



# 2023 Programs Functional Plan

## Tualatin Hills Park & Recreation District

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**Initial Adoption Date:** June 2015

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**Approved by THPRD Management**

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# 1.0 INTRODUCTION

This Programs Functional Plan addresses how Tualatin Hills Park & Recreation District (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, plans, and technical data and includes a wealth of experiential knowledge developed over more than six decades of programming in the greater Beaverton community.

Programming decisions at THPRD are based on several key determinants, including service assessment tools, a cost recovery model, success monitoring, evaluation of present and future facility usage rates, review of staffing and volunteer data, and an assessment of available financial resources in the context of other district needs and opportunities. To ensure its relevance and effectiveness, this plan undergoes periodic updates every three to five years.

## 2.0 BACKGROUND

THPRD continually strives to meet the individual and household recreational needs of its diverse community. THPRD offers the following quality aquatic, environmental education, inclusion, recreation, and sports experiences in a customer-centered environment at the following facilities:

- Two recreation centers
- One recreation and aquatic center
- Five indoor and two outdoor swim centers
- Two nature centers
- One senior center
- One athletic center
- One tennis center
- Two historic sites
- Four fitness and weight room facilities
- One recreational day camp for people experiencing a disability
- Various community and neighborhood parks, fields, and sports courts

THPRD's recreation centers generally feature the following:

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

Utilizing these spaces, THPRD offers programs and classes on various recreational topics for all age ranges, from newborns to those 55 and better.

## 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. The vision of THPRD is to enhance healthy and active lifestyles while connecting more people to nature,

parks, and programs. THPRD does this through the stewardship of public resources and by providing programs/spaces to fulfill unmet needs.

THPRD is guided by its [Comprehensive Plan](#), [Strategic Plan](#), [Vision Action Plan \(VAP\)](#), [District Values](#), [Board of Directors' Priorities](#), and [Advisory Committees](#). This work influences the development of the guiding principles as outlined below:

- **Comprehensive Plan:** The Comprehensive Plan is the overarching document to guide the district over the next 20 years. It identifies four visioning goals informed by the VAP outreach and three additional foundational goals to capture the “behind the scenes” work at the district. The seven goals are:
  - Visioning Goals
    - Accessible and Safe
    - Environmental Stewardship
    - Play for Everyone
    - Welcoming and Inclusive
  - Foundational Goals
    - Diversity, Equity, Inclusion, and Access
    - Financial Sustainability
    - Technology & Innovation

**Strategic Plan:** The Strategic Plan is informed by the prioritization of VAP action items from the Comprehensive Plan and board priorities to focus resources within a three to five year period. The Strategic Plan outlines, in more detail, specific actions that will be taken to implement the recommendations stated in the Comprehensive Plan.

**Vision Action Plan (VAP):** Adopted in 2020, the VAP centers on the narratives of underrepresented and historically underserved populations and prioritizes diversity, equity, inclusion, and access (DEIA). It includes over 12,500 ideas from nearly 10,500 community members and calls for the district to focus on four core community goal areas.

**District Values:** These organizational values guide and inform policy making and the daily direction of the district’s work. Values are enduring and stay in place year after year and are not likely to change often.

**Board of Directors’ Priorities:** The board’s priorities guide and inform its policymaking and

resources allocated to further the district's work.

**Advisory Committees:** THPRD has three advisory committees composed of community volunteers who discuss, review, and provide broad feedback on THPRD's programs, facilities, and parks. There is a Nature & Trails, Parks & Facilities, and Programs & Events Advisory Committee.

Guiding principles for staff to consider during program development and assessment include:

- Enhance healthy and active lifestyles.
- Connect (more) people to nature, parks, and recreational programming.
- Champion diversity in programs and services, striving to reach new and underserved communities.
- Provide quality sports and recreation programs for all ages, backgrounds, and abilities. Quality programs require quality facilities.
- Work to ensure efficient service delivery (to fund park district activities).
- Ensure that there is a public voice in 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 obtain feedback for programs, at a minimum, on a term-by-term basis. Depending on the program, more frequent or immediate feedback may be necessary. Also, technology and social media will be used to facilitate efficient and inexpensive information gathering and communication with the public.

## 2.2 Purpose of Plan

The Programs Functional Plan aligns with the objectives and aspirations outlined in the 2023 Comprehensive Plan and Strategic Plan. The Recreation Services Division places specific emphasis on advancing the district's goal of Play for Everyone in addition to the remaining six goals.

This Programs Functional Plan serves as a framework to support staff in creating recreational programs that cater to the needs of the entire community. Its primary objective is to offer guidance and structure in the following areas:



- Program development and assessment
- Facility use (present and future)
- Staff and volunteer management
- Financial sustainability as related to programming

To effectively serve its community, THPRD recognizes the importance of community engagement, demographic information, industry trends, and other pertinent data in informing its programming decisions. As the community's needs evolve, THPRD remains committed to staying adaptable and responsive. The goal is to develop a flexible and dynamic system that can keep pace with changing community needs, which poses a significant challenge but is a critical objective.

This Programs 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.

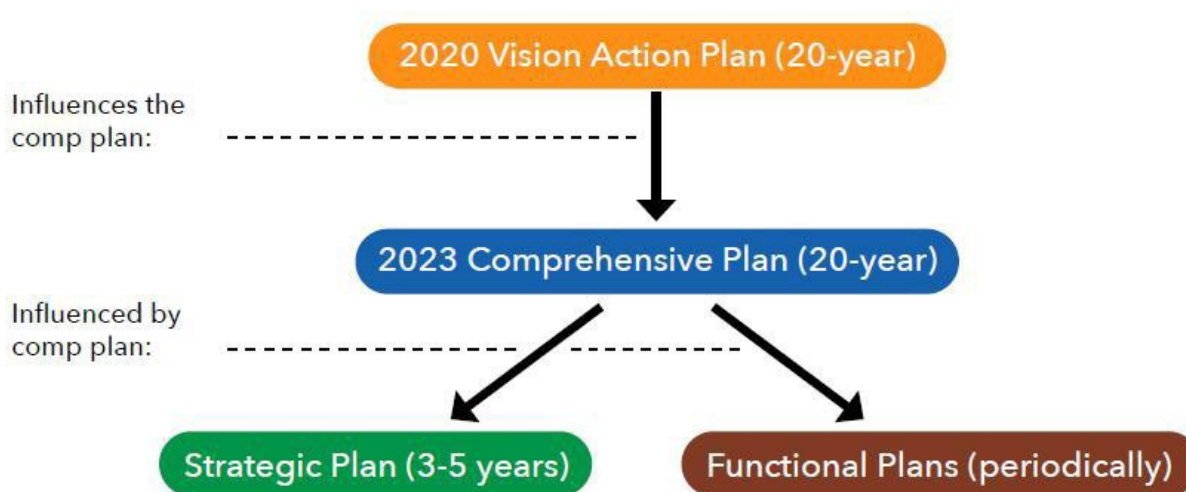
## 2.3 Relationship to Comprehensive Plan

The Comprehensive Plan is the long-term guide to policy, decision-making, and action. [Figure 1](#) shows that the Comprehensive Plan builds on the district's community-informed foundational vision set by the 2020 VAP.

The Comprehensive Plan is a crucial document that transforms the community's vision into tangible goals and priorities, which are then allocated to specific district working groups and departments. This process creates a comprehensive roadmap for the district, outlining the necessary steps to achieve the goals over the near, mid, and long-term. The roadmap guides the district's near-term plans, objectives, and guiding principles, enabling it to stay focused on accomplishing the goals outlined in the Comprehensive Plan. By closely aligning community and districtwide priorities, the Comprehensive Plan serves as a vital tool for directing the district's long-term planning work.

Functional plans are pivotal in guiding staff on how to provide, create, and maintain recreational amenities and services in the district. At present, the district has five distinct functional plans for

Athletic Facilities, Natural Resources, Parks, Programs, and Trails. Each functional plan encompasses a range of guidelines, process descriptions, standards, and prioritization criteria, which are crucial in ensuring the successful implementation of the district's initiatives.



**Figure 1: THPRD Internal Document Hierarchy**

## 2.4 General Funding and Service Area

THPRD has a service area of 50 square miles and over 270,300 residents. Over a million people attend its programs, activities, and events 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 2022-2023 bond tax rate is \$.28, and the general fund property tax rate is \$1.31 per \$1,000 of a property's assessed value. Residents living in THPRD's service area are referred to as in-district patrons. These are the people whose property taxes provide the primary funding for THPRD operations.

Individuals who reside outside THPRD's service area are considered out-of-district patrons. They are required to pay additional amounts to participate in THPRD's fee-based activities, as THPRD does not receive property tax revenues from these individuals.

## 2.5 Demographics and Population

In 2018, the district embarked on a community visioning process to better understand the aspirations and priorities of its growing community. Embedded within this recognition was a commitment to identify the needs of people who do not participate in traditional feedback channels. The district embraced this opportunity, committing to intentionally foregrounding historically underrepresented voices, as a critical component to align the district's vision for the future.

In 2020, the THPRD Board of Directors formally adopted the VAP as the long-term guiding vision for the district. The VAP contains 108 actions directly corresponding to thousands of collected community aspirations coalesced under the four overarching goal areas.

In 2022, THPRD performed research to understand its changing demographics and population trends. This is outlined in its [2023 Comprehensive Plan in section 11.C Community Profile](#). This includes information on the district's population growth, tax rates, ages, sexes, race and ethnicity, languages, education level, and more.

## 2.6 Recreation and Leisure Trends Analysis

THPRD stays up-to-date on recreation and leisure trends by surveying local and national resources. This approach helps staff gain insights into the changing landscape of recreation, including emerging trends and influential changes, and evaluate its current programs and services. By tracking trends, the district can anticipate the resources required to meet the needs of patrons in the future.

THPRD's programming staff look for recreation trends annually, at the same time as the budget process. Staff utilizes service assessment tools to identify trends and justify adopting or not adopting new programs. Staff determines how these trends relate to THPRD's goals and objectives. Additional recreation and leisure trend analysis information is in the [2023 Comprehensive Plan in section 11.B Recreation & Leisure Trends Analysis](#).

### **Local Trends**

Staff review and rely on THPRD's VAP to identify the community's interests and future programming. They also utilize periodic surveys, Facebook engagement, and program evaluations to identify local trends and the [National Recreation and Park Association \(NRPA's Facility Market Reports\)](#) to review census and marketing data and insights about the direct market served by its facilities.

### **National 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 \(NRPA\) Agency Performance Review](#), [NRPA Connect online community](#), [NRPA Engagement with Parks Report](#), [NRPA Out-of-School Time Report](#), and [The Economic Impact of Local Parks Report](#). Other resources include [NRPA's monthly Parks & Recreation magazine](#) and [Sports and Fitness Industry Association's annual Topline Participation Report](#).

## 3.0 DIVERSITY, EQUITY, INCLUSION, & ACCESS

At THPRD, Diversity, Equity, Inclusion, and Access (DEIA) is a core value that informs all district initiatives. It serves as a guiding principle, reinforcing its ongoing commitment to taking action and being accountable for its role in dismantling systemic racism within government structures.

THPRD is committed to dismantling oppressive systems through intentional practices, creating environments that accept and expect diverse experiences, and designing ways to embed this value in every aspect of its work.

### 3.1 Equity & Inclusion

In September 2021, THPRD's Board of Directors adopted a new equity and inclusion statement. This statement emerged in response to a national reckoning with racism and police violence against Black individuals. Like many public agencies, THPRD took a step back to examine how it may have contributed to systemic racism and what deliberate actions are necessary to address its impact. The district's Welcoming and Inclusive Committee crafted the following statement through an equity and anti-racist lens.

#### **Equity & Inclusion Statement:**

*We acknowledge that all U.S. government agencies have roots stemming from systemic racism and oppression, including THPRD.*

*We seek to hold ourselves accountable for our role in perpetuating these systems and are committed to taking action to create meaningful change.*

*We aspire to bring people together, to be a welcoming and inclusive park & recreation district, and to live our values of advancing social and racial equity.*

## 3.2 Adaptive & Inclusive Recreation Services

Adaptive and Inclusive Recreation Services provide access to recreation programs to patrons who experience developmental, learning, physical, or cognitive disabilities. It offers participants opportunities and one-on-one support to enjoy recreational, educational, and leisure offerings through THPRD.

### **Adaptative & Inclusive Recreation Mission Statement:**

*THPRD 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.*

Programs provide reasonable support and accommodations that assist patrons experiencing disabilities to participate in the wide variety of programs and activities available through THPRD. Inclusion Services:

- Provides Therapeutic Recreation programs.
- Provides free individualized support and accommodations that assist patrons experiencing disabilities to participate in a wide variety of programs and activities available through THPRD.
- Provides opportunities for people with and without disabilities to experience recreation together.
- Focuses on people's needs, interests, and abilities instead of disability.
- Supports the process of preparing, learning, experiencing, and growing with each person, each family, and each participant by the recreation staff.
- Provides recreational choices.

## 3.3 Adaptive & Inclusive Recreation Programs

THPRD works to offer all individuals the opportunity to play, learn, and explore. It does this by removing barriers to participation, fostering an inclusive culture, and offering programs celebrating the district's diverse population. [Appendix A](#) provides descriptions of example programs that THPRD offers to achieve its DEIA goals, and below is an overview.

- Activities, Services, and Programs for Underrepresented Communities
- Adaptive Aquatic
- Adaptive Mobile Recreation
- Beaverton Family Promise Partnership
- Camp
- Coat Drive
- Diversify Internship Program
- Equipment Swap
- Family Health and Fitness Day Activities
- Fitness in the Park
- Free Activities During National Parks & Recreation Month
- Free Expression Art Workshops
- Free Indoor Play Park & Drop-In Gymnastics
- Free Open Swim
- Friday Adaptive Sportz Center
- Giving Drive
- Healing Waters
- Letterboxing Activity at Nature Parks
- Make a Splash
- Meals on Wheels
- Mighty Movers
- Mobile Recreation Programs
- Mountain View Champions Park
- Nature Experiences and Workforce Training (NEWT) Program
- Overnight Safe Parking
- Sensory Santa Visit
- Silent Big Truck Day
- Superhero Autism Activity Day
- Teens for Jeans
- Tennis Sessions with ACEing Autism
- Therapeutic Recreation Drop-In
- THPRD Tri Together
- Thursday Night All-Stars Basketball
- Thursday Night Wheelchair Basketball at THPRD
- Walk with Me

### 3.4 Financial Aid Program

THPRD is dedicated to meeting the needs of all district residents in the greater Beaverton area. With the Financial Aid Program and a strong commitment to social equity, THPRD is striving to remove barriers to participation and increase access to its facilities, programs, and recreational opportunities. This program is available to patrons who may face financial challenges and cannot afford program fees.

The district's Financial Aid Program is outlined in its policies and procedures. Households whose income falls below the Federal Free Meal Guidelines are eligible to receive a maximum of \$300 per person annually in fee waivers.

## 4.0 RECREATION SERVICES PROGRAMMING

The programming staff at THPRD work in the Recreation Services Division. They support a diverse array of recreation program activities, including aquatic programs, recreational programs, nature education and interpretation programs, senior wellness programs, sports programs, sports leagues, and maintenance at district facilities.

The Recreation Services Division budget encompasses several departments, including the Offices of the Directors, as well as the Aquatic, Recreation and Sports & Inclusion departments.

The Recreation Services Division supports staff development, customer engagement, facility management and maintenance, adaptive recreation and inclusion services, and oversight of the district's internship program for students who identify as Black, Indigenous, and People of Color

### 4.1 Implementation and Development

THPRD offers a diverse range of programs that cater to individuals of all ages, backgrounds, and abilities. It regularly evaluates its programs and services using assessment tools. These evaluations help each department determine programs and services aligned with the district's mission as well as those outside the organization's priorities. Based on this information, THPRD adjusts its offerings to meet the evolving needs of its community, focusing on programs that make the most efficient use of resources and provide the most value to its patrons.

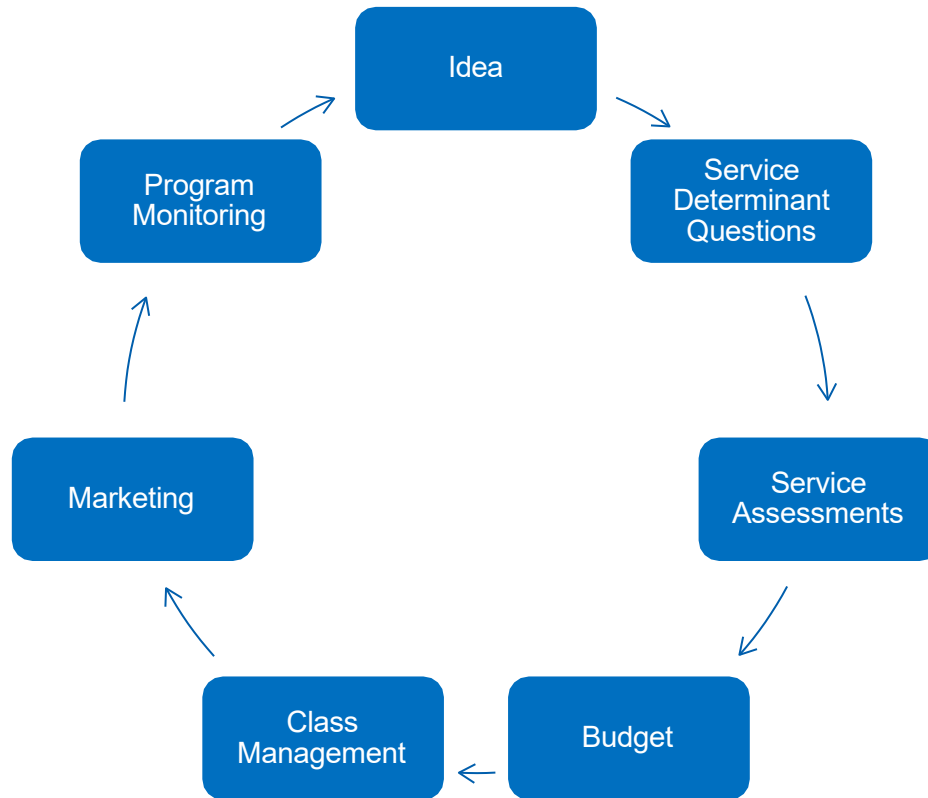
The Programs Functional Plan lays the groundwork for continuously assessing and reviewing THPRD's recreational programming. This process ensures a balanced and well-managed set of programs and services are offered to meet the community's evolving needs and interests. Additionally, it supports THPRD's mission and financial sustainability goals. Traditionally, the community's needs and support for programs have centered around recreation, natural resources, aquatic, and sports programs.

To enhance program offerings and ensure effectiveness, staff continuously evaluate existing programs and assess new ideas and trends. This approach helps staff make informed



decisions, develop diverse services, and improve the overall quality of THPRD's programs.

## 4.2 Program Service Delivery Model



**Figure 2: Program Service Delivery Model**

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

- **Idea:** Program inception or design is generated by staff or the community, current industry trends, and by monitoring program success ([Section 4.6](#)). Programs offered by THPRD should fall within the following program and service areas:

- Active Seniors
- Adaptive
- Arts
- Aquatic
- Camps
- Community Engagement
- Fitness & Wellness
- Mobile Recreation Programs (Adaptive, Nature, Recreation, & Wellness on Wheels)
- Nature/Environment
- Special Events
- Sports
- Volunteer Opportunities
- Workforce Development/Internships
- Youth, Teen, Family
- Example programs include:
  - Active Seniors: Experiences, drop-in programs, and enrichment classes.
  - Adaptive: Adaptive recreation and aquatic programs.
  - Aquatic & Sports: Skill development programs such as arts, basketball, dance, golf, gymnastics, lacrosse, martial arts, music, soccer, T-ball, and swimming.
  - Camps: Socialization and education programs such as day camps and early childhood classes.
  - Environmental Education: Programming such as nature education and interpretation.
  - Fitness & Wellness: Health and fitness activities, drop-in programs, and outdoor walking, jogging, and biking on extensive trail system.
  - Mobile Recreation: Free athletic, artistic, and environmental educational programs at local schools (in conjunction with meal programs), parks, events, and housing complexes.
  - Personal Development: Programs such as art, computer, martial arts, and nutrition.
  - Special Events: Community and family special events.
  - Sports: Recreational sports leagues for youth and adults.
  - Youth, Teen, Family Parent/Child classes.
- **Service Determinants:** Six screening questions are used by staff to ensure a program or service idea meets the district's mission and priorities. Staff ask, does this program or service:

1. Meet conceptual foundations of play, recreation, and leisure?
  2. Meet organizational mission, vision, philosophy, goals, objectives, and core values?
  3. Meet community interests and desired needs?
  4. Create a participant-focused culture?
  5. Provide an experience that is desirable for the participant?
  6. Provide community opportunities?
- **Service Assessment Tools:** Determine community access, market position, fit, and financial viability ([Section 4.3](#)).
  - **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 include a lesson plan, program goal, category of service, and program fee/calculation sheet ([Section 7.0](#)).
  - **Marketing:** Development of the Activities Guide and other promotional materials ([Section 4.8](#)).
  - **Program Monitoring:** Monitors success of programs and involves several components, including program evaluations, program observation forms, satisfaction surveys, registration monitoring, cancellation practices, and waitlist control ([Section 4.6](#)).

## 4.3 Service Assessment

Service assessment tools allow THPRD to focus on delivering high-quality services in a more focused way. The Program & Service Inventory Template ([Appendix B](#)) and the Service Assessment Matrix ([Figure 3](#)) 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 district's 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 target areas of service that are specific to the unique needs of individual communities throughout the district. Staff review services to ensure responsiveness to each unique service area and its socio-economic conditions.

- Conduct committees, open houses, and focus groups as needed.
- Conduct community interest and opinion surveys every three to five years.

## Core Strategies

- Every quarter, monitor new programs for success and financial viability.
  - Complete program and service evaluations.
- Assess registration and program revenue for new programs allowing a minimum of three terms to achieve target enrollment.
- Every three to five 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 Program Service & Inventory Template is used by program staff as needed to review and assess other service providers that are specific to a location or activity.
- Cancel or replace programs that fail to meet targets after three terms.
- If a class meets its minimum enrollment requirement, it can continue to run for up to two or three consecutive terms, even if it generates less revenue than its cost recovery. This offers staff the opportunity to experiment with different strategies to support its success. It is important because staff commit to the class's future schedule before knowing how it performed. For example, the Winter/Spring Activities Guide draft is due before the end of the summer and before needed changes are known and identified.
- See [Appendix C](#) for an example timeline.

Service Assessment Matrix © 2009 GreenPlay LLC and GP RED		Financial Capacity Economically Viable		Financial Capacity Not Economically Viable	
		Alternative Coverage High	Alternative Coverage Low	Alternative Coverage High	Alternative Coverage Low
Good Fit	Strong Market Position	Affirm Market Position 1	Advance Market Position 2	Complementary Development 5	"Core Service" 6
	Weak Market Position	Divest 3	Invest, Collaborate or Divest 4	Collaborate or Divest 7	Collaborate or Divest 8
Poor Fit	Divest				9

**Figure 3: Service Assessment Matrix**

To determine where a new or existing program lies on the Service Assessment Matrix, the following questions are considered:

- Is a good fit with THPRD's mission and guiding principles?
- Is economically viable?
- Does it have market positioning?
- Is there alternative coverage?

To determine the placement of a new or existing program on THPRD's Services Assessment Matrix, the following steps are taken:

1. Evaluate the program's alignment with THPRD's mission and guiding principles.
2. Assess the program's economic viability.
3. Analyze the program's market position.
4. Evaluate the need for the program and whether alternative coverage exists.

By following these steps, THPRD is able to effectively determine where a program falls on the Services Assessment Matrix, allowing for informed decision-making and resource allocation. The terms used in the Service Assessment Matrix are defined below.

### **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, staff must be able to answer yes to four of the following six questions. If staff are unable to answer yes to at least four questions below, the program or service is considered a poor fit and should not be pursued.

1. Does the program work to enhance healthy and active lifestyles?
2. Does the program connect people to nature, parks, and recreational programming?
3. Does the program champion diversity and reach new audiences and underserved communities?
4. Will the program be a quality sports and recreation program for all ages, backgrounds, and abilities?
5. Will the program meet the outlined cost recovery goals?
6. 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, staff must be able to answer yes to four of the following eight questions. If staff are unable to answer yes to at least four of the questions below, the program or services is considered not economically viable.

1. Does the service have the capacity to sustain itself independent of the General Fund or taxpayer subsidy/support?
2. Can the service reasonably generate at least 50% from fees and charges?

3. Can the service reasonably generate excess revenues over direct expenditures through the assessment of fees and charges?
4. Are there consistent and stable alternative funding sources such as donations, sponsorships, grants, and/or volunteer contributions for this service?
5. Can the service reasonably generate at least 25% of the costs of service from alternative funding sources?
6. Is there a demand for this service from a significant/large portion of the service's target market?
7. Can the user self-direct or operate/maintain the service without district support?
8. Can the service be priced to be affordable to the general public and not over what is being charged by private entities?

### **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.

For a program to be classified as having a strong market position, staff must be able to answer yes to five of the following nine questions. If staff are unable to answer yes to at least five of the questions below, the program or service is considered to have a weak market position.

1. Does THPRD have adequate resources to operate and maintain the service effectively?
2. Is the service provided at a convenient or well-placed location in relation to the target market?
3. Does THPRD have a superior track record of quality service delivery?
4. Does THPRD currently own a large share of the target market currently served?
5. 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?")
6. Can you clearly define the community, individual, environmental, and economic benefits realized as a result of the service?
7. Does THPRD staff have superior technical skills needed for quality service delivery?
8. 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 on community issues, values, or vision)

9. 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 as the private sector's prerogative 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 produce or provide which services, therefore, developing boundaries. What is needed is reshaping how public and private sector agencies work independently 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 3](#))

- **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 the 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 the 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 financial 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. See [Section 7.8](#) to learn about contracts for personal services.
- **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.

## 4.4 Program & Service Inventory

THPRD offers a wide array of classes, programs, and activities. Options are provided for introductory, beginner, intermediate, and advanced skill development. This includes six core program areas as well as different leadership models, age groups, outcomes, and structural formats.

Classes, programs, and activities are non-gendered, unless otherwise specified by the class name and/or description. This includes gender-specific sports leagues and a rotating selection of girls’ camps, Girl Scouts events, and female-specific programming. Transgender and nonbinary participants are welcome to enroll in these programs if it aligns with their gender identity.

The district utilizes a Programs & Services Inventory Template ([Appendix B](#)) to understand what programming is available to patrons and to identify opportunities to better serve the district. In 2023, THPRD completed this exercise and the results are provided in the [2023 Comprehensive Plan Appendix 5](#). Staff utilize this information while using the Service Assessment Matrix ([Section 4.3](#)).

## 4.5 Program Goals and Objectives

In addition to the guiding principles defined in the [2023 Comprehensive Plan in section III.A Vision Goals & the Comprehensive Plan](#) and annual priorities identified by the district’s board of directors, THPRD sets specific goals and objectives for each program area within the Aquatic, Recreation, and Sports & Inclusion departments. These goals are reviewed every three to five years. See [Appendix D](#).

## 4.6 Program and Success Monitoring

Service delivery levels are monitored through registrations, event participation, and facility usage. Furthermore, program contact hours are used to ensure that goals are met for providing a variety of programs for diverse user groups and meeting cost recovery goals. Success is

measured by program attendance, evaluations, observations, cancellations, and the existence of waitlists. Additionally, success is evaluated by maintaining the number of program contact hours for each program area annually.

THPRD works toward continuous improvement of programs and services. Tools utilized to regularly monitor quality include participant evaluation forms, systematic observations of classes, participant satisfaction surveys, user comments (physical forms located at facilities and web-based feedback), and adapting to current trends for continual improvement. Programming staff regularly monitor trending sources such as reports.

THPRD's success monitoring framework:

1. Assess existing program/service experience. Utilize participant evaluation forms and satisfaction surveys to gauge patron satisfaction. Compare user expectations to established goals and objectives. See [Appendix E](#).
2. Observe, collect feedback, and identify what is missing in the desired experience. Determine what actions can be implemented to improve the experience.
3. Implement changes.
4. Monitor, analyze, and evaluate results.
5. Modify actions accordingly.
6. Repeat the process quarterly.

The purpose of this plan is to enhance monitoring efforts by implementing comprehensive, integrated, and efficient methods. This is achieved by prioritizing success monitoring of programming and assessing the effectiveness of the district's services and cost recovery strategies.

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.
- For 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 social media, the THPRD website, or emailing past participants.
- If classes are not meeting their minimums, THPRD will cancel the class at least 72 hours before the start of the class.
- Staff will 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 waitlist for a similar program.
- 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 waitlists that can potentially become a barrier for residents to participate in programs that they desire. The active management of waiting lists can provide not only options for residents to pursue the program of their choosing but allows staff to manage the facility's resources at an optimal level.

## 4.7 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 staff through reports in THPRD's internally developed Daily Ops software system.

- Each facility collects and reviews data including, but not limited to, registration, attendance, and facility use figures to evaluate their programs. Examples include:
  - Recreation Centers: Hourly room totals, leases, and rentals.
  - Swim Centers: Lessons and drop-in attendance
  - Tennis: Reservations and tournament attendance
  - Athletic Center: League registrations, skate park numbers, etc.
  - Natural Resources: Trail counts, Nature Center visitors, camp satisfaction surveys
- Annual Key Performance Indicators (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 at intervals.
  - Regular review of period reports
  - Midyear projection reporting review
  - Fiscal year operating budget development, review, and approval

The district employs a strategic approach to track its progress towards achieving the goals outlined in its Comprehensive Plan and Strategic Plan. This is accomplished through the use of SMART goals and an annual report template to demonstrate progress toward implementation of [Strategic Plan](#) work items. Annual updates are then presented to the board of directors, ensuring that all stakeholders are kept informed about the district's progress towards its long-term objectives.

## 4.8. Community Education

THPRD is passionate about educating the community on the benefits of recreation options. The district utilizes several methods to reach and educate those who live, visit, work, play, and shop within the district on the benefit and value of recreation. See [Appendix F](#) for more information on how THPRD promotes its programs in the community.

The district's Activities Guide communicates broadly about the breadth and depth of recreation programming for individuals and the community. Additionally, the district advertises recreational opportunities through its community newsletters, postcards, websites, social media channels, and program and facility-based presentations to the community.

THPRD's wellness classes have program descriptions, which include the importance of self-awareness and the benefits of recreation. Health and wellness educational components are part of the curriculum within various activities such as with the THRIVE Afterschool Program.

Additionally, there are programs focused on patrons ages 55 and better that promote leisure and recreation opportunities. The Wellness on Wheels (WOW) program empowers senior patrons to exercise and educate themselves for healthier living. There are also partnerships with healthcare partners to encourage seniors to stay active and improve their daily living.

## 4.9 Code of Ethics for Athletes & Parents

THPRD has a code of ethics ([Appendix J](#)) that athletes and parents are required to sign to participate in sports programming. It ensures a respectful and positive environment for players, spectators, and staff, while also providing a basis for enforcing the rules and addressing violations.

# EXISTING FACILITIES

## 5.1 Facility Use

Each year, THPRD staff gather and analyze data on facility usage. This process helps the district prioritize and plan the use of available facilities in accordance with program and service priorities for the upcoming year. By utilizing this data, THPRD can make informed decisions on how to allocate space, which in turn guides maintenance and improvement efforts for existing facilities.

## 5.2 Program Facility Planning

Peak and off-peak times for facilities should be considered. Staff should explore the following factors:

- Are there programs that should be divested, freeing up space that a high-demand program could use?
- Is there available space to accommodate high-demand programming during peak times?
- Can a facility be adapted to house additional modified programs?
- What are the facility's peak programming times?
- Are there opportunities for partnerships and collaborations to maximize facility usage?

## 5.3 Americans with Disabilities Act (ADA Transition Plan)

[THPRD's Americans with Disabilities Act \(ADA Transition Plan\)](#) was prepared to comply 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 experiencing disabilities. The ADA Transition Plan assists THPRD in identifying physical barriers to accessibility and developing 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 provides a framework for the continuous improvement of district facilities to serve people experiencing disabilities. Barriers to district facilities will be removed systematically based on established program priorities. The district intends 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 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 starting in 2017. In 2022, following a five-year progress report, it was determined that the schedule needs to be extended to represent project timelines and the ability to secure funding sources required to remove significant projects at district facilities. THPRD's capital replacement program serves as the primary funding source for resolving access barriers.

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.



## 6.0 STAFFING & VOLUNTEERS

THPRD's programming staff is committed to attracting, training, and retaining high-quality employees, with a focus on building a diverse, high-performing workforce. The district prioritizes providing a healthy work-life balance while also ensuring compliance with relevant employment regulations.

To support its employees, THPRD offers opportunities for professional development and continuing education. Performance reviews are also conducted regularly to provide staff with feedback and support.

The Human Resources department plays a critical role in supporting the district's workforce, with a focus on talent acquisition and recruiting a diverse range of employees who reflect the community's diversity.

For more information on THPRD's organizational structure, refer to [Appendix G](#).

### 6.1 Volunteer Programs

The mission of the volunteer program is to build a healthier community through service. To achieve this mission, the program aims to:

Cultivate inclusive partnerships with individuals and groups representing the diverse communities the district serves.

Provide staff with training and support to ensure a high-quality, positive experience for all volunteers through service, training, and recognition.

Enhance district programs, services, and sites through volunteer engagement.

Volunteer Services collaborates with program staff to identify volunteer opportunities and needs, conduct outreach, recruit, screen, and place volunteers, and provide training (depending on the program). Volunteer Services provides standardized tools to streamline the onboarding process for volunteers, including position descriptions, training manuals for volunteers and training for staff on how to work with volunteers. Lastly, Volunteer Services manages and analyzes volunteer data to track and report on service hours, volunteer numbers and the demographics of

its volunteer community, with a focus on being welcoming and inclusive of all cultures and abilities.

## 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 supporting its goals, objectives, vision, and mission. As community need grows and evolves, the district continues to approach the allocation of taxpayer funds thoughtfully and responsibly to maintain the quality standards established for its programs and services.

By focusing on community benefit, THPRD has established a cost recovery and pricing model that meets its 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: Cost Recovery Pyramid**

- 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 H](#) for the 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 follows these steps:

- Service Assessment Matrix review
- Current cost recovery achievements
- Justification of community benefit
- Staff recommendations
- Submission to manager
- 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, [Appendix H](#)) 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

THPRD has an Out-of-District Fee procedure that aims to establish fair and equitable fees for residents and non-residents who participate in THPRD programs or use district facilities.

To ensure fairness, THPRD sets fees for non-residents that are comparable to those charged to district residents, taking into account the contribution made by district residents through property taxes.

For more information, see [Chapter 6, Finance, of the District Compiled Policies](#) and the district's operational procedure for [Out-of-District Fees](#).

## 7.7 Discounts

THPRD offers fee discounts to selected groups as appropriate. These discounts are only available to in-district residents, and only one discount may be applied to each fee.

For further information on fee discounts, please refer to [Chapter 6, Finance, of the District Compiled Policies](#) and the operational procedure for [Fee Discounts](#).

## 7.8 Contract Camps & Classes

THPRD contracts personal services for specialized skills, knowledge, and resources that require highly technical or scientific expertise, or the exercise of professional, artistic, or management discretion or judgment.

For example, THPRD contracts for specialty summer camps that require unique instructors and supplies, such as LEGO Camp, Engineering Camp, fencing camp, and more, as well as for workshops and classes.

To view an example contract, please refer to [Appendix I](#).

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# 10.0 GLOSSARY OF TERMS & DEFINITIONS

**Advisory Committees:** These groups are created by members appointed by the board of directors to provide recommendations to the board about specified operational and/or planning functions. Membership may include board members, staff members, and/or community members. These groups are standing advisory groups.

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

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

**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 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 is included in business plan requests.

**Category of Service:** It describes the service provided and is used to classify each program on a service tier. This is coded into the budget and class calculation sheets.

**Class Fee Calculation Sheets:** Sheets in the 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.

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

**Comprehensive Plan:** A planning document that translates and implements the vision set by district residents through the 2020 Vision Action Plan process. It shapes the district's plans, priorities, and decisions over the next 20 years to achieve a more equitable, sustainable, and efficient park district. Updated in 2023.

**Contact Hours:** Number of hours of contact with patrons. Standard contact hour assumptions are used in budget worksheets for like activities.

**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.

**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 mechanisms such as grants, partnerships, volunteer services, etc., versus tax subsidies.

**Direct Cost:** Includes all 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.

**Financial Aid:** Funds for households below the Federal Free Meal Guidelines. Financial Aid removes barriers to participation and ensures that more district residents have access to facilities, programs, and recreational opportunities.

**Financial Capacity:** 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.

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

**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.

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

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

**Market Position:** 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:** A fee based on the 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, 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.)

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

**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.

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

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

**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 when 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 measures the total number of times 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.

**Service Assessment Matrix:** Based on the MacMillan Matrix for Competitive Analysis of Programs, the Public Sector Services Assessment Matrix assumes that duplicating comparable services among public and non-profit organizations can fragment limited resources, leaving all providers too weak to increase the quality and cost-effectiveness of customer services. Greenplay LLC developed the matrix.

**Subsidy:** Funding through taxes or other mechanisms to support programs and services.

Subsidy dollars cover direct and/or indirect costs not covered by participant fees or other forms of alternative funding. This is the community's investment.

**Vision Action Plan:** Adopted in 2020, the VAP centers on the narratives of underrepresented and historically underserved populations and prioritizes diversity, equity, inclusion, and access. It includes over 12,500 ideas from nearly 10,500 community members and calls for the district to focus on four core goal areas: Welcoming and Inclusive, Play for Everyone, Accessible and Safe, and Preserving Natural Areas (later renamed Environmental Stewardship).

**Waitlist:** A list created when a class has reached capacity for participants who want to register for that program.



## Appendix A Adaptive & Inclusive Recreation Program Examples

THPRD provides Adaptive & Inclusive Recreation opportunities to its community through a variety of programs, including the following examples:

- **Activities, Services, and Programs for Underrepresented Communities:** Grant funds expand financial aid opportunities for summer camps and swimming lessons, provide additional support for preschool programs, and support cultural events and community partnerships. Funds are generally used to serve youth, seniors, communities of color, and low-income households and reduce barriers to participation.
- **Adaptive Aquatic:** THPRD is one of the area's leading providers of swim lessons for kids and adults experiencing a disability. Classes are offered at several centers.
- **Adaptive Mobile Recreation:** THPRD has an adaptive mobile program focused on providing individuals experiencing a disability with free recreational and fitness kits and fun activities at home. It also partners with local agencies serving individuals experiencing disability and delivers free kits to the Autism Society of Oregon, Edwards Center, and Adaptive Sports NW for distribution.
- **Black and Green Fellowship:** THPRD and the Beaverton Black Parent Union have established a partnership to provide paid fellowships to students with a focus on exploring the link between nature and health and wellness in THPRD parks and natural areas.
- **Camp Rivendale:** Camp Rivendale is a summer day camp that provides recreational opportunities for children and young adults with physical, emotional, and/or developmental disabilities. This camp contributes to campers' physical, mental, and social growth by exploring music, dance, drama, visual arts, sports, and aquatics. Staff and volunteers provide campers with affection, support, and companionship to promote dignity, self-respect, and independence. Day-long camps are run at a serene, inviting campus for youth and adults each summer.
- **Coat Drive:** Conestoga Recreation & Aquatic Center and Cedar Hills Recreation Center partnered with One Warm Coat to provide gently used coats for our neighbors in need. Also, other partnerships donated gift certificates for coats to the community.

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- **Diversify Internship Program:** A paid internship program for students who identify as Black, Indigenous, or a Person of Color that offers opportunities to explore various career possibilities within the parks and recreation field.
- **Equipment Swap:** The Athletic Center hosted a sports equipment swap. The event offered families the ability to acquire free donated sports gear. THPRD donated the remainder of the equipment to the Beaverton School District's summer programs to ensure all the gear went to good use.
- **Family Health and Fitness Day Activities:** On the day in June declared Family Health and Fitness Day by the National Recreation and Park Association (NRPA), several THPRD facilities offer free activities to celebrate:
  - Elsie Stuhr Center offers a Spry & Wise Zumba Gold Dance Party class.
  - Garden Home Recreation Center offers a free guided bike ride through a THPRD trail.
  - Cedar Hills Recreation Center offers Family Boot Camp and a Gymnastics Obstacle Course.
  - Harman Swim Center has free open swim sessions.
  - Conestoga Recreation & Aquatic Center brings backyard games, including a giant Jenga, giant connect four, and more.
- **Fitness in the Park:** This district-wide free program offers a variety of family-friendly fitness opportunities to everyone throughout the area. This activity helps community members achieve their fitness goals while connecting to nature, parks, and trails.  
\*Classes in Spanish available.
- **Free Activities During National Parks & Recreation Month:** In July, several THPRD locations provide free activities and classes. Some of the free amenities include:
  - Babette Horenstein Tennis Center free tennis clinics
  - Party in the Park free sports classes
  - Free Open Swim
  - Fitness in the Park
  - Walk with Me
  - Free Dive-In Movies

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- And more!
- **Free Indoor Play Park & Drop-In Gymnastics:** Cedar Hills Recreation Center hosts free indoor playground playtime and gymnastics for children from 3 to 13 years old.
- **Free Open Swim:** Free swim sessions every week of the month throughout the district.
- **Friday Adaptive Sportz Center:** Classes for kids 5-8 years old that introduce different sports each week and the skills related to the sport.
- **Giving Drive:** THPRD patrons and employees work with the Beaverton School District, Beaverton Family Promise, and other community partners to create a brighter holiday season for those in need in the Beaverton area.
- **Healing Waters:** Aquatic Therapy Program: Harman Swim Center's water temperature is 88-89 degrees. It offers a wide range of lessons and water fitness activities for guests of all ages. Harman offers a unique aquatic program focused on therapeutic recreation called Healing Waters. Healing Waters is a drop-in water exercise program that allows people with mobility issues to access a warm water pool program to support their fitness. Participants may be working on maintaining fitness to support their daily activities, rehabilitating from an injury or surgery, or preparing for/recovering from a joint replacement. Physical therapy patients may utilize our program for their PT exercises as they work with a therapist outside of our program or after being released from therapy. While participating in the program, participants have guidance and support from the pool's aquatic specialists and trained volunteers.
- **Letterboxing Activity at Nature Parks:** A fun type of scavenger hunt. The Nature Center provides patrons with a clue sheet to be filled in, and patrons follow the instructions while visiting the Tualatin Hills Nature Center and Cooper Mountain Nature Park to look for letterboxes. There is a prize once completed. This activity is available in English and Spanish.
- **Make a Splash:** Free Swimming: THPRD offers free swim lessons through USA Swimming Foundation's "Make a Splash" initiative.
- **Meals on Wheels:** THPRD hosts Meals on Wheels People and provides lunch to Elsie Stuhr Center guests every Monday and Wednesday.
- **Mighty Movers:** A recreational program for kids (ages 6-13) experiencing developmental disabilities. The sessions vary between artistic expression opportunities and heart-pumping exercises.



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- **Mobile Recreation Programs:**
  - Free Programs: Rec Mobile sends out crews, Monday-Friday year-round, to visit different parks and low-income apartment complexes. The crews provide sports activities, games, arts & crafts, and more.
  - Free Activity Kits: The Rec Mobile and Nature Mobile distribute free recreation and nature-based play kits to youth and caregivers. This program was grant funded and essential during COVID.
  - Free Summer Activities: Nature Mobile offers a weekly themed activity at different neighborhood parks from June to August.
  - Free Summer, Winter Break, and Spring Break Camps: During the summer, winter, and spring breaks, Rec Mobile offers free full-day camp opportunities to individuals who are in houseless status, live in low-income apartment complexes, or qualify for THPRD Financial Aid. These camp opportunities allow children to experience camp as their peers do. Camp includes daily lunch and field trips to libraries, pools, parks, and splash pads around the district.
  - Special events year-round: The Rec Mobile attends qualifying community events within THPRD boundaries.
- **Mountain View Champions Park:** Mountain View Champions Park is a 21.5-acre community park in Aloha, adjacent to Mountain View Middle School. The park is unique as it was designed to be fully accessible to people experiencing disabilities. There are many special design features such as wider pathways, no steps, specially designed playground equipment, and the first synthetic sports field in Oregon designed for athletes of all abilities. The park was supported by generous donations from the community, including the Tualatin Hills Park Foundation. The project is a partnership between THPRD and the Beaverton School District.
- **Nature Experiences and Workforce Training (NEWT) Program:** A program for Latina youth ages 16 – 19.
- **Overnight Safe Parking:** Through a partnership between THPRD and Beaverton Family Promise, the district hosts community members without housing overnight at one THPRD facility.
- **Sensory Santa Visit:** A free inclusive event provided to families with children on the autism spectrum and other special or sensory needs an opportunity to meet Santa in a lower-stress environment, with no lines or crowds.

## APPENDIX A

- **Silent Big Truck Day:** One of the district's most popular community events, Big Truck Day has thrilled truck lovers young and old since its inception in 1998 by offering the rare opportunity to climb inside, explore and even honk the horn of these big rigs. The trucks are silent for the first hour of the event to provide the opportunity for patrons with sensory needs to participate.
- **Superhero Autism Activity Day:** A free family fun event presented by Centria Autism at THPRD Athletic Center. There are opportunities for taking pictures with favorite superheroes, running around obstacle courses with friends, jumping on the bounce house, getting face painted by a professional, or getting creative with an arts & craft project.
- **Teens for Jeans:** Conestoga Recreation and Aquatic Center partnered with HomePlate, Washington County's only non-profit provider for young people experiencing homelessness in the Beaverton area.
- **Tennis Sessions with ACEing Autism:** The Babette Horenstein Tennis Center and ACEing Autism provide free tennis sessions. Each child is paired with a volunteer based on their individual needs.
- **Therapeutic Recreation Drop-In:** Every Monday night Inclusion Services offers a recreational and social program for teens and adults (14+). It includes arts & crafts, dances, game nights, and more.
- **THPRD Tri Together:** A fun, safe race that encourages athletes of all ages to compete to the best of their abilities. This triathlon is designed to be inclusive for everyone. Participants can do the triathlon independently, as part of a team or family, and use adaptive equipment as needed. Adaptive equipment is available upon request.
- **Thursday Night All-Stars Basketball:** This recreation program provides a weekly opportunity for teens (ages 13+) and adults experiencing a disability to play pick-up basketball. This program includes 30 minutes of warm-ups and drills followed by officiated games. Staff and referees divide players into teams to play four quarters, with participants subbing in and out.
- **Thursday Night Wheelchair Basketball at THPRD:** Provided by Adaptive Sports NW and THPRD. This drop-in program provides a weekly opportunity for youth and adults experiencing a physical disability to play wheelchair basketball.

## APPENDIX A

- **Walk with Me:** A free event every year where families join an instructor for a 2-4 mile walk in a THPRD park. This activity promotes meeting other community members while improving strength and cardio one step at a time. All fitness levels are welcome.





## Appendix C Program Timeline Example

## Appendix C

Process	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer
Monitor new programs for success & financial viability	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Complete program evaluations	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Assess registration and revenue					X	X	X									X
Utilize Service Assessment Matrix									X	X	X	X				
Cancel or replace programs missing targets					X	X	X									X



# Appendix D Program Goals & 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 areas.

## Objectives

### Arts & Crafts

- **Preschool:** Explore creativity and develop fine motor skills. The youth-focused curriculum teaches various techniques, including incorporating elements such as line, shape, form, color, and texture into artwork. From collages to sculptures, young artists will gain hands-on experience with different materials and even work on mastering glue stick control.
- **Youth:** Teach various techniques and provide opportunities for children to explore different materials and media. The approach supports and extends spontaneous learning during arts and crafts activities while developing artistic fundamentals and encouraging self-expression.
- **Teen / Adult / Senior / Family:** Develop skills and creative interests. The curriculum may focus on a craft or trade. Projects require the development of skills and the application of patience that can be learned through practice.
- **Adaptive and Inclusive Recreation:** Provide tasks tailored to each individual's abilities, allowing them to express themselves through artwork or crafts. Design projects achievable within class time, and that will encourage a sense of accomplishment upon completion.

### Aquatics

- **Preschool:** Provide an opportunity for socialization and 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 offers 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:** Teach social skills and the basics of group interaction, such as waiting turns, communicating with words, and sharing.
- **Youth:** Offer a range of enjoyable adventures designed to foster social interaction, personal growth, and educational and recreational skills.

### Fitness / Movements

- **Preschool:** Introduce various skills in a positive and supportive environment, laying the foundation for future development. Teach how to stand on tiptoes, kick a ball, run, walk up and down stairs while holding on, and throw a ball overhand, among other fundamental skills.
- **Youth:** Facilitate physical activities that promote health, enjoyment, challenge, self-expression, and/or social interaction. Share the benefits of participating in physical activity as individuals and with others. Encourage cooperation and respect, problem-solving, and athletic skill development.
- **Teen / Adult:** Improve health, fitness, and quality of life through physical activity.
- **Senior:** Offer physical activities that improve cardiorespiratory, muscle tone, and respiratory fitness.
- **Adaptive and Inclusive Recreation:** Provide physical activities for health, enjoyment, challenge, self-expression, and/or social interactions. Share the benefits that result as individuals and with others.
- **Family:** Facilitate 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:** Provide opportunities for socialization while improving personal growth and enhancing knowledge and skills in designated areas.

### Health / Wellness

- **Preschool:** Promote healthy behaviors that impact personal health.
- **Youth:** Organize activities encouraging emotional, intellectual, physical, and social health.
- **Teen / Adult / Senior / Adaptive and Inclusive Recreation:** Improve health, function, and quality of life.
- **Family:** Demonstrate the ability to advocate for personal, family, and community health.

### Music

- **Preschool:** Encourage creative expression and develop coordination through music and movement.
- **Youth:** Facilitate exploration and discovery. Encourage self-expression by speaking, singing, playing, moving, and composing.
- **Teen / Adult / Senior / Adaptive and Inclusive Recreation / Family:** Develop varied projects to promote learning about performing and composing. Promote lifelong learners of music.

## Appendix D

### Nature Education

- **Preschool:** Develop a curriculum structure that focuses on experiential learning through exposure to nature and the changing seasons. Encourage friendships, learning, respect, and opportunities to grow.
- **Youth / Teen / Adult / Senior / Adaptive and Inclusive Recreation / Family:** Create educational opportunities to connect people and nature by developing a greater understanding and appreciation for plants and wildlife.

### Preschool Learning

- **Preschool:** Teach 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. Promote the development of positive peer relationships.

### Sports – General

- **Preschool / Youth:** Teach how to work as a team to accomplish a shared goal. Develop hand-eye coordination and encourage team-oriented players.
- **Teen / Adult / Senior:** Teach skills such as communication, leadership development, healthy behavior, and social awareness.

### Sports – Leagues

- **Youth:** Encourage cooperation and respect for others and teach problem-solving skills while building strength and fitness through organized sports.
- **Adult:** Promote fitness, healthy competition, fun, and community building through organized sports.

### Trips / Experiences

- **Teen / Adult / Senior:** Encourage exploration with other like-minded adults and promote the social aspect of traveling with others.





## 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.

## Appendix E

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.



## Appendix E

### 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.

## Appendix E

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.



## Appendix F Program Promotion

## Appendix F

The Recreation Services division collaborates closely with THPRD's Communications department to provide patrons with accessible information and opportunities for input regarding parks, recreation programs, trails, and natural areas. THPRD strives to facilitate connections, engagement, and learning for all through this partnership.

### Tools for Promotion

THPRD relies upon various tools to market and promote the district's activities. It also focuses on culturally inclusive community engagement techniques and develops tailored engagement plans for district communication efforts.

To organize and manage district marketing, communications, and public engagement efforts, THPRD's communications staff rely on many tools to guide their work.

- **Editorial Calendar:** The calendar outlines various tools the district uses to push out messaging to support district programs, activities, events, and priorities. The calendar outlines the district's messaging for social media, website, print publications, press releases, newsletters, listservs, and more by week.
- **Tailored Engagement Plans:** Communications staff also create customized outreach plans for promoting district opportunities. Examples include targeted engagement plans for new park developments, recruitment for various volunteer opportunities, or large-scale community engagement efforts such as downtown park planning.
- **Style Guide:** In 2021, THPRD updated its Style Guide to provide guidance and direction on the district's visual identity standards. The updated guide also has extensive information on accessibility, inclusivity and focuses on an audience-first approach to communications.
- **Registration Marketing Plan:** One of the most important jobs the communications staff has is to lead district-wide efforts to promote and market access to THPRD programs. The Communications department relies on a robust marketing plan for each registration cycle.

## Appendix F

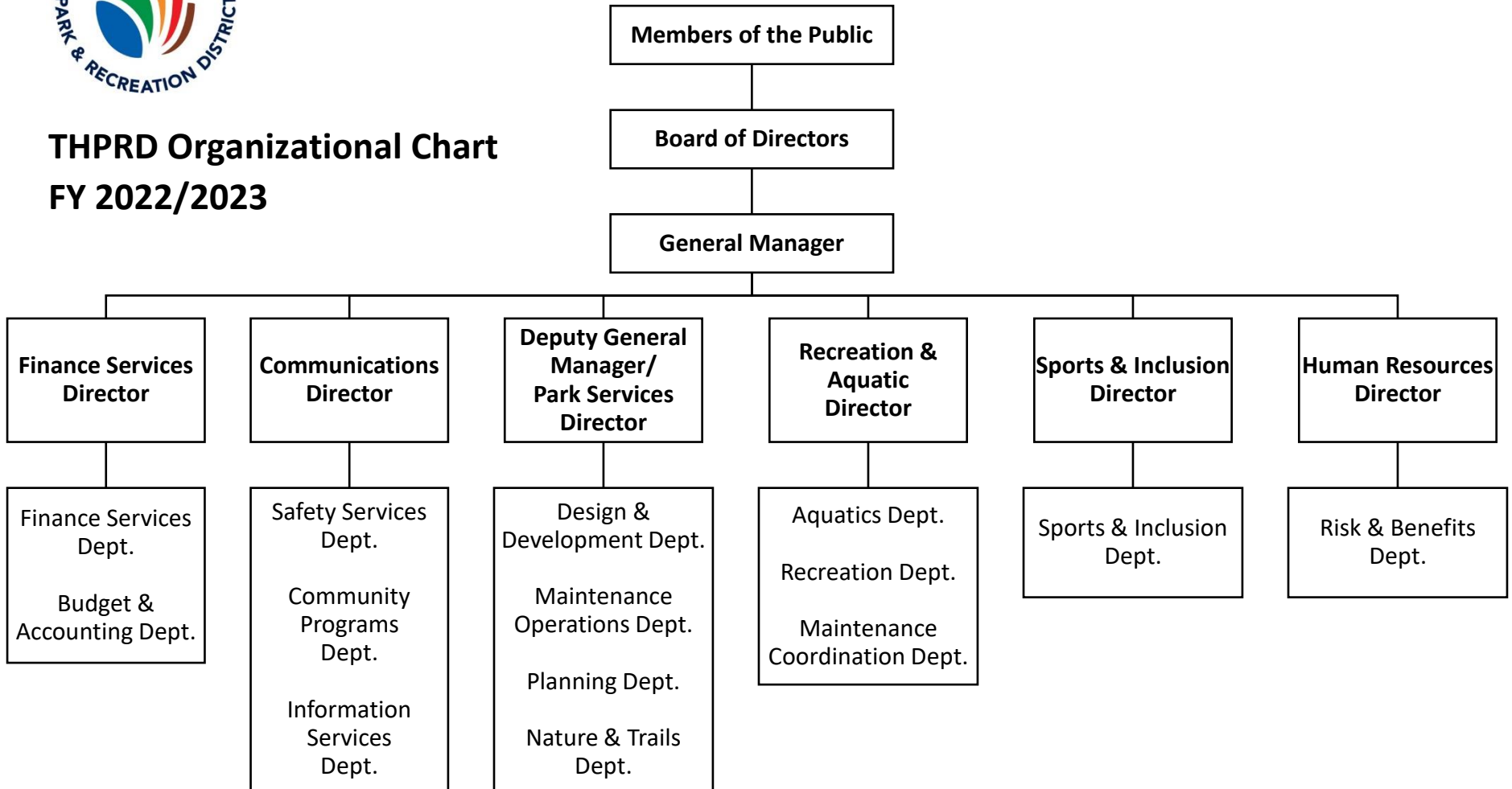
Programming staff works closely with the Communications department to promote programs as well as health and wellness in the community. Requests for marketing assets are made through the Marketing Request Form found on INSIDE THPRD.

Marketing assets that can be requested include:

- Language translation services
- Maps & Demographic Data
- Signs (banners, posters, fliers, etc.)
- Social media promotions
- Stock photo requests
- Surveys
- Video projects
- Website updates
- Public engagement strategies
- And more!



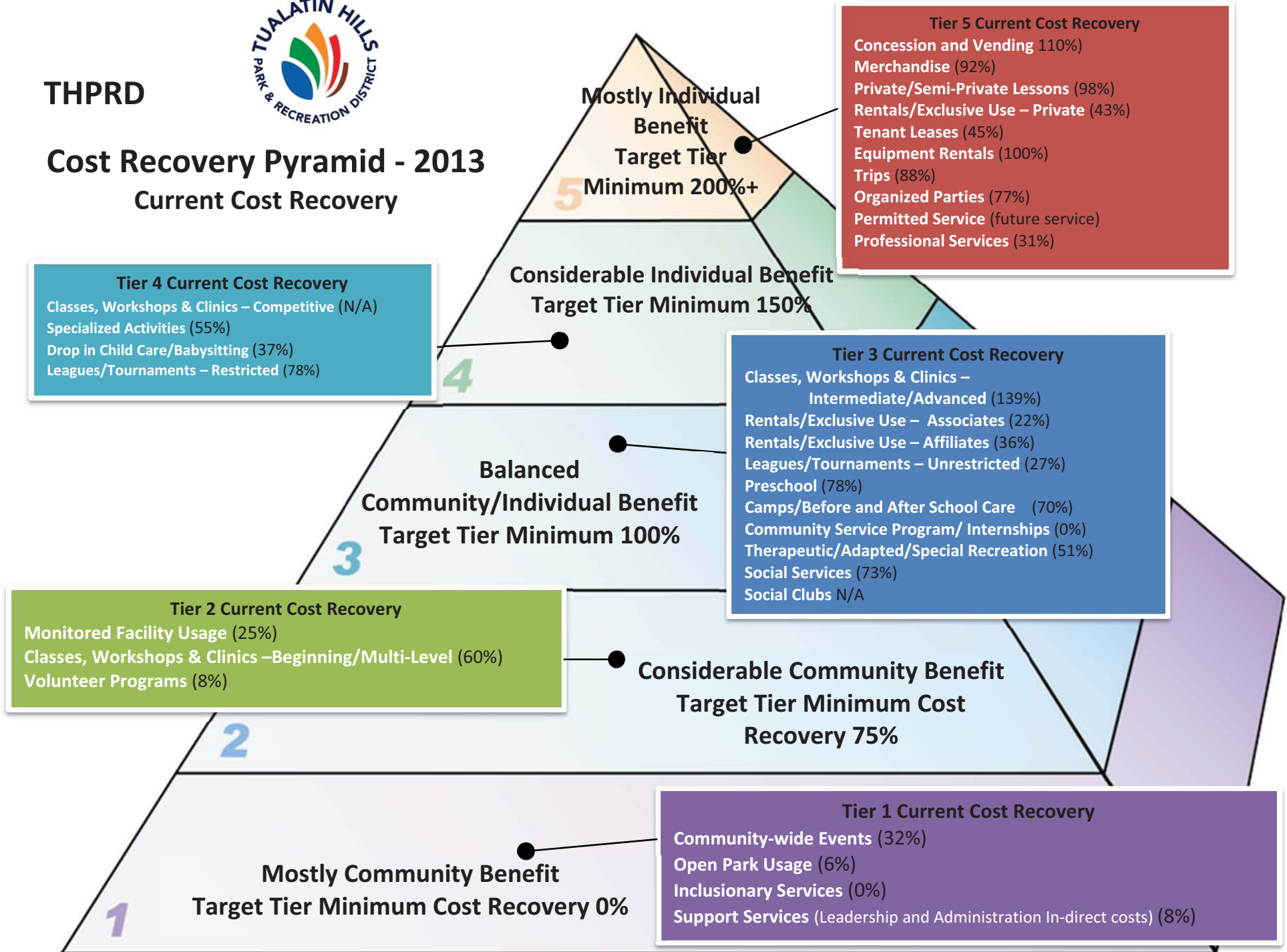
**THPRD Organizational Chart  
FY 2022/2023**





THPRD

**Cost Recovery Pyramid - 2013**  
Current Cost Recovery





## 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

#### TIER 5: MOSTLY INDIVIDUAL BENEFIT

**Concession and Vending** – Food and beverage for individual use or consumption.

**Merchandise** – Items for individual or team use (examples: Logo clothing, tennis balls, memorial benches, bricks and trees, etc.).

**Private/Semi-Private Lessons** – Lessons arranged for one to three students with a specific instructor and/or time.

**Rentals /Exclusive Use – Private** – 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.

**Tenant Leases** – 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.).

**Equipment Rentals** – Various agency-owned equipment available to renters (examples: banquet chairs/tables, audio/video equipment, tennis ball machines, stage, etc.).

**Trips** – 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.).

**Organized Parties** – 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.).

**Permitted Services** – Allowable non-exclusive use permitted services for filming/photography rights, parking, concession/vending cart operations, alcohol, special events by others, etc.

**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: Summer concerts, Canine Community Carnival, THPRD Tri Together, 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 experiencing a disability. 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).

**Tualatin Hills Park & Recreation District  
Instructional Camp Fee  
(Proposed Recreation Calculation Form)**

Class Title:		Swim, Preschool 1-2			
Instructor:					
Class Minimum:	3	Class Maximum:	20		
A) Class Hours	9	X	0.500	=	4.500
	sessions		hrs/session		class hours
B) Class Prep-Lead Instructor	9	X	0.000	=	0.000
	sessions		hrs/session		prep hours
B-1) Class Prep-Staff Instructor	0	X	0.000	=	0.000
	sessions		hrs/session		prep hours
C) Contact Hours	4.500	X	3	=	13.500
	class hour		class minimum		contact hours
D) Instructor Wages	21.50				
	Per Hour				
Number of Instructors	1	X	21.50	=	21.50
E) Staff Wages	0.00				
	Per Hour				
Number of Staff	0	X	0.00	=	0
F) Instructor Cost:	4.500	+	0.000	X	21.50
G) Staff Cost:	4.500	+	0.000	X	0
H) Total base staff/instructor Cost:					96.75
I) Direct Cost Load	96.75	X	\$1.33 Instructor P/R taxes&supplies	=	128.68
J-1) Department Administration	13.500	X	3.75	=	50.63
J-2) Facility Cost	13.500	X	1.95	=	26.33
K) Other Direct Costs (i.e. bus rental, driver, admission fees, etc.)					0.00
L) Total cost Instruction	128.68	+	76.96	+	0.00
M) Total Fee/Student	205.64	/	3	=	68.55
	per class cost		class minimum		in-district fee/person
--Tier (Category of Service)[%]					75
--Total Fee/Student [refined]					51.41
N) Fee/Class Session	51.41	\$ /	4.5	=	11.42
			class hours		Fee/class hour

<b>Fee Increase Cap Calculation</b>		<b>Total Class Fee % Cap</b>	
Previous Class	21.00	54.00	
	\$ instruction wages	Previous fee/student (include prep cost but not student misc fees).	
	0.00	5.00	
	\$ Staff wages	\$ Previous # class hours (do not include prep hours)	
	3 (Minimum)	10.80	OR
		11.02	last year fee, or more
Proposed Class	21.50	11.42	
	\$ Instructor wages	\$ Proposed fee/Camp hr.	
	0.00		
	\$ Staff Wages		
Percent Change	2.38	-81.69	
	%	%	
Fee % Cap	2.38	15	17.38
	%Instructor wage inc	% Fee cap	%

O) Fee/Class Capped at 15% increase plus instructional wage increase	11.02	X	117.38	=	12.94
P) Fee/class/session-lower of K or L (Use current fee if it exceeds K but is less than L)					11.42
Q) Subtotal Fee/student	11.42	X	4.500	=	51.39
R) Total Fee/Student					51.39
*** Adjusted annually per the adopted budget					51.00
+++ Adjusted annually- unit costs/hour per the LTFP					51.00
NOTE- Greyed boxes require manual input	<b>Supply Fees if Necessary</b>				0.00

<b>Total Camp with Fee</b>	\$ <span style="border: 1px solid black; padding: 2px;">51.00</span> <span style="background-color: #92D050; padding: 2px 5px;">Save</span> <span style="background-color: #E67E22; color: white; padding: 2px 5px;">Cancel</span>
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## Appendix I Contract Vendor Example

### *EXHIBIT [GHRC #1 Village Gallery of Arts]*

**1. Description of Services:** Village Gallery of Arts/ Art camp instruction

**2. Locations, Dates and Times of Services to Be Rendered:**

Program #	Program Title	Start Time	Day(s)	Dates	Cost	Location
GH15246	Young Artists Playground	10am	M-F	7/18-7/22 2022	155.00	GHRC
GH15247	Adventures in Art	1pm	M-F	7/18-7/22 2022	155.00	GHRC

**3. Payment Terms:** \$110 per registered student will be paid to contractor/Village Gallery of Arts. Contractor will invoice at end of session.

**4. Expense Reimbursement:** NA

Initials		Date
Consultant		
District		



ATHLETIC CENTER, 15707 SW WALKER RD., BEAVERTON, OR 97006  
OFFICE: 503-629-6330

**SPORTS DEPARTMENT MISSION STATEMENT**

Tualatin Hills Park & Recreation District's Sports Department is committed to enhancing the quality of life for all its participants. The programs strive to establish a safe and caring environment that allows for individual and social growth by providing and facilitating positive fun and educational opportunities organized with responsible leadership.

**ATHLETES CODE OF ETHICS AGREEMENT- HIGH SCHOOL**

**I hereby pledge to provide a positive attitude and be responsible for my participation by following this Code of Ethics:**

- I will:

- \_\_\_ Meet the Jenna's Law requirement and any other required program meetings. Accept authority and supervision in a positive manner at all times.
- \_\_\_ Attend and positively participate in all scheduled practices/games.
- \_\_\_ Encourage good sportsmanship by demonstrating positive support for all players, coaches, and officials at every game, practice or other sports events.
- \_\_\_ Communicate positively with my coach, teammates and opponents.
- \_\_\_ Treat fellow players, opponents, fans, officials and all adults with dignity and respect.
- \_\_\_ Not use foul language, refrain from taunting and trash talking to other players, officials and coaches.
- \_\_\_ Respect officials and accept their decisions without gesture or argument.
- \_\_\_ Exercise self-control at all times setting the example for others to follow.
- \_\_\_ Support coaches, officials and staff in order to encourage a positive and enjoyable experience for all.
- \_\_\_ Agree to not approach players or coaches before, during or immediately after games with anything other than congratulations for a good game and sportsmanship.
- \_\_\_ I will win without boasting ... lose without excuses ... and never quit.

- **I understand the No Jewelry rule and agree to not wear jewelry; shorts with belt loops, snaps or zippers during practices and games.**

**My initials next to each statement and signature below verifies that I have read, understand and agree to abide by, and agree to, the consequences of the Tualatin Hills Park & Recreation District guidelines on the Code of Ethics, and I am responsible for its contents.**

**This contract must be signed by player and returned to Athletic Center in order for the player to participate in the program.**

Print Player Name \_\_\_\_\_

Player's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Parent's must read and sign the Parent Code of Ethics agreement on reverse side and return form to the Athletic Center**





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SPORTS DEPARTMENT MISSION STATEMENT

Tualatin Hills Park & Recreation District's Sports Department is committed to enhancing the quality of life for all its participants. The programs strive to establish a safe and caring environment that allows for individual and social growth by providing and facilitating positive fun and educational opportunities organized with responsible leadership.

**PARENTS CODE OF ETHICS AGREEMENT – HIGH SCHOOL**

I hereby pledge to provide positive support, care and encouragement for my child participant in the program by following this Code of Ethics:

- I will:

- \_\_\_ Meet the Jenna's Law requirement and any other required program meetings.
- \_\_\_ Encourage good sportsmanship by demonstrating positive support for all players, coaches, and officials at every game, practice, other youth sports event.
- \_\_\_ Place the emotional and physical well-being of my child ahead of a personal desire to win.
- \_\_\_ Expect that my child's coach be trained in the responsibilities of being a youth sports coach and that the coach upholds the Coaches' Code of Ethics.
- \_\_\_ Support coaches, officials and staff working with my child in order to encourage a positive and enjoyable experience for all.
- \_\_\_ Expect a sports environment for my child that is free of drugs, tobacco, and alcohol, and will refrain from their use at all youth sports events.
- \_\_\_ Ask my child to treat other players, coaches, fans, and officials with respect, regardless of race, sex creed, or ability.
- \_\_\_ Promise to help my child enjoy the youth sports experience by doing whatever I can, such as being a respectful fan, assisting with coaching, or providing transportation.
- \_\_\_ Agree to not approach players or coaches before, during or immediately after games with anything other than congratulations for a good game and sportsmanship.

- **I understand the No Jewelry rule and agree to not have my child wear jewelry; shorts with belt loops, snaps or zippers during practices and games.**

**My initials next to each statement and signature below verifies that I have read, understand and agree to abide by, and agree to, the consequences of the Tualatin Hills Park & Recreation District guidelines on the Code of Ethics, and I am responsible for its contents.**

**This contract must be signed by a parent and returned to Athletic Center in order for the player to participate in the program.**

Print Parent Name: \_\_\_\_\_

Parent's signature: \_\_\_\_\_ Date \_\_\_\_\_

**Player must read and sign the Athletes Code of Ethics on the reverse side and return form to the Athletic Center**