



**Carson City
Grants Program Application
Fiscal Year 2013-2014**

An electronic version of this document is available at carson.org/cdbg

APPLICATIONS ARE DUE*: JANUARY 18, 2013, 4:00 P.M.

**PLEASE SUBMIT 2 COPIES TO: CARSON CITY PLANNING DIVISION
108 E. PROCTOR ST.
CARSON CITY, NV 89701**

*The deadline established is **firm**. Any proposal received **after** the deadline **will not** be considered for funding. **Applications must be unstapled. See attached instructions pg 15.**

GRANT APPLYING FOR: (check all that apply)

- Community Development Block Grant (CDBG)**
 Community Support Services Grant (CSSG)

Total funding requested:

\$163,123

1. Agency Name: Carson City Parks and Recreation Department
2. Agency Mailing Address: 3303 Butti Way, Building #9 Carson City, Nevada 89701
3. Project/Program Name: Community Center's Universally Accessible Playground Project
4. Project/Program Address/location: 851 East William Street, Carson City, Nevada 89701
5. Agency Director: Roger Moellendorf, Parks and Recreation Director
6. City Manager: Lawrence Werner, City Manager
7. Contact person: Vern L. Krahn, Park Planner
 Phone number: (775) 283-7343 E-Mail: VKrahn@carson.org
 Fax: (775) 887-2145 Website (if applicable): www.carson.org
8. How long has your organization been in existence? 1858 In Carson City? Yes
9. What is the overall mission of your organization?

The Parks and Recreation Department's multi-faceted mission is:

- **To maintain and preserve the natural beauty of Carson City's high desert environment by providing safe and aesthetically pleasing parks and facilities for recreational enjoyment;**
- **To provide both the citizens and the employees of Carson City with recreation facilities that are structurally sound, safe, and attractive;**
- **To provide the highest level of aquatic recreation to the citizens of Carson City;**

- To provide a clean, safe, positive environment to facilitate the development of body and mind to all citizens of Carson City; and
- To provide quality recreational services in an effort to continuously accommodate the leisure needs of our growing community through a spirit of partnership, innovation, and a commitment to the highest level of service.

In addition, the Parks and Recreation Department has the following Inclusion Policy that covers all individuals:

The Carson City Parks and Recreation Department is dedicated to providing people with and without disabilities the opportunity to participate in recreation and leisure programs together, and provide the necessary individual accommodations and support so every individual can benefit equally from recreation experiences. It involves providing resources at the community level which promote equal opportunity and life choices for children with disabilities through which they may positively contribute. People will benefit from being involved in recreation through supports and other assistance designed to achieve independence through inclusion into the community. Our Inclusion Policy enables individuals who have disabilities to attain their personal measure of achievement in a safe community recreation environment.

10. Type of funding requested (CDBG ONLY) (Check One):

- | | |
|---|---|
| <input type="checkbox"/> Public Service | <input checked="" type="checkbox"/> Public Facility/Improvement |
| <input type="checkbox"/> Economic Development | <input type="checkbox"/> Housing |

BRIEF PROJECT DESCRIPTION:

Please provide a short description of your project/program (not your organization).

The project is to design and construct the first phase of a universally accessible (ADA) playground with fencing, outdoor lighting, limited landscaping, and other associated site amenities at the Carson City Community Center. Also, this project includes parking lot improvements to provide a safe (ADA) accessible pedestrian corridor from the center’s gymnasium to the playground, handicapped accessible parking stalls for park users, and to provide traffic calming facilities to slow traffic in the center’s east parking lot (Refer to Attachment Numbers 1, 2, and 5).

I. PROJECT ELIGIBILITY

A. Check **all** statements that describe **HOW** this project/program meets one of Carson City’s goals:

- A Safe and Secure Community
- A Healthy Community
- An Active and Engaged Community
- A Clean and Healthy Environment
- A Vibrant, Diverse and Sustainable Economy
- A Community Rich in History, Culture and the Arts
- A Community Dedicated to Excellence in Education
- A Physically and Socially Connected Community
- A Community Where Information is Available to All

B. For CDBG ONLY. This project/program meets at least ONE of the HUD national objectives listed below (please check all that apply)

- 1. Benefits low/moderate income individuals/households
- 2. Addresses the prevention or elimination of slums or blight
- 3. Meets a particularly urgent community development need

C. For CDBG ONLY. Check all statements that describe HOW this project/program meets one of the National Objectives above:

L/M Area Benefit: the project meets the identified needs of L/M income persons residing in an area where at least 51% of those residents are L/M income persons. The benefits of this type of activity are available to all persons in the area regardless of income. ***Examples:*** street improvements, water/sewer lines, neighborhood facilities, façade improvements in neighborhood commercial districts.

L/M Limited Clientele: the project benefits a specific group of people (rather than all the residents in a particular area), at least 51% of whom are L/M income persons. The following groups are presumed to be L/M: abused children, elderly persons, battered spouses, homeless, handicapped, illiterate persons. ***Examples:*** construction of a senior center, public services for the homeless, meals on wheels for elderly, construction of job training facilities for the handicapped.

L/M Housing: the project adds or improves permanent residential structures that will be occupied by L.M income households upon completion. Housing can be either owner or renter occupied units in either one family or multi-family structures. Rental units for L/M income persons must be occupied at affordable rents. ***Examples:*** acquisition of property for permanent housing, rehabilitation of permanent housing, conversion of non-residential structures into permanent housing.

L/M Jobs: the project creates or retains permanent jobs, at least 51% of which are taken by L/M income persons or considered to be available to L/M income persons. ***Examples:*** loans to pay for the expansion of a factory, assistance to a business which has publicly announced its intention to close with resultant loss of jobs, a majority of which are held by L/M persons.

Microenterprise Assistance: the project assists in the establishment of a microenterprise or assists persons developing a microenterprise. (A microenterprise is defined as having five or fewer employees, one or more of whom owns the business.) This activity must benefit low/moderate income persons, area or jobs as defined in previous sections.

Slum or Blighted Area: the project is in a designated slum/blight area and the result of this project addresses one or more of the conditions that qualified the area.

_____ **Spot Blight:** the project will prevent or eliminate specific conditions of blight or physical decay outside a slum area. Activities are limited to clearance, historic preservation, rehabilitation of buildings, but only to the extent necessary to eliminate conditions detrimental to public health and safety. **Examples:** historic preservation of a public facility threatening public safety, demolition of a deteriorated, abandoned building.

C. Project/Program Category (check one):

_____ Public Service (i.e., a new service or an **increase** in the level of service)

X Public Facilities and Improvements (i.e., homeless shelter, water and sewer facilities, flood and drainage improvements, fire protection facilities/equipment, community, senior and health centers, parking, streets, curbs, gutters and sidewalks, parks, and playgrounds).

_____ Acquisition of Real Property

_____ Disposition of Real Property (sale, lease or donation)

_____ Privately-Owned Utilities

_____ Relocation Payments and Assistance to Displaced Persons

_____ Removal of Architectural Barriers, Handicapped Accessibility

_____ Housing Rehabilitation

_____ Historic Preservation

_____ Commercial or Industrial Rehabilitation, including façade improvements and correction of code violations

_____ Special Economic Development or assistance to microenterprises

II. PROJECT DESCRIPTION

The Five year Consolidated Plan identifies priority community development needs for Carson City (see Appendix II). The need for your proposed project will be determined by identifying how the project impacts upon the adopted Consolidated Plan Priority Needs. Greater consideration will be given to projects/programs that provide a clear description of the project/program with supporting data and methodology of how the project will meet these needs.

1. Describe the proposed project/program, including how the project/program will address the National Objective indicated (CDBG ONLY) and whether the project/program is new, ongoing, or expanded from previous years.

The proposed project is for the design and construction of a universally accessible (ADA) playground at the Community Center (Refer to Attachment Numbers 1, 2, and 5. This facility would be the City's first universally accessible (ADA)

playground. A universally designed outdoor play environment is for families, communities, and people of all disabilities. These play environments are designed to promote inclusive and intergenerational play. Also, they are developed to bring benefit to people of diverse abilities, including the physically or emotionally disabled, and those of any age, race, gender, ethnicity, culture, and socioeconomic status. The design emphasis for these universally accessible play environments is not about helping the person with a disability to adjust and accept the play environment, but rather to design a play environment to accommodate the needs and abilities of the person (Refer to Attachment Number 8).

The project will consist of installing a small universally accessible (ADA) playground, fencing, outdoor lighting, limited landscaping, and associated site amenities. Also, the project will include many parking lot improvements. The improvements include a safer (ADA) accessible pedestrian corridor from the Community Center's gymnasium to the playground, handicap accessible parking stalls for facility users, and traffic calming measures to slow traffic in the Center's east parking lot.

Also, there will be 4381 low-to-moderate income people that will be served by this project. The LMI census tract north of the Community Center is #5. It has three LMI block groups: #4 (54.1% LMI), #5 (59.1% LMI), and #6 (60.5% LMI). The LMI census tract south of the Community Center is #6. It has two LMI block groups: #1 (56.3% LMI) and #4 (52.7% LMI). In addition, the Mills Park service area includes census tract #1, block group #1 which is west of the Community Center, and census tract #6, block group #2, which is just southeast of the Community Center. The entire service area surrounding the park contains more than 51% LMI persons in aggregate (Refer to Attachment Number 6).

Approximately 15 years ago, the City removed Jail Park, a neighborhood park in census tract #6, to build a Public Safety Complex. As a result, there are no neighborhood parks in census tract #6. In census tracts #1 and #5, there is only one small park facility (0.3 acres) within a half mile walking distance of the proposed project site. In census tracts #1 and #5 there are only two other small neighborhood parks within a three quarter mile walking distance of Mills Park. The limited amount of neighborhood parks in these census tracts has made Mills Park into a "defacto" neighborhood park. This means the LMI people in census tracts #1, #5, and #6 have virtually no neighborhood park options close to their homes other than to use Mills Park for their families' outdoor recreational experiences.

In addition, on Table 2B: Priority Community Development Needs table from Carson City's Five-Year Consolidated Plan, "Parks and/or Facilities" is identified as a High priority community development need for the City.

City staff believes this universally accessible (ADA) playground project will be a unique recreational asset for the adjacent neighborhoods surrounding Mills Park and Carson City. It has the ability to draw 51% or a greater amount of low-to-moderate income people from the adjacent census tracts, as well as attracting low-to-moderate income people from the community at large.

2. If the proposed project/program already exists, please describe your success rates in providing services to low- to moderate-income persons:

Currently, most of the playgrounds in Carson City’s park system comply with (ADA) guidelines, like the two existing playgrounds in Mills Park. However, the City has no park facility that has a universally accessible playground. Usability is the key design concept for this new generation of outdoor play environments. It is important to understand that most of the City’s existing playgrounds may be ADA compliant yet not completely useable for physically and emotionally disabled children, and proximity to playground equipment does not guarantee participation, nor does accessibility guarantee inclusion (Refer to Attachment Number 7).

3. Describe who will benefit from the proposed project/program.

The project will benefit people of diverse abilities, including physical and emotional disabilities, and those of any age, race, gender, ethnicity, culture, and socioeconomic status. The design of these new playgrounds moves beyond just compliance and instead seeks to create useable play environments which recognize everyone’s right to equality of play opportunity, full participation in play, and the independence of the user.

4. If your project is designed to serve a specific or limited clientele, please indicate the population you will be serving with your project/program:

<input type="checkbox"/> Abused Children	<input type="checkbox"/> Illiterate Persons	<input type="checkbox"/> Homeless Persons
<input type="checkbox"/> Battered Spouses	<input type="checkbox"/> Elderly	<input type="checkbox"/> Severely Disable Adults
<input type="checkbox"/> Migrant Farm Workers	<input checked="" type="checkbox"/> Other – Physical/Emotional Disabled Children,	
	for inclusive/intergenerational play	

The proposed project will serve the outdoor recreational needs of all people, including children and adults with disabilities in both the adjacent neighborhoods and the community at large.

5. For CDBG ONLY. If your project/program will not be serving one of the above limited clientele categories, explain how you will document client income and how you will document that at least 51% of your clientele will be low-to-moderate income:

As stated previously, our playground project will create a universally accessible outdoor play environment for the above user groups identified in Question #3 / #4 and 4381 low-to-moderate income people that live in census tracts #1, #5, and #6 that surround Mills Park (Refer to Attachment 6). However, since the playground will be open to the public, identifying the total number of people using this facility that have a low-to-moderate income level will not be feasible.

6. How will the funds be used on this project/program?

The grant funds will be used to purchase all project-related construction materials and install the playground equipment and associated site amenities in Phase 1. Also, these funds will be used to hire a contractor to provide site demolition and to

construct the parking lot improvements. City staff will be used to design the project, install the playground equipment, and construct all the associated improvements. For example, the Parks Division has a certified playground equipment installer on staff because finding qualified installers in this region is difficult. As a result, the grant funds will be needed to offset these in-house City expenses. City staff believes completing parts of this project in-house with City employees will be the most cost-effective way to control expenses while getting a greater value out of the grant funds than by putting the entire project out to bid.

7. Describe how your organization plans to reduce the need for grant funding in the future:

Our department will build the project in two phases. This project time line will match the Community Development Block Grant (CDBG) funding cycles for 2013/14 and 2014/15. If our department receives a CDBG grant for Phase 1, staff will use the grant as matching funds to seek other grant opportunities, thereby potentially reducing our department's grant request in the 2014/15 grant cycle. These grant opportunities could come from various playground manufacturer's grant programs or the Let Them Be Kids Foundation.

8. Could your organization use less than the amount of funds requested for the proposed project/program? Please explain.

Our department could possibly use less funds for the proposed project by reducing the size of the playground equipment. This could possibly be accomplished by removing the north play tower and access ramp. It is possible to purchase the smaller piece of playground equipment, but that would limit the potential activities provided at the facility along with the amount of people that could utilize the equipment at one time. The cost estimate for the purchase of the playground equipment, including freight charges for Phase 1 is \$65,058. The project's Phase 1 site improvements that are associated with the playground and the Community Center's parking lot have to be installed for both related safety and ADA accessibility concerns.

9. Are there other agencies or organizations that provide the same service as your organization? If so, how do you coordinate your services with that organization?

No. There are no other non-government agencies or non-profit organizations in Carson City that provide a public playground due to the liability associated with this type of feature and the associated on-going maintenance costs. In addition, the State of Nevada, Bureau of Land Management, and United States Forest Service do not provide any parks with playgrounds on their lands or at the facilities they manage in Carson City.

10. What is the geographic target area that will be served by this project/program?

Target Area (specify geographic area): **The proposed project will serve 4381 low-to-moderate income people in census tracts #1, #5, and #6 adjacent to Mills Park (Refer to Attachment Number 6).**

Community-wide:

For Public Improvement (construction) Projects only

1. Is the proposed project part of a larger project or is it a stand-alone project? (If part of a larger project, please describe the entire project.)

Over the past decade, the City has made extensive efforts to make the Community Center, Aquatic Facility, and Library into a completely (ADA) accessible City complex. In recent years, CDBG funds have been used to complete two (ADA) accessible projects inside the Community Center. This proposed playground project will continue the City's efforts to make this government complex into the community's recreation and learning center with accessibility for all users. As proposed, this project is a stand-alone project.

2. Can this project be done in different phases? X Yes No
If YES, explain.

If other grant funding or City financial resources can be found, the project will have a second phase (Refer to Attachment Number 3 and 4). It will include the installation of more playground equipment, additional fencing, benches, picnic tables, poured-in-place rubberize pathways, and completing the landscaping within the parking lot and around the perimeter of the entire playground area. The project's second phase is shown on an overall site development plan to guide the project's planning efforts for Phase 1.

3. Have CDBG or CSSG funds been used for an earlier phase? Yes X No

As mentioned above, the City has made extensive efforts to make the Community Center, Aquatic Facility, and Library into a completely (ADA) accessible City complex. The most recent use of CDBG funds has been for two ADA improvement projects inside of the Community Center. The first project was the ADA Compliant Restrooms at the Community Center's Gymnasium. The project included construction of new ADA compliant restrooms, two storage rooms, including plumbing, mechanical and electrical work, a floor cleaner storage bay, and installation of bathroom stall partitions and painting. The second project was ADA improvements to the Community Center's hallways and west side restrooms. The project included the addition of an ADA ramp, ADA lift, and ADA restroom improvements, including the removal of asbestos containing tile and tile mastic, and the installation of vinyl tile.

4. Who currently holds title to the property involved?

The City of Carson City.

5. With whom will title be vested upon completion?

The City of Carson City.

6. Do any rights-of-way, easements or other access rights need to be acquired?

Yes X No N/A

7. If the project requires water rights or well permits, have they been acquired?

_____ Yes _____ No X N/A

For CDBG Economic Development projects only:

1. Identify the proposed employers that will be assisted with this project; (b) describe how they will comply with the requirement that at least 51% of the permanent full-time jobs created are either held by or made available to LMI persons; and (c) explain how they will document the jobs created and the income levels of the persons hired.

Not Applicable

For CDBG Housing Projects please indicate:

The number of homes to be rehabilitated: **Not Applicable**

The number of persons to be benefited: **Not Applicable**

III. PROJECT MEASUREMENT

Carson City has implemented a Performance and Outcome Measurement System into the application and grant/project administration process. When completing this section, keep in mind that **outputs** are specific descriptions of what your project is intended to accomplish (such as serve a total of 20 clients) and **outcomes** are the benefits or changes that result from the program (such as how well the service met the client needs).

1. What are the projected **outputs**, or total number of people served, from this program/project?

A) The proposed project will function as a barrier-free playground for the neighborhood residents located in the census tracts #1, #5, and #6 surrounding Mills Park. Also, it will serve all people with disabilities on a multi-generational level, including people of various ages, races, genders, ethnicities, cultures, and socioeconomic status. However, since the playground will be open to the public, identifying the total number of people using this facility that have a low-to-moderate income level will not be feasible.

B) This playground will be another project in the City's efforts to develop a completely (ADA) accessible City recreation and learning complex at Mills Park.

C) The playground project will allow our department's Recreation Division another resource for our current inclusive recreational programming. The programs that would use the playground include, but are not limited to, Kids Klub and Summer Camp. In the future, the Recreation Division could expand its current inclusive programming to incorporate a larger group of people of all ages with disabilities. This project, along with the other existing City buildings around the Community Center, presents the Recreation Division with a great venue and opportunity to create new inclusion recreational programs.

D) The proposed playground project will provide a much safer environment for children who currently have been playing outside in the Community Center's

parking lot while their parents are participating in City sponsored adult recreation programs (futsal and basketball) in the gymnasium.

2. Of the total number of people in Question 1, how many of these are low-to-moderate income (LMI)? How many are Carson City residents?

The project site is centrally located between LMI census tracts #1, #5, and #6. Within those three census tracts, there are 4381 low-to-moderate income people. City staff anticipates most of the people, especially families with young children that use the universally accessible (ADA) playground will be Carson City residents. (Refer to Question 5 on page 6 for additional information).

3. What is the projected **outcome** of this program/project? (How will the outputs benefit the total number of people in Question 1?)

The projected outcome of this playground project is to create the City's first universally accessible (ADA) playground. This project is more than a recreation facility and City staff believes this project has a broader community purpose. It is about community inclusion and the creation of an outdoor play environment that will promote interaction between physically and emotionally disabled children, including those of various ages, races, genders, ethnicities, cultures, and socioeconomic status.

4. What procedures will be put into effect to create, compile and maintain data to track performance measurement for this program/project?

Due to this recreation facility being open to the public, the City will be unable to compile or maintain data to track performance measurements for this project (Refer to Question 5 on page 6 for additional information).

IV. PROJECT BUDGET

Complete the Budget Summary chart. More detailed budgets may be attached in support of the proposal. Identify sources of leveraged funding for the activity. Include the status of these funds (i.e. cash on hand, grants received, planned fund-raising, etc.) Attach copies of funding commitment letters or other evidence of funding support.

Project/Program Title: Phase 1	Funds Requested	Leveraged Funds	Total Funds
Project/Program Expenses FY 2013-14			
1. City In-house Design Labor Costs: (City Employees Salaries and Benefits)	\$11,708	\$0.00	\$11,708
2. Parking Lot Improvements:	-----	-----	-----
a) Contractor's Labor and Material Costs	\$34,194	\$0.00	\$34,194
3. Landscape / Playground Improvements:	-----	-----	-----
a) City to Purchase Park and Playground Equipment, including freight costs	\$65,058	\$0.00	\$65,058
b) City Material Costs	\$14,572	\$0.00	\$14,572
c) City In-house Construction Labor Costs: (City Employee Salaries and Benefits)	\$23,600	\$0.00	\$23,600
4. Light Pole/Fixtures, Wiring, and Electrical Hook Up:	-----	-----	-----
a) City Material Costs	\$6,269	\$0.00	\$6,269
b) City In-house Construction Labor Costs: (City Employee Salaries and Benefits)	\$3,750	\$0.00	\$3,750
5. City In-house Construction Management Labor Costs: (City Employees Salaries and Benefits)	\$3,972	\$0.00	\$3,972
TOTALS	\$163,123		\$163,123

V. PROJECT ADMINISTRATION

A. Provide the names, phone numbers and e-mails of the following people. (There may be more than one person responsible in each category. If the specific individual is not known, please give a job title):

1. The person to whom all questions regarding the application should be directed:

Vern L. Krahn, Park Planner
3303 Butti Way, Building #9
Carson City, Nevada 89701
Office Telephone No. (775) 283-7343
Office Fax No. (775) 887-2145

2. The person directly responsible for on-site supervision of the project/program, such as a project manager:

Co-Project Managers:

Jeff Sharp, City Engineer or Assigned Public Works Dept. / Civil Engineering Staff
3505 Butti Way
Carson City, Nevada 89701
Office Telephone No. (775) 887-2355 Ext. 7084
Office Fax No. (775) 887-2112

Vern L. Krahn, Park Planner
3303 Butti Way, Building #9
Carson City, Nevada 89701
Office Telephone No. (775) 887-2262 Ext. 7343
Office Fax No. (775) 887-2145

3. The person responsible for the financial management of the project/program, including preparation, review and approval of reimbursement requests:

Vern L. Krahn, Park Planner
3303 Butti Way, Building #9
Carson City, Nevada 89701
Office Telephone No. (775) 283-7343
Office Fax No. (775) 887-2145

4. Please list the name, address, phone number and e-mail of the person responsible for preparing the quarterly reports and tracking the performance on this program/project.

Vern L. Krahn, Park Planner
3303 Butti Way, Building #9
Carson City, Nevada 89701
Office Telephone No. (775) 283-7343
Office Fax No. (775) 887-2145

VI. AGENCY INFORMATION

1. Proof of non-profit status for private agencies (governmental entities and schools are exempt):

Date of incorporation	Not Applicable
Date of IRS certification	Not Applicable
Tax exempt number	A440312

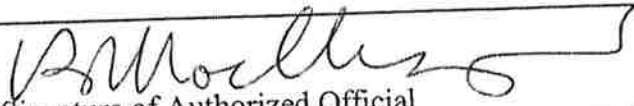

2. DUNS Number: 073787152
 For information on DUNS, go to: <http://www.ccr.gov/pdfs/DUNSGuideGovVendors.pdf>

3. Attach the following to each copy of the Proposal for Funding:

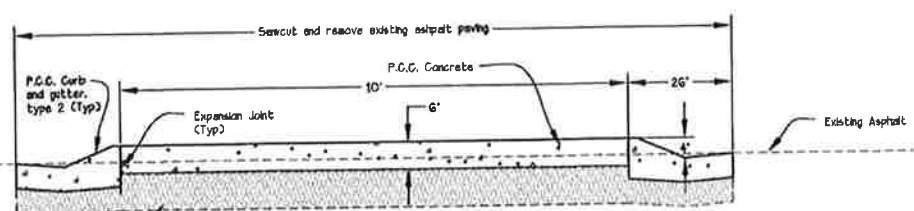
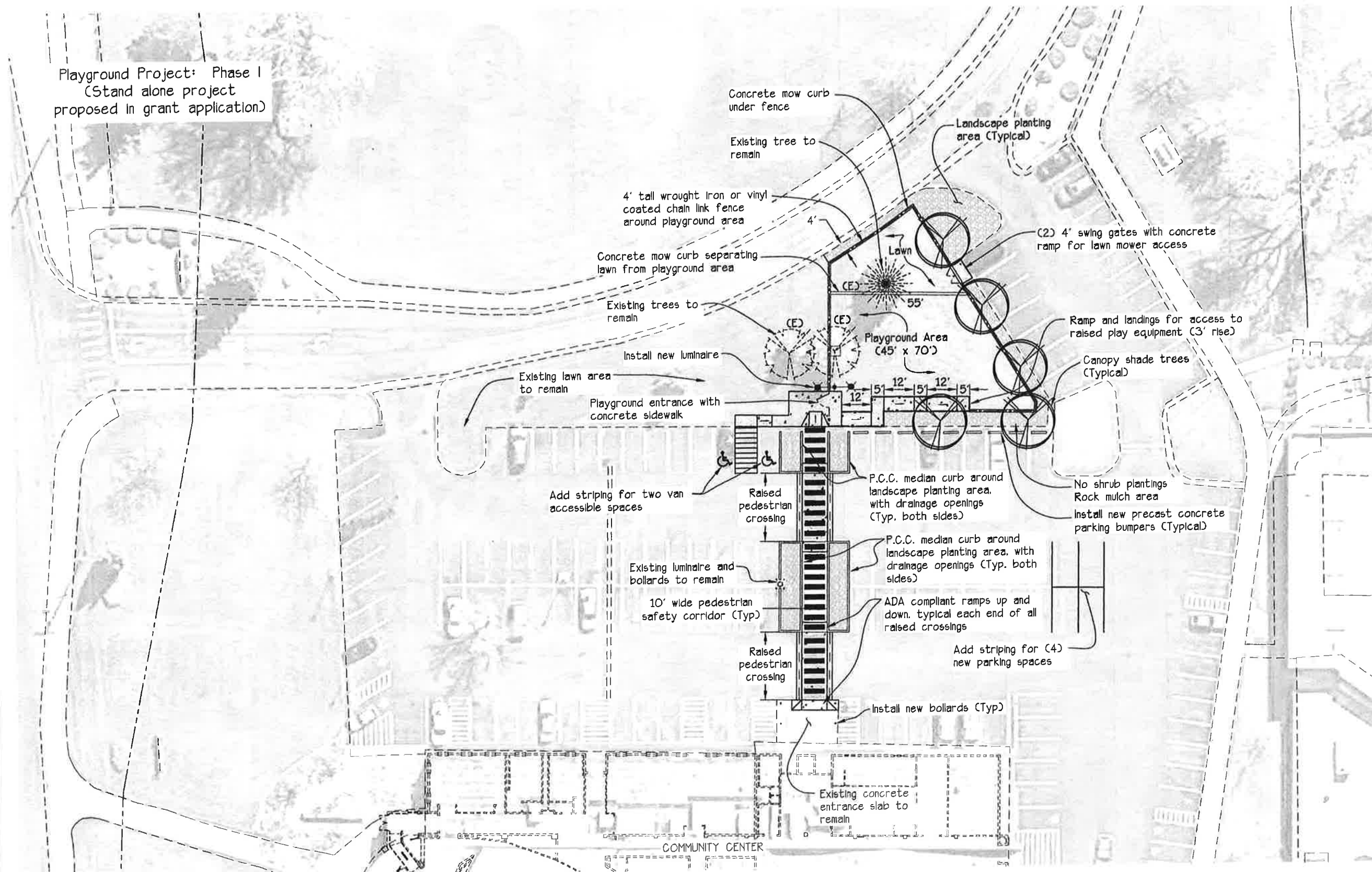
- a. IRS Tax Exempt "501(c)(3)" letter.
- b. Proof of incorporation from Secretary of State (CERTIFICATE ONLY)
- c. Current organization chart with names of staff members. Staff members may not serve as a Board Member of the agency they work for.
- d. List of current Board of Directors and terms of office. If a member of your Board of Directors is in a position to obtain a financial benefit or interest from your proposed project, you may be ineligible for CDBG funds (See 24 CFR 570.611).
- e. *For all 501(c)(3) non-profit organizations:* a copy of the organization's most recently submitted Federal Tax Return (Form 990 or 990EX). Governmental bodies and schools are exempt from this requirement.

4. Required Certification (see instructions):

Applicant certifies that to the best of his/her knowledge, all information submitted as part of this application is true. Applicant will comply with all grant and contract requirements if funding is approved.

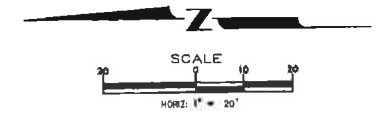
 Signature of Authorized Official	Date: January 2, 2013
Roger Moellendorf, Parks and Recreation Director Typed Name and Title of Authorized Official	Phone Number: (775) 887-2262 Ext. 7345
 Signature of City Manager	Date: <u>1/2/13</u> January 2, 2013
Lawrence Werner, City Manager Typed Name of City Manager	Phone Number: (775) 887-2100

Playground Project: Phase I
(Stand alone project
proposed in grant application)



Raised Pedestrian Crossing Detail
Not to scale

Playground Project: Phase I
Scale: 1"=20'

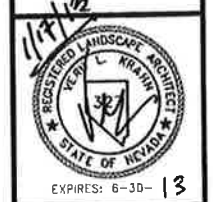


Attachment #1



DESIGNED BY: VAK
DRAWN BY: BO
CHECKED BY: VAK
DWG NO.: 1-0810 and proposed
SCALE (HORZ): 1"=20'
SCALE (VERT): N/A
PLUF DATE: 1/17/13

CARSON CITY
PARKS AND RECREATION
DEPARTMENT
3303 BUTTE WAY CARSON CITY, NEVADA 89701
PH: 887-2262 FAX: 887-2145

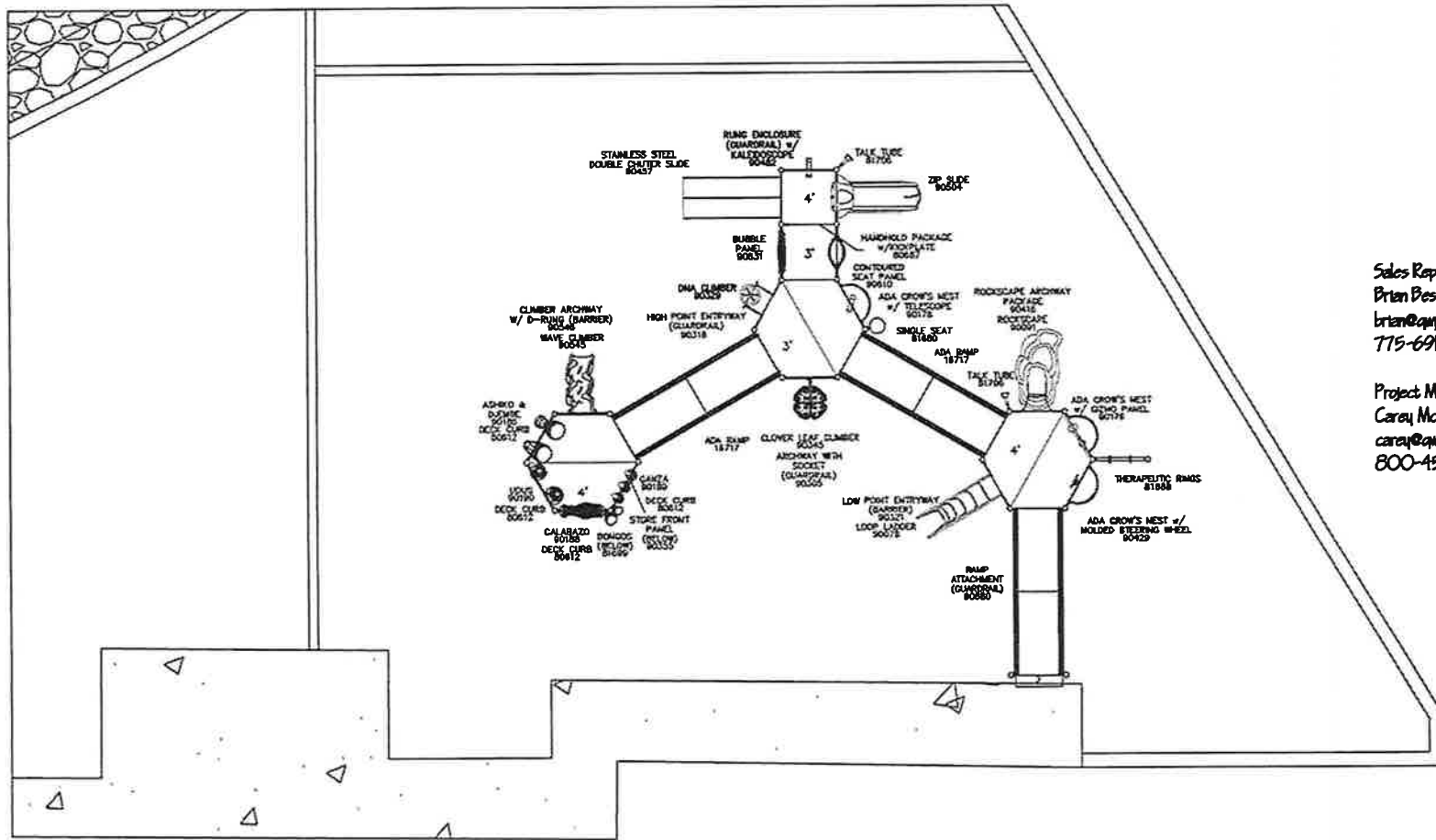


REV	DATE	DESCRIPTION	BY	APP'D
A				

CARSON CITY COMMUNITY CENTER
EAST PARKING LOT
PROJECT No. 1-0810
PLAYGROUND PROJECT SITE PLAN
PHASE 1

SHEET
1
OF
2

Carson City Community Center Playground - Phase I



Sales Representative:
 Brian Bessette
 brian@qmpark.com
 775-691-9481

Project Manager:
 Carey McCool
 carey@qmpark.com
 800-455-2755



A PLAYCORE COMPANY



150 PlayCore Drive SE
 Fort Payne, AL 35967
 www.gametime.com

Carson City Community Center Playground
 East Playground Phase I
 Carson City, NV
 Requisition:
 Great Western Park & Playground

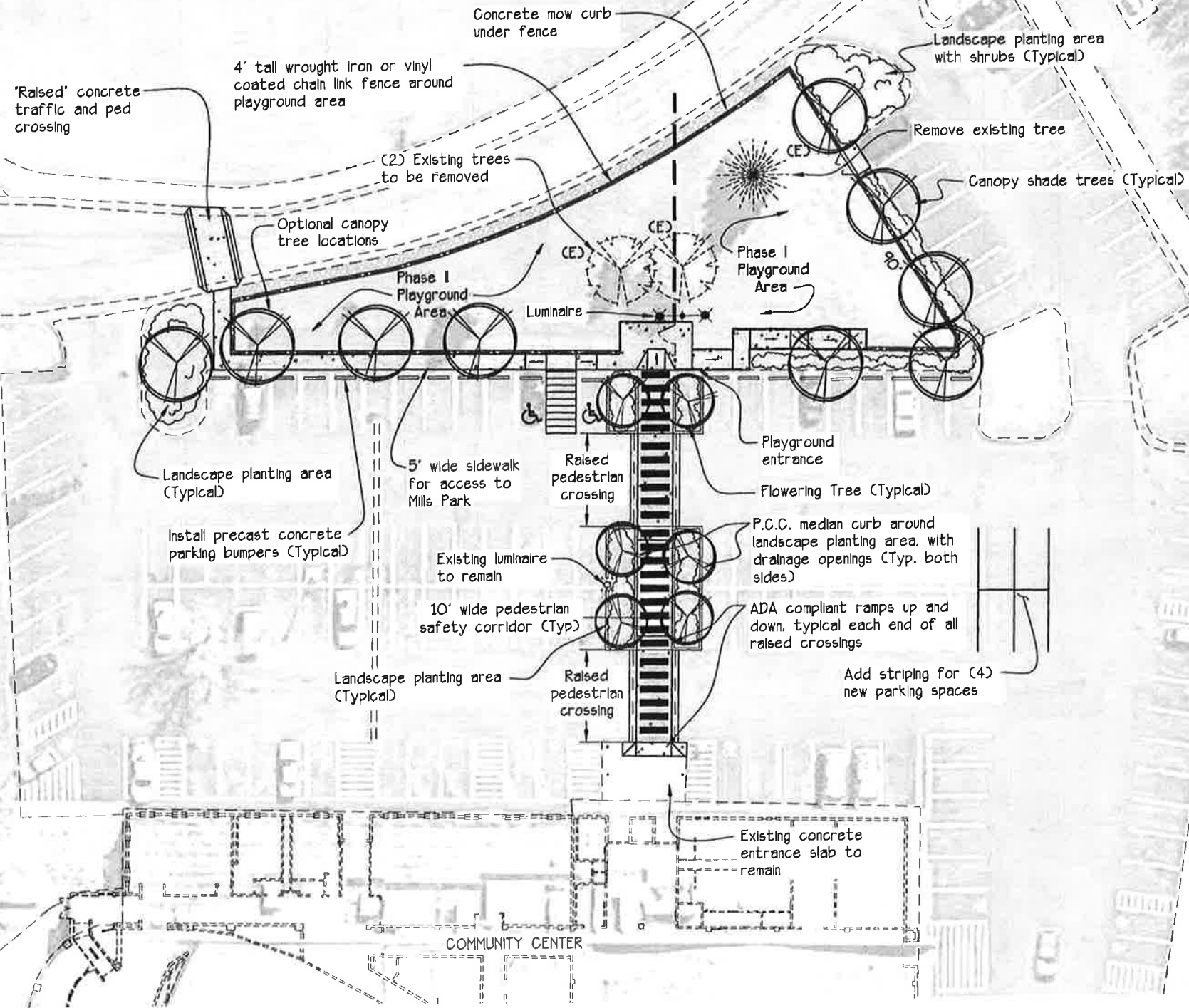
This play equipment is recommended for children ages everyone

Minimum Area Required:
 See drawing
 Scale: N/A
 This drawing can be issued only when in an 18" x 24" format.

IMPORTANT: Seat medium equipment should be placed in the see scope of all equipment, as specified for each type of equipment, and sit double to meet the official fall heights as specified by the U.S. Consumer Product Safety Commission, ASTM standard F 1487 and Canadian Standard CANCSA-2-414.

Drawn By: CMCCOOL
Date: 12.31.12
Drawing Name: East Playground Phase I

Playground Project: Phase II
(Future project)



Playground Project Site Development Plan

Scale: 1" = 20'

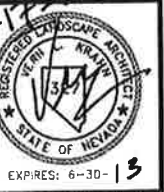


Attachment #3



DESIGNED BY: M.K.
DRAWN BY: BD
CHECKED BY: M.K.
DWG NO.: L-2000-001
SCALE (HORIZ): 1"=5'
SCALE (VERT): N/A
PLOT DATE: 1/17/13

**CARSON CITY
PARKS AND RECREATION
DEPARTMENT**
3303 BIJUTI WAY CARSON CITY, NEVADA 89701
PH: 887-2262 FAX: 887-2145



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**CARSON CITY COMMUNITY CENTER
EAST PARKING LOT
PROJECT No. 1-0810**
**PLAYGROUND PROJECT SITE
DEVELOPMENT PLAN**

SHEET
2
OF
2

N:\projects\1000 community center and parking\001 playgrounds\107713



"A healthier world begins with a playground"

East Playground

Attachment #2
Phase I



Brian Besette
800.453.2735
brian@gwpark.com



Great Western
PARK & PLAYGROUND

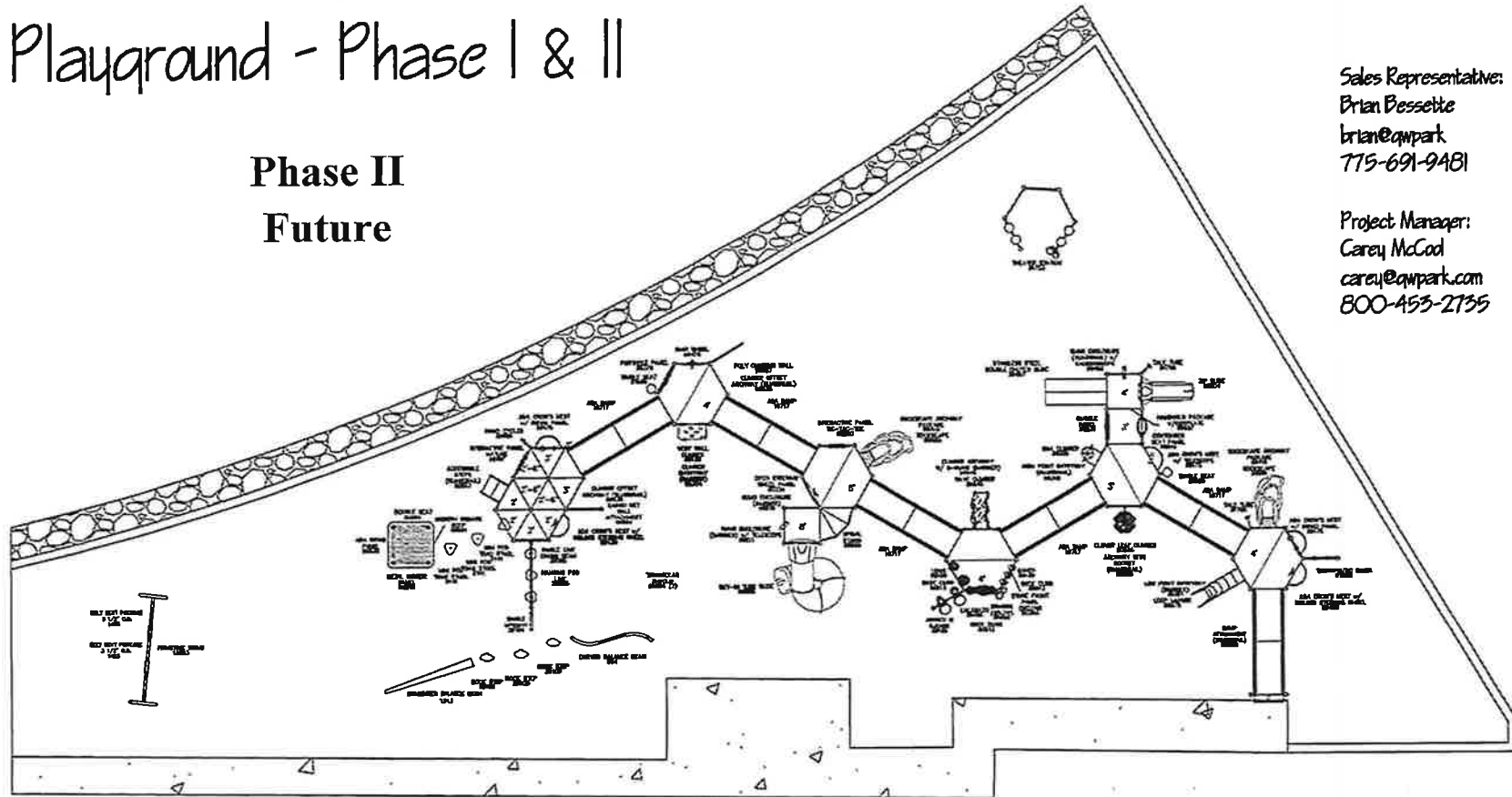
Colors shown are approximate, ask your representative for current color samples

Carson City Community Center Playground - Phase I & II

Phase II Future

Sales Representative:
Brian Bessette
brian@qwpark
775-691-9481

Project Manager:
Carey McCool
carey@qwpark.com
800-453-2735



A PLAYCORE Company



150 PlayCore Drive SE
Fort Payne, AL 35967
www.gametime.com

Carson City Community Center Playground
East Playground Phase II
Carson City, NV
Representative:
Great Western Park & Playground

This play equipment is recommended for children ages
everyone

Minimum Area Required:
None Drawing
Scale: N/A
This drawing can be scaled only when in an 18" x 24" format

IMPORTANT: All resident notices should be posted in the view scope of all equipment, or specified for each type of equipment, and as applicable to meet the critical fall heights as specified by the U.S. Consumer Product Safety Commission, ASTM Standard F 1487 and Canadian Standard CANCASA-2-014

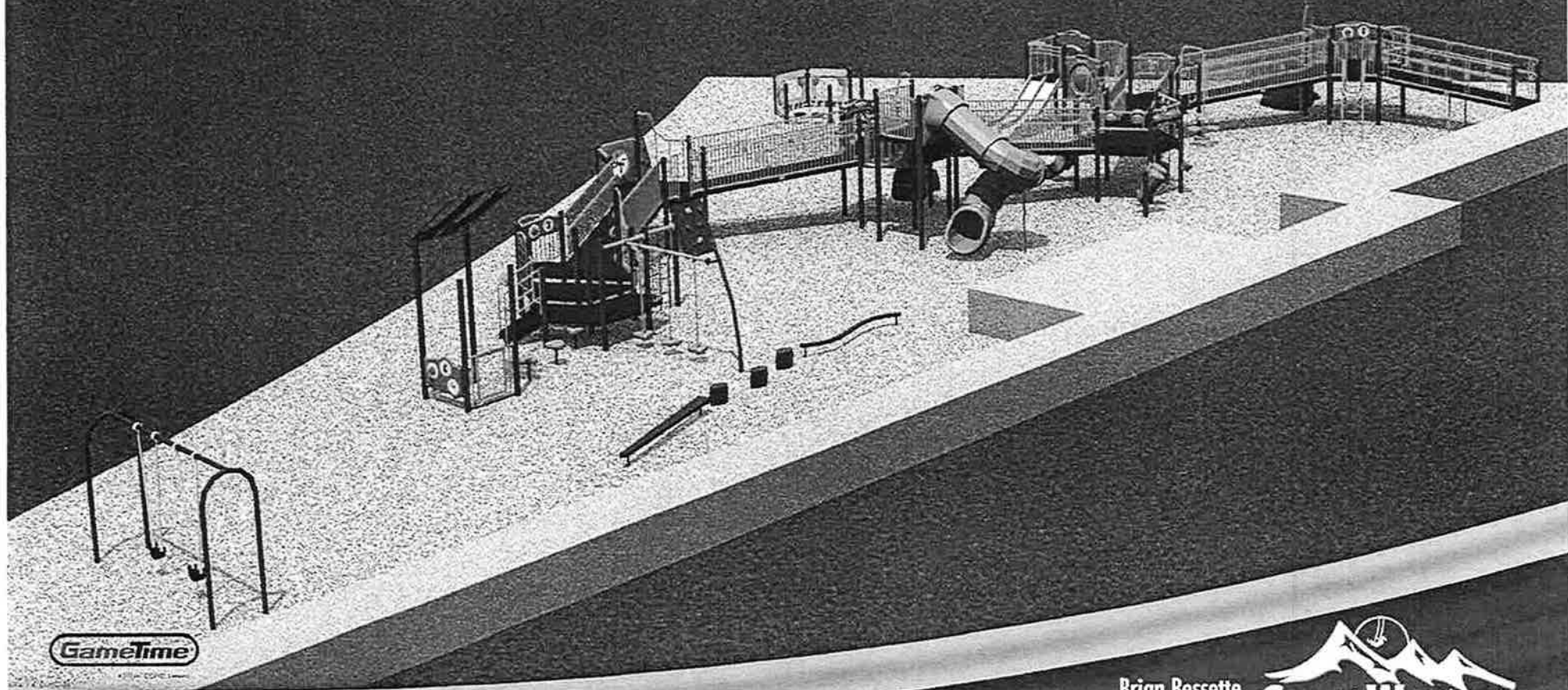
Drawn By:
CMCCOOL
Date:
12.31.12
Drawing Name:
East Playground Phase II



"A healthier world begins with a playground"

East Playground

**Attachment #4
Phase II – Future**



Brian Bessette
800.453.2735
brian@gwpark.com



Colors shown are approximate, ask your representative for current color samples

Existing Project Site Photographs



View looking east-along pedestrian corridor from Community Center Gymnasium



View Looking North

Existing Project Site Photographs

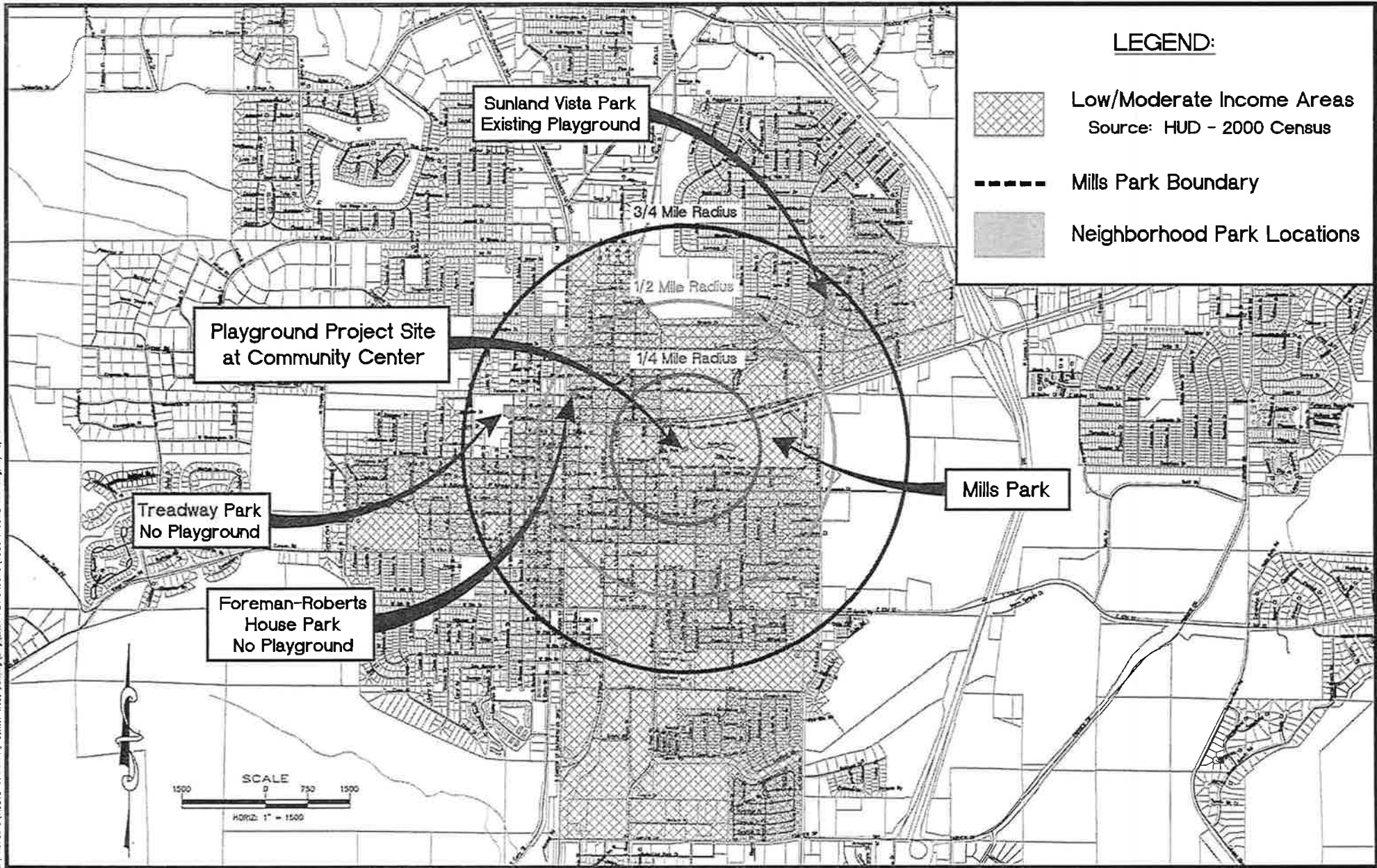


View Looking West



View Looking South

I:\PROJECTS\0810_community_center_west_parking\0810_PLAYGROUND\0810_INCOME_MAP.dwg: 1/15/13



Attachment #7



THE MAGAZINE WITH IDEAS & SOLUTIONS FOR RECREATION, SPORTS & FITNESS FACILITIES MANAG

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All Paws Pet Wash

Let's Play Together!

How Inclusive Playgrounds Benefit Everyone

By Jessica Royer Ocken

Since the Americans with Disabilities Act of 1990 came into effect, there's been a growing focus on making parks and recreational facilities accessible. And thanks to these efforts, many, many more of them are. However, accessibility includes a whole spectrum of possibilities, and there's a big difference between something that's minimally accessible (ADA compliant), completely accessible, and truly inclusive of people with all types of abilities and challenges.

"Accessible means you can get there. It means you may be able to use parts of the playground, but inclusive means you're playing together with all of the children," explained Mara Kaplan, founder of Let Kids Play!, a consulting firm that helps playground equipment manufacturers and others understand the full needs of a community—including those with disabilities. An inclusive playground is for everyone, and because of that—although it's a bigger undertaking with more planning required and probably some programming needed as well—this type of playground is a benefit to the entire community. And in a world where play is an endangered opportunity for kids of all abilities, there's no better time to build a fantastic playground than right now!

Accessible vs. Inclusive—And Why It Matters

Shane's Inspiration was founded 14 years ago in California and originally intended to be a memorial project for Catherine Curry-Williams' and Scott Williams' son, Shane. He lived only two weeks because of severe spinal muscular atrophy, but even his short life introduced his parents to the world of children with disabilities. "They learned that among many things not accessible were playgrounds," explained Tiffany Harris, a co-founder of the organization and currently its CEO.

The Williamses were thrilled to be told Los Angeles already had accessible playgrounds, but when they went to see them, they found projects built only to ADA standards. "It's a common misconception," Harris said, adding that she believes parks and recreation departments do a terrific job. "You would assume when you meet [ADA standards] you're there. But you're not." For example, some playgrounds include features like accessible swings, but the rubber mulch surface below (which is ADA compliant) makes it impossible for a child in a wheelchair to get there.

And so began an "educational journey," during which Shane's Inspiration learned the big difference between accessible and inclusive, and along the way decided to become a partner organization to help communities build completely inclusive playgrounds, Harris said. Fourteen years later, in partnership with local communities and park districts, they've built 41 inclusive playgrounds in the United States, Canada, Mexico and beyond.

Inclusive playgrounds are "designed to be fully useable and exciting to children with a wide spectrum of abilities," Harris said. You want "typically abled kids having the most fun they can have alongside a child with maybe severe disabilities. The playground is challenging for all, and kids are able to play

and engage together."

It's OK to Start Small

There's no doubt that building an inclusive playground is a big project that takes quite a bit of time and money. "But you can start small," said Laurie Schulze of the Genoa Township, Ohio, Parks Advisory Board. Think about the amenities you already have and how they could be made more inclusive, she suggested. Recently, Genoa Township put in a new bird blind, and Schulze made sure one of the viewing portals was low enough for a smaller child or someone in a wheelchair to use. And their fishing pier has cutouts in the railing so there are lower access points. Although her daughter's school couldn't afford poured rubber surfacing for their entire playground, they did find the money to make a poured rubber path to start. "Even if there's nothing Leah could get on [from her wheelchair], even if it's just a typical playground, if the surface is poured rubber she can be in the circle of play," Schulze said. "She can be yelling at the other kids while they're doing things."

Features of an Inclusive Playground

So, what does this sort of fabulous playground actually look like? One thing you don't want is a playground designed so someone looking at it can say, "Oh, there's the special needs section," explained Laurie Schulze, member of the Genoa Township, Ohio, parks advisory board and mother of a child with spina bifida who uses a wheelchair. A nearby community recently constructed a playground with a variety of special, accessible features, "but they didn't include a regular slide," Schulze said. This makes the playground a segregated space, as typically developing children get bored quickly. "If my family can go to a playground—even if my daughter can't climb all the equipment or if she's at an age where playgrounds aren't her main thing—she just wants to be outside. It's about thinking about a fun playground, not a special side of the playground."

An inclusive playground should have a range of challenges, Kaplan agreed. "Too many times when playgrounds are made accessible they're dumbed down and older kids don't want to play, so you miss the purpose of inclusion."

Dave Flannigan, director of operations for program management with KaBOOM!, an organization that builds playgrounds around the country, suggests using an "asset-based approach" to creating fun for kids of all abilities, rather than thinking of the lowest common denominator. For someone in a wheelchair, a ramp to a deck is just one component of play, he noted. Look holistically at what they can engage with.

And while not every item on the playground has to be accessible to every child who comes, "the coolest thing on the playground has to be accessible at all," Kaplan said. "[And that means the feature] you'll write the press release about. That really gives you food for thought when you're planning." Make sure every child can reach the highest point on the playground too, added Schulze.

This kind of integration calls for careful design. "Layout is key," Kaplan continued. Many times people jump right in to looking at accessible equipment. But an inclusive playground that a child with autism can use or a child who uses a walker can use needs a "very thoughtful design," she said. Children with autism can become overwhelmed quickly when faced with a busy play space, so some quiet, enclosed areas will provide a respite where they can calm down for a moment without having to leave the playground.

The playground's surface needs to be safe and easily managed by those with wheelchairs or walkers—poured rubber is a popular choice—and ramps and pathways need to be wide and gradually graded, ideally so a child can manage them independently.

Beyond that, however, the variables multiply quickly and can depend on the specific needs of those

in your community (which is why they're a great resource to consult along the way). Every playground should be different, and of course they come in all different sizes, so rather than a checklist to follow, consider creating a series of intents, Kaplan recommended. Discuss the good things you'd like to have and strategies to make them inclusive.

Here are some thoughts and ideas from experts around the country:

- One of the most popular pieces at Leesburg, Virginia's Sycolin Creek Elementary School playground is a huge rocker that can hold up to 20 children, including those in wheelchairs, reports assistant principal Lisa Waldbaum. The preschool-through-5th grade school needed a playground specifically for younger students, and a parent of a child with special needs spearheaded the effort (and additional fundraising) to make it fully inclusive. Soft foam surfacing makes for easy navigation, a shaded area protects observing teachers and parents, as well as kids with light sensitivity, and the playground is long and thin, which means its ramps are not as steep. A smaller rocker for five or six children at a time and sensory areas that include textures, sounds and pieces to manipulate round out the playground's most popular features.
- Consider more than just the playground, suggested Kaplan and Harris. Benches make parents and caregivers comfortable and ensure a longer stay, as do amenities for service dogs. Be sure restrooms are located nearby and include changing tables for larger children and electrical outlets for those who may need a treatment during their play.
- Weave in some nature. Taking a stroll through the woods or playing in a creek is something else that may be logistically difficult for someone who uses a wheelchair or walker, so Schulze said she particularly appreciates the elements of nature—an accessible pond and boardwalk, a wetland to search for tadpoles—the city of Westerville, Ohio, added to their inclusive playground. These are also great ways to engage a variety of senses.
- Think about multi-generational use, as you want this playground to serve and grow with your community for years to come. Go beyond the ADA to design for kids of all abilities and all parts of your community, suggested Flannigan. "This encourages everyone in the community to use the space." You want a play environment that encourages kids to come and stay longer—and want to come back, he added. If they master everything the first time, you've missed your mark.

How to Get Started

Resources and support options, including fundraising tips and grants, abound for those building inclusive playgrounds, but the best place to begin your journey is your own community. Get input from parents, educators, therapists and others who work directly with children and adults with special needs, as they know first-hand what's likely to work best. And don't forget to ask the kids too. Part of KaBOOM!'s development process is having children draw their "dream playgrounds," which have included everything from trampolines to chocolate fountains, Flannigan said.

The community also drives the design for projects Shane's Inspiration is involved with, Harris said. They've heard from parents of children with disabilities, but also from returning veterans who want an opportunity to play with their typically abled children. Shane's Inspiration encourages communities to find local corporate sponsors for the project, to select a theme that will tie the playground to the community, and to get educators involved early to pave the way for a partnership with local schools.

Not only does drawing on the community yield good ideas, but as with any project, the earlier the public is involved, the more ownership and investment they feel. Involving your community in the playground planning educates them about the importance of inclusion and gives them a sense of ownership, according to Robert Carolin, director of leisure services for Ormond Beach, Fla. This can be particularly important for an inclusive playground because of the extra fundraising and effort required. Vice Principal Waldbaum noted that more than 100 volunteers came to help build the walls of her school's inclusive playground, and she said their feedback and active engagement has been

essential. "Our fundraising theme was building bridges," she said. "And that's not just bridges between kids and their peers, but between the school and our community."

Building Is Not Enough

Although planning, educating, fundraising and finally installing an inclusive playground is a major effort—and a major achievement—it's likely not the end of the road if true inclusivity is your goal.

Shane's Inspiration's Harris recalls the fun they had selecting benches for the first playground they built and the way they daydreamed about watching all the children play together from those benches. But when their playground opened, "we were shocked by the minimal use by kids with disabilities," she said. Instead, they won lots of awards for being a fantastic place to play, and the place was overrun by typically developing children. When they went into the community to find out why, they discovered many families with children with disabilities didn't come because they worried about ridicule if their children were the only ones there who were different.

In response, Shane's Inspiration added two programs. My Play Club creates an organized day at the park—with games, face painting and goody bags—and is open to all children in the community. At the Los Angeles playgrounds, My Play Club is the last Saturday of each month, and the prizes and entertainment are sponsored by different corporate or civic groups. Saturday is the day the playgrounds see the heaviest use, and the Play Club makes sure families that include children with disabilities feel comfortable there, as they know they won't be the only ones, and they know there's some extra structure in place to help everyone play together and learn about each other.

The second program, Together We Are Able, is a full-curriculum educational program for schools. The other thing Shane's Inspiration discovered as they spent time talking with people about their inclusive playgrounds is a shocking level of bias and misinformation about people with disabilities. This program aims to break down those barriers by providing fourth through sixth graders (and soon younger students, too) an opportunity to talk about their feelings and fears, learn about people with special needs throughout the school year, and take a field trip to an inclusive playground where they're paired with a buddy for the day, who is a child with a disability. What begins with fear and nervousness ends in playing and laughing and sharing lunch, Harris said, and she hopes the experience changes these children's perspectives permanently. The program is "really a wonderful bridge and an opportunity to walk children across it," she added. "The playground is the vehicle to implement programming and make a real impact for inclusivity."

Waldbaum added that some education and insight for students has also been a big help in making the Sycolin Creek Elementary playground truly inclusive. Before the playground opened, two concerned special education teachers worked with students to create videos that explain the rules of the playground, offer guidelines for interacting with special needs students, and show everyone the ways to stay safe. The whole school watched them before going out to play, and now teachers can use them in their classrooms whenever a refresher is needed.

Benefits Abound

Once you've gotten the community on board and created one playground, you may find yourself on a roll. "When you do it right and are not afraid to tell the community from the beginning about the work they need to do, the energy behind the movement just blasts out," Harris said.

KaBOOM!'s Flannigan agreed. "[A playground project can be] a catalyst for change in the rest of the community," he said. "When people come together to build playground, it's a tangible, collective accomplishment. Then they wonder, 'What else can we do?'"

Whatever the extra effort involved, an inclusive playground project is worth it. Not only does it make play possible for the whole community—children with disabilities, adults with disabilities or diseases like multiple sclerosis, older adults with physical challenges, veterans who come home with an injury—it promotes a shift in perspective. "[An inclusive playground] shows that everyone has value,"

Schulze said. "It teaches children that everyone can be together. When kids are able to play and see a child in a wheelchair having fun, to see what they can do, it changes their perception." This type of interaction moves feelings from pity to understanding, she added. "Then it makes a better world."

Programming Inclusiveness in Dothan, Ala.

Dothan is the largest city in southeast Alabama, and they've long prided themselves on the resources they offer members of their community with special needs. About four years ago a grant from the state and the Rotary in town helped them build a Miracle Field, which is a fully accessible baseball diamond that allows anyone, regardless of ability, to play. Dothan's is actually a full baseball complex, as the Miracle Field is flanked by two traditional fields, as well as restrooms and concession stands. There's even a Jumbotron in the outfield. They'd talked of putting an inclusive playground in the complex as well, and after the field had been open about a year and a half, the Rotary again contacted

Kim Meeker, assistant director of leisure services for Dothan, and said they were ready to fund the playground.

Meeker began researching and visiting playgrounds around the country, and he assembled a local committee. In the process he learned about sensory panels and making the highest point on a playground accessible. He learned how much fun swinging can be for a child who spends most of her time in a wheelchair. He learned that children on the autism spectrum often enjoy spinning, as well as the deep pressure created by sliding on a roller slide. "I found out all these neat things special needs kids need and want, and after I had a list, I realized this playground wasn't going to be what I thought," he said. "I'd envisioned a lower-level, more adaptive experience, but this was going to be the most fun playground anyone could want to play on."

The Rotary came through with funding, and the Miracle Playground included all these features and more, with a poured rubber surface, its own bathrooms, and colorful sun canopies overhead. It was, in fact, the most fantastic playground for miles around, and nearly 200 people came out the day it opened. But that was just the beginning.

"It became a destination," Meeker said. Buses of children would pull up from 50 miles away. And they weren't children with special needs. The city began to notice, and the patrons at the park began to notice, that the children with disabilities were "feeling disenfranchised," Meeker said. "We wondered if we needed to close the playground to the general public or have it open only to children with special needs sometimes. But that seemed against what we'd heard about inclusiveness."

Finally, after a child with a disability was pushed aside when a busload of kids unloaded at the playground, a parent wrote an editorial for the local paper: "The Not So Miracle Playground." "We had to smell the coffee then," Meeker said.

Frantic to solve the problem and save the playground, he once again began researching and talking with all the stakeholders involved. Eventually he connected with Shane's Inspiration, and Marnie Norris, the organization's director of programming, came to Dothan to teach a group of local volunteers, city staffers and parents how to facilitate My Play Club, a day of organized play at the playground that facilitates understanding and inclusivity. The day after their training, Dothan ran their first My Play Club at the Miracle Playground. "It was wonderful," Meeker said. Seventy-five people came and enjoyed bubbles, face painting, funny hats, music and playing together. And at the end of the day, kids talked about their experiences and what they'd learned playing together.

Since then, the city has also installed a camera onsite so they can keep track of when a bus pulls up at the playground, and they now require groups of 20 or more to register in advance

for a time slot to play. In the future Meeker would like to install a kiosk with an educational video playing on a loop, as well as providing the video to schools so it can be shown to students before they visit the playground on a field trip.

"It's the greatest playground in town, bar none, and the most popular ever," he said. "It appeals to everyone and every family. The community was very generous."

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