



Inclusive Recreation Resource Center's
Youth Inclusion Project

Evaluation Report

April 2016 to March 2018

Dr. Lynn Anderson, Project Director

MAY 2018

This publication was produced at the request of the United States Agency for International Development and was prepared independently by Dr. Lynn Anderson, SUNY Cortland/Inclusive Recreation Resource Center.

DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of the New York State Developmental Disabilities Planning Council.

TABLE OF CONTENTS

Executive Summary.....	2
Project Background.....	4
Evaluation Purpose and Questions.....	5
Evaluation Methods and Limitations.....	6
Findings.....	7
Conclusions.....	48
Recommendations.....	53
Appendix A: Instrumentation.....	54
Inclusion U Online Pre- and Post-Assessment Inclusion Knowledge and Attitudes Online Scale.....	55
Inclusion Ambassador Pre- and Post-Assessment Inclusion Knowledge and Attitudes Online Scale....	61
Inclusion U Evaluation Online Survey.....	66
Inclusion Ambassador Evaluation Online Survey.....	68
Mid-Evaluation Interview Protocol.....	71
Final Evaluation Interview Protocol.....	72
IRRC MIC Satisfaction Online Survey.....	74
Appendix B: Mentored Inclusion Coaching Protocol.....	78
Appendix C: Youth Inclusion Project Partner Agency Final Reports.....	88

Executive Summary

The Inclusive Recreation Resource Center partnered with the NYS Developmental Disabilities Planning Council to increase the capacity of community and recreation providers that serve youth in their inclusion practices. Over two years, the IRRC focused on the following activities:

- Developing and piloting a youth version of Inclusion U Online, called the Inclusion Ambassador Training

The 3-hour, six-unit training is available for free to all Certified Inclusivity Assessors and a CIA can register as many people as they want in the training. The training uses animated cartoons, games, social media, assignments, and other fun activities to increase awareness of best practices in inclusion in parks and recreation settings.

- Developing and piloting a Mentored Inclusion Coaching Protocol used with 30 selected agencies to improve programmatic and administrative inclusion at those agencies.

The 30 agencies selected for the mentored inclusion coaching served underserved populations in their communities including racially, culturally, geographically, and linguistically under-served youth.

- Using the Mentored Inclusion Coaching protocol and working closely with the selected youth-serving agencies over the two-year period, the IRRC assisted those agencies in including under-served youth in their programs and services.

Agency staff completed Inclusion U Online for free as well as in person mentored assistance with inclusion practices at their agencies. From the mentored inclusion coaching, the IRRC developed additional tools to assist in inclusion needs: calming kits, mobile sensory rooms, and a free app called the Inclusion Toolkit, available in the App Store and Google Play.

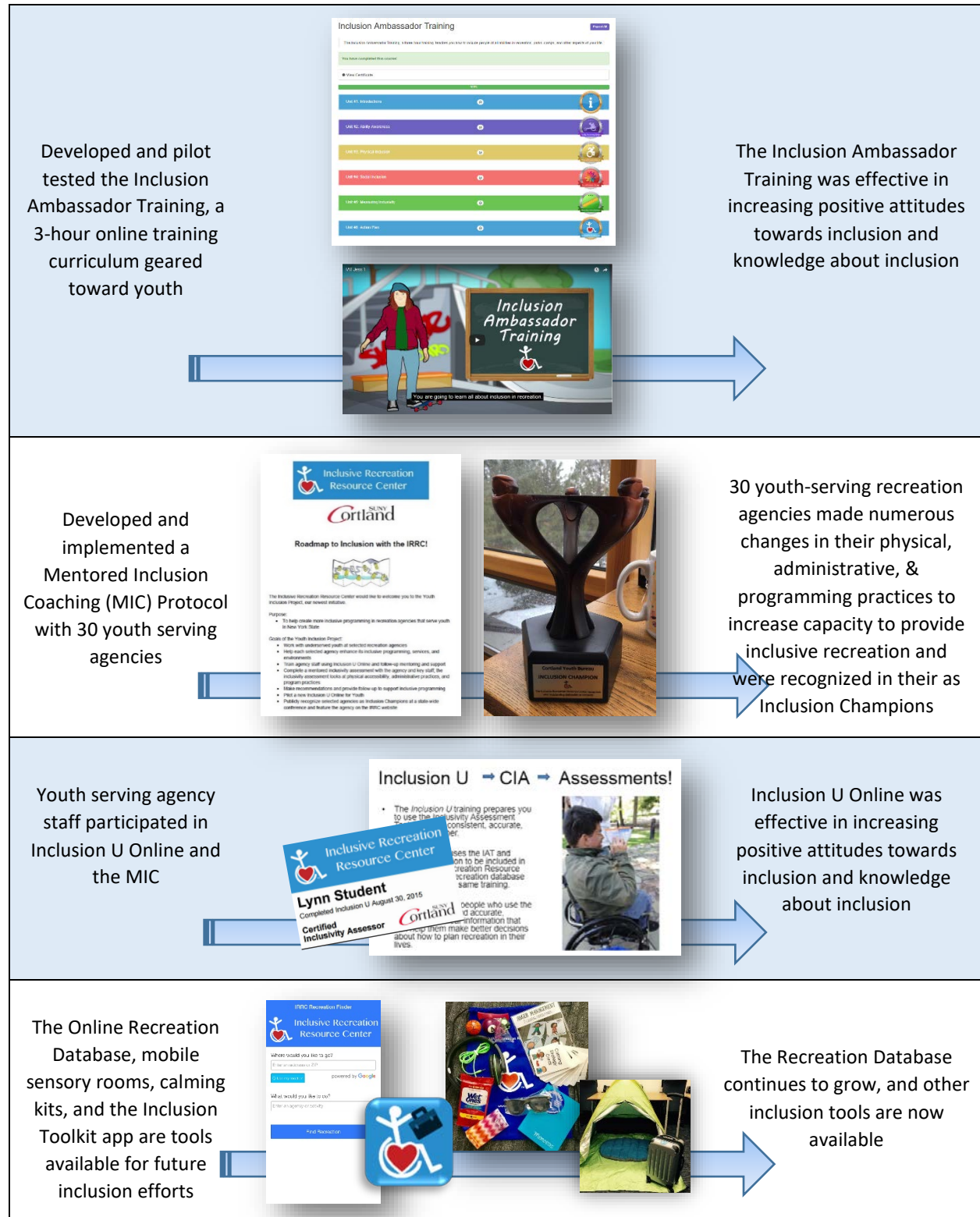
- Working collaboratively with NYSPRS, the IRRC recognized and celebrated inclusion champions at each of the partnering youth-serving agencies
- Each aspect of the youth inclusion project was evaluated using pre and post-assessments, evaluation forms, satisfaction surveys, and mid and final interviews.

Results of the project evaluation showed the following:

- Inclusion U Online impacted professionals positively; there was an increase in positive attitudes toward inclusion and an increase in knowledge about inclusion after the training.
- The Inclusion Ambassador Training impacted participants positively; there was an increase in positive attitudes toward inclusion and an increase in knowledge about inclusion after the training.
- Both Inclusion U Online and the Inclusion Ambassador Training were highly evaluated by participants in both trainings.

Youth-serving partner agencies showed many positive changes in actions and attitudes towards inclusion as evidenced by several changes in physical, administrative, and programmatic practices, as well changes in perceptions about the value of inclusion. Agency staff reported a higher confidence in facilitating inclusion and saw it as a part of the culture of their agencies.

The following infographic provides a pictorial summary of the Youth Inclusion Project.



Project Background

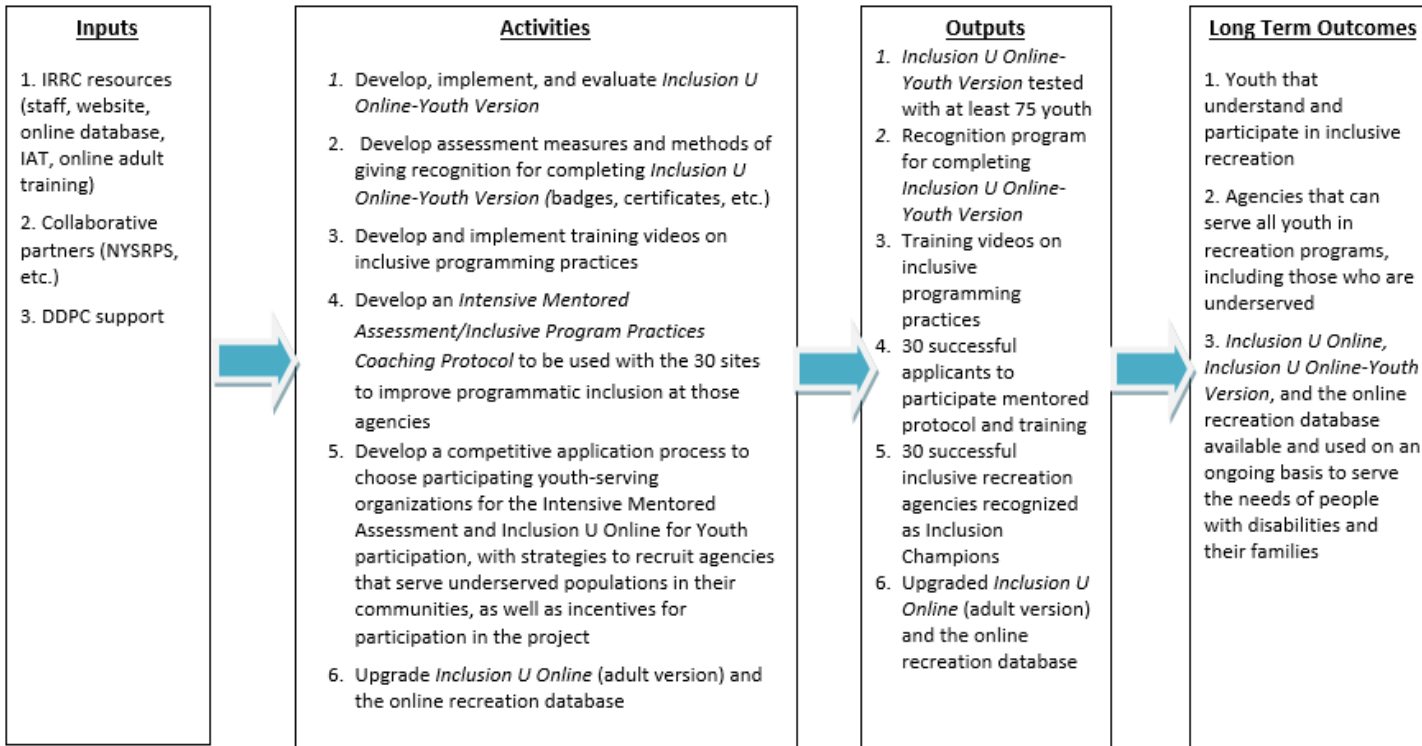
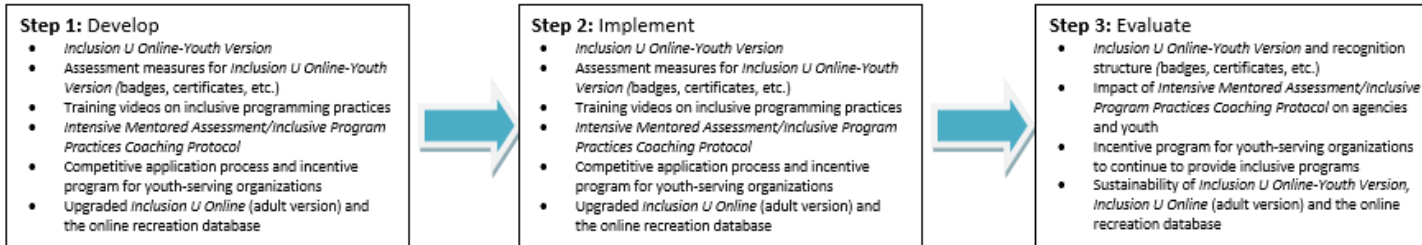
Youth-serving agencies that provide recreation services continue to need education, support and guidance in including youth of all abilities in their programs, facilities, and services. Agencies that have support, guidance, tools, and strategies to promote inclusion will be more successful in their efforts to serve all youth.

The Inclusive Recreation Resource Center at SUNY Cortland implemented a 2-year project to increase the capacity of community and recreation providers that serve youth to include people with disabilities in programs and services in programmatically accessible and inclusive ways.

The activities of the Youth Inclusion Project included:

- Convening an advisory committee to assist with project design and implementation.
- Developing and piloting a youth version of Inclusion U Online called the Inclusion Ambassador Training.
- Developing and piloting an Intensive Mentored Assessment/Inclusive Program Practices Coaching Protocol that was used with 30 agencies to improve programmatic inclusion at those agencies. A second outcome of the Mentored Inclusion Coaching was to develop an app called the Inclusion Toolkit to have best practices in inclusion readily available in the field.
- Developing a competitive application process to choose participating youth-serving agencies for the Intensive Mentored Assessment and Inclusion U Online for Youth participation, with strategies to recruit agencies that serve underserved populations in their communities including racially, culturally, geographically, and linguistically under-served; as well as incentives for participation in the project including conference attendance, awards, and free training was developed. Chosen staff from agencies selected through the above process completed Inclusion U Online (adult version) and piloted the Inclusion Ambassador Training. Staff from selected agencies participated in an intensive mentored assessment, which included onsite inclusive program leadership coaching.
- Continued upgrades to the Inclusive Recreation Resource Center Online Recreation Database and the Inclusion U Online training. Possible upgrades include a CIA app, a free stand-alone trail accessibility training and tool, and a vehicle to mentor college professor (and other teachers or youth group leaders) as they use Inclusion U Online in their classes and activities.
- See logic model below for proposed activities and outcomes.

Logic Model



Evaluation Purpose and Questions

The intent of this project was to develop and test new products and approaches that increase the capacity of recreation service providers in delivering inclusive recreation services, facilities, and programs. Three main activities were evaluated: the newly developed Inclusion Ambassador Training, Inclusion U Online, and the newly developed Mentored Inclusion Coaching protocol.

Evaluation Purpose:

The purposes of the evaluation of the Youth Inclusion Project were to:

- Evaluate a new online training geared toward youth, called **The Inclusion Ambassador Training**.
 - Evaluate the effectiveness of a new online training in its ability to increase positive attitudes toward inclusion and knowledge of inclusion.
 - Evaluate the satisfaction and user friendliness of the new online training
- Evaluate **Inclusion U Online** as it is used with recreation providers as a part of a mentored inclusion coaching protocol.
 - Evaluate the effectiveness of Inclusion U Online in its ability to increase positive attitudes toward inclusion and knowledge of inclusion.
 - Evaluate the satisfaction and user friendliness of Inclusion U Online
- Evaluate the newly developed **Mentored Inclusion Coaching (MIC) Protocol**.
 - Evaluate the effectiveness of the MIC in its ability to change perceptions of ability to implement inclusion practices at one's youth-serving agency.
 - Evaluate the satisfaction of MIC recipients in terms of services provided through the mentored inclusion coaching sessions.
 - Evaluate the impact of the MIC on systemic changes (physical, administrative, and programmatic changes) at agencies that foster more inclusive facilities, services and programs
- Evaluate the growth of the Inclusive Recreation Resource Center's **Online Recreation Database** so that it becomes more valuable and usable to people seeking inclusive recreation information.
- Evaluate the **sustainability** of the Inclusive Recreation Resource Center as a training and technical assistance center, as well as the online recreation database.

Evaluation Questions

- How effective is the newly developed Inclusion Ambassador Training in increasing positive attitudes and knowledge about inclusion?

- How effective is Inclusion U Online in increasing positive attitudes and knowledge about inclusion with staff who participate in a Mentored Inclusion Coaching?
- How effective in the Mentored Inclusion Coaching Protocol in increasing perceptions of ability to facilitate inclusive recreation?
- How effective is the Mentored Inclusion Coaching Protocol in making positive systemic changes that promote inclusion at youth-serving agencies?
- How much growth does the Inclusive Recreation Resource Center's online database experience as more service providers are trained as Certified Inclusivity Assessors?
- How satisfied are participants in this project with their experience in any aspect (training, coaching, etc.)?

Evaluation Methods and Limitations

Methods

A mixed methods approach was used to evaluate this project. Both quantitative surveys, pre and post-assessments, and qualitative mid and final interviews were used to gather changes in attitudes, knowledge, perceptions and satisfaction. Changes made at agencies were documented using the Mentored Inclusion Coaching protocol forms and mid- and final interviews.

Specifically, the following evaluation tools and methods were used:

- Pre- and post knowledge and attitudes toward inclusion was measured for youth-serving agency staff who participated in the mentored assessment and Inclusion U Online. See Appendix A for the Inclusion U attitude and knowledge scale.
- Pre- and post knowledge and attitudes toward inclusion was measured for those who completed the Inclusion Ambassador Training. See Appendix A for the Inclusion Ambassador attitude and knowledge scale.
- Satisfaction with Inclusion U Online and Inclusion Ambassador Training was measured with a post-evaluation form for each training. See Appendix A for the Inclusion U Online Evaluation and the Inclusion Ambassador Evaluation.
- Mid-term and exit interviews were conducted with agency staff who participate in online training and mentored assessment/coaching on the impacts of the training, change made, and other perceptions of changes made. See Appendix A for the mid and final interview protocols.
- Perceptions of changes in ability to implement best practices in inclusion as well as satisfaction with the Mentored Inclusion Coaching experience were measured with the IRRC MIC Satisfaction Survey. See Appendix A for the survey.

Quantitative data were analyzed with basic descriptive statistics. Qualitative data were analyzed using a constant comparison approach, identifying themes that emerged from the data.

Limitations

The evaluation methods used had several limitations. First, the online survey format does not allow for careful tracking of who has responded, and the response rate is lower as a result. Also, the online format makes it difficult to ensure that the survey is completed in its entirety before being submitted, and thus some forms were incomplete. Data that was submitted on incomplete evaluations was still used in the analysis, but with missing items.

The interview process was difficult due to its time-consuming nature. Many of the busy working professionals in this study had difficulty finding the time to complete the mid-evaluation interviews. Thus, 12 mid-evaluation interviews were completed. For the final interviews, to overcome the time challenge, professionals were given the option to complete the interview in writing or orally. Of the 30 agencies contacted for an interview, 18 completed it and all of them opted to do the interview in writing to save time.

Last, it was difficult to keep track of the myriad of changes being made by agencies as a result of the Mentored Inclusion Coaching intervention. Numerous changes were in progress as this project was completed, so a full accounting of its impact will likely underestimate the changes made at the youth-serving agencies.

Findings

Measurable Outcomes Related Analysis of Project Performance

The IRRC Youth Inclusion Project completed the outcomes of this project.

- ***Convened an advisory committee*** – a 14-member advisory committee was formed and met via a webinar platform. The committee includes youth, parents of children with disabilities and their children, policy-makers, leaders in professional organizations, and other key stakeholders. Individual members have been asked to give feedback on project components, unique to their expertise, during development.
- ***Developed and piloted an Intensive Mentored Assessment/Inclusive Program Practices Coaching Protocol*** – the protocol was developed and used with all our partner agencies. The protocol includes a road map, the Inclusivity Assessment, a recommendations report, and Inclusion Action Plan, and follow-up support. An important step in the mentored coaching is that key staff completed Inclusion U Online for free.
- ***Developed a competitive application process for the Mentored Inclusion Coaching*** – We developed a Criteria Survey to evaluate the fit of potential partners in the project. The survey asked the following questions:
 - 1) Does your agency serve youth from rural and underserved areas?
If yes, please describe:
 - 2) Does your agency serve racially and ethnically diverse youth?
If yes, please describe:
 - 3) Does your agency serve linguistically diverse youth?

- If yes, please describe:
- 4) Does your agency serve culturally diverse youth?
If yes, please describe:
- 5) Does your agency serve youth with disabilities?
If yes, please describe:
- Please add any additional information that will help us understand the youth you serve:

Partner agencies were recruited via professional associations, contacts in the field, geographical dispersion across the state, newsletters, and self-referral. Once we chose an agency to participate, a formal Cooperative Agreement was signed by the agencies that committed them to follow through on the project activities.

- **Selected staff from the agencies completed Inclusion U Online**

At each partner agency, at least five staff were provided free access to Inclusion U Online. Some agencies paid for extra staff to complete Inclusion U Online as well.

158 staff at 30 agencies completed the Mentored Inclusion Coaching Protocol. Of those, 134 staff from partner agencies registered for Inclusion U Online, 93 are now Certified Inclusivity Assessors and many are near completion.

Name	Job Title	Enrolled in Inclusion U	CIA?
Albany Parks and Recreation Department			
1. Aaron Cassidy	Program Coordinator	Yes	Yes
2. Elaina Davis	Program Coordinator	Yes	No
3. Bob Ellis	Facilities Supervisor	Yes	No
4. Jonathon Jones	Commissioner of Parks and Recreation	Yes	No
5. Maren Daly	Not provided	Yes	No
Auburn YMCA			
6. Devon Darrow	Intern	Yes	Yes
7. Chris Nucерino	CEO	Yes	No
8. Steven Komanеcky	Executive Director	Yes	No
9. Eva Taylor-Sholes	Human Resources Director	Yes	No
10. Bill Brown	Facility Director	Yes	No
11. Rosemarie Kline	Not provided	Yes	No
12. Audra Jakaub	School Aged Child Care Director	Yes	No
13. Betsy DeGroff	Pre-school Director	Yes	No
14. Dorothea Hughes		Yes	No
Binghamton Parks and Recreation Dept.			
15. Marcheа Taylor	Summer Playground Program Coordinator	No	N/A
16. Carol Quinlivan	Director of Parks and Recreation	No	N/A
17. Grace Doherty		Yes	No
18. Alexis Wooden		Yes	No
19. Emily Mills		Yes	No
20. Jessica Allen		No	N/A
21. Susannah St. Clair		Yes	No
Camp Twelve Trails			
22. Stephanie Pena	Lead Inclusion Coordinator	Yes	Yes
23. Adam Benmoise	Program Director	Yes	No

Name (cont.)	Job Title (cont.)	Enrolled in Inclusion U	CIA?
24. Tracey Weiner	Program	No	N/A
25. Rebecca Schonberg	Secondary Inclusion Coordinator	Yes	Yes
26. Melanie Fields	Program	No	N/A
27. Steven Fondacaro	Program	Yes	Yes
Camp Young Judaea at Sprout Lake			
28. Helene Drobenare	Camp Director	Yes	No
29. Talia Horanblock	Program Coordinator	Yes	No
30. Marta Nemesh	Off-site program coordinator	Yes	No
31. Zachary Zamechansky	Unit Leader	Yes	No
32. Ayal Pierce	Unit Leader	Yes	No
33. Lisa Tobin	FJC representative	Yes	Yes
Camp Y-Owasco			
34. Josh Scott	Camp Director	No	N/A
City (and Town) of Canandaigua Parks and Recreation			
35. Dan Mackey	Recreation Director	No	N/A
Cortland YMCA			
36. David Hamilton	Recreation Director	Yes	Yes
37. Matt Kemak	Program Coordinator	Yes	Yes
38. Devon Darrow	Youth Program Coordinator	Yes	Yes
39. Bethany Schroeder	Aquatics Director	Yes	No
40. Margo Upson	Administration	Yes	No
Cortland Youth Bureau			
41. John McNerney	Director	Yes	No
42. Andrea Piedigrossi	Program Director	Yes	Yes
43. Matt Marcy	Recreation Specialist	No	N/A
44. Lori Breed	Recreation Specialist	Yes	Yes
45. Heather Johnson	Recreation Specialist	Yes	Yes
Double H Ranck			
46. Kate Walsh	Camp Director	Yes	No
47. Emily Hamilton	Program Coordinator	Yes	Yes
48. Chris Pezzulo		No	N/A
Foundation for Jewish Camp			
49. Lisa Tobin	Director, Day Camp and Strategic Programs	Yes	Yes
50. Jenni ZefTel	Director, Day Camp and Strategic Programs	No	N/A
Frederick Douglas Recreation Center			
51. Mike Velazquez	Site Coordinator	Yes	Yes
52. John Piccone	Aquatics Director	Yes	No
53. Don Corey	Program assistant	Yes	No
54. Anthony Calderone	Program assistant	Yes	Yes
Greater Ridgewood Youth Council			
55. Janine Mahon	Site Director	Yes	Yes
56. Claire Mahon	CTRS	Yes	Yes
57. Robert Monahan	Site Supervisor	Yes	Yes
58. Elizabeth Fitzgerald	Program Coordinator	Yes	Yes
59. Monica Sanchez	Program Coordinator	Yes	No
60. Xiomara Pina	Program Coordinator	Yes	Yes
Hamburg Department of Parks and Recreation			
61. Marty Denecke	Recreation Director	Yes	Yes

Name (cont.)	Job Title (cont.)	Enrolled in Inclusion U	CIA?
62. Marc Collins		Yes	Yes
63. Emily Gallus		Yes	No
64. Gay Lynn Nelson		Yes	No
65. Andrew Mencer		Yes	No
66. Pamela Rost		Yes	Yes
Lime Hollow Center for Environment and Culture			
67. Glenn Reisweber	Executive Director	Yes	Yes
68. Peter Harrity	Camp Director/ Associate Director	Yes	Yes
69. Amy Drenzo	Board member	Yes	Yes
New York City Parks and Recreation Department			
70. Shawn James		Yes	No
71. Arjan Perovic		Yes	Yes
72. David Deas		Yes	No
73. Kevin Chang		Yes	Yes
74. Laurie Krauss		Yes	Yes
75. Chris Wong		Yes	Yes
76. Christopher Noel	Accessibility Coordinator	Yes	Yes
77. Stephanie Jones		Yes	No
78. Loretta Sun		Yes	Yes
79. Benjamin Triscuit		Yes	Yes
80. Chris Goudialis		No	No
81. Rodolfo Guevara		Yes	Yes
82. Erin Vega		Yes	Yes
83. Kate Durant		Yes	Yes
84. Anthony Traverso		Yes	Yes
Ontario ARC			
85. Brenda Estey	Senior Associate Executive Director	No	N/A
86. Heather Krebs	Youth Program Coordinator	No	N/A
Reinstein Woods Environmental Education Center			
87. Meaghan Boice-Greene	Director	Yes	Yes
88. Mike Adriaansen	Environmental Educator	Yes	Yes
89. Ginger Wszalek	Environmental Education Assistant	Yes	Yes
90. Leah Tyrrell	Naturalist Intern	No	N/A
91. Mary Ronan	Environmental Educator	No	N/A
92. Gabriella Greene	Naturalist Intern	No	N/A
93. Kristen Rosenburg	Program Coordinator	Yes	Yes
Roberto Clemente State Park			
94. John Doherty	Park Manager 1	Yes	Yes
95. Soleyl Ovalle	Assistant Park and Rec Supervisor	Yes	Yes
96. Benigno Paniagua	Physical Plan manager	Yes	No
97. David Lucas	Maintenance Supervisor	Yes	Yes
98. Clennel Charles	Maintenance Supervisor	Yes	No
99. Robert Morris	Park Manager 2/Night Supervisor	Yes	Yes
100. Jennifer Ferrari	Assistant Regional Parks and Rec Coordinator	Yes	Yes
101. Joe Reed	Rec Supervisor	No	No
Rochester Accessible Adventures			
102. Anita O'Brien	Founder and Director of RAA	Yes	Yes

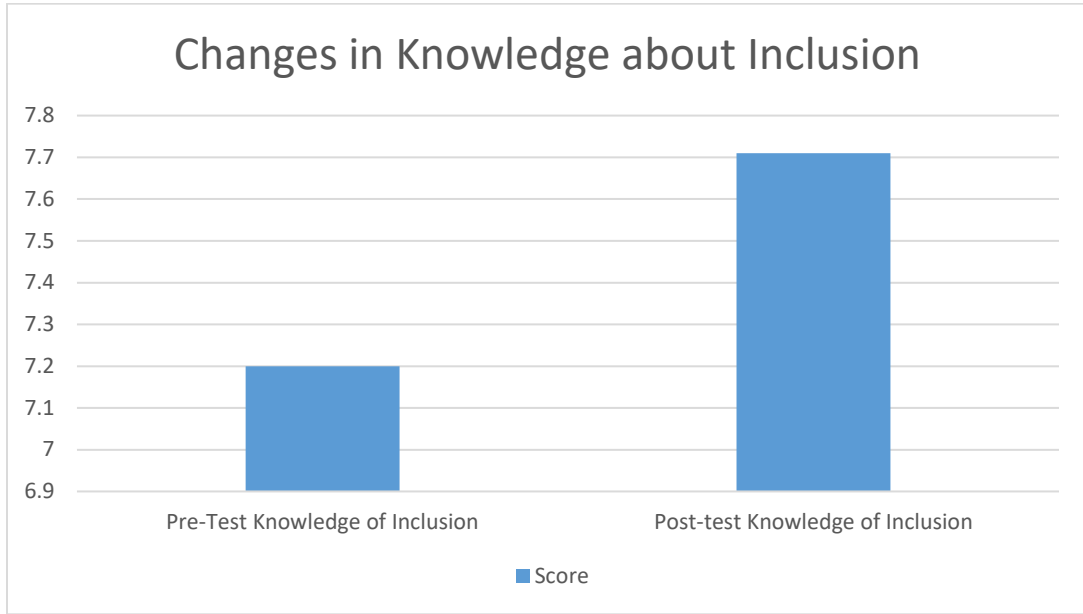
Name (cont.)	Job Title (cont.)	Enrolled in Inclusion U	CIA?
Strong Center for Developmental Disabilities			
103. Jennifer Ward	Coordinator, Recreation Programs Coordinator, Community Advisory Council	Yes	Yes
104. Valerie Smith	Health Project Coordinator	Yes	Yes
105. Suzannah Iadarola, Ph.D.	Assoc Director, Diversity & Cultural Competence Director, RRCASD	Yes	Yes
106. Alfred Vitale, Ph.D.	Administrative Director, CCP	Yes	No
SUNY Cortland Outdoor Pursuits			
107. Jason Harcum	Director of OP	Yes	Yes
108. Kathryn Dimock	Student intern	Yes	Yes
109. Mary McNally	Graduate Assistant	Yes	Yes
110. Christopher Bode	Graduate Assistant	Yes	Yes
111. Corey Gerberdolan	Student staff	Yes	Yes
Syracuse Parks and Recreation Department			
112. Anne Downes	Youth Recreation Bureau	Yes	Yes
113. Julian Chaplin	Special Events	Yes	Yes
114. Daegan Von Swearingen		Yes	Yes
115. Chris Abbott	Youth Recreation Bureau	Yes	Yes
116. Mary Beth Roach	Director	No	N/A
117. Trevor Wallace		Yes	Yes
118. Brent Lopes		Yes	Yes
119. Ellie Barvinchak	Aquatics Director	Yes	Yes
120. Dave Serbun		Yes	Yes
121. Jason Howard		Yes	Yes
122. Larry Cosby		Yes	Yes
123. Deidra Hunt		Yes	Yes
124. Jesse Brantley		Yes	Yes
Taconic Outdoor Education Center			
125. Greg Kofsky	Program Coordinator	Yes	No
126. Sarina Hughes	Program facilitator	No	N/A
127. Jordan Miller	Program facilitator	No	N/A
128. Kevin Sanders	Program facilitator	Yes	Yes
129. Jeanne Chang	Program facilitator	Yes	Yes
130. Max Bass	Program facilitator	Yes	Yes
131. Ursula Svoboda	Program facilitator	Yes	Yes
132. John Stowell	State Park Manager	Yes	No
The Root Farm			
133. Adam Quigley	Recreation Director	Yes	Yes
134. Jeremy Earl, PT	Executive Director	No	N/A
135. Rodger Pape, CTRS	Recreation Program Coordinator	No	N/A
136. Alexis Lalor, CTRS	Equine Program Assistant	Yes	Yes
137. Chris Jones	CTRS intern	No	N/A
138. Kyle Sikes	Program staff	No	N/A
Town of Southport Parks and Recreation			
139. Dave Ellis	Recreation Director	Yes	Yes
140. Julie Renko	Summer site coordinator	Yes	Yes
141. William Evans	Summer site coordinator	Yes	Yes
142. Tyler Shannon	Summer site coordinator	Yes	Yes
143. Jaylun Smolin	Summer site coordinator	Yes	Yes

Name (cont.)	Job Title (cont.)	Enrolled in Inclusion U	CIA?
Town of Victor Parks and Recreation Department			
144. Brian Emelson	Director	Yes	Yes
145. Sharon Kaisen	Administrative assistant	Yes	Yes
146. Christine Winter	Program	Yes	Yes
147. Mike Stockman	Program	Yes	Yes
148. Steve Hendrickson	Program	Yes	Yes
Union Vale Parks and Recreation			
149. Mary Pearson, CTRS	Program Director	Yes	Yes
150. Jessica Dickinson	Director	Yes	Yes
151. Kathleen Hegarty	Program	Yes	Yes
152. Michele Knight	Program	Yes	Yes
153. Jake Gosnell	Facilities	Yes	Yes
YM & YWHA of Washington Heights			
154. Stephanie Pena	Lead Inclusion Coordinator	Yes	Yes
155. Adam Benmoise	Program Director	Yes	No
156. Rebecca Schonberg	Secondary Inclusion Coordinator	Yes	Yes
157. Jon ZefTel	After school program coordinator	Yes	Yes
158. Allan Scher	Director	Yes	Yes

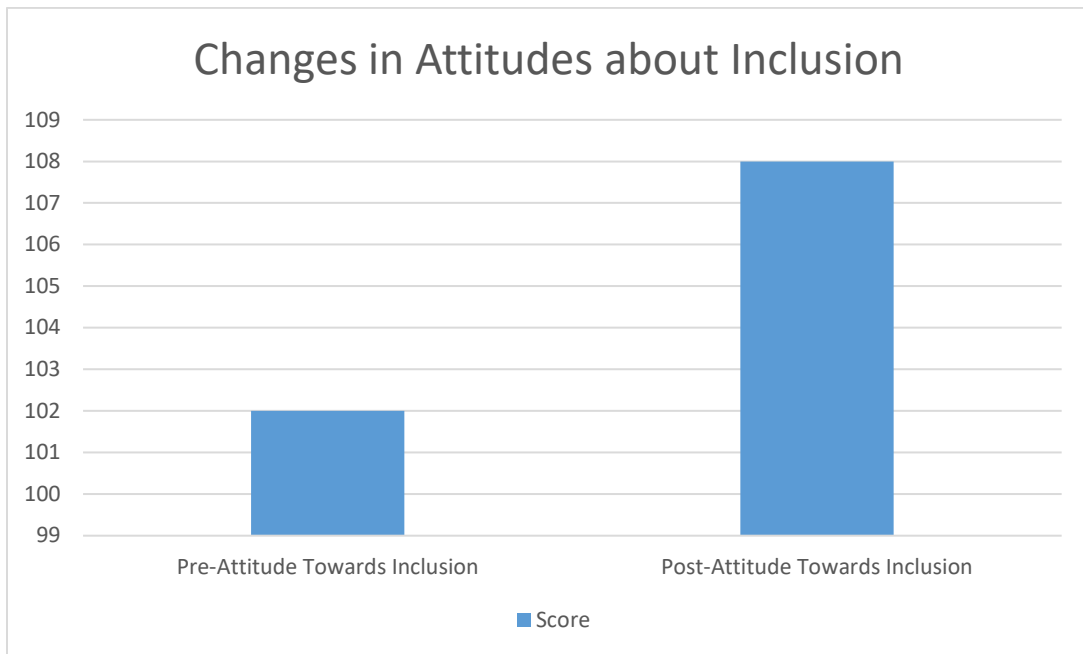
How effective is Inclusion U Online in increasing positive attitudes and knowledge about inclusion with staff who participate in a Mentored Inclusion Coaching?

Inclusion U Online Pre and Post Assessment Results for Staff Participating in the MIC

Knowledge about inclusion:



Attitudes toward inclusion:



Inclusion U Online Satisfaction Survey Results

Inclusion U Online Evaluation Feedback

Evaluation Question	Average Response (out of 5)
I learned a lot in this training.	4.5
This training taught me a great deal about inclusion and accessibility in parks and recreation.	4.6
I feel prepared to conduct an Inclusivity Assessment at a recreation agency after completing this online training.	4.3
The progression of the modules in Inclusion U Online was logical and clear.	4.5
The final exam for Inclusion U Online appropriately tested my knowledge of the material present in the training.	4.5
I feel a sense of accomplishment in becoming a Certified Inclusivity Assessor (CIA).	4.5
I plan to complete an Inclusivity Assessment within the next few months.	4.0
Overall, I am satisfied with the Inclusion U Online training.	4.5

Select Comments from Inclusion U Online Evaluation

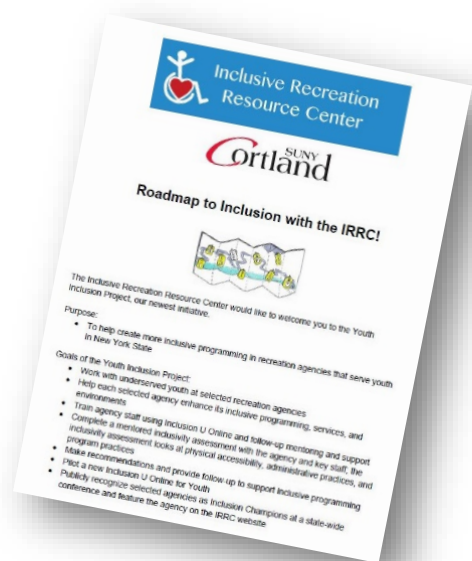
- Thanks for this opportunity! I thoroughly enjoyed it!
- I enjoyed this training and I feel that it will be extremely beneficial for my staff and agency as a whole.
- Thanks so much for this wonderful and very valuable resource.
- Very informative course. I really enjoyed learning about the different things to use on my assessment!
- Very good job on putting something like this together. Much needed. Very professional. Very useful.
- I'll be glad to call myself a CIA now.... Whenever I attend a park or facility, I always wonder to myself if would or wouldn't this be accessible? No I know how to figure that out! Thanks
- Thank you!! I can tell a lot of time, effort, and love was put into the IRRC and Inclusion U. This was a great course and I am excited to be a CIA.
- Thank you for caring enough about others to offer this training. The world needs more people with the outlook of Inclusion U.
- Thank you SUNY Cortland for this opportunity. I really enjoyed learning about Inclusion and look forward to going out in the community to conduct assessments
- I enjoyed this training and plan to use it regularly. I hope to complete a site assessment within the coming months.
- I learned a lot and am very excited to go out and complete my first inclusivity assessment!

How effective is the Mentored Inclusion Coaching Protocol in making positive systemic changes that promote inclusion at youth-serving agencies?

The newly developed Mentored Inclusion Coaching Protocol was used with 30 sites to improve programmatic inclusion at those agencies

Partner	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9
Parks and Recreation									
Albany Parks and Recreation Department									
Binghamton Parks and Recreation Department									
City of Canandaigua Parks and Recreation									
Town of Canandaigua Parks and Recreation									
Hamburg Parks and Recreation Department									
NYC Parks & Recreation Department									
Reinstein Woods EEC (DEC - TBD)									
Roberto Clemente State Park, New York City									
Southport Parks and Recreation Department									
Syracuse Parks and Recreation Department									
Taconic Outdoor Education Center									
Union Vale Parks and Recreation Department									
Victor Parks and Recreation Department									
Camps									
Camp Twelve Trails									
Camp Y-Owasco									
Camp Young Judaea at Sprout Lake									
Double H Ranch									
Foundation for Jewish Camps									
Lime Hollow Center for Environment & Culture									
Youth Bureaus									
Cortland Youth Bureau									
Youth Serving Agencies									
Auburn YMCA									
Cortland YMCA									
Greater Ridgewood Youth Council									
Frederick Douglass Recreation Center (Rochester)									
Ontario ARC									
Rochester Accessible Adventures									
Root Farm									
Strong Center for Developmental Disabilities									
SUNY Cortland Outdoor Pursuits									
YM & YWHA Washington Heights									

- Steps in the Mentored Inclusion Coaching Protocol:
- Step 1: Initial Contact and Formation of Partnership
 - Step 2: Identification of Youth
 - Step 3: Complete the Mentored Inclusivity Assessment
 - Step 4: Observe Recreation Programs and Begin Mentored Inclusion Coaching
 - Step 5: Plan for Enhanced Inclusion and Debrief Session
 - Step 6: Follow-up and Support/Mentored Inclusion Coaching
 - Step 7: Additional Visit (optional)
 - Step 8: Post Assessment & Evaluation
 - Step 9: Recognition as Inclusion Champion



See Appendix B for the Mentored Inclusion Coaching Protocol used with all 30 agencies.

Assessment of Mentored Inclusion Coaching’s Impact on Agency Inclusion Practices

The Youth Inclusion Project made an impact on the partner agencies with whom collaborated. Many changes were made at each agency to increase their capacity to offer inclusive recreation. Appendix C contains a final report for each agency that details the changes made.

Summary of Changes Made

The following changes were made by at least one agency and often multiple agencies in each area of inclusion. For a full description of each change made, see Appendix C – Final Agency Reports.

Physical Inclusion Changes	Administrative Inclusion Changes	Programmatic Inclusion Changes
Provided accessible restroom options at all parks	Developed and implemented service animal policies	Developed and used positive behavior support plans
Changed doorknobs on all entry doors to lever or push/pull systems	Posted safe evacuation routes for people with disabilities	Added quiet times in certain programs (aquatics, etc.)
Accessible signage on all accessible features	Developed a Program Accessibility Guide	Added quiet space
Developed and received grant funding for an inclusive playground which is being built now	Developed an Accessibility Tab on the agency website that lists all pertinent information about inclusion	Changed registration materials to invite people with disabilities and ask for more information on what is needed for inclusion. Here is one example:
Renovated swimming pool with zero depth entry to make it accessible; another agency added a pool lift	Designated an inclusion point of contact and provided contact information in all publications and websites	Staff training modified to include activity accommodations and modelling inclusive and accepting behavior
Lowered registration desk to be accessible to people in wheelchair or of short stature	Developed online or in person ability awareness staff training based on Inclusion U	Moved fitness equipment from an inaccessible to an accessible area in the facility
Changed surfacing in recreation spaces to be more accessible (e.g., poured in place rubber, asphalt)	Infused inclusive program design in general agency professional development	Began using calming kits and noise-canceling headphones
Added ramps to entries	Changed logo to be more inclusive	Began using mobile sensory room
Added or improved designated accessible parking	Changed mission and vision statement to be more inclusive	Hosted adaptive winter games to raise funds, then purchased adaptive equipment
Improved connecting trails, paths, and walkways to make them accessible	Developed a standing Inclusion Committee to monitor and improve inclusion on an ongoing basis	Added beeping equipment to activities to allow children with vision impairments to participate
Added curb cuts	Networked with disability groups for resources and partnerships	Created visual schedules
Changed bathroom stalls, sinks, and added grab bars to increase accessibility	Trained all staff on person-first language	Developed and conducted adapted outdoor recreation workshops open to all
Installed automatic doors	Had all permanent staff complete Inclusion U Online using group/agency rate	Conduct inclusion workshops to raise awareness about social inclusion

Physical Inclusion Changes (cont.)	Administrative Inclusion Changes (cont.)	Programmatic Inclusion Changes (cont.)
Upgraded family changing room to be accessible	Added images of people with disabilities on marketing materials, including websites and program brochures	Created a sensory space at camp and used in conjunction with calming kits
Made fishing pier accessible	Involved elected commissioners and council members in inclusion planning	Developed clear program schedules and rules that benefited all children, but especially those with attention or sensory processing differences
Made picnic shelters, tables, and grills accessible	Applied for and received \$5,000 grant to upgrade a hiking trail to be accessible	Hosted an Inclusion Recreation Day and Adaptive Yoga
Installed a new splash pad that will be accessible for children who use a wheelchair or walker.	Applied for grant to add accessible seating to outdoor amphitheater/bandshell	Renamed “Special Needs Shelter” to Kulana Shelter (which is Hebrew for everyone)
New handrails added to walkways and stairs	Added person-first language training and continual reminders about person-first language usage	
Added new surfacing to equestrian mounting platforms and spiral staircase on challenge course		
Installed a new sensory component to playground (the sensory component was designed by high school students as part of their engineering class. It is on flat, stable, ground and low enough for all children to play)		
Renovated camp cabins to be accessible		

Key Findings from the Mid and Final Interviews

The mid and final interviews went in depth on several of the changes made at each agency. The following more general themes emerged from the interview data:

Person-First Language:

One prevalent theme across all interviews was the increased awareness about person-first language and ways that agencies have institutionalized its use, from staff training to signage changes to handouts and flyers given to staff. One participant summed it up well, “Our staff is starting to learn the importance of people first language when discussing issues even when explaining to youth in our centers on why it not okay to use offence and degrading language to each other. We have tried to shape more of our programs to being inclusive so that people of all ability levels can partake when possible.”

Staff Attitudes and Awareness:

Another prevalent theme across agencies was the change in staff attitudes and awareness about inclusion. As one participant stated, “I would say the biggest success is simply having a mindset change, and starting to think with inclusion on the mind.” Another participant stated, when contemplating the improvement in staff attitudes, “We can now honestly market our memberships and programs to

community members of all abilities with the confidence that they can receive good value.” Another participant stated, “Participating in the MIC has helped the staff become more open minded in terms of what people can do. They have learned that people with different functional and developmental differences are still very capable of rock climbing, hiking, paddling, etc. They have also become more creative and better at problem solving. Thinking about different ways to adapt a trip or equipment as put their creativity and problem solving skills to the test.”

Confidence in Knowledge of Inclusion and Ability to Advocate for Inclusion:

A third theme that emerged from the interviews was the increase in knowledge about inclusion and confidence in advocating for and making changes. One participant talked about her ability to push elected officials for money and resources to make changes, “The project opened the eyes of our staff who were not aware of the changes we needed to make. It helped us when going to the Common Council to get the changes approved, and allowed us to look at things in a different view to make sure we were doing everything we could to make our parks, playgrounds, programs, and facilities accessible for everyone in our community. We had deteriorating playgrounds, not accessible at all. We pushed the City to allow us to build inclusive a playground. We included so much information about what it means to be inclusive, who it will benefit, why it’s important, etc. The inclusive playground is being built in the next 6 weeks!!!”

Increased Awareness of Universal Design:

Another theme that emerged from the interview data was an increase in awareness of what universal design means and how it can be implemented in facilities, services, and programs. According to one participant, “As an agency, we better understand what a fully universal design looks like and want to strive for that if we do not meet those standards already.”

Lessons Learned:

Many participants shared some perspective on what they learned as a result of participating in the youth inclusion project. Some lessons learned across several agencies included:

- Ask for help from the participant with a disability and others
- Many changes are easy, once one is aware of the change that needs to be made
- Many changes take longer than anticipated, but are worth the effort
- Being “ADA compliant” and inclusive are not the same thing!
- Even small changes can have a huge impact

According to one participant, “Not only for us but for many people who participate or help it has opened our eyes to a whole new world. Many of thought, “how have we never thought about these things before!!!”

Helpful Practices:

Helpful practices were identified by all agencies. As a result of participating in the Mentored Inclusion Coaching Protocol, these practices were identified as most helpful:

- Understanding more about social inclusion; this is a major part of the picture of inclusion
- Understanding in more depth what physical inclusion is and how to assess it
- Using proper language, from person-first terminology to how to talk about program practices to ability level as a functional variation in the human condition.
- Understanding how to structure staff training

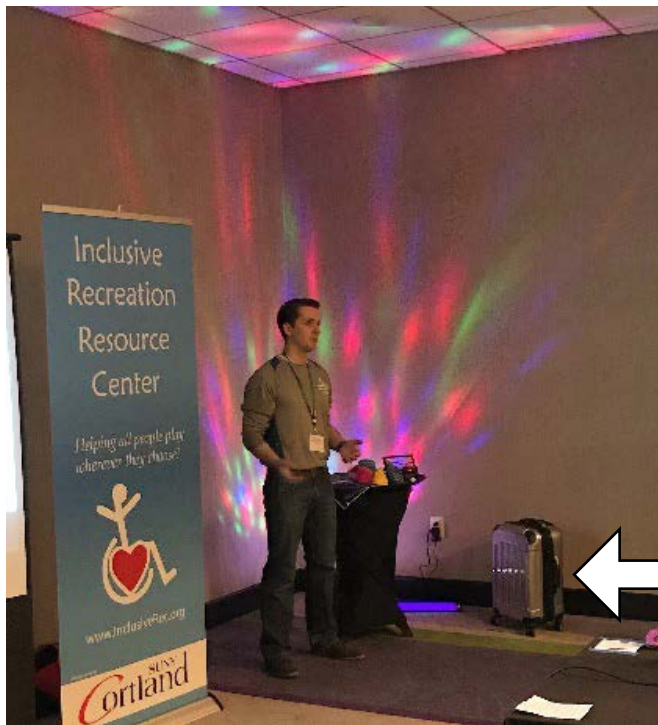
- Using the inclusivity assessment, recommendation report, and inclusion action plan to begin inclusion efforts and sustain them over time, as well as measure progress
- Understanding the many tools available to promote social inclusion
- Having the protocol as a guide, but combined with the mentor coach was a powerful change agent. According to one participant, “To me, the most helpful aspect was actually learning how to use the Inclusivity Assessment tool, and actually going out to different sites and assessing the areas. Also, simply talking with Geoff and him explaining the different aspects of inclusion.” Another participant stated, “It was helpful to have the ability to reach out to you guys at any time with a question, looking for help with a program, or facility upgrades is priceless. We want to create an environment for everyone and with your help we are on our path to doing that!”

Development of the Inclusion Toolkit App, Mobile Sensory Rooms, and Calming Kits

As a result the Mentored Inclusion Coaching session, several needs emerged from the agencies that the IRRRC responded to with tool and resource development.

A need emerged consistently across most agencies to have better strategies in place to help staff and youth with positive behaviors. The IRRRC developed two evidence-based strategies and shared them with partner organizations: the use of calming kits and the use of a mobile sensory room.

Mobile Sensory Rooms



Sensory items include:

- Sensory projector
- Wireless speaker
- Water wigglers
- Lighted color twist ropes (several colors)
- Kinetic sand
- Light up massager
- Sand in motion device
- Sensory shapes
- Soft bump balls
- Black light
- Weighted gel lap pad

All sensory items fit in a small suitcase on wheels, so easily transported to programming areas where needed by staff and youth



Calming Kits



Contents:

- Noise-cancelling headphones
- UV blocking sunglasses
- Antibacterial wipes
- Tissues
- Rubber wrist bands for snapping
- Calming strategies key ring set
- Calming flipbook with nature pictures
- Fidget toy and fidget box
- Stress ball
- Sensory toys/balls
- Social story on handling emotions
- Communication boards
- All contained in portable light drawstring bag

Inclusion Toolkit App

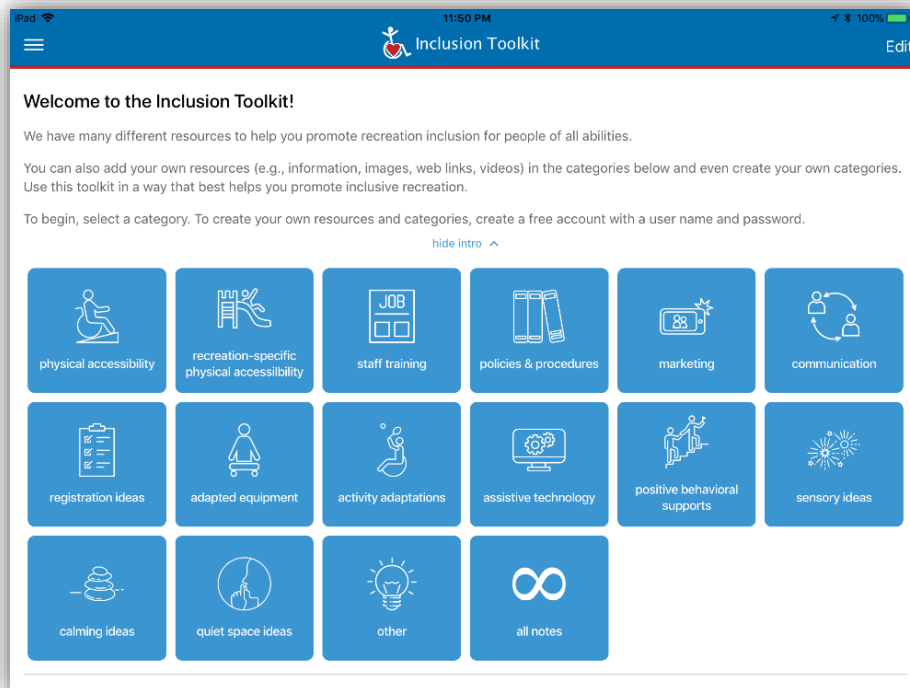
The Inclusion Toolkit App emerged as a need as the youth inclusion project progressed. There was a need to have information and resources available in the field, during programs or activities, to help staff implement inclusion best practices. The Inclusion Toolkit App is a sort of “recipe box” of inclusion tips, tools, and best practices organized according to categories that reflect Inclusion U and the Inclusion Ambassador Training. The App is pre-loaded with tips and tools that were commonly needed across the project. But a key feature of the app is that each person using it can add whatever they find helpful to it, individualized to their unique agency and program needs. Any type of content can be added: notes, photos, web links, PDFs, documents, and whatever else the person wants ready access to in the field. People can create their own categories as well. The Inclusion Tool Kit app is now submitted to the App Store and Google Play for review and approval and will be available for free once approved.

Here is the final interface:

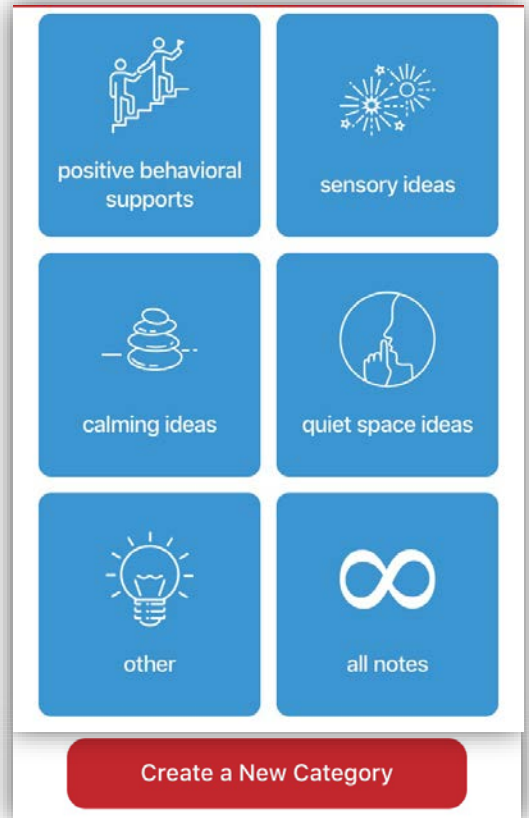
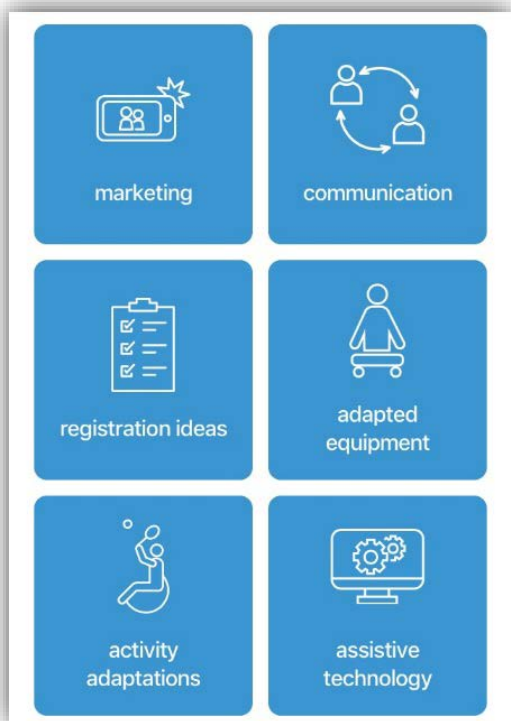
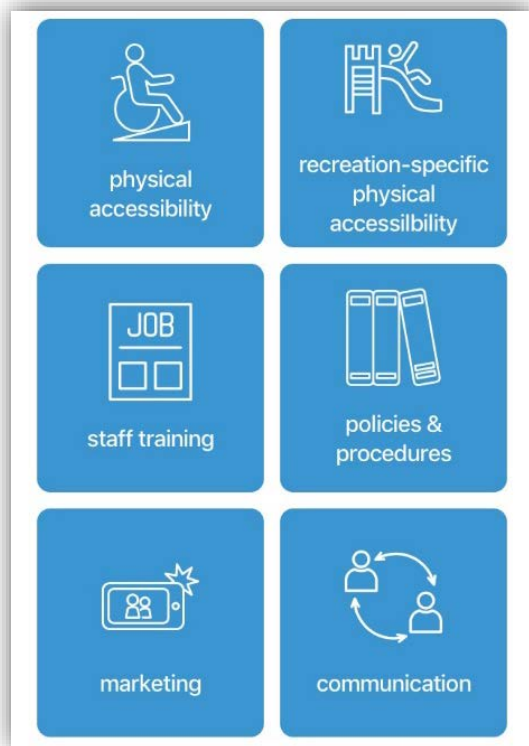
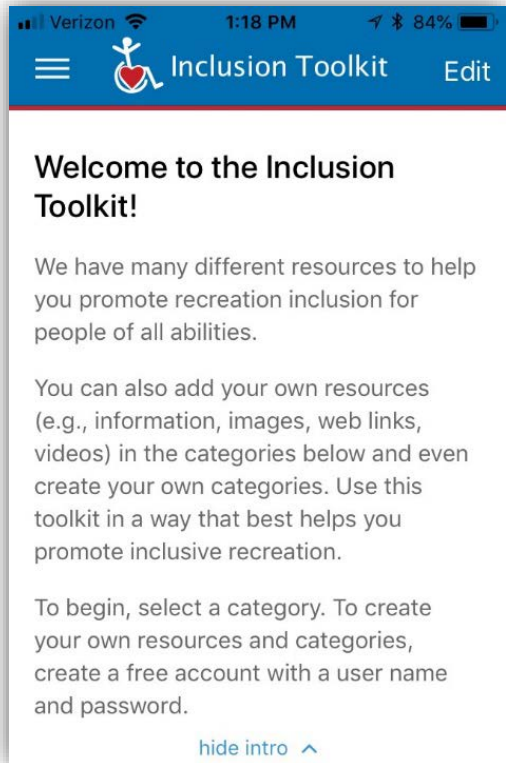
App Icon in App Store or Google Play



Ipad or Tablet Interface



Smartphone Interface



Recognition and Rewarding of Inclusion Champions

One of the outcomes of this project was to honor and recognize those recreation professionals who made significant efforts toward inclusion. Key staff at each agency who participated in the Mentored Inclusion Coaching Protocol were honored each year (2017 and 2018) at the New York State Recreation and Park Society (NYSRPS) Annual Conference. The NYSRPS conference organizers allowed us to recognize the IRRC Inclusion Champions as a part of the overall awards ceremony, so the awardees received their Inclusion Champion Award in front of a large audience of their peers. Each agency that participated in the Mentored Inclusion protocol received one registration to the state conference and the award pictured below. In all, 17 participants in 2017 and 18 participants in 2018 were supported in attending the NYSRPS Annual Conference (in Rochester, NY in 2017 and in Syracuse, NY in 2018).





IRRC Inclusion Champions 2017



- Binghamton Parks & Recreation
- Camp Young Judea Sprout Lake
- Cortland Youth Bureau
- Double H Ranch
- Greater Ridgewood Youth Council
- Hamburg Recreation
- New York State DEC
- New York State OPRHP
- New York City Parks & Recreation
- Southport Parks & Recreation
- SUNY Cortland Outdoor Pursuits
- Syracuse Parks, Recreation & Youth
- YM & YWHA Washington Heights





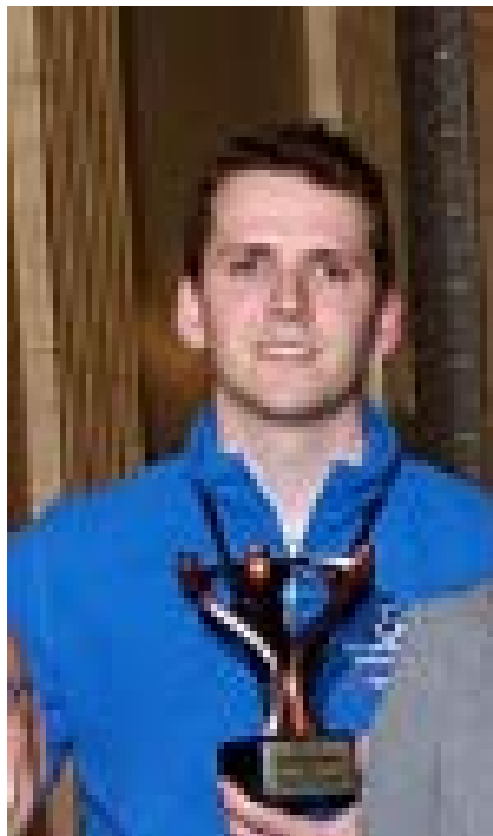
IRRC Inclusion Champions 2018



- Albany Department of Recreation
- Auburn YMCA-WEIU
- City of Canandaigua Parks and Recreation Department
- Cortland YMCA
- Foundation for Jewish Camp
- Frederick Douglass R-Center
- Lime Hollow Center for Environment and Culture
- New York State Recreation and Park Society
- Ontario ARC
- Reinstein Woods Environmental Education Center
- Rochester Accessible Adventures
- The Root Farm
- Strong Center for Developmental Disabilities at the University of Rochester
- Taconic Outdoor Education Center
- Town of Victor Parks and Recreation Department
- Town of Canandaigua Parks and Recreation Department
- YMCA Camp Y-Owasko



Inclusion Coach Award to Geoff Peppel!



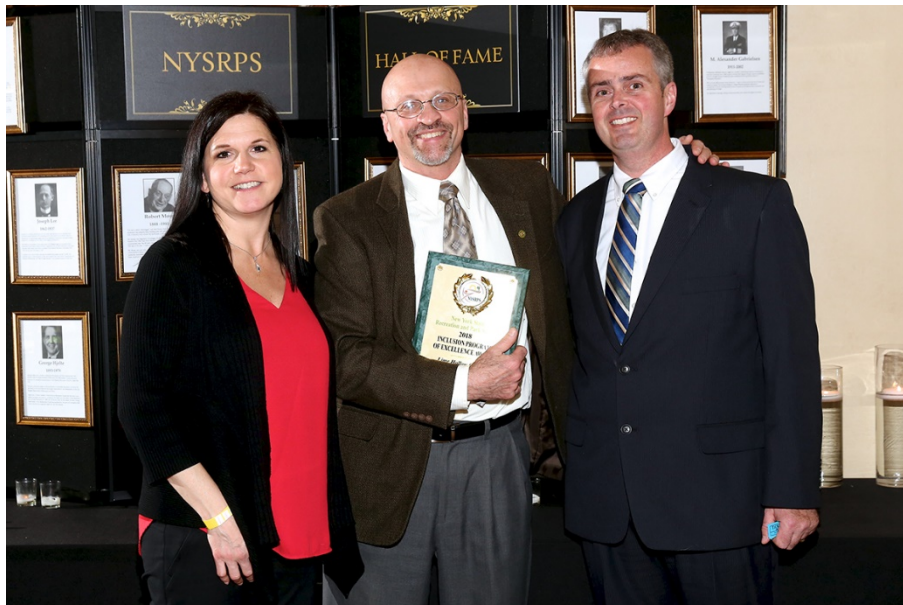
In addition to the Inclusion Champion Awards presented by the IRRC to our partners, each year we nominated at least one agency for the New York State Recreation and Park Society Inclusion Program of Excellence Award. This award is given by the state professional association to recognize and honor recreation agencies that have shown excellence in their inclusive services.

The IRRC nominated the Cortland Youth Bureau in 2017 and they won the award.



President of NYSRPS, Jeff Meyers and Andrea Pedigrossi, Cortland Youth Bureau

The IRRC nominated the Lime Hollow Center for Environment and Culture in 2018 and they won the award.



President of NYSRPS, Eric Bacon and Amy DiRenzo and Glenn Reisweber, Lime Hollow Center for Environment and Culture

How effective in the Mentored Inclusion Coaching Protocol in increasing perceptions of ability to facilitate inclusive recreation?

Key Findings from the Mentored Inclusion Coaching Online Survey

Demographics

Of the 28 recreation professionals who completed the IRRC Mentored Inclusion Coaching (MIC) Satisfaction Survey, the following race/ethnicities were reported:

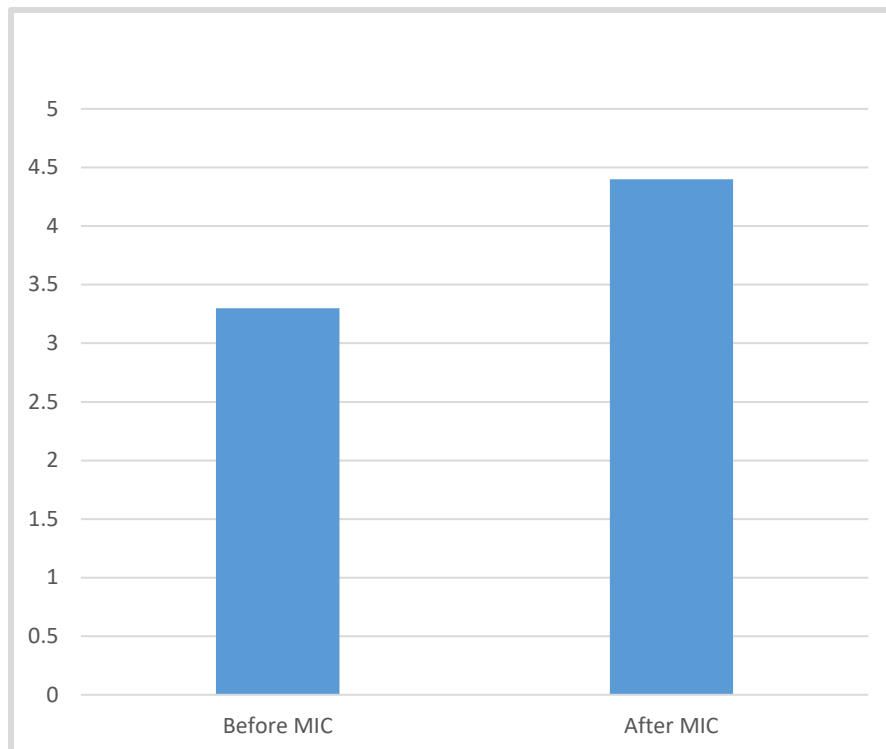
- 1 Asian
- 4 Black/African American
- 3 Hispanic
- 1 Jewish (self-reported)
- 19 White

In addition, 1 person with a disability completed a satisfaction survey.

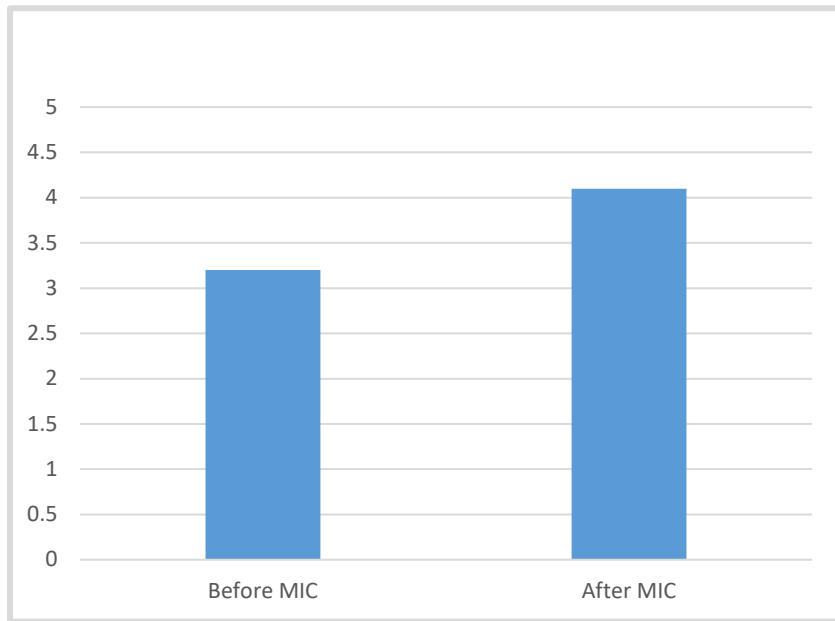
Of the agencies that responded to the satisfaction survey, 5 were rural and 23 were urban.

Overall, partners felt they gained knowledge or skills in these areas:

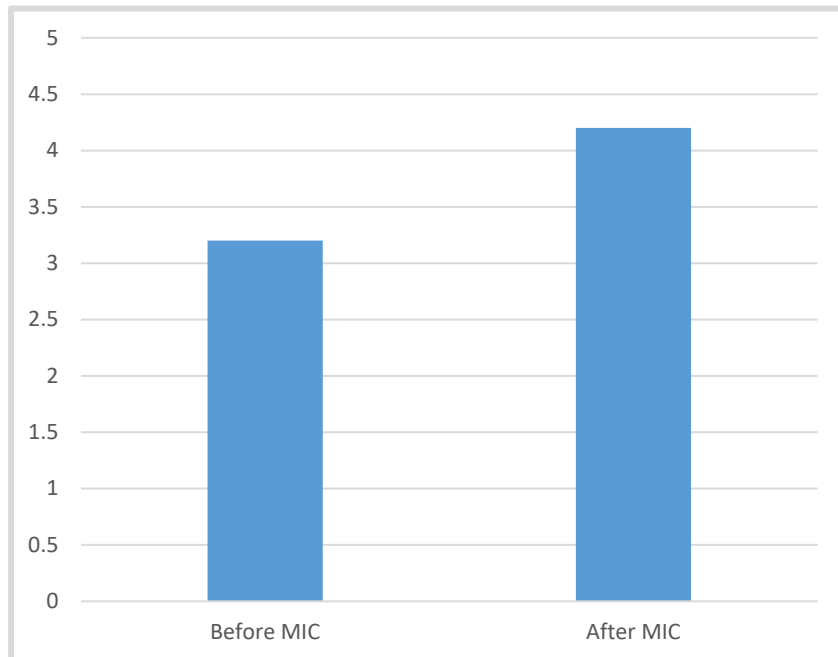
- Interacting with people with disabilities:



- Adapting activities to meet individual needs of participants with disabilities



- Instructing or leading a group of participants with and without disabilities



When asked what knowledge they will apply from the Mentored Inclusion Coaching, the following practices were reported:

Practice	Response Total	Percent Response
I will use what I learned to help participants with disabilities feel more welcome in my programs.	24	86%
I will use techniques that I learned to modify my teaching/leading style to meet the needs of participants with disabilities.	22	79%
I will use techniques that I learned to adapt activities to meet the needs of participants with disabilities.	20	71%
I/my organization will review our policies and procedures and make any needed revisions to ensure that people with disabilities have equal access to programs and services.	18	64%
I/we will improve the physical accessibility of our facility (e.g., parking, bathrooms, entry ways).	18	64%
I/we will create 'plain language' marketing materials and include wording and images that send a message that people with disabilities are welcome.	21	75%

Key Findings from the Mid and Final Interviews on Perceptions of Ability to Facilitate Inclusive Recreation

Youth Are Included

In the mid and final interviews, participants shared stories of youth who were being included at their agencies. Some themes from these stories include:

- Many youth are being included, but there is more work to do. For example, one participant stated, “I think that we have many more opportunities to engage youth with disabilities in our community. Still lots to do.” Another participant stated, “I’d like to say that children and youth with disabilities feel welcome and supported, as I, myself am a major proponent for this group, and I encourage my staff to do the same. That being said, I plan to incorporate more training for my staff on supporting and involving youth with disabilities this summer and moving forward.”
- Staff support facilitates youth in inclusion in programs. One participant stated, “we have about 20 kids in our afterschool program with disabilities (ASD, ADHD, Down Syndrome, Learning Disabilities, etc) and we have changed the way we support them in the structure of our staff. We have more “inclusion counselors” that can give more targeted support to our kids based on their schedules. We have about 100 kids in our camp with disabilities and we didn’t change as much as we did with our after school programming, we really just focused on supporting our staff who support our campers.”
- Friendships do form during inclusive recreation. One participant stated, “At camp we’ve seen a lot of campers make authentic friendships with typically developed children and other children with disabilities that last well after camp.” Another participant shared the story of a child with a disability in a fishing program: “XX has anger management struggles and oftentimes needs space and time to handle difficult situations.

XX became one of our Counselors in Training (CITs) and we hired him for several weeks as a paid mentor last year. XX is 17 years old and still has anger management issues but our staff and lead mentors understand XX fully and work with him when he needs our help. The story of XX is one of our major success stories. Last summer, XX caught a “lunker” bass during our Fishing Week and was awarded the GDR \$10 “Bounty” for the Biggest Fish. I awarded the “Bounty” during lunch in front of XX’s 56 friends. He was beaming with pride and grinning from ear to ear.”

Culture Shifts and Inclusion

Inclusion is becoming a more natural, integrated aspect of program and facility operations in the agencies that participated in the mentored inclusion coaching. Some themes that emerged that substantiate this culture shift include:

- Inclusion is now part of the planning process
“When we get ready for a new program we make sure inclusion is a priority. What do we need to do to include someone with a disability, what changes need to be made to the equipment, facility, event so everyone is included. There is a checklist I use to help ensure we are providing an inclusive program.”
“Inclusion has become part of our normal and routine planning with anything we do now. It is very special to us and is great to see the others in our community notice and appreciate it.”
- Inclusion is integrated into staff training
“I feel that that the MIC was very helpful as employees now have more awareness and inclusion is always on their mind. Also, all staff are trained in inclusion once a year so inclusivity is second nature.”
- Having knowledge and awareness of inclusion assists in everyday decision-making
“Becoming a Certified Inclusion Assessor allowed me to better understand how to address needs of those with disabilities and not single them out from activities with others.”
- Inclusion is natural
“Our hope and goal is to make sure all our programs feel natural and include everyone. We don’t broadcast that someone needs a 1:1 aid during a softball game, it just happens.”
“Inclusion has become part of our overall culture in our agency. I think each year it becomes more fluid and natural for our staff, kids, and families. We have a lot of families ask us to give them trainings about how to best go about having their child be friends with a child with special needs-they genuinely want to know how they can support these children too which is truly beautiful.”
“ As I said, we won’t turn anyone away from any of our programs.”

How satisfied are participants in this project with their experience in any aspect (training, coaching, etc.)?

Data from the Mentored Inclusion Coaching Satisfaction Online Survey shows that agencies were satisfied to very satisfied with the MIC process (4.82 out of 5).

Out of 28 respondents to the survey, 28 said they had a positive experience with the MIC (100%).

Selected comments from the satisfaction survey highlight the satisfaction level:

What aspects of the MIC were most useful?

- Looking at the physical accessibility of camp and noticing the little things that may make it uninviting.
- The demonstrations and the hands on activities, I thought they were a great way to learn about doing assessments and really got you thinking about one's life with a disability.
- The assessment form and the tools we were able to use.
- Developing a plan for my specific area after with help
- The field trip and the hands on experience and having someone there with a disability was helpful
- Learning exactly what word, phrases and questions to use and ask when speaking with someone who has a disability.
- I enjoyed learning about person first language. This is not a knowledge set most people have, even those who work with individuals with disabilities on a daily basis. Using appropriate terminology is key across all setting.
- The hands-on, mentor-led assessments of our own facilities was incredibly helpful!
- The hands on assessment and instruction
- Learning how to be a more inclusive agency
- The feedback provided to camps after the walk through. Inclusion U. Observation of the program in action.
- Having someone come to camp and evaluate our program and give us tangible tools to make sure we were meeting the needs of all of our participants was such a help. Often times, we talk about inclusion and making camp more inclusive so it was nice to have a professional validate our thoughts and give us an opportunity to work on improving our facility and program.
- I enjoyed being able to ask questions about difficult questions (like, how do we get others in our town to also use person-first language?) and having positive, guided discussions to come to an answer.
- Teaching the staff what to look for to correct non-compliance with the ADA.
- The in-person with Geoff to answer questions and teach us how to assess different facilities. This was useful because I can now feel comfortable myself going out to different facilities and assessing them.
- The visits from Ian and Geoff were very helpful. Those guys opened our eyes to new ways of being more inclusive and helped us with questions and specific issues.
- Teaching and discussion at on-site training. Helped open staff's eyes to bigger issues. Written report. - Great reference document and reminder of to-do items.
- The on-line coursework and the manner in which it was put into practice during the site visit.
- Observations

- People first language and developing programs with inclusion best practices
- I'm very happy with the references that were discussed and given to us. I feel like even if we don't remember everything we learned during the training, we know where to go to find the information we need in the future.
- It was helpful to learn about the youth project and exciting to hear a self-advocate was so directly involved. It was incredibly helpful to learn about the relationship building process with rec organizations.
- People's first language information. Awareness of regulations.
- Having an outside perspective to give us feedback and support. Sometimes in our own jobs we can have blinders on but it was nice for a fresh perspective.

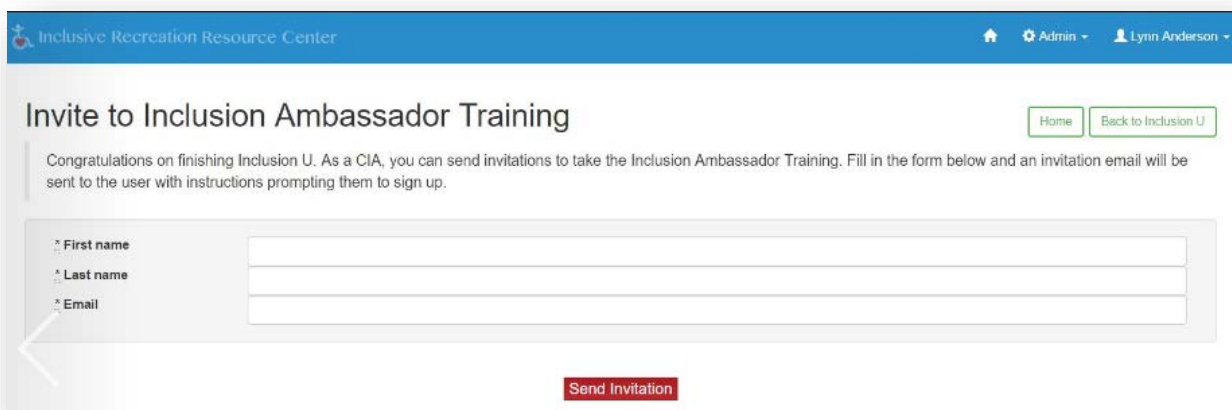
How effective is the newly developed Inclusion Ambassador Training in increasing positive attitudes and knowledge about inclusion?

Inclusion Ambassador Training Description

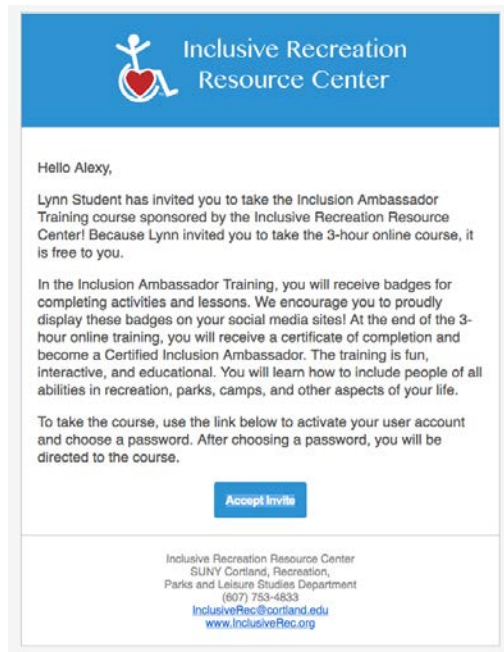
Overview and Invitation/Registration Process

The Inclusion Ambassador Training is six units and three hours in length. The content of the training is geared toward a youth audience and is ideal for summer staff training, school and youth group projects, and the like.

All Certified Inclusivity Assessors (those who successfully complete Inclusion U Online) have access to the Inclusion Ambassador Training and can invite as many people as they want to the training. Once they complete Inclusion U Online, CIAs will see this screen with the “Invite to Inclusion Ambassador Training” option:

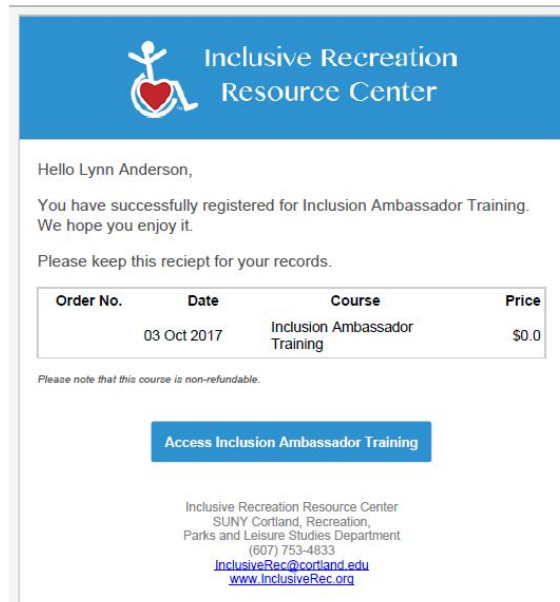


When a CIA invites a participant, the invitee will receive this email invitation:



When the invitee accepts the invitation to the Inclusion Ambassador Training, they are directed to the log-in screen and instructions on how to register and start the training:

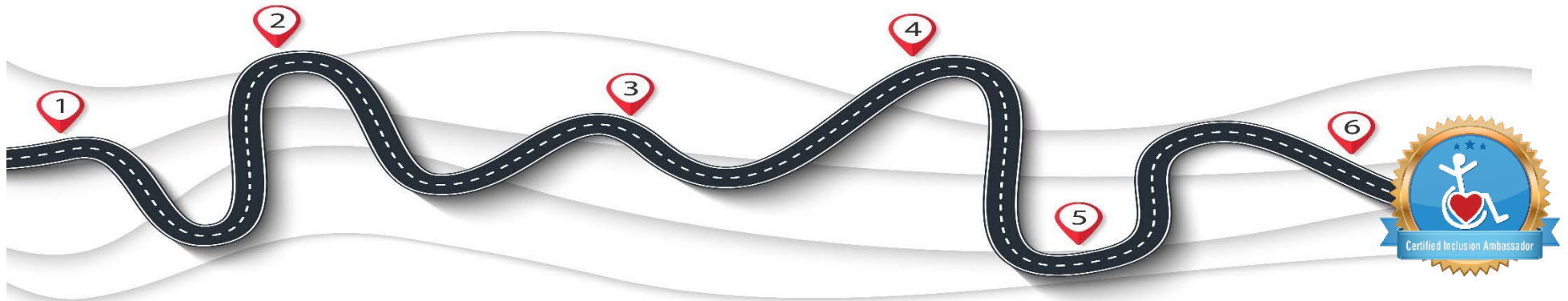
And once registered, the invitee receives this email message:



Inclusion Ambassador Training Curriculum Map

The following curriculum map describes in detail each unit of the Inclusion Ambassador Training:


Inclusion Ambassador Training Curriculum Road Map




UNIT 1: INTRODUCTIONS

Learning Outcomes	Lessons (Videos)	Time	Reading/Handouts	Assessment	Badge Earned
<p>By the end of Unit 1, you will:</p> <ul style="list-style-type: none"> • Understand how to complete the online training, including technology requirements and technical assistance • Understand what the Inclusive Recreation Resource Center is and what it does • Identify what inclusion is and why it is important • List several principles that guide inclusive services 	<input type="checkbox"/> Meet Jess, Your Inclusion Ambassador Host	:57		<input type="checkbox"/> Quiz Review: <ul style="list-style-type: none"> ○ Crossword Puzzle <input type="checkbox"/> Quiz: <ul style="list-style-type: none"> ○ 5 questions (80% or better) <input type="checkbox"/> Optional Assignment: Do one of the following and post on the IRRC social media pages: <ul style="list-style-type: none"> ○ Poster or art about inclusion ○ Poem about inclusion ○ Story about inclusion ○ Comic strip about inclusion ○ Presentation about inclusion to your peers ○ More ideas? Be creative! 	None in this unit
	<input type="checkbox"/> Introduction to Unit 1 with Jess	:56			
	<input type="checkbox"/> Lesson 1: Introduction to Online Learning	4:44	<ul style="list-style-type: none"> • <i>Responsible Social Media Use</i> • <i>Checklist for Learning</i> 		
	<input type="checkbox"/> Lesson 2: Introduction to the IRRC	6:31	<ul style="list-style-type: none"> • <i>Everything You Need to Know IRRC</i> 		
	<input type="checkbox"/> IRRC video	1:17			
	<input type="checkbox"/> Lesson 3: Introduction to Inclusion	8:49	none		
	<input type="checkbox"/> Inclusion is Belonging video	1:50			
	Unit 1 Total Time: 25 minutes				


UNIT 2: ABILITY AWARENESS

Learning Outcomes	Lessons (Videos)	Time	Reading/Handouts	Assessment	Badge Earned	
<p>By the end of Unit 2, you will:</p> <ul style="list-style-type: none"> • Be able to use person first language • Understand disability as a functional variation in the human condition • Be able to describe the social model of disability • Understand functional abilities (physical, intellectual, emotional , social) and common etiquette for interaction 	<input type="checkbox"/> Introduction to Unit 2 with Jess	:57		<input type="checkbox"/> Quiz Review: <ul style="list-style-type: none"> ○ Word Search Puzzle ○ Word Scrambler Puzzle <input type="checkbox"/> Quiz: <ul style="list-style-type: none"> ○ 5 questions (80% or better) <input type="checkbox"/> Optional Assignment: Do one of the following and post on the IRRC social media pages: <ul style="list-style-type: none"> ○ Poster or art about variations in people ○ Presentation about ability awareness to your peers ○ Use a wheelchair for a day and write about it ○ Learn 10 sign language words and video record (just your hands) ○ More ideas? Be creative! 	 <p align="center">Ability Awareness Badge</p>	
	<input type="checkbox"/> Lesson 1: People First	6:37	<ul style="list-style-type: none"> • <i>Person First Language Chart</i> 			
	<input type="checkbox"/> End the R-Word video	:30				
	<input type="checkbox"/> People First Language video	1:34				
	<input type="checkbox"/> Not Special Needs video	2:00				
	<input type="checkbox"/> Lesson 2: People Vary	3:32	none			
	<input type="checkbox"/> I'm Tyler video	12:14				
	<input type="checkbox"/> Lesson 3: Change the World	4:39	<ul style="list-style-type: none"> • <i>Social Model of Disability</i> 			
	<input type="checkbox"/> Lesson 4: Physical & Sensory Variations in People	4:49	<ul style="list-style-type: none"> • <i>Physical & Sensory Functioning</i> 			
	<input type="checkbox"/> Lesson 5: Communication Variations in People	2:23	<ul style="list-style-type: none"> • <i>Communication Functioning</i> 			
	<input type="checkbox"/> Lesson 6: Thinking & Learning Variations in People	2:27	<ul style="list-style-type: none"> • <i>Intellectual Functioning</i> 			
	<input type="checkbox"/> Lesson 7: Social & Emotional Variations in People	2:59	<ul style="list-style-type: none"> • <i>Social & Emotional Functioning</i> 			
	<input type="checkbox"/> Lesson 8: Alike and Different	3:14	<ul style="list-style-type: none"> • <i>Language Behavior Awareness Survey</i> 			
	<input type="checkbox"/> My 12 Pair of Legs video	9:58				
<input type="checkbox"/> We're More Alike Than Different video	2:39					
Unit 2 Total Time: 60 minutes						


UNIT 3: PHYSICAL INCLUSION

Learning Outcomes	Lessons (Videos)	Time	Reading/Handouts	Assessment	Badge Earned
<p>By the end of Unit 3, you will:</p> <ul style="list-style-type: none"> • Be able to define physical accessibility • Understand approach, enter and use as a framework for physical inclusion • Be able to list principles of universal design 	<input type="checkbox"/> Introduction to Unit 3 with Jess	1:11		<input type="checkbox"/> Quiz Review: <ul style="list-style-type: none"> ○ Got Ramps? Game ○ Hidden Objects Game <input type="checkbox"/> Quiz: <ul style="list-style-type: none"> ○ 5 questions (80% or better) <input type="checkbox"/> Optional Assignment: Do one of the following and post on the IRRC social media pages: <ul style="list-style-type: none"> ○ Accessibility scavenger hunt and photos ○ Presentation about universal design to your peers ○ Design the ideal recreation center ○ More ideas? Be creative! 	 <p align="center">Physical Inclusion Badge</p>
	<input type="checkbox"/> Lesson 1: Approach – Can You Get There?	3:06	<ul style="list-style-type: none"> • <i>Clear Path of Travel Checklist</i> 		
	<input type="checkbox"/> Lesson 2: Enter – Can You Get In?	1:37	none		
	<input type="checkbox"/> Lesson 3: Use – Can You Play?	2:49	<ul style="list-style-type: none"> • <i>Make Space for Accessibility Checklist</i> 		
	<input type="checkbox"/> Lesson 4: Universal Design – The World is for Everyone	5:51	<ul style="list-style-type: none"> • <i>Principles of Universal Design</i> 		
	<input type="checkbox"/> Ed Roberts and Universal Design video	3:10			
	Unit 3 Total Time: 18 minutes				


UNIT 4: SOCIAL INCLUSION

Learning Outcomes	Lessons (Videos)	Time	Reading/Handouts	Assessment	Badge Earned
<p>By the end of Unit 4, you will:</p> <ul style="list-style-type: none"> • Understand and use best practices in social inclusion, including: <ul style="list-style-type: none"> - bridging the gap between ability and activity - providing supports - providing accommodations - staff training - communication - partnerships 	<input type="checkbox"/> Introduction to Unit 4 with Jess	1:18		<input type="checkbox"/> Quiz Review: <ul style="list-style-type: none"> ○ Matching Game <input type="checkbox"/> Quiz: <ul style="list-style-type: none"> ○ 5 questions (80% or better) <input type="checkbox"/> Optional Assignment: Do one of the following and post on the IRRC social media pages: <ul style="list-style-type: none"> ○ Make and demonstrate a piece of adaptive equipment for recreation ○ Do a presentation about bridging the gap to your peers ○ Make a social story for your favorite recreation activity ○ Make a large print book ○ Do a scavenger hunt for partners in your community ○ More ideas? Be creative 	 <p align="center">Social Inclusion Badge</p>
	<input type="checkbox"/> Lesson 1: Communicate with Everyone	7:14	<ul style="list-style-type: none"> • <i>Communicate Clearly</i> • <i>Alternative Forms of Communication</i> <i>handout</i> 		
	<input type="checkbox"/> Lesson 2: What Should Staff and Volunteers Know?	2:33	<ul style="list-style-type: none"> • <i>Inclusion is My Job</i> 		
	<input type="checkbox"/> Lesson 3: Bridge the Gap – Helping All People Play	6:06	<ul style="list-style-type: none"> • <i>Bridging the Gap Model</i> • <i>Bridge the Gap Form</i> 		
	<input type="checkbox"/> Lesson 4: Supporting People in Recreation	9:37	<ul style="list-style-type: none"> • <i>Support Each Person</i> • <i>Create Your Own Calming Kit and Mobile Sensory Room</i> • <i>Optional: Meaning Full Behavior</i> • <i>Optional: Videos for Kids</i> 		
	<input type="checkbox"/> Social Support - How to Facilitate Positive Interactions (KIT) video	5:46			
	<input type="checkbox"/> Lesson 5: Accommodations in Recreation	10:39	<ul style="list-style-type: none"> • <i>Bridging the Gap with Adapted Activities & Equipment</i> • <i>Recreation Inclusion Tips and Tools</i> 		
	<input type="checkbox"/> Lesson 6: Finding Partners	4:50	<ul style="list-style-type: none"> • <i>Collaboration Ideas and Tips</i> 		
	<input type="checkbox"/> Commit to Inclusion video	3:14			
Unit 4 Total Time: 52 minutes					

UNIT 5: MEASURING INCLUSIVITY

Learning Outcomes	Lessons (Videos)	Time	Reading/Handouts	Assessment	Badge Earned
<p>By the end of Unit 5, you will:</p> <ul style="list-style-type: none"> • Be able to define the Inclusivity Assessment Tool and Certified Inclusivity Assessor • Understand the information that can be collected about inclusion using measurement and interviewing • Understand how to become a CIA 	<input type="checkbox"/> Introduction to Unit 5 with Jess	1:22		<input type="checkbox"/> Quiz Review: <ul style="list-style-type: none"> ○ My Story Book on CIAs ○ Name That Thing 	 <p align="center">Measuring Inclusivity Badge</p>
	<input type="checkbox"/> Lesson 1: What is the Inclusivity Assessment Tool?	4:03	<ul style="list-style-type: none"> • <i>Inclusivity Assessment Tool- Inclusion U flyer</i> 	<input type="checkbox"/> Quiz: <ul style="list-style-type: none"> ○ 5 questions (80% or better) 	
	<input type="checkbox"/> Lesson 2: Measure	3:38	<ul style="list-style-type: none"> • <i>Make Space for Accessibility Checklist</i> 	<input type="checkbox"/> Optional Assignment: Do one of the following and post on the IRRC social media pages: <ul style="list-style-type: none"> ○ Interview a co-worker or boss about social inclusion ○ Measure your camp/playground/etc. for physical inclusion ○ Do a scavenger hunt on the IRRC Recreation Finder App for 3 ideal recreation spots for someone you know with a disability ○ Learn more about ADA by taking the course online ○ More ideas? Be creative! 	
	<input type="checkbox"/> Lesson 3: Interview	2:04	none		
	<input type="checkbox"/> Lesson 4: How Do I Become a Certified Inclusivity Assessor?	3:05	<ul style="list-style-type: none"> • <i>Inclusion U Online Flyer</i> 		
	Unit 5 Total Time: 14 minutes				

UNIT 6: ACTION PLAN

Learning Outcomes	Lessons (Videos)	Time	Reading/Handouts	Assessment	Badge Earned
<p>By the end of Unit 6, you will:</p> <ul style="list-style-type: none"> • Pass the Final Exam and become a Certified Inclusion Ambassador • Complete an action plan to make one change to promote inclusion • Identify ways to use the Inclusion Ambassador Training in the future 	<input type="checkbox"/> Introduction to Unit 6 with Jess	:57		<input type="checkbox"/> Final Exam: ○ 15 questions (80% or better) <input type="checkbox"/> Assignment: Do one of the following and post on the IRRC social media pages: ○ Share your Inclusion Action Plan	 Certified Inclusion Ambassador Badge
	<input type="checkbox"/> Lesson 1: Final Exam Time! Become a Certified Inclusion Ambassador	1:47	none		
	<input type="checkbox"/> Lesson 2: What’s Next for You?	1:56	<ul style="list-style-type: none"> • <i>My Inclusion Action Plan</i> 		
	<input type="checkbox"/> Lesson 3: Working with a CIA Mentor	1:27	none		
	<input type="checkbox"/> Lesson 4: Ideas for Using the Inclusion Ambassador Training	1:28	<ul style="list-style-type: none"> • <i>Inclusion Ambassador Training Flyer to share</i> 		
	<input type="checkbox"/> Lesson 5: Finishing Up & Becoming a CIA!	2:36	<ul style="list-style-type: none"> • <i>Link to anonymous evaluation of the training</i> 		
	<input type="checkbox"/> You Did It! Goodbye from Jess	1:28			
	Unit 6 Total Time: 12 minutes				

Total Training Time: 3 hours (181 minutes)

- Unit 1: 25 minutes
- Unit 2: 60 minutes
- Unit 3: 18 minutes
- Unit 4: 52 minutes
- Unit 5: 14 minutes
- Unit 6: 12 minutes

One of the highlights of the Inclusion Ambassador Training is the host, Jess. Jess is a teen with Down Syndrome who overviews the training, each unit, and wraps up the training in a series of animated videos. Jess is narrated by Monica Barrios, a young woman with Down Syndrome, who was hired to do the narrations in a rented professional recording studio.

Here are links to the eight animation videos:

• Video 1	• Video 3	• Video 5	• Video 7
• Video 2	• Video 4	• Video 6	• Video 8



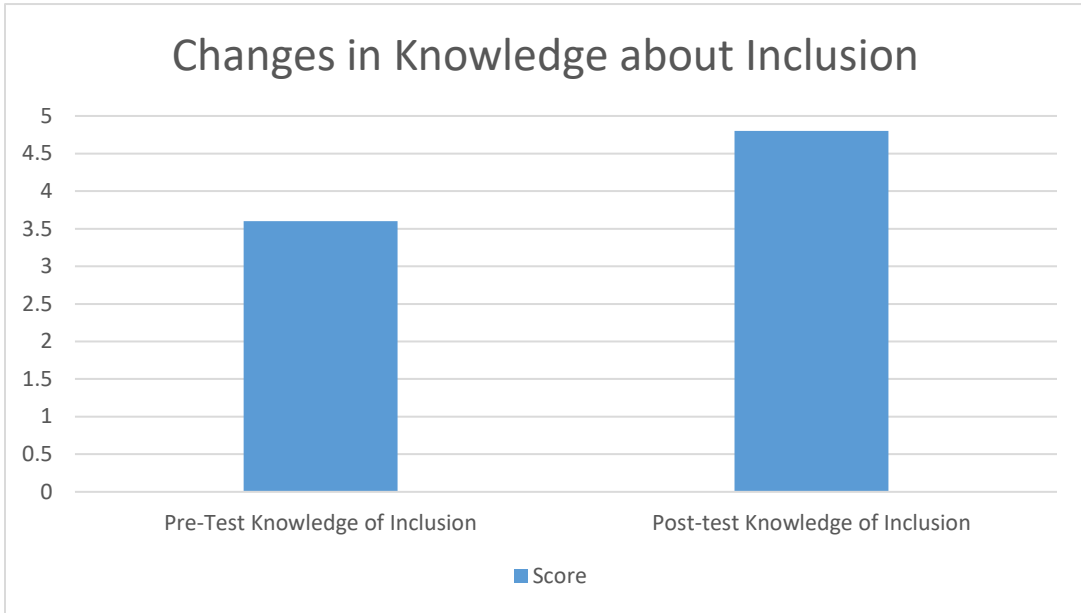
Badges and Certificate of Completion

Upon completion of the training, the student receives a certificate of completion that displays the badges earned as well as the quiz scores and final exam score.

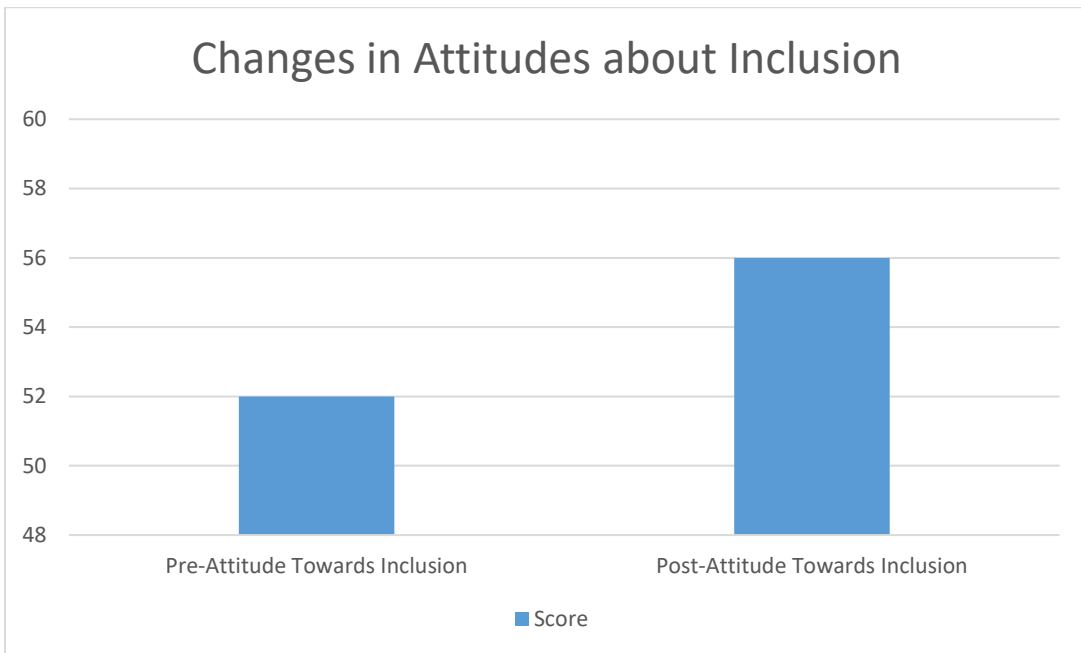


Inclusion Ambassador Training Pre and Post Assessment Results for Participants who Completed the Online Training

Knowledge about inclusion:



Attitudes toward inclusion:



Inclusion Ambassador Training Online Satisfaction Survey Results

Inclusion Ambassador Training Online Evaluation Feedback

Evaluation Question	Average Response (out of 5)
I learned a lot in this training.	4.5
This training taught me a great deal about inclusion and accessibility in parks and recreation.	4.7
I feel prepared to promote inclusion in recreation after completing this online training.	4.4
The progression of the modules in the Inclusion Ambassador Training was logical and clear.	4.7
The quizzes and final exam fairly tested the knowledge and ideas I learned in the training.	4.6
I feel proud of becoming a Certified Inclusion Ambassador.	4.9
I plan to complete the actions I listed on my Action Plan in Unit 6 to put this training into practice.	4.2
I enjoyed the quiz review activities before each quiz.	3.9
Overall, I am satisfied with the Inclusion Ambassador Training.	4.7

Of those who completed the Inclusion Ambassador Training, 50% stated they planned to take Inclusion U Online and become a Certified Inclusivity Assessor.

Select Comments from the Inclusion Ambassador Training Online Evaluation

- The training was very beneficial overall!
- I liked learning about the different ways to modify sports activities.
- I like how it was a lot of interactive videos - it helped keep your attention. The readings were great supplemental materials as well
- That it was all lead by videos rather than reading through everything.
- I think the best parts of the training were the introductions from Jess to open up each topic. I also really liked the additional videos underneath the powerpoint videos. I thought that they were very meaningful and added a lot to the training.
- I liked the quiz reviews because they were very fun and they all were different.
- I loved this training and thought that including the videos like the TED talk and the Glee PSA
- The videos with real life stories, because it gave me a different perspective.
- I liked the fact that Jess represented people with disabilities.
- Learning about the program it opened my eyes to what inclusion actually means for children who don't get any representation.
- I think some of the best parts was Jess who took me through the whole training. I think she was a really good touch to the program as a whole. I also enjoyed how the training was broken up into units it made it easily to follow and understand.

- Concise format which can be utilized by programs to train seasonal staff.
- The videos which included people with disabilities were the best parts because it made the training more authentic.
- Learning about physical inclusion was very beneficial for me. It made me realize the importance of universal design and making the approach, entrance, and use of a building accessible for all. I learned that universal design is not just beneficial for individuals with disabilities, but it is beneficial for everyone.

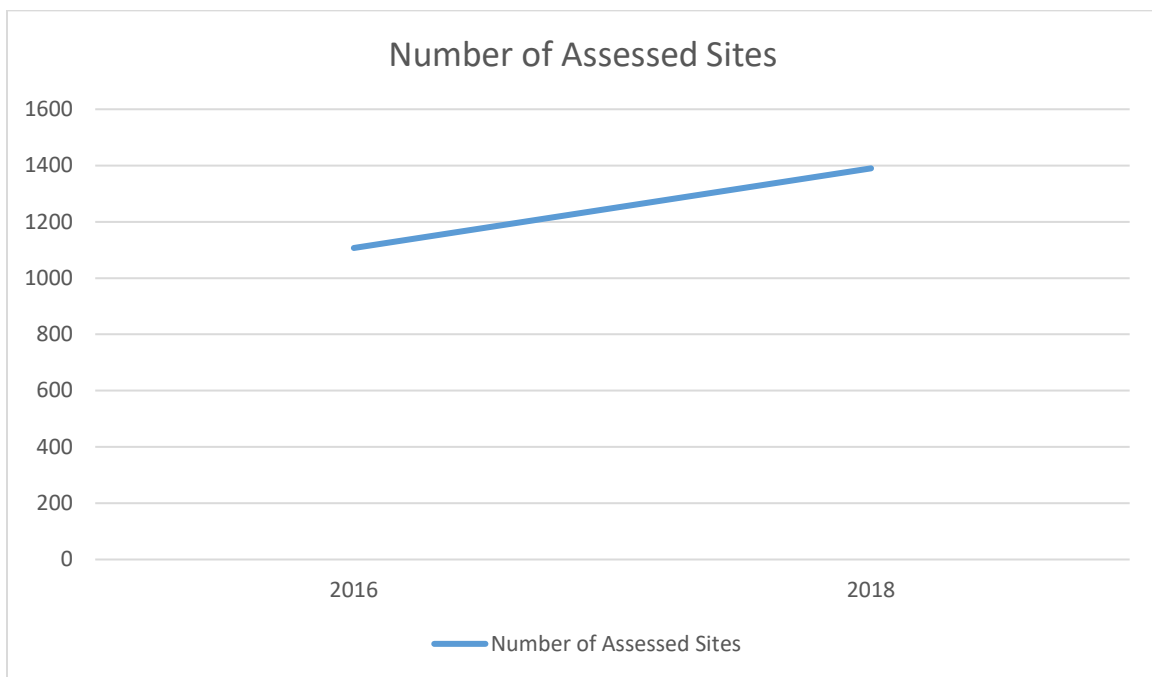
One great success story to share – one of the people who helped pilot the Inclusion Ambassador Training shared this:

“The school I'm working directly with -- from whom several completed the pilot with you -- would like to offer the Ambassador training to their ENTIRE staff -- from custodial to lunchroom to teachers and paraprofessionals. They are looking to incorporate this training as an option for their teachers' various Professional Development credits as well.”

Once the Inclusion Ambassador Training is finalized and marketed, it promises to be very popular!

How much growth does the Inclusive Recreation Resource Center’s online database experience as more service providers are trained as Certified Inclusivity Assessors?

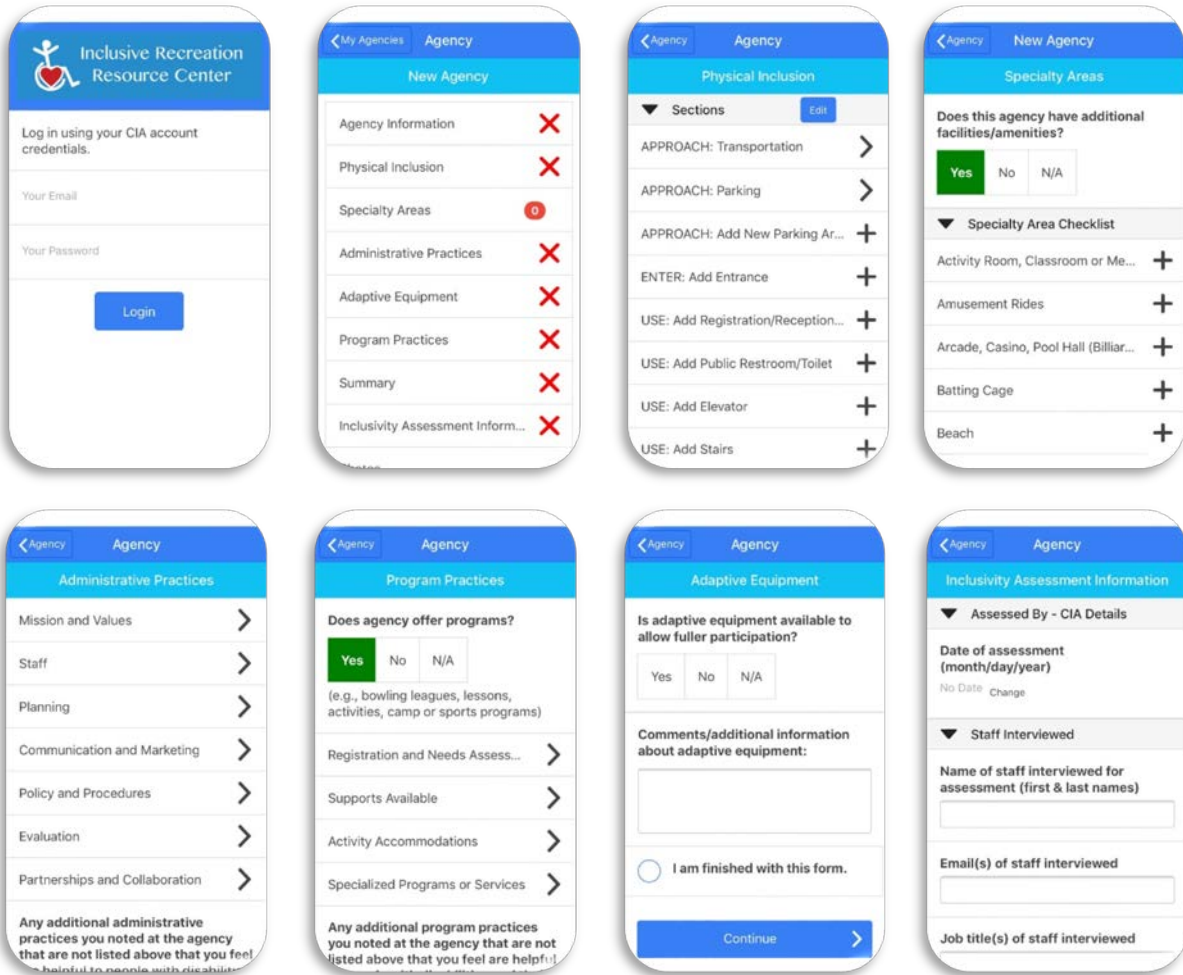
The IRRC Online Recreation Database has continued to grow. Over the two years of this project, the IRRC database grew from 1,107 to 1,390.



In this period, the IRRC worked with Gorges, Inc. to develop a formal app, called the CIA app, to facilitate remote and mobile input of data. That app is nearing completion of testing and will be available for free in the App Store and Google Play soon.



Here are some select screen shots of the CIA App:



Conclusions

Based on the activities and evaluation results of this project, the following conclusions emerged:

- Inclusion U Online is a valuable training for parks and recreation staff; it is well received and changes attitudes and knowledge. However, it is a 10-hour commitment that many busy professionals find hard to complete. The completion rate in this project was around 70%. Thus, the model to have one or two key staff complete Inclusion U Online, and then those key staff mentor other staff in completing the shorter 3-hour Inclusion Ambassador Training, should assist agencies in delivering inclusion training to more staff effectively.
- The Inclusion Ambassador Training made a positive impact on participants, from changing knowledge and attitudes to enjoyment and satisfaction with the training. The shorter time commitment of 3 hours should make this a more usable training for parks and recreation professionals to use with their summer staff, youth staff, and volunteers. Since it is a free training, the main commitment on the part of the agency is to train at least one staff member in Inclusion U Online, so that person can serve as the mentor for the Inclusion Ambassador Training.
- The Mentored Inclusion Coaching Protocol was successful in assisting youth-serving parks and recreation agencies increase their capacity to serve youth of all abilities. Many positive changes were made immediately in all agencies. However, many of the identified changes will take more time than this grant allowed. The Inclusion Action Plan provided each agency with a roadmap and framework to continue to make changes for inclusion well beyond this grant project period.
- Recognizing and celebrating Inclusion Champions was an important part of institutionalizing inclusion in the culture of an agency. Receiving recognition in front of a large audience of professional peers was a proud moment for those involved in the mentored inclusion coaching.
- Additional tools were needed to support inclusion efforts and the IRRC responded by developing evidence-based calming kits, mobile sensory rooms and an Inclusion Toolkit app. These kinds of tools help those staff “in the trenches” of programs have tips and tools readily available to assist them in their inclusion efforts, especially in the area of behavior and social inclusion.

Lessons Learned

One of the main lessons learned has centered on forming partnerships with youth-serving agencies. In general, these agencies are short on staff and under-funded. It was important to emphasize the benefits of project involvement to each agency so that the partnership was seen as an enhancement and not additional work. When forming partnerships, emphasizing that the IRRC was going to provide support and guidance to enhance inclusion efforts, and not remediate problems, was an important distinction. Most of the agencies with which we worked were doing many things that, with additional information and some tweaks, became much more inclusive. Helping agencies see that they can make changes based on their strengths and not their weaknesses has helped further the project goals toward a systems change.

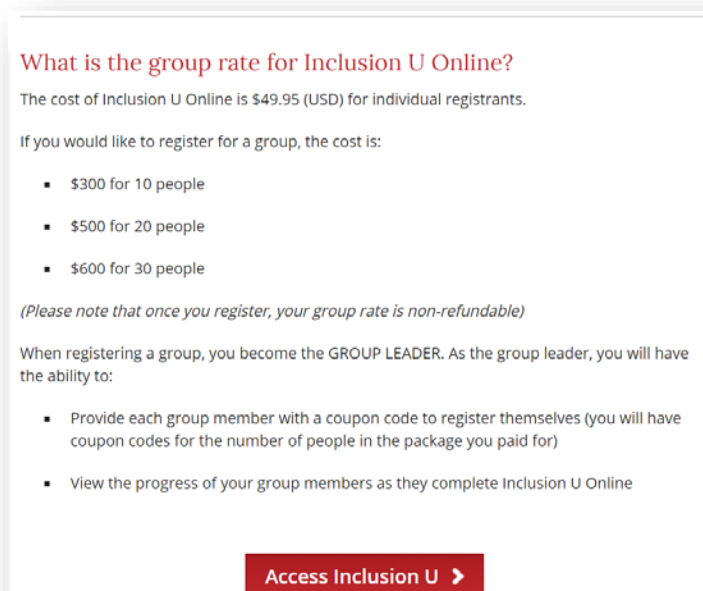
Sustainability

The Inclusive Recreation Resource Center has a solid base for sustainability. The reputation of the Center is strong, and becoming well known not just in New York, but across the U.S. and Canada. Several colleges and universities now use Inclusion U Online. The website draws many users, and requests for technical assistance continue via email on a regular basis. Dr. Lynn Anderson will remain as the director of the Center for several more years. Dr. Vicki Wilkins continues as faculty with the Center. The IRRC has a strong core of volunteers to draw on when needed. We continue to offer a practicum course every semester, REC 532: Practicum in Inclusive Recreation, that offers advanced undergraduate or graduate students the chance to complete hours and experience with the Center.

The Inclusive Recreation Resource Center will continue to offer Inclusion U Online for a fee to both individual users and to agencies at a group rate. The IRRC will continue to conduct outreach to colleges and universities, youth groups, parks and recreation departments, camps, and other entities to encourage the use of Inclusion U Online in staff training, pre-professional courses, youth group projects, and the like. Currently the fees are as follows:

- Individual - \$49.95
- Agency rate - 10 slots=\$300; 20 slots=\$500; 30 slots=\$600
- Inclusion Ambassador Training is free, but registrants can only be enrolled by a Certified Inclusivity Assessor who has completed Inclusion U Online

The new group rate will not only allow agencies to register more people for less money, but it will allow them to monitor how their employees are progressing in the training, especially important if the training is mandatory.



What is the group rate for Inclusion U Online?

The cost of Inclusion U Online is \$49.95 (USD) for individual registrants.

If you would like to register for a group, the cost is:

- \$300 for 10 people
- \$500 for 20 people
- \$600 for 30 people

(Please note that once you register, your group rate is non-refundable)

When registering a group, you become the GROUP LEADER. As the group leader, you will have the ability to:

- Provide each group member with a coupon code to register themselves (you will have coupon codes for the number of people in the package you paid for)
- View the progress of your group members as they complete Inclusion U Online

[Access Inclusion U >](#)

Inclusive Recreation Resource Center Admin Lynn Anderson


Register new group Cancel

Register a group and purchase credits.

- You will receive a group code your students will use to enroll in Inclusion U.
- Each student enrollment will deduct credit(s) from your account.

* Group Name

Create new group



Inclusive Recreation Resource Center

Hello Lynn Anderson,

You have successfully purchased 10 Students.

Please keep this receipt for your records.

Order No.	Date	Credits	Price
		10	\$300.00

Please note that this purchase is non-refundable.

Manage Practice Group

Inclusive Recreation Resource Center
 SUNY Cortland, Recreation,
 Parks and Leisure Studies Department
 (607) 753-4833
InclusiveRec@cutland.edu
www.InclusiveRec.org

Inclusive Recreation Resource Center Admin - Lynn Anderson

Enroll in Inclusion U


This course costs \$49.95 to enroll. To proceed, please enter your credit card information.

All fields are required:

First Name Last Name

Card Number

Month Year CVV



- Please press submit only once
- Please stay on this page while your payment is processing
- It may take up to 5 minutes for your payment to process
- If you encounter any issues, please [contact support](#)

Purchase

This course costs 1 credit to enroll. To proceed, please enter your group code.

Group Code

Enter your group code

- Please press submit only once
- If you encounter any issues, please [contact support](#)

Enroll

Rochester Accessible Adventures CIA

[View All](#) [Edit](#) [Delete](#)

Group Code: 282516
Credits Remaining: 8

0
10

[Purchase Credits](#)
[Purchases](#)
[Enrollments](#)

Name	Course	Enrolled on	Progress
Wendy Cooper	Inclusion U	2017-10-31 14:43:40 UTC	0.0
Peter J Abele	Inclusion U	2017-10-27 02:24:05 UTC	67.3913043478261

The Online Recreation Database continues to grow, largely due to the use of Inclusion U Online in college classes. In addition, at SUNY Cortland, beyond the required course where students complete Inclusion U Online, all students completing their internship must now complete an Inclusivity Assessment at their internship agency or community as a requirement for completion of the internship. Since students do their internships all over the U.S., and even internationally, the database will grow in geographic scope and volume. Here is a roadmap developed to help the students complete the internship inclusivity assessment requirement:



Recommendations

- Continue to upgrade Inclusion U Online and begin a more formalized marketing program using college and university contacts, listservs, professional organizations and other entities.
- Continue to upgrade the Inclusion Ambassador Training and begin a formalized marketing program to Scouts, youth groups, school and college groups, camps, parks and recreation departments, and other entities. Marketing the Inclusion Ambassador Training will also drive increased enrollment in Inclusion U Online.
- Continue to upgrade the Online Recreation Database and expand the entries in the database; support college students and interns in completing assessments.
- Continue to upgrade the CIA app and other ways to complete assessments and enter data into the online recreation database
- Continue to develop the stand-alone trail accessibility training and checklist; upgrade the database so that trail information can be entered by itself and trail maps and elevation profiles are highlighted in the Photos section; continue to work with AllTrails in incorporating training about using the app into the IRRRC trail training.
- Continue to develop the “Professor Lounge” and tracking functions, so that Inclusion U Online is easier for professors and teachers to use in formal classes, and it is desirable to assign students mandatory inclusivity assessments as a part of the course grade.
- Continue to support youth-serving and parks and recreation agencies through technical assistance, access to tools like the Inclusion Toolkit app, and enhance website content that provided tips and tools.

Appendix A

Evaluation Instruments

1. Inclusion U Online Pre- and Post-Assessment Inclusion Knowledge and Attitudes Online Scale
2. Inclusion Ambassador Pre- and Post-Assessment Inclusion Knowledge and Attitudes Online Scale
3. Inclusion U Online Evaluation Online Survey
4. Inclusion Ambassador Evaluation Online Survey
5. Mid Interview Protocol
6. Final Interview Protocol
7. IRRC MIC Satisfaction Online Survey

Inclusion U Online Pre- and Post-Assessment



Thank you for participating in the "Inclusion U Online" training! We look forward to working with you during the training, and as you complete your Inclusivity Assessments after the training. In order to understand the effectiveness of the training and follow up, we would like you to complete the following survey. The survey is confidential and completely voluntary. You can refuse to complete the survey, or discontinue at any time, with no consequences. By completing the survey, you have given your informed consent to participate. If you have any questions about the survey, please contact Dr. Lynn Anderson, Director, at 607-753-4942. If you have any questions in general about research at SUNY Cortland, please contact Amy Henderson-Harr at 607-753-2511. Thank you for your participation!

1. First Name*

2. Last Name*

PART I. Please complete each question below by choosing the best response.

3. Programmatic accessibility:*

- means that the buildings where programs are held are accessible, or moving the program
- is the same as physical accessibility
- enables participants with disabilities to fully participate in the social and physical aspects of the program
- can be accomplished by having segregated but equal programs set up for people with disabilities

4. Person first language is recommended because it:*

- eliminates differences
- emphasizes similarities
- communicates dignity and respect
- all of the above

5. Universal design:*

- only benefits people with disabilities
- is considered broad spectrum solutions that are designed for all
- can result in separate facilities if needed for accessibility
- emerged from barrier free design only

6. A successful partnership:*

- always takes years of planning and development
- primarily benefits one person or organization
- is based solely on the mission and vision of an agency that needs resources

is a relationship between two or more people or organizations that are involved in or share a common goal

7. Inclusion means:*
- a sense of belonging, both physically and socially, in a freely chosen recreation pursuit
 - being physically placed in any program or service the person with a disability chooses
 - receiving reasonable accommodations
 - spending the majority of time in a place with persons without disabilities
8. When assessing for inclusion at a recreation agency, it is important to:*
- bring a copy of the ADA to ensure compliance and point out areas of noncompliance
 - assess physical and social inclusion, in a collaborative and friendly manner
 - make a surprise visit so the agency cannot prepare or cover up
 - look at physical accessibility above all else – social aspects are less important
9. A clinometer measures:*
- distance
 - force
 - slope
 - width
10. Disability awareness and inclusion training should be provided:*
- every few years
 - only for staff working directly with people with disabilities
 - for all members and staff of all levels of an organization
 - on an as-needed basis

Inclusion U Online Pre-Assessment

PART II. When considering inclusion and individuals with disabilities, to what extent do you agree with the statements below? Please choose the number that best describes your opinion for each item below.

11. Individuals with physical disabilities have too many mobility problems to be included in recreation.*
- Strongly Agree
 - Agree
 - Somewhat Agree
 - Somewhat Disagree
 - Disagree
 - Strongly Disagree
12. Including individuals with disabilities creates few additional problems for recreation programs or facilities.*
- Strongly Agree
 - Agree
 - Somewhat Agree
 - Somewhat Disagree
 - Disagree
 - Strongly Disagree
13. Individuals who cannot read normal print size should not be included in recreation.*

- Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

14. Children who are continually aggressive toward their peers should not be included in recreation.*

- Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

15. Individuals with mild disabilities should be included in regular recreation programs and services.*

- Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

16. Individuals with disabilities will take up too much of the staff's time.*

- Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

17. Regardless of whether people without disabilities object to inclusion, the practice should be supported.*

- Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

18. Individuals with disabilities belong in specialized recreation programs where all their needs can be met.*

- Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

19. Individuals with developmental disabilities will disrupt other people's recreation experiences.*

- Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

20. Individuals with and without disabilities benefit in many ways from inclusion.*

- Strongly Agree

- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

21. Children without disabilities will be disadvantaged by having children with disabilities in their recreation programs.*

- Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

22. Individuals who are aggressive toward staff should not be included in recreation programs and services.*

- Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

23. Individuals with disabilities whose skills are lower than their peers should not be included in recreation programs.*

- Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

24. Individuals who have to communicate in a special way (e.g., communication board, signing) should not be included in recreation programs and services.*

- Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

25. Including individuals with disabilities is unfair to recreation staff who already has a heavy workload.*

- Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

26. Individuals with severe disabilities should be included in recreation programs and services.*

- Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

27. Individuals with moderate disabilities should be included in recreation programs and services.*

- Strongly Agree

- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

28. Individuals with disabilities benefit socially from inclusion.*

- Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

29. Individuals without disabilities benefit socially from inclusion.*

- Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

30. Individuals with severe speech difficulties should not be included in recreation programs and services.*

- Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

Adapted from the Attitudes Toward Inclusion Scale (Bailey, 2004).

Inclusion U Online Pre-Assessment

PART III. To assist in analysis of responses, please provide the following information.

31. Age in years:*

32. What is your gender?*

- Female
- Male
- Transgender
- Prefer not to respond

33. Please indicate how often you interact with people with disabilities. Choose the response that best describes you:*

- Never
- Infrequently (once a month or less)
- Somewhat frequently (a couple times a month)

- Frequently (every week)
- Daily
- I have a disability

34. What is your interest inclusive recreation? Check ALL that apply:

- I am a professional; please list occupation below
- I am a person with a disability; please list disability below
- I have a family member with a disability; please list disability below
- I am a student; please list area of study below
- I need CEU (continuing education units) for my certification or license; please list below
- Other; please list reason below

Additional information from above:

Pre- and Post-Assessment Inclusion Ambassador Training

We are excited for you to participate in the pilot of the online Inclusion Ambassador Training. Thank you for taking the time and sharing your ideas.

Before you start, we would like you to complete the following survey. You will complete the survey again at the end of the training. Your participation in this survey is confidential and voluntary. You can refuse to participate or discontinue at any time with no consequences. By completing this survey, you have given your informed consent to participate. At then end of the Inclusion Ambassador Training, when you complete the survey again, you can choose to put your name into a raffle to win a \$100 Amazon gift card!

As part of funding for this program, we are asked to collect certain descriptive or demographic information. Please let us know if you need help completing this survey.



1. Last Name*

2. First Name*

3. Please choose the answer(s) that best describes you.*

- White alone, not Latino
- Black or African American alone, not Latino
- American Indian and Alaska Native alone
- Hispanic / Latino
- Asian alone
- Native Hawaiian & Other Pacific Islander alone
- Two or more races
- Race unknown
- Prefer not to say
- Other, please specify

4. What is your gender?*

- Female
- Male
- Other
- Prefer not to say

5. What is your age?*

- 13-17 years
- 18-25 years
- 26-49 years
- 50-64 years
- 65 and older

Prefer not to say

6. Which of the following best describes the area where you live:*

- Rural (less than 2,500)
- Urban (more than 2,500)

7. Do you have a disability?*

- Yes
- No
- Prefer not to say

8. What agency asked you to participate in the Inclusion Ambassador Training?*

- Binghamton Parks & Recreation
- Camp Young Judea Sprout Lake
- Cortland Youth Bureau
- Double H Ranch
- Greater Ridgewood Youth Council
- Hamburg Recreation
- Lime Hollow Center for Environment and Culture
- New York City Parks & Recreation
- Roberto Clemente State Park
- Southport Parks & Recreation
- SUNY Cortland Outdoor Pursuits
- Syracuse Parks & Recreation
- YM & YWHA of Washington Heights
- Albany Department of Recreation
- Frederick Douglass R-Center
- Cortland YMCA
- Foundation for Jewish Camps
- Ontario ARC
- Rochester Accessible Adventures
- The Root Farm
- Strong Center for Dev. Disabilities at Univ. of Rochester
- Taconic Outdoor Education Center
- Camp Twelve Trails
- Union Vale Parks and Recreation
- Victor Parks and Recreation
- Town of Canandaigua Recreation
- City of Canandaigua Recreation
- Canandaigua YMCA
- Reinstein Woods Environmental Education Center
- Auburn YMCA
- Other, please specify

9. Did you participate in Inclusion U Online?*

- Yes
- No

10. Are you a Certified Inclusivity Assessor?*

- Yes
- No

11. How often do you interact with people with disabilities?*

- Never
- Infrequently (once a month or less)
- Somewhat frequently (a couple times a month)

- Frequently (every week)
- Daily
- I have a disability

12. What is your interest in inclusive recreation? (Choose ALL that fit for you)*

- For my job
- For my family member with a disability
- Because I have a disability
- For my studies
- For community service
- Because I have friend(s) who have disabilities
- Other, please specify

Please complete each question below by choosing the best response.

13. Programmatic inclusion:*

- is the same as physical accessibility
- means that the buildings where programs are held are accessible, or moving the program
- helps participants with disabilities fully participate in the social and physical aspects of the program
- can be accomplished by having segregated but equal programs set up for people with disabilities

14. "Disabled person:"*

- is acceptable language because the media/press use it all the time
- is acceptable language because people with disabilities use it
- is not acceptable language, as it does not put the person first
- should be in every agency's mission statement

15. Universal design:*

- means something is marked with the accessibility symbol
- only benefits people with disabilities
- can result in separate facilities if needed for accessibility
- is considered a broad solution for designing services and spaces for all people

16. Inclusion means:*

- being physically placed in any program a person with a disability chooses
- spending the majority of time in a place with people without disabilities
- a sense of belonging, both physically and socially, in a freely chosen recreation activity
- receiving reasonable accommodations



17. The symbol above is:*
- handicapped accessible
 - wheelchair accessible
 - international symbol of accessibility
 - handicapped parking symbol

When thinking about inclusion and people with disabilities, how much do you agree or disagree with the statements below? Choose the answer that best describes your view about each item.

18. Individuals with physical disabilities have too many mobility problems to be included in recreation.*
- Strongly agree
 - Agree
 - Somewhat agree
 - Somewhat disagree
 - Disagree
 - Strongly disagree
19. Individuals with disabilities will take up too much of the staff's time.*
- Strongly agree
 - Agree
 - Somewhat agree
 - Somewhat disagree
 - Disagree
 - Strongly disagree
20. Individuals with disabilities belong in specialized recreation programs where all their needs can be met.*
- Strongly agree
 - Agree
 - Somewhat agree
 - Somewhat disagree
 - Disagree
 - Strongly disagree
21. Individuals with intellectual or developmental disabilities will disrupt other people's recreation experiences.*
- Strongly agree
 - Agree
 - Somewhat agree
 - Somewhat disagree
 - Disagree
 - Strongly disagree
22. Children without disabilities will be disadvantaged by having children with disabilities in their recreation programs.*
- Strongly agree
 - Agree
 - Somewhat agree
 - Somewhat disagree
 - Disagree
 - Strongly disagree
23. Individuals who are aggressive toward others should not be included in recreation programs and services.*
- Strongly agree
 - Agree
 - Somewhat agree
 - Somewhat disagree

- Disagree
- Strongly disagree

24. Individuals with disabilities whose skills are lower than their peers should not be included in recreation programs.*

- Strongly agree
- Agree
- Somewhat agree
- Somewhat disagree
- Disagree
- Strongly disagree

25. Individuals who have to communicate in a special way (e.g., communication board, signing) should not be included in recreation programs and services.*

- Strongly agree
- Agree
- Somewhat agree
- Somewhat disagree
- Disagree
- Strongly disagree

26. Including individuals with disabilities is unfair to recreation staff who already has a heavy workload.*

- Strongly agree
- Agree
- Somewhat agree
- Somewhat disagree
- Disagree
- Strongly disagree

27. Both individuals with and without disabilities benefit socially from inclusion.*

- Strongly agree
- Agree
- Somewhat agree
- Somewhat disagree
- Disagree
- Strongly disagree

Evaluation of Inclusion U Online

Page 1 of 1

1. I learned a lot in this training.*
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

2. This training taught me a great deal about inclusion and accessibility in parks and recreation.*
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

3. I feel prepared to conduct an Inclusivity Assessment at a recreation agency after completing this online training.*
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

4. The progression of the modules in Inclusion U Online was logical and clear.*
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

5. The final exam for Inclusion U Online appropriately tested my knowledge of the material present in the training.*
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

6. I feel a sense of accomplishment in becoming a Certified Inclusivity Assessor (CIA).*
 - Strongly Agree
 - Agree
 - Neutral

- Disagree
- Strongly Disagree

7. I plan to complete an Inclusivity Assessment within the next few months.*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

8. Overall, I am satisfied with the Inclusion U Online training.*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

9. In your opinion, what were the best parts of this online training? Why?*

--

10. In your opinion, what could be improved in this online training? *

--

11. Other comments?

--

Evaluation of the Pilot Version of the Inclusion Ambassador Training

1. I learned a lot in this training.*
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

2. This training taught me a great deal about inclusion and accessibility in parks and recreation.*
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

3. I feel prepared to promote inclusion in recreation after completing this online training.*
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

4. The progression of the units and lessons in the Inclusion Ambassador Training was logical and clear.*
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

5. The quizzes and final exam fairly tested the knowledge and ideas I learned in the training.*
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

6. I feel proud of becoming a Certified Inclusion Ambassador.*
 - Strongly Agree
 - Agree
 - Neutral

- Disagree
- Strongly Disagree

7. I plan to complete the actions I listed on my Action Plan in Unit 6 to put this training into practice.*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

8. I enjoyed the quiz review activities before each quiz.*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

9. Overall, I am satisfied with the Inclusion Ambassador Training.*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

10. Did you do any of the optional assignments at the end of each unit? If yes, how did you like doing them? If no, why not?*

11. In your opinion, what were the best parts of this online training? Why?*

12. In your opinion, what could be improved in this online training? *

13. What suggestions do you have for future versions of the Inclusion Ambassador Training*

14. Do you plan to register for Inclusion U Online and become a Certified Inclusivity Assessor (CIA)?*

--Please Select--

15. Why or why not?*

16. Other comments?

Cancel

Done

Mid-Evaluation Interview Protocol

1. How is your progress on the Inclusion Action Plan? What changes have you made if any?
2. What has been helpful so far?
3. What practices have been most useful for facilitating inclusion at your agency?
4. Where can the IRRC provide more support or technical assistance?
5. Can you tell me at least three specific instances or situations where you included youth with disabilities in any of your programs?
6. How helpful was the level of follow up the IRRC provided? Would you like more? Less?
7. How helpful would a second site visit be for you?
8. In Year 2, we plan to develop an app-based Inclusion Tool Kit that contains helpful tips, tools, and strategies to facilitate inclusion. The Inclusion Tool Kit can be used anywhere at any time on any device. What would you most like to see in an app-based Inclusion Toolkit?
9. Is there anything else you would like to add?

Final Evaluation Interview Protocol

Exit Interview Impact Questions for IRRC Youth Inclusion Project

The purpose of this interview is to gather your views and thoughts on your participation in the Mentored Inclusion Coaching over the last year or two with the IRRC's Youth Inclusion Project. Your participation is voluntary and you can discontinue the interview at any time with no consequences. Also, is it okay if I use your name and agency in the final report for this project to our funder, the DDPC? If yes, then by completing the interview, you are giving me your informed consent to participate. Your answers will help us understand the best ways to help recreation providers in their journey towards inclusive services.

If we do an oral interview, it should last about 30 minutes, maybe less, and I will be recording it. Is it okay with you that I record the interview? Great, thank you. Let's start with the questions.

If you choose to respond in writing, please start the questions below. Answer the questions by typing your responses below each question.

Changes Made

- What specific changes have you made at your agency to be more inclusive to youth with disabilities?
- What lessons have you learned as you have implemented more inclusive services?

Helpful Practices

- What impact did participating in the MIC have on staff and your agency?
- What did your agency find most helpful from the MIC?
- What practices are most useful for facilitating inclusion at your agency?
- We are finalizing an app called the Inclusion Toolkit. What would you most like to see in an app-based Inclusion Toolkit?

Youth Included

- Please tell me about some of the youth with disabilities who are included in any of your programs. Can you tell me how the inclusion process happened for the youth?
- How much do you feel children and youth with disabilities feel supported, welcomed, and involved? Can you elaborate?

- How much do you see friendships forming that seem authentic, lasting, and enduring? Can you give any examples?

Cultural Shifts

- How much would you say inclusion is becoming second nature at your agency? How integral is inclusion to program planning and implementation? Is inclusion “normal,” fluid, “not special”?
- How much are programs inclusive without being overly focused on accommodations and supports? In other words, does it feel natural, forced,?
- How much do new programs plan for inclusiveness as a part of planning, and not even questioned that the program would be planned this way?
- What is the status of segregated or special programs at your agency, and has this changed as a result of participating in the Mentored Inclusion Coaching?

Success Story

- Can you describe your biggest success from participating in this project?
 - What problem was addressed?
 - What did you do? What action or activity?
 - What was the outcome?

Online Questionnaire

- After the interview, I will be emailing you a link to an online satisfaction survey. Could you take just a few minutes to complete that? Thank you!

Here is the link to the online survey:

<http://survey.cortland.edu/TakeSurvey.aspx?SurveyID=m4LJ7nm1>

Thanks so much for taking the time to answer these questions. Your thoughts and views are valuable to us, and will help the IRRRC develop best practices in inclusion to share with other agencies. And thank you for your participation in this project. It has truly been a pleasure to work with agencies like yours that are doing whatever they can to foster inclusiveness. I look forward to seeing you at NYSRPS, I hope!

Would you like a copy of the final report emailed to you when the project is over?

Also, if you want to attach a photo of yourself, I would love to include it in any reporting we do!

Thank you and have a great day!

Dr. Lynn Anderson, CTRS, CPRP

Distinguished Service Professor, SUNY Cortland
Director, Inclusive Recreation Resource Center

MENTORED INCLUSION COACHING SURVEY

As part of funding for this program, we are asked to collect feedback from individuals about how satisfied they are with activities and services that have been provided as well as demographic information. Please let us know if you need help completing this survey.



1. Please choose the answer(s) that best describes you.*
 - White alone, not Latino
 - Black or African American alone, not Latino
 - American Indian and Alaska Native alone
 - Hispanic / Latino
 - Asian alone
 - Native Hawaiian & Other Pacific Islander alone
 - Two or more races
 - Race unknown
 - Prefer not to say
 - Other, please specify

2. What is your gender?*

 - Female
 - Male
 - Other
 - Prefer not to say

3. What is your age?*

 - 18-25 years
 - 26-49 years
 - 50-64 years
 - 65 and older
 - Prefer not to say

4. Which of the following best describes the area where you live: *

 - Rural (less than 2,500)
 - Urban (more than 2,500)

5. Do you have a disability?*

 - Yes
 - No
 - Prefer not to say

6. Where did you participate in the Mentored Inclusion Coaching?*

- Binghamton Parks & Recreation
- Camp Young Judea Sprout Lake
- Cortland Youth Bureau
- Double H Ranch
- Greater Ridgewood Youth Council
- Hamburg Recreation
- Lime Hollow Center for Environment and Culture
- New York City Parks & Recreation
- Roberto Clemente State Park
- Southport Parks & Recreation
- SUNY Cortland Outdoor Pursuits
- Syracuse Parks & Recreation
- YM & YWHA of Washington Heights
- Albany Department of Recreation
- Frederick Douglass R-Center
- Cortland YMCA
- Foundation for Jewish Camps
- Ontario ARC
- Rochester Accessible Adventures
- The Root Farm
- Strong Center for Dev. Disabilities at Univ. of Rochester
- Taconic Outdoor Education Center
- Camp Twelve Trails
- Union Vale Parks and Recreation
- Victor Parks and Recreation
- Town of Canandaigua Recreation
- City of Canandaigua Recreation
- Canandaigua YMCA
- Reinstein Woods Environmental Education Center
- Auburn YMCA
- Other, please specify _____

7. How satisfied overall were you with the Mentored Inclusion Coaching?*
- Very satisfied
 - Somewhat satisfied
 - Neutral
 - Somewhat dissatisfied
 - Very dissatisfied

8. What parts of the Mentored Inclusion Coaching were *most* useful? Why?

9. What parts of the Mentored Inclusion Coaching were *least* useful? Why?

10. What areas were not covered in the Mentored Inclusion Coaching that you expected or hoped would be included?

11. Was your participation in the Mentored Inclusion Coaching a positive experience?*

- Yes
- No

12. What, if any, previous training have you received regarding working with individuals with intellectual and developmental disabilities?

For the following questions, please tell us how prepared you feel NOW to address the needs of participants with disabilities as well as BEFORE the Mentored Inclusion Coaching.

13. Interacting with participants with disabilities **AFTER** the Mentored Inclusion Coaching?*

- Extremely prepared
- Very prepared
- Moderately prepared
- Somewhat prepared
- Not at all prepared

14. Interacting with participants with disabilities **BEFORE** the Mentored Inclusion Coaching?*

- Extremely prepared
- Very prepared
- Moderately prepared
- Somewhat prepared
- Not at all prepared

15. Adapting activities to meet individual needs of participants with disabilities **AFTER** the Mentored Inclusion Coaching?*

- Extremely prepared
- Very prepared
- Moderately prepared
- Somewhat prepared
- Not at all prepared

16. Adapting activities to meet individual needs of participants with disabilities **BEFORE** the Mentored Inclusion Coaching?*

- Extremely prepared
- Very prepared
- Moderately prepared
- Somewhat prepared
- Not at all prepared

17. Instructing or leading a group of participants with and without disabilities **AFTER** the Mentored Inclusion Coaching?*

- Extremely prepared
- Very prepared
- Moderately prepared
- Somewhat prepared
- Not at all prepared

18. Instructing or leading a group of participants with and without disabilities **BEFORE** the Mentored Inclusion Coaching?*

- Extremely prepared
- Very prepared
- Moderately prepared
- Somewhat prepared
- Not at all prepared

19. How do you intend to apply what you have learned (check all that apply):*

- I will use what I learned to help participants with disabilities feel more welcome in my programs.
- I will use techniques that I learned to modify my teaching/leading style to meet the needs of participants with disabilities.
- I will use techniques that I learned to adapt activities to meet the needs of participants with disabilities.
- I/my organization will review our policies and procedures and make any needed revisions to ensure that people with disabilities have equal access to programs and services.
- I/we will improve the physical accessibility of our facility (e.g., parking, bathrooms, entryways).
- I/we will create "plain language" marketing materials and include wording and images that send a message that people with disabilities are welcome.
- Other, please specify

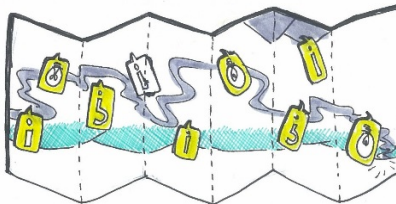
20. What, if any, other information do you need to better serve and include participants with disabilities?

Appendix B

Mentored Inclusion Coaching Protocol



Roadmap to Inclusion with the IRRC!



The Inclusive Recreation Resource Center would like to welcome you to the Youth Inclusion Project, our newest initiative.

Purpose:

- To help create more inclusive programming in recreation agencies that serve youth in New York State

Goals of the Youth Inclusion Project:

- Work with underserved youth at selected recreation agencies
- Help each selected agency enhance its inclusive programming, services, and environments
- Train agency staff using Inclusion U Online and follow-up mentoring and support
- Complete a mentored inclusivity assessment with the agency and key staff; the inclusivity assessment looks at physical accessibility, administrative practices, and program practices
- Make recommendations and provide follow-up to support inclusive programming
- Pilot a new Inclusion U Online for Youth
- Publicly recognize selected agencies as Inclusion Champions at a state-wide conference and feature the agency on the IRRC website

Steps to Inclusion

PRIOR TO AGENCY VISIT



Step 1: Initial Contact and Formation of Partnership

- Contact agency and explain the goals of the Youth Inclusion Project
- Get to know each other and answer questions
- Complete survey on demographics and populations served by the agency
- Complete cooperative agreement
- Determine photo release process at agency and if needed, send IRRC photo release to agency to be signed by potential participants' parents or guardians
- Identify 5 key staff members to be involved in project
- Enroll 5 key staff members in Inclusion U Online (fee waived)
- 5 key staff members complete Inclusion U Online (as much as possible prior to IRRC staff visit to agency - must complete the pre-assessments at the beginning of Inclusion U Online before site visit)
- Schedule a multi-day site visit during a time when the agency staff can participate in mentored inclusivity assessment and facilitate observations



DAY ONE OF VISIT

Step 2: Identification of Youth

- Agency identifies 5 youth staff to pilot Inclusion U Online for Youth (youth complete the online training later in the summer once it is developed)
- Agency and IRRC determine which children/youth will be included in recreation programs at the agency and become an integral part of project moving forward



Step 3: Complete the Mentored Inclusivity Assessment

- IRRC staff and agency staff complete the Inclusivity Assessment together; the IAT focuses on physical, administrative, and programmatic inclusion
- Together, continue to identify children/youth that want to be included in agency recreation programs
- Begin to identify areas where support and enhancements can be made to increase agency's capacity for inclusion, based on the results of the Inclusivity Assessment as well as the abilities of the children identified to be included in programs and services

DAY TWO OF VISIT



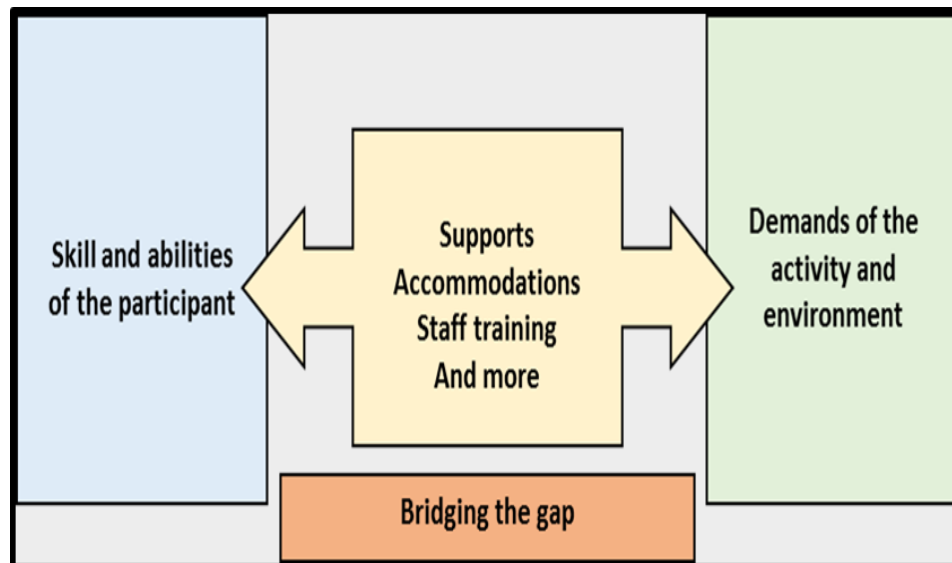
Step 4: Observe Recreation Programs and Begin Mentored Inclusion Coaching

- Agency staff chooses programs where the IRRC staff can observe inclusion efforts in action
- IRRC staff conducts a needs assessment during observations
- IRRC staff makes recommendations and provides support and technical assistance during the observation periods as needed
- IRRC staff provides follow-up Inclusion U training as needed



Step 5: Plan for Enhanced Inclusion and Debrief Session

- Information gathered during the previous steps is used to formulate a plan for inclusion at the agency, based on best practices in inclusive recreation
- The inclusion plan provides recommendations and resources the agency can use on an on-going basis to enhance administrative and programmatic inclusion
- “Bridging the Gap” model is used as the basis for inclusive programming recommendations



- Together, agency staff and IRRC staff formulate strategies for making positive inclusive changes during a debriefing session conducted at the end of the visit
- IRRC staff documents the written plan and list of targeted resources for agency use (written plan is emailed to agency within one week of visit)

AFTER THE VISIT



Step 6: Follow-up and Support/Mentored Inclusion Coaching

- Agency implements agreed upon recommendations to enhance inclusion
- IRRC staff checks back in with agency staff at agreed upon intervals following the first on-site visit using phone, email, or Skype for Business
- Agency notifies IRRC of any changes that have been made based on the inclusion plan
- IRRC implements evaluation plan with agency that tracks the implementation of the mentored inclusion coaching and plan (phone interviews; surveys)



Step 7: Additional Visit (optional)

- Agency and IRRC staff may consider a follow-up visit to provide additional coaching and mentorship and determine further strategies for inclusive programming



Step 8: Post Assessment & Evaluation

- IRRC staff administers a post assessment, evaluation and satisfaction survey with the agency, including an exit interview to gather additional data and insights into the project's impact on inclusion



Step 9: Recognition as Inclusion Champion

- One key agency staff member attends conference (e.g., NYSRPS, ACA, ANYSYB) to be recognized as an Inclusion Champion; IRRC pays conference registration fee for agency staff member

The Big Picture



- The IRRC exists to help all people play wherever they choose
- The Inclusive Recreation Resource Center works hand-in-hand with partnering agencies to improve social inclusion for children and youth with disabilities
- We hope our partnership with you will increase inclusion practices of youth-serving agencies around New York State
- By accepting this challenge, your agency plays a key role in this important endeavor
- When your agency adopts and uses best practices and strategies developed throughout this project, you will be promoting and sustaining inclusive recreation for all!





Recommendations to Increase the Inclusivity of [NAME OF AGENCY]

A. Physical Accessibility Recommendations to Improve Usability

Parking/Transportation

Entrances

Routes of Travel

Registration/Check In

Bathrooms

Other

Special Recreation Areas

B. Administrative Practices Recommendations to Improve Inclusivity

Staff

Planning

Communication and Marketing

Policies and Procedures

Other

C. Program Practices Recommendations to Improve Inclusivity

Registration Process

Staffing

Supports

Accommodations

D. Recommendations for Helpful Adaptive Equipment



Inclusive Recreation
Resource Center



Inclusion Action Plan

Agency Name	
Agency Email	
Primary Contact at Agency	

The Inclusion Action Plan is based on the results of the Inclusivity Assessment and the recommendation follow-up report. The purpose of the Inclusion Action Plan is to prioritize the recommendations and identify concrete steps to implement identified changes (staff member leading the change, target dates, reporting). The Inclusion Action Plan will bring the inclusion process to life!

PLAN

Priority #1:		
Recommended strategy, action, or change	Staff champion	Target date for change

(add more rows as needed)

Resources:

Priority #2:		
Recommended strategy, action, or change	Staff champion	Target date for change

(add more rows as needed)

Resources:

Priority #3:		
Recommended strategy, action, or change	Staff champion	Target date for change

(add more rows as needed)

Resources:

Priority #4:		
Recommended strategy, action, or change	Staff champion	Target date for change

(add more rows as needed)

Resources:

Priority #5:		
Recommended strategy, action, or change	Staff champion	Target date for change

(add more rows as needed)

Resources:

Add more priorities as needed

Appendix C

Final Agency Reports Impacts of the Mentored Inclusion Coaching Protocol

1. Albany Parks and Recreation Department
2. Auburn YMCA
3. Binghamton Parks and Recreation Department
4. Camp Twelve Trails
5. Camp Y-Owasco
6. Camp Young Judaea at Sprout Lake
7. City and Town of Canandaugua Parks and Recreation (two partners who worked together on MIC)
8. Cortland YMCA
9. Cortland Youth Bureau
10. Double H Ranch
11. Foundation for Jewish Camps
12. Frederick Douglass Recreation Center (Rochester)
13. Greater Ridgewood Youth Council
14. Hamburg Parks and Recreation Department
15. Lime Hollow Center for Environment & Culture
16. New York City Parks & Recreation Department
17. Ontario ARC
18. Reinstein Woods EEC (DEC - TBD)
19. Roberto Clemente State Park, New York City
20. Rochester Accessible Adventures
21. Root Farm
22. Southport Parks and Recreation Department
23. Strong Center for Developmental Disabilities
24. SUNY Cortland Outdoor Pursuits
25. Syracuse Parks and Recreation Department
26. Taconic Outdoor Education Center
27. Union Vale Parks and Recreation Department
28. Victor Parks and Recreation Department
29. YM & YWHA Washington Heights

ALBANY DEPARTMENT OF PARKS AND RECREATION

AGENCY INFORMATION

Primary Contact Person and Email: Aaron Cassidy – Acassidy@albanyny.gov

Demographic and Populations Served:

According to the demographics survey provided by the Inclusive Recreation Resource Center, Albany Department of Recreation provides services and programs to mostly urban and underserved youth; 85-90% African American, 5-8% Hispanic and 3-5% White or Caucasian.

Key Staff Involved in Mentored Inclusion Coaching

<i>Name</i>	<i>Job Title</i>	<i>Enrolled in Inclusion U</i>	<i>CIA?</i>
Aaron Cassidy	Program Coordinator	Yes	Yes
Elaina Davis	Program Coordinator	Yes	No
Bob Ellis	Facilities Supervisor	Yes	No
Jonathon Jones	Commissioner of Parks and Recreation	Yes	No
Maren Daly		Yes	No

Number of Youth Involved in Inclusion Ambassador Training: 2

MENTORED INCLUSION COACHING

Dates of the Mentored Inclusion Coaching Visit: December 13th and 14th, 2017

Summary of Results of the MIC Assessment	
Locations assessed during MIC	Main inclusion recommendations
<ul style="list-style-type: none"> Albany Department of Recreation Main Office at Hoffman Road Hoffman Community Center Plumeri Sports Complex at Hoffman Park Woodlawn Park Buckingham Lake Park 	<ul style="list-style-type: none"> Parking Accessible entrances Clear signage Accessible registration areas Routes of travel throughout all parks Routine staff training Provide inclusion coordinator Involve board input/inclusion committee Enhance mission and vision statements Utilize person-first language Revise policies and procedures Utilize a positive behavioral support plan Provide adaptive equipment

Summary of Inclusion Action Plan Goals and Recommendations

Priority	Staff Champion	In progress/Completed
<ul style="list-style-type: none"> Enhancing easily attainable physical amenities 	<p>Bob Ellis</p>	<p>In progress:</p> <ul style="list-style-type: none"> Teen Center desk modified, marked stairs with contrasting colors, enhanced parking signage at Teen Center
<ul style="list-style-type: none"> Routine staff training Post the person first language chart Develop and implement a consistent positive behavior support 	<p>Elaina Davis</p>	<p>In progress:</p> <ul style="list-style-type: none"> Routine staff training – they plan to utilize Ambassador Training <p>Completed:</p> <ul style="list-style-type: none"> Person-first language Developed positive behavioral support plan
<ul style="list-style-type: none"> Promote and build upon the current inclusion advisory committee Inclusion Coordinator: Communicate with Adriana Create policies and procedures 	<p>Aaron</p>	<p>In progress:</p> <ul style="list-style-type: none"> Creating policies and procedures <p>Completed:</p> <ul style="list-style-type: none"> Met with advisory committee to discuss the report Designated Adriana LaBlanc as new Inclusion Coordinator
<ul style="list-style-type: none"> Implement a program similar to the Monday Mile program Update the Albany Parks and Recreation vision, values and mission statement 	<p>Commissioner Jones</p>	<p>In progress:</p> <ul style="list-style-type: none"> Community-based fitness program Update to vision and mission

CHANGES MADE FOR INCLUSIVE RECREATION

Changes Made at Agency

- Distributed and trained staff on person-first language using the person-first language chart provided by the IRRC.
- Developed an agency specific positive behavioral support plan based on Inclusion U education and Mentored Inclusion Coaching recommendations.
- Aaron Cassidy met with the current inclusion advisory committee to discuss the Youth Inclusion Project, the Inclusion Action Plan and the role it will play in future projects at Albany Department of Recreation.
 Note: Aaron plans to become a consistent member of this committee.
- They designated a local ADA expert, Adriana LeBlanc, to be their inclusion coordinator.

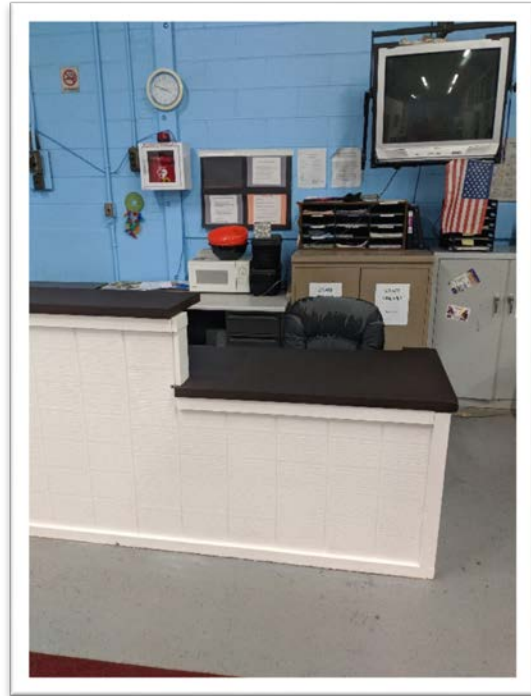
Agency's Best Success Story of Changes

- The Albany Department of Recreation successfully modified a registration desk within their Teen Center to meet the needs of a new employee who uses a wheelchair as well as other patrons who use the Teen Center. The MIC training and assessment helped staff identify areas of the facility which could be modified for increased inclusion. During the Mentored Inclusion Coaching the Albany staff assessed these areas and began making modifications immediately following the on-site visit. These modifications included things like printing out and displaying a person-first language chart, signing additional staff up to take Inclusion U Online, developing an agency-specific positive behavioral support plan to be implemented for upcoming spring and summer programs, and many other physical and social enhancements on the horizon.

Future plans for physical, social and administrative inclusion at the agency:

- Print agency handouts and materials in the top 5 languages spoken within the Albany area
- Provide accessible/reserved parking at all municipal parks
- Implement the Inclusion Ambassador Training to all seasonal employees and youth staff
- Complete an inclusivity assessment for every parks operated by the agency and input them into the database
- Present the inclusion recommendations report to the Mayor of Albany

Photos and Other Evidence of Changes Made



The Teen Center registration desk during modification, followed by the finished project!



AGENCY INFORMATION

Primary Contact Person and Email: Devon Darrow – devon.darrow@cortland.edu

Demographic and Populations Served:

According to the criteria survey provided by the Inclusive Recreation Resource Center, the Auburn YMCA regularly serves youth which come from rurally diverse locations in the communities that surround Auburn, NY. Currently, the Auburn YMCA serves very few participants from a linguistically diverse background but are taking steps to provide inclusive and diverse communication in marketing and handouts to enhance their ability to communicate with individuals from any cultural background.

Key Staff Involved in Mentored Inclusion Coaching

<i>Name</i>	<i>Job Title</i>	<i>Enrolled in Inclusion U</i>	<i>CIA?</i>
Devon Darrow	Intern	Yes	Yes
Chris Nucerino	CEO	Yes	No
Steven Komanecky	Executive Director	Yes	No
Eva Taylor-Sholes	Human Resources Director	Yes	No
Bill Brown	Facility Director	Yes	No
Rosemarie Kline		Yes	No
Audra Jakaub	School Aged Child Care Director	Yes	No
Betsy DeGroff	Pre-school Director	Yes	No
Dorothea Hughes		Yes	No

Number of Youth Involved in Inclusion Ambassador Training: 0

MENTORED INCLUSION COACHING

Dates of the Mentored Inclusion Coaching Visit: February 27th-March 1st, 2018

Summary of Results of the MIC Assessment	
Locations assessed during MIC	Main inclusion recommendations
<ul style="list-style-type: none"> The Auburn YMCA-WEIU 	<ul style="list-style-type: none"> Parking Provide access to multiple floors via lift or elevator Clear signage Site map to enhance communication Routes of travel throughout entire facility Agency Transportation Routine staff training

<ul style="list-style-type: none"> • Provide inclusion coordinator • Marketing diversity to invite more diversity • Consistent program evaluation • Quiet area for pre-school • Universally designed locker rooms • Involve board input/inclusion committee • Enhance mission and vision statements • Revise policies and procedures • Utilize a positive behavioral support plan
--

Summary of Inclusion Action Plan Goals and Recommendations

Priority	Staff Champion	In progress/Completed
<ul style="list-style-type: none"> • Enhancing easily attainable physical amenities 	Bill Brown – Facilities	<p>In progress:</p> <ul style="list-style-type: none"> • Replace door knobs • Clearly marked stairs • Enhance accessible parking area • Replace accessible locker handles <p>Completed:</p> <ul style="list-style-type: none"> • Enhance signage throughout entire facility to communicate inclusion
<ul style="list-style-type: none"> • Create and provide an agency specific Inclusion Statement which will be added to the website and other relevant materials. 	Chris Nucerino – CEO Steve Komanecky – Executive Director	<p>Completed:</p> <ul style="list-style-type: none"> • During the MIC a statement was drafted and agreed upon by the YMCA staff; see statement below.
<ul style="list-style-type: none"> • Designate an Inclusion Coordinator to provide inclusion resources and advice on a consistent basis 	Eva Taylor-Sholes – Human Resources Director	<p>In progress:</p> <ul style="list-style-type: none"> • During the MIC, several candidates were discussed and are being contacted for approval.
<ul style="list-style-type: none"> • Increase communication both physically and linguistically to reach more potential members in the Auburn community 	Devon Darrow – YMCA intern	<p>In progress:</p> <ul style="list-style-type: none"> • During the MIC various strategies were discussed for providing enhanced communication
<ul style="list-style-type: none"> • Provide lift access to non-elevator accessed areas of the YMCA 	Bill Brown – Facilities Chris Nucerino - CEO	<p>In progress:</p> <ul style="list-style-type: none"> • During the MIC different grants and funding strategies were discussed to provide increased access to these areas and will be implemented into the 5-year plan.

CHANGES MADE FOR INCLUSIVE RECREATION

Changes Made at Agency

- The Auburn YMCA has eliminated the use of the word “Handicap” on all signage at the facility and now proudly displays inclusive and clear language on all signage throughout the building.

- During the MIC a statement was drafted and agreed upon by the YMCA staff upon review of current YMCA statements. The new statement is “The Y is made up of all ages from every walk of life working side by side to strengthen the community. Together we work to ensure that everyone, regardless of ability, age, cultural background, ethnicity, faith, gender, gender identity, ideology, income, national origin, race or sexual orientation has the opportunity to reach their full potential with dignity. Our core values are caring, honesty, respect, and responsibility which guides us in everything we do.”

Agency’s Best Success Story of Changes

- The Auburn YMCA utilized their current intern, Devon Darrow, a SUNY Cortland Recreation, Parks and Leisure studies student as their designated Youth Inclusion Project point person. Doing so provided a tremendous amount of structure, support and organization to this specific agencies experience during the Mentored Inclusion Coaching and, in the end, proved to them the long-term benefit of seeking out a more permanent Inclusion Coordinator to maintain their positive trend towards inclusion in the future; a point which was discussed at length during the strategy development meeting on day 2 of their MIC visit. During Devon’s time with the Auburn YMCA he has assisted 8 YMCA year round staff in enrolling in Inclusion U Online, created and presented a PowerPoint presentation on inclusion priorities for their staff based on the Youth Inclusion Project recommendations report, assist in the creation and implementation of an agency inclusion statement and effectively enhanced inclusive signage within the facility.

Future plans for physical, social and administrative inclusion at the agency:

- Print agency handouts and materials in the top 5 languages spoken within the Auburn area.
- Enhance the accessible/reserved parking spaces currently provided on the side of the YMCA.
- Provide enhanced lift access to any 2nd or 3rd floor program areas at the YMCA which are currently not accessed by the agencies elevator.
- Enhance any routes of travel in the facility which may inhibit use by people of any ability level.

Photos and Other Evidence of Changes Made



Binghamton Parks and Recreation Department



City of Binghamton
New York

AGENCY INFORMATION

Primary Contact Person and Email: Marchea Taylor, TaylorM@binghamtonschools.org

Demographic and Populations Served:

According to the Binghamton Parks and Recreation Department criteria survey, 60% of the youth which are served by the department can be categorized as ethnically diverse. This agency primarily serves English speaking participants. The Department reflects serving minimal participants who have a disability but feel youth with disabilities have direct access to programs and services.

Key Staff Involved in Mentored Inclusion Coaching

<i>Name</i>	<i>Job Title</i>	<i>Enrolled in Inclusion U</i>	<i>CIA?</i>
Marchea Taylor	Summer Playground Program Coordinator	No	N/A
Carol Quinlivan		No	N/A
Grace Doherty		Yes	No
Alexis Wooden		Yes	8%
Emily Mills		Yes	No
Jessica Allen		No	N/A
Susannah St. Clair		Yes	No

Number of Youth Involved in Inclusion Ambassador Training: 0

MENTORED INCLUSION COACHING

Dates of the Mentored Inclusion Coaching Visit: July 22nd, 2016-July 25th, 2016

Summary of Results of the MIC Assessment	
Locations assessed during MIC	Main inclusion recommendations
<ul style="list-style-type: none"> Binghamton Parks and Recreation Summer Playground Program 	<ul style="list-style-type: none"> Parking and transportation Entrance door weights Signage Accessibility guide Policies and procedures; service animals and personal mobility devices Restrooms at most facilities

- Positive behavioral support
- Inclusion coordinator
- Activity modification

Summary of Inclusion Action Plan Goals and Recommendations

Priority	Staff Champion	In progress/Completed
<ul style="list-style-type: none"> • Begin modifying easily attainable physical enhancement throughout agency. 	<p>Carol Quinlivan</p>	<ul style="list-style-type: none"> • Carol emailed Ian 12/3/16 to notify Ian that the City engineering department was working on designing and implementing some of the recommendations provided in the inclusion report.

CHANGES MADE FOR INCLUSIVE RECREATION

Changes Made at Agency

- Effort to modify easily attainable physical enhancements at various locations throughout Binghamton based on email provided by Carol Quinlivan.
- Carol Quinlivan attended NYSRPS 2017 in Rochester, NY to accept Inclusion Champion Award on behalf of the Binghamton Parks and Recreation Department.
- Jessica Allen, the

Camp Twelve Trails

AGENCY INFORMATION

Primary Contact Person and Email: Stephanie Pena - spena@ywashhths.org

Demographic and Populations Served:

According to the demographics and criteria survey, Camp Twelve Trails provides services to rurally, underserved, ethnically, linguistically, and culturally diverse populations. Additionally, they serve youth who have been diagnosed with varying cognitive, intellectual and developmental disabilities. Camp Twelve Trails is a consortium of three different Jewish Community Centers, including the YM & YWHA of Washington Heights & Inwood (the Y), JCC on the Hudson, and the Riverdale YM-YWHA. While Camp Twelve Trails and the Y serve a diverse, multicultural community across the region, there is -- particularly in New York City -- a distinct population of youth representing typically underserved populations, including low-income families, urban Latino families, and others. As community centers in particularly multicultural areas, three of their institutions serve a vast array of families, including a significant population of young people who are Latino and of Dominican descent. They also serve a significant population of Jewish families of diverse ethnicities. Some of their participants attend dual language schools, and many of their participants come from families with native languages varying from English, Spanish, Hebrew, and French.

Key Staff Involved in Mentored Inclusion Coaching

<i>Name</i>	<i>Job Title</i>	<i>Enrolled in Inclusion U</i>	<i>CIA?</i>
Stephanie Pena	Lead Inclusion Coordinator	Yes	Yes
Adam Benmoise	Program Director	Yes	No
Tracey Weiner	Program	No	N/A
Rebecca Schonberg	Secondary Inclusion Coordinator	Yes	Yes
Melanie Fields	Program	No	N/A
Steven Fondacaro	Program	Yes	Yes

Number of Youth Involved in Inclusion Ambassador Training: 0

MENTORED INCLUSION COACHING

Dates of the Mentored Inclusion Coaching Visit: January 17th and 18th, 2017; Observations July 27th, 2017

Summary of Results of the MIC Assessment		
Locations assessed during MIC	Programs Observed	Main inclusion recommendations
Camp Twelve Trails at the Henry Kaufmann Campground	Summer Camp July 27 th , 2017 100 youth campers	<ul style="list-style-type: none"> • Accessible parking enhanced • Enhance physical accessibility of restrooms • Enhance access to swimming pool • Enhance physical access in locker rooms • Provide accessible seating in amphitheater

	<ul style="list-style-type: none"> • Provide accessible seating at all sports fields • Enhance transitions between programming • Increased signage at all program locations • Provide alternative forms of communication in program areas • Clear routes of travel throughout camp • Implement routine staff training • Utilize board input • Enhance mission and vision statement • Utilize person-first language • Increase marketing diversity • Implement specific policies and procedures • Create and implement evaluation • Create and use calming kits • Provide adaptive equipment like all-terrain wheelchair
--	---

Summary of Inclusion Action Plan Goals and Recommendations

Priority	Staff Champion	In progress/Completed
Provide alternative forms of communication in program areas Create and use calming kits	Stephanie Pena and Rebecca Schonberg	Complete – utilized IRRC Calming Kits and created 15 of their own
Implement routine staff training		In-progress - Plan to utilize Ambassador Training
Enhance transitions between programming	Steven Fondacaro	Complete - Trained staff to be aware during these times and be prepared with activities
Implement specific policies and procedures	Stephanie Pena and Rebecca Schonberg	In-progress
Provide adaptive equipment like all-terrain wheelchair		In-progress

CHANGES MADE FOR INCLUSIVE RECREATION

Changes Made at Agency

- Camp Twelve Trails staff not only began utilizing IRRC Calming Kits regularly but created 15 as a result of their success.
- Following camp observations a recommendation was provided to enhance transitional periods between activities to enhance numerous aspects of emotional, behavioral and social aspects of camp. Following this recommendation staff were trained on being prepared with activities to pass the time, splitting campers into smaller groups and utilizing positive behavioral supports.

Agency's Best Success Story of Changes

- Camp Twelve Trails which is associated with the YM & YWHA of Washington Heights wrote an article about their participation in the Youth Inclusion Project. The article can be found at the following link:
<http://ywashhts.org/news/view/the-y-receives-inclusion-champion-award>

Photos and Other Evidence of Changes Made



Following Mentored Inclusion Coaching, staff have implemented strategies to fully include campers of all abilities and modify typical camp games, like volleyball seen to the left.

Camp Young Judaea at Sprout Lake

AGENCY INFORMATION

Primary Contact Person and Email: Helene Drobenare - helene.drobenare@youngjudaea.org

Demographic and Populations Served:

- According to the demographics and criteria survey filled out, Camp Young Judaea at Sprout Lake serves youth from a rural and underserved population due to low income participants that they serve. Also, the camp serves children and youth of a racially and ethnically diverse background because Within the Jewish population which they serve there are ethnically and racially diverse campers including African American, Asian American, and Russian American. The camp also serves youth of a linguistically diverse background because many of their campers speak Russian, Spanish, and Hebrew both fluently and as a secondary language. Being a predominantly Jewish serving camp for youth, they serve a culturally diverse population of youth. Lastly, Camp Young Judaea serves children with various intellectual and developmental disabilities.

Key Staff Involved in Mentored Inclusion Coaching

<i>Name</i>	<i>Job Title</i>	<i>Enrolled in Inclusion U</i>	<i>CIA?</i>
Helene Drobenare	Camp Director	Yes	No
Talia Horanblock	Program Coordinator	Yes	No
Marta Nemesh	Off-site program coordinator	Yes	No
Zachary Zamechansky	Unit Leader	Yes	No
Ayal Pierce	Unit Leader	Yes	No
Lisa Tobin	FJC representative	Yes	Yes

Number of Youth Involved in Inclusion Ambassador Training: 0

MENTORED INCLUSION COACHING

Dates of the Mentored Inclusion Coaching Visit: July 7th and 8th, 2016

Summary of Results of the MIC Assessment	
Locations assessed during MIC	Main inclusion recommendations
<ul style="list-style-type: none"> • Camp Young Judaea at Sprout Lake 	<ul style="list-style-type: none"> • Physical accessibility of the main office • Enhance the mission & vision statements of the camp • Policies and procedures regarding inclusion at CYJ Sprout Lake • Develop and implement the use of a Behavioral Support Plan • Implement staff training on Disability Awareness • Plan budget for financing and creating a sensory space on-site • Enhance routes of travel throughout entire camp • Designated inclusion coordinator • Diversify marketing materials • Develop accessibility guide

Summary of Inclusion Action Plan Goals and Recommendations

Priority	Staff Champion	In progress/Completed
Make recommended changes to the physical accessibility of the main office	Helene	Completed - added new signage to the main office
Make recommended changes to the language of the mission & vision statements of the camp	Talia and Marta	Completed
Make recommended changes and additions to policies and procedures regarding inclusion at CYJ Sprout Lake	Ayal and Zachary	In-progress - Staff requested that a discussion take place regarding these policies with their board
Develop and implement the use of a Behavioral Support Plan	Talia and Marta	Completed - Evaluated and modified the current behavior plan and plan to re-visit the plan each year.
Develop and implement a staff training on Disability Awareness	Talia and Zachary	Completed - Developed a short training module for their staff to be implemented during staff training week each year
Develop and implement a feasible plan for financing and creating a sensory space on-site	Helene and Talia	In-progress

CHANGES MADE FOR INCLUSIVE RECREATION

Changes Made at Agency

- Following the Mentored Inclusion Coaching the CYJ staff agreed that physical accessibility of the main office was a top priority. Due to the high cost of re-paving the road, this item was tabled to be reconsidered for future renovation and construction on the office. In the meantime, CYJ added new signage to the accessible parking area spaces to help visitors identify the proper place for them to park.
- CYJ staff edited and modified the language in their mission statement for the launch of their new web site in the fall of 2016.
- CYJ staff re-evaluated and modified their positive behavioral support plan for the summer of 2017. Each year they will revisit how they train staff to utilize this plan and they will be including a new behavior support plan guide.
- CYJ staff developed a short training module for their staff to be implemented during staff training week each year

Future plans for physical, social and administrative inclusion at the agency:

- A long term goal for the CYJ is to repave all of camp so a person with disabilities could reach areas such as the synagogue, archery course and cooking studio.

Photos and Other Evidence of Changes Made



INCLUSION AT SPROUT LAKE

We invite and welcome all campers, including those who may need extra support, into our camp environment. We strive to understand the needs of every camper and work hard to ensure that campers of varying abilities are given every opportunity to participate and thrive in an inclusive environment while promoting fun, learning, and new experiences. Each campers' talents and qualities are contributing factors that help build a sense of community, equally valuing every camper, while still preserving the group cabin experience for all. Our goal at Sprout Lake is to support all campers to participate in activities to the best of their ability, participate in group setting, and develop strong peer-to-peer relations for a lifetime of friendship. We make an extra effort to teach our campers, through experience, what it means to be part of an inclusive Jewish community. The principle of kol yisrael arevim zeh lazeh (all of Israel is responsible for one another) guides us as we strive to include a place for each individual camper to succeed at camp. We believe that inclusion is good for everyone – kids with and without challenges, families, staff, and our entire community.

Camp Y-Owasco



AGENCY INFORMATION

Primary Contact Person and Email: Josh Scott – joshua@auburnymca.net

Demographic and Populations Served:

According to the criteria survey provided by the Inclusive Recreation Resource Center, Camp Y-Owasco regularly serves youth which come from rurally diverse locations in the communities that surround Auburn, NY. Currently, Camp Y-Owasco serves very few participants from a linguistically diverse background but are taking steps to provide inclusive and diverse communication in marketing and handouts to enhance their ability to communicate with individuals from any cultural background.

Key Staff Involved in Mentored Inclusion Coaching

<i>Name</i>	<i>Job Title</i>	<i>Enrolled in Inclusion U</i>	<i>CIA?</i>
Josh Scott	Camp Director	No	N/A
Devon Darrow	Intern	Yes	Yes
Chris Nucerino	CEO	Yes	No

Number of Youth Involved in Inclusion Ambassador Training: 0

MENTORED INCLUSION COACHING

Dates of the Mentored Inclusion Coaching Visit: February 20-21, 2018

Summary of Results of the MIC Assessment	
Locations assessed during MIC	Main inclusion recommendations
Camp Y-Owasco <ul style="list-style-type: none"> • Amphitheatre • Dining hall • Comfort stations • Most accessible cabins • Infirmary • Archery range • Low ropes course • Waterfront with fishing and boating 	<ul style="list-style-type: none"> • Provide accessible ramp into most accessible cabins • Enhance physical access of camp in general • Provide usable door handles • Provide transportation around camp due to hilly nature • Provide designated parking • Enhance signage and communication • Provide firm routes of travel throughout camp • Implement staff training on inclusion • Utilize board for input • Develop partnerships in community • Create a site map • Use positive behavioral supports • Use bridging the gap model • Provide adaptive equipment in program areas

Summary of Inclusion Action Plan Goals and Recommendations

Priority	Staff Champion	In progress/Completed
<ul style="list-style-type: none"> Enhancing easily attainable physical amenities 	<p>Josh Scott – Camp Director</p>	<p>In progress:</p> <ul style="list-style-type: none"> Replace door knobs New ramps for camper cabins Create a designated parking area Provide clear routes of travel
<ul style="list-style-type: none"> Create and implement a routine staff training which covers inclusion 		<p>In progress</p> <ul style="list-style-type: none"> Josh plans to utilize the Ambassador Training when it is released to the public

CHANGES MADE FOR INCLUSIVE RECREATION

Changes Made at Agency

- None so far

Agency’s Best Success Story of Changes

- None

Future plans for physical, social and administrative inclusion at the agency:

- Provide firm and stable routes of travel to all accessible cabins which connect to other areas of camp like comfort stations and the dining hall.

City (and Town) of Canandaigua Parks and Recreation

AGENCY INFORMATION

Primary Contact Person and Email: Dan Mackey - dmackey@canandaiguanyork.gov

Demographic and Populations Served:

According to the criteria survey provided by the Inclusive Recreation Resource Center, the “City of Canandaigua Recreation Department offers several programs that are open to all people with no restrictions, and that some rural/underserved youth, racially, culturally, linguistically, culturally diverse youth take advantage of. However, the majority of people our agency serves is from the greater Canandaigua area (the City or Town of Canandaigua).” They also feel they have the capacity to serve youth with disabilities.

Key Staff Involved in Mentored Inclusion Coaching

Name	Job Title	Enrolled in Inclusion U	CIA?
Dan Mackey	Recreation Director	No	N/A

Number of Youth Involved in Inclusion Ambassador Training: None

MENTORED INCLUSION COACHING

Dates of the Mentored Inclusion Coaching Visit: March 8, 2018

Summary of Results of the MIC Assessment	
Locations assessed during MIC	Main inclusion recommendations
<ul style="list-style-type: none"> City of Canandaigua Parks and Recreation Baker Park at Buffalo Street 	<ul style="list-style-type: none"> Provide transportation info on website Enhance designated parking at both locations Increase signage and communication Enhance routes of travel at both locations Enhance communication at registration Appropriate signage at restrooms in park Provide accessible picnic tables Provide adaptive equipment Provide seating at sports fields Implement staff training on inclusion Utilize board for input Develop partnerships in community Create a site map Use positive behavioral supports Use bridging the gap model Provide adaptive equipment in program areas

Summary of Inclusion Action Plan Goals and Recommendations

Priority	Staff Champion	In progress/Completed
<ul style="list-style-type: none"> Complete on-site visit as part of the “Train the Trainer” module in collaboration with RAA 	Dan Mackey – Recreation Director	Completed

<ul style="list-style-type: none"> • Create and implement a routine staff training which covers inclusion 	<p>Dan is utilizing the City of Canandaigua report to enhance specific areas of the Town of Canandaigua Recreation sites.</p> <p>Dan took part in a “Train the Trainer” module of the Youth Inclusion Project, collaborating with the Ontario ARC and Town of Canandaigua to complete enhancements with the guidance of Anita O’Brien from RAA.</p>	<p>In progress</p> <ul style="list-style-type: none"> • Dan plans to utilize the Ambassador Training when it is released to the public
--	---	--

CHANGES MADE FOR INCLUSIVE RECREATION

Changes Made at Agency

- Dan took part in a “Train the Trainer” module of the Youth Inclusion Project, collaborating with the Ontario ARC and Town of Canandaigua to complete enhancements with the guidance of Anita O’Brien from RAA.

Agency’s Best Success Story of Changes

- None

Future plans for physical, social and administrative inclusion at the agency:

- Dan plans to have continued mentorship and guidance from Anita O’Brien to continue enhancing areas of the City of Canandaigua’s programs for youth of all abilities.
- Dan also plans to have year round staff take Inclusion U Online and will utilize the Ambassador training when it is finalized and released.

City of Cortland Family YMCA

AGENCY INFORMATION

Primary Contact Person and Email: David Hamilton – dave@cortlandYMCA.org

Demographic and Populations Served:

According to the criteria survey filled out by Dave Hamilton, the YMCA serves rurally diverse groups of people as their range of service covers all of Cortland County and some of Tompkins County. They serve a large number of African American participants and they also serve people with disabilities through collaboration with BOCES and the Racker Center. They do not feel they serve a linguistically or culturally diverse crowd.

Key Staff Involved in Mentored Inclusion Coaching

Name	Job Title	Enrolled in Inclusion U	CIA?
David Hamilton	Recreation Director	Yes	Yes
Matt Kemak	Program Coordinator	Yes	Yes
Devon Darrow	Youth Program Coordinator	Yes	Yes
Bethany Schroeder	Aquatics Director	Yes	No
Margo Upton	Administration	Yes	No

Number of Youth Involved in Inclusion Ambassador Training: 0

MENTORED INCLUSION COACHING

Dates of the Mentored Inclusion Coaching Visit: March 8, 2018

Summary of Results of the MIC Assessment	
Locations assessed during MIC	Main inclusion recommendations
<ul style="list-style-type: none"> The City of Cortland Family YMCA 	<ul style="list-style-type: none"> Vision/mission Accessibility statement Accessibility tab on website Policies: service animals, mobility devices, personal care attendants, emergency evacuation plans Staff training Inclusion coordinator Implement positive behavioral support plan

Summary of Inclusion Action Plan Goals and Recommendations

Priority	Staff Champion	In progress/Completed
<ul style="list-style-type: none"> Enhance main entrance ramp to meet best practices 	Dave Hamilton	Completed (See photos)
<ul style="list-style-type: none"> Enhancing easily attainable physical amenities 		<ul style="list-style-type: none"> Marked stairs (Completed) Accessible lockers Replace door knobs Accessible Parking (Completed)

<ul style="list-style-type: none"> Update policies and procedures 		<ul style="list-style-type: none"> Service animals (Completed) Mobility devices (Completed) Personal care attendants (Completed)
<ul style="list-style-type: none"> Create and implement a routine staff training which covers inclusion 	Devon Darrow	Completed
<ul style="list-style-type: none"> Designate Inclusion Coordinator and add to website 		Completed (6/16/17)
<ul style="list-style-type: none"> Create accessibility statement 	Matt Kemak	Completed (8/17/17)
<ul style="list-style-type: none"> Update vision and mission statement 		
<ul style="list-style-type: none"> Update and create accessibility tab 	Margo Upson	In-progress
<ul style="list-style-type: none"> Implement positive behavior supports 	Bethany Schroeder	In-progress

CHANGES MADE FOR INCLUSIVE RECREATION

Changes Made at Agency

- The staff at the Cortland Family YMCA began implementing priorities from the Inclusion Action Plan immediately following the conclusion of the on-site visit.
- Completed physical changes include eliminating the word “Handicap” from the parking area and re-designing the lined spaces to increase access and marking all stairs throughout the facility with yellow paint to increase visibility.
- An Accessibility Statement and new vision and mission statement were created and are now “Diversity & Inclusion Statement from YMCA.NET: The Y is made up of people of all ages and from every walk of life working side by side to strengthen communities. Together we work to ensure that everyone, regardless of ability, age, cultural background, ethnicity, faith, gender, gender identity, ideology, income, national origin, race or sexual orientation has the opportunity to reach their full potential with dignity. Our core values are caring, honesty, respect and responsibility – they guide everything we do. Working directly with Inclusion U and the Inclusive Recreation Resource Center at SUNY Cortland, the Cortland County Family YMCA is focused improving facility accessibility to better engage the entire community through mission driven programming.”
- New policies on the use of service animals, personal motorized mobility devices, and personal care attendants were created and put into effect.

Agency’s Best Success Story of Changes

- The YMCA followed through with plans to enhance the front ramp of the agency which was planned during the MIC. Plans were discussed, drawn up, distributed, and put into effect. The new ramp was completed in early 2018.

Future plans for physical, social and administrative inclusion at the agency:

- The YMCA is continuing to update their positive behavior support plan as well as creating an accessibility tab.

Photos and Other Evidence of Changes Made



City of Cortland Youth Bureau

AGENCY INFORMATION

Primary Contact Person and Email: Andrea Piedigrossi – Andrea@cortland.org

Demographic and Populations Served:

According to the criteria survey filled out by John McNerney, CYB Director, they serve rurally, ethnically, linguistically, and culturally diverse groups of people as their range of service covers all of Cortland County including McGraw, Dryden, Groton, Virgil, and Cincinnatus. They serve a large number of African American and American Indian participants. They also serve people with disabilities through collaboration with Hillside RTF and the JM Murray Center.

Key Staff Involved in Mentored Inclusion Coaching

<i>Name</i>	<i>Job Title</i>	<i>Enrolled in Inclusion U</i>	<i>CIA?</i>
John McNerney	Director	Yes	No
Andrea Piedigrossi	Program Director	Yes	Yes
Matt Marcy	Recreation Specialist	No	N/A
Lori Breed	Recreation Specialist	Yes	Yes
Heather Johnson	Recreation Specialist	Yes	Yes

Number of Youth Involved in Inclusion Ambassador Training: 13

MENTORED INCLUSION COACHING

Dates of the Mentored Inclusion Coaching Visit: 9/19/16-9/20/16

Summary of Results of the MIC Assessment	
Locations assessed during MIC	Main inclusion recommendations
<ul style="list-style-type: none"> The City of Cortland Youth Bureau CYB Teen Center Courthouse Park Yaman Park including Yaman Beach Beaudry Park Suggett Park Dexter Park 	<ul style="list-style-type: none"> Develop a vision statement and modify mission statement with more inclusive language Modifying and improving easily fixable physical and/or environmental items from the recommendations report. Develop "Accessibility Guide" on website as a link Developing the behavior plan and needs assessment Get Google Group up and running Enhance all parking lots associated with CYB Routes of travel at Greg's Field Wickwire Pool entrance and Locker rooms Ramp to beach at Yaman Develop staff training

- Designate inclusion point of contact
- Diversify marketing
- Communication devices
- Update policies and procedures

Summary of Inclusion Action Plan Goals and Recommendations

Priority	Staff Champion	In progress/Completed
Speak with Board about project	Geoff and John	Completed (10/11/16)
Updated vision and mission	Matt and Andrea	In-progress
Easily modifiable physical enhancements	John and maintenance crew	Stall size at Suggett – Completed (9/28/16) Parking lines in all parks Soap and towel heights in all parks
Accessibility Guide	Lori and Andrea	In-progress
Develop positive behavioral support plan	Heather	Completed (10/18/16)
Updated policies and procedures	Andrea	Completed (2/24/17)

CHANGES MADE FOR INCLUSIVE RECREATION

Changes Made at Agency

In general, the Cortland Youth Bureau has completed a tremendous amount of enhancements both physical and social to include participants of all abilities. Below is a list of their numerous inclusion achievements since 2016.

- All bathroom stall doors were adjusted at the Suggett Park building.
- A positive behavioral support plan was created and implemented. The following statement was received from Program Director Andrea Piedigrossi, “we’ve created a behavior plan to use when we have participants that exhibit behaviors that inhibit their success in the program. This sheet allows us to observe and record the behavior and track any events that influence that specific behavior. We are able to share this information with our coaches/staff to help the child succeed. If we know a certain individual has had multiple problems with a specific behavior we are able to address it with the coach before the season to help remove triggers for that behavior.
- A Google Group was created and has been used by their staff to track inclusion projects and collect resources.
- They have reached out to create a partnership with TIES and have successfully received support for their after school programs.
- IRRC Assessment Specialist Geoff Peppel spoke with the CYB board to present the inclusion recommendations report and discuss future plans.
- John McNerney attended ANYSYB conference and stated that “he would not have if (Geoff Peppel) had not done the training with them”.
- John McNerney held a press conference about the new Wickwire Pool renovations and inclusion efforts at CYB, during which he stated, “The language I used during the press conference was completely different than I would’ve used before. Even the press began using the terminology I have adopted, like person-fist language”.
- John McNerney gave a positive testimonial about the Youth Inclusion Project at the end of the IRRC presentation at the ANYSYB conference.

The following policies and procedures were implemented on the CYB website:

- Service Animals policy

- Safe Exit info: each building is equipped with an evacuation plan and meeting spot in the case of emergency. Staff are trained on assisting individuals with disabilities out of the buildings.
- A Program Accessibility guide was created.
- Website: The CYB has added 'ADA compliant' and 'service animals welcome' logos to our website. In April our website will be completely redesigned and will include an accessibility tab to show what we've done to become inclusive. We've also assigned a staff member to become the inclusion contact in our office for anyone who has questions or concerns.

Agency's Best Success Story of Changes

- At the 2017 annual NYSRPS conference in Rochester, NY the Cortland Youth Bureau was not only awarded an Inclusion Champion trophy from the IRRC from their dedicated work during the Youth Inclusion Project but was also nominated and won the award for Inclusion Program of Excellence from the NYSRPS committee. Andrea Piedigrossi attended the conference to accept the awards on their behalf.

Future plans for physical, social and administrative inclusion at the agency:

- Playground renovations to enhance accessibility are continuous and ongoing in several parks: when designing their new playgrounds they intentionally created a 100% inclusive playground. Suggett Park will have poured in place rubber, wide ramps to allow wheelchair access, a therapeutic swing, and a "rocker" pirate ship piece which allows a wheelchair to access and ride with other kids. Beaudry Park may also have poured in place rubber to make it 100% inclusive, depending on their budget. However, the playground structure will have wide ramps to allow wheelchair access.



Photos and Other Evidence of Changes Made

Double H Ranch

AGENCY INFORMATION

Primary Contact Person and Email: Kate Walsh – Kwalsh@@doublehbranch.org

Demographic and Populations Served:

According to the criteria survey filled out by Kate Walsh, the Double H Ranch serves children from various rural and urban areas. They have no restrictions on where campers attend from. They also serve children of diverse ethnic backgrounds; about 40 children who are African American, 5 children who are Asian American, 15 children who are Hispanic, and about 55 children who are Caucasian. Additionally, they serve children who are linguistically diverse. Many of the campers do not communicate verbally and use sign language or communication boards. Lastly, the Double H Ranch predominantly serves children with various cognitive and/or physical disability.

Key Staff Involved in Mentored Inclusion Coaching

Name	Job Title	Enrolled in Inclusion U	CIA?
Kate Walsh	Camp Director	Yes	No
Emily Hamilton	Program Coordinator	Yes	Yes
Chris Pezzulo		No	N/A

Number of Youth Involved in Inclusion Ambassador Training: 0

MENTORED INCLUSION COACHING

Dates of the Mentored Inclusion Coaching Visit: 9/9/16

Summary of Results of the MIC Assessment	
Locations assessed during MIC	Main inclusion recommendations
The Double H Ranch <ul style="list-style-type: none"> • Waterfront • All camper cabins • Indoor and outdoor pools • Archery range • Dining hall • Arts and crafts building • Stage area 	<ul style="list-style-type: none"> • Parking <ul style="list-style-type: none"> - Signage, and access aisles at main office and in visitor/staff parking • Entrances <ul style="list-style-type: none"> - Remodel ramps at deer cabin and stage entryway • Registration <ul style="list-style-type: none"> - Lower reception desk in main office • Restrooms <ul style="list-style-type: none"> - Move toilets in pool restroom closer to nearest wall • Basketball court <ul style="list-style-type: none"> - Provide accessible spectator seating • Create staff training on inclusion • Utilize Inclusion Point of Contact • Utilize board and community input before making enhancements to any areas of HH • Mission and vision • Create accessibility guide • Look into communication devices to enhance accessibility of all program areas • Policies <ul style="list-style-type: none"> - Safe exit of people with disabilities • Implement positive behavior support plan

	<ul style="list-style-type: none"> • Teach staff how to modify activities • Create inclusion toolkit for programs and activities
--	--

Summary of Inclusion Action Plan Goals and Recommendations

Priority	Staff Champion	In progress/Completed
Parking enhancements	Kate Walsh	Completed (1/17)
Communicate with board and camper families about future projects	Emily Hamilton	Completed (10/15/16) – survey was developed for alumni campers which discussed potential of focus group, and to determine goals.
Develop Accessibility Guide	Chris Pezzulo	In-progress
Staff training	Kate Walsh	Completed (2/17)
Enhance older camper cabins		Completed (5/18)
Increase alternative means of communication	Emily Hamilton	In-progress

CHANGES MADE FOR INCLUSIVE RECREATION

Changes Made at Agency

- New parking spaces: To Accommodate the amount of campers which they serve with differing ability levels the Double H Ranch successfully re-designed their parking area to include 40 accessible parking spaces, including several new spaces directly in front of their main office.
- Kate Walsh attended NYSRPS to represent the Double H Ranch and receive the Inclusion Champion award from the IRRC.
- Emily Hamilton created a survey which was administered to alumni campers and families of campers to determine what future plans they would like to see for the Ranch and how accessibility can be enhanced even further.
- Kate Walsh created and implemented a staff training for their year round employees on the topic of inclusion in order to ensure they all share the same attitude and perspective on why and how they serve children of all abilities.
- New ramped-entry tent platforms were installed at the Outdoor Extreme program area.

Agency's Best Success Story of Changes

- The Double H Ranch is currently wrapping up construction on a multi-million dollar cabin to replace the previously existing Raccoon Cabin. Plans for the new cabin were sent to the IRRC prior to implementation to be reviewed. The new Cabin features fully inclusive and accessible camper rooms, restrooms, and common areas.



Future plans for physical, social and administrative inclusion at the agency:

- Kate Walsh plans to utilize the Inclusion Ambassador Training for all Double H Ranch CIT's to enhance their knowledge and awareness of inclusion best practices.

Photos and Other Evidence of Changes Made



Foundation for Jewish Camp

AGENCY INFORMATION

Primary Contact Person and Email: Jenni ZefTel - jenni@jewishcamp.org

Demographic and Populations Served:

- No demographic survey was collected from the FJC

Key Staff Involved in Mentored Inclusion Coaching

Name	Job Title	Enrolled in Inclusion U	CIA?
Lisa Tobin	Director, Day Camp and Strategic Programs	Yes	Yes
Jenni ZefTel	Director, Day Camp and Strategic Programs	No	N/A

Number of Youth Involved in Inclusion Ambassador Training: 0

MENTORED INCLUSION COACHING

Dates of the Mentored Inclusion Coaching Visit: Ongoing train-the-trainer model

Summary of Results of the MIC Assessment	
Locations assessed during MIC	Main inclusion recommendations
<ul style="list-style-type: none"> • Camp Young Judaea at Sprout Lake • YM & YWHA Washington Heights & Inwood • Camp Twelve Trails 	<ul style="list-style-type: none"> • N/A

Summary of Inclusion Action Plan Goals and Recommendations:

- To incorporate the Youth Inclusion Project into the several FJC affiliated Camps and Youth Programs to identify areas to enhance youth inclusion within the organization, as well as strategic planning to spread inclusion to other FJC affiliated sites.

CHANGES MADE FOR INCLUSIVE RECREATION

Changes Made at Agency

- The FJC took part in a train-the-trainer model of the Mentored Inclusion Coaching process in order to continue utilizing the advantages of the Youth Inclusion Project once the grant is completed. Working alongside the IRRC, Lisa Tobin was mentored in best practices for training youth serving recreation agencies affiliated with the FJC how to best include youth of all ability levels. During the train-the-trainer model Lisa Tobin assisted with mentoring the Camp Young Judaea at Sprout Lake, YM & YWHA at Washington Heights & Inwood, and Camp Twelve Trails.

Agency’s Best Success Story of Changes

Future plans for physical, social and administrative inclusion at the agency:

- None identified

Frederick Douglass R-Center

AGENCY INFORMATION

Primary Contact Person and Email: Mike Velazquez - mike.velazquez@cityofrochester.gov

Demographic and Populations Served:

Mike did not fill out a criteria survey

Key Staff Involved in Mentored Inclusion Coaching

Name	Job Title	Enrolled in Inclusion U	CIA?
Mike Velazquez	Site Coordinator	Yes	Yes
John Piccone	Aquatics Director	Yes	No
Don Corey	Program assistant	Yes	No
Anthony Calderone	Program assistant	Yes	Yes

Number of Youth Involved in Inclusion Ambassador Training: 0

MENTORED INCLUSION COACHING

Dates of the Mentored Inclusion Coaching Visit: January 4-5th, 2018

Summary of Results of the MIC Assessment	
Locations assessed during MIC	Main inclusion recommendations
<ul style="list-style-type: none"> Frederick Douglass R-Center 	<ul style="list-style-type: none"> Provide transportation info on website Enhance designated parking Increase signage and communication Enhance communication at registration Provide adaptive equipment Implement staff training on inclusion Utilize board for input Develop partnerships in community Use positive behavioral supports Use bridging the gap model Provide adaptive equipment in program areas

Summary of Inclusion Action Plan Goals and Recommendations

Priority	Staff Champion	In progress/Completed
<ul style="list-style-type: none"> Complete on-site visit as part of the "Train the Trainer" module in collaboration with RAA 	Mike Velazquez	Completed

Mike took part in a “Train the Trainer” module of the Youth Inclusion Project, collaborating with the Ontario ARC and City and Town of Canandaigua to complete enhancements with the guidance of Anita O’Brien from RAA.

CHANGES MADE FOR INCLUSIVE RECREATION

Changes Made at Agency

- Mike took part in a “Train the Trainer” module of the Youth Inclusion Project, collaborating with the Ontario ARC and Town of Canandaigua to complete enhancements with the guidance of Anita O’Brien from RAA. Anita plans to continue coordinating the use of the Youth Inclusion Project procedure to conduct MIC’s throughout the greater Rochester area.

Agency’s Best Success Story of Changes

- None

Future plans for physical, social and administrative inclusion at the agency:

- Mike plans to have continued mentorship and guidance from Anita O’Brien to continue enhancing areas of the R-Center-s programs for youth of all abilities.
- Mike also plans to have year round staff take Inclusion U Online and will utilize the Ambassador training when it is finalized and released.

Greater Ridgewood Youth Council

AGENCY INFORMATION

Primary Contact Person and Email:

- Janine Mahon (previously Claire Mahon until notified of change on 12/15/16) - Janina1205@AOL.com

Demographic and Populations Served:

According to the criteria survey filled out by Claire Mahon, the GRYC serves youth and families who speak many languages where English is not the primary language spoken in the home. This includes, but is not limited to; Eastern European, Spanish, Chinese, West Indian, Urdu, Arabic and Polish. All GRYC staff has the necessary language skills and cultural competence to be sensitive and responsive to the cultural diversity of the school and community. Additionally, the GRYC operates programs throughout Queens serving a diverse population. The GRYC is sensitive and welcoming to all youth, including, but not limited to; homeless, disconnected, LGBT, and youth whose English is not the primary language. Although the GRYC is NOT specifically contracted to serve youth with disabilities, the Agency services this population in our Pre-K, Afterschool programs, and works with this population in Summer Youth Employment. The GRYC staff are trained in the general and specific needs of the target population in areas including, but not limited to, youth development, education, services for youth with disabilities and cultural and linguistic diversity.

Key Staff Involved in Mentored Inclusion Coaching

Name	Job Title	Enrolled in Inclusion U	CIA?
Janine Mahon	Site Director	Yes	Yes
Claire Mahon	CTRS	Yes	Yes
Robert Monahan	Site Supervisor	Yes	Yes
Elizabeth Fitzgerald	Program Coordinator	Yes	Yes
Monica Sanchez	Program Coordinator	Yes	No
Xiomara Pina	Program Coordinator	Yes	Yes

Number of Youth Involved in Inclusion Ambassador Training: 0

MENTORED INCLUSION COACHING

Dates of the Mentored Inclusion Coaching Visit: 7/25-7/26/2016

Summary of Results of the MIC Assessment	
Locations assessed during MIC	Main inclusion recommendations
<ul style="list-style-type: none"> Main GRYC building PS 128 PS 93 	<ul style="list-style-type: none"> Re-evaluate ADA specifics for new GRYC location Staff Training on Disability Awareness (Include Behavioral piece) Developing the positive behavior support plan and needs assessment Diversify the logo of the Greater Ridgewood Youth Center Develop "Accessibility Guide" and add inclusion blurb to parent handbook

	<ul style="list-style-type: none"> • Develop a vision statement and modify mission statement with more inclusive language • Inclusive signage • Develop inclusive policies and procedures
--	--

Summary of Inclusion Action Plan Goals and Recommendations

Priority	Staff Champion	In progress/Completed
Re-evaluate ADA specifics for newest GRYC location	Janine	Completed (3/16/2017)
Implement staff training	Claire and Rob	Completed (9/7/2016)
Develop and implement a positive behavioral support plan	Xiomara	Completed (9/7/2016)
Diversify and implement a new agency logo	Rob	In-progress
Develop Accessibility Guide for the website	Janine	In-progress
Develop a vision statement and modify existing mission statement	Claire	Completed (4/7/2017)

CHANGES MADE FOR INCLUSIVE RECREATION

Changes Made at Agency

- The GRYC staff created a Google group named “GRCY Inclusion” in order to add inclusion resources.
- Claire Mahon created a document entitled “Setting Student Expectations”, which is an activity designed to be implemented at the start of a program to discuss rules and expectations of the activity. It can also be implemented periodically throughout the year (i.e. after long breaks, an increase in acting up, etc). Her goal was to decrease any misunderstandings among participants.
- Claire developed a staff training specifically including best practices in inclusive programming for children of all abilities.
- Claire created a “Fidget Box” which includes items designed to support children with behavioral and sensory needs.
- Xiomara developed a positive behavioral support plan to help staff when documenting behaviors. The plan was explained and discussed in-detail with staff.
- Xiomara created a needs assessment: This document closely resembles the positive behavioral support plan, but is shorter and provides less detail.
- The GRYC staff was offered an opportunity to attend a training on inclusion. Following is a description of the training: "Utilizing Ramapo’s Behavior Identification and Planning Tool participants will identify specific and targeted strategies that address challenging behaviors by building on strengths, identifying achievable behavioral goals, and anticipating problems. Participants will leave this workshop with a behavior plan that they have created as well as an understanding of the skills needed to facilitate the creation of plans independently in their programs in the future."
- In addition to this training, the GRYC has included inclusive program design into their *General Agency Professional Development*. This is especially significant because the GRYC serves many students with IEP's and behavior issues.
- The GRYC staff did an inclusivity assessment of their new Fairview site to describe its accessibility. Outcomes of this assessment include adding new signage, and implementing appropriate sinks and toilets. An additional outcome of the assessment determined that all ramps and lifts provide enhanced access for people who use wheelchairs.

- The GRYC has updated its mission statement and is in the process of changing its logo to be more inclusive. In addition to this, they are working on changing and/or adding the correct signage to all other GRYC buildings.
- The GRYC staff attended the 2017 NYSRPS conference in Rochester, NY to receive the Inclusion Champion Award from the IRRRC for their dedication to enhancing inclusion for youth of all abilities at their various sites.

Agency's Best Success Story of Changes

- With encouragement from staff, GRYC youth participated in the "curb cut project". This project assessed the curb cuts in crosswalks around the GRYC neighborhood. Janine feels the GRYC's participation in the Inclusion Project has enabled their staff and students to examine the curb cut project and how broken or no curb cuts has an impact on people of all abilities.

Future plans for physical, social and administrative inclusion at the agency:

None provided

Photos and Other Evidence of Changes Made

PREVIEW



HAMBURG DEPARTMENT OF PARKS AND RECREATION

AGENCY INFORMATION

Primary Contact Person and Email: Marty Denecke - mdenecke@townofhamburgny.gov

Demographic and Populations Served:

According to the demographics survey provided by the Inclusive Recreation Resource Center, Hamburg Parks and Recreation provides services to a middle class community which is surrounded by rural communities. They regularly provide programs, events and services to individuals with disabilities in the surrounding communities but do not feel they serve a culturally or linguistically diverse population of people.

Key Staff Involved in Mentored Inclusion Coaching

<i>Name</i>	<i>Job Title</i>	<i>Enrolled in Inclusion U</i>	<i>CIA?</i>
Marty Denecke	Recreation Director	Yes	Yes
Marc Collins		Yes	Yes
Emily Gallus		Yes	No
Gay Lynn Nelson		Yes	No
Andrew Mencer		Yes	No
Pamela Rost		Yes	Yes

Number of Youth Involved in Inclusion Ambassador Training: 6

MENTORED INCLUSION COACHING

Dates of the Mentored Inclusion Coaching Visit: July 7th & 8th 2016

Summary of Results of the MIC Assessment		
Locations assessed during MIC	Programs observed	Main inclusion recommendations
<ul style="list-style-type: none"> Hamburg Department of Parks and Recreation 	<ul style="list-style-type: none"> Youth Basketball Summer Program Tiny Tots Day Program Friendship Day Camp Adventure Day Camp 	<ul style="list-style-type: none"> Appoint Inclusion Coordinator Modify staff training to include activity accommodations and information on modeling accepting and inclusive behavior Modify registration materials Involve a person with a disability perspective into the planning efforts at the department Improve physical accessibility features of park properties Identify quiet areas and calming spaces

	<ul style="list-style-type: none"> • Identify alternative areas for activities to be held in • Create a system of positive behavioral support.
--	--

Summary of Inclusion Action Plan Goals and Recommendations

Priority	Staff Champion	In progress/Completed
<ul style="list-style-type: none"> • Enhancing easily attainable physical amenities 	Marty Denecke	In progress: <ul style="list-style-type: none"> • Lower door weights • Increase accessible signage • Provide an alternative registration area 36" or less
<ul style="list-style-type: none"> • Develop and implement a routine staff training 		Completed <ul style="list-style-type: none"> • Staff training has been modified to include some activity accommodations and modelling inclusive and accepting behavior.
<ul style="list-style-type: none"> • Appoint an Inclusion Coordinator for the department 		Completed
<ul style="list-style-type: none"> • Reach out to involve a person with a disability in all future project development to ensure all areas of need are met 		In progress
<ul style="list-style-type: none"> • Enhance the current registration process and provide information about the Inclusion Coordinator • Include Accessibility statement or question which asks if any additional accommodations or assistance is needed for participation 	Marc Collins	Completed

CHANGES MADE FOR INCLUSIVE RECREATION

Changes Made at Agency

- Inclusion coordinator has been appointed
- Registration materials have been modified
- Staff training has been modified to include some activity accommodations and modelling inclusive and accepting behavior.

Lime Hollow Center for Environment and Culture

AGENCY INFORMATION

Primary Contact Person and Email: Glenn Reisweber - glennreisweber@gmail.com

Demographic and Populations Served:

According to the demographics survey provided by the Inclusive Recreation Resource Center, Lime Hollow Center for Environment and Culture serves youth primarily from rural Cortland County (75%) and Tompkins County (25%). Most of the youth that attend Lime Hollow programs, particularly summer camp, attend high needs school districts. Lime Hollow has had several youth with disabilities attend their summer camp program.

Key Staff Involved in Mentored Inclusion Coaching

Name	Job Title	Enrolled in Inclusion U	CIA?
Glenn Reisweber	Executive Director	Yes	Yes
Peter Harry	Camp Director/ Associate Director	Yes	Yes
Amy Drenzo	Board member	Yes	Yes

Number of Youth Involved in Inclusion Ambassador Training: 4

MENTORED INCLUSION COACHING

Dates of the Mentored Inclusion Coaching Visit: April 10-11th, 2017

Summary of Results of the MIC Assessment		
Locations assessed during MIC	Programs observed	Main inclusion recommendations
Lime Hollow Center for Environment and Culture <ul style="list-style-type: none"> Visitor Center Trail-for-ALL Environmental Education Center 	<ul style="list-style-type: none"> Youth day camp Inclusion Committee meeting 	<ul style="list-style-type: none"> Staff training General signage throughout all areas Inclusion coordinator Peer orientation Website accessibility Person first Modifying staff ratios Bridging the gap Ramps/slopes of route of travel Trail tool Website accessibility guide Providing a designated quiet space

Summary of Inclusion Action Plan Goals and Recommendations

Priority	Staff Champion	In progress/Completed
Plan and implement staff training	Glenn Reisweber	Complete

Enhance inclusive signage throughout all areas of LHCEC	Peter Harrity	Complete (8/30/17)
Designate an inclusion coordinator	Glenn Reisweber	Complete (5/16/17)
Provide peer orientation during camps when necessary	Peter Harrity	On-going
Enhance website and Facebook accessibility	Various members of the board of directors	Completed
Develop an evaluation which determines program accessibility and inclusion	Glenn Reisweber	In-progress
Develop an Inclusion Statement to be included on the website, brochures and program fliers	Glenn Reisweber	Completed

CHANGES MADE FOR INCLUSIVE RECREATION

Changes Made at Agency

- Since completion of the mentored inclusion coaching during the Youth Inclusion Project, Lime Hollow has completed the following goals towards enhancing inclusion and accessibility:
- Developed and implemented new inclusion statement on website and in marketing handouts
“Inclusion: Our staff appreciates learning about your child’s specific needs and are very willing to provide appropriate supports and accommodations to enhance their experience. Please contact us for more information regarding inclusion at Lime Hollow.”
- Developed a statement about providing accommodations to participants
- Developed and modified policies regarding the use of service animals and motorized mobility devices
- Created an Inclusion Committee which meets 2-3 times yearly to discuss matters of inclusion and accessibility
- Modified camper forms to include information about accessibility
- Created and placed inclusive signage and several locations around Lime Hollow
- Designated Andrea Hainlin-Mott as Inclusion Coordinator for LHCEC
- Applied for \$5,000 grant to enhance inclusive trail surface at the Visitor Center and received grant funding to begin project

Agency’s Best Success Story of Changes

- At the 2018 annual NYSRPS conference Lime Hollow Center for Environment and Culture was not only awarded an Inclusion Champion trophy from the IRRC from their dedicated work during the Youth Inclusion Project but was also nominated and won the award for Inclusion Program of Excellence from the NYSRPS committee. Executive Director Glenn Reisweber and Board of Directors member Dr. Amy Dizenzo attended the conference to accept the awards for lime Hollow.

Future plans for physical, social and administrative inclusion at the agency:

- Lime Hollow plans to utilize the Inclusion Ambassador Training for all CIT’s and seasonal staff to enhance their knowledge and awareness of inclusion best practices.
- Lime Hollow plans to enhance a 2.5 mile section of rail bed trail to be more accessible.

Photos and Other Evidence of Changes Made:



NEW YORK CITY

DEPARTMENT OF PARKS AND RECREATION

AGENCY INFORMATION

Primary Contact Person and Email: Christopher Noel - Christopher.noel@parks.nyc.gov

Demographic and Populations Served:

New York City Parks and Recreation did not fill out a demographics/criteria survey.

Key Staff Involved in Mentored Inclusion Coaching

Name	Job Title	Enrolled in Inclusion U	CIA?
Shawn James		Yes	No
Arjan Perovic		Yes	Yes
David Deas		Yes	No
Kevin Chang		Yes	Yes
Laurie Krauss		Yes	Yes
Chris Wong		Yes	Yes
Christopher Noel		Yes	Yes
Stephanie Jones		Yes	No
Loretta Sun		Yes	Yes
Benjamin Triscuit		Yes	Yes
Chris Goudialis		No	No
Rodolfo Guevara		Yes	Yes
Erin Vega		Yes	Yes
Kate Durant		Yes	Yes
Anthony Traverso		Yes	Yes

Number of Youth Involved in Inclusion Ambassador Training: 19

MENTORED INCLUSION COACHING

Dates of the Mentored Inclusion Coaching Visit: February 1st-2nd, 2017

Summary of Results of the MIC Assessment	
Locations assessed during MIC	Main inclusion recommendations
<ul style="list-style-type: none"> Al Oerter 	<ul style="list-style-type: none"> Transportation Restrooms/locker rooms Fitness/Exercise equipment rooms Staff training Youth Staff

- Person first language
- Hiring
- Accessibility guide
- Policies and procedures
- Evaluation of accessibility in programs and services
- Providing positive behavioral supports
- Modifying activities for individuals needs

Summary of Inclusion Action Plan Goals and Recommendations

Priority	Staff Champion	In progress/Completed
Implement site visit for 15+ NYC Parks and Recreation staff members	Chris Noel	Complete
Adjust door weights at the AI Oerter Recreation Center	Anthony Traverso Center Director	No progress made towards goals and recommendations
Implement routine staff training		
Provide positive behavioral supports for all youth programs and services		
List all adaptive exercise equipment on the centers website		

CHANGES MADE FOR INCLUSIVE RECREATION

Changes Made at Agency

- Implemented Mentored Inclusion Coaching at AI Oerter Center and enrolled 15 staff in Inclusion U Online. 11 staff completed the training and are now Certified Inclusivity Assessors

Agency’s Best Success Story of Changes

- To be determined

Future plans for physical, social and administrative inclusion at the agency:

- To be determined

Photos and Other Evidence of Changes Made:

- To be determined

Ontario ARC

AGENCY INFORMATION

Primary Contact Person and Email: Brenda Estey - bestey@ontarioarc.org

Demographic and Populations Served:
Brenda did not fill out a criteria survey

Key Staff Involved in Mentored Inclusion Coaching

Name	Job Title	Enrolled in Inclusion U	CIA?
Brenda Estey	Senior Associate Executive Director	No	N/A
Heather Krebs	Youth Program Coordinator	No	N/A

Number of Youth Involved in Inclusion Ambassador Training: 0

MENTORED INCLUSION COACHING

Dates of the Mentored Inclusion Coaching Visit: March 8, 2018

Summary of Results of the MIC Assessment	
Locations assessed during MIC	Main inclusion recommendations
<ul style="list-style-type: none"> City of Canandaigua Parks and Recreation Baker Park at Buffalo Street 	<ul style="list-style-type: none"> Provide transportation info on website Enhance designated parking at both locations Increase signage and communication Enhance routes of travel at both locations Enhance communication at registration Appropriate signage at restrooms in park Provide accessible picnic tables Provide adaptive equipment Provide seating at sports fields Implement staff training on inclusion Utilize board for input Develop partnerships in community Create a site map Use positive behavioral supports Use bridging the gap model Provide adaptive equipment in program areas

Summary of Inclusion Action Plan Goals and Recommendations

Priority	Staff Champion	In progress/Completed
<ul style="list-style-type: none"> Complete on-site visit as part of the "Train the Trainer" module in collaboration with RAA 	Brenda Estey – Senior Associate Executive Director	Completed
<p>Brenda took part in a "Train the Trainer" module of the Youth Inclusion Project, collaborating with the Ontario ARC and Town of Canandaigua to complete enhancements with the guidance of Anita O'Brien from RAA.</p>		

CHANGES MADE FOR INCLUSIVE RECREATION

Changes Made at Agency

- Brenda took part in a “Train the Trainer” module of the Youth Inclusion Project, collaborating with the Ontario ARC and Town of Canandaigua to complete enhancements with the guidance of Anita O’Brien from RAA. Anita plans to continue coordinating the use of the Youth Inclusion Project procedure to conduct MIC’s throughout the greater Rochester area.
- Heather Krebs attended NYSRPS in Syracuse to receive the Inclusion Champion Award on behalf of the Ontario ARC

Agency’s Best Success Story of Changes

- None

Future plans for physical, social and administrative inclusion at the agency:

- The Ontario ARC plans to have year round staff take Inclusion U Online and will utilize the Ambassador training when it is finalized and released.

Photos and Other Evidence of Changes Made

- None

Reinstein Woods Environmental Education Center

AGENCY INFORMATION

Primary Contact Person and Email: Meaghan Boice-Greene (meaghan.boice-green@dec.ny.gov)

Demographic and Populations Served:

- Reinstein Woods did not fill out a demographics survey

Key Staff Involved in Mentored Inclusion Coaching

<i>Name</i>	<i>Job Title</i>	<i>Enrolled in Inclusion U</i>	<i>CIA?</i>
Meaghan Boice-Greene	Director	Yes	Yes
Mike Adriaansen	Environmental Educator	Yes	Yes
Ginger Wszalek	Environmental Education Assistant	Yes	Yes
Leah Tyrrell	Naturalist Intern	No	N/A
Mary Ronan	Environmental Educator	No	N/A
Gabriella Greene	Naturalist Intern	No	N/A
Kristen Rosenberg	Program Coordinator	Yes	Yes

Number of Youth Involved in Inclusion Ambassador Training: 2

MENTORED INCLUSION COACHING

Dates of the Mentored Inclusion Coaching Visit: March 13th-15th, 2018

Summary of Results of the MIC Assessment	
Locations assessed during MIC	Main inclusion recommendations
<ul style="list-style-type: none"> • Reinstein Woods Environmental Education Center • Lily Pond Trail 	<ul style="list-style-type: none"> • Transportation on website • Accessible parking enhanced • Increased signage • Provide automatic button at entrance • Clear registration desk • Provide alternative forms of communication in classrooms • Assess and put information about trails on website and Facebook using ALL Trails App • Create Inclusive Walking/hiking Club • Clear routes of travel • Implement routine staff training • Designate an inclusion coordinator • Utilize board input • Enhance mission and vision statement • Utilize person-first language • Increase marketing diversity • Create and implement and inclusion guide on website

- Implement specific policies and procedures
- Create and implement evaluation
- Provide and inclusion statement
- Use positive behavioral supports in programs
- Create and use calming kits
- Provide adaptive equipment like all-terrain wheelchair

Summary of Inclusion Action Plan Goals and Recommendations

Priority	Staff Champion	In progress/Completed
Easily attainable physical enhancements <ul style="list-style-type: none"> - Automatic door - Yellow Tape on gazebo - Signage at front desk - Reverse stall door hinges - All-terrain wheelchair - Renovate brick path 	Meaghan Ginger Meaghan Leah Meaghan	In-progress Completed In-progress In-progress In-progress
Enhance programmatic Inclusion <ul style="list-style-type: none"> - Implement positive behavioral supports 	David	In-progress
Increase website accessibility	Mike	In-progress
Use ALLTrails App to survey all trails at Reinstein	Gabby	In-progress
Increase inclusive language and participant diversity in all marketing materials	Gabby	In-progress
Staff Training <ul style="list-style-type: none"> - Ambassador training - Year round staff go through Inclusion U Online 	Meaghan	In-progress

CHANGES MADE FOR INCLUSIVE RECREATION

Changes Made at Agency

- Following the on-site visit during the Mentored Inclusion Coaching at Reinstein Woods signage was enhanced at the front desk of the welcome center and clutter was cleared away from the lowered, more accessible area of the desk to provide increased space for anyone to use the area.

Agency’s Best Success Story of Changes

- At the 2018 annual NYSRPS conference Reinstein Woods was awarded an Inclusion Champion trophy from the IRRP for their dedicated work during the Youth Inclusion Project. Program Coordinator Mike Adriaansen attended the conference to accept the award for Reinstein Woods.

Future plans for physical, social and administrative inclusion at the agency:

- Reinstein Woods plans to utilize the Inclusion Ambassador Training for all CIT's and seasonal staff to enhance their knowledge and awareness of inclusion best practices.
- Reinstein Woods plans to continue utilizing the recommendations report and Inclusion Action Plan provided by the IRRC to enhance inclusion.

Photos and Other Evidence of Changes Made:



Roberto Clemente State Park

AGENCY INFORMATION

Primary Contact Person and Email: John Doherty - john.doherty@parks.ny.gov

Demographic and Populations Served:

- Roberto Clemente State Park did not fill out a criteria survey

Key Staff Involved in Mentored Inclusion Coaching

Name	Job Title	Enrolled in Inclusion U	CIA?
John Doherty	Park Manager 1	Yes	Yes
Soleyl Ovalle	Assistant Park and Rec Supervisor	Yes	Yes
Benigno Paniagua	Physical Plan manager	Yes	No
David Lucas	Maintenance Supervisor	Yes	Yes
Clennel Charles	Maintenance Supervisor	Yes	No
Robert Morris	Park Manager 2/Night Supervisor	Yes	Yes
Jennifer Ferrari	Assistant Regional Parks and Rec Coordinator	Yes	Yes
Joe Reed	Rec Supervisor	No	No

Number of Youth Involved in Inclusion Ambassador Training: 0

MENTORED INCLUSION COACHING

Dates of the Mentored Inclusion Coaching Visit: March 28th-29th, 2017

Summary of Results of the MIC Assessment	
Locations assessed during MIC	Main inclusion recommendations
<ul style="list-style-type: none"> • Roberto Clemente State Park 	<ul style="list-style-type: none"> • How to provide supports and accommodations by utilizing the bridging the gap model • Adapting equipment at the pool • Person first language was a lengthy discussion. There was tension about staff's ability to understanding the ever changing social norms of inclusive language. I explained the importance of representing the agency from a united perspective of inclusion; professional viewpoint above personal. • Having a unified knowledge of service animal policies was also discussed at length • Implement a routine staff training on inclusion • Easily fixable physical enhancements • Person first language

	<ul style="list-style-type: none"> • Accessibility guide • Marketing Diversity • Registration • Evaluation • Inclusion Coordinator • Slopes of ramps to pool
--	--

Summary of Inclusion Action Plan Goals and Recommendations

Priority	Staff Champion	In progress/Completed
Implement a routine staff training which covers accessibility and inclusion	John and Soleyl	In-progress - Ambassador training
Easily fixable physical enhancements	David Lucas	In-progress
Person first language	Soleyl	In-progress
Accessibility guide	John and Bob	In-progress - Sections of the website have been enhanced
Marketing Diversity - Registration - Evaluation	Jennifer Ferrari	No progress
Inclusion Coordinator	John and Bob	No progress
Slopes of ramps to pool	John and Dave Lucas	In-progress - Currently Roberto Clemente is undergoing a revitalization project and accessibility is a key component

CHANGES MADE FOR INCLUSIVE RECREATION

Changes Made at Agency

- Roberto Clemente is currently wrapping up a massive revitalization plan which has been in progress since 2014. Accessibility and inclusion were considered a key component of this plan and it was stated that the Youth Inclusion Project had a large impact on the way which areas of the park were designed.
- No other updates on progress have been recorded.

Rochester Accessible Adventures

AGENCY INFORMATION

Primary Contact Person and Email: Anita O'Brien - ajobrien00@gmail.com

Demographic and Populations Served:

- No demographic survey was collected from Anita O'Brien
-

Key Staff Involved in Mentored Inclusion Coaching

<i>Name</i>	<i>Job Title</i>	<i>Enrolled in Inclusion U</i>	<i>CIA?</i>
Anita O'Brien	Founder and Director of RAA	Yes	Yes

Number of Youth Involved in Inclusion Ambassador Training: 31

MENTORED INCLUSION COACHING

Dates of the Mentored Inclusion Coaching Visit: Ongoing train-the-trainer model

Summary of Results of the MIC Assessment	
Locations assessed during MIC	Main inclusion recommendations
<ul style="list-style-type: none"> • City of Canandaigua Parks and Recreation • Town of Canandaigua Parks and Recreation • Frederick Douglass R-Center • Victor Parks and Recreation • Ontario ARC 	<ul style="list-style-type: none"> • N/A

Summary of Inclusion Action Plan Goals and Recommendations: N/A

CHANGES MADE FOR INCLUSIVE RECREATION

Changes Made at Agency

- Rochester Accessible Adventures took part in a train-the-trainer model of the Mentored Inclusion Coaching process in order to continue utilizing the advantages of the Youth Inclusion Project once the grant is completed. Working alongside the IRRRC, Anita O'Brien was mentored in best practices for training youth serving recreation agencies how to best include youth of all ability levels. During the train-the-trainer model Anita assisted with mentoring the City of Canandaigua Parks and Recreation Department, Town of Canandaigua Parks and Recreation Department, Frederick Douglass R-Center, Victor Parks and Recreation Department, and the Ontario ARC. Following the Youth Inclusion Project RAA plans to continue working

alongside these agencies and continue mentoring additional youth-serving recreation agencies for best practices in inclusive recreation.

Future plans for physical, social and administrative inclusion at the agency:

- Following the Youth Inclusion Project RAA plans to continue working alongside these agencies and continue mentoring additional youth-serving recreation agencies for best practices in inclusive recreation.

Photos and Other Evidence of Changes Made:



Anita O'Brien (RAA) assisting Dan Mackey of City of Canandaigua Parks and Recreation to measure turning radiance in the office area.

Strong Center for Developmental Disabilities

AGENCY INFORMATION

Primary Contact Person and Email: Jennifer Ward- jennifer_ward@urmc.rochester.edu

Demographic and Populations Served:

- No demographic survey was collected from SCDD

Key Staff Involved in Mentored Inclusion Coaching

<i>Name</i>	<i>Job Title</i>	<i>Enrolled in Inclusion U</i>	<i>CIA?</i>
Jennifer Ward	Coordinator, Recreation Programs Coordinator, Community Advisory Council	Yes	Yes
Valerie Smith	Health Project Coordinator	Yes	Yes
Suzannah Iadarola, Ph.D.	Associate Director, Diversity and Cultural Competence (UCEDD) Director, RRCASD	Yes	Yes
Alfred Vitale, Ph.D.	Administrative Director, CCP	Yes	No

Number of Youth Involved in Inclusion Ambassador Training: 3

MENTORED INCLUSION COACHING

Dates of the Mentored Inclusion Coaching Visit: Ongoing train-the-trainer model

Summary of Results of the MIC Assessment	
Locations assessed during MIC	Main inclusion recommendations
<ul style="list-style-type: none"> • N/A • A train-the-trainer seminar was held at the Strong Center for Developmental Disabilities 	<ul style="list-style-type: none"> • N/A

Summary of Inclusion Action Plan Goals and Recommendations:

- N/A

CHANGES MADE FOR INCLUSIVE RECREATION

Changes Made at Agency

- Strong Center for Developmental Disabilities took part in a train-the-trainer model of the Mentored Inclusion Coaching process in order to continue utilizing the advantages of the Youth Inclusion Project once the grant is completed. Working alongside the IRRC, the SCDD was mentored in best practices for training youth serving recreation agencies how to best include youth of all ability levels. During the train-the-trainer model an IRRC assessment specialist met with the group from SCDD during a daylong seminar to train them on how to utilize the tools which have developed throughout the Youth Inclusion Project. Strong Center for Developmental Disabilities was given complimentary Calming Kits and a Mobile Sensory Room which they plan to utilize during future programs in the Rochester community. Following the Youth Inclusion Project SCDD plans to continue working reaching out to local community groups to put a stronger emphasis on inclusive recreation into the overall mission of SCDD.
- Strong Center for Developmental Disabilities is hosting the Skirboll Family Autism Conference in Rochester at the Strong Museum of Play.



Future plans for physical, social and administrative inclusion at the agency:

- Strong Center for Developmental Disabilities was given complimentary Calming Kits and a Mobile Sensory Room which they plan to utilize during future programs in the Rochester community. Following the Youth Inclusion Project SCDD plans to continue working reaching out to local community groups to put a stronger emphasis on inclusive recreation into the overall mission of SCDD.

SUNY Cortland Outdoor Pursuits

AGENCY INFORMATION

Primary Contact Person and Email: Jason Harcum - Jason.harcum@cortland.edu

Demographic and Populations Served:

- According to the demographics survey, SUNY Cortland Outdoor Pursuits predominantly serves Caucasian participants but states that they do serve an ethnically diverse group of students as well as students with disabilities.

Key Staff Involved in Mentored Inclusion Coaching

<i>Name</i>	<i>Job Title</i>	<i>Enrolled in Inclusion U</i>	<i>CIA?</i>
Jason Harcum	Director of OP	Yes	Yes
Kathryn Dimock	Student intern	Yes	Yes
Mary McNally	Graduate Assistant	Yes	Yes
Christopher Bode	Graduate Assistant	Yes	Yes
Corey Gerberdolan		Yes	Yes

Number of Youth Involved in Inclusion Ambassador Training: 7

MENTORED INCLUSION COACHING

Dates of the Mentored Inclusion Coaching Visit: November 17th-18th, 2016

Summary of Results of the MIC Assessment	
Locations assessed during MIC	Main inclusion recommendations
<ul style="list-style-type: none"> • SUNY Cortland Outdoor Pursuits main office and gear room 	<ul style="list-style-type: none"> • Mission and vision • Parking lines • Increased signage • Inclusion point of contact • Staff training on inclusion • Research grant opportunities • Utilize Disability Support Services • Community input • Intentional hiring strategies • Create accessibility guide on website • Create accessible trip binder • Diversify marketing/reflect inclusion in marketing • Increase communication technology • Policy and procedure awareness • Update evaluation material/registration • Provide more adaptive equipment

Summary of Inclusion Action Plan Goals and Recommendations

Priority	Staff Champion	In progress/Completed
Enhance vision and mission statement on webpage	Jason Harcum	Complete
Develop an accessibility guide	Jason Harcum	Complete
Reach out to campus to find out what resources are available (Student Disability Services)	Jason Harcum	Complete
Develop staff training to implement during Spring semester for staff and trip leaders	Mary McNally	Complete
Establish an ADA coordinator with contact information	Mary McNally	In-progress
Developing structure for Diversity and Inclusion student led committee	Mary McNally	In-progress

CHANGES MADE FOR INCLUSIVE RECREATION

Changes Made at Agency

- OP enhanced their mission and vision statement to be more inclusive. The following is an excerpt from the updated mission, “The Outdoor Pursuits tripping program offers all students, faculty and staff the opportunity of transformational education. Both students and faculty/staff are able to participate in experiential learning outside of the normal classroom. Students lead their peers and faculty/staff on wilderness based trips throughout the semester, giving them the opportunity to develop and improve their leadership skills. Trips are designed to be engaging, and include all participants to work together to accomplish a common goal. This encourages everyone to work together and put aside differences. At times, this requires students to step outside of their comfort zone and try new things. Time is incorporated into each trip to reflect as a group on the experience and how to transfer the learning's to everyday life. “
- Mary compiled and provided numerous inclusion tips and resources for their new trip leader apprentices; a significant staff training enhancement for Outdoor Pursuits. (Those documents are in a zip folder on DropBox)
- Mary created an accessibility guide for OP based on IRRC resources.
- With the help of IRRC staff, OP created and facilitated a disability simulation seminar on 2/27/17.
- OP created a custom trips form which is available on their website. It includes information about providing support and accommodations for individuals with disabilities in programs.
- SCRA and IRC planned and hosted the Wintergreen Games on March 25, 2017. The event was a fundraising opportunity to purchase adaptive equipment for OP.

Agency’s Best Success Story of Changes

- Graduate Assistant Mary McNally launched OP’s new Accessibility Tab and contacted the IRRC with the following statement, “I thought I'd share some great progress your project has had with SUNY Cortland Outdoor Pursuits. Yesterday, we released our newest tab on the website for accessibility:
<http://www2.cortland.edu/offices/recreational-sports/student-life-center/outdoor-pursuits/op-accessibility.dot>


Future plans for physical, social and administrative inclusion at the agency:

- To be determined

Photos and Other Evidence of Changes Made:

OP Accessibility

Home / Offices / Recreational Sports / Student Life Center / Outdoor Pursuits / OP Accessibility



SUNY Cortland Outdoor Pursuits strives to provide everyone with the opportunity to experience and enjoy the outdoors.

Outdoor Pursuits	
Adirondack Trail Blazers	+
OP Trip Leaders	+
OP Trips & Workshops	+
OP Equipment Rental Center	+
OP Cortland Bike Project	+
OP Climbing Wall	+
OP Accessibility	

Accessibility Consultations at OP are available for the following:

- Adirondack Trail Blazers
- OP Trips
- Cortland Bike Project
- Climbing Wall
- Workshops and Clinics
- Rental Equipment

Email mary.mcneally@cortland.edu or call 607-753-6809 to consult about your needs.

Accessibility Resources:

At SUNY Cortland Outdoor Pursuits, we have a number of resources available to help you better understand diversity, disability culture and best practices. We want to share our model of inclusion and other training materials in order to make your program more accessible.

[Access our full accessibility report here.](#)

Inclusive Recreation Resource Center:

The mission of the Inclusive Recreation Resource Center (IRRC) is to promote and sustain participation by people of all abilities in inclusive recreation activities and resources. Learn more about the IRRC below.



Syracuse Department of Parks and Recreation

AGENCY INFORMATION

Primary Contact Person and Email: Anne Downes - adownes@syr.gov.net

Demographic and Populations Served:

- According to the demographics and criteria survey, the Syracuse Department of Parks and Recreation provides services to rurally, underserved, ethnically, linguistically, and culturally diverse populations. Additionally, they serve youth with disabilities through partnerships with the Fitness Inclusion Network. Survey data is based on census data from 2013 which shows that roughly 43% of Syracuse families with children under 18 live below the poverty level. Student racial and ethnic demographics consist of 53% African America, 28% Caucasian, 12% Hispanic, 6% Asian American, and 1% Native American. According to information provided by the Syracuse City School District there are 74 languages spoken in the City of Syracuse.

Key Staff Involved in Mentored Inclusion Coaching

<i>Name</i>	<i>Job Title</i>	<i>Enrolled in Inclusion U</i>	<i>CIA?</i>
Anne Downes	Youth Recreation Bureau	Yes	Yes
Julian Chaplin	Special Events	Yes	Yes
Daegan Von Swearingen		Yes	Yes
Chris Abbott	Youth Recreation Bureau	Yes	Yes
Mary Beth Roach	Director	No	N/A
Trevor Wallace		Yes	Yes
Brent Lopes		Yes	Yes
Ellie Barvinchak	Aquatics Director	Yes	Yes
Dave Serbun		Yes	Yes
Jason Howard		Yes	Yes
Larry Cosby		Yes	Yes
Deidra Hunt		Yes	Yes
Jesse Brantley		Yes	Yes

Number of Youth Involved in Inclusion Ambassador Training: 3

MENTORED INCLUSION COACHING

Dates of the Mentored Inclusion Coaching Visit: January 25th and 26th, 2017

Summary of Results of the MIC Assessment	
Locations assessed during MIC	Main inclusion recommendations
Syracuse Department of Parks and Recreation <ul style="list-style-type: none"> • Main Building at Spencer Street • Clinton Square Ice Rink • Southwest Community Center Pool 	<ul style="list-style-type: none"> • Signage at all facilities • Person first language • Mission and vision • Google Group for communication between staff • Marketing diversity • Policies and procedures • Registration and evaluation • Playgrounds (I.e. Shane's Inspiration) • Staff Training • Accessibility guide

Summary of Inclusion Action Plan Goals and Recommendations

Priority	Staff Champion	In progress/Completed
Person-first language charts displayed throughout all divisions of the Syracuse Parks and Recreation Department	Anne Downes	Completed (2/2/17)
Update mission statement; create new vision statement which demonstrates the departments goals to enhance inclusion and accessibility moving into the future	Chris Abbott	In-progress
Create Google Group account for all necessary staff to share and input ideas, questions etc.	Anne Downes	Completed (2/3/17)
Diversify marketing materials throughout entire department and on website	Anne Downes	Completed
Update and/or find any already existing policies and procedures about the use of service animals, mobility devices, safe exit for people with disabilities, and helping those with financial aid assistance.	Anne Downes and Ocesa	
Update all registration forms at Parks to include contact information for Inclusion Coordinator and/or each specific program directors contact information.	Anne Downes	No progress
Shane's Inspiration and TIES: Contact outside resources	Anne Downes	Completed

Designate a team to create an accessibility tab on the website. It should outline accessible and inclusive programs, physical features of the agency, social aspects, administrative practices and several other helpful bits of information like a link to the agencies full assessment on our website's database.	Anne Downes	
Utilizing the resources provided to you by the Inclusive Recreation Resource Center, develop and implement a staff training module which specifically focuses on working with youth participants who have functional differences.	Chris Abbott	

CHANGES MADE FOR INCLUSIVE RECREATION

Changes Made at Agency

- Anne Downes printed, laminated and trained staff to utilize person-first language charts; person first language charts were distributed to all Syracuse Parks and Rec sites.
- Syracuse Department of Parks and Recreation created a Goggle group to compile, share and utilize inclusion resources.
- Several Syracuse Department of Parks and Recreation attended the 2017 NYSRPS conference to receive the award for Inclusion Champion for their dedicated work towards providing inclusive services to youth of all abilities.

Future plans for physical, social and administrative inclusion at the agency:

- Syracuse Department of Parks and Recreation plans to utilize the Inclusion Ambassador training for all seasonal staff members to increase their awareness and attitude of inclusion and accessibility within their program.

Photos and Other Evidence of Changes Made



This photo was added to the website to diversify marketing

Taconic Outdoor Education Center

AGENCY INFORMATION

Primary Contact Person and Email: Greg Kofsky - gregory.kofsky@parks.ny.gov

Demographic and Populations served:

- According to the demographics and criteria survey, the Taconic Outdoor Education Center provides services to rurally, underserved, ethnically, linguistically, and culturally diverse populations. Additionally, they serve youth with disabilities through partnerships with the Westchester Special Recreation and WARC which they provide programming for their students. Their facility is located in a suburban/rural area, which is close to NYC. Many groups, often from title 1 schools, attend programs from the greater NYC area. They often serve students from NYC schools who are not English proficient, or who need classmates to translate for their educators.

Key Staff Involved in Mentored Inclusion Coaching

<i>Name</i>	<i>Job Title</i>	<i>Enrolled in Inclusion U</i>	<i>CIA?</i>
Greg Kofsky	Program Coordinator	Yes	No
Sarina Hughes	Program facilitator	No	N/A
Jordan Miller	Program facilitator	No	N/A
Kevin Sanders	Program facilitator	Yes	Yes
Jeanne Chang	Program facilitator	Yes	Yes
Max Bass	Program facilitator	Yes	Yes
Ursula Svoboda	Program facilitator	Yes	Yes
John Stowell	State Park Manager	Yes	No

Number of Youth Involved in Inclusion Ambassador Training: 0

MENTORED INCLUSION COACHING

Dates of the Mentored Inclusion Coaching Visit: September 1st and 2nd, 2017

Summary of Results of the MIC Assessment	
Locations assessed during MIC	Main inclusion recommendations
<ul style="list-style-type: none"> • Taconic Outdoor Education Center 	<ul style="list-style-type: none"> • Signage: interpretive, office, main entrance, entrance sign at road, parking signs, person first signs • Easily attainable physical elements: stall door hinges, stairs, edge protection, smoothing out trail to maple grove and trail to meadow, automatic door buttons, picnic tables • Accessibility Guide: vision, policies, etc • Evaluation on a more consistent basis • Inclusion statement on paperwork and handouts, fliers, main page

Summary of Inclusion Action Plan Goals and Recommendations

Priority	Staff Champion	In progress/Completed
Enhance signage throughout TOEC	Ursula and Jordan	In-progress
Enhance easily attainable physical elements	Dan and Tim	In-progress
Accessibility Guide: vision, policies	Jeanne and Greg	In-progress
Create and provide evaluation of programs and services on a more regular basis	Max Bass	In-progress
Create and implement an agreed upon Inclusion statement which will be displayed on program-related paperwork, handouts, fliers, social media and the webpage	Kevin and Franny	In-progress

CHANGES MADE FOR INCLUSIVE RECREATION

Changes Made at Agency

- To be determined

Agency’s Best Success Story of Changes

- Greg Kofsky attended the 2018 NYSRPS conference to receive the award for Inclusion Champion for the TOEC’s dedicated work towards providing inclusive services to youth of all abilities.

Future plans for physical, social and administrative inclusion at the agency:

- The TOEC is replacing all of their current picnic tables with inclusive picnic tables.

The Root Farm

AGENCY INFORMATION

Primary Contact Person and Email: Adam Quigley - Adam.quigley@rootfarm.org

Demographic and Populations Served:

- The Root Farm did not fill out a criteria survey

Key Staff Involved in Mentored Inclusion Coaching

<i>Name</i>	<i>Job Title</i>	<i>Enrolled in Inclusion U</i>	<i>CIA?</i>
Adam Quigley	Recreation Director	Yes	Yes
Jeremy Earl, PT	Executive Director	No	N/A
Rodger Pape, CTRS	Recreation Program Coordinator	No	N/A
Alexis Lalor, CTRS	Equine Program Assistant	Yes	Yes
Chris Jones	CTRS intern	No	N/A
Kyle Sikes	Program staff	No	N/A

Number of Youth Involved in Inclusion Ambassador Training: 0

MENTORED INCLUSION COACHING

Dates of the Mentored Inclusion Coaching Visit: August 30th and September 7th, 2017

Summary of Results of the MIC Assessment

Locations assessed during MIC	Main inclusion recommendations
<ul style="list-style-type: none"> • The Root Farm 	<ul style="list-style-type: none"> • Parking • Signage • Routes of Travel – especially up to adaptive high elements • Registration • Comfort stations at pool • Swimming pool equipment for fuller participation • Staff training on inclusion • Board/community input • Vision • Accessibility Guide • Policies • Modifying Activities • Evaluating programs and services • Completing needs assessment of participants • Designated quiet space or mobile sensory room

Summary of Inclusion Action Plan Goals and Recommendations

Priority	Staff Champion	In progress/Completed
Add/position/update signage at various locations throughout the Root Farm property including the sign at the street entrance, accessible parking, registration area, and low ropes elements.	Rodger Pape	In-progress
Remodel the pathway leading to the entrance of the adaptive high elements course with a more firm, stable, and less steep surface	Adam Quigley	In-progress
Follow up with the human resources department at Upstate Caring Partners, Inc. for consideration of topics discussed during the mentored inclusion coaching process; including policies and procedures, staff training opportunities, and a vision statement for the website.	Jeremy Earl	In-progress
Designate an Inclusion Coordinator who will oversee all actions to enhance inclusion, implement inclusion	Adam Quigley	In-progress
Create an accessibility tab on the website	Jeremy Earl	Complete
Apply boldly colored and/or rough textured tape to the edge surface of the equestrian mounting platform	Rodger Pape	No progress
Create your very own Root Farm Mobile Sensory Room (MSR) to utilize during programs	Adam Quigley	In-progress

CHANGES MADE FOR INCLUSIVE RECREATION

Changes Made at Agency

- Adam Quigley requested to be in charge of Action Track Chair management and requested information from the IRRC about creating partnerships with local organizations which could utilize the adaptive equipment.
- Updated parking signage with the newest version of the Universal Access Symbol
- Began work on new accessible hiking trail.
- Extended ramp for new zip line so that individuals who use a adaptive ARC harness can use the activity easier.
- Applied rough textured tape to edge of equine mount and stairs.
- During a program for participants with physical limitations extra time was planned for to allow each participant the most time to participate.
- Applied for a \$30,000 grant from the VA of Oneida which will be used for adaptive equipment.
- The Root Farm completed construction of a 1000 foot full inclusive zip line structure.

- The Root Farm completed construction of a fully inclusive high ropes challenge course.
- Adam Quigley and Rodger Pape attended the 2018 NYSRPS conference to receive the Roots Farms award for Inclusion Champion for their dedicated work towards providing inclusive services to youth of all abilities.

Agency’s Best Success Story of Changes

- The Root Farm utilized recommendations given by the IRRRC to create, enhance and implement an Accessibility tab on their webpage.

Future plans for physical, social and administrative inclusion at the agency:

- The Root Farm plans to utilize the Inclusion Ambassador training for all seasonal staff members to increase their awareness and attitude of inclusion and accessibility within their program.

Photos and Other Evidence of Changes Made



The Root Farm is committed to welcoming guests of all ages and abilities a safe, inclusive, and fun environment. To ensure that all have the opportunity for a transformative experience, we offer a variety of services to meet the needs of our visitors, including:

- Universal design of our facility
- Action TrackChairs for use on our property
- Accessible recreation activities, including a challenge course that features a custom harness and suspension system designed to support those with limited mobility
- An accessible equine center, including a lift system that moves our riders smoothly and efficiently on and off of a horse
- Service animals are allowed in public areas of our facility
- Guided tour for the visually impaired (*please call in advance to schedule*)

[Read the New York State Accessibility Report](#)

Town of Southport Parks and Recreation

AGENCY INFORMATION

Primary Contact Person and Email: David Ellis- dellis@townofsouthport.com

Demographic and Populations Served:

According to the demographics and criteria survey, the Town of Southport Parks and Recreation Department provides services to rurally, underserved, ethnically, linguistically, and culturally diverse populations. Additionally, they serve youth with varying ability levels; specifically children who have autism and children who use a wheelchair for mobility.

Key Staff Involved in Mentored Inclusion Coaching

<i>Name</i>	<i>Job Title</i>	<i>Enrolled in Inclusion U</i>	<i>CIA?</i>
Dave Ellis	Recreation Director	Yes	Yes
Julie Renko	Summer site coordinator	Yes	Yes
William Evans	Summer site coordinator	Yes	Yes
Tyler Shannon	Summer site coordinator	Yes	Yes
Jaylun Smolin	Summer site coordinator	Yes	Yes

Number of Youth Involved in Inclusion Ambassador Training: 6

MENTORED INCLUSION COACHING

Dates of the Mentored Inclusion Coaching Visit: October 20th and 21st, 2016

Summary of Results of the MIC Assessment		
Locations assessed during MIC	Programs observed	Main inclusion recommendations
<ul style="list-style-type: none"> Town of Southport Parks and Recreation Summer Playground Program 	<ul style="list-style-type: none"> Youth day camp 	<ul style="list-style-type: none"> Parking Entrance door weights Accessibility guide Restrooms at most facilities Inclusion coordinator Activity modification Provide regular training to staff Use task analysis to determine the best setting for someone to participate in an activity utilize different forms of communication Enhance registration process to be more inclusive

Summary of Inclusion Action Plan Goals and Recommendations

Priority	Staff Champion	In progress/Completed
<ul style="list-style-type: none"> Begin modifying easily attainable physical enhancement throughout all agency sites and locations 	Dave Ellis Recreation Director	<ul style="list-style-type: none"> In-progress
<ul style="list-style-type: none"> Educate and encourage staff to use positive behavioral supports during programming. 		<ul style="list-style-type: none"> Complete
<ul style="list-style-type: none"> Improve communication and marketing practices to enhance inclusion at the agency 		<ul style="list-style-type: none"> In-progress
<ul style="list-style-type: none"> Providing Inclusion Training to Staff through Inclusion U. 		<ul style="list-style-type: none"> Complete – signed up 4 additional staff and they completed Inclusion U Online
<ul style="list-style-type: none"> Appointing an Inclusion Coordinator 		<ul style="list-style-type: none"> No progress

CHANGES MADE FOR INCLUSIVE RECREATION

Changes Made at Agency

- Dave Ellis attended NYSRPS 2017 in Rochester, NY to accept Inclusion Champion Award on behalf of the Town of Southport Parks and Recreation Department.
- Dave Ellis signed up 4 additional staff and they completed Inclusion U in order to enhance their knowledge of programmatic inclusion for children and youth with disabilities.

Agency’s Best Success Story of Changes

- Dave Ellis held an inclusive Egg Hunt for an Easter program in 2018 by including eggs with beepers in them for children with visual impairments. He paired up children with and without disabilities for the event so they could work with each other.

Future plans for physical, social and administrative inclusion at the agency:

- None

Photos and Other Evidence of Changes Made

- None

Town of Victor Parks and Recreation

AGENCY INFORMATION

Primary Contact Person and Email: Brian Emelson, CPRP - bemelson@town-victor-ny.us

Demographic and Populations Served:

According to the demographics and criteria survey, Town of Victor Parks and Recreation provides services to rural, underserved, and culturally diverse populations. Additionally, they serve youth with disabilities through partnerships with organizations like Rochester Accessible Adventures.

Key Staff Involved in Mentored Inclusion Coaching

Name	Job Title	Enrolled in Inclusion U	CIA?
Brian Emelson	Director	Yes	Yes
Sharon Kaisen	Administrative assistant	Yes	Yes
Christine Winter	Program	Yes	Yes
Mike Stockman	Program	Yes	Yes
Steve Hendrickson	Program	Yes	Yes

Number of Youth Involved in Inclusion Ambassador Training: 0

MENTORED INCLUSION COACHING

Dates of the Mentored Inclusion Coaching Visit: September 14th and 15th, 2017

Summary of Results of the MIC Assessment	
Locations assessed during MIC	Main inclusion recommendations
<ul style="list-style-type: none"> - Town of Victor Parks and Recreation Department - Victor Municipal Park 	<ul style="list-style-type: none"> • Parking • Signage • Routes of Travel • Registration • Adaptive Equipment • Sports/Athletic areas • Staff training on inclusion • Board/community input • Vision • Accessibility Guide • Policies • Modifying Activities • Specialty programs and services

Summary of Inclusion Action Plan Goals and Recommendations

Priority	Staff Champion	In progress/Completed
Accessibility statement	Brian	Complete
Accessibility tab	Sharon	Complete
Inclusion Coordinator	Christine	Complete – Anita O’Brien designated as Inclusion Coordinator
Staff training on inclusion	Steve	Complete
Signage at trails	Mike	Complete
Easily attainable physical enhancements	Brian	Completed - Eliminated 3” lip from entryway to the rotary shelter at Victor Municipal Park and at the entry way to their accessible fishing pier - Modified fishing pier with 30” rail cutaway to allow easier access.
Communication with board about report and Youth Inclusion Project	Brian	Complete - Communication with civic organization about physical updates to amphitheater
Modify vision statement	Sharon	Complete
Provide a designated quiet space	Brian	Complete – Mobile Sensory Room and Calming Kits provided by IRRC
Present at GVRPS/NYSRPS to highlight partnership with IRRC and RAA	Mike and Steve	Complete

CHANGES MADE FOR INCLUSIVE RECREATION

Changes Made at Agency

- Changed bathroom stall doors to swing outward at main facility
- Eliminated 3” lip from entryway to the rotary shelter at Victor Municipal Park and at the entry way to their accessible fishing pier as well as modified fishing pier with 30” rail cutaway to allow easier access.
- Several changes were made to enhance and update the accessibility of the department website including a new inclusion statement, modified mission statement, and information about who to call for supports and accommodations.

Agency’s Best Success Story of Changes

- Brian actively communicated with the local civic organization about physical updates to amphitheater and was approved for funding to enhance the areas accessibility by adding in a designated concrete viewing area for individuals who use wheelchairs.

Youth Programs are funded in part by a reimbursement from the New York State Office of Children and Families served through the Ontario County Bureau.

Ontario ARC
 Victor Parks & Recreation is proud to partner with [Ontario ARC](#) to provide meaningful recreation opportunities in our community for people with intellectual and developmental disabilities.

ACCESSIBILITY STATEMENT
 The Town of Victor Department of Parks and Recreation values inclusiveness in its recreation programs, parks, facilities and ALL services that we provide. The Department has several staff trained and certified as Inclusion Assessors and works in partnership with Rochester Accessible Adventures (RAA) and the Inclusive Recreation Resource Center (IRRC) at SUNY Cortland to ensure that we promote and provide access for ALL residents and visitors.

Our staff appreciates learning about our participants’ individual needs. Please don’t hesitate to ask how we can best accommodate you in our programs.

We have a designated Inclusion Coordinator for any concerns you may have regarding accessibility at our parks and adaptive modifications for our programs to give individuals with differing abilities the opportunity to participate in our programs. Please contact Christine Winter at (585) 742-0142 x5045 for further details.

FREQUENTLY ASKED QUESTIONS [VIEW ALL](#)

[Do you have a shelter I can rent?](#)

[Do you take reservations for Powder Mill Park or for Mendon Ponds Park?](#)

[How can I sign up for Town recreation programs?](#)

Jeff Rader
 Parks Maintenance Assistant
[Email](#)

Tim Hadden
 Motor Equipment C Light
[Email](#)

Keith Maynard
[Email](#)



Future plans for physical, social and administrative inclusion at the agency:

- The following is an excerpt from an email update Brian sent regarding maintaining inclusive habits moving into the future for Town of Victor Parks and Recreation:
 - “· Need to track participant registrations and contact with I/DD as an effort to quantify progress toward inclusion in rec. programs. Also this will support Anita’s grant funding (ALL).
 - Brian to follow up with Jeff regarding noting the status of items identified in our action plan and how they are displayed on the IRRC Inclusion Project tab.
 - Sharon to work on “new” Town P & R website to create Inclusion Tab and display efforts toward Inclusion.
 - Mike to take “Person First” Language / Communication and Display at Registration Area in Rec. Ctr.
 - Jerry to work with Anita to hold Inclusive Pickleball Demo and develop “new” program for fall recreation brochure.
 - Steve to develop Inclusive Training Module for summer staff training and work with Brian and Tina K (HR) to standardize and modify 2-hr. training as part of Town Pre-Employment Training requirement.
 - Brian to work with Parks staff to cut out sections of railing at MFBB and VMP accessible fishing docks.
 - Christine to work with Anita on “Participant Assessment Checklist Form” (??) to help us facilitate participant success in our programs.
 - Steve to do pulse check with Dan to understand how his employment experience is going to ensure employee growth and confidence.
 - Mike to develop an inclusive Hike and Roll event on the Lehigh Valley Trail in conjunction with Bike Rodeo.
 - Brian to work with Parks staff to cut out and create a removable and replaceable section of the Bocce and Volleyball court borders to allow for wheelchair access. Brian to work with Anita on “Open House” (with media, elected officials, etc...) activity to showcase inclusivity of park facilities.
 - Mike to order approx.. (30) aluminum signs for LV Trl. and Aub.Trl. trailheads and parking areas. Mike to work with Parks crew to install by National Trails Day (NTD is June 2nd). Anita – I have an idea to promote this on that day and do a social media campaign and PR splash on that day.
 - Brian to order and install addition Accessible parking signage at VMP parking lot adjacent to accessible fishing dock.
 - Anita to follow up with us on April 19th Disabled Sports USA Webinar.
 - Brian to provide support to Dennis Brewer at Town of Canandaigua Department Parks and Recreation as they go through Inclusivity Assessment / IRRC training and next steps to reach their inclusion goals.
 - Need to talk it up and promote to other Parks and Recreation Depts. In the area as well as GVRPS / NYSRPS (ALL).
 - Brian and Anita schedule meeting with Mike, Christine, Steve, Jerry, Sharon and entire team in late June / early July to update and prepare for fall.”

Photos and Other Evidence of Changes Made



Union Vale Parks and Recreation

AGENCY INFORMATION

Primary Contact Person and Email: Mary Pearson – programs@unionvaleny.us

Demographic and Populations Served:

According to the demographics and criteria survey, Union Vale Parks and Recreation provides services to rurally, underserved, and culturally diverse populations. Additionally, they meet the needs of children with vision impairments, children on the Autism spectrum, and children with other various differences. Their department serves the Town of Union Vale and surrounding areas. The town itself has a population of approx. 5000 people. While there are services available, we strive to be an affordable option for families with more limited means. Many participants come from a variety of cultural backgrounds, including children from Latin America, Europe, and the Caribbean Islands.

Key Staff Involved in Mentored Inclusion Coaching

Name	Job Title	Enrolled in Inclusion U	CIA?
Mary Pearson, CTRS	Program Director	Yes	Yes
Jessica Dickinson	Director	Yes	Yes
Kathleen Hegarty	Program	Yes	Yes
Michele Knight	Program	Yes	Yes
Jake Gosnell	Facilities	Yes	Yes

Number of Youth Involved in Inclusion Ambassador Training: 0

MENTORED INCLUSION COACHING

Dates of the Mentored Inclusion Coaching Visit: May 3rd and 4th, 2017

Summary of Results of the MIC Assessment	
Locations assessed during MIC	Main inclusion recommendations
Union Vale Parks and Recreation Department - Godfrey Parks - Main department location	<ul style="list-style-type: none"> Website accessibility and usability Mission, vision, guiding principles, policies and procedures, accessibility statement to website. Easily fixable physical and/or environmental items Godfrey Park Bathroom and stairs to activity room at Main Office Enhance signage at all Union Vale Parks and Recreation sites and facilities Include accessibility statement on all marketing, registration, and printed materials Inclusion training for all seasonal and year round staff Increase communication with the town board Develop a positive behavioral support plan and needs assessment

Summary of Inclusion Action Plan Goals and Recommendations

Priority	Staff Champion	In progress/Completed
Implement various enhancements to the website to increase usability and accessibility for all users.	Mary Pearson	In-progress
modifying and improving easily fixable physical and/or environmental items from the recommendations report		In-progress
Include accessibility statement on all marketing, registration, and printed materials.		Complete (5/9/17)
Update and enhance signage at all Union Vale Parks and Recreation sites and facilities	Jessica and Jake	Complete (5/18/17)
Develop and implement a staff training module which specifically focuses on working with youth participants who have functional differences.	Jessica and Mary	Complete (5/18/17)
Increase communication with the town board. Make them aware of this project and the impact it can have on the community	Mary	Complete
Develop a positive behavioral support plan and needs assessment to be utilized at all Union Vale programs.	Jessica and Mary	Complete

CHANGES MADE FOR INCLUSIVE RECREATION

Changes Made at Agency

- . Ordered and posted updated designated parking signage.
- Developed and implemented routine staff training which focuses on inclusion and accessibility.
- Website was enhanced with modified and inclusive mission statement and inclusion statement.

Agency's Best Success Story of Changes

Union Vale successfully created and implemented an Inclusion Statement that was added to their letterhead and website.



Our staff appreciates learning about you or your family member's specific needs and are very willing to provide appropriate supports and accommodations to enhance your experience. Please contact our Inclusion Coordinator, Mary Pearson, CTRS, at (845) 724-5691 for more information regarding inclusion at Union Vale Parks & Recreation. Thank you!

YM & YWHA of Washington Heights

AGENCY INFORMATION

Primary Contact Person and Email: Stephanie Pena - spena@ywashhts.org

Demographic and Populations Served:

According to the demographics and criteria survey, YM & YWHA provides services to rurally, underserved, ethnically, linguistically, and culturally diverse populations. Additionally, they serve youth who have been diagnosed with varying cognitive, intellectual and developmental disabilities. The Y serve a diverse, multicultural community across the region, there is -- particularly in New York City -- a distinct population of youth representing typically underserved populations, including low-income families, urban Latino families, and others. As community centers in particularly multicultural areas, three of their institutions serve a vast array of families, including a significant population of young people who are Latino and of Dominican descent. They also serve a significant population of Jewish families of diverse ethnicities. Some of their participants attend dual language schools, and many of their participants come from families with native languages varying from English, Spanish, Hebrew, and French.

Key Staff Involved in Mentored Inclusion Coaching

<i>Name</i>	<i>Job Title</i>	<i>Enrolled in Inclusion U</i>	<i>CIA?</i>
Stephanie Pena	Lead Inclusion Coordinator	Yes	Yes
Adam Benmoise	Program Director	Yes	No
Rebecca Schonberg	Secondary Inclusion Coordinator	Yes	Yes
Jon Zeftel	After school program coordinator	Yes	Yes
Allan Scher	Director	Yes	Yes

Number of Youth Involved in Inclusion Ambassador Training: 0

MENTORED INCLUSION COACHING

Dates of the Mentored Inclusion Coaching Visit: January 17th and 18th, 2017; observations July 27th, 2017

Summary of Results of the MIC Assessment		
Locations assessed during MIC	Programs Observed	Main inclusion recommendations
Camp Twelve Trails at the Henry Kaufmann Campground	After school program	<ul style="list-style-type: none"> Enhance accessible parking on side of building Enhance physical accessibility of restrooms Enhance transitions at after school program Provide alternative forms of communication in program areas Clear routes of travel to playground on rooftop

	<ul style="list-style-type: none"> • Implement routine staff training • Utilize board input • Enhance mission and vision statement • Enhance inclusive language on website • Utilize person-first language • Increase marketing diversity • Implement specific policies and procedures • Create and implement evaluation • Create and use calming kits
--	---

Summary of Inclusion Action Plan Goals and Recommendations

Priority	Staff Champion	In progress/Completed
Provide communication devices for children who would benefit from them during camp programming	Stephanie Pena and Rebecca Schonberg	Complete – utilized IRRC Calming Kits and created 15 of their own
Develop and implement a staff training module which specifically focuses on working with youth participants who have functional differences.		In-progress - Plan to utilize Ambassador Training
Update the registration process and go through to make sure a statement about accommodations and supports is included; while also including contact information for Inclusion Coordinators. Evaluation process		In-progress
Enhance transitions between programming at after school program	Jon Zeftel	Complete - Trained staff to be aware during these times and be prepared with activities
Design and implement an Accessibility Guide on website that goes above and beyond the current Inclusion Program	Stephanie Pena and Rebecca Schonberg	Complete

CHANGES MADE FOR INCLUSIVE RECREATION

Changes Made at Agency

- YM & YWHA staff not only began utilizing IRRC Calming Kits regularly but created 15 as a result of their success.
- Following after school observations a recommendation was provided to enhance transitional periods between activities to enhance numerous aspects of emotional, behavioral and social aspects of camp. Following this recommendation staff were trained on being prepared with activities to pass the time, splitting campers into smaller groups and utilizing positive behavioral supports.
- YM & YWHA staff designed and implemented inclusive signage at their main office.
- They created a positive behavioral support plan which was successfully implemented following on-site observations and recommendations.

- YM & YWHA staff created a social story called “Be Me” for children with sensory needs which describes fire drills and other reasons for why actions are taken during emergencies.

Agency’s Best Success Story of Changes

- The YM & YWHA of Washington Heights wrote an article about their participation in the Youth Inclusion Project. The article can be found at the following link: <http://ywashhts.org/news/view/the-y-receives-inclusion-champion-award>

Photos and Other Evidence of Changes Made



Dr. Lynn Anderson, Project Director
Inclusive Recreation Resource Center
Recreation, Parks and Leisure Studies Department
SUNY Cortland
PO Box 2000
Cortland, NY 13045

Lynn.Anderson@cortland.edu
www.inclusiverec.org

