

Sports for EveryBODY¹

Introduction²

Sports for EveryBODY (SEB) is based upon successful Paralympic sport days in U.S. schools, offering a number of adaptive sports-wheelchair basketball, boccia, sitting volleyball for students of all ability levels to experience. Through SEB we are creating greater inclusion and diversity awareness while recruiting athletes and educating individuals about adaptive sports. Approximately 250-300 students/school/day will experience adaptive sports and disability etiquette to further understand what it means to live with a disability.

Prof. Cathy McKay notes that, "One of the most important variables in inclusion practice is the attitude of the peer group. Attitude is key to changing behaviors towards people who are different, and these improved behaviors are essential to Adaptive Physical Education (APE) and integration."³

The purpose of SEB is to:

- Increase knowledge and awareness of Paralympic sports;
- Create a better understanding of practical application of inclusion in PE and other activities;
- Inform PE and other teachers about the different concepts in adaptive sports;
- Recruit more youth adaptive athletes;
- Increase the usage of adaptive sports for reverse integration;
- Encourage youth to inform their parent(s), friends and other family members with disability know about these opportunities; and
- Facilitate change of perception and attitude toward persons with disabilities.

This program fits well within SoCal's mission creating greater awareness through experiencing adaptive sports and recruiting more participants in the various opportunities that we and our partners, offer to our community.

The population of Riverside County (2022) is approximately 2.54 million of which approximately 25% or 635,000 are children under age 18. According to kidsdata.org⁴ 14.3% (90,805) of Children have Special Health Care Needs throughout Riverside County.

In Riverside County⁵ 75% of people with no disability aged 21-64 are employed compared with 34% of people with disability. The comparable figures for full-time year-round employment are 55% vs 21%. The median income is \$83,000 for those with no disability compared with \$57,000 for those with disability. In terms of poverty rate (16+) the figures are 11% vs. 15% for those with a disability.

We want to reverse these statistics through Sports for EveryBODY, by providing opportunities and encouraging youth with disability to be physically, socially and emotionally healthy no matter what their ability.

¹ Appendix 1-Legislative History

² Appendix 2-SoCal Adaptive Sports Introduction

³ "*A Disability Awareness and Education Program*", by Prof. Cathy McKay, James Madison University, in *Palestra Magazine*, 2013, Vol 27, No. 4,

⁴ [Kids Data.org](http://KidsData.org)

⁵ Appendix 3-Stats

Vision: a world in which everyBODY has equitable access to leading a satisfying life.

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EIN: 85-0873540

Implementation⁶

SEB takes place during a full school day. California mandates “**at least 200 minutes of physical education every 10 school days in grades 1-6, and also requires daily recess. The state also mandates at least 400 minutes every 10 school days of physical education in grades 7-8 and for all four years of high school.**”⁷ SEB provides a minimum of 45 minutes for each class in order to provide all students with an adaptive sports experience consisting of:

- Disability Etiquette and an athlete’s life story;
- Wheelchair Basketball-students are put into sports wheelchairs and learn the fundamentals of pushing;
- Boccia-students play with their non-dominant hand and are seated in order to simulate how people in wheelchairs play;
- Sitting Volleyball-dependending on the grade students use a balloon, soft, or regular volleyball
- Goalball-students put on blindfolds and pass a goalball around; and
- Questionnaire is provided to each student to measure SEB impact. Data to be used for publication purposes.

SEB starts with the Disability Etiquette/Athlete’s story piece in which student assumptions are challenged through an athlete’s story and the wide range of adaptive sports. Students are then divided up into smaller groups and rotate through the above sports experiencing what it means to play adaptive sports. At the end of the session students are asked to fill out a questionnaire based upon their experience.

We haven’t indicated specific schools in which to start this pilot. However, it makes sense to start with schools in lower socio-economic areas that don’t receive the same level of service/special activities that schools in higher income areas receive.

Long Term Goals

It is vital that society provide pathways for students with disability to participate throughout their lives. Playing sports provides this pathway. We need to be more sensitive to the needs of people with disability and actively remove barriers to participation. For able-bodied youth there are multiple sport activities to play however, this is not the case for people with disability. Participating in sports on a consistent basis teaches a variety of life lessons including building confidence in one’s abilities, leadership, and team skills all of which lead towards living a full productive life. Playing sports also enables one to focus on living a healthy lifestyle.

In order to provide this pathway or continuum we want to ensure youth who have a disability in California have the ability to play in school and have opportunities to participate in the geographic areas in which they reside. We also want to ensure that youth playing adaptive sports have choices and opportunities to play at the collegiate level in California. Currently only one school in California, San Diego State University, offers intercollegiate competitive adaptive sports, i.e., tennis and track and field. (They also hope to offer wheelchair basketball in the near future.) Approximately 30 colleges throughout the US offer some type of adaptive sports but not necessarily intercollegiate. We feel that proper implementation of SEB provides the ability to create greater awareness and the ability to recruit

⁶ Resumes of key project staff are available upon request

⁷ [California PE Requirements](#)

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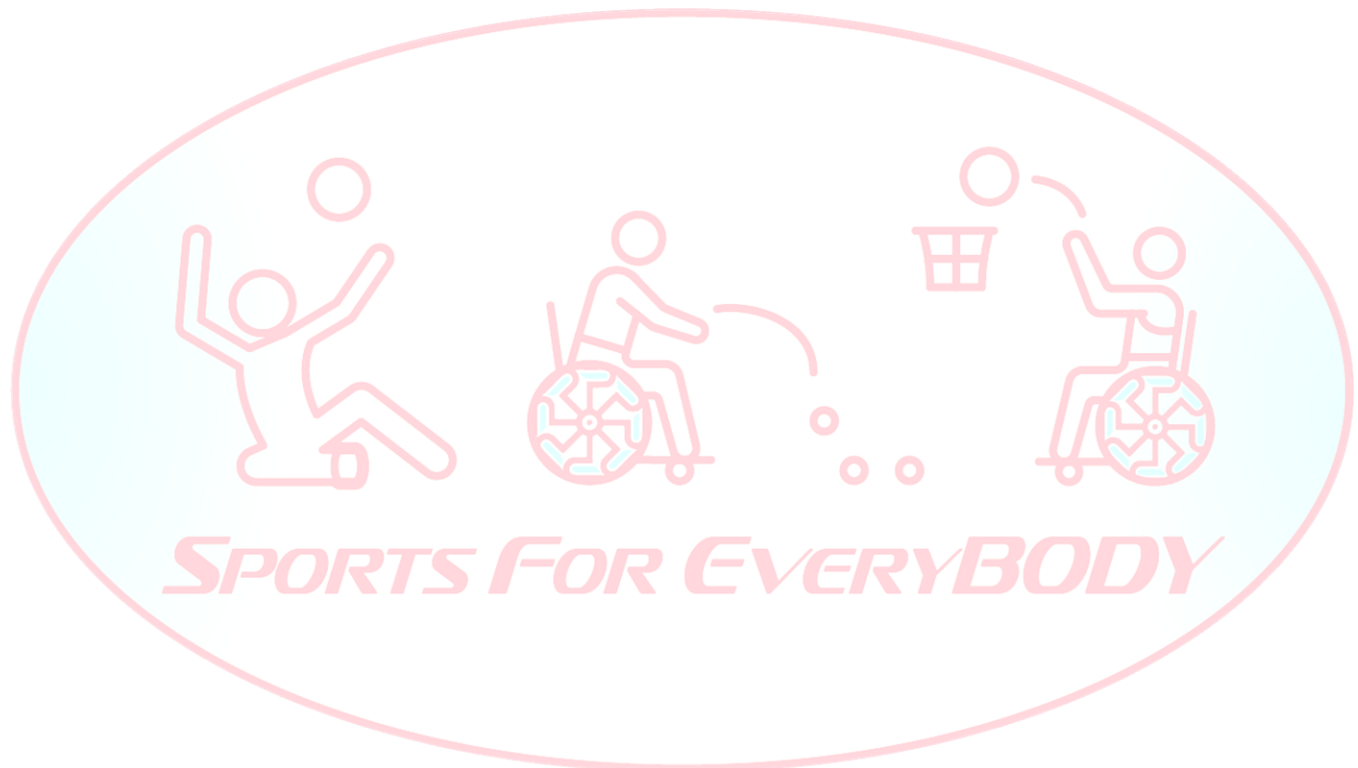
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more athletes which will assist in the establishment of more intercollegiate adaptive sports programs throughout California.

Summary

SEB uses the power of sport to develop greater societal inclusion and recruit more youth with disability to play. This program has far ranging implications for Californians living with a disability and is the basis for an even greater vision in terms of providing sport opportunity for people with disability and leveling the playing field. We can change society for the better through sport. As we watched the Olympics and Paralympics, we know that sport brings people together no matter what ability, belief, or country one is from. We need to dis(cover) ability and become more inclusive. SEB is a pathway for accomplishing this.



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Appendix 1

Sports for EveryBODY Legislative History

Sports for EveryBODY has a history rooted in Federal Legislation. Certain federal laws and regulations help ensure that children with disabilities are provided opportunities to participate in physical education (PE) and extracurricular athletics that are equal to those of other children.

Section 504 of the 1973 Rehabilitation Act (Rehab Act) was the first disability civil rights law to be enacted in the United States. It prohibits discrimination against people with disabilities in programs that receive federal financial assistance and set the stage for enactment of the **Americans with Disabilities Act** (ADA-1990). Section 504 works together with the ADA and **Individuals with Disabilities Education Act** (IDEA-1990) **to protect children and adults with disabilities from exclusion, and unequal treatment in schools, jobs, and the community.**

The goal of IDEA is to provide children with disabilities the same opportunity for education as those students who do not have a disability. The IDEA mandates that states receiving federal grants under the act generally ensure that eligible elementary and secondary school students with disabilities receive a free appropriate public education, which is defined as certain special education and related services. Students with a range of disabilities are protected under IDEA, including individuals with cognitive or emotional disabilities as well as visual, hearing, or orthopedic impairments.

The **Office for Civil Rights (OCR) of the U.S. Department of Education** issued a **Dear Colleague Letter** on January 25, 2013 clarifying elementary, secondary, and postsecondary level schools' responsibilities under the Rehab Act. The OCR Dear Colleague Letter helped to clarify the existing regulations and statutes under the Rehab Act to provide interscholastic, club, and intramural athletics for students with disabilities. The Rehab Act protects the rights of students with disabilities from discrimination in educational programs and activities in colleges and universities. The Rehab Act requires that **students with disabilities be provided equal opportunity for participation in interscholastic, club, and intramural athletic programs offered by a school.**

In its administration of these federal laws, the Department of Education (Education) provides oversight and assistance to states and local education agencies, including administering federal funds, monitoring IDEA and Section 504 compliance, and providing guidance and technical assistance.

While the mandates under these laws and regulations are well intended, there were no guidelines offered as to how these programs can be implemented and how costs for these programs will be covered.

Palms to Pines Parasports is making these opportunities possible for our school aged children and youth with a variety of abilities. This program is offered through PPP to schools and other organizations that would like to experience the power of adapted sports designed for Every**BODY** and leads the way in providing programs and services creating further inclusion and opportunities to play.

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Appendix 2

SoCal Adaptive Sports Introduction

SoCal Adaptive Sports' mission is to enable people with disability to participate inclusively throughout society by creating greater equity and inclusion through developing, planning and implementing competitive and recreational sports and other opportunities. We envision a world in which everyBODY has equitable access to leading a satisfying life.

SoCal Adaptive Sports, a California 5013c non-profit organization, was established in 2020 to address the lack of consistent sports opportunities and to improve the quality of life for persons with disabilities throughout Riverside County and other Southern California communities.

We take our values to heart, working to ensure that we will be a leading adapted sport organization in California and a model to organizations throughout the United States. By leveling the playing field and through our collaborations with public, private and non-profit organizations and individuals, we are building a more equitable and inclusive society.

People with disability face numerous challenges and barriers to inclusively participate throughout society. To help break down these barriers, we engage with a wide range of athletes with disability, offering customized approaches to them and their families—meeting them where *they* are in their life journey. We engage with athletes and their families on the playing field, in rehab facilities, hospitals, their homes and/or any other location that is comfortable.

Equity is a social justice issue and is part of the United Nations Sustainable Development goals. We accomplish our mission by:

- Providing consistent opportunities to play sport and participate in other activities to be physically, socially, and emotionally healthy;
- Implementing our school-based program—Sports for EveryBODY—in multiple school districts;
- Collaborating in developing programs and implementing adaptive sport days throughout Southern California with a goal of creating adaptive sport hubs so that transportation is no longer a barrier to participation;
- Working on legislation and regulations to ensure that resources are available for adapted sport implementation; and
- Building multiple adapted sports leagues and creating more collegiate adapted sport programs throughout Southern California.

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We have a diverse and inclusive board of directors and are actively seeking others with passion and a variety of skills to help us achieve and expand our mission.

- **Russell G. Albright** is a licensed attorney in California and Oklahoma currently practicing law in Indian Wells, California. He was “of counsel” to the law firm of Allan N. Lowy & Associates, APLC in Beverly Hills, California for many years.
- **Kelli Cox, CPA, Treasurer**, earned her accounting degree from Cal Poly San Luis Obispo She moved to the Coachella Valley in 2011, and started CGC-Mroz Accountants & Advisors, a full-service CPA firm, in 2017. She is a board member of the Palm Desert Chamber of Commerce, as well as this year’s Rotary President.
- **Andrea Durrett, Secretary**, has 25 years of banking experience, and a Master of Business degree in organizational management. She is the VP branch manager of First Foundation in Indian Wells.
- **Melissa Hoffman** regularly plays sports with a focus on Wheelchair Tennis. She is dedicated to fostering sport as a way for athletes of all abilities to realize their deepest potential and to meaningfully connect with others in their pursuit of excellence.
- **Jessica Ochoa, President**, is a 20-year professional in the parks and recreation field and has worked for different municipalities such as Rancho Cucamonga, Yucaipa and now Riverside.
- **Dr. John O’Keefe** is an Executive neuro-performance strategist and advisor who brings a practical approach to corporate, professional, and recreational sports peak performance training.
- **Ali Qazi** is a college student getting a degree in dietetics. He is disabled due to a car accident and has used a wheelchair since. Ali has a lot of experience with nonprofit organizations.
- **Erick Platon, DPT**, is a physical therapist in the Coachella Valley and has experience as an activity’s coordinator, volunteer, and participant within the adaptive sports world.
- **William Rogers** is a below-the-knee amputee. He lost vision in his left eye and has minimal vision in his right eye. Will is an athlete in cycling, archery and boccia.
- **Jordi Sabaté-Llorca** is an Orthotist/Prosthetist working in the Coachella Valley since 2019. He works with a variety of patients including those with limb loss, physical disabilities, and various other mobility impairments. He obtained his M.A. from Loma Linda University and is a Southern California local.
- **David E. Yerks-Young**, is legally blind living with Retinitis Pigmentosa. David is an athlete and does speaking engagements on the abilities and opportunities for the visually impaired blind community
- **Michael Rosenkrantz, Executive Director**, MBA, MA, has extensive management experience and coaches’ a variety of adapted sports including wheelchair-basketball. He has worked for numerous adaptive-sports organizations and co-founded two. Michael started on the adaptive sports path in 2009 when he lived in India and then Nepal through 2016.
- **Heather Wisener, Bookkeeper** earned her accounting degree from California State University, Fresno. She has worked in the public and non-profit sector and has volunteered at several Desert Sands Unified School District (DSUSD) schools including Palm Desert High School since 2009.

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Appendix 3 Statistics

	US Persons w/Disability	CA Persons w/Disability	Riverside County w/Disability	Riverside County Persons w/o	Riverside County Overall
Prevalence-all ages (0 and over)	13.18%	10.98%	12.35%	n/a	n/a
age 4 and under	0.71%	0.72%	0.71%	n/a	n/a
age 5-15	5.60%	4.31%	4.80%	n/a	n/a
age 16-20	6.58%	5.19%	5.56%	n/a	n/a
age 21-64	10.81%	8.39%	10.14%	n/a	n/a
Prevalence by Gender (all ages)					
Male	12.50%	10.30%	11.70%	n/a	n/a
Females	12.80%	11.00%	11.50%	n/a	n/a
Employment (ages 21-64)					
Employed at all	36.50%	35.77%	34.47%	74.73%	70.65%
Looking for Work	4.90%	5.24%	5.89%	4.99%	5.08%
F-T/Full year employment	23.38%	21.89%	21.15%	54.99%	51.55%
Median HH Income (all ages)	\$ 48,680.00	\$ 60,600.00	\$ 56,799.00	\$ 82,734.00	\$ 79,786.00
Poverty Rate (age 16+)	19.60%	18.50%	15.40%	10.80%	11.50%
Education Attainment (age 25+)					
Less than HS	19.70%	24.40%	23.60%	15.90%	17.10%
Only HS diploma	33.70%	24.80%	27.30%	26.50%	26.70%
Some college	28.50%	30.10%	31.30%	33.10%	32.80%
Bachelors or more	18.10%	20.70%	17.80%	24.40%	23.40%

Sources: 2020 Data from the American Community Survey 5-Year estimates

- [Poverty and Education Data are reported using 2020 American Community Survey 5-year estimates, Table S1811 from data.census.gov](#)
- [Gender data are reported using 2020 American Community Survey 5-year estimates, Table S1810 from data.census.gov](#)
- [Prevalence, employment, income is calculated using the Integrated Public Use Microdata using 2020 American Community Survey 5-year estimates, IPUMS USA, University of Minnesota, www.ipums.org](#)

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1. Data collected in 2020 during the height of the COVID-19 pandemic includes special weights to reduce the impact of nonresponse bias in the 2016-2020 ACS 5-year data. 2020 data was then added to data from 2016-2019 which were processed using standard ACS methodology.
2. Educational attainment is reported for those age 25 and older; Poverty for those 16 and older; "Looking for work" are those not working but looking for work in last 4 weeks
3. Household income used in this analysis includes the incomes of all household members. This is different than family income which reports the incomes of household members related to the head of household.

Appendix 3 Budget

Currently Sports for EveryBODY (SEB) runs entirely on grant funding. The approximate cost of a one-day program is \$1100-\$1500 depending upon school location.



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