Tualatin Hills Park & Recreation District
Programs Functional Plan

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1.0 Introduction
This Program’s Functional Plan addresses how THPRD develops, delivers and evaluates the recreational programs it offers to benefit the entire community. The plan provides guidance and structure for programming at THPRD. It is based on districtwide reports and plans, technical data, and includes a wealth of experiential knowledge developed over six decades of programming in the greater Beaverton community. Information used in programming decisions comes from several service determinants: service assessment tools, a cost recovery model, success monitoring, evaluation of facility usage rates (present and future), review of staffing and volunteer data, and the allocation of available financial resources made in the context of other district needs and opportunities. This plan will be updated every 3 to 5 years.

2.0 Background
Tualatin Hills Park & Recreation District (THPRD) continually strives to meet the individual and family recreational needs of its diverse community. We do so in a customer-centered environment with the ultimate goal of supporting healthy lifestyles. To do this, THPRD offers the following quality sports and recreation facilities:

- Two recreation centers
- One recreation & aquatic center
- Five indoor and two outdoor swim centers
- Two nature centers
- One senior center
- One athletic center
- One tennis center
- Two historic sites
- One recreational camp for people experiencing disabilities
- Various community and neighborhood parks, fields, and sport courts

THPRD’s recreation centers generally feature:

- Fitness rooms
- Swimming pools
- Gymnasiums
- Adjacent sports fields
- Gymnastics rooms
- Outdoor play areas
- Splash pads
- Multipurpose classrooms
- Preschool and Afterschool rooms

Utilizing these spaces, THPRD offers programs and classes on a wide variety of recreational topics for all age ranges, from newborn to those 55 and better. Each year, the district provides over 3,000 unique classes.
2.1 Guiding Principles
The mission of THPRD is to provide high-quality park and recreation facilities, programs, services, and natural areas that meet the needs of the diverse communities it serves. Our vision is to enhance healthy and active lifestyles while connecting more people to nature, parks, and programs.

THPRD developed the following guiding principles as a basis for making decisions about recreation programs, services, and facilities in the future. Primarily, these guiding principles answer the questions of how, for what reason, why, where, and for whom can THPRD best serve and meet the recreational and sports needs of the community. These guiding principles are based partly on data gathered from a 2012 THPRD survey of community members. The survey gathered and evaluated feedback on THPRD’s services. (Survey results can be found in the 2013 Comprehensive Plan Update document)

Guiding principles for staff to consider during program development and assessment:
• We work to enhance healthy and active lifestyles
• We connect (more) people to nature, parks, and recreational programming
• We champion diversity in our programs and services, striving to reach new and underserved communities
• We provide quality sports and recreation programs for all ages, backgrounds, and abilities. Quality programs require quality facilities
• We work to ensure efficient service delivery (to fund park district activities)
• We ensure that there is a public voice in our planning, decision-making, and programming

THPRD will continue to seek community input through surveys, focus groups, and stakeholder interviews when evaluating programs and events. The evaluation of programs is an ongoing process. Staff will obtain feedback for programs at least on a term-by-term basis. Depending on the program, immediate feedback may be necessary. Also, technology and social media will be used to more extensively facilitate efficient and inexpensive information gathering and communication with the public.

2.2 Purpose of Plan
The Programs Functional Plan addresses Goal 2 of the 2013 Comprehensive Plan Update, which directs staff to “Provide quality sports and recreation facilities and programs for park district residents and workers of all ages, cultural backgrounds, abilities and income levels.”

The purpose of this plan is to provide guidance and structure so staff can develop recreational programs that meet the needs of the entire community.

Specifically, this plan will guide future decisions related to the following areas:
• Program development and assessment
• Facility use (present and future)
• Staff and volunteer management
• Financial sustainability as related to programming

This plan is guided by the research of the 2013 THPRD Service and Financial Sustainability Analysis, developed by GreenPlay, LLC. The primary goal of the analysis was to establish resource allocation and cost recovery priorities, identify core services, and establish organizational sustainability through a consistent and thoughtful philosophy that supports the core values, vision, and mission of THPRD and its community. Data from this plan, as well as the work of the THPRD Recreation Advisory Committee, guided the development of this Program Functional Plan.

To serve our community, THPRD will rely on community engagement, demographic information, industry trends and other relevant data to inform our programming. We will stay flexible and dynamic as our community’s needs change. Achieving a nimble system is a major challenge and a critical goal.

This Program’s Functional Plan is an adaptive document, allowing each program area to be evaluated, validated and modified as the district’s demographics, resident priorities and resources change.

2.3 Recreation and Leisure Trends
THPRD reviews recreation and leisure trends in a variety of ways. We look at local, national, and global trends.

THPRD utilizes NRPA’s Facility Market Reports to review census and marketing data and insights about the direct market served by our facilities. Periodic surveys, Facebook engagement, and program evaluations identify local trends.

THPRD reviews a variety of reports each year to analyze national trends. The Physical Activity Council produces an annual report that tracks sports, fitness and recreation participation, inactivity and spending levels.

Other resources that THPRD uses include the annual National Recreation and Park Association (NRPA) Field Report, the NRPA Connect networking tool, American Engagement with Parks Survey, NRPA Out-of-School Time Survey, Americans’ Broad-Based Support for Local Recreation and Park Services report, and The Economic Impact of Local Parks report. Another resource is NRPA’s monthly Parks & Recreation magazine.

The Future Trends Team was created as a think-tank for viewing long-term trends and environmental scanning. The team has assembled a report on emerging issues, last updated in 2015. The report touches on issues such as globalization, generations and demographics, climate change, energy, technology, organizational structure and leadership, local governments, park and recreation, dissemination of information and connectivity, and infrastructure.
THPRD programming staff identifies recreation trends annually as part of the midyear budget process. Staff utilizes a tool to identify trends and provide justification for either adopting or not adopting a new a program based on that trend. Staff will determine how these trends relate to THPRD’s goals and objectives.

2.4 Demographics and Population Trends
As noted in section 2.1, in November 2012, a survey of community opinions was conducted, measuring and gathering public feedback on THPRD’s services. High-level analysis indicated that when asked to rank the top five community issues/problems, respondents stated parks and recreation services should focus on positively impacting healthy, active lifestyles. This response topped the list with 68% of households indicating it as being important.

As we plan, community needs should be considered in the context of our changing demographics. The district’s population grew from roughly 192,000 to 224,000 residents between 2000 and 2010. However, the average household size of 2.51 persons did not significantly change over that time. It is estimated that the population will continue to grow at rates between 0.9% and 1.4% annually. Community growth is expected to continue, especially within our diverse populations.

In summary, demographic trends and population forecasts to reference for future planning efforts are:

- Areas with the highest levels of population growth between 2000 and 2010 include: the northwest areas (north of Highway 26 and east of 185th Ave.), the north-central section (including areas north of Cornell Road), and peripheral areas in the southwest section (one south of Farmington Road and areas near the intersection of Murray Blvd. and Scholls Ferry Rd.)
- Between 2000 and 2010, the growth rate among younger residents (ages 0-4, 5-9, and 10-14) was approximately 5% lower than the district’s overall growth rate
- Age of residents (See Appendix A)
- Birth rates in Washington County and THPRD declined during the 2000s and remained constant through 2010
- Between 2001 and 2010, Washington County had just over 35,000 migrant residents
- Oregon’s rapid population growth during the 1990s will not likely be replicated in the foreseeable future because of an aging population
- Nearly 100 languages are spoken in the Beaverton School District
- Fifty percent of the population under 18 years of age within the THPRD service area is non-white
- The U.S. Census Bureau statistics find that 56.7 million Americans (18.7% of the population) have some disability, making people experiencing disabilities among the largest American minority groups in all U.S. regions
2.5 Relationship to Comprehensive Plan
The 2006 THPRD Comprehensive Plan was a guiding document that included goals, visions, and level of service recommendations to meet the park and recreation needs of the district for three to five years. The 2013 Comprehensive Plan Update built upon and updated the 2006 plan. It helped to further the mission of THPRD and determine the additional service needs to be provided in conjunction with other recreation providers.

The 2013 Comprehensive Plan Update resulted in a System-wide Priority Analysis - 10 Year Plan for Growth (See 2013 Comprehensive Plan Update page 5, Purpose of Plan), which focused on immediate, short-term and longer-term capital development and improvement strategies that correspond to the community’s unmet needs. The plan also identified priority investments for critical park and recreation services. The Strategic Plan was created in conjunction with a Service & Financial Sustainability Plan.

The plan was developed through a range of planning processes that included:
- Community needs assessment
- Community interest and opinion survey
- Core services identification
- Inventory and level of service analysis
- Demographic implications
- Financial and funding analysis
- Operational, maintenance, and management planning

The plan responds to opportunities and constraints as well as changing community demographics.

2.6 General Funding and Service Area
THPRD has a service area of 50 square miles and over 240,000 residents. Our programs, activities, and events are attended by more than a million people annually.

THPRD functions as a Special Purpose Public Service District (i.e. special district) whose areas of responsibility have been determined through a legislative act. Property taxes are the primary source of funding for the district. The current tax rate as of 2015 is $1.3073 per $1,000 of assessed value. Residents living in THPRD’s service area are referred to as in-district residents. These are the people whose property taxes provide the primary funding for THPRD operations.

Residents who live outside the THPRD service area are referred to as out-of-district residents. These residents pay additional amounts to utilize fee-based activities in lieu of the property tax revenues not received by THPRD.

3.0 Implementation and Development
Over time, recreation offerings have evolved into being all things to all people. To become more efficient and economically sustainable, the district conducts evaluations of its programs and services. The district currently offers a wide variety of programs to people of all ages,
backgrounds, and abilities. Utilizing service assessment tools, each department will determine which programs are core to the district’s mission, which are desirable, and those that fall outside the organization’s priorities. Through these assessment tools, the types of recreation programs currently provided will change, as will the quantity and variety of offerings. Programs will focus on those that utilize resources most efficiently and meet community needs.

The Programs Functional Plan lays the groundwork for continuously assessing and reviewing THPRD recreational programming. Assessment will help to ensure that a balanced set of programs and services with central management oversight are being offered that meet the needs and interests of the community. It will also support THPRD’s mission and financial sustainability goals. Traditionally, community need and support has been for programs in recreation, natural resources, aquatics, and sports. Current program evaluations and new program proposals will be reviewed on an ongoing basis utilizing strategies to assist staff in making programming decisions, and in developing a diverse offering of services and programs.

3.1 Program Service Delivery Model

A program delivery model is a systematic and consistent approach to program development, delivery, and monitoring and includes the following:

- Idea: Program inception or design is generated by staff or the community, current industry trends and during program and success monitoring (Section 3.6)
• Service Determinants: Six screening questions used by staff to ensure program or service idea meets district mission and priorities
• Service Assessment: Tools to determine community access, market position, fit, and financial viability (Section 3.3 and 3.4)
• Budget: Allocation of district resources. Planning begins in November and involves several steps, including identifying the category of service and cost recovery goals. Any new funding requests require the approval of a business plan
• Class Management: Development of the class, which includes a lesson plan, program goals, category of service, program fee/calculation sheet (Section 7.0)
• Marketing: Development of the Activities Guide and other promotional material
• Program Monitoring: Monitors success of programs and includes several components, including program evaluations, program observation forms, satisfaction surveys, registration monitoring, cancellation practices, and wait list control (Section 3.6)

3.2 Service Determinants
THPRD asks the following six determinants questions when assessing programs and services offered to the public:
1. Does this program or service meet conceptual foundations of play, recreation and, leisure? (See Section 3.2)
2. Does this program or service meet organizational philosophy, mission, vision, goals and objectives?
3. Does this program or service meet community interests and desired needs?
4. Does this program or service create a participant-focused culture?
5. Does this program or service provide an experience that is desirable for the participant?
6. Does this program or service provide community opportunities?

3.3 Service Assessment
Service assessment tools allow THPRD to focus on delivering high-quality services in a more focused way. The Alternate Service Provider Analysis (See Appendix C) and the Service Assessment Matrix (figure 1) help the district think about these pragmatic questions:
• Is THPRD the best or most appropriate organization to provide the service?
• Is market competition good for the park district community?
• Is THPRD spreading its resources too thin without the capacity to sustain core services and the system in general?
• Are there opportunities to work with another organization to provide services in a more efficient and responsible manner?

Goal
Staff will target areas of service that are specific to the unique needs of individual communities throughout the district. Staff will review services to ensure responsiveness to each unique service area and their socio-economic conditions.
Core Strategies

- Every 3 to 5 years, utilize the Service Assessment Matrix to determine THPRD’s recreation program position in the market relative to appropriate fit, financial viability, taxpayer support, and market strength. The Alternate Provider Services Analysis is used by program staff as needed, to review and assess other service providers that are specific to a location or activity.
- On a quarterly basis, monitor all new programs for success and financial viability.
- Assess registration and program revenue for new programs allowing a minimum of three terms to achieve target enrollment.
- Cancel or replace programs that fail to meet targets after three terms.

Figure 1

To determine where a new or existing program lies on the Services Assessment Matrix, the following steps are followed:

1. Determine whether or not the program is a good fit with THPRD’s mission and guiding principles.
2. Determine whether or not the program is economically viable.
3. Determine the market position of the program.
4. Determine whether or not there is alternative coverage.
Depending on where a program lies on the Matrix, determines the direction of the program or program idea: advance market position, affirm market position, complementary develop the program, invest in the program, collaborate with others to offer the program, or divest the program altogether.

**Fit**
Fit is the degree to which a service aligns with THPRD’s values and vision, reflecting the community’s interests. If a service aligns with the THPRD’s values, vision and guiding principles, and contributes to the overall enhancement of the community, it is classified as a good fit; if not, the service is considered a poor fit. For a program to be considered a good fit, it must answer yes to four of the following six questions below. If it does not answer yes to at least four questions below, it is considered a poor fit and should not be pursued.

- Does the program work to enhance healthy and active lifestyles?
- Does the program connect people to nature, parks, and recreational programming?
- Does the program champion diversity and reach new audiences and underserved communities?
- Will the program be a quality sports and recreation program for all ages, backgrounds, and abilities?
- Will the program meet outlined cost recovery goals?
- Does the program have public interest or support?

**Financial Capacity**
Financial Capacity is the degree to which a service (including a program, facility or land asset is currently or potentially attractive as an investment of current and future resources to THPRD from an economic perspective.

For a program to be classified as economically viable, it must answer yes to four of the following seven questions. If it does not answer yes to at least four of the questions below, it is considered not economically viable.

- Does the service have the capacity to sustain itself independent of General Fund or taxpayer subsidy/support?
- Can the service reasonably generate at least 50% from fees and charges?
- Can the service reasonably generate excess revenues over direct expenditures through the assessment of fees and charges?
- Are there consistent and stable alternative funding sources such as donations, sponsorships, grants and/or volunteer contributions for this service?
- Can the service reasonably generate at least 25% of the costs of service from alternative funding sources?
- Is there demand for this service from a significant/large portion of the service’s target market?
- Can the user self-direct or operate/maintain the service without district support?
Market Position
Market Position is the degree to which the organization has a stronger capability and potential to deliver the service than other agencies – a combination of the THPRD’s effectiveness, quality, credibility, and market share dominance.

In order for a program to be classified as strong market position, it must answer yes to five of the following nine questions. If it does not answer yes to at least five of the questions below, it is considered weak market position.

- Does THPRD have the adequate resources necessary to operate and maintain the service effectively?
- Is the service provided at a convenient or well-placed location in relation to the target market?
- Does THPRD have a superior track record of quality service delivery?
- Does THPRD currently own a large share of the target market currently served?
- Is THPRD currently gaining momentum or growing its customer base in relation to other providers? (e.g., "Is there a consistent waiting list for the service?")
- Can you clearly define the community, individual, environmental and economic benefits realized as a result of the service?
- Does THPRD staff have superior technical skills needed for quality service delivery?
- Does THPRD have the ability to conduct necessary research, pre and post participation assessments, and properly monitor and evaluate service performance, therefore, justifying THPRD’s continued provision of the service? (Benchmarking performance or impact to community issues, values, or vision)
- Are marketing efforts and resources effective in reaching and engaging the target market?

Alternative Coverage
Alternative Coverage is the extent to which like or similar services are provided in the service area to meet customer demand and need. If there are no other large (significant), or very few small agencies producing or providing comparable services in the same region or service area, the service should be classified as "low coverage." Otherwise, coverage is "high."

Unfair Competition
It has become somewhat challenging to draw a line of demarcation between those services that are recognized to be the prerogative of the private sector and those thought to be the responsibility of the public sector. Overlap of service production and provision are common. A continuing problem today is the lack of clarification between what sector should be producing or providing which services, therefore, developing boundaries. What is needed is the reshaping of how public and private sector agencies work independent of each other or together in a more effective way, becoming complementary rather than duplicative.
Service lines are blurred due to a variety of factors. Whether it is due to the emergence of new services, not offered before, in response to customer demand, or reduced availability of public funds and therefore greater dependence on revenue generation, these blurred lines sometimes result in charges that the public sector engages in unfair competition practices by offering similar or like services to those of the private sector. These charges result from the resource advantages the public sector has over the private sector including but not limited to immunity from taxation and the ability to charge lower fees for similar or like services due to receipt of subsidy dollars.

**Recommended Provision Strategies – Defined** (numbers refer to Figure 1)

Affirm Market Position (1) – a number of (or one significant) alternative provider(s) exists yet the service has financial capacity and THPRD is in a strong market position to provide the service to customers or the community. Affirming market position includes efforts to capture more of the market and investigating the merits of competitive pricing strategies. This includes investment of resources to realize a financial return on investment. Typically, these services have the ability to generate excess revenue.

Advance Market Position (2) – a smaller number or no alternative providers exist to provide the service, the service has financial capacity and THPRD is in a strong market position to provide the service. Due primarily to the fact that there are fewer if any alternative providers, advancing market position of the service is a logical operational strategy. This includes efforts to capture more of the market, investigating the merits of market pricing, and various outreach efforts. Also, this service may be an excess revenue generator by increasing volume.

Divestment (3, 4, 7, 8, 9) – THPRD has determined that the service does not fit with THPRD’s values and vision, and/or THPRD has determined it is in a weak market position with little or no opportunity to strengthen its position. Further, THPRD deems the service to be contrary to THPRD’s interest in the responsible use of resources. Therefore, THPRD is positioned to consider divestment of the service.

Investment (4) – investment of resources is THPRD’s best course of action as the service is a good fit with values and vision, and an opportunity exists to strengthen THPRD’s current weak market position in the marketplace.

Complementary Development (5) – the service is a good fit, a number of (or one significant) alternative provider(s) exists which provide the service, THPRD is in a strong market position to provide the service, yet it does not have financially capacity to the agency. “Complementary development” encourages planning efforts that lead to complementary service development rather than duplication, broadening the reach of all providers. Although there may be perceived market saturation for the service due to the number or like services of alternative providers, demand and need exist, justifying the service’s continued place in the market.

Collaboration (4, 7, 8) – THPRD determines that the service can be enhanced or improved through the development of a collaborative effort as THPRD’s current market position is weak.
Collaborations (e.g., partnerships) with other service providers (internal or external) that minimize or eliminate duplication of services while most responsibly utilizing THPRD resources are recommended.

Core Service (6) – these services fit with THPRD’s values and vision, there are few if any alternative providers, yet THPRD is in a strong market position to provide the service. However, THPRD does not have the financial capacity to sustain the service outside of General Fund support, and the service is deemed not to be economically viable. These services are “core” to satisfying THPRD’s values and vision typically benefiting all community members or are seen as essential to the lives of under-served populations.

3.4 Community Inventory
Every 3 to 5 years, THPRD compiles an inventory of parkland and recreation facilities, programs and services in the service area. Staff engages the Community Inventory Matrix when analyzing their programs and services using the service assessment tool. 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 D)

3.5 Program Goals and Objectives
In addition to the guiding principles defined during the 2013 Comprehensive Update (see 2.1) and annual goals identified by the district’s board of directors, THPRD sets specific goals and objectives for each program area within the Recreation, Aquatics, Sports and Natural Resources departments. These goals are reviewed every 3 to 5 years. (See Appendix B)

3.6 Program and Success Monitoring
Service delivery levels will be monitored through registrations, event participation, and facility usage. Furthermore, program contact hours will be used to ensure that goals are met for providing a variety of programs for various user groups, and meeting cost recovery goals. Success will be measured by program attendance, evaluations, program observations, cancellations and the existence of wait lists. Additionally, success will be evaluated by maintaining the number of program contact hours for each program area each year.

THPRD works toward continuous improvement of programs and services. Tools to regularly monitor quality include: participant evaluation forms, systematic observations of classes, participant satisfaction surveys, user comments (physical forms located at facilities and web-base feedback) and adapting to current trends for continual improvement. It is a thoughtful and rational process in order to determine not only what actions work, but why they work and how to improve them as they relate to our mission, vision, and established program goals and objectives.

THPRD’s success monitoring framework:
1. Assess existing program/service experience. Utilize participant evaluation forms and satisfaction surveys to gauge patron satisfaction. Compared user expectations to established goals and objectives(See Appendix E)
2. Through observation and collected feedback, determine what is missing in the desired experience. Determine what actions could be implemented to improve the experience
3. Implement changes
4. Monitor, analyze, and evaluate results
5. Modify actions accordingly
6. Repeat process quarterly

This plan will identify methods to make monitoring efforts more comprehensive, integrated, and efficient by focusing success monitoring on programming and the effectiveness of service assessment and cost recovery.

Actively managing class enrollment levels can provide options for residents to pursue the program of their choosing, while allowing staff to manage the resources of the facility at an optimal level. The following outlines the processes staff will follow to ensure enrollment numbers, cancellations, and wait lists are monitored and actively managed:

- Two weeks from the start of a class, programmers will evaluate the status of all classes to decide to promote, combine classes, or cancel.
- Any class that has little to no registration will be canceled. However, when patrons are called with a class cancellation notice, alternative options will be made available to attempt to transfer them into another program.
- Low enrollment classes - staff will either combine with the same type of class at another time if possible, or staff will attempt to promote the class through marketing mechanisms including Facebook, the THPRD website, or emailing past participants. Staff will also contact enrolled participants to let them know their class could be canceled to see if they could provide additional participants for the program. Lastly, other facilities will be contacted to determine if they have a wait list for a similar program.
- Some exceptions include well-established programs with a history of late enrollment or new classes. These classes will be canceled three business days before the class start date.
- Many classes and activities have a strong following and fill quickly on registration day or within a few days of registration. This can create long wait lists that can potentially become a barrier for residents to participate in programs that they desire. The active management of wait lists can provide not only options for residents to pursue the program of their choosing but allows staff to manage the resources of the facility at an optimal level.

3.7 Program and Service Statistics
THPRD collects statistics on its programs and services at various intervals: daily, weekly, monthly, and annually. The statistics are available to a variety of staff through reports in THPRD’s internally developed Daily Ops software system.

Each facility collects and reviews a variety of data, including but not limited to: registration, attendance, and facility use figures to evaluate their programs. Examples:
- Recreation center: hourly room totals, leases, and rentals
- Swim centers: lesson and drop-in attendance
- Tennis: reservation and tournament attendance
- Athletic Center: league registrations, skate park numbers, etc.
- Natural Resources: trail counts, Nature Center visitors

Annual KPIs at each facility and department are tracked.
- KPIs include: classes offered, classes held, attendance, expenditures, revenue, and cost recovery.

Facility, department, and organization budget targets are monitored and reviewed
- Regular review of period reports
- Midyear projection reporting review
- Fiscal year operating budget development, review, and approval

4.0 Access for All Programming and Community Engagement

All aspects of diversity are important when effectively programming recreational activities in our community. THPRD strives to be responsive to the needs of our residents by effectively communicating with our patrons. Previous work with Portland State University gave suggestions to help improve programming for diverse communities, and further outreach in the future will continue the conversation to make the necessary changes to provide equitable opportunities for recreation. The vision statement for our diversity program is:

“We provide all individuals the opportunity to play, learn, and explore, and all employees and volunteers the opportunity to further the district's mission. We do this by removing barriers to participation, fostering an inclusive culture, and offering programs that celebrate the district's diverse population.”

4.1 Diversity

Population shifts have profound ramifications for the district. If we are to be successful in fulfilling our mission of serving all within our boundaries, we will need to address changes in several categories:
- Programming: Create affordable classes better targeted to the interests of our multicultural residents
- Engagement: To be certain THPRD hears the opinions and values of all cultures in our service area, encourage all populations to serve on advisory committees, volunteer in planning and implementing programs and special events, and marketing programs to specific audiences
- Communications: Determine the most effective means to communicate and market our services to all cultures
4.2 Community Outreach Roadmap
The Community Outreach Roadmap is the first formal outreach plan effort developed for THPRD. The Community Outreach Roadmap provides a strategic focus for outreach efforts and includes community outreach goals, strategies, and suggested approaches. Also, the roadmap gives an overview of the activity-based strategies for outreach in the district, a description of the recommended activities, and a timeline for implementation of the roadmap. The roadmap is designed to ensure a continued commitment to developing inclusive practices for outreach efforts undertaken by the park district. To meet the needs of the diverse and changing community, the district must strive to engage in inclusive outreach practices and open the door wider to include underserved and un-served populations to enable participation from all residents in the community.

The roadmap emphasizes on-going relationship building with community conveners, community partners. In addition, the Community Outreach Roadmap considers diversity and inclusion from a multi-dimensional perspective, including different generations, income levels, abilities, gender identities, sexual orientations, and ethnic and racial identities. The Community Outreach Roadmap advocates for enabling all residents to have access to district programs and activities. Outreach is defined by a strong motivation to provide a high quality of customer service to the public and to include all district residents in the myriad opportunities at THPRD.

4.3 Americans with Disabilities Act (ADA) Transition Plan
THPRD’s Americans with Disabilities Act (ADA) Transition Plan was prepared to be consistent with the requirements set forth in Title II of the ADA. The ADA states that a public entity must reasonably modify its policies, practices, or procedures to avoid discrimination against people with disabilities. This report will assist THPRD in identifying policy, program, and physical barriers to accessibility, and to develop barrier removal solutions that will facilitate the opportunity of access to all individuals.

The ADA Transition Plan, adopted by the board of directors in December 2016, is the result of a detailed evaluation of the district's facilities where programs, activities, and services are available to the public. Facilities include the interior and exteriors of recreation centers, swim centers, and administrative buildings, parks, and trails.

The ADA Transition Plan is intended to provide a framework for the continuous improvement of district facilities to serve people with disabilities. Barriers to district facilities will be removed systematically based on established program priorities. It is the intent of the district to address and remove barriers to accessibility in its facilities upon the immediate necessity of programmatic access, the degree of complexity, and overall cost. The information contained in Chapter 2 of the ADA Transition Plan describes the schedule for barrier removal in the district’s facilities. The preliminary schedule represents a 15-year plan for barrier removal.

THPRD does not discriminate on the basis of disability in its hiring or employment practices. THPRD will provide reasonable accommodations to a qualified applicant or employee experiencing a disability.
4.4 Adaptive and Inclusion Recreation
People experiencing disabilities continue to face stigma and exclusion, as well as social and economic marginalization. The need for inclusive, accessible programs for children and adults experiencing disabilities far outpaces available services.

THPRD’s Sports Department includes staff focused on adaptive and inclusive recreation. These staff members provide guidance for adaptive and inclusive recreation programs throughout the district. The vision statement for this program area is:

“Tualatin Hills Park & Recreation District promotes the power of choice to enhance the quality of life for individuals of all abilities. We do this by providing diverse, accessible recreation in an environment that promotes dignity, success and fun.”

4.5 Mobile Recreation
Mobile programs are currently being used to meet our overarching mission. The objective of mobile programs is to provide opportunities for the community who are unable to attend programs and activities held at our facilities due to obstacles such as proximity, cost, transportation, and registration requirements.

Current outreach programs include the following:

- **Rec Mobile**
  THPRD's Rec Mobiles provide free athletic, artistic and educational programs at local schools, parks, and housing complexes. Our two vehicles have been equipped with sports and recreation equipment, arts and craft supplies, and more.

- **Nature Mobile**
  The Nature Mobile is a mobile classroom that allows THPRD’s Natural Resources staff to bring environmental education programs to schools, parks, libraries and neighborhoods throughout the park district.

- **Wellness on Wheels**
  The WOW program brings fitness programs to "55 and better" district residents who are unable to come to the Elsie Stuhr Center for their fitness classes by traveling to THPRD recreation and aquatic centers, independent living facilities, low-income housing facilities, hospitals, local churches, and meeting spaces.

4.6 Scholarship Program
The district will make accommodations for individuals and families needing support by providing financial assistance through the district Scholarship Program. Please refer to District Compiled Policies Chapter 6 - Finance for further information.

4.7 Marketing Plan
THPRD develops an annual Marketing Plan that includes:
A. Marketing objectives
B. Situation assessment, to include:
I. Examination of demographic trends
II. Economic climate
C. Market coverage by alternative providers
D. Segmentation, targeting, and positioning
E. Marketing mix
F. Marketing methods
G. Evaluation criteria and methods.

Programming staff works closely with the marketing specialist, communications specialist, and graphics specialist to ensure programs are promoted.

5.0 Existing Facilities
According to a 2012 survey, THPRD received positive ratings about access to its indoor facilities. Program expansion priorities included swimming, fitness, and wellness, which require indoor space. A common theme throughout all indoor facilities was that they are all clean and well maintained. Many of the facilities are aging and are “well loved.” Staff clearly take pride in the facilities they are entrusted to operate, and it is reflected in the level of care provided for the buildings and grounds. Facilities use and planning are two functions included in this plan.

In the survey (Figure 2), the public identified the degree to which needs are being met with the level of current facilities. On a scale of 1 to 5 where 1 = Not at All Met and 5 = Completely Met, respondents indicated the following:

![Degree To Which Needs Are Being Met](image)

5.1 Facility Use
Annually, THPRD staff will gather and review facility use data. This review assists staff in prioritizing and planning the use of existing facilities. Based on this data, THPRD will be better equipped to make decisions about allocating space per the program and service priorities for
the coming year. Such allocations will also inform the prioritization of maintenance and improvement of existing facilities.

5.2 Program and Facility Planning
Peak and off-peak times for our facilities should be considered. Staff will consider the following:

- Are there programs that should be divested, thereby freeing up space that could be used by a high demand program?
- Is there additional space to program our high demand core programming during peak times?
- Can a facility be adapted to house additional remolded/modified programs?
- What are the peak programming times at the facility?
- Are there opportunities for partnerships and collaboration?

5.3 Future Facilities
In the 2012 survey (Figure 3), respondents rated the greatest needs of the district over the next 5 or 10 years on a 5 point scale where 1 = “Not at All Important” and 5 = “Very Important”.

![Figure 3](image)

When facilities are expanded and new facilities are constructed, it will be imperative for THPRD to consider input from the public. However, staff expertise and knowledge should help drive some of the decisions to ensure that any facility additions or changes will meet the programming needs of that community. Any future facility will not be one-dimensional in programming and will instead focus on being a multigenerational and multiuse facility.

6.0 Staffing
THPRD programming staff will strive to attract, train and retain quality employees with a focus on creating a high-performing and diverse workforce. In addition, THPRD will strive to support a
healthy work-life balance environment, while ensuring compliance with federal, state and local employment regulations. In support of this, THPRD will promote diversity in the workforce, provide professional skill development and continuing education opportunities for staff, while also providing management and performance reviews.

The Human Resources Department will recruit from the community to better represent the patrons we serve. To ensure we are attracting the best local talent available, we will need to increase recruitment and hiring to make certain our staff, for all positions (including managerial and supervisory roles) is representative of the diverse population we serve.

6.1 Volunteers
Volunteers play a role in supporting THPRD programming. The volunteer program aims to expand opportunities for involvement in THPRD, and to strengthen volunteerism in our agency and community, for the benefit of the individual, the district, and the community. The THPRD Volunteer Services Program is committed to involving a diverse group of citizens in supporting their community.

Since 2002, THPRD Volunteer Services has existed in support of these goals:
1. To support an effective relationship between paid staff and our volunteers
2. To provide an opportunity for a meaningful experience for volunteers
3. To supplement and expand THPRD programs and services
4. To strengthen involvement and ownership by citizens of their park system

THPRD will continue to encourage and recognize the important role of program and community volunteers in meeting needs.

7.0 Cost Recovery and Fees
Another goal of THPRD is to create a balanced cost recovery model that identifies and establishes financial accountability and sustainability goals, while equally supporting the core values, vision, and mission of the district and the community it serves. As community need grows and evolves, the district will continue to approach the allocation of taxpayer funds thoughtfully and responsibly to maintain the quality standards established for our programs and services.

By focusing on community benefit, we have established a cost recovery and pricing model that meets our core values as stewards of the public dollar and as a quality service provider.

7.1 Cost Recovery Methodology
A pyramid methodology (Figure 4) is used to sort categories of service and determine cost recovery targets. The pyramid details cost recovery and subsidy goals corresponding with the benefit received by the community.
Figure 4

- Tier I: target 0% cost recovery - mostly community benefit
- Tier II: target 75% cost recovery - considerable community benefit
- Tier III: target 100% cost recovery - balanced individual and community benefit
- Tier IV: target 150% cost recovery - considerable individual benefit
- Tier V: target 200% cost recovery - mostly individual benefit

See Appendix F for full Cost Recovery Pyramid

7.2 Tier Reclassification
There may be an occasion where staff or the community feels that a program or activity should be moved from its current tier location to another. A request for a tier reclassification will need to follow these steps:
- Service Assessment Matrix review
- Current cost recovery achievements
- Justification of community benefit
- Submission to superintendent
- Public notification and feedback
- Management approval

7.3 Pricing Methodology
Program pricing methodology is based on the value/cost of service provision, market conditions, demand, industry trends and cost recovery targets.
- Cost recovery pricing: a fee based on cost recovery goals within market pricing ranges.
• Market pricing: a fee based on demand for a service and what the market will bear
• Competitive pricing: a fee based on what similar service providers or competitors are charging
• Arbitrary pricing: a fee that ignores market conditions and cost recovery goals based on a general provision to meet budget goals. This applies when goals for cost recovery are not required but the service can sustain a fee

7.4 Financial Sustainability
Program prices are set based on cost recovery goals which are established to achieve financial sustainability. When cost recovery targets require a price to be at a level where they are no longer affordable to the user, cost control measures, as well as alternate funding options, must be explored. Alternative funding sources can include:
• Grants
• Partnerships
• Donations
• Collaborations
• Volunteer contributions

7.5 Program Fees
Class fee calculation sheets (Category of service key and class calculation sheet - See Appendix G) are used to determine class fees based on all direct and indirect costs.
• Per-hour program fees are developed based on the category of service classification within each tier of the pyramid and all direct expenditures associated with the program
• Fees include staff cost, services and supplies, and contractor percentages
• Each program will be allocated a facility use cost, if applicable
• Fees are established based on a minimum enrollment number

7.6 Out-of-District Fees
The purpose of this policy is to ensure THPRD charges fair and equitable fees for participation in district programs and use of district facilities by in-district residents and out-of-district users. The district will establish fees for out-of-district users of district services that are equitable with fees for district residents recognizing the contribution made by district residents through property taxes.

Please refer to District Compiled Policies Chapter 6, Finance, and district administrative procedures 3.01.05, Out-of-district Fees, for further information.

7.7 Discounts
The district will establish appropriate fee discounts for selected groups. Only in-district residents will be eligible for fee discounts, and only one discount may be applied to each fee.

Please refer to District Compiled Policies Chapter 6, Finance, and district administrative procedures 3.01.04, Fee Discounts, for further information.
8.0 Appendices

Appendix A – Age Data (page 25)
Appendix B – Goals & Objectives (page 28)
Appendix C – Alternate Provider Service Analysis (page 31)
Appendix D – Community Inventory (page 32)
Appendix E – Participant Evaluations (page 36)
Appendix F – Cost Recovery Pyramid (page 40)
Appendix G – Category of Service and Class Calculation Sheet (page 41)
Over-65 Population by Census Block

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THPRD Facilities

Two Mile Radius
Program Goals and Objectives

Goals
Preschool: Build a foundation to provide the opportunity to develop skills for lifelong learning
Youth / Teen / Adult / Senior / Family: Provide an opportunity to foster independence and socialization while improving personal growth by improving knowledge and skills in designated area.

Objectives
Arts & Crafts
Preschool: Child will develop fine-motor skills while encouraging creative expression. The youth will learn a number of techniques to demonstrate the elements of art including line, shape, form color and texture. They will create everything from collages to sculptures and glue stick control.
Youth: Teach the children visual art techniques, and provide them with opportunities and a wide range of materials and media to explore. We support and extend the children's spontaneous learning during these arts and craft activities. Develop artistic fundamentals and explore self-expression.
Teen / Adult / Senior / Family: Developing the skills and creative interests of students, generally and sometimes towards a particular craft or trade, handicrafts are often integrated into educational systems, both informally and formally. Most crafts require the development of skill and the application of patience, but can be learned by virtually anyone.
Adaptive and Inclusive Recreation: Provide artistic tasks that are appropriate to the person’s abilities. The tasks should allow the person to express themselves through an art piece or a craft. The project should be something the student has the ability to complete in class.

Aquatics
Preschool: Provide an opportunity for socialization, as well as an introductory foundation to develop skill and safety awareness in and around the water.
Youth / Teen / Adult / Senior / Adaptive and Inclusive Recreation: Provide an opportunity for socialization, physical activity and safety awareness in and around the water. Swim instruction provides participants a safe and logical progression for swim instruction. Foster swimming as a fun, lifelong activity in a family-oriented, safe, clean and supervised environment, supporting health and wellness.

Camps
Preschool: Child will learn social skills while being in groups. Child will also learn basic skills such as waiting turns, communicating with words, and sharing.
Youth: Campers will participate in a range of enjoyable adventures designed to foster social interaction, facilitate personal growth and to develop educational and recreational skills.
Appendix B

Fitness / Movements
**Preschool:** To introduce various athletic skills in a positive manner, creating a foundation for future development. Stand on tiptoes, kick a ball, begin to run, walk up and down stairs holding on, and throw ball overhand.

**Youth:** Participate in physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. Analyze the personal benefits that result from participating in physical activity, both as individuals and with others. To encourage cooperation and respect for others, as well as teach problem-solving and promoting athletic development skills in the form of individual and organized sports.

**Teen / Adult:** Improve health, fitness, and quality of life through physical activity.

**Senior:** Improve cardiorespiratory and muscular fitness for life by participating in physical activity that improves muscle tone and respiratory fitness.

**Adaptive and Inclusive Recreation:** Participate in physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. Analyze the personal benefits that result from participating in physical activity, both as individuals and with others.

**Family:** Provide activities that encourage physical fitness that can be done as a family. Teach skills they can take home to continue a healthy lifestyle together.

General Interest / Events
**All:** To provide the opportunity for socialization while improving personal growth by improving knowledge and skills in designated area.

Health / Wellness
**Preschool:** To identify healthy behaviors that impact personal health.

**Youth:** Able to identify examples of emotional, intellectual, physical, and social health.

**Teen / Adult / Senior / Adaptive and Inclusive Recreation:** Improve the health, function and quality of life.

**Family:** Demonstrate the ability to advocate for personal, family, and community health.

Music
**Preschool:** Encourages creative expression and develops coordination through music and movement.

**Youth:** Through exploration and discovery, students will be able to express themselves as thinking, feeling musicians and develop their musical imaginations through speaking, singing, playing, moving, and composing.

**Teen / Adult / Senior / Adaptive and Inclusive Recreation / Family:** Through varied applied music projects, students will understand standards of quality in performance and composition, become lifelong learners of music.

Nature Education
**Preschool:** Develop a curriculum structure that focuses on experiential learning through exposure to nature and the changing seasons. Children will form friendships, learn respect, and have the opportunity to grow.
Youth / Teen / Adult / Senior / Adaptive and Inclusive Recreation / Family: To create educational opportunities to connect people and nature by developing a greater understanding and appreciation for plants and wildlife.

Preschool Learning
Preschool: Working on fine motor skills like cutting straight lines, buttoning or zipping closures, assembling shapes correctly, coloring in pictures, tracing hands or objects onto paper and controlling glue sticks. Children will develop the ability to interact with peers respectfully and to form positive peer relationships.

Sports - General
Preschool / Youth: Learning how to work as a team to accomplish a shared goal. Working on hand-eye coordination, and learning about sportsmanship.
Teen / Adult / Senior: By participating in a team sport the participant will exhibit valuable skills such as: Communication, Leadership Development, Healthy Behavior, and Social Awareness.

Sports – Leagues
Youth: To encourage cooperation and respect for others, as well as teach problem-solving skills while building strength and fitness in the form of organized sports.
Adult: To promote fitness, healthy competition, fun and community building in the form of organized sports.

Trips / Tours
Teen / Adult / Senior: Getting out and exploring with other like-minded adults and enjoying the social aspect of traveling with others.
### Alternative Provider Services Analysis

Recreation Center Name/Location: Tualatin Hills Park & Recreation District

<table>
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<th>PROVIDER NAME</th>
<th>Address (exact) number and street name - no cross streets</th>
<th>Zipcode</th>
<th>City/District location (SE, NE, SW, NW)</th>
<th>Phone</th>
<th>Website</th>
<th>Sector (public/private, not-for-profit)</th>
<th>Service Type * (see above)</th>
<th>Component and services provided (e.g., pool - swim lessons; sports - youth soccer leagues)</th>
<th>Catchment - service area (e.g., 3/4 mile, 3 miles)</th>
<th>Target market by age, gender, skill, geography, etc. (e.g., 12-18 year old males, competitive, city-wide)</th>
<th>Current number(s) served</th>
<th>Rounds of Golf/Attendance/ Different person/households registered</th>
<th>Duplication of service with agency? Y/N</th>
<th>Wait Lists Y/N Numbers</th>
<th>NOTES - What sets agency apart; what’s different or special about agency’s service?</th>
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**Service Type:** Fitness & Wellness, Active Older Adults, Arts & Culture, Social Enrichment, Youth Sports, Adult Sports, Outdoor Rec, Aquatics, After School
## Recreation Community Inventory

<p>| Provider | 55+ | Youth Dance | Adult Dance | Drop-in Dance | Martial Arts | Salsa | Group Fitness | Personal Training | Adult Art | Senior Art | Adult School Program | Preschool Centers | Older Adult Centers | Older Childcare | Indoor Play Park | Fall Day Camp | Holiday Parties | Outdoor Events | Other |
|----------|-----|-------------|-------------|---------------|--------------|-------|---------------|-------------------|-----------|-----------|---------------------|----------------|-------------------|-----------------|----------------|----------------|---------------|--------|
| THPRD: Location | | | | | | | | | | | | | | | | | | | | |
| Portland Parks &amp; Recreation | | | | | | | | | | | | | | | | | | | | |
| Hillsboro Parks &amp; Recreation | | | | | | | | | | | | | | | | | | | | |
| YMCA of Beaverton | | | | | | | | | | | | | | | | | | | | |
| Multnomah Jewish Community Center | | | | | | | | | | | | | | | | | | | | |
| Kinder Care | | | | | | | | | | | | | | | | | | | | |
| Beaverton School District provider | | | | | | | | | | | | | | | | | | | | |
| Other private childcare facility | | | | | | | | | | | | | | | | | | | | |
| Other private childcare facility | | | | | | | | | | | | | | | | | | | | |
| 24 Hour Fitness | | | | | | | | | | | | | | | | | | | | |
| Club Sport | | | | | | | | | | | | | | | | | | | | |
| Villa Sport | | | | | | | | | | | | | | | | | | | | |
| LA Fitness | | | | | | | | | | | | | | | | | | | | |
| Crunch | | | | | | | | | | | | | | | | | | | | |
| Bethany Athletic Club | | | | | | | | | | | | | | | | | | | | |
| Other Private Health Club | | | | | | | | | | | | | | | | | | | | |
| Oregon Gymnastics Academy | | | | | | | | | | | | | | | | | | | | |
| Omega Gymnastics | | | | | | | | | | | | | | | | | | | | |
| Westside Dance and Gymnastics | | | | | | | | | | | | | | | | | | | | |
| Other Private Gymnastics Club | | | | | | | | | | | | | | | | | | | | |
| MVP Dance | | | | | | | | | | | | | | | | | | | | |
| Encore Performing Arts Center | | | | | | | | | | | | | | | | | | | | |
| Dance West | | | | | | | | | | | | | | | | | | | | |
| Arthur Murray Dance Studio | | | | | | | | | | | | | | | | | | | | |
| Other Private Dance Studio | | | | | | | | | | | | | | | | | | | | |
| Other Private Dance Studio | | | | | | | | | | | | | | | | | | | | |
| Spotlight Musical Theater Academy | | | | | | | | | | | | | | | | | | | | |
| Oregon Children's Theater | | | | | | | | | | | | | | | | | | | | |
| REX Sports Center | | | | | | | | | | | | | | | | | | | | |
| Private Sports/Martial Arts Center | | | | | | | | | | | | | | | | | | | | |
| Private Sports/Martial Arts Center | | | | | | | | | | | | | | | | | | | | |
| Multnomah Arts Center | | | | | | | | | | | | | | | | | | | | |
| Ano's Art for Creative Minds | | | | | | | | | | | | | | | | | | | | |
| Young Rembrandts | | | | | | | | | | | | | | | | | | | | |
| Oregon College of Arts and Crafts | | | | | | | | | | | | | | | | | | | | |
| Montessori Preschool | | | | | | | | | | | | | | | | | | | | |
| Other Private Preschool Program | | | | | | | | | | | | | | | | | | | | |
| Other Private Preschool Program | | | | | | | | | | | | | | | | | | | | |</p>
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## Sports Community Inventory

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### Appendix

- **Sports Community Inventory**

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### Appendix D

- **Sports Community Inventory**

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## Nature Community Inventory

### Recreation Provider

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Recreation Program Participant Evaluation

Program Area: General Interest
Cooking, Personal Growth, Recreation Preschool

Instructor Name: ______________________________ Term: __________ Year: __________

We want you to hate missing class! We are in the business of creating great recreation opportunities. We greatly appreciate your comments and we will use your feedback to continually improve our programs.

Class Day(s): □ Mon □ Tues □ Wed □ Thurs □ Fri □ Sat □ Sun Class Time: ______

Preparedness: □ Excellent □ Good □ Fair □ Needs Improvement
Did the program start and end on time? Were supplies/equipment appropriate and readily available?

Instruction: □ Excellent □ Good □ Fair □ Needs Improvement
Was proper instruction provided for program activities? Were the activities appropriate for the skill level?

Cooperation: □ Excellent □ Good □ Fair □ Needs Improvement
Did you or your child experience positive interactions with others?

Motivation: □ Excellent □ Good □ Fair □ Needs Improvement
Did you or your child want to come to class? Did the environment promote excitement and enthusiasm (ex. music, class flow, room/location)?

Participation: □ Excellent □ Good □ Fair □ Needs Improvement
Did you or your child have the opportunity to fully participate in the activity?

Creativity: □ Excellent □ Good □ Fair □ Needs Improvement
Did the program foster creativity?

Communication: □ Excellent □ Good □ Fair □ Needs Improvement
Did THPRD facility staff provide adequate, timely and appropriate program details?

If you have any further questions or inquiries, please don’t hesitate to contact staff at your recreation center.
Please list two favorite things you or your child can share about this program?

Other comments, including areas of improvement:

**GOALS – General Interest**

*Preschool*: Building a foundation to provide the opportunity to develop skills for lifelong learning

*Youth*: Provide opportunity to foster independence and socialization while improving personal growth by improving knowledge and skills in designated area.

*Teen/Adult*: Provide opportunity for socialization while improving personal growth by improving knowledge and skills in designated area.

**OBJECTIVES – General Interest**

*All Participants*: To provide the opportunity for socialization while improving personal growth by improving knowledge and skills in designated area.

If you have any further questions or inquiries, please don’t hesitate to contact staff at your recreation center.
Aquatics Program Participant Evaluations

Program Area: Aquatic Instructional Programs
Baby/Toddler and Me, Preschool Swimming, Learn-to-Swim, Splash, Diving, Synchronized Swimming, Water Polo

Instructor Name: ______________________  Date: __________  Year: ______________

Class Name: ____________________________________________________________________

We value your comments and suggestions. We take what you have to say very seriously and will use your feedback as a way to modify and improve future classes. We want each student’s experience to very best it can be!

Class Day(s): ☐ Mon  ☐ Tues  ☐ Wed  ☐ Thurs  ☐ Fri  ☐ Sat  ☐ Sun  Time: __________

Preparedness: ☐ Excellent  ☐ Good  ☐ Fair  ☐ Needs Improvement
Did the program start and end on time? Was equipment appropriate and readily available?

Instruction: ☐ Excellent  ☐ Good  ☐ Fair  ☐ Needs Improvement
Was proper instruction provided for program activities? Were the activities appropriate for the skill level?

Skill Development: ☐ Excellent  ☐ Good  ☐ Fair  ☐ Needs Improvement
Did your child experience improvement in knowledge and skills?

Cooperation: ☐ Excellent  ☐ Good  ☐ Fair  ☐ Needs Improvement
Did your child experience positive interactions with others?

Motivation: ☐ Excellent  ☐ Good  ☐ Fair  ☐ Needs Improvement
Did your child want to come to class? Did the environment promote excitement and enthusiasm?

Participation: ☐ Excellent  ☐ Good  ☐ Fair  ☐ Needs Improvement
Did your child have the opportunity to fully participate in the activity?

Communication: ☐ Excellent  ☐ Good  ☐ Fair  ☐ Needs Improvement
Did THPRD facility staff provide adequate, timely and appropriate program details?

If you have any further questions or inquiries, please don’t hesitate to contact staff at your aquatic center.
Please list two favorite things you would like to share about your child's experience with this program?

Other comments, including areas of improvement:

GOALS – Learn to Swim/ Baby/Toddler & Me/ Preschool Swimming /Specialized Aquatics
Under 3/Preschool: Building a foundation to provide the opportunity to develop skills for lifelong learning
Youth: Provide opportunity to foster independence and socialization while improving personal growth by improving knowledge and skills in designated area.
Teen/Adult/Specialized: Provide opportunity for socialization while improving personal growth by improving knowledge and skills in designated area.

OBJECTIVES – Learn to Swim/ Baby/Toddler & Me/ Preschool Swimming /Specialized Aquatics
Under 3 and Preschool: Provide an opportunity for socialization, as well as an introductory foundation to develop skill and safety awareness in and around the water.
Youth/Teen/Adult/Specialized: Provide an opportunity for socialization, physical activity and safety awareness in and around the water. Swim instruction provides participants a safe and logical progression for swim instruction.

GOALS – Splash, Diving, Synchronized Swimming, Water Polo
All: Provide opportunity to foster independence and socialization while improving personal growth by improving knowledge and skills in designated area.

OBJECTIVES – Splash, Diving, Synchronized Swimming, Water Polo
Youth: Learning how to work in a team setting to accomplish individual and shared goals. Working on stroke refinement, coordination, and learning about sportsmanship.
Teen/Adult: By participating in a team sport the participant will exhibit valuable skills such as: Communication, Leadership Development, Healthy Behavior, Social Awareness, in addition to supporting health and wellness, and skill refinement.

If you have any further questions or inquiries, please don’t hesitate to contact staff at your aquatic center.
THPRD

Cost Recovery Pyramid - 2013
Current Cost Recovery

Tier 1 Current Cost Recovery
- Community-wide Events (32%)
- Open Park Usage (6%)
- Inclusionary Services (0%)
- Support Services (Leadership and Administration In-direct costs) (8%)

Tier 2 Current Cost Recovery
- Monitored Facility Usage (25%)
- Classes, Workshops & Clinics – Beginning/Multi-Level (60%)
- Volunteer Programs (8%)

Tier 3 Current Cost Recovery
- Classes, Workshops & Clinics – Intermediate/Advanced (139%)
- Rentals/Exclusive Use – Associates (22%)
- Rentals/Exclusive Use – Affiliates (36%)
- Leagues/Tournaments – Unrestricted (27%)
- Preschool (78%)
- Camps/Before and After School Care (70%)
- Community Service Program/Internships (0%)
- Therapeutic/Adapted/Special Recreation (51%)
- Social Services (73%)
- Social Clubs N/A

Tier 4 Current Cost Recovery
- Classes, Workshops & Clinics – Competitive (N/A)
- Specialized Activities (55%)
- Drop in Child Care/Babysitting (37%)
- Leagues/Tournaments – Restricted (78%)

Tier 5 Current Cost Recovery
- Concession and Vending (110%)
- Merchandise (92%)
- Private/Semi-Private Lessons (98%)
- Rentals/Exclusive Use – Private (43%)
- Tenant Leases (45%)
- Equipment Rentals (100%)
- Trips (88%)
- Organized Parties (77%)
- Permitted Service (future service)
- Professional Services (31%)

Mostly Individual Benefit
Target Tier Minimum 200%+

Considerable Individual Benefit
Target Tier Minimum 150%

Balanced
Community/Individual Benefit
Target Tier Minimum 100%

Mostly Community Benefit
Target Tier Minimum Cost Recovery 0%

Considerable Community Benefit
Target Tier Minimum Cost Recovery 75%

Appendix F

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## Categories of Service

Prior to confirming the placement of services on the pyramid from the previous cost/benefit analysis, and sorting each new service onto the pyramid, the Project Team was responsible for refining the existing, and creating additional Categories of Services, including definitions and examples. These thirty-one categories of services and their definitions are summarized below.

### THPRD’s Categories of Service

<table>
<thead>
<tr>
<th>Tier 5: Mostly Individual Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concession and Vending</strong> – Food and beverage for individual use or consumption.</td>
</tr>
<tr>
<td><strong>Merchandise</strong> – Items for individual or team use (examples: Logo clothing, tennis balls, memorial benches, bricks and trees, etc.).</td>
</tr>
<tr>
<td><strong>Private/Semi-Private Lessons</strong> – Lessons arranged for one to three students with a specific instructor and/or time.</td>
</tr>
<tr>
<td><strong>Rentals /Exclusive Use – Private</strong> – Rentals for exclusive use of spaces and facilities (examples: room rental, lap lane, fields, gyms, basketball or tennis courts, and entire facility, or picnic shelter, community garden which are only available for private rentals, etc.) on a one-time or one season basis by an individual, group, or business by a private individual, group, non-profit or for-profit business.</td>
</tr>
<tr>
<td><strong>Tenant Leases</strong> – Long-term rentals for exclusive use of spaces and facilities for ongoing or multiple time-periods by a private individual, group, non-profit, or for-profit business (examples: communication and utility leases and easements, preschool, Portland Timbers, private residential residences or surplus property, etc.).</td>
</tr>
<tr>
<td><strong>Equipment Rentals</strong> – Various agency-owned equipment available to renters (examples: banquet chairs/tables, audio/video equipment, tennis ball machines, stage, etc.).</td>
</tr>
<tr>
<td><strong>Trips</strong> – Day, overnight, and extended trips that provide opportunities for participants to visit selected destinations outside of THPRD facilities and parks (examples: Elsie Stuhr Center excursions, outdoor recreation trips, specialized recreation trips, etc.).</td>
</tr>
<tr>
<td><strong>Organized Parties</strong> – Includes a rental of space as well as an organized and monitored activity by staff; may or may not include food, cake, entertainment, and favors, catering and other planning functions (examples: swim birthday parties, nature birthday parties, weddings, baptisms, etc.).</td>
</tr>
<tr>
<td><strong>Permitted Services</strong> – Allowable non-exclusive use permitted services for filming/photography rights, parking, concession/vending cart operations, alcohol, special events by others, etc.</td>
</tr>
</tbody>
</table>
**Professional Services** – Facility and program management or scheduling services provided by agency through contract to outside groups or other agencies (examples: mobile senior fitness programs to residential facilities, private residence tree trimming, church site maintenance, cooperative service agreements, etc.).

**TIER 4: CONSIDERABLE INDIVIDUAL BENEFIT**

| Classes, Workshops and Clinics – Competitive | Same as above, with a focus on competitive activities; has a pre-requisite for participation or is try-out based (examples: tennis tournament prep program, etc.). |
| Specialized Activities | Targeted, individualized group activities led by THPRD staff, requiring advanced scheduling that are typically offered on a one-time or limited basis, or center specific one-time events (examples: school group activities or field trip, scout programs, home school activities, Bugfest, Fall Festival, Big Truck Day, Fun Run/Walk, Twilight Track, disc golf, bocce, Chocolate Fantasy, Junk in Your Trunk, etc.). |
| Drop-In Childcare/Babysitting | Drop-in on-site child care for participants using THPRD facilities and/or programs. |
| Leagues/Tournaments Restricted | Scheduled multi-game restricted sporting events for various age groups that are organized and/or managed by THPRD, may or may not be officiated and/or judged, and may or may not be scored, providing an individual or a team experience for participants with the intent to play a game/match-format or to compete (examples: open tennis, ASA sanctioned softball, etc.). |

**TIER 3: BALANCED COMMUNITY/INDIVIDUAL BENEFIT**

| Classes, Workshops, and Clinics – Intermediate/Advanced | Same as above, with a focus on intermediate/advanced progressive activities; has a pre-requisite for participation (examples: pre-competitive swim, specific skill refinement, tennis hit groups, lifeguard training, Splash Recreational Swim Team, etc.). |
| Rentals/Exclusive Use – Associate | Exclusive use of spaces and facilities (examples: room rental, lap lane, fields, gyms, basketball or tennis courts, entire facility, etc.) by a non-profit group on a one-time or on-going basis to groups identified as having common interests with the agency and may or may not have a formal agreement (examples: YMCA, THPRD inter-governmental agencies, Beaverton School District, NAC/CPO, etc.). |
| Rentals/Exclusive Use – Affiliates | Exclusive use of spaces and facilities (examples: room rental, lap lane, fields, gyms, basketball or tennis courts, entire facility, etc.) by a non-profit group on a one-time or on-going basis to groups identified as having aligned interests with the agency, fulfills a core service in lieu of the agency, serves primarily District residents, and has a formal agreement (examples: THPRD aquatic clubs, THPRD sports clubs, Foundations/Advisory Committees/Friends Groups, West Portland Boxing, etc.). |
Leagues/Tournament Unrestricted – Scheduled multi-game sporting events for participants of multi-skill levels and various age groups that are organized and/or managed by THPRD, may or may not be officiated and/or judged, and may or may not be scored, providing an individual or a team experience for participants with the intent to play a game/match-format or to compete on a recreational level (examples: entry level tennis, volleyball, softball, basketball, Middle School track and cross-country, etc.).

Preschool – Structured curriculum-based licensed or license exempt education and enrichment programs for children 2.5-5 years old that prepare them for kindergarten. Programs may or may not include full day childcare and are managed and delivered by THPRD.

Camps/Before and After School Care – Non-licensed recreational and child care camps, school break programs, and after school programs with a social, child care and/or recreational focus which may include field trips, rather than specific instructional or skills programs. (examples: Winter or Spring Breaks, Summer Full-day Camp, non-contact school days, Nature and Sports Camp, etc.).

Community Service Program/Internship – Services that support educational or repayment requirements (example: court-ordered restitution, service learning requirements, college degree required internships, etc.).

Therapeutic/Adapted/Special Recreation Services – Specialized non-mandated on-site leisure drop-in opportunities and classes for people with disabilities designed and managed to be specific to the physical, cognitive, social, and affective needs of these populations. These are not unified programs, nor are they reasonable accommodations required as inclusionary services (examples: Camp Rivendale and TR drop-in programs, specialized aquatics, etc.).

Social Services – Services that are offered by agency to provide a social, wellness, or safety benefit that do not fit into other traditional park and recreation instructional, special event and/or athletics offerings (examples: tax preparation services, senior meal programs, flu shots, toenail and foot care, literacy, blood pressure clinic, AARP driving course, support groups, etc.).

Social Clubs – THPRD recognized, regularly scheduled, recurring, THPRD or self-managed group interest meetings and get-togethers (examples: Stuhr Book Group, Texas Hold-em, Chess, Bridge, potluck, etc.).

TIER 2: CONSIDERABLE COMMUNITY BENEFIT

Monitored Facility Usage – Drop-in use of a facility/activity that is non-instructed, and is actively monitored by agency staff/volunteer supervision. (examples: drop-in gym, drop-in swimming, weight room, billiards/cards, computer lab, tennis center courts, nature center, etc.).

Classes, Workshops, and Clinics – Introductory/Multi-Level – No pre-requisite for participation, entry level group recreational and/or instructional programs and activities for all ages (examples: learn to swim, beginning-level classes, multi-level fitness, nature and environment, arts and crafts, general interest, rec mobile, nature mobile, nature days, etc.).
**Volunteer Program** – Internal management of opportunities for individuals or groups to donate their time and effort to a structured or scheduled experience (examples: park watch, coaches, LITE, Junior Lifeguards, trail maintenance, education or events, Friends Groups, etc.).

**TIER 1: MOSTLY COMMUNITY BENEFIT**

- **Community-wide Events** – Community-wide events that are not center specific, run by THPRD, typically offered on an annual basis that may or may not require registration (examples: Party in the Park, Concerts, Sunday Trailways, Farmer’s Market, Groovin on the Green, etc.).

- **Open Park Usage** – Use of a park/activity that is non-registered and non-instructed, and is not actively monitored by agency staff/volunteer supervision. (examples: trail, playgrounds, park, self-guided tours, outdoor sport courts, disk golf, skate park, dog park, etc.).

- **Inclusion Services** – Provides for reasonable accommodation and programs to any Department activity, park, and/or facility providing leisure opportunities to people with disabilities. Inclusion services are intended to comply with the Americans with Disabilities Act (ADA federal mandate).

- **Support Services** – Services and facilities that are provided by the staff and volunteers that support the administration, operations, and/or general agency operations that are not allocated as direct expenses (examples: information technology, finance and accounting services, human resources, district-wide marketing, planning and development, internal trainings, Board Appointed Advisory Committee, risk management services, director and assistant directors offices, etc.).
THPRD's Categories of Service Key:

1. Concession and Vending
2. Merchandise
3. Classes, Workshops and Clinics - Beginning/Multi-Level
4. Classes, Workshops and Clinics - Intermediate/Advanced
5. Classes, Workshops and Clinics - Competitive
6. Private/Semi-Private Lessons
7. Rentals/Exclusive Use - Private
8. Rentals/Exclusive Use - Associates
9. Rentals/Exclusive Use - Affiliates
10. Tenant Leases
11. Equipment Rentals
12. Non-Monitored Park/Facility Usage
13. Monitored Park/Facility Usage
14. Trips
15. Organized Parties
16. Tournaments and Leagues
17. Specialized Activities
18. Community-wide Events
19. Preschool
20. Camps/Before and After School Care
21. Drop-in Childcare/Babysitting
22. Professional Services
23. Permitted Services
24. Volunteer Program
25. Community Service Program
26. Inclusion Services
27. Therapeutic/Adapted/Special Recreation Services
28. Social Services
29. Social Clubs
30. Support Services

Assign a number to each budget line item. Wages and benefits carried under the Planning and Supervision budget section are usually considered Support Services (#30) unless directly attributable elsewhere (ex. Park Rangers).
## Tualete Hills Park & Recreation District
### Instructional Camp Fee

**Proposed Recreation Calculation Form**

<table>
<thead>
<tr>
<th>Class Title:</th>
<th>Swim, Preschool 1-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor:</td>
<td></td>
</tr>
</tbody>
</table>

**Class Minimum:** 3  
**Class Maximum:** 20

<table>
<thead>
<tr>
<th>A) Class Hours</th>
<th>0.500</th>
<th>4.500</th>
</tr>
</thead>
<tbody>
<tr>
<td>B) Class Prep-Lead Instructor</td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
<td>B-1) Class Prep-Staff Instructor</td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
<td>C) Contact Hours</td>
<td>3.000</td>
<td>13.500</td>
</tr>
<tr>
<td>D) Instructor Wages</td>
<td>21.50</td>
<td>21.50</td>
</tr>
<tr>
<td>Number of Instructors</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>E) Staff Wages</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Number of Staff</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>F) Instructor Cost</td>
<td>4.500</td>
<td>21.50</td>
</tr>
<tr>
<td>G) Staff Cost</td>
<td>4.800</td>
<td>0.00</td>
</tr>
<tr>
<td>H) Total base staff/instructor Cost</td>
<td>96.75</td>
<td>96.75</td>
</tr>
<tr>
<td>I) Direct Cost Load</td>
<td>0.00</td>
<td>132.68</td>
</tr>
<tr>
<td>J-1) Department Administration</td>
<td>13.500</td>
<td>59.53</td>
</tr>
<tr>
<td>J-2) Facility Cost</td>
<td>13.500</td>
<td>29.33</td>
</tr>
<tr>
<td>K) Total cost instruction</td>
<td>123.56</td>
<td>205.54</td>
</tr>
<tr>
<td>M) Total Fee/student</td>
<td>205.64</td>
<td>66.55</td>
</tr>
</tbody>
</table>

---

### Fee Increase Cap Calculation

**Previous Class**

- $21.60  
- $3 (Minimum)

**Proposed Class**

- $21.50  
- $2.36%

### Total Class Fee % Cap

- $54.00  
- $11.42

---

<table>
<thead>
<tr>
<th>O) Fee/Class Capped at 15% increase plus instructional wage increase</th>
<th>11.92</th>
<th>117.36%</th>
</tr>
</thead>
<tbody>
<tr>
<td>P) Fee/class/session-lower of K or L</td>
<td>11.42</td>
<td></td>
</tr>
<tr>
<td>Q) Subtotal Fee/student</td>
<td>11.42</td>
<td>4.500</td>
</tr>
</tbody>
</table>

**R) Total Fee/student**

- $51.39

---

### Adjusted annually per the adopted budget

**R+1) Adjusted annually- unit costs/hour per the LTFP**

**Round:**

**Supply Fees if Necessary**

<table>
<thead>
<tr>
<th>Total Camp with Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>$51.00</td>
</tr>
</tbody>
</table>
Glossary of Terms and Definitions

**Advisory Committees:** These groups are created by and members appointed by the District Board to provide recommendations to the District Board pertaining to specified operational and/or planning functions. Membership may include District Board members, staff members, and/or citizens. These groups are long-standing advisory groups.

**Alternative Funding:** Other ways to improve cost recovery in addition to user fees and charges. May include grants, sponsorships, volunteer programs, cell tower fees, rental house fees, gifts, and other miscellaneous income categories, etc.

**Alternative Coverage:** Is the extent to which like or similar services are provided in the service area to meet customer demand and need.

**Arbitrary Pricing:** A fee that ignores market conditions and cost recovery goals based on a general provision to meet budget goals. This applies when goals for cost recovery are not required but the service can sustain a fee.

**Attendance:** Attendance is measuring the total number of times that a participant attends the class. It’s also the total number of spectators and participants in a tournament, festival or event, or total number of visitors at a rental function or meeting. It measures the users and non-users at a program or event.

**Benefit:** The degree to which programs and services positively impact the public.

**Business Plan:** A method for requesting new budget funding, A plan to accomplish a set goal (a priority goal identified by the Board of Directors). A description of the “idea” including resources needed and leveraged funds and how the plan will accomplish the goal.

**Category of Service:** It is the descriptions of the service we are provide and used as classify what tier of service the program is. This is coded into the budget and class calculation sheets.

**Comprehensive Plan:** A guiding document which included goals, visions, and level of service recommendations to meet the parks and recreation needs of the District for the next five years. Updated July 2014.

**Competitive Pricing:** A fee based on what similar service providers or competitors are charging.

**Class Fee Calculation Sheets:** Sheets in class management system where hours and supplies are entered and the per user fee of the class is created.

**Class Management System:** THPRD’s internal operating system for program registration and drop-in programs.

**Contact Hours:** Number of hours of contact with patrons. Standard contact hour assumptions are used in budget worksheets for like activities.
Cost Recovery: The degree to which the cost (direct and/or indirect) of facilities, services, and programs is supported by user fees and/or other designated funding mechanism such as grants, partnerships, volunteer services etc., versus tax subsidies.

Cost: Cost is defined as all expenditures associated with an activity or service. Price or fee is the amount charged to the customer for the activity or service. Direct Cost: Includes all of the specific, identifiable expenses (fixed and variable) associated with providing a service, or operating and maintaining a facility, space, or program. These expenses would not exist without the program or service and often increase exponentially.

Fit: The degree to which a service aligns with the agency’s values and vision, reflecting the community’s interests.

Financial Capacity: Is the degree to which a service (including a program, facility or land asset) is currently, or potentially, attractive as an investment of current and future resources to an agency from an economic perspective.

For-Profit/Private Group: A group that does not have an IRS status that exempts it from paying taxes.

Full-Time Benefited Employee: A regular employee who works at least 40 hours per week on a regularly scheduled basis. Full-Time Benefited Employees are eligible for the benefits package, are eligible for transfer or promotion to other regular positions within THPRD, and are eligible for other rights applicable to regular employment.

Indirect Cost: Please refer to the Direct and Indirect Costs document.

Low Enrollment: When a registered program does not reach minimum requirements set by class calculation sheets.

Market Position: Is the degree to which the organization has a stronger capability and potential to deliver the service than other agencies – a combination of the agency’s effectiveness, quality, credibility, and market share dominance.

Market Pricing: A fee based on demand for a service and what the market will bear.

Market Rate Fee: Fee based on demand for a service or facility. The market rate is determined by identifying all providers of an identical service (e.g. private sector providers, other special districts or municipalities, etc.), and setting the fee at the highest level the market will bear.

Minimum Service Level: The lowest “acceptable” service level at facilities; a function of maintenance levels, staffing levels, types and numbers of amenities available (picnic sites, nature trails, restrooms, recreation centers, etc.), types and numbers of additional program offerings, quality of customer service, etc.)

Community Needs Assessment: method of gaining community input on direction of future pogroming
Out of District: A person whose primary residence is outside of THPRD’s service area/boundary and does not meet the residency test in any way.

Off-Peak: Period of least demand for services and programs.

Patron/Participant/Guest/User/Visitor: Persons who use facilities and/or services, visit parks, and/or participate in programs and activities.

Participation: Participation refers to the number of those who are enrolled in a program, workshop, activity, or event. They are the doers or users, the enrollees, or the class attendees.

Peak: Period of highest demand for services and programs. Peak and off-peak categorizations may vary for services and programs within a facility or park. For example, in a park, day use may be highest during the same time period in which demand for interpretive programs is low.

Program: Activities and special events offered by THPRD at various locations with specific participant purposes such as education, skill development, socialization, or health.

Program Attendance: Attendance is measuring the total number of times that a participant attends the class this does not include spectators.

Pyramid Methodology: The pyramid details cost recovery and subsidy goals corresponding with the benefit received by the community as a whole.

In District Resident: Currently defined as those who live within THPRD boundary and/or own property within the district boundary and pay annual property taxes to THPRD.

Scholarship: The scholarship or fee reduction policy is intended to provide recreation and leisure opportunities at a reduced rate to citizens of the agency with economic need. Ability to pay should not be a factor for participation.

Service Assessment Matrix: Based on the MacMillan Matrix for Competitive Analysis of Programs, the Public Sector Services Assessment Matrix is based on the assumption that duplication of existing comparable services among public and non-profit organizations can fragment limited resources available, leaving all providers too weak to increase the quality and cost-effectiveness of customer services. Developed by Greenplay llc.

Subsidy: Funding through taxes or other mechanisms that is used to financially support programs or services provided to users and participants. Subsidy dollars provide for the program or service costs (direct and/or indirect) that are not covered by user or participant fees, or other forms of alternative funding. This is the community’s investment.

Wait List: A list created when a class has reach capacity for participants who would like to register for that program.