



Park District of Oak Park

2015-2019

Recreation Programming Plan

Purpose

The primary purpose of the Recreation Plan is to provide the Park District of Oak Park an overview of community needs and an analysis of how the Park District can meet the recreation needs of the community. The plan is a companion document to the Comprehensive Master Plan as well as the Strategic Plan. It provides a guide to the orderly development of programs and services. It is flexible documents that pulls information from various sources such as demographic information, program trends, etc. and compiles them for staff to have quick access to while developing and delivering programs to meet the needs of the residents of Oak Park.

Contents

- Park District Plans & Reports
- Program Objectives
- Demographic Information
- Recreation & Leisure Trend Analysis
- Community Inventory
- Program & Service Determinants
- Program & Service Statistics

Park District Plans & Reports

Comprehensive Master Plan

The Recreation Plan is tied to the Park District's 2015-2024 Comprehensive Master Plan that sets the overall direction for the Park District for the next 10 years, including specific recommendations various areas of the Park District. The recreation programming team has identified the recommendations related to recreation programs and services and used them as a guidelines for the goals and objectives of this plan. Examples include: integration of art into parks, conducting a feasibility study for an indoor recreation facility, managing partnership opportunities, increasing participation levels within district, improving adult fitness programming, improving environmental education programming, creating and supporting continued cultural opportunities and managing revenue growth.

Strategic Plan

The Park District has identified 5 strategic initiatives, which are areas of special emphasis crucial for the continued success of the Park District – Customer-Focused, Financially Strong, Maintaining Our Infrastructure, Employee Excellence, and Organizational Excellence. The Park District developed the 2013-2015 Strategic Plan to identify objectives in order to drive the agency forward in these areas. The Park District emphasizes tie-in's to the Strategic Plan when developing goals and setting budget priorities.

Budget

Yearly the Program Staff use the data included in this report in addition to general program observations and networking with peers to identify the program's they are going to budget for the following year. The budget process begins in July and is presented and approved by the board in late Fall. The budget document sets the plan for program offerings for the following calendar year. Staff understands that if a program misses the budget mark or a new program opportunity presents itself that fits into the overall direction that new programs can be added or used to replace struggling programs. This gives managers and supervisors an expectation and template for each calendar year for what programs will be offered for a particular year as well as enrollment and expense.

Recreation Report

The Recreation programming team develops a yearly report called the Annual Recreation Programming and Participation Report. In addition to informing the Board of Commissioners and other stakeholders of the progress made by the recreation programming team, the formation of the report gives the recreation programming team an opportunity to reflect on prior year's performance and make recommendations moving forward. This report serves as the guide for the following year's program offerings. It takes into account the previous year's program successes and failures and sets priorities and direction for the following year. *(See Appendix I for the latest version of this report.)*

Overall Recreation Programming Objectives

The mission of the Park District is “In partnership with the community, we enrich lives by providing meaningful experiences through programs, parks, and facilities.” In order to ensure that work towards achieving our mission and accomplishing our goals for recreation programming is actually producing results that benefit the community, each goal is tied to a specific and measurable objective. The current results of these objectives are tracked on the Park District’s dashboards as part of the MPOWER program in order for the recreation programming team to frequently monitor progress towards achieving these objectives year-round.

This report will be updated at the end of each calendar year with the annual results of each objective.

Organizational Mission, Initiative, or Plan	Goal	Objective
Strategic Initiative: Customer-Focused	<i>To provide programs that engage residents of all ages.</i>	The Park District will serve a minimum of Infant/Preschool 45% of population Youth 75% of population Teens 27% of population Adults 25% of population Seniors 10% of population
Strategic Initiative: Customer-Focused	<i>To provide quality programs that meets the needs of our residents.</i>	Score an average of 8.00 out of 10 on the “Overall Experience” score on the Program & Event Evaluation
Strategic Initiative: Staff Excellence	<i>To provide quality and engaging staff to deliver programs to our residents.</i>	Score an average of 8.00 out of 10 on the “Staff Quality” score on the Program & Event Evaluation
Strategic Initiative: Organizational Excellence	<i>To provide a safe environment and programs for all participants.</i>	Park District will achieve gold level status from Ellis for aquatic audits Park District will maintain American Camping Association accreditation for day camp programs Park District will maintain DCFS licensing standards for preschool program
Strategic Initiative: Customer-Focused	<i>To ensure participants meet their goals for participating in Park District Programs.</i>	At least 90% of respondents indicate that they achieved their goal for registering for a Park District program on the Program & Event Evaluation.
Strategic Initiative: Customer-Focused	<i>To provide affordable programs to our residents.</i>	Score an average of 7.00 out of 10 on the “Price” score on the Program & Event Evaluation

Specific Programming Area Objectives

Besides overall objectives for the Recreation Programming Team, objectives have also been developed for each individual area. Further information about any of the programs listed below can be found in the Park District's Program Guide.

Aquatic Objectives

- Aquatic programming opportunities, i.e. instructional swim lesson, water exercise, lap swimming to promote a lifelong fitness.
- The instructional swim program provides opportunities for participants to develop specific water safety and swimming skills, independence and skill development.
- Aquatic educational opportunities promote water safety around pools and open bodies of water.

The following classes/services are offered to support these objectives:

- | | | |
|---------------|----------------|-----------------|
| • Kids Swim 1 | • Parent Tot | • Lap Swimming |
| • Kids Swim 2 | • Preschool 1 | • Water Fitness |
| • Kids Swim 3 | • Preschool 2 | (summer's only) |
| • Kids Swim 4 | • Pre/school ¾ | • Summer Camps |

Outcome Assessments:

The Park District utilizes an evaluation analysis and system to measure those objectives and learning outcomes, to make sure the level of value in the service/programs are meeting or exceeding the standards that are necessary for community's needs. *Examples of completed assessments showing the outcomes of these objectives can be found in Appendix IV.*

Athletic Programming Objectives

- Athletic programs encourage a healthy lifestyle good sportsmanship, team work and making sports/exercise a part of daily life.
- Athletic programs provide opportunity for physical activity.
- Athletic programs provide opportunities for participants to develop specific skills and gain a sense of accomplishment.

The following are examples of classes, programs, and services that support these objectives:

- | | | |
|--------------------|------------------|------------------|
| • Gymnastics | • Figure Skating | • Adult Tennis |
| • T-Ball | • Martial Arts | Lessons |
| • Youth Basketball | • Youth Tennis | • Adult Softball |
| • Dance | Lessons | Adult Soccer |
| • Ice Hockey | | • Athletic Camps |

Outcome Assessments:

The Park District utilizes an evaluation analysis and system to measure those objectives and learning outcomes, to make sure the level of value in the service/programs are meeting or exceeding the standards that are necessary for community's needs. *Examples of completed assessments showing the outcomes of these objectives can be found in Appendix V.*

Health & Fitness Objectives

- The Park District provides health and fitness programs/services to reduce obesity levels, combat health conditions and diseases and promotes lifelong health habits through activity.
- The Park District provides group exercise classes for residents and guests.
- The Park District offers classes for a variety of fitness levels that promotes self-esteem, mood, reduce stress levels and increases energy levels in participants to improve the quality of life for individuals within the community.

The following are examples of classes and programs that support these objectives:

- | | | |
|--------------------|-------------------|----------------------|
| • Boot Camp | • Body Pump | • Some like it Light |
| • Gym Boot Camp | • TRX | • Tai Chi |
| • Cardio Kick Fit | • Pilates | • QiGong |
| • Fun for Everyone | • Yoga | • Awareness |
| • Butts and Guts | • Basic Fitness | • through |
| • Barre Fitness | • Strong and Long | • Movement |

Outcome Assessments:

The Park District utilizes an evaluation analysis and system to measure those objectives and learning outcomes, to make sure the level of value in the service/programs are meeting or exceeding the standards that are necessary for community's needs. *Examples of completed assessments showing the outcomes of these objectives can be found in Appendix VI.*

Youth Recreation Objectives

- General Recreation programs help children with physical development through hands-on exploration and play.
- General Recreation programs provide cognitive development through experimentation, education, and new experiences.
- General Recreation programs build social skills through interactions with new people and by modeling appropriate social manners.

The following are examples of classes and programs that support these objectives:

- | | | |
|----------------|---------------|-------------|
| • Preschool | • Enrichment | • Day Camps |
| • Playschool | • Classes | |
| • Parent/Child | • Afterschool | |
| • Classes | • Programs | |

Outcome Assessments:

The Park District utilizes an evaluation analysis and system to measure those objectives and learning outcomes, to make sure the level of value in the service/programs are meeting or exceeding the standards that are necessary for community's needs. *Examples of completed assessments showing the outcomes of these objectives can be found in Appendix VII.*

Evaluation Methods

Staff reviews program evaluations throughout the year. In addition staff, interacts with parents, participants, and staff to have conversations about what participants are enjoying most about the programs and ideas for From those evaluations improvements and changes are made to particular class.

One example of survey feedback resulting in a program change was in the Martial Arts Programming. Due to the addition of a new afterschool site, the Martial Arts program was moved to a new location. Feedback provided to staff through surveys and direct emails indicated that the new site was not meeting the expectations for the participants. Staff decided to relocate the program to a more conducive location the following session that included a wood floor and mirrors; both features enhanced the experience for the participants.

Another example occurred recently in the Hockey Academy. Staff noticed through reviewing the participant hockey evaluation forms a trend of skills being mastered too quickly in certain age groups and skills not being mastered quick enough or at all in others. Classes were adjusted slightly to cater them to the group of 240+ customers in the program by moving when particular skills are taught to create a more fluent learning experience.

Demographic Information

Information below is pulled from information provided in the Comprehensive Master Plan document

DEMOGRAPHIC ANALYSIS

The Demographic Analysis provides an understanding of the population within the Village of Oak Park, Illinois boundaries. This analysis is reflective of the total population, and its key characteristics such as age segments, income levels, race, and ethnicity.

It is important to note that future projections are all based on historical patterns and unforeseen circumstances during or after the time of the projections could have a significant bearing on the validity of the final projections.

DEMOGRAPHIC OVERVIEW

The total population of the target area had a slight decrease of approximately 1.2% from 52,524 in 2000 to 51,878 in 2010. The current estimated population for 2013 is 52,080, and it is projected to remain steady at 52,497 in 2018, and total 52,114 by 2028.

According to the U.S. Census reports, the total number of households in the service area has decreased by approximately 1.8%, from 23,079 in 2000 to 22,670 in 2010. The Village of Oak Park is estimated to have 22,765 households in 2013, and is expected to grow to 22,805 households by 2028.

Based on 2013 estimates, the target area's median household income (\$72,867) and per capita income (\$44,599) are both well above state and national averages.

According to the 2010 Census results, the population of the Oak Park is slightly older (38.8 years) than the median age of the U.S. (37.2 years). Projections show that the target area will undergo an aging trend, with the 55+ group growing to represent 34.7% of the total population by 2028.

The majority of the estimated 2013 population is White Alone (67.52%), with the Black Alone (21.22%) representing the largest minority. Future projections through 2028 expect the area's racial composition to remain consistent, as White Alone decreases minimally to 66.69%, followed by Black Alone (19.43%) and Asian (6.24%) minorities.

VILLAGE OF OAK PARK POPULACE

The target area has witnessed minimal change in recent years. From 2000 to 2010, the service area's total population underwent a slight decrease of 1.2%, from 52,524 to 51,878. In 2013, the population was estimated to be 52,080. Projecting ahead, the total population of Oak Park is expected to remain relatively flat lined over the next 15 years. Based on predictions through 2028, the local population is anticipated to have approximately 52,114 residents living within 22,805 households

AGE SEGMENT

Evaluating the distribution by age segments, the service area is largely balanced between youth, young adult, family, and senior populations. In 2010, the largest segment by population is the 35-54 group representing 31.5%, and the smallest is the 18-34 segment which constitutes 20% of the population.

Over time, the overall composition of the population is projected to undergo a rapid aging trend. Based on the 2013 estimate, the 35-54 segment remains the largest age group by a narrow margin at 29.8% of the population, but the 55+ is expected to grow to be the largest segment within the next five years. Future projections through 2028 show that the <18 and 35-54 segments will undergo small decreases in size as compared to the population as a whole, while the 18-34 and 55+ groups will grow. The 55+ group is expected to grow more rapidly than any other segment, and represent approximately 34.7% of the population by 2028. This is consistent with general national trends where the 55+ age group has been growing as a result of increased life expectancies and the baby boomer population entering that age group

RACE AND ETHNICITY

In analyzing race and ethnicity, the selected area is quite diverse. The 2013 estimate shows that over 85% of the population falls into the White Alone (67.52%) and Black Alone (21.22%) categories. Predictions for 2028 expect the population to remain mostly concentrated within the two largest racial categories, with the White Alone and Black Alone representing 66.69% and 19.43%, respectively. Based on 2028 projections, the Asian (6.24%) population and those belonging to Two or More Races (4.66%) are expected to continue growing. The Hispanic / Latino population grew to 6.79% in 2010, and is expected to reach 10.42% of the total population by 2028.

HOUSEHOLDS AND INCOME

The Village of Oak Park's projected income characteristics demonstrate an upward trend. The median household income is estimated to be \$72,867 in 2013 and per capita income is an estimated \$44,599. Household income is projected to grow to \$99,967 by 2028, while per capita income will reach \$59,095. The median household income represents the earnings of all persons age 16 years or older living together in a housing unit.

LEVEL OF EDUCATION

The following chart depicts the education level of adults 25 years and older within the Village of Oak Park. Approximately 96% of residents have at least a high school diploma, and nearly 70% have a Bachelor's degree or better. This is significantly higher than national averages and correlates directly with higher income levels and could also indicate a propensity to make greater use of online and social media tools to seek information for PDOP offerings.

CONSUMER SPENDING

The graph below shows the average consumer dollars spent among residents of Oak Park in 2013. Entertainment/recreation ranks fifth out of the 14 categories reported, averaging over \$4,700 spent per resident, which is higher than even travel and dining out and is certainly encouraging for PDOP offerings.

Trends Analysis

Information below is pulled from information provided in the Comprehensive Master Plan document

Information released by Sports & Fitness Industry Association's (SFIA) 2013 Study of Sports, Fitness, and Leisure Participation reveals that the most popular sport and recreational activities include: fitness walking, treadmill, running/jogging, free weights and bicycling. Most of these activities appeal to both young and old alike, can be done in most environments, are enjoyed regardless of level of skill, and have minimal economic barriers to entry. These popular activities also have appeal because of the social aspect. For example, although fitness activities are mainly self-directed, people enjoy walking and biking with other individuals because it can offer a degree of camaraderie.

Fitness walking has remained the most popular activity of the past decade by a large margin. Walking participation during the last year data was available (2012), reported over 114 million Americans had walked for fitness at least once.

From a traditional team sport standpoint, basketball ranks highest among all sports, with nearly 24 million people reportedly participating in 2012. Team sports that have experienced significant growth in participation are lacrosse, rugby, ice hockey, ultimate Frisbee, gymnastics, beach volleyball, and fast pitch softball— all of which have experienced double digit growth over the last five years. Most recently, ice hockey, roller hockey, and fast pitch softball underwent the most rapid growth among team sports from 2011 to 2012.

In the past year, there has been a slight 1.9% increase of “inactives” in America, from 78.9 million in 2011 to 80.4 million in 2012. According to the Physical Activity Council, an “inactive” is defined as an individual that doesn't take part in any “active” sport. On the bright side, there is evidence that the rate of increase in inactivity is slowing down. Even more encouraging is that an estimated 33% of Americans above the age of 6 are active to a healthy level, taking part in a high calorie burning activity three or more times per week.

The Sports & Fitness Industry Association (SFIA) Sports, Fitness & Recreational Activities Topline Participation Report 2013 was utilized to evaluate national sport and fitness participatory trends. SFIA is the number one source for sport and fitness research. The study is based on online interviews carried out in January and February of 2013 from more than 38,000 individuals and households.

NOTE: In 2012, the Sports & Fitness Industry Association (SFIA) came into existence after a two-year strategic review and planning process with a refined mission statement-- “To Promote Sports and Fitness Participation and Industry Vitality”. The SFIA was formerly known as the Sporting Goods Manufacturers Association (SGMA).

NATIONAL TRENDS IN GENERAL SPORTS

Basketball, a game originating in the U.S., is actually the most participated in sport among the traditional “bat and ball” sports with almost 24 million estimated participants. This popularity can be attributed to the ability to compete with relatively small number of participants, the limited amount of equipment needed to participate, and the limited space requirements necessary – the last of which make basketball the only traditional sport that can be played at the majority of American dwellings as a drive-way pickup game.

Since 2007, squash and other niche sports like lacrosse and rugby have seen strong growth. Squash has emerged as the overall fastest growing sport, as it has seen participation levels rise by over 110% over the last five years. Based on survey findings from 2007-2012, lacrosse and rugby have experienced significant growth, increasing by 51.9% and 43.8% respectively. Other sports with notable growth in participation over the last five years were ice hockey (28.4%), ultimate Frisbee (27.1%), gymnastics (25.8%), and beach volleyball (16.2%). From 2011 to 2012, the fastest growing general sports were squash (16%), ice hockey (10.9%), roller hockey (10.5%), and fast pitch softball (9.3%).

In terms of total participants, the most popular activities in the general sports category in 2012 include basketball (23.7 million), tennis (17 million), baseball (13 million), outdoor soccer (12.9 million), and slow pitch softball (7.4 million). All five of these sports have been declining in recent years; however, the sheer number of participants demands the continued support of these sports.

NATIONAL TRENDS IN AQUATIC ACTIVITY

Swimming is unquestionably a lifetime sport. Swimming activities have remained very popular among Americans, and all three categories have seen an increase in participatory recently. Fitness swimming is the absolute leader in multigenerational appeal with over 23 million reported participants in 2012, a 7.9% increase from the previous year

Aquatic Exercise has a strong participation base, and has reversed a downward trend in the last few years. Aquatic exercise has paved the way for a less stressful form of physical activity, allowing similar gains and benefits to land based exercise, including aerobic fitness, resistance training, flexibility, and better balance.

- Aquatic Participatory Trends

Doctors have begun recommending aquatic exercise for injury rehabilitation, mature patients, and patients with bone or joint problems due to the significant reduction of stress placed on weight-bearing joints, bones, muscles, and also the affect that the pressure of the water assists in reducing swelling of injuries.

NATIONAL TRENDS IN GENERAL FITNESS

National participatory trends in general fitness have experienced strong growth in recent years. Many of these activities have become popular due to an increased interest among people to improve their health by engaging in an active lifestyle. Many of these activities have very few barriers to entry, which provides a variety of activities that are relatively inexpensive to participate in and can be performed by nearly anyone with no time restrictions.

The most popular fitness activity by far is fitness walking, which had over 114 million participants in 2012. Other leading fitness activities based on number of participants include running/jogging (over 51 million participants), treadmill (nearly 51 million participants), and hand free weights (46.6 million participants).

Over the last five years, the activities that are growing most rapidly are high impact aerobics (up 43.3%), cardio kickboxing (up 39.8%), group stationary cycling (up 34.3%), and running/jogging (up 25.3%). From 2011-2012, the largest gains in participation were in Tai Chi (up 7.7%), Calisthenics (up 6.5%), and Yoga (up 5.2%)

NATIONAL TRENDS IN GENERAL RECREATION

Results from the SFIA's *Topline Participation Report* demonstrate increased popularity among Americans in numerous general recreation activities. Much like the general fitness activities, these activities encourage an active lifestyle, can be performed individually or with a group, and is not limited by time restraints. In 2012, the most popular activities in the general recreation category include road bicycling (nearly 40 million participants), freshwater fishing (over 39 million participants), and day hiking (over 34.5 million participants).

From 2007-2012, general recreation activities that have undergone very rapid growth are adventure racing (up 131.8%), traditional/road triathlons (up 124.2%), non-traditional/off-road triathlons (up 122.6%), and trail running (up 37.7%). In-line roller skating, horseback riding, and skateboarding have all seen a substantial drop in participation, decreasing by 38.5%, 30.4%, and 26.1% respectively over the last five years.

LOCAL SPORT AND MARKET POTENTIAL

The following charts show sport and leisure market potential data from ESRI. A Market Potential Data (MPI) measures the probable demand for a product or service in the Village of Oak Park. The MPI shows the likelihood that an adult resident of the target area will participate in certain activities when compared to the US National average. The National average is 100, therefore numbers below 100 would represent a lower than average participation rate, and numbers above 100 would represent higher than average participation rate.

These MPI numbers are provided directly by ESRI and typically calculated using consumption rates for products or services in that area as identified by the Tapestry Segments. The Local Consumption Rate for an area is the ratio of expected consumers compared to the total number of households or adults in that area. The MPI is the ratio of local consumption rate compared to the US consumption rate for that product or service.

The service area is compared to the national average in four (4) categories – general sports, fitness, outdoor activity, and money spent on miscellaneous recreation. Overall, the Village of Oak Park participation trends demonstrates high market potential index numbers in all categories. Of particular interest are:

- Participation in Golf, Soccer and Tennis
- All Fitness related programming (jogging / running, aerobics, pilates, yoga, swimming, weightlifting etc.)
- Outdoor Activities (backpacking / hiking, biking, canoeing / kayaking etc.)

Community Inventory

When identifying new program opportunities or when deciding what to do with a program that is in decline, staff scan the community to see what other agencies are offering similar services. Updated by staff every 5 years (to coincide with the update of this plan), this information is used by programming staff to identify new opportunities for programs and services, as well as potential partners. It is also used by staff to help avoid duplication of services. *(See Appendix II for the latest version of this report.)*

Program & Service Determinants

The Park District uses the following six program and service determinants when evaluating programs and services offered to the public:

- *Conceptual foundations of play, recreation and leisure,*
- *Organizational agency philosophy mission, vision and goals and objectives,*
- *Constituent interests and desired needs,*
- *Creation of a constituent-centered culture,*
- *Experiences desirable for clientele, and*
- *Community opportunities*

Staff use the table below as a tool to use to determine which recreation programs and services should be offered to best serve the community. This form also helps staff to plot out the benefits of adding a program/service. *(See Appendix III for the examples of completed Program & Service Determinant forms.)*

Park District of Oak Park

Program & Service Determinants Tool

Proposed Program or Service:

Staff Member:

Date:

Determinants	Y/N
<i>Does this program/service meet conceptual foundations of play, recreation and leisure?</i>	
Is there a purposeful end result in the program?	
Does this program improve the quality of life for participants?	
Does this improve social, physical, mental well-being?	
<i>Does this program/service meet organizational philosophy, goals and objectives?</i>	
Does this program provide quality programs that meet the needs of our residents?	
Does this program provide high quality engaging staff to deliver programs to our residents?	
Does this program provide a safe environment and programs for all participants?	
Does this program provide affordable programs to our residents?	
Does it produce revenue that can help offset the cost of other programs?	
<i>Does this meet Constituent interests and desired needs?</i>	
Has this program/service been identified as a community need?	
Would this program/service be unique to what is already offered in the community?	
<i>Does this program provide an experience that is desirable for the constituent?</i>	
Will this program provide an opportunity for participants to meet a personal goal?	
Are program participants involved in planning/evaluating/operating the program or service?	
<i>Does this program/service create a constituent centered culture?</i>	
Does this program/service meet a targeted age group or population need?	
Is this program/service accessible for various ability levels?	
Is this program/service operated fairly and ethically for all participants?	
Does this program/service promote a healthy lifestyle?	
<i>Does this program provide community opportunities?</i>	
Does this program provide an opportunity for community members to come together for a common purpose?	
Does this program provide a unique opportunity for residents?	

Program & Service Statistics

In addition to tracking progress toward meeting plan objectives included earlier in this report, the recreation programming team reviews programs and service statistics on an ongoing basis. The team utilizes data collected on the dashboards through the MPOWER program to monitor enrollment, finances, demographics being served as well as waitlists and other program data. This tool has allowed staff up to the minute data on program enrollment, satisfaction as well as many other data points that help make informed decisions.

At the end of the year, the Recreation Report is compiled as well as an annual report that highlights program success and helps staff focus on the things that are doing well. (See *Appendix I for the latest version of this report.*)

This report will be updated at the end of each calendar year with the annual results of each objective.

Goal	Objective	2015	2016	2017	2018	2019
<i>To provide programs that engage residents of all ages.</i>	The Park District will serve a minimum of Infant/Preschool 45% of population Youth 75% of population Teens 27% of population Adults 25% of population Seniors 10% of population					
<i>To provide quality programs that meets the needs of our residents.</i>	Score an average of 8.00 out of 10 on the "Overall Experience" score on the Program & Event Evaluation					
<i>To provide quality and engaging staff to deliver programs to our residents.</i>	Score an average of 8.00 out of 10 on the "Staff Quality" score on the Program & Event Evaluation					
<i>To provide a safe environment and programs for all participants.</i>	A) Park District will achieve gold level status from Ellis for aquatic audits, B) Park District will maintain American Camping Association accreditation for day camp programs, and C) Park District will maintain DCFS licensing standards for preschool program					
<i>To ensure participants meet their goals for participating in Park District Programs.</i>	At least 90% of respondents indicate that they achieved their goal for registering for a Park District program on the Program & Event Evaluation.					
<i>To provide affordable programs to our residents.</i>	Score an average of 7.00 out of 10 on the "Price" score on the Program & Event Evaluation					

Appendix I

Current Recreation Report



PARK DISTRICT OF OAK PARK

Annual Programming and Participation Report



218 Madison St
Oak Park, IL 60302
(708) 725-2000
www.pdop.org

INTRODUCTION

The Program Participation Report was introduced in 2005. The report is developed and produced by Administration and Program staff.

The Park District's mission, vision, and values lay the foundation and set the direction of the agency. The Recreation department, with the mission in mind, work to develop program opportunities that are accessible to the community and integrated into the Oak Park living experience. Doing so requires that programs are relevant, innovative, quality based and focused on enhancing the participant's recreational experience.

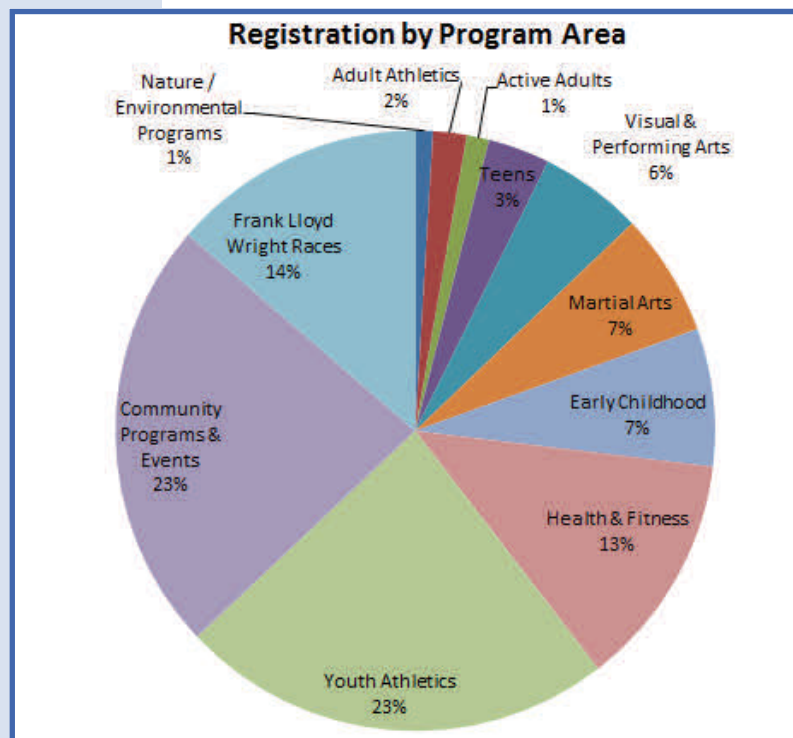
The data provided in this report is consistent with what is being tracked in the MPower system as performance measures.

This report:

- Identifies program strengths and weaknesses, providing an understanding of where there is a need for program improvements
- Provides data used to identify trends and creates a framework for improved program decision making
- Creates a historical record for ease of reference
- Improves staff accountability and provides a benchmark for performance

PROGRAM OVERVIEW

The programs offered by the Recreation Department include; fitness, adult and youth sports, day camps, afterschool, early childhood, special event, adult, senior and teen programs. These programs typically receive tax subsidies and are expected to generate revenues to cover direct costs of programs.



The pie chart above depicts program registration by area. It does not include passes or attendance to various public sessions or special events.

FITNESS & MARTIAL ARTS

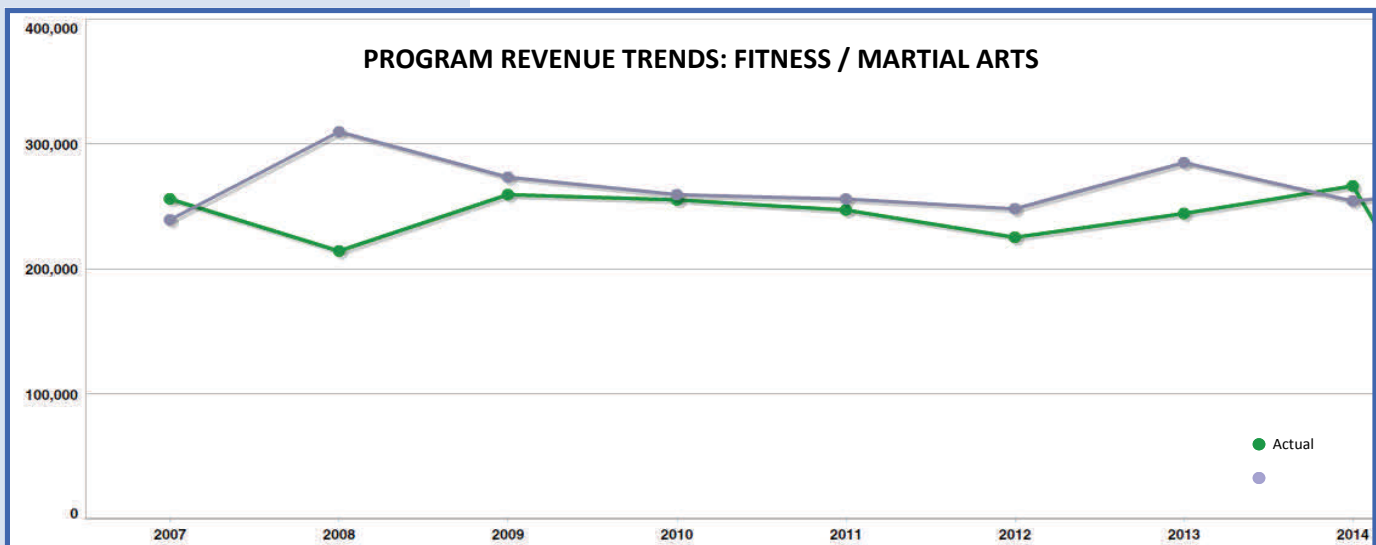
Fitness participation was up 21% from 2013. This can be attributed to the addition of Les Mills BODYPUMP™ as well as TRX® suspension training. The addition of the GRC and RCRC facilities has allowed for additional spaces that were designed with fitness classes in mind.

In January 2015, a new fitness model was launched to allow flexibility for participants. This decision was made based on feedback from the community survey as well as general feedback from residents that they could not commit to 8 week sessions due to the demands of modern life. In response, we converted all fitness instructors to staff to allow for participants to sign up for one class at a time. We tested the flexible

registration method with our existing software system and recognized that the current computer system did not allow for flexible registration for our residents. In response, we purchased a new system that allows participants to sign up for one class at a time as well as utilizing an app that enables them to use the system from a smart phone. We also provide several payment options, including monthly unlimited classes, a 10 pack of classes, as well as individual classes. This allows for ultimate flexibility for our participants.

We continue to monitor participation and will adjust the fitness class offerings monthly, based on community demand and fitness trends.

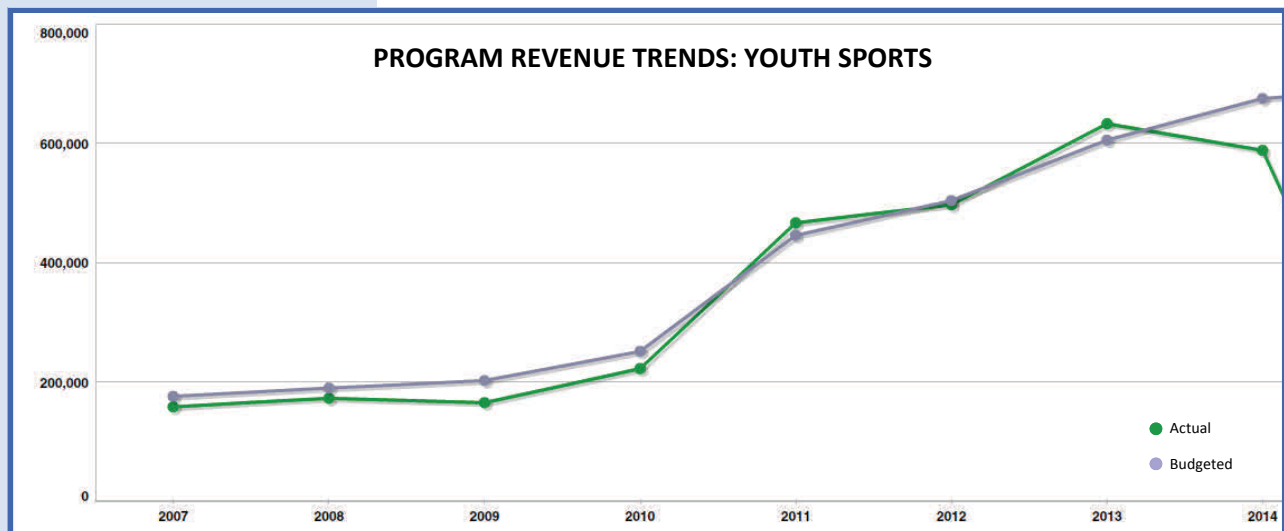
Marital Arts saw a decrease in participation of 2% in 2014. Based on feedback from the parents of the participants, the program has been moved from Fox to Dole. The new location offers mirrors and wooden floors for an improved space. We hope this change will have a positive impact on participation for 2015.



YOUTH SPORTS

Youth sports programs are designed primarily to serve community members between the ages of 5 and 12 in a variety of sports activities including camps, clinics, leagues and classes. Youth sports saw a decrease in participation of 19%. A majority of that dip was in the sports camp area; a portion of the decline was due to the fact that a number of participants switched from the traditional sports camps to the skate and swim camps. So, while the youth sports department saw a decrease, the swim and rink areas saw an increase. The youth still participated just in a different camp.

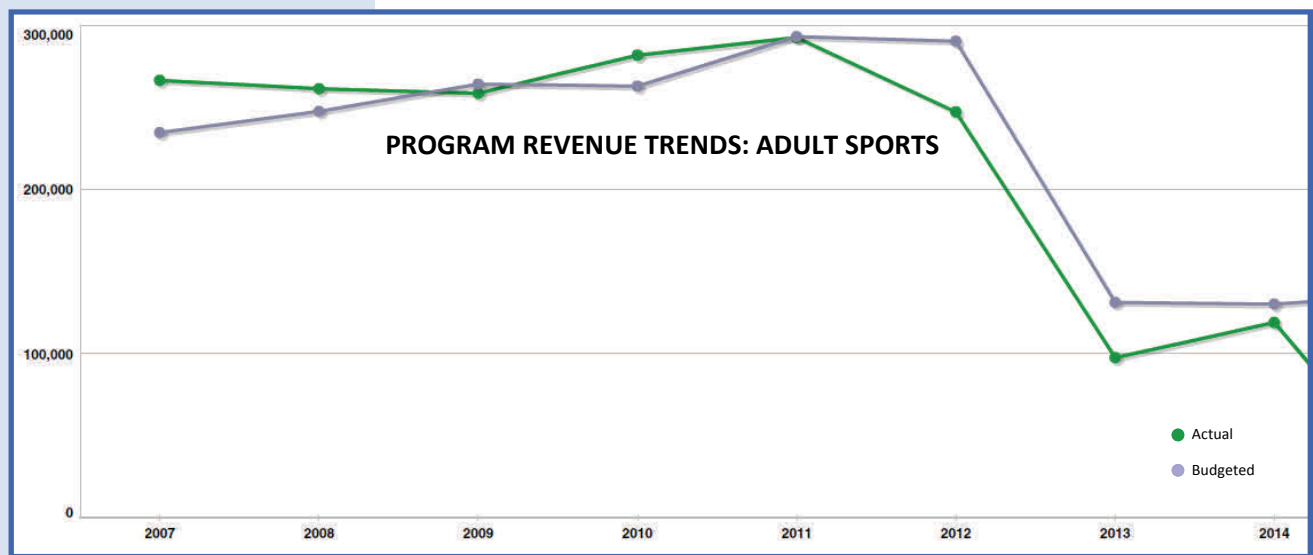
Youth Sports also saw a slight decrease in participation in some of the contracted sports programs. In January 2015, the Park District hired staff and are now directly running the youth sports classes that were previously run by a contractor to allow PDOP to keep more of the revenue. In 2014, the sports department brought tennis camps, clinics and classes in house as well.



ADULT SPORTS

Adult sports programs focus on adult athletic leagues, classes and drop-in programs for individuals who are between 18 and 50 years old. Adult Sports saw a decrease in participation of 4% in 2014. Ridgeland Common Recreation Complex came back online in April of 2014, allowing Adult Softball to return to full participation. An adult basketball program did not run in 2014 due to many of the participants renting a school gym themselves rather than signing up through the Park District. A 7 on 7 soccer league was also added in 2014.

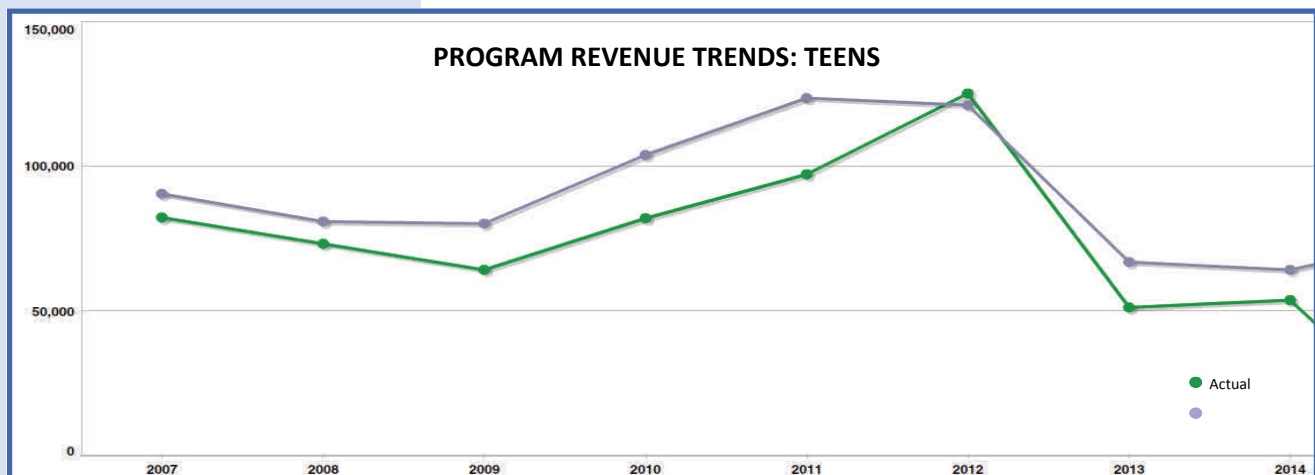
The Park District has added pre-season programs for both soccer and softball for 2015. Staff will continue to look at program offerings, time and dates of offerings as well as marketing efforts to increase in this area.



TEENS

Teen programming is provided for youth between the ages of 12 and 18. Activities include camps, trips and teen nights. We did not have the teen center open at Stevenson in 2014. Despite losing that location, teen participation increased 9%. A bulk of that growth was in our teen camp and CIT programs. In addition, we were able to bring back the teen nights at the RCRC, which are very popular.

We expect participation in teen camp and CIT programs to remain high. We are also looking to partner with other Park Districts to provide program opportunities. Additionally, teen participation at the outdoor skate rinks and at RCRC have shown huge increases reinforcing the fact that teens enjoy self directed activities.

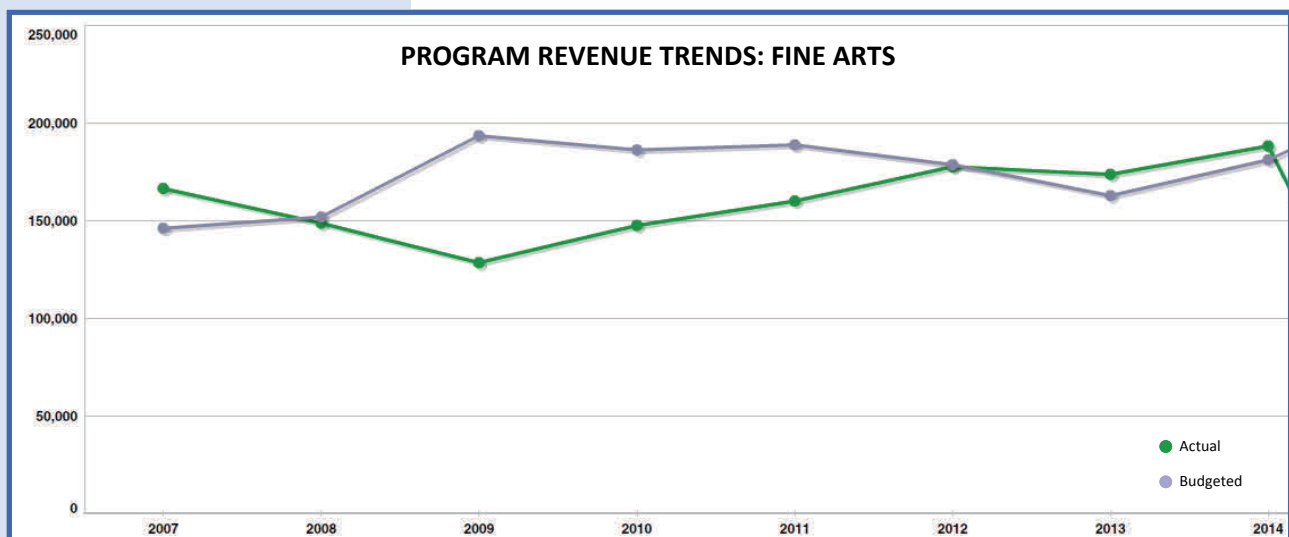


FINE ARTS

Fine arts programming is focused on three different areas including performing arts, culinary arts and visual arts. Participation in Fine Arts increased by 5% in 2014. Summer SCAW was the most successful program in this area.

Significant changes were made to SCAW camp for 2015. High demand often results in wait lists for many of the programs in this area. This summer, we will offer two 4-week sessions rather than one 6-week session. In addition, we have expanded our offerings to include several academic tracks and incorporated Circus into this camp experience. We also added a session beginning at 8am to align with our other camps, and an extended care option from 3-6pm to accommodate working parents.

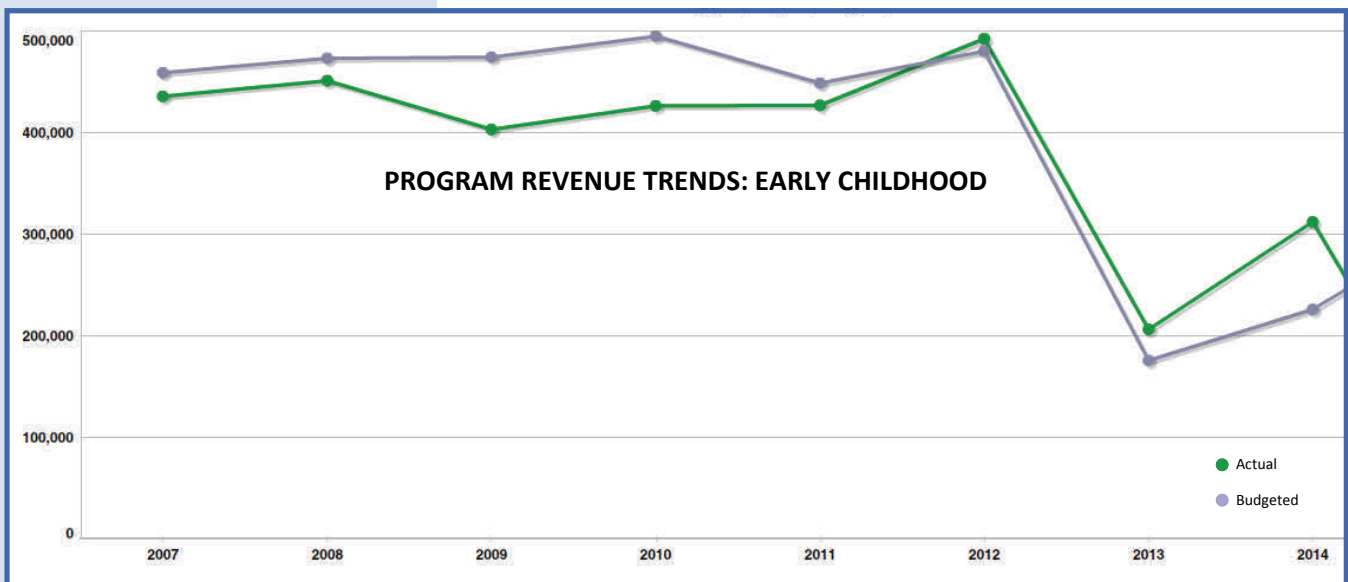
In addition to the camp program, we are offering one-day SCAW programming throughout the year to provide year-round arts options. We also recently hired a dance coordinator and will have a focus on growing our dance program, with the goal being to have enough participants to offer a dance recital.



EARLY CHILDHOOD

Early Childhood programs are geared toward children ages 3 months through 7 years old, with parental participation included in various socialization and movement classes. Preschool and Playschool is geared towards 2 - 5 year olds and focus on social, emotional, and cognitive development, in addition to Kindergarten readiness skills. Early Childhood programming increased 13% in 2014. This was accomplished through adding another classroom to our preschool program. Additionally, we increased attendance and offerings for classes for this age group. In 2014 we opened the Cubhouse at the Stevenson location. Attendance has been steady with an average of 12 participants per day with over 20 per day attending on Fridays.

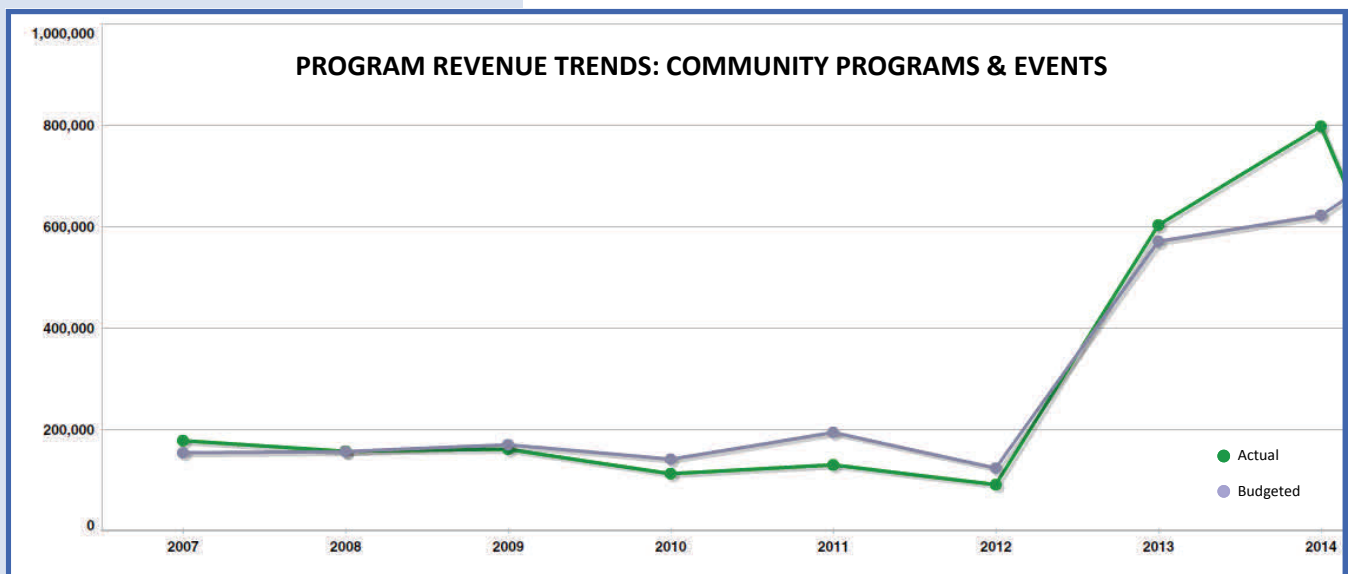
In 2015, we plan to offer Preschool at our Longfellow location and will be planning for a nature based curriculum to be implemented at the new Austin Gardens Environmental Center. We will also continue to introduce new class offerings to this age group.



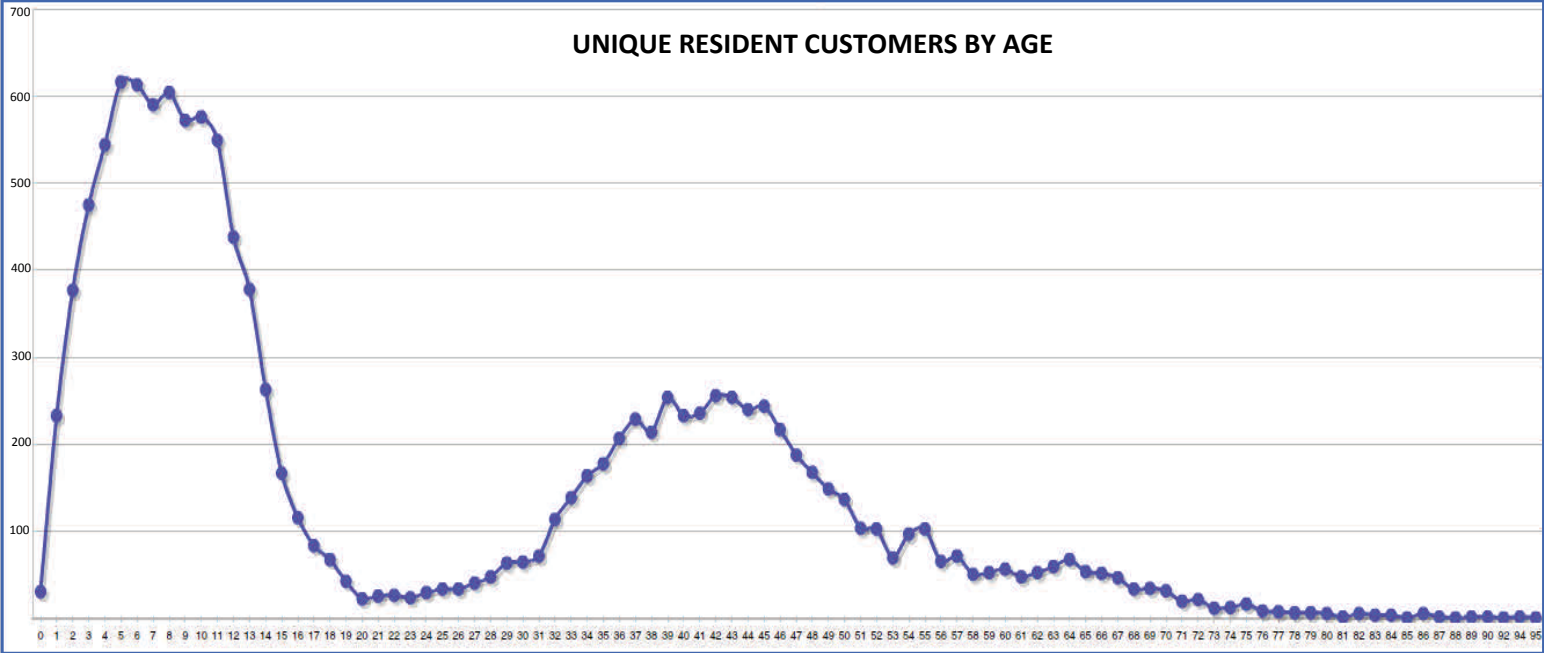
COMMUNITY PROGRAMS & EVENTS

Community Programs and Events includes events such as A Day in our Village, Frank Lloyd Wright Races, etc., as well as programs such as Afterschool, Day Camp, and Active Adult programming. 2014 saw participation increase 48%. The increase can be attributed to the addition of a new Afterschool site, increased participation in senior programming, a successful Day Camp program, as well as increases in event participation and general programming.

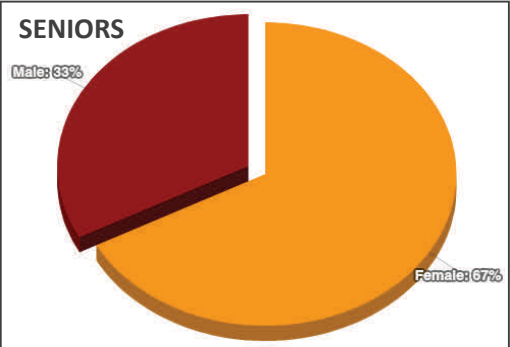
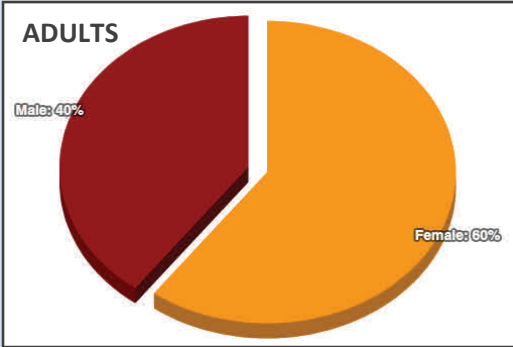
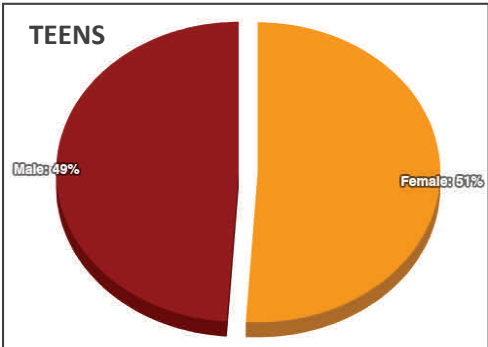
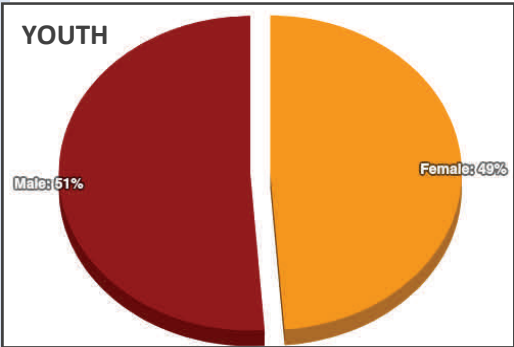
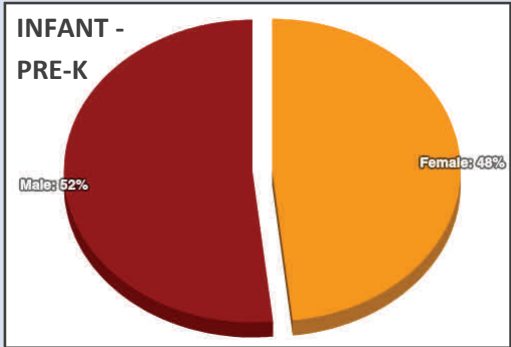
2015 will include an additional Afterschool site at Stevenson and a continued effort to offer programming for adults and seniors.



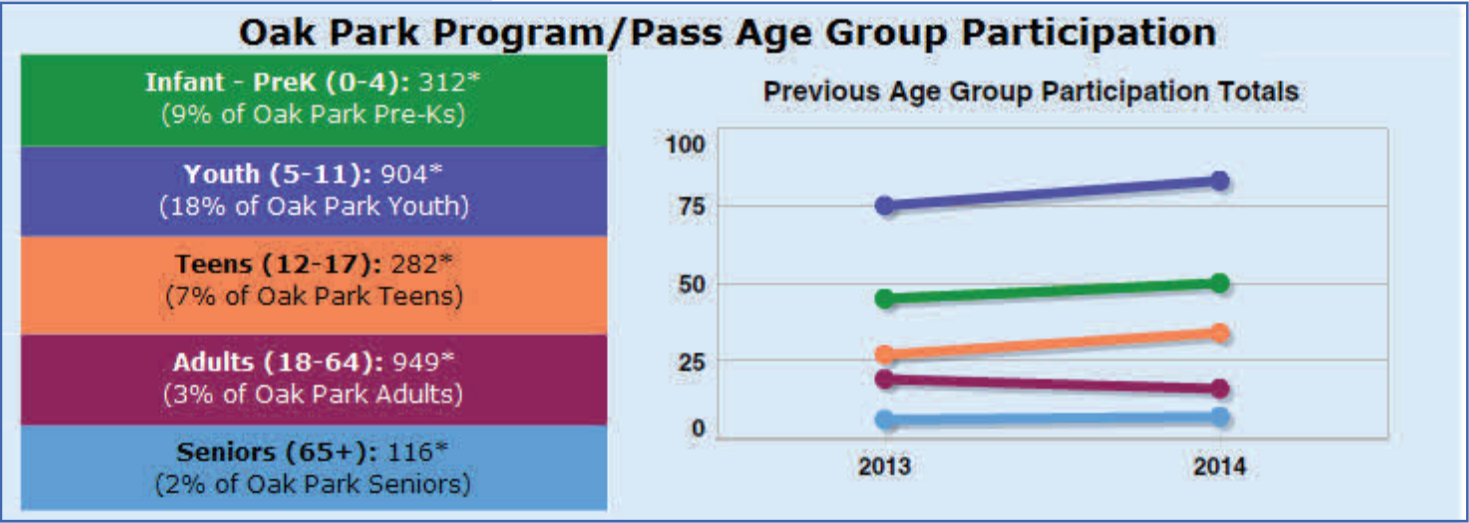
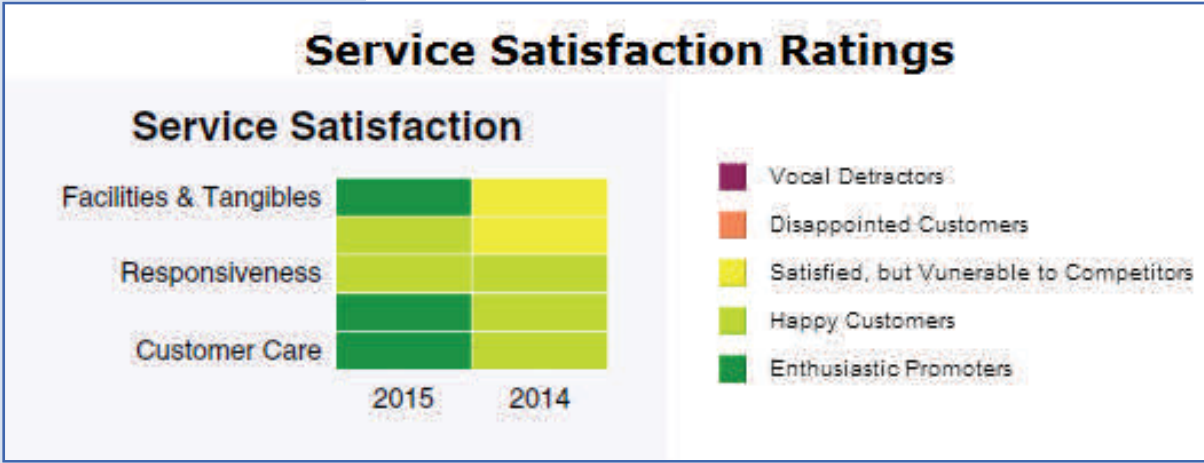
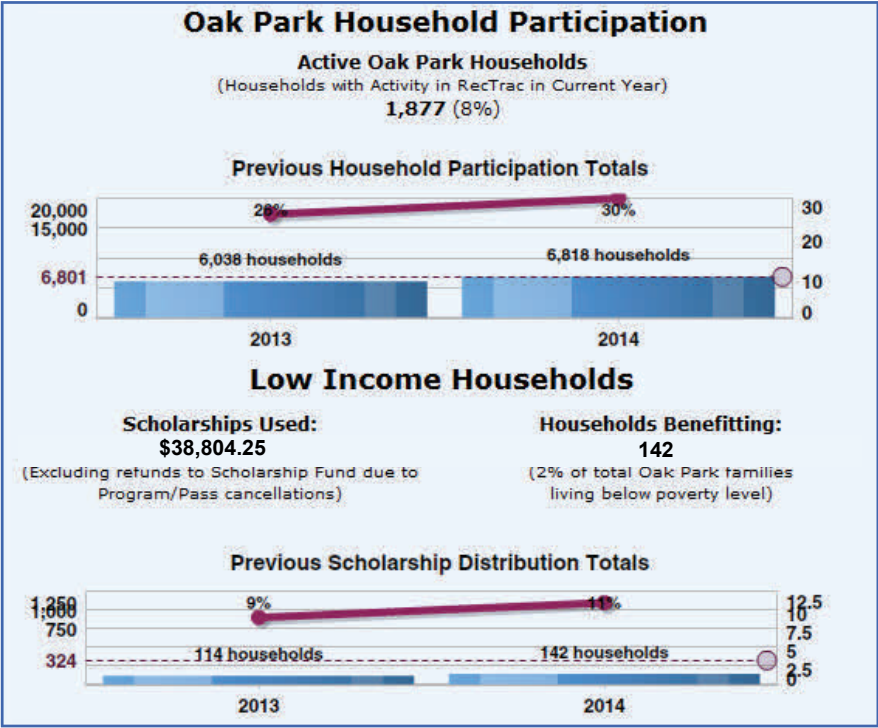
PROGRAM DEMOGRAPHICS



UNIQUE RESIDENT CUSTOMERS BY GENDER



CUSTOMER FOCUSED



Appendix II

Examples of Completed Program & Service Determinants Tool

Park District of Oak Park

Program & Service Determinants Tool

Proposed Program or Service: Youth Archery Classes

Staff Member: Amanda Heiman

Date: November 18, 2014

Determinants	Y/N
<i>Does this program/service meet conceptual foundations of play, recreation and leisure?</i>	
Is there a purposeful end result in the program?	Y
Does this program improve the quality of life for participants?	Y
Does this improve social, physical, mental well-being?	Y
<i>Does this program/service meet organizational philosophy, goals and objectives?</i>	
Does this program provide quality programs that meet the needs of our residents?	Y
Does this program provide high quality engaging staff to deliver programs to our residents?	Y
Does this program provide a safe environment and programs for all participants?	Y
Does this program provide affordable programs to our residents?	Y
Does it produce revenue that can help offset the cost of other programs?	N
<i>Does this meet Constituent interests and desired needs?</i>	
Has this program/service been identified as a community need?	N
Would this program/service be unique to what is already offered in the community?	Y
<i>Does this program provide an experience that is desirable for the constituent?</i>	
Will this program provide an opportunity for participants to meet a personal goal?	Y
Are program participants involved in planning/evaluating/operating the program or service?	N
<i>Does this program/service create a constituent centered culture?</i>	
Does this program/service meet a targeted age group or population need?	N
Is this program/service accessible for various ability levels?	Y
Is this program/service operated fairly and ethically for all participants?	Y
Does this program/service promote a healthy lifestyle?	Y
<i>Does this program provide community opportunities?</i>	
Does this program provide an opportunity for community members to come together for a common purpose?	N
Does this program provide a unique opportunity for residents?	Y

Park District of Oak Park

Program & Service Determinants Tool

Proposed Program or Service: Afterschool Site at Stevenson Center

Staff Member: Mike Lozach

Date: October 10, 2014

Determinants	Y/N
<i>Does this program/service meet conceptual foundations of play, recreation and leisure?</i>	
Is there a purposeful end result in the program?	Y
Does this program improve the quality of life for participants?	Y
Does this improve social, physical, mental well-being?	Y
<i>Does this program/service meet organizational philosophy, goals and objectives?</i>	
Does this program provide quality programs that meet the needs of our residents?	Y
Does this program provide high quality engaging staff to deliver programs to our residents?	Y
Does this program provide a safe environment and programs for all participants?	Y
Does this program provide affordable programs to our residents?	Y
Does it produce revenue that can help offset the cost of other programs?	Y
<i>Does this meet Constituent interests and desired needs?</i>	
Has this program/service been identified as a community need?	Y
Would this program/service be unique to what is already offered in the community?	Y, but needed
<i>Does this program provide an experience that is desirable for the constituent?</i>	
Will this program provide an opportunity for participants to meet a personal goal?	Y
Are program participants involved in planning/evaluating/operating the program or service?	N
<i>Does this program/service create a constituent centered culture?</i>	
Does this program/service meet a targeted age group or population need?	N
Is this program/service accessible for various ability levels?	Y
Is this program/service operated fairly and ethically for all participants?	Y
Does this program/service promote a healthy lifestyle?	Y
<i>Does this program provide community opportunities?</i>	
Does this program provide an opportunity for community members to come together for a common purpose?	N
Does this program provide a unique opportunity for residents?	N

Appendix III

Community Inventory

**Oak Park
Recreational Facility and Service Providers**

[illegible]

Oak Park
Recreational Facility and Service Providers

Recreation Provider	Adults Sports Programs	After School Programs	Art Programs	Athletic Fields	Birthday Parties	Camps	Fitness Programs and/or Equipment	Gymnastics	Gymnasiums	Ice Skating/Hockey	Indoor Playground	Indoor Pool	Indoor Tennis Courts	Matial Arts Programs	Museum	Outdoor Pool	Outdoor Tennis Courts	Parks	Performing Arts (Dance, Music, Theatre, etc.) Programs	Playgrounds	Preschool Programs	Skills Clinics/Classes	Swim Lessons	Swim Team	Teen Programs	Walking Paths/Track	Youth Sports Programs
The Mama Tribe						x																					
Master S.H. Yu Martial Arts												x															
Mid-Town Athletic Club						x					x																
Oak Park Education Foundation					x																						
Oak Park Tennis & Fitness Centre						x					x																
Orangetheory Fitness						x																					
Peek A Boo Playroom										x																	
Pilgrim Community Nursery																				x							
School of Rock				x	x													x									
Wonder Works Children's Museum				x						x			x														
Yoga Trek Center			x			x														x	x						
Other Private Studios			x	x	x	x						x					x		x	x			x				

updated December 15, 2014

Appendix IV

Aquatic Outcome Assessment Examples



PARK
DISTRICT
OF OAK PARK

Certificate of Participation

Learn to Swim Kids Swim 1

Omar Ansari

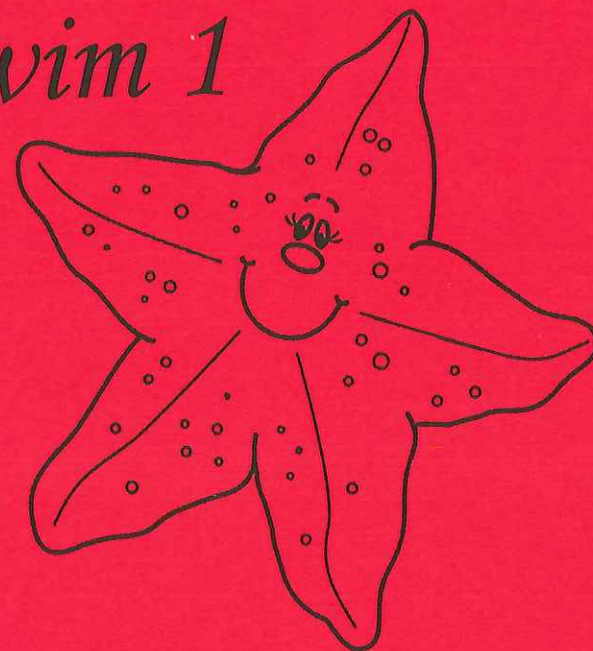
Name

7/9/14

Date

Anna S.

Instructor



+

Water Entry & Exit

+

Blowing Bubbles

+

Submerging Head

+

Bobs

+

Object Retrieval

+

Front Float

+

Back Float

+

Front Glide

+

Back Glide

+

Flutter Kicking

+

Kicking on Front

+

Kicking on Back

Level Suggestion:

Kids 2

Comments:

Great work this session, keep swimming!

- + Excellent: passing
- ✓ Completed: a little practice needed
- Attempted: needs more work



Certificate of Participation

Swim Academy Kids Swim 2

Rohan Kini

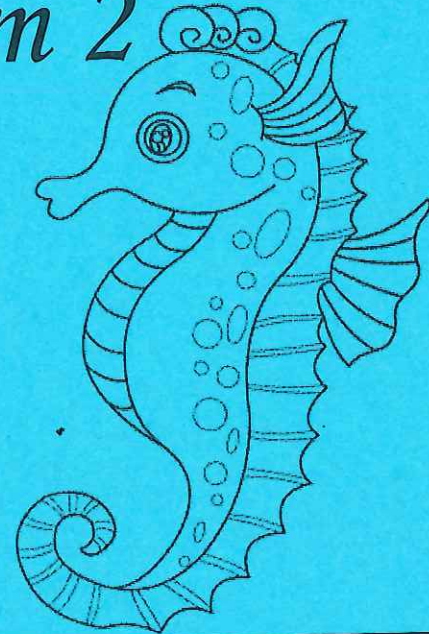
Name

July 9, 2014

Date

Olivia Henry

Instructor



Streamline Bobs



Deep Water Bobs



Front Float



Back Float



Rotary Breathing



Flutter Kicking



Backstroke Kicking



Breaststroke Kicking



Streamline Front Glide



Streamline Back Glide



Streamline Side Glide



Freestyle Arm Action



Backstroke Arm Action



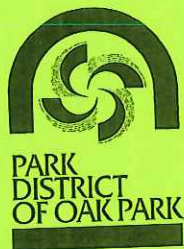
Jump In

Level Suggestion: Kids 2

Comments:

Keep practicing! Hope to see you
in the water more!

- + Excellent: passing
- ✓ Completed: a little practice needed
- Attempted: needs more work



Certificate of Participation

Swim Academy Kids Swim 3

Owen Shepherd

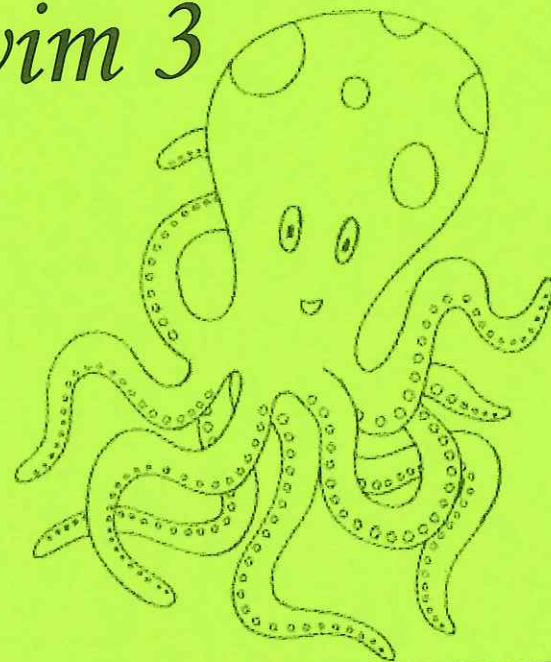
Name

7-29-14

Date

Louie K.

Instructor



<input checked="" type="checkbox"/> Underwater Swimming	<input checked="" type="checkbox"/> Front Glide to Flutter Kicks	<input checked="" type="checkbox"/> Freestyle Arms & Breathing	<input checked="" type="checkbox"/> Freestyle
<input checked="" type="checkbox"/> Rotary Breathing	<input checked="" type="checkbox"/> Front Glide to Breaststroke	<input checked="" type="checkbox"/> Backstroke Arms	<input checked="" type="checkbox"/> Backstroke
<input checked="" type="checkbox"/> Dolphin Dives	<input checked="" type="checkbox"/> Back Glide to Backstroke	<input checked="" type="checkbox"/> Breaststroke Arms & Breathing	<input checked="" type="checkbox"/> Butterfly Kicking
<input checked="" type="checkbox"/> Sitting Dives			

Level Suggestion:

Kids 4

Comments:

First basket ball, then swimming! I hope to see you again! Great work!

- + Excellent: passing
- ✓ Completed: a little practice needed
- Attempted: needs more work

Appendix V

Athletic Program Assessment Examples



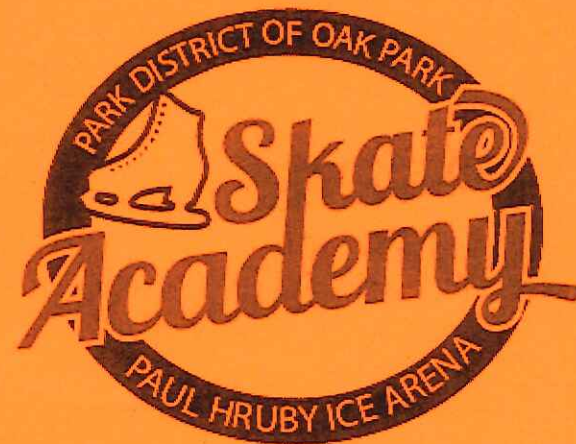
Certificate of Participation

Learn to Skate Basic 6

Ellery ROCKEY
Name

10-28-14
Date

Bree McLuen
Instructor



✓
✓
✓/0

Bunny Hop

Forward Lunge Right or Left

Forward Arabesque/Spiral on

A straight line Right or Left

✓/0
✓/0

Right or Left T-Stop

Moving Backward to Forward

Two-Foot turn on a circle

Both Directions

✓/0
✓/0

Forward Left Inside 3-Turn

Forward Right Inside 3-Turn

Level Suggestion:

Basic 6

Comments:

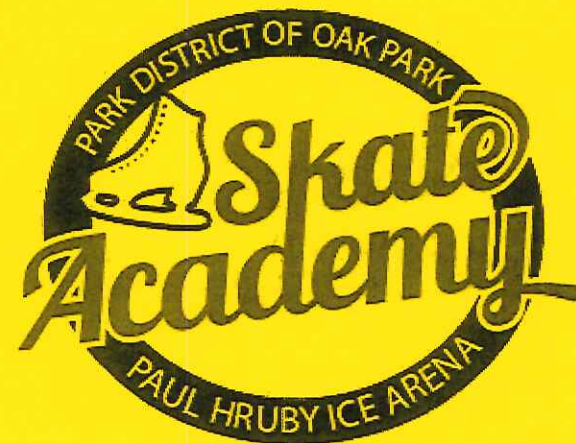
great job, Ellery!

- + Excellent: passing
- ✓ Completed: a little practice needed
- Attempted: needs more work



Certificate of Participation

Learn to Skate Basic 8



Roya Gharavi

Name

10/25/2014

Date

Meghan

Instructor

<u>+</u>	Waltz Jump	<u>0</u>	Mazurka Right	<u>✓</u>	Left Forward Outside 3-turn Moving
<u>✓</u>	One-foot Upright Spin 3 Rev.	<u>0</u>	Mazurka Left	<u>✓</u>	Right Forward Outside 3-turn Moving
<u>✓</u>	Combination Move	<u>✓</u>	Left Forward Inside 3-turn Moving	<u>✓</u>	Right Forward Inside 3-turn Moving

Level Suggestion:

Basic 8

Comments:

make sure to slow down and finish nicely-

- + Excellent: passing
- ✓ Completed: a little practice needed
- 0 Attempted: needs more work



Certificate of Participation

Learn to Skate Basic 3

Lily Claire Bottestad

Name

10-25-14

Date

Bree McQueen

Instructor



+
+

(5) Forward Strokes

Forward half swizzle pumps on a

Circle (6-8) consecutive clockwise
and counterclockwise

+
+

Right Backward One-Foot Glide

Moving Forward to Backward

two-foot turn clockwise
and counterclockwise

+
+

Left Backward One Foot Glide

Two-Foot Spin 2 Revolutions

Forward Slalom

+

Level Suggestion:

BASIC 4

Comments:

great job!

- + Excellent: passing
- ✓ Completed: a little practice needed
- O Attempted: needs more work



OPGC PROGRESS SKILL CHART - BEGINNER BOYS

STUDENT: Dylan Bergau-Ridge

GYMNASTICS SEASON: 2014/2015

FALL	WINTER	SPRING	SKILLS
			HIGH BAR
3/4	X		3 swings with regrip
3/4	X		5 swings to dismount on back swing (land on mat)
3/4	X		Single-leg swings
X	X		Hang and show grip positions (over, under, mixed)
3/4	X		Hang ½ turn
3/4	X		5 casts (pushing hips off bar)
3/4	X		Kickover
X	X		Strength: 1 chin up (chin above bar)
3/4	3/4		Strength: 1 leg lift (straight legs)
			PARALLEL BARS
A	X		Jump to support
A	X		5 swings with straight legs (legs must reach bar height)
A	3/4		Straddle travel
A	X		Bear support and dismount
A	X		3 moy swings
A	X		Strength: Tuck support (5 sec)
			FLOOR
3/4	X		Bridge (with straight arms)
X	X		Forward roll down wedge
X	X		Forward roll on floor (to standing)
3/4	X		Backward roll down wedge
3/4	X		Tripod (against wall)
3/4	X		Cartwheel to feet (dominant side)
3/4	3/4		Pony kick (start and finish in lunge position)
1/2	3/4		Round off (from panel mat to floor)
X	X		Jumps (straddle, tuck, pike, ½, 1/1)
			POMMEL HORSE
3/4	X		Support hold (front and rear)
3/4	3/4		2 leg cuts
3/4	X		5 straddle swings (straight legs)
3/4	X		Stride support (each side)
3/4	X		Walk through circle positions on mushroom
3/4	X		Strength: Hold each circle position (5 sec)
			RINGS
A	X		Inverted straight, pike hang (5 sec each)
A	3/4		10 swings (straight legs)
A	X		Ring support (5 sec)
A	X		Drop to stick (from German hang)
A	3/4		3 swings to inverted hang
A	X		Strength: 1 pull-up (and hold for 5 sec)
			VAULT
A	X		Sprinting
A	X		Straight jump from springboard
A	X		Straight jump to stick (off block)
A	X		3 bounces to squat onto table

0 - Gymnast has no comprehension of the skill

¼ - Gymnast has an idea as to how to perform the skill

½ - Gymnast can occasionally perform the skill

¾ - Gymnast can consistently perform the skill but not with proper shape

X - Gymnast can perform the skill consistently and with proper shape

A - Gymnast was absent when skill was evaluated

FALL	WINTER	SPRING
Date Evaluated:	Date Evaluated: Feb. 2015	Date Evaluated:
Coach:	Coach: Cuffey	Coach:
Attendance 3 of 11 classes	Attendance 6 of 7 classes	Attendance of classes
Last class of current session: 12/15	Last class of current session: March 23	Last class of current session:
Effort (circle one) Excellent Good Satisfactory Needs Work	Effort (circle one) Excellent Good Satisfactory Needs Work	Effort (circle one) Excellent Good Satisfactory Needs Work
Behavior (circle one) Excellent Good Satisfactory Needs Work	Behavior (circle one) Excellent Good Satisfactory Needs Work	Behavior (circle one) Excellent Good Satisfactory Needs Work
Ability to focus on specific tasks (circle one) Excellent Good Satisfactory Needs Work	Ability to focus on specific tasks (circle one) Excellent Good Satisfactory Needs Work	Ability to focus on specific tasks (circle one) Excellent Good Satisfactory Needs Work
Ability to overcome fears (circle one) Excellent Good Satisfactory Needs Work	Ability to overcome fears (circle one) Excellent Good Satisfactory Needs Work	Ability to overcome fears (circle one) Excellent Good Satisfactory Needs Work
Based on this session's progress report, your gymnast should sign up for the next session in LEVEL Beginner Boys	Based on this session's progress report, your gymnast should sign up for the next session in LEVEL Adv. Beginner Boys	Based on this session's progress report, your gymnast should sign up for the next session in LEVEL
Additional Comments: Good work keep it up	Additional Comments: Great work very Strong Student also a Good Class leader	Additional Comments:



OPGC PROGRESS SKILL CHART - BEGINNER BOYS

STUDENT: Evan Joyce

GYMNASTICS SEASON: 2014/2015

FALL	WINTER	SPRING	SKILLS
			HIGH BAR
3/4	3/4		3 swings with regrip
3/4	3/4		5 swings to dismount on back swing (land on mat)
X	X		Single-leg swings
3/4	3/4		Hang and show grip positions (over, under, mixed)
1/2	3/4		Hang 1/2 turn
3/4	3/4		5 casts (pushing hips off bar)
1/4	X		Kickover
1/4	3/4		Strength: 1 chin up (chin above bar)
1/2	X		Strength: 1 leg lift (straight legs)
			PARALLEL BARS
X	X		Jump to support
1/2	3/4		5 swings with straight legs (legs must reach bar height)
1/2	3/4		Straddle travel
0	3/4		Bear support and dismount
3/4	X		3 moy swings
X	X		Strength: Tuck support (5 sec)
			FLOOR
X	X		Bridge (with straight arms)
X	X		Forward roll down wedge
3/4	3/4		Forward roll on floor (to standing)
1/2	3/4		Backward roll down wedge
1/4	1/2		Tripod (against wall)
1/4	1/2		Cartwheel to feet (dominant side)
1/4	1/2		Pony kick (start and finish in lunge position)
1/4	1/2		Round off (from panel mat to floor)
X	X		Jumps (straddle, tuck, pike, 1/2, 1/1)
			POMMEL HORSE
3/4	X		Support hold (front and rear)
1/4	3/4		2 leg cuts
3/4	X		5 straddle swings (straight legs)
3/4	X		Stride support (each side)
1/4	X		Walk through circle positions on mushroom
1/4	X		Strength: Hold each circle position (5 sec)
			RINGS
3/4	X		Inverted straight, pike hang (5 sec each)
1/2	3/4		10 swings (straight legs)
3/4	X		Ring support (5 sec)
3/4	3/4		Drop to stick (from German hang)
3/4	X		3 swings to inverted hang
1/4	3/4		Strength: 1 pull-up (and hold for 5 sec)
			VAULT
3/4	X		Sprinting
3/4	X		Straight jump from springboard
3/4	X		Straight jump to stick (off block)
1/2	3/4		3 bounces to squat onto table

0 - Gymnast has no comprehension of the skill

1/4 - Gymnast has an idea as to how to perform the skill

1/2 - Gymnast can occasionally perform the skill

3/4 - Gymnast can consistently perform the skill but not with proper shape

X - Gymnast can perform the skill consistently and with proper shape

A - Gymnast was absent when skill was evaluated

FALL	WINTER	SPRING
<p>Date Evaluated: Oct Nov</p> <p>Coach: Cuffey 2014</p> <p>Attendance 10 of 11 classes</p> <p>Last class of current session: 12/16</p> <p>Effort (circle one) Excellent Good Satisfactory Needs Work</p> <p>Behavior (circle one) Excellent Good Satisfactory Needs Work</p> <p>Ability to focus on specific tasks (circle one) Excellent Good Satisfactory Needs Work</p> <p>Ability to overcome fears (circle one) Excellent Good Satisfactory Needs Work</p> <p>Based on this session's progress report, your gymnast should sign up for the next session in LEVEL Beginner</p> <p>Additional Comments: Good work Keep up the good stuff</p>	<p>Date Evaluated: Feb. 2015</p> <p>Coach: Cuffey</p> <p>Attendance 7 of 7 classes</p> <p>Last class of current session: March 23</p> <p>Effort (circle one) Excellent Good Satisfactory Needs Work</p> <p>Behavior (circle one) Excellent Good Satisfactory Needs Work</p> <p>Ability to focus on specific tasks (circle one) Excellent Good Satisfactory Needs Work</p> <p>Ability to overcome fears (circle one) Excellent Good Satisfactory Needs Work</p> <p>Based on this session's progress report, your gymnast should sign up for the next session in LEVEL Beginner Boy</p> <p>Additional Comments: Great work working on Class focus and listening Skills</p>	<p>Date Evaluated:</p> <p>Coach:</p> <p>Attendance of classes</p> <p>Last class of current session:</p> <p>Effort (circle one) Excellent Good Satisfactory Needs Work</p> <p>Behavior (circle one) Excellent Good Satisfactory Needs Work</p> <p>Ability to focus on specific tasks (circle one) Excellent Good Satisfactory Needs Work</p> <p>Ability to overcome fears (circle one) Excellent Good Satisfactory Needs Work</p> <p>Based on this session's progress report, your gymnast should sign up for the next session in LEVEL</p> <p>Additional Comments:</p>



OPGC PROGRESS SKILL CHART - BEGINNER BOYS

STUDENT: Nathaniel Bonk

GYMNASTICS SEASON: 2014/2015

FALL	WINTER	SPRING	SKILLS
			HIGH BAR
1/2	1/2		3 swings with regrip
1/2	1/2		5 swings to dismount on back swing (land on mat)
1/4	1/2		Single-leg swings
X	X		Hang and show grip positions (over, under, mixed)
1/2	1/2		Hang 1/2 turn
1/2	1/2		5 casts (pushing hips off bar)
1/4	1/2		Kickover
1/4	1/2		Strength: 1 chin up (chin above bar)
1/4	1/2		Strength: 1 leg lift (straight legs)
			PARALLEL BARS
1/2	1/2		Jump to support
1/4	1/2		5 swings with straight legs (legs must reach bar height)
3/4	3/4		Straddle travel
O	X		Bear support and dismount
1/2	3/4		3 moy swings
3/4	X		Strength: Tuck support (5 sec)
			FLOOR
3/4	3/4		Bridge (with straight arms)
1/4	3/4		Forward roll down wedge
3/4	3/4		Forward roll on floor (to standing)
3/4	3/4		Backward roll down wedge
1/2	1/2		Tripod (against wall)
1/2	1/2		Cartwheel to feet (dominant side)
1/4	1/2		Pony kick (start and finish in lunge position)
1/4	1/2		Round off (from panel mat to floor)
3/4	3/4		Jumps (straddle, tuck, pike, 1/2, 1/1)
			POMMEL HORSE
1/2	3/4		Support hold (front and rear)
1/2	3/4		2 leg cuts
1/2	3/4		5 straddle swings (straight legs)
1/2	3/4		Stride support (each side)
1/4	1/2		Walk through circle positions on mushroom
1/4	1/2		Strength: Hold each circle position (5 sec)
			RINGS
1/4	1/2		Inverted straight, pike hang (5 sec each)
1/2	3/4		10 swings (straight legs)
O	1/2		Ring support (5 sec)
1/4	1/2		Drop to stick (from German hang)
O	1/2		3 swings to inverted hang
1/4	1/2		Strength: 1 pull-up (and hold for 5 sec)
			VAULT
X	X		Sprinting
1/2	X		Straight jump from springboard
1/2	3/4		Straight jump to stick (off block)
1/2	3/4		3 bounces to squat onto table

O - Gymnast has no comprehension of the skill

1/4 - Gymnast has an idea as to how to perform the skill

1/2 - Gymnast can occasionally perform the skill

3/4 - Gymnast can consistently perform the skill but not with proper shape

X - Gymnast can perform the skill consistently and with proper shape

A - Gymnast was absent when skill was evaluated

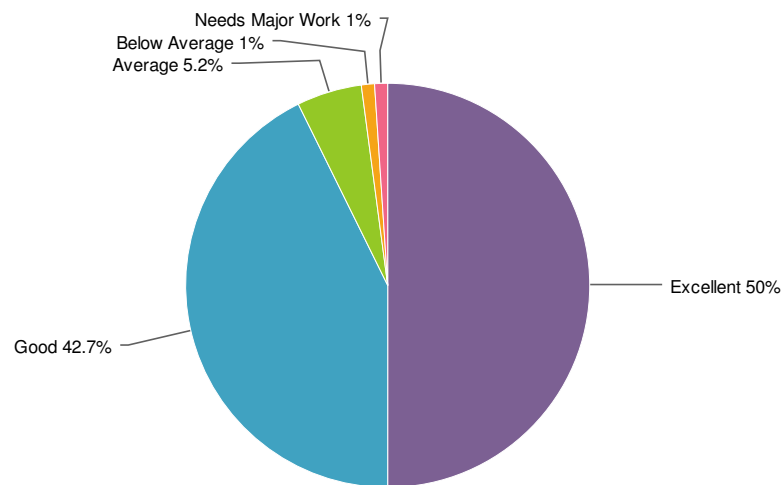
FALL	WINTER	SPRING
<p>Date Evaluated:</p> <p>Coach: <u>Cutler</u></p> <p>Attendance <u>10</u> of <u>11</u> classes</p> <p>Last class of current session: <u>12/15</u></p> <p>Effort (circle one) Excellent Good Satisfactory Needs Work</p> <p>Behavior (circle one) Excellent Good Satisfactory Needs Work</p> <p>Ability to focus on specific tasks (circle one) Excellent Good Satisfactory Needs Work</p> <p>Ability to overcome fears (circle one) Excellent Good Satisfactory Needs Work</p> <p>Based on this session's progress report, your gymnast should sign up for the next session in LEVEL <u>Beginner Boys</u></p> <p>Additional Comments: <u>Good work!</u> <u>Keep it up</u></p>	<p>Date Evaluated: <u>Feb. 2015</u></p> <p>Coach: <u>Cutler</u></p> <p>Attendance <u>7</u> of <u>7</u> classes</p> <p>Last class of current session: <u>March 23</u></p> <p>Effort (circle one) Excellent Good Satisfactory Needs Work</p> <p>Behavior (circle one) Excellent Good Satisfactory Needs Work</p> <p>Ability to focus on specific tasks (circle one) Excellent Good Satisfactory Needs Work</p> <p>Ability to overcome fears (circle one) Excellent Good Satisfactory Needs Work</p> <p>Based on this session's progress report, your gymnast should sign up for the next session in LEVEL <u>Beginner (B-G)</u></p> <p>Additional Comments: <u>Skills are getting better</u> <u>Keep up the good work</u></p>	<p>Date Evaluated:</p> <p>Coach:</p> <p>Attendance <u> </u> of <u> </u> classes</p> <p>Last class of current session:</p> <p>Effort (circle one) Excellent Good Satisfactory Needs Work</p> <p>Behavior (circle one) Excellent Good Satisfactory Needs Work</p> <p>Ability to focus on specific tasks (circle one) Excellent Good Satisfactory Needs Work</p> <p>Ability to overcome fears (circle one) Excellent Good Satisfactory Needs Work</p> <p>Based on this session's progress report, your gymnast should sign up for the next session in LEVEL <u> </u></p> <p>Additional Comments:</p>

Appendix VI

Health & Fitness Outcome Assessment Examples

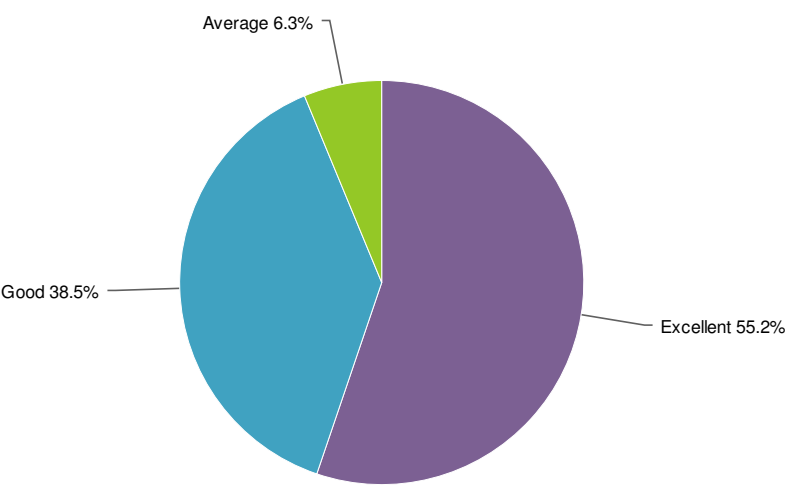
2014 Health & Fitness Program Evaluation Results

Registration Process:



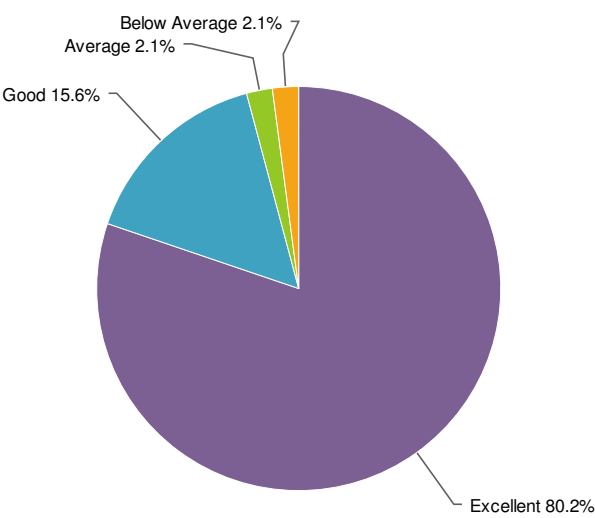
				Statistics	
Excellent	50.0%	<div><div></div></div>	48	Average	8.5
Good	42.7%	<div><div></div></div>	41		
Average	5.2%	<div><div></div></div>	5		
Below Average	1.0%	<div><div></div></div>	1		
Needs Major Work	1.0%	<div><div></div></div>	1		
N/A	0.0%	<div><div></div></div>	0		
Total			96		

Location:



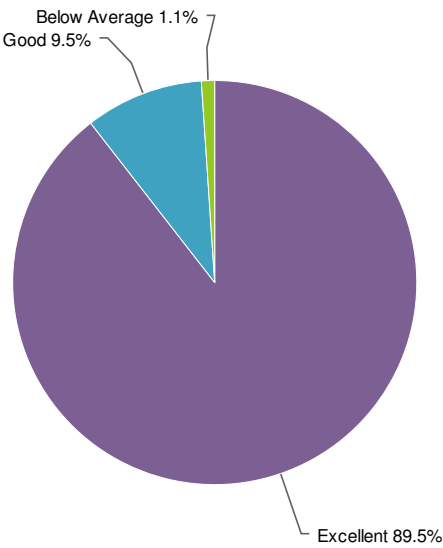
					Statistics	
Excellent	55.2%	<div><div></div></div>		53	Average	8.7
Good	38.5%	<div><div></div></div>		37		
Average	6.3%	<div><div></div></div>		6		
Below Average	0.0%	<div><div></div></div>		0		
Needs Major Work	0.0%	<div><div></div></div>		0		
N/A	0.0%	<div><div></div></div>		0		
Total				96		

Program Content:



				Statistics	
Excellent	80.2%	<div><div></div></div>	77	Average	9.3
Good	15.6%	<div><div></div></div>	15		
Average	2.1%	<div><div></div></div>	2		
Below Average	2.1%	<div><div></div></div>	2		
Needs Major Work	0.0%	<div><div></div></div>	0		
N/A	0.0%	<div><div></div></div>	0		
Total			96		

Instructor/Staff:

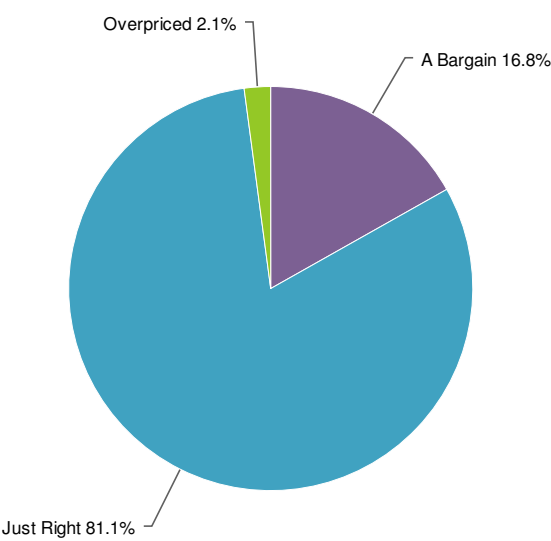


Excellent	89.5%	<div><div></div></div>	85
Good	9.5%	<div><div></div></div>	9
Average	0.0%	<div><div></div></div>	0
Below Average	1.1%	<div><div></div></div>	1
Needs Major Work	0.0%	<div><div></div></div>	0
N/A	0.0%	<div><div></div></div>	0
Total			95

Statistics

Average 9.7

Price:

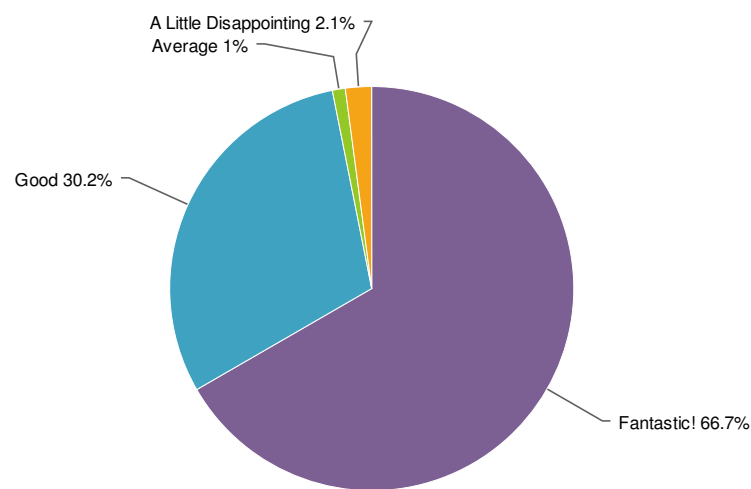


A Bargain	16.8%	<div><div></div></div>	16
Just Right	81.1%	<div><div></div></div>	77
Overpriced	2.1%	<div><div></div></div>	2
Total			95

Statistics

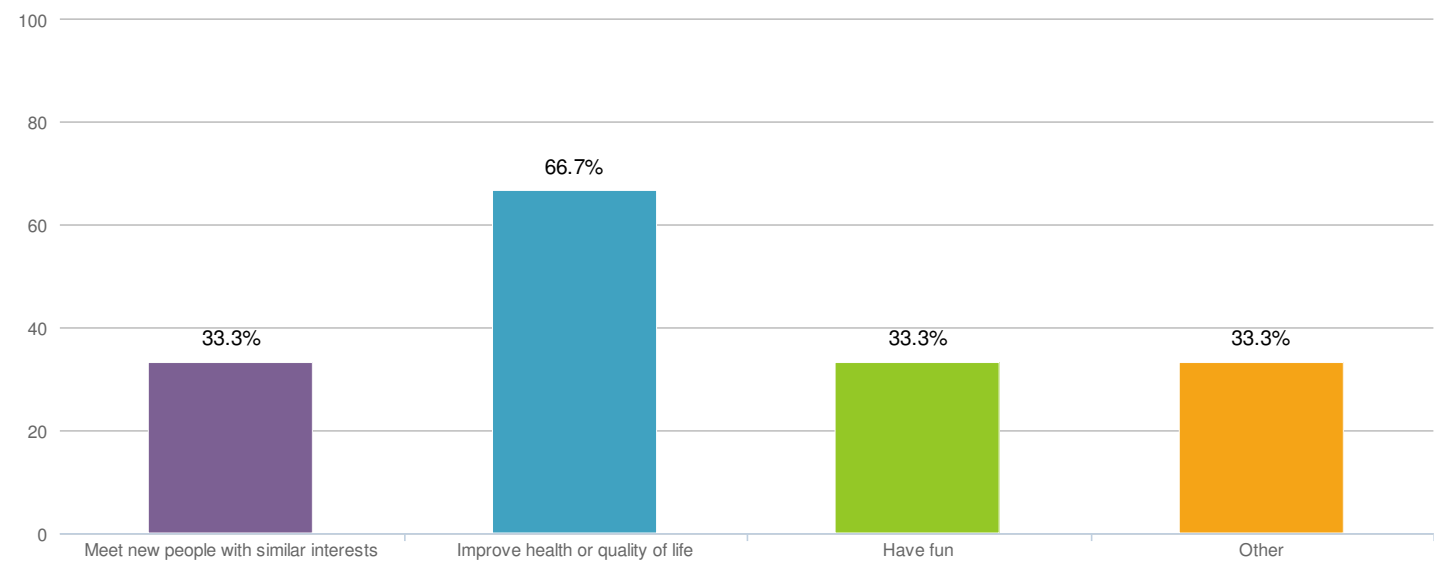
Average 7.9

Overall Experience:



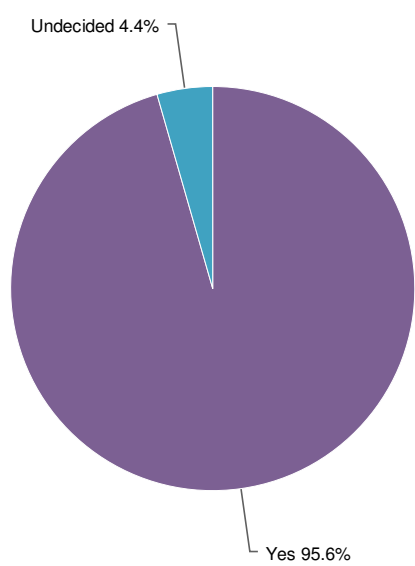
					Statistics	
Fantastic!	66.7%	<div><div></div></div>	64		Average	9.0
Good	30.2%	<div><div></div></div>	29			
Average	1.0%	<div><div></div></div>	1			
A Little Disappointing	2.1%	<div><div></div></div>	2			
Never Coming Back	0.0%	<div><div></div></div>	0			
Total			96			

What were your goals when registering for this program?



Learn a new skill or improve skill level	0.0%	<div></div>	0
Meet new people with similar interests	33.3%	<div></div>	1
Spend time with family or friends	0.0%	<div></div>	0
Improve health or quality of life	66.7%	<div></div>	2
Have fun	33.3%	<div></div>	1
Other	33.3%	<div></div>	1
Total			3

Did this program help you successfully meet your goal(s)?



Yes	95.6%	<div></div>	86
No	0.0%	<div></div>	0
Undecided	4.4%	<div></div>	4
Total			90

Appendix VII

Youth Recreation Outcome Assessment Examples

Conference ✓

Preschool Progress Report

Child's Name: Noemi

Completed by: Mrs Maria Drosu

Date completed: 5/11/14

Term: Fall

Spring

KEY: M = most of the time S = some of the time

N = Not observed in class

yes = all the time

EMOTIONAL/SOCIAL DEVELOPMENT

<u>M</u>	Separates from parents without difficulty
<u>yes</u>	Expresses feelings verbally in an appropriate manner
<u>yes</u>	Enjoys being with other children
<u>M</u>	Initiates activity/play with others
<u>M</u>	Respects rights and feelings of others

SELF-HELP SKILLS

<u>yes</u>	Makes activity choices without teacher's help
<u>yes</u>	Cares for bathroom needs independently

PLAY HABITS

<u>yes</u>	Shows interest/attention in classroom activities
<u>M</u>	Shares and cooperates with others
<u>yes</u>	Displays enthusiasm about accomplishments
<u>M</u>	Cooperates in classroom clean-up

LANGUAGE AND LITERACY DEVELOPMENT

<u>M</u>	Speaks clearly enough for adults to understand
<u>M</u>	Speaks in complete sentences and in proper order
<u>yes</u>	Takes part in conversations with other children
<u>yes</u>	Participates in songs and finger plays
<u>yes</u>	Attentive during circle time/story time

COGNITIVE

- M Recognizes basic geometric shapes (most of them) -
- yes Recognizes colors
- yes Understands concept of size (big, bigger, biggest)

GROSS MOTOR DEVELOPMENT

- yes Can hop, jump, climb, run
 - yes Shows good balance
- She can also jump on 1 foot
She is beginning to skip.

FINE MOTOR DEVELOPMENT

RIGHT HAND

- yes Uses drawing/writing tools with control
- yes Uses scissors with control
- yes Shows control with glue, paint, and play dough
- yes Picks up and manipulates objects with ease

More Cognitive Skills

- Noemi can count up to 17.
- She can write and spell her name.
- She recognizes the letters of her name.
- She can recognize some letters (upper & lower case) when they are out of order.
- She knows her B-date.
- She know her parent's names.

Therapist's Signature

5/12/14

gmy
5/12/14

11/4/13

Observation Record

Child's Name Noemi

Language	Social/Emotional
<ul style="list-style-type: none"> - She can express herself clearly - She vocalizes to teachers and classmates - She follows directions 	<ul style="list-style-type: none"> - Participates in small and large group activities - She plays with others - She shows pride in her accomplishments - She cooperates after clean up time. - Asks for help when needed - She follows routines
Physical (gross and fine motor)	Creative
<ul style="list-style-type: none"> - She uses her right hand when writing or drawing - She uses appropriate grasp - She can manipulate small objects like puzzle pieces or legos 	<ul style="list-style-type: none"> - She shows creativity in problem solving - Uses a variety of art materials
Cognitive (math, problem-solving)	Early Literacy (reading & writing)
<ul style="list-style-type: none"> - She can count up to 9 - She recognizes some numbers out of order like 1, 2 & 5. - She can add & subtract w/ teddy bear counters up to 6 by counting them with her fingers. - She understands more & 	<ul style="list-style-type: none"> - She begins shaping the letters of her name. - She listens with interest the stories read aloud.

Staff to Participant Relationships:

Noemi follows directions and have conversations with teacher.

Peer to Peer Relationships:

She attempts to resolve conflicts with friends but she asks for help when needed.

Participant Behaviors (positive & negative):

Noemi seems comfortable at school and well adjusted.

Discipline Procedures/Techniques:

Recommendation(s):

MARIA NICOSIA,

Frederic Nicosia

11-4-13.

JAN KANG

Jan Kang

11/4/13

Conference /

Emily Moray

Preschool Progress Report

5/14/14

Child's Name: Riley

Completed by: Maria Nicosi

Date completed: 5/12/14

Term: Fall Spring

KEY: M = most of the time S = some of the time N = Not observed in class

yes = All the time

EMOTIONAL/SOCIAL DEVELOPMENT

- yes Separates from parents without difficulty
- yes Expresses feelings verbally in an appropriate manner
- yes Enjoys being with other children
- yes Initiates activity/play with others
- yes Respects rights and feelings of others

Most of the time he has a hard time transitioning from home - (except when playing outdoors)

SELF-HELP SKILLS

- yes Makes activity choices without teacher's help
- yes Cares for bathroom needs independently

PLAY HABITS

- yes Shows interest/attention in classroom activities
- yes Shares and cooperates with others
- yes Displays enthusiasm about accomplishments
- yes Cooperates in classroom clean-up

He hardly participates in large motor or group games

LANGUAGE AND LITERACY DEVELOPMENT

- yes Speaks clearly enough for adults to understand
- yes Speaks in complete sentences and in proper order
- yes Takes part in conversations with other children
- S Participates in songs and finger plays
- yes Attentive during circle time/story time

COGNITIVE

<u>M</u>	Recognizes basic geometric shapes
<u>yes</u>	Recognizes colors
<u>yes</u>	Understands concept of size (big, bigger, biggest)

GROSS MOTOR DEVELOPMENT

<u>yes</u>	Can hop, jump, climb, run	He can also jump on one foot
<u>yes</u>	Shows good balance	He is beginning to skip.

FINE MOTOR DEVELOPMENT

<u>M</u>	Uses drawing/writing tools with control	right hand - / upper hand
<u>yes</u>	Uses scissors with control	
<u>yes</u>	Shows control with glue, paint, and play dough	
<u>yes</u>	Picks up and manipulates objects with ease	

More Cognitive Skills

- Riley can recognize most uppercase letter when out of order
- He can recognize some lower case letters
- He can recognize numbers 1-10 out of order -
- He can count up to 20
- He can write his name
- He can spell his name without looking
- He can do mental math, adding & subtract up to 5
- He knows his address and his B-day

11/6/13

Observation Record

Child's Name

Riley

Language	Social/Emotional
<ul style="list-style-type: none"> - Riley vocalizes to teachers and classmates - He can express himself clearly 	<ul style="list-style-type: none"> - He cooperates at clean up time - He follows routines - He listens to directions with understanding
Physical (gross and fine motor)	Creative
<ul style="list-style-type: none"> - He can manipulate small pieces like legos or puzzle pieces - He can cut with scissors - He can jump, run & climb 	<ul style="list-style-type: none"> - Riley gets really creative when he builds with blocks, making complex towers and structures.
Cognitive (math, problem-solving)	Early Literacy (reading & writing)
<ul style="list-style-type: none"> - He shows ^{an} interest in classroom curriculum 	<ul style="list-style-type: none"> - He can spell his name - He listens with interest the stories read aloud - He scribbles - He can draw a face - He writes his name

Transitions:

He manages transitions with ease.

Staff to Participant Relationships:

~~Riley~~ Riley follows directions and likes to help out in the classroom.

Peer to Peer Relationships:

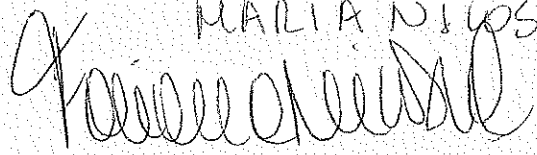
Riley is well liked by other children. He is social and likes to play with other children cooperatively, usually building with legos & blocks.

Participant Behaviors (positive & negative):

Riley seems comfortable at school and well adjusted.

Discipline Procedures/Techniques:

Recommendation(s):

MARIA NIKOSIA


Emily Morrey

11-6-13

Preschool Progress Report

Child's Name:

Jeremy

Completed by:

Maria Nicosia

Date completed:

5/14/14

Term: Fall

Spring

KEY: M = most of the time S = some of the time

N = Not observed in class

yes = All the time

EMOTIONAL/SOCIAL DEVELOPMENT

- yes Separates from parents without difficulty
- M Expresses feelings verbally in an appropriate manner
- yes Enjoys being with other children
- yes Initiates activity/play with others
- yes Respects rights and feelings of others

SELF-HELP SKILLS

- yes Makes activity choices without teacher's help
- yes Cares for bathroom needs independently

PLAY HABITS

- yes Shows interest/attention in classroom activities All the time
- yes Shares and cooperates with others All the time
- yes Displays enthusiasm about accomplishments
- yes Cooperates in classroom clean-up

LANGUAGE AND LITERACY DEVELOPMENT

- yes Speaks clearly enough for adults to understand
- yes Speaks in complete sentences and in proper order
- yes Takes part in conversations with other children
- yes Participates in songs and finger plays
- yes Attentive during circle time/story time ALWAYS

COGNITIVE

- yes Recognizes basic geometric shapes
- yes Recognizes colors
- yes Understands concept of size (big, bigger, biggest)

GROSS MOTOR DEVELOPMENT

- yes Can hop, jump, climb, run *SKIPS*
- yes Shows good balance

FINE MOTOR DEVELOPMENT

RIGHT HAND

- yes⁺ Uses drawing/writing tools with control
- yes Uses scissors with control
- yes Shows control with glue, paint, and play dough
- yes Picks up and manipulates objects with ease

*- Great coloring skills
- Very nice detailed pictures!*

More Cognitive Skills

- Jeremy can recognize upper & lower case letters when they are not in order
- He can recognize numbers 0-10 when not in order
- He knows his last name
- He knows his b-date
- He knows his parents names

Therapist

5/16/14

K. Meun

5/16/14

Observation Record

Child's Name

Jeremy

Language	Social/Emotional
<ul style="list-style-type: none"> - He can express himself clearly - He vocalizes to teachers and classmates - He follows directions 	<ul style="list-style-type: none"> - He follows routines - He asks for help when needed - He plays well with others - He participates in small and large group activities - He cooperates at clean up time
Physical (gross and fine motor)	Creative
<ul style="list-style-type: none"> - He uses his right hand - Appropriate Grasp. 	<ul style="list-style-type: none"> - Jeremy enjoys drawing pictures in his notebook. - They are usually dinosaurs - He enjoys building w/ blocks - His towers and buildings are elaborated. - Creative reasoning
Cognitive (math, problem-solving)	Early Literacy (reading & writing)
<ul style="list-style-type: none"> - He was able to count up to 59. - He recognizes numbers 1-10 when out of order. - He shows interest in classroom curriculum. 	<ul style="list-style-type: none"> - He writes his name in order. - He can spell his name - He listens with interest to discussion and stories read aloud. - He participates in discussion contributing with intelligent comment

Transitions:

He manages transitions with ease.

Staff to Participant Relationships:

Jeremy follows directions and have conversation with teacher.

Peer to Peer Relationships:

Jeremy is very polite. He ^{attempts to and} resolves conflicts using his verbal skills but he asks for help when needed.

Participant Behaviors (positive & negative):

Jeremy seems comfortable at school and well adjusted. He is always involved in our theme discussions making intelligent contributions.

Discipline Procedures/Techniques:

Recommendation(s):

MARIA NIOSIA

Felice Niosia

11-4-13