our learned tendencies to respond in a consistently favorable or unfavorable manner to something or someone. Often our attitudes are a result of misconceptions, fear, or limited interaction with those we perceive to be different. These misinformed attitudes sometimes cause us to stigmatize and devalue those perceived as being different. Attention must be paid to the attitudes of three key groups or stakeholders—(1) staff and administration, (2) participants without disabilities, and (3) participants with disabilities. Failure to address any one of these groups' attitudes can significantly hinder your efforts to be an inclusive agency. The good news is that because attitudes are learned, they can be relearned and remolded.

Attitudes of participants: Participants in your programs set the tone for a group. Their collective behavior can make a new participant feel welcomed or rejected. An effective tool toward lasting positive attitude change involves having people with and without disabilities in small group discussions. These discussions can bring attitudes and reservations into the open and work toward resolving them. Remember that the recreation activities in which folks are engaging can serve as a natural tool to begin the process of attitude change. Some ways to foster more positive attitudes include:

- Pairing people with and without disabilities in the performance of recreation activities;
- Simulations or role playing activities;
- Cooperative games and initiative problems;
- Involving the group in making adaptations to games/activities to make them more inclusive; and
- Education and awareness programs such as videos, speakers, panels, or group discussions.

Attitudes of persons who have a disability, and their families/caregiver: Often individuals with disabilities believe they will not be welcomed at an agency or are fearful that accommodations available will be inadequate. Because of this, some persons with disabilities have never participated in community recreation or have ceased participation since the onset of their disability. While the skills required for participating successfully in a recreation program may seem second nature to recreation providers, for someone with limited or compromised skills and/or experiences the very thought of participating may seem overwhelming and/or frightening. Likewise, family members, friends, and other caregivers have become accustomed to being turned away from programs and services and now feel as if such activity "isn't worth the effort." Making sure people with disabilities and their families/caregivers know that they are welcomed and included at your agency can help to change these learned attitudes and promote participation. Small things, like having pictures of persons with disabilities on your brochures or hanging in your agency, can convey this message.

Attitudes of your staff: The verbal and non-verbal behaviors of your staff will have the biggest influence on whether your efforts at having an inclusive agency are successful. Staff may be "theoretically" supportive of inclusion but unsure of the logistics and impact that an individual with a disability may have on their program. While staff training and support is critical, the face-to-face, personal assistance provided to participants with disabilities by your staff may be the most important gesture you can make to ensure positive attitudes among all participants. It is important to remind your staff that for some people who have a disability, a bit of human kindness and support is all that may be needed to create a positive, inclusive agency. It may be useful to have your staff complete self-assessment tools that can help the agency understand and deal with any biases or concerns that staff may have, as well as help them to identify those support staff that have a natural affinity for or aversion to people with disabilities such as a fear of unknowingly hurting a person with a physical disability or a overly strong need to "help" perhaps because of a past personal experience.

STEP 4 **Effective Communication to Facilitate Inclusion**

As you work toward achieving inclusion for persons with a disability, it is important to consider communication—both what you are communicating and how it is communicated. This is especially important when it comes to advertising about inclusionary activities offered by your agency. From an agency perspective, you want to ensure that all persons, including those with disabilities feel welcomed in your programs and services. Examples of how to make advertisements more user-friendly are listed below:

- Use the symbol of accessibility and the international symbol for people who are deaf on all printed materials.
- Include photographs of people who have disabilities participating on an equal basis with participants without disabilities.
- Design program brochures that are inclusive. For example, an aerobic exercise program designed to teach skills to people with intellectual disabilities, could be included under the "athletics" or "sports" section of publicity materials. The description could indicate that it is a developmental program for people who may need slower paced instruction with special assistance.
- Familiarize your staff with the state relay service or your agency's TDD/TTY number.
- Ensure that your agency's website is accessible and welcoming. There are free online websites that will evaluate the accessibility of a website such as http://wave.webaim.org/.
- Include a phone number or email address where interested participants can obtain additional information about the specific types of support services and accommodations offered.
- Develop an inclusion statement describing your agency's commitment to providing inclusionary services and include it in your marketing material. Inclusion statements typically reflect an agency's mission to provide recreation programs and services for everyone. An effective inclusion statement communicates this commitment so that staff and participants are aware of and understand the agency's underlying inclusive philosophy. Here's an example:

The Main Line Art Center is committed to a continuum of accessible education programs by providing reasonable and appropriate accommodations in a supportive environment that promotes and fosters inclusion of people of all ages, abilities, and skill levels. If you believe that you will require any accommodations to enable you to participate meaningfully in our programs, please contact the Art Center staff before you enroll, but ideally at least two weeks prior to the start of a program.

- Include a "needs accommodations" question on your registration information. These questions/statements work well, especially when you don't have the space to include your full inclusion statement on your marketing material. Consider adding something short and simple like one of the following statements:

  - O I or my child have/has a disability as defined by the ADA and may need reasonable accommodations in order to participate.

    __ yes __no

    If checked, someone from the staff will contact you.

    OR

  - O I need reasonable modifications because of a disability in order to participate in this program.

    __ yes __no

  It is preferable to indicate in your marketing material that staff will contact the individual who is requesting accommodations so that information and needed accommodations can be clarified.

Tips for interacting:

- In general, make sure that you are paying close attention to the person who is communicating by listening carefully and making eye contact with the speaker.
- Allow adequate time for the person to formulate and communicate his/her thoughts (sometimes you may need to allow more time than you are used to).
- Always speak to the person directly. If necessary, it is ok to ask the person to repeat what was said, or to seek clarification from a parent, friend, or leisure coach that may be present. As you get to know the individual better, you will become more aware and familiar with the meanings of regular body gestures, facial expressions, and/or repeated words.
- Expose staff and familiarize them with some of various techniques participants may use to communicate, such as communication cards or boards or electronic communication aids. If the person is using a communication device with which you are unfamiliar, ask the individual or his/her assistant, parent, family member or leisure coach to show you how to use this device—typically phrasing your questions so that they can be answered with a Yes/No response is best until you become familiar with the device/communication technique.
- If a participant has difficulty understanding information, be sure to provide information to the participant and to another person (family member or friend, support staff, leisure coach) who has agreed to provide assistance in this area.

STEP

STEP 5 **Using Human Resources to Promote Inclusion**

The biggest asset any agency has to promote inclusion is the human beings that comprise the agency. Face to face, simple personal assistance may be all that is needed for most individuals with disabilities to be included. This type of assistance could include:

- Assisting the participant during registration;
- Teaching recreation skills to participants and assisting participants as needed during an activity;
- Providing transportation assistance to and from the recreation site;
- Assisting with mobility needs such as pushing a wheelchair (be sure to ask first), walking beside a person to provide support, and lifting or positioning a person in a wheelchair to ensure personal comfort, provided training has occurred to do these types of assistance;
- Facilitating communication and the development of interpersonal relationships with other participants; and
- Supporting/reinforcing structures and/or routines that are comfortable (e.g., rest breaks).

As you begin thinking about possible solutions and alternatives to access issues such as the ones mentioned above, remember that you are not expected to figure it out alone. Some people who can provide ideas and support include community partners, caregivers, volunteers or persons with disabilities. The Independent Living Center in your community may be particularly useful agency to utilize when thinking about possible solutions to physical access.

Partners will vary from community to community but could include certified therapeutic recreation specialists, whose academic education is focused on promoting recreation and leisure for persons with disabilities. The American Therapeutic Recreation Association (www.atra-online.com) can help

you identify recreation therapists in your state. Other partners include persons from educational settings, special education and rehabilitation, health promotion and fitness, advocacy groups, community service/volunteer organizations, faith-based organizations, parent groups, Independent Living Centers, disability advocacy groups or special recreation providers such as Special Olympics and so on. These people are considered experts in their fields and often have personal interaction with those who may use your agency. They can offer a different perspective on how to make your programs inclusive as well as ideas about how to get started. Special recreation providers and recreation therapists may be particularly useful for informing you about programmatic and equipment adaptations.

Caregivers—both family caregivers and paid caregivers/support staff play an important role in the success of recreation inclusion efforts. Caregivers are great resources when collecting information about participants with a disability. Because they spend a great deal of time with their family member, or person they care for, they can help point out specific characteristics, patterns of behavior, interests and motivations of that person. They can offer ideas about how to best interact with the participant, and may also be able to provide hands-on assistance as needed.

Volunteers are also a very important resource to an agency committed to providing access to all people. Volunteers can take on many roles including, acting as a companion, peer tutor, leisure coach, or physical support. Volunteers can be instrumental in highlighting an individual's abilities and helping to develop a climate of acceptance by working to eliminate attitudinal barriers and making the individual feel included. One of the benefits of using volunteers is that it allows staff members to perform their normal job responsibilities without disrupting the normal rhythms of the program.

Just as you would train new staff members, volunteer training is also important. Volunteers must feel comfortable, competent, and confident and provide the quality of service you expect from anyone working in your agency. Community partner(s) who have an expertise in the knowledge and skills needed for inclusive recreation programming can be a great resource for volunteer training.

STEP 6 **Committing to Change and Taking Action**

A different perspective:

Making a commitment to inclusion may mean that your agency needs to think differently about people with disabilities and how they engage in your programs and services. Let's return to the question posed in the "introduction" to this recreation inclusion primer: How can we make our programs and services better for everyone? Trying to honestly respond to this question may mean changing how things are done. However, this does not mean that you need to create

entirely new programs or facilities. Rather, genuine efforts to be inclusive means thinking creatively, problem-solving collaboratively, and communicating honestly. By doing this, you may find options and solutions for inclusive recreation using your current programming capacities and resources. Sometimes, all that is required is doing things a bit differently, like allocating budgetary resources differently or adding training components to staff in-services.

Evaluating Efforts:

One of the best ways to increase your capacity to provide inclusive recreation programs and services is to identify desired indicators or outcomes. *If you aren't sure where to begin, we have included in the appendices an agency self-evaluation tool entitled "How Inclusive is Your Agency?"* Completing this tool will allow you to determine how inclusive your agency is currently, as well as provide you with ideas for steps that you can take to become more inclusive.

Also included is a second document, *"Action Steps for Advancing Inclusive Recreation"* which categorizes possible action steps according to the degree of agency or systems change needed—from simple changes to more complex system-wide initiatives. You can use these tools to establish indicators or outcomes to which you want to be held accountable. Be sure to solicit the views of a variety of persons—agency staff, community partners, participants with disabilities, family and/or support staff—in this process of identifying outcomes related to inclusive programming and assessing your progress in achieving these outcomes.

Helpful Resources:

Americans with Disabilities Act. **www.ada.gov**

Kids Included Together: National Training Center on Inclusion. **http://www.kitonline.org/html/about/ntci.html**

Indiana University. Department of Recreation, Parks, and Tourism Studies. National Center on Accessibility. **www.ncaonline.org**

National Center on Physical Activity and Disability. **www.ncpad.org**

National Institute on Recreation Inclusion Resource Center. National Recreation and Park Association. **www.nrpa.org**

New York State Inclusive Recreation Resource Center. **www.nysirrc.org**

Schleien, S. J., Miller, K. D., & Shea, M. (2009). Search for best practices in inclusive recreation: Preliminary findings. Journal of Park and Recreation Administration, 27(1), 17–34.

Special Needs Inclusion Project, San Francisco. Inclusion Toolkit. PDF available at: **www.snipsf.org/docs/InclusionToolKitV3.pdf**

University of Minnesota. Institute on Community Integration. **www.ici.umn.edu** (See feature issue on "Social inclusion for through recreation for people with disabilities" available at: **www. ici.umn.edu/products/impact/162/**)

Final Comment

Inclusive participation may require creativity and innovativeness—there is no cookie-cutter approach to inclusive service delivery. Good faith efforts to learn about and comply with laws and best practices pertaining to inclusive recreation services will help your agency advance toward greater inclusiveness. Only then will all citizens reap the benefits of your services. We applaud your willingness to consider becoming a more inclusive agency. Hopefully, you will be able to implement some of the specific action steps suggested in this primer. We hope you will use the self-evaluation tool and the action steps tool found on the next pages in your efforts to become more inclusive. We are available to provide in-service, consultations and technical assistance to support your agency's efforts.

For information about these services, contact the:
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How Inclusive is your agency?

This tool* is designed for agencies offering recreation programming. Your honest answers to the questions will allow you to determine just how inclusive your programs and agency are as well as provide you with some thoughts about changes you can make to be more inclusive in your programming.

MINIMUM INCLUSION STANDARDS

MS1: *You or members of your staff make inclusion decisions based on best practice and evidence-based research.*

Indicator 1: Do you or your staff participate in annual inclusion training offerings at professional conferences?	Yes	No
Indicator 2: Do you or your staff exchange information found in trade magazines, research articles, or the internet on inclusion practices?	Yes	No
Indicator 3: Do orientation and new staff training program/material explain the legal requirements for reasonable accommodation?	Yes	No
Indicator 4: Does your annual staff development schedule include training about reasonable accommodations?	Yes	No

MS2: *Your agency has a process for determining reasonable accommodations needed by individuals with disabilities.*

Indicator 1: Do you have a process for receiving and assessing requests for reasonable accommodations made by individuals with disabilities wanting to participate in you programs/activities?	Yes	No
Indicator 2: Are your staff aware of the legal requirements for providing reasonable accommodations?	Yes	No

Indicator 3: Have you conducted a physical accessibility self-study and created a plan to so that all participants have physical access to your facilities and programs?	Yes	No

HIGH QUALITY INCLUSION STANDARDS

HQ1: ***Your agency has a formal inclusion statement.***

Indicator 1: Do your agency's philosophy, vision, mission, values and goals reflect a commitment to inclusion and diversity?	Yes	No
Indicator 2: When reviewing your annual reports, brochures, or registration material is there reference to your agency's inclusion statement?	Yes	No

HQ2: ***Your programs and staff have strategies and resources to ensure effective inclusion for all in the program activities.***

Indicator 1: Are your staff and volunteers trained in inclusive practices and accommodations?	Yes	No
Indicator 2: Do any of your staff have specialized training, certification or significant experience working in inclusive practices/strategies/accommodations?	Yes	No
Indicator 3: Do your staff development activities and volunteer training activities include units on knowledge and skills related to inclusive practices?	Yes	No
Indicator 4: Does your agency hire/consult with an inclusion facilitator to coach, guide and support staff in their efforts to include persons with disabilities in programs and activities?	Yes	No
Indicator 5: Has your agency identified potential community partners or industry resources that would provide support to staff in their efforts to promote inclusive services?	Yes	No

HQ3: ***Your staff identifies the strengths and interests of persons with disabilities, either formally or informally, and creates individualized plans for including them in program activities.***

Indicator 1: Do your staff have a process to identify participants' strengths and needs?	Yes	No
Indicator 2: Do your staff develop a written plan for including individuals with disabilities in the program activities?	Yes	No

HQ4: ***Your staff creates activities and/or curriculum that allows all to participate.***

Indicator 1: Do your staff have access to a program binder/resource where they can find examples of modified activities and tips for including individuals with varying abilities?	Yes	No
Indicator 2: Do your staff attend workshops to learn how to create inclusive activities?	Yes	No

HQ5: ***Your program descriptions and outreach efforts encourage individuals with disabilities to participate in your agency's programs and activities.***

Indicator 1: Does your program material encourage individuals with disabilities to participate in your offerings (e.g., do you have photos that include individuals with disabilities in your marketing material)?	Yes	No
Indicator 2: Does your program material (flyers, brochures, reports, registration forms, website, etc.) state that individuals with disabilities are welcomed and encouraged to participate?	Yes	No
Indicator 3: Does your agency publicize your offerings to other agencies that serve individuals with disabilities and their families?	Yes	No

Indicator 4: Is your program material (flyers, brochures, reports, website, registration forms, etc.) available in alternative formats?	Yes	No

HQ6: *You or your staff routinely plan, monitor and evaluate your programs using indicators of best practice for inclusion.*

Indicator 1: Do your program evaluation procedures address inclusive practices?	Yes	No
Indicator 2: Do you or your staff solicit feedback from families/participants to shape and strengthen your inclusion efforts?	Yes	No
Indicator 3: Do you or your staff complete formal self-evaluations or surveys of your program's progress toward including ALL participants?	Yes	No
Indicator 4: Do you hold interim and annual meetings to review inclusive practices at your agency?	Yes	No

HQ7: *Your staff reviews the progress of individuals with disabilities enrolled in your programs.*

Indicator 1: Does the individual's inclusion plan include a process for monitoring progress toward meeting goals?	Yes	No
Indicator 2: Do staff meet regularly to discuss the progress of participants with inclusion or accommodation plans and the extent to which these plans allow participants to participate effectively in the program?	Yes	No

HQ8: *Your programs/agency actively recruits individuals with disabilities and their families for involvement in your programs?*

Indicator 1: Do individuals with disabilities or their families participate in an advisory capacity to your agency?	Yes	No
Indicator 2: Do individuals with disabilities assist staff in developing policies and programs?	Yes	No
Indicator 3: Do individuals with disabilities recruit other individuals for the program?	Yes	No

* Standards and Indicators are adapted from Special Needs Inclusion Project (SNIP), San Francisco, CA. Available at **http://www.snipsf.org/docs/InclusionToolKitV3.pdf**.

For information or consultations on creating a more inclusive agency, contact:

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Advancing Inclusive Recreation Action Steps

The following 3 "levels" of action reflect the degree of systems change implied by the categorical action steps.

LEVEL I

Develop/revise assessment materials (e.g., screening form, questionnaire) and processes for determining individualized needs and accommodations (e.g., observation, communication, in-person or phone interview)

Develop an inclusion statement that allows participants with a disability to advise you of the need for accommodations in advance and incorporate the statement in all printed and electronic materials (e.g., brochures, flyers, website, online registration programs)

Hire or designate a staff member to serve as an inclusion facilitator who will serve as a primary contact on inclusion matters

Develop/establish agency-wide goals specific to inclusive recreation

Develop/implement a process for identifying and addressing people's accommodation needs

Revise registration forms, as needed, to include a place where individuals can indicate a need for accommodations

Develop and use welcoming language in personal interactions as well as printed or electronic materials

LEVEL II

Provide staff training relative to inclusive recreation (all staff as needed, including administrators, office staff, maintenance staff, program instructors)

Revise job descriptions/titles as necessary to include responsibilities for including persons with a disability

Develop relationships with parent groups, advocacy groups, schools and teachers, and other service providers to market the availability of inclusion services

Engage participants and/or parents of participants with a disability to evaluate perceptions of the inclusion process, accommodations provided, success of accommodations, program outcomes, etc.

Form a within-agency advisory council to help address programmatic and physical access concerns and develop overall inclusion policies and practices

LEVEL III

Identify/designate an ADA grievance coordinator or contact

Establish a line-item in the budget to specifically support inclusion

Pursue reciprocal agreements with neighboring communities/agencies that place an equally high value on inclusive recreation

Pursue funding options through state, federal and foundation grants