

**Park District of Oak Park**

**2015-2019**

**Recreation Programming Plan**

# 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
- Gym Boot Camp
- Cardio Kick Fit
- Fun for Everyone
- Butts and Guts
- Barre Fitness
- Body Pump
- TRX
- Pilates
- Yoga
- Basic Fitness
- Strong and Long
- Some like it Light
- Tai Chi
- QiGong
- Awareness through 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
- Playschool
- Parent/Child Classes
- Enrichment Classes
- Afterschool Programs
- Day 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 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.

## **Appendix IV**

### **Aquatic Outcome Assessment Examples**



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# Certificate of Participation

## Learn to Swim Kids Swim 1

Omar Ansari

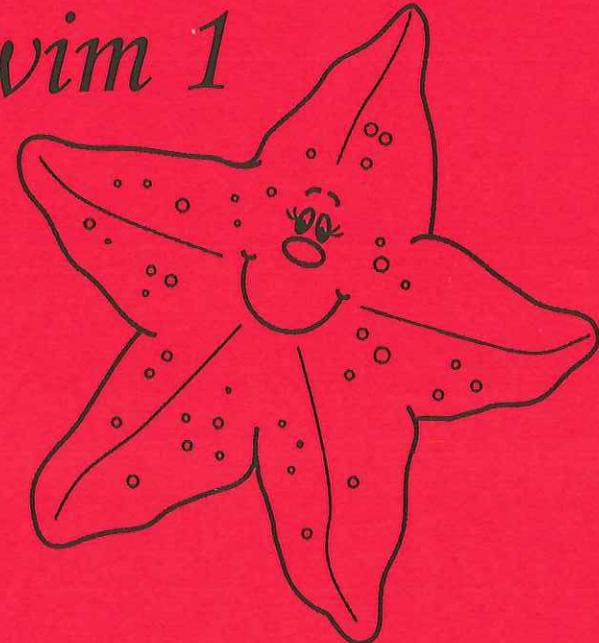
Name

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



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## Swim Academy Kids Swim 2

Rohan Kini

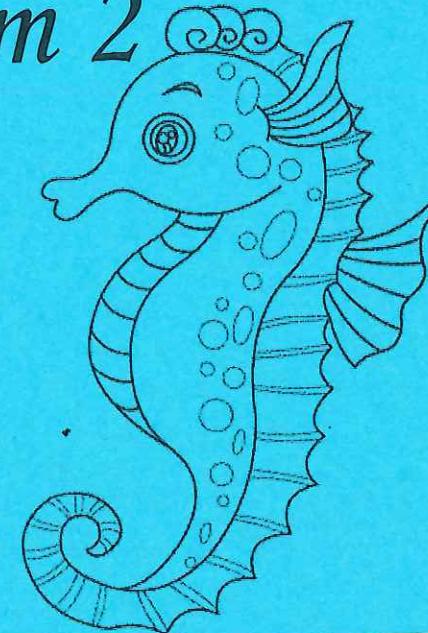
Name

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



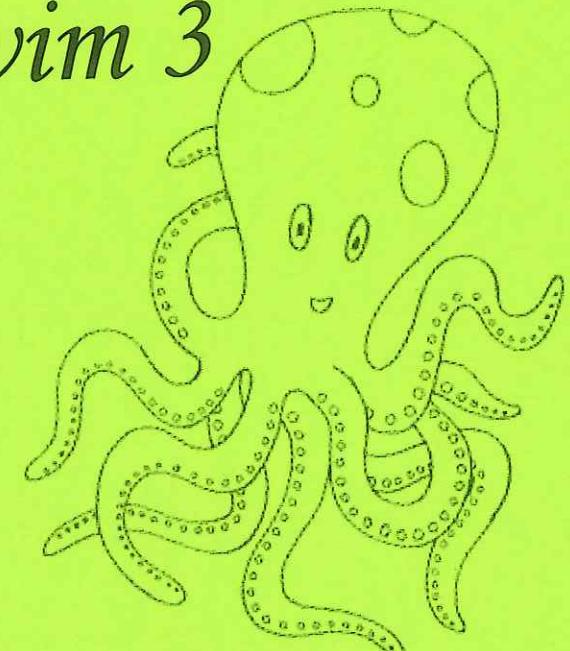
# Certificate of Participation

## Swim Academy Kids Swim 3

Owen Shepherd  
Name

7-29-14  
Date

Louie K.  
Instructor



- Underwater Swimming
- Rotary Breathing
- Dolphin Dives
- Sitting Dives

- Front Glide to Flutter Kicks
- Front Glide to Breaststroke
- Back Glide to Backstroke

- Freestyle Arms & Breathing
- Backstroke Arms
- Breaststroke Arms & Breathing

- Freestyle
- Backstroke
- Butterfly Kicking

Level Suggestion: Kids 4

Comments:

First basketball, 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

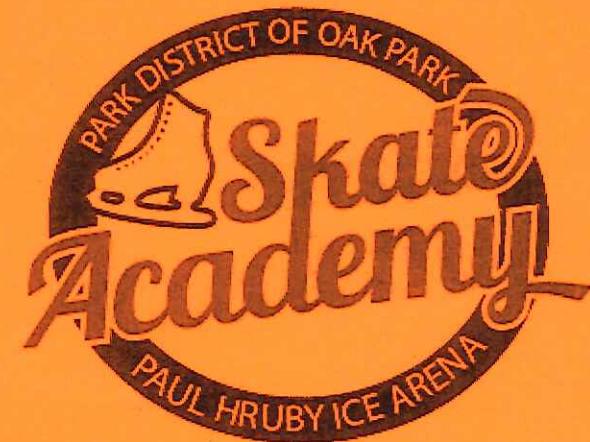
Name

10-28-14

Date

Bree McLean

Instructor



✓  
✓  
✓/P

Bunny Hop

Forward Lunge Right or Left

Forward Arabesque/Spiral on

A straight line Right or Left

✓/P  
✓/P

Right or Left T-Stop

Moving Backward to Forward

Two-Foot turn on a circle

Both Directions

✓/P  
✓/P

Forward Left Inside 3-Turn

Forward Right Inside 3-Turn

Comments:

Great job, Ellery!

Level Suggestion:

Basic 6

- + 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

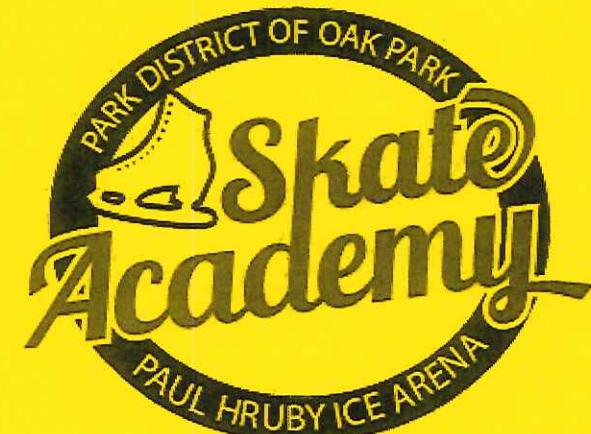
Meghan  
Instructor

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

Comments:  
make sure to slow down and finish nicely-

Level Suggestion: Basic 8

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





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# Certificate of Participation

## Learn to Skate Basic 3

Lily Claire Nottestad

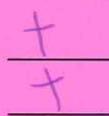
Name

10-26-14

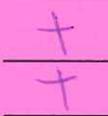
Date

Bree McLean

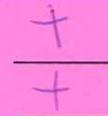
Instructor



(5) Forward Strokes

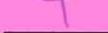


Right Backward One-Foot Glide



Left Backward One Foot Glide

Forward half swizzle pumps on a



Moving Forward to Backward



Two-Foot Spin 2 Revolutions

Circle (6-8) consecutive clockwise

two-foot turn clockwise



Forward Slalom

and counterclockwise

and counterclockwise

Level Suggestion:

BASIC 4

Comments:

great job!

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



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# OPGC PROGRESS SKILL CHART - BEGINNER BOYS

STUDENT: Dylan Bergau-Ridge

GYMNASICS 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		<b>Strength:</b> 1 chin up (chin above bar)
3/4	3/4		<b>Strength:</b> 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		<b>Strength:</b> 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		<b>Strength:</b> 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		<b>Strength:</b> 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

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
Date Evaluated:	Date Evaluated: feb. 2015	Date Evaluated:
Coach:	Coach: Cu fe	Coach:
Attendance <u>3</u> of <u>11</u> classes	Attendance <u>4</u> of <u>7</u> classes	Attendance _____ of _____ classes
Last class of current session: <u>12/15</u>	Last class of current session: <u>March 2</u>	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 <u>Beginner Boys</u>	Based on this session's progress report, your gymnast should sign up for the next session in LEVEL <u>Adv. Beginner Boys</u>	Based on this session's progress report, your gymnast should sign up for the next session in LEVEL
Additional Comments:	Good work Keeps it up	Great work very strong Student also a good class leader



## OPGC PROGRESS SKILL CHART - BEGINNER BOYS

STUDENT: Evan Joyce

GYMNASICS SEASON: 2014/2015

FALL	WINTER	SPRING	SKILLS
<b>HIGH BAR</b>			
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		<b>Strength:</b> 1 chin up (chin above bar)
1/2	X		<b>Strength:</b> 1 leg lift (straight legs)
<b>PARALLEL BARS</b>			
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
O	3/4		Bear support and dismount
3/4	X		3 moy swings
X	X		<b>Strength:</b> Tuck support (5 sec)
<b>FLOOR</b>			
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)
<b>POMMEL HORSE</b>			
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		<b>Strength:</b> Hold each circle position (5 sec)
<b>RINGS</b>			
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		<b>Strength:</b> 1 pull-up (and hold for 5 sec)
<b>VAULT</b>			
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

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
Date Evaluated: Oct Nov Coach: Cuffey	Date Evaluated: Feb. 2015 Coach: Cuffey	Date Evaluated:
Attendance <u>15</u> of <u>11</u> classes	Attendance <u>7</u> of <u>7</u> classes	Attendance <u> </u> of <u> </u> classes
Last class of current session: <u>12/16</u> Effort (circle one) Excellent <u>Good</u> Satisfactory Needs Work	Last class of current session: <u>March 23</u> Effort (circle one) Excellent <u>Good</u> Satisfactory Needs Work	Last class of current session: Effort (circle one) Excellent Good Satisfactory Needs Work
Behavior (circle one) Excellent <u>Good</u> Satisfactory Needs Work	Behavior (circle one) Excellent <u>Good</u> Satisfactory Needs Work	Behavior (circle one) Excellent Good Satisfactory Needs Work
Ability to focus on specific tasks (circle one) Excellent <u>Good</u> Satisfactory Needs Work	Ability to focus on specific tasks (circle one) Excellent <u>Good</u> Satisfactory Needs Work	Ability to focus on specific tasks (circle one) Excellent Good Satisfactory Needs Work
Ability to overcome fears (circle one) Excellent <u>Good</u> Satisfactory Needs Work	Ability to overcome fears (circle one) Excellent <u>Good</u> 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 <u>Beginner</u>	Based on this session's progress report, your gymnast should sign up for the next session in LEVEL <u>Beginner</u>	Based on this session's progress report, your gymnast should sign up for the next session in LEVEL
Additional Comments:  Good work keep up the good stuff	Great work working on class focus and listening skills	Additional Comments:



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# OPGC PROGRESS SKILL CHART - BEGINNER BOYS

STUDENT: Nathaniel Bonk

GYMNASICS SEASON: 2014/2015

FALL	WINTER	SPRING	SKILLS
<b>HIGH BAR</b>			
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		<b>Strength:</b> 1 chin up (chin above bar)
1/4	1/2		<b>Strength:</b> 1 leg lift (straight legs)
<b>PARALLEL BARS</b>			
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		<b>Strength:</b> Tuck support (5 sec)
<b>FLOOR</b>			
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)
<b>POMMEL HORSE</b>			
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		<b>Strength:</b> Hold each circle position (5 sec)
<b>RINGS</b>			
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		<b>Strength:</b> 1 pull-up (and hold for 5 sec)
<b>VAULT</b>			
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

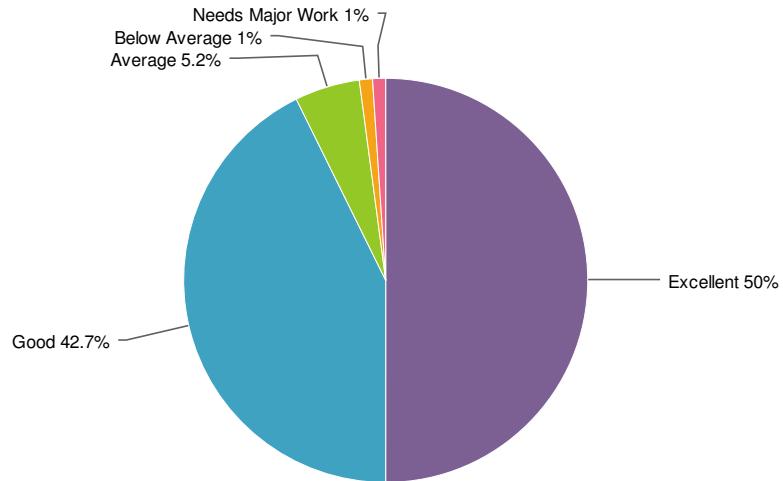
FALL	WINTER	SPRING
Date Evaluated:	Date Evaluated: Feb. 2015	Date Evaluated:
Coach: Coach	Coach: Coach	Coach:
Attendance <u>10</u> of <u>11</u> classes	Attendance <u>7</u> of <u>7</u> classes	Attendance <u> </u> of <u> </u> classes
Last class of current session: <u>12/15</u>	Last class of current session: <u>March 23</u>	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 <u>Beginner Boys</u>	Based on this session's progress report, your gymnast should sign up for the next session in LEVEL <u>Beginner Boys</u>	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	Skills are getting better.  Keep up the good work

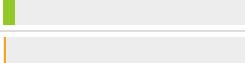
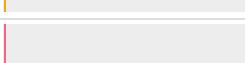
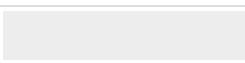
## **Appendix VI**

### **Health & Fitness Outcome Assessment Examples**

# 2014 Health & Fitness Program Evaluation Results

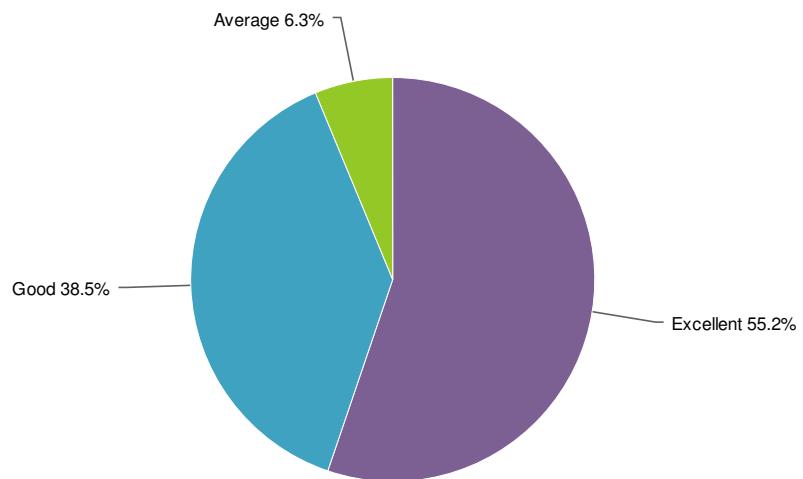
## Registration Process:



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

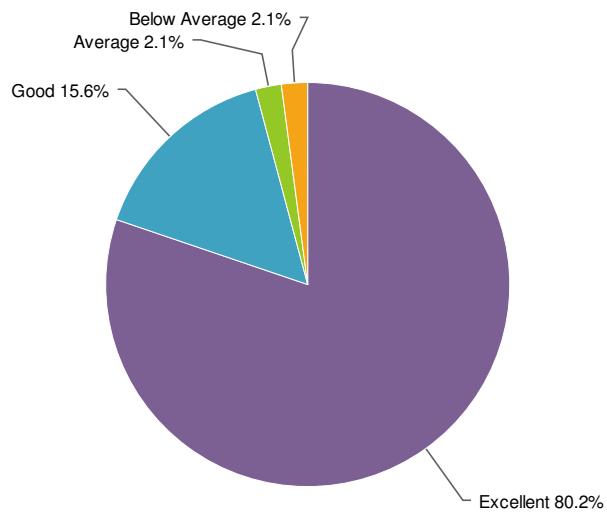
Average 8.5

Location:



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

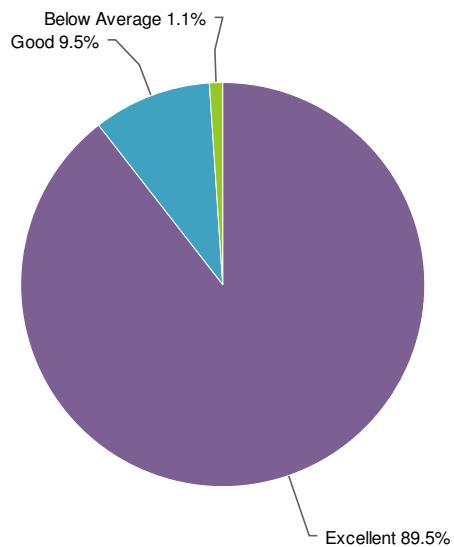
## Program Content:

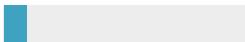
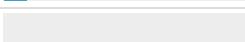
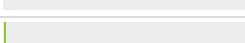
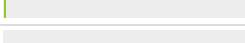
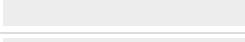


## Statistics

			Statistics	
Excellent	80.2%	[Color-coded bar]	77	Average
Good	15.6%	[Color-coded bar]	15	9.3
Average	2.1%	[Color-coded bar]	2	
Below Average	2.1%	[Color-coded bar]	2	
Needs Major Work	0.0%	[Color-coded bar]	0	
N/A	0.0%	[Color-coded bar]	0	
	Total		96	

## Instructor/Staff:

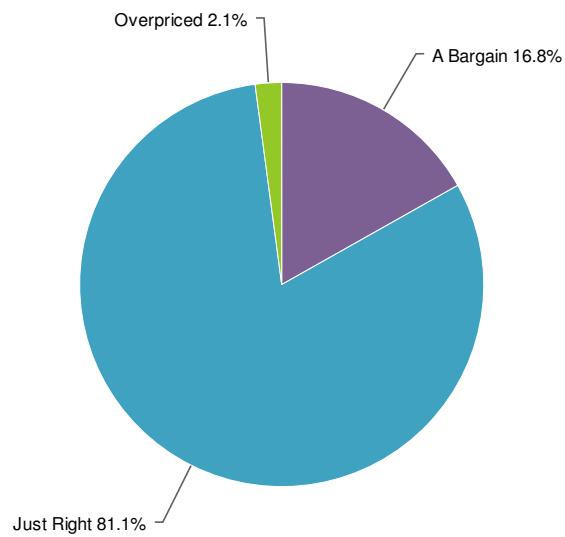


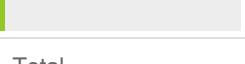
Statistics			
Excellent	89.5%		85
Good	9.5%		9
Average	0.0%		0
Below Average	1.1%		1
Needs Major Work	0.0%		0
N/A	0.0%		0
Total			95

## Statistics

Average 9.7

Price:

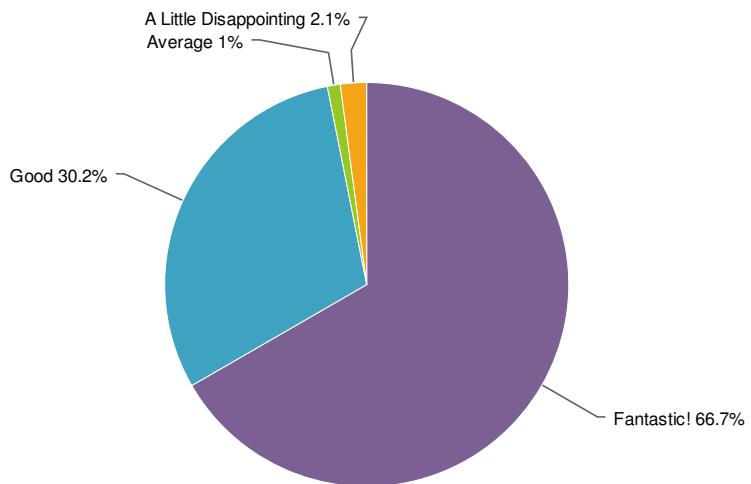


			Total
A Bargain	16.8%		16
Just Right	81.1%		77
Overpriced	2.1%		2
			95

#### Statistics

Average 7.9

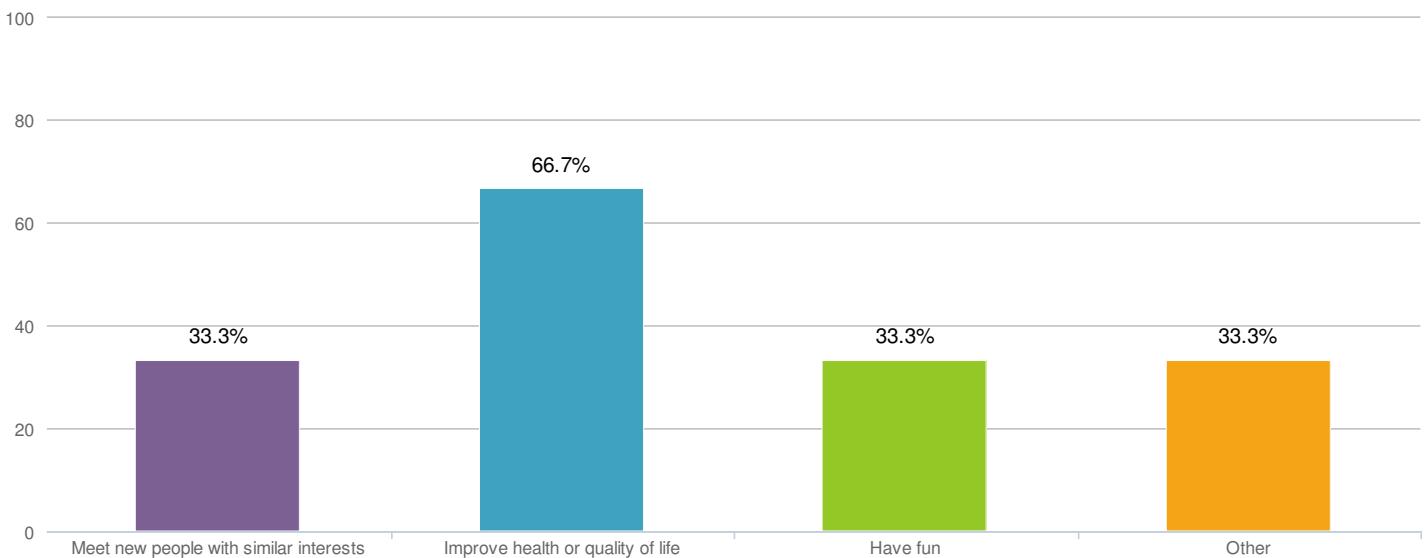
## Overall Experience:



## Statistics

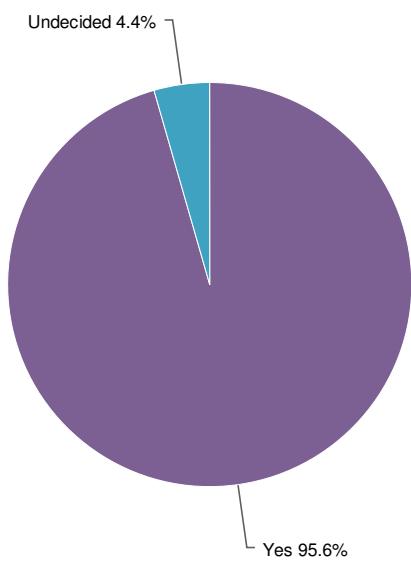
			Statistics
Fantastic!	66.7%	64	Average 9.0
Good	30.2%	29	
Average	1.0%	1	
A Little Disappointing	2.1%	2	
Never Coming Back	0.0%	0	
	Total	96	

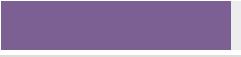
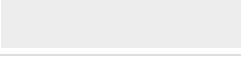
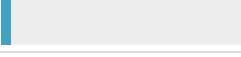
What were your goals when registering for this program?



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

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



Yes	95.6%		86
No	0.0%		0
Undecided	4.4%		4
Total			90

## **Appendix VII**

### **Youth Recreation Outcome Assessment Examples**

conference ✓

## Preschool Progress Report

Child's Name: Noemi

Completed by:

Date completed: 5/1/14

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

M

Separates from parents without difficulty

yes

Expresses feelings verbally in an appropriate manner

yes

Enjoys being with other children

M

Initiates activity/play with others

M

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

M

Shares and cooperates with others

yes

Displays enthusiasm about accomplishments

M

Cooperates in classroom clean-up

### LANGUAGE AND LITERACY DEVELOPMENT

M

Speaks clearly enough for adults to understand

M

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

## **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's 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 can recognize the letters of her name-

She recognizes some letters (upper)

She can recognize some letters (lower)

She can recognize when they are out of order

& lower case when they are out of order

She knows her B-dete

She knows her parent's names.

Noemi

July  
2014

5/12/14

11/4/13

## Observation Record

Child's Name Noemi

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

**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):**

REARIA NICOSIA

Noemi Nicosia

11-4-13

JAN KANG

Jan Key

11/4/13

Conference /

Emily Novak

## Preschool Progress Report

5/14/14.

Child's Name: Riley

Completed by: Mariel Nicole

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 play outdoors

### SELF-HELP SKILLS

yes

Makes activity choices without teacher's help

yes

Cares for bathroom needs independently

yes

### 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**

M Recognizes basic geometric shapes

yes Recognizes colors

yes Understands concept of size (big, bigger, biggest)

## **GROSS MOTOR DEVELOPMENT**

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

## **FINE MOTOR DEVELOPMENT** right hand / upper body

M 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

- Riley can recognize most uppercase letters 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 & subtracting up to 5
- He knows his address and his B-dos

11/6/13

## Observation Record

Child's Name

Riley

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

**Transitions:**

He manages transitions with ease.

**Staff to Participant Relationships:**

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 NIYOSIA  
Kaiulani

Emily Murray

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 loenitive Skills

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

*KUOKKUNEN*

*K. Neun*

*5/16/14*

*5/16/14*

## Observation Record

Child's Name

Jeremy

Language	Social/Emotional
<ul style="list-style-type: none"> <li>- He can express himself clearly</li> <li>- He vocalizes to teachers and classmates</li> <li>- He follows directions</li> </ul>	<ul style="list-style-type: none"> <li>- He follows routines</li> <li>- He asks for help when needed</li> <li>- He plays well with others</li> <li>- He participates in small and large group activities</li> <li>- He cooperates at cleanup time</li> </ul>
Physical (gross and fine-motor)	Creative
<ul style="list-style-type: none"> <li>- He uses his right hand</li> <li>- Appropriate grasp.</li> </ul>	<ul style="list-style-type: none"> <li>- Jeremy enjoys drawing pictures in his notebook. They are usually dinosaurs.</li> <li>- He enjoys building with blocks. His towers and buildings are elaborated.</li> <li>- Creative reasoning</li> </ul>
Cognitive (math, problem-solving)	Early Literacy (reading & writing)
<ul style="list-style-type: none"> <li>- He was able to count up to 54.</li> <li>- He recognizes numbers 1-10 when out of order.</li> <li>- He shows interest in classroom curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>- He writes his name in order.</li> <li>- He can spell his name.</li> <li>- He listens with interest to discussion and stories read aloud.</li> <li>- He participates in discussion contributing with intelligent comment.</li> </ul>

**Transitions:**

He manages transitions with ease.

**Staff to Participant Relationships:**

Jeremy follows directions and have conversations with teacher.

**Peer to Peer Relationships:**

Jeremy is very polite - He <sup>attempts to</sup> 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

Felipe Alvarado

11-4-13