

Municipal Recreation Programming



A Resource Guide for Recreation, Parks and Conservation

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Municipal Recreation Programming

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Introduction

The term recreation is familiar to everyone. It's what we do for fun, the activities that provide us with pleasure and relaxation in our free time.

We identify ourselves by the way we play. It may be through sports, hobbies, cultural arts or some other form of recreation. Whatever the type, it's through our recreation experiences that we maintain the balance required to live life fully. One way to get those experiences is by participating in organized public recreation programs.

For centuries, recreation activities were thought to “re-create” individuals, restoring their energies and allowing them to take part again in work. They weren't seen as having a real purpose of their own. Play and recreation were regarded as activities carried on during free time, voluntarily chosen, enjoyable – and not concerned with meeting important personal or social goals.

This thinking changed early in the 20th century. Recreation and parks began as a profession in Pennsylvania cities in the early 1900s when safe places were created for children to play, away from the increasingly busy streets. Concerns about juvenile delinquency and the health and welfare of children led to the first recreation programs, supervised playground activities that were designed to keep kids active instead of idle and into possible trouble. Recreation programming was funded by school districts with recreation directors providing programs for children throughout the school year and during the summer months. State government reimbursed school districts for the costs of offering recreation programming.

When state reimbursements to school districts ended during the 1960s, the responsibility for community recreation programming shifted to municipalities.

Today, Pennsylvania municipalities continue to offer recreation programs because they enrich individual lives, especially our children's lives, and strengthen communities.

Enriching Individual Lives

Municipal recreation programs can provide enjoyment, without other outcomes. They can also meet personal needs by providing people with opportunities to enhance their physical, emotional and cultural well being. Through recreation programs, citizens improve their health and fitness, learn to compete and cooperate, enhance their creativity, build relationships, develop character, reduce stress and become happier and more involved in community life. Recreation programs provide life-enriching experiences that help people develop self-confidence and increase self-esteem.

Recreation activities are especially important for children. When children play, they're developing the skills they need to succeed in life. Recreation programs are the most common ways children participate in organized play. Whether it's an after-school program, swimming lessons or summer camp, recreation activities help kids learn new things, feel good about themselves and make friends. With positive experiences in recreation, children develop confidence and learn skills, like how to solve problems and work as part of a team.



“The dance lessons offered by the Lancaster Recreation Commission have been an excellent recreation activity for my 11-year-old daughter. Dance has helped her develop a sense of pride and confidence in her accomplishments. She used to be hesitant about getting involved in any kind of a group – now she is much more at ease in new situations.” - *Lancaster City Parent*

“Joining the swim team gave my son the opportunity to be accepted by a different peer group and the coach helped make this happen. Because of the positive experience provided by his swim coach, he now has the conditioning and confidence to try other sports. Swimming worked for my son because of the coach – she helped him feel like a star.” - *State College Borough Parent*



“My daughter’s involvement in a summer day camp offered by the parks and recreation department introduced her to a whole new world that got her away from spending so much time in front of the computer and TV. She became interested in outdoor recreation leadership, took courses and now uses her skills to get summer jobs that she loves.” - *Cranberry Township Parent*



Strengthening Communities

Providing recreation programs encourages a sense of pride in and appreciation for your community's traditions and heritage. Bringing your residents in touch with each other and their environment builds stronger families, reduces loneliness, promotes ethnic and cultural understanding and enhances community spirit. People meet their neighbors and develop friendships at recreation programs. Involving children in constructive activities helps them stay out of trouble. Recreation programs provide alternatives to self-destructive behavior and help to prevent crime.

Recreation programming plays an important role in economic development. When businesses are relocating, they look for areas where their workforce will have excellent community services. A significant factor in making a community a desirable place to live is the number of local recreation facilities and programs. The lack of a comprehensive recreation program can be a major stumbling block in attracting industry to a community. Recreation programs and special events also serve as a catalyst for tourism, bringing visitors into your community to spend money. Municipal recreation programs provide residents with affordable activities and jobs. They also generate income for local businesses as people purchase recreational equipment and supplies.

For Pennsylvania's urban communities, recreation is a social service that meets the needs of the disadvantaged. Recreation programs improve people's lives through cultural enrichment, serve as a vehicle for counseling at-risk youth and integrate disabled persons into community life.

Historically, public recreation and parks departments were totally supported by tax dollars. The public didn't favor having to pay to participate in recreation programs. As specialized facilities like swimming pools and golf courses were built that were expensive to construct and maintain, citizens seemed to be willing to pay a fee to use the facilities. Fees were then charged for the consumable supplies used in recreation programs. Now, it's common for those participating in recreation programs to pay the instructor's salary and all program and overhead costs. This creates a serious problem when providing recreation services to areas where the economically disadvantaged live.

Local Government's Role in Recreation Programming

What types of recreation programs do residents want? How can your community be sure that its programs provide worthwhile recreation experiences for citizens? Why provide recreation programs at all? These are important questions.

Providing services to the public is the basic function and responsibility of municipal government. Government's purpose is to provide, on a broad scale, those services which help to meet the significant social needs of citizens but which can't be performed as efficiently or economically by individual citizens acting by themselves. For example, it's economically impractical for individuals to attempt to furnish their own community parks. Numerous services, including parks and recreation, are much more effectively performed by a central body supported by all area residents.

Because issues such as these impact all citizens' lives, municipal government must provide an adequate amount of financial support for recreation programming.

- Disease prevention and health promotion
- Child care
- Nutrition
- Substance abuse prevention
- Mental health
- Teen pregnancy
- Services for the homeless
- Gang activities
- Domestic abuse
- Economic revitalization

Pennsylvania municipalities generally understand and accept that providing public parkland is an important local government function. Municipal parks are permanent places for the public to enjoy. The role municipalities play in providing public recreation programs is less understood.

Recreation Programming Goal

Local government's goal is to ensure that the members of every segment of the population – regardless of age, physical or mental condition, or economic or social standing – have opportunities to enjoy broad, satisfying recreation experiences.

To effectively meet this goal, municipal government must take a lead role in serving the recreation needs of the community through recreation programming. Local government recreation programs assure that recreation opportunities are accessible and available to every citizen, not just those with the money to pay for and travel to expensive privately-sponsored activities.

Municipal government has the greatest potential for reacting immediately and directly to community needs and to the desires of individual citizens. Each community's recreation needs will be different. Municipal government's role is to determine those needs and work with all agencies and groups involved in the community recreation services system to fulfill them.

Cooperation and Coordination

Municipalities strive to make recreation opportunities available to everyone within a community. However, municipal recreation can't be all things to all people.

The simple fact is that it's more likely that the community's recreation programming goal will be achieved if your municipality encourages and supports the programs of private, nonprofit and other community organizations rather than trying to provide similar services within its own structure and budget. By doing this, your municipality can provide more with its own resources while stretching community resources to serve those it ordinarily couldn't reach.



Spotlight On: Teen Programs

CHILL – Children Helping to Improve Lititz Life
Lititz Recreation Center
(Lancaster County)

This experiential service-learning program for children ages 11 to 15 is fully funded by grants from the United Way and Lancaster County. Participants meet one full day each week during this free six-week summer program. Service projects include helping with Meals on Wheels, visiting nursing homes, creating public art and picking up litter at area parks. Special guests provide interactive lessons on topics like newspaper writing and anger management. The

kids have time each week to journal thoughts and feelings about the activities. The group size is limited to 15 to ensure a complete experience for each participant.



Municipal government can't view itself as the sole provider of recreation services in the community. Municipal resources are part of a total recreation services system involving a complex group of interrelated public, nonprofit, private, commercial and other agencies that contribute to the facility and program resources available to the total population. These combined community resources form a network from which citizens' recreation needs must be satisfied.

Local government's role is to collaborate and cooperate, not to compete, with other recreation services. Local government should serve as the central clearinghouse for community recreation activities, so that organizations communicate, work together and share resources. By coordinating all that's offered, local governments can improve services, give residents a clear understanding of the opportunities available to them, fill in the gaps in programming and minimize duplication of services. This way, the focus is on strengthening the community's recreation and parks system by offering a total spectrum of recreation opportunities.

Figure 1 lists the key goals of municipal recreation programs.

What's in this Handbook?

The seemingly simple subject of recreation programming is actually not so simple. Recreation programming encompasses many tasks. Successful recreation programs happen when they've been well planned, staffed, budgeted, promoted, organized and evaluated. When you add in the human element – the people you serve – you add a great deal of complexity. Meeting people's recreational needs is hard work.

This handbook is organized so that your municipality can more easily understand the elements that go into offering community recreation programs. It focuses on how to plan and implement municipal recreation programs, not how to conduct and supervise individual activities. We start with determining the needs and setting realistic objectives for recreation

Figure 1 Goals of Municipal Recreation Programs

1. Improving the quality of life of citizens by providing opportunities for the creative and constructive use of free time.
2. Coordinating with all community recreation providers, whether public, private, voluntary or nonprofit, to expand services and reduce duplication.
3. Strengthening community life by improving democratic values and increasing participation in civic activities.
4. Providing a positive reinforcement to prevent anti-social forms of play such as juvenile delinquency.
5. Enriching the cultural and creative life of the community and supplementing the formal process of education for all ages.
6. Strengthening the local economy.
7. Building appreciation for the community's heritage.
8. Promoting ethnic and cultural understanding and harmony.
9. Contributing to the physical and mental health of citizens.
10. Improving safety standards by offering organized programs in safe, supervised surroundings.
11. Offering special services needed by the poor or the physically, mentally or socially disabled who have unique recreation needs.

programs and finish with evaluating the programs to find out whether those needs have been met and the objectives have been attained.

With its large and fragmented local government system, Pennsylvania faces many challenges to meet the close-to-home recreation needs of its citizens. Our municipalities range in size from under 100 to over one million people.

As a result, “*Municipal Recreation Programming*” is directed at Pennsylvania municipalities of all sizes. Whether your municipality funds a full-service recreation and parks department with full-time staff, you offer no park areas or recreation programs for your citizens at all, or you fit somewhere in between, this handbook will be helpful to you. Whether you’re an elected official, municipal manager, recreation and parks board member or a volunteer involved in some aspect of recreation programming, this handbook has information you can use. The basic elements of conducting public recreation programs are the same regardless of your municipality’s size.

Chapter One presents an overview of the recreation program planning process. Gathering and analyzing information on the community’s social, economic, political and environmental characteristics; existing and potential recreation and parks resources, and citizen needs, interests and preferences is essential to plan and establish well-balanced recreation activities.

Once it’s clear what the recreation needs are, municipalities can start the process of building a recreation program schedule. In *Chapter Two*, we overview the many types of recreation programs that municipalities can offer.

Implementing recreation programs takes a great deal of organization. The nuts and bolts of program administration are covered next in *Chapter Three*, with an emphasis on the cost and staffing of programs, special accommodations and inclusion, registration procedures and policies, and program safety.

Chapter Four reviews the many ways to promote recreation opportunities. If people don’t know about recreation programs, they can’t participate. In-depth information on marketing and customer service is also presented.

Program evaluation is covered next in *Chapter Five*. As a people-oriented service, the quality of municipal recreation programs must be continuously evaluated.

Chapter Six tackles the trends that will impact recreation programming in the future. A special section on the important role recreation programs play in youth development is also included.

Examples of successful recreation programs sponsored by Pennsylvania municipalities are scattered throughout the handbook in highlighted sections called “*Spotlight On.*” Some of Pennsylvania’s best summer day camps, adult sports, cultural arts, special events, youth sports, outdoor recreation, heritage, fitness and wellness, performing arts, travel, environmental education, preschool, teen and aquatics programs are featured. Programming tips are also highlighted throughout the handbook.

The *Appendix* includes websites for a variety of Pennsylvania recreation and parks departments, a resource list for conducting recreation programs and a sample citizen survey. The handbook’s final section is a *Recreation Program Toolkit* containing forms that are used in recreation program planning and administration.

Coordination is the Key

Since municipal recreation budgets aren’t adequate to meet all local recreation needs, ensuring that the community has a well-rounded recreation program means coordinating with the recreation programs of others and filling in the gaps. If the school district offers adult education programs or if a community committee sponsors an annual holiday celebration, it’s best for your municipality to lend support to these recreation programs and direct its efforts into other programs.

Chapter 1

Planning to Meet Recreation Needs

Recreation programming is the process of planning to create opportunities for people to engage in recreation experiences.

Some municipalities take a passive approach to recreation program planning in which they wait until people come in with ideas and complaints and then react to what the demands seem to be.

Several other methods are widely used to develop a schedule of municipal recreation programs. The traditional approach is to offer programs on the basis of what's been offered in the past, with the thinking that it's been successful before and should be continued. The current practice approach copies recreation programs being offered by other communities. The thinking here is that if it works somewhere else, it will work for us. The expressed desires approach surveys the public to ask what programs they would like to have offered. Last is the authoritarian approach, where the staff or recreation board simply makes all the decisions about which programs are offered.

Each of these methods has some value, but they're all flawed in some way. What is appropriate in one community may not work when transplanted to another. People are often limited in their interests or past recreational experiences, so justifying what programs are offered based only on surveys may lead to little diversity in programming. Offering only what's worked before doesn't allow for new recreation experiences, and when staff determines the program schedule in a vacuum, many potential activities will be missed.

Program Planning Principles

Even when these approaches are combined,

an important ingredient is missing. For recreation programs to most effectively serve the public, they must have a total sense of purpose. Every municipality should adopt a set of program planning principles. Figure 2 provides examples.



Spotlight On: Self-Development Programs

Community Academy for Lifelong Learning
Centre Region Parks and Recreation
(Centre County)

Educational classes for adults are held in a variety of locations throughout the community during the day. All instructors are volunteers, so fees are very affordable. At the heart of the program is the pleasure of sharing knowledge, skills and life experiences with others. Six-week sessions on topics like weight training, genealogy, jewelry making, public speaking and psychology are held throughout the year. The Community Academy for Lifelong Learning has its own website, www.my-call.org, which contains information on all its programs.



Figure 2 Guiding Principles for Recreation Program Planning

1. Enhance rather than compete with other community recreation activities by filling in the gaps and not duplicating existing activities.
2. Provide for varying levels of skill and ability, with basic skills emphasized.
3. Emphasize self-directed programs and activities that individuals can enjoy on their own.
4. Provide opportunities for competitive and non-competitive programs.
5. Balance program offerings between indoor and outdoor activities.
6. Provide community-wide events as well as activities conducted at neighborhood locations.
7. Encourage community participation in program planning and develop and utilize volunteer leaders.
8. Serve all ages and provide equally for both sexes.
9. Provide for participation in all programs on an inclusive basis by people with disabilities.
10. Encourage family recreation by providing opportunities for the family to play together as a unit and with other family groups.
11. Utilize all existing facilities.
12. Include passive as well as active forms of recreation.
13. Provide activities for different periods of free time.
14. Offer programs based upon the needs and interests of the community.
15. Recognize individual differences by providing programs which support the needs and personal development of the individual.
16. Place recreation opportunities within the financial abilities of all people.
17. Use available funds for the best interest of the largest number of people.
18. Improve programs through continuous evaluation and modification.

The best way to plan recreation programs is by actively studying the community and trying to learn people's desires and understand their needs. The characteristics of the community, the recreation opportunities currently available and citizen needs and interests are all important elements.

What recreation programs should your municipality offer? How can your community be sure that its programs provide worthwhile recreation experiences for citizens? These are important questions. To answer them, you start by gathering three types of information:

- Your community's social, economic, political and environmental characteristics.
- An inventory of your community's existing and potential recreation and parks resources.
- An assessment of citizen needs, interests and preferences.

Community Characteristics

Many factors affect the municipality's role as a recreation program provider. The more you know about your population and your community, the better you'll be able to plan and establish a well-balanced program of recreation activities. Factors to understand include:

▪ Demographic Data

Census data are published every 10 years. To be more useful, the census data are adjusted annually to accurately reflect changes in population. Governmental planning and social service agencies provide socio-demographic statistics such as ethnic heritage, age, gender, residence, occupation, income levels, religious affiliation, educational level, disabilities and health status, and family configuration. These demographics influence people's demand, need and preference for recreation opportunities.

- **Social Problems**

What social problems are most prevalent in your community? Organized public recreation, along with other service agencies, plays a role in alleviating social problems such as youth crime, gang violence and drug and alcohol abuse by offering recreation programs as prevention activities. Physical activity programs offer opportunities for children and adults to become healthier. Excess weight in childhood has been found to predict being overweight as an adult. Overweight adults are at higher risk for virtually every major chronic disease, including heart disease, diabetes and cancer.

- **Economic Data**

Is your local economy diversified or is it dependent on a single industry? Is employment relatively stable? What is the amount of discretionary income? What percentage of your residents is economically disadvantaged? Answers to these questions will tell you how much people can afford to pay for recreation programs. Tax revenue represents an important, but shrinking, proportion of the local government operating budget. Charging higher fees may limit participation.

- **Political Atmosphere**

Are your legislators and government officials recreation “friendly?” Do they understand the values of recreation as related to social concerns? Do they support financing of recreation programs and services?

This includes structured programs and park areas and recreation facilities designed for independent use. No one organization can provide for everyone’s recreation desires and needs. Roles and responsibilities differ but the recreation opportunities provided by a wide variety of organizations form an inter-related system of recreation services within your municipality. Compiling an inventory of information on all public, nonprofit and for-profit recreation providers, what recreation programs they offer and what physical resources they have will help you determine what needs in the community are being met already, what’s being duplicated and what activities are missing. With information about the community and the recreation program opportunities already present, your municipality can begin to identify its niche or role in providing recreation programs.

Frequently several agencies are programming the same recreation activity for the same people at the same time, while some segments of the population are neglected altogether. Competing with other agencies for people’s time is a tremendous waste of money and effort. For instance, nonprofit associations provide lots of character building services focused on youth. Schools often provide community education programs. County government agencies provide recreation services for senior citizens. Civic and service groups, religious organizations and churches, athletic and cultural groups, youth serving agencies and commercial businesses all provide recreation opportunities.

Figure 3 lists examples of the types of organizations to include in your community recreation inventory.

Community Recreation Inventory

Inventorying local resources is an important step in the recreation program planning process. Knowing what recreation opportunities are already being provided and what facilities are available gives your planning a starting point. In most communities, citizens have many recreation opportunities to choose from.

Where to Find Census Data

Census data is available online from the United States Census Bureau at www.census.gov. Pennsylvania also has its own official source for demographic and economic data, the Pennsylvania State Data Center. Its website is www.pasdc.hbg.psu.edu.

Figure 3 Community Recreation Inventory

Public agencies:

- Local government park and recreation agencies
- County or regional agencies
- State agencies such as Pennsylvania Fish and Boat Commission, Game Commission, Historical and Museum Commission, State Parks
- Federal agencies such as U. S. Army Corps of Engineers, National Park Service
- Schools

Nonprofit associations:

- Boys and Girls Clubs
- Scouting programs
- YMCAs and YWCAs
- Jewish Community Centers
- Churches and religious groups
- Athletic associations
- Swim clubs
- Senior service associations
- Health and medical providers

Private for-profit enterprises:

- Racquet clubs
- Fitness centers
- Campgrounds
- Amusement parks
- Skating rinks
- Bowling alleys
- Golf courses
- Dance, gymnastics and karate studios
- Sports complexes

Market Share

Determining the activity market share held by community recreation program providers is another way to evaluate the need for recreation programs. Take basketball for 9 to 12-year-olds as an example. The first step is to get the participation index from National Sporting Goods Foundation. For basketball, 25 percent of children play. Say there's 10,000 children ages 9 to 12 in your community. That means approximately 2,500 of them will be interested

in playing basketball. If other agencies such as the YMCA or Boys Club have 1,250 kids in their basketball programs, they're serving 50 percent of the market. If there are no other basketball programs in your community, 50 percent of the 9 to 12-year-olds, or 1,250 kids, are left out and aren't being served. That indicates the need to offer a municipal youth basketball program.

Citizen Needs, Interests and Preferences Assessment

Deciding what activities to offer is the most important part of programming. So doesn't it make sense to find out what recreation programs citizens would like to participate in? How can you know, before investing large amounts of money into programs and even facility development, what people want?

The types of recreation activities people participate in vary widely, as do the interests of an individual throughout his or her lifetime. Municipal recreation programs should include activities which have a universal appeal, as well as activities for individual and cultural differences in recreation interests.



Spotlight On: Aquatics

Learn to Swim Program
City of Erie Parks and Recreation
Department (Erie County)

For over 45 years, Erie children have learned to swim at this free program. Six City swimming pools host lessons staffed by American Red Cross instructors. An average of 1,500 boys and girls participate each summer.



Knowing why people engage in activities and what satisfactions they gain from participation helps when planning recreation programs.

Figure 4 lists the basic human needs that are the most meaningful for recreation programming.

Determining Citizen's Interests and Preferences

Using the same social indicators that help you gain an understanding of the community – demographic information, health statistics, educational trends, family characteristics and socioeconomic variables – can help you determine what programs will attract participants.

But the best way to determine recreation interests and preferences is to ask people. When building a year-round recreation program, the advice of local leaders, program participants and the community at-large is invaluable. A survey of citizen attitudes and opinions on what recreation activities they desire is the most common assessment technique. A sample survey is included in the Appendix.

A properly-conducted survey ensures the most representative view of all citizens and helps you understand what recreation programs they desire and prefer. Direct feedback from individuals who don't participate in your programs is important information. The reasons citizens give when asked why they don't participate will help when planning future recreation programs. Municipalities may collect information through mailed surveys, telephone interviews and face-to-face interviews.

When based on random selection of households, the results of surveys represent an estimate of the actual preferences of the entire population being studied. The precision of the estimates and the level of confidence placed in them largely depend on the response rate.

Other ways to get input from people are:

Participant Forums – People who participate in your recreation programs have important information to share. Participant forums can provide valuable insight on what citizens' needs are and what programs will be successful.

Figure 4 Individual Needs Related to Recreation

- **New Experience:** To seek adventure and challenge; to explore and discover.
- **Relaxation/Escape:** To achieve a clear mind; to remove stress.
- **Recognition:** To be rewarded for achievement; to rival and surpass others by overcoming obstacles and have it acknowledged.
- **Security:** To avoid pain, physical injury, illness and emotional hurt; to feel needed, necessary and safe.
- **Dominance:** To take charge and control of your environment; to direct the behavior of others by manipulation, orders, suggestions or persuasion.
- **Physical Activity:** To provide release from muscular tension; to bring a sense of coordination, balance and control of the body and its movements.
- **Social Interaction:** To relate and reach out to individuals and to have individuals interact with you; to experience fellowship, belonging and companionship.
- **Mental Activity:** To perceive, interpret and understand various alternatives; to concentrate; to exercise your mental powers.
- **Creativity:** To create a new image, idea or product; to be original; to see and express concepts never consciously encountered.
- **Service to Others:** To contribute, help and show concern for the well-being of others.
- **Love of Beauty:** To enjoy beauty of landscape and works of art and poetry, among many others.

Source: The Program Book for Recreation Professionals

Spotlight On: Outdoor Recreation



Junior Rangers
Chester County Parks and Recreation
Department (Chester County)

At this summer program, children ages five to 15 learn about the environment and what it means to be a park ranger. Four County parks host the program and tailor the experience to the park's outdoor resources. Each program is held Monday through Friday for half days and is geared to a specific age group.



Well-publicized and professionally monitored forums are most effective.

Focus Groups – Focus groups solicit in-depth input regarding recreation programs. People are selected for their unique perspectives or because they represent a cross-section of your population. Focus groups work best with no more than 12 members and a trained facilitator. Focus groups are issue-oriented, not just discussion groups.

Key People – Consulting respected and knowledgeable community members enhances your understanding of recreation needs. Interviewing key people also helps to squelch rumors and spread accurate information. Key people can serve as sounding boards to test new ideas too.

Citizen Advisory Boards and Committees – Citizen advisory boards and committees are valuable sources of preference information. Whether the boards and committees represent a cross-section of your community, a special population like teens, the disabled or seniors; or a specific recreation program, they are excellent vehicles for community input.

Participant Program Evaluations – People should evaluate any recreation program they have participated in. In addition to improving current programs, finding out what other recreation programs your current participants are interested in will help you develop new programs.

Internet Data Collection – Most municipalities use home pages on the Internet to promote recreation programs and services. The Internet has interactive capabilities too that can be used to solicit public input. Surveys can be added to websites, either as simple open-ended feedback requests or focused on a set of questions.

Life Stages

Recreation programs serve people of all ages. Some system of classifying people is necessary so that certain ages or developmental levels aren't overlooked. All individuals differ but there are similarities in the stages of people's lives. Knowledge of age group growth and development characteristics and differing life stages helps to build more in-depth understanding of the people you're planning programs for.

Table 1 provides a brief overview of the development characteristics as people move from one life stage to another.

Involve People When Planning New Programs

People know what they're looking for. Having ideas from them is very valuable in helping you design the right type of new recreation program.

Table 1
Age Group Growth and Development Characteristics

Infant (Birth to 8 months)

Reaches towards interesting objects and grasps and releases them.
Sits up alone, rolls over and crawls.
Uses senses (hearing, sight, smell, taste, touch) and reflexes to learn.
Enjoys picture books and singing.
Likes brightly-colored toys that vary in shape and texture.
Looks at objects when named.

Infant (8 to 18 months)

Pulls self to stand and walks when led, then alone.
Learns to sit in chair.
Throws objects.
Scribbles with crayons.
Enjoys hide and seek games and peek-a-boo.
Interested in other children.
Listens closely to adult talk.
Uses gestures to communicate needs and wants.
Learns and uses words.
Likes to explore environment.

Toddler (18 to 36 months)

Enjoys being read to.
Likes to play with musical instruments.
Wants to help with easy chores.
Imitates others' actions.
Demonstrates pride and pleasure when accomplishes something.
Recognizes own power – “no!”
Enjoys playing with other children.
Very short attention span (less than 5 minutes).
Listens to stories.

Preschool (3-5 years)

Side-by-side play.
Self-centered.
Depends on supervision for structured play.
Short attention span (5-10 minutes).
Limited fine motor skills.
Has difficulty sharing.
Ultimate stage of learning and development.
Need for praise and immediate gratification.
Lacks verbal skills.
Very curious and imaginative.

Early Childhood (6-9 years)

Period of steady physical, intellectual and emotional growth.
Enjoys group activities.
Learns to share.
Ability to role play and imitate others.
Motor and language skills become more developed.
Limited attention span (15-20 minutes).
Need for familiarity and security.
Easily bored and frustrated.
Need to repeat activities that are well known.
Very noisy.
Desire for leader's approval.
Feels they know it all.

Late Elementary (10-12 years)

Solid moves toward groups of friends.
Idolization of others, hero worship.
Play has become filled with rules and team cooperation.
Values and fair play beginning to emerge.
Competition among group members is important.
Begins to accept responsibility for self and others.
Lengthened attention span (30-40 minutes).
High need for skill development.
Eager learners and quick understanding of ideas and concepts.
Willing to work for external rewards.

Youth (13-15 years)

Seeks self-identity.
Enormous capacity to perform new tasks.
High ability to carry out responsibilities.
Testing of boy-girl relationships.
Thinks about future.
Interested in individual and team activities of skill.
Greater need for independence from adults.
Group affiliation important.
Seeks risk and adventure.

Teenage (16-18 years)

Strong aggressive drives.
Potential for high alienation from family, adults and society.
Nervous and overactive.
Strong need for self-identity.
Strong need to be alone, free from having to interact with others.
Revolts against parents.
Uncertainty about others – to trust, to understand.

**Table 1
Age Group Growth and Development Characteristics**

Young Adults (18-30 years)

Thinks of marriage and family.
Interested in vocation.
Strives for success.
Active and energetic.
Non-work activities become important.
Strong economic motivation for living.
Full physical and mental growth.
High need for adventure.
Wants everything to happen immediately.
The period of strongest aggressive drives.

Early Adulthood (30-40 years)

Begins to set goals for a lifetime.
Awareness of own strengths and abilities.
Final phase in the development of values.
Security needs high.
Committed to being a part of society.
Loss of individual independence where family is concerned.
Acceptance of obligations to community.
Novelty and variety are important.

Maturity (40-50 years)

Has reached full potential in efforts to meet personal needs.
The threat of the permanent present – dull, boring.
The apex of life – security of position, occupation, associations.
Clear view of the past and a realistic future view.
At the height of external respect and perceived contribution.
Enjoyment of life's comforts; no need to rough it.
Enjoys being a member of a group.
Group of friends is large and varied.

Later Middle Age (50-60 years)

Reduction in some drives to satisfy basic needs.
Lessening of aggressive behavior.
Fear of failing in many performance areas and activities.
Definite physical slowdown; energy needed to perform usual activities is harder to stimulate.
Experience oriented.
Caution is an important notion in all experiences.
Starts spending more time on a limited number of activities.
Interested in sustaining a good life for self and others.
Tendency toward passive living.

Old Age (60-70 years)

Generally a lessening of activity.
Danger of boredom.
Physical deterioration is impossible to escape.
Less interest in material things; cling to the abstract.
Being loved, having emotional and economic security are important.
The past is an important reference point.
Health concerns are of paramount importance.
Progressive detachment and disengagement from outside activities.
Retirement from paid employment.

Senescence (70 years and up)

The negatives appear to outweigh the positives.
Life tends to be self centered and self serving.
Increasing physical infirmity.
Loneliness and a sense of isolation.
Large amounts of unobligated time available.
Well-established patterns of living.

Source: The Process of Recreation Programming – Theory and Technique



Spotlight On: Performing Arts

Muhlenberg Community Chorus
Muhlenberg Township Parks and Recreation Department
(Berks County)

More than 60 community residents ages 40 to 85 participate in this program supported by a Pennsylvania Council on the Arts grant. Practices are held September through June at the middle school choral room, with performances given at nursing homes, churches, schools and parks. A volunteer director leads the chorus and schedules its concerts, which are offered free of charge. Any donations received are used to purchase music.





Spotlight On: Aquatics

Pool-O-Ween
Plymouth Township Parks and
Recreation Department
(Montgomery County)

Held immediately after a family pumpkin carving program, this Halloween indoor swimming pool event features a “swim in the dark” with everyone’s position marked with hand-held glow sticks, an in-pool candy scramble, haunted pool deck walk and floating pumpkins. Admission is \$9 per person or \$25 for a family of four. Advance registration is taken, and due to the event’s popularity, it is held for two nights. Each night sells out at the pool’s capacity of 230 people.



Meet People’s Quality Expectations

People will pay for high quality recreation experiences. For example, parents will pay top dollar to enroll their children in good day camps. The key is how a “good” day camp is defined. Quality is based upon one thing only, the perception of the user. Since recreation experiences are based upon specific needs, desires, expectations and lifestyles of individuals, it’s essential to identify and meet these specifics. The more you know about what people want, the better you’re able to personalize your programs to provide quality experiences.

Preparing a Recreation Program Plan

What follows is a simplified look at the recreation program planning process. Planning is the key word! Proper planning provides those magic moments of joyful participation that happen when the available resources have been stirred together just right.

A plan is an orderly system, thought out in advance, for doing something. It’s often a better plan if it’s written down. If planning as a process is thinking ahead to predict and control events, then a recreation program plan may be described as a map to direct the production of recreation experiences.

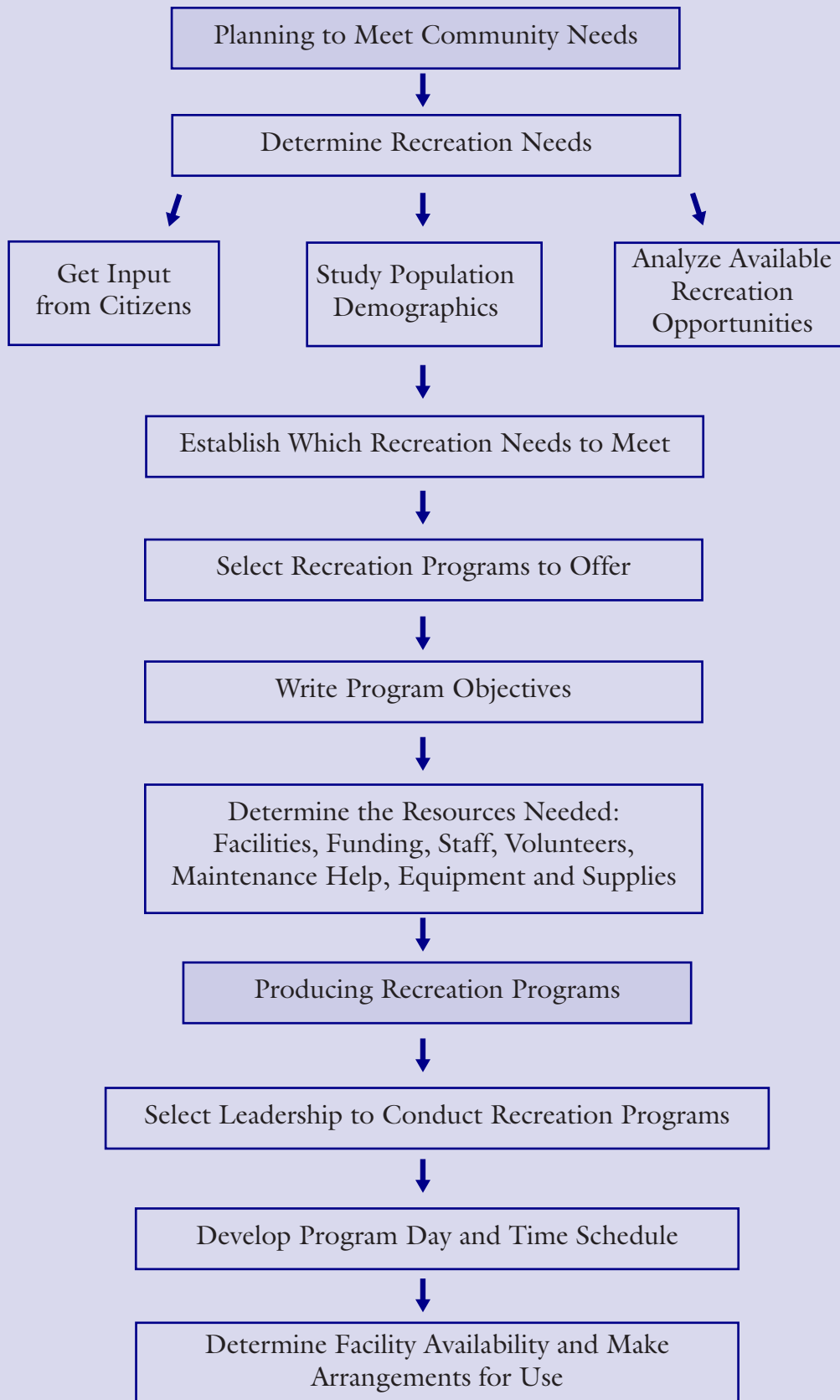
Figure 5 outlines the basic steps to follow to begin offering recreation programs to your community.

A variety of program planning and scheduling forms used by Pennsylvania recreation and parks departments are included in the Recreation Program Toolkit.

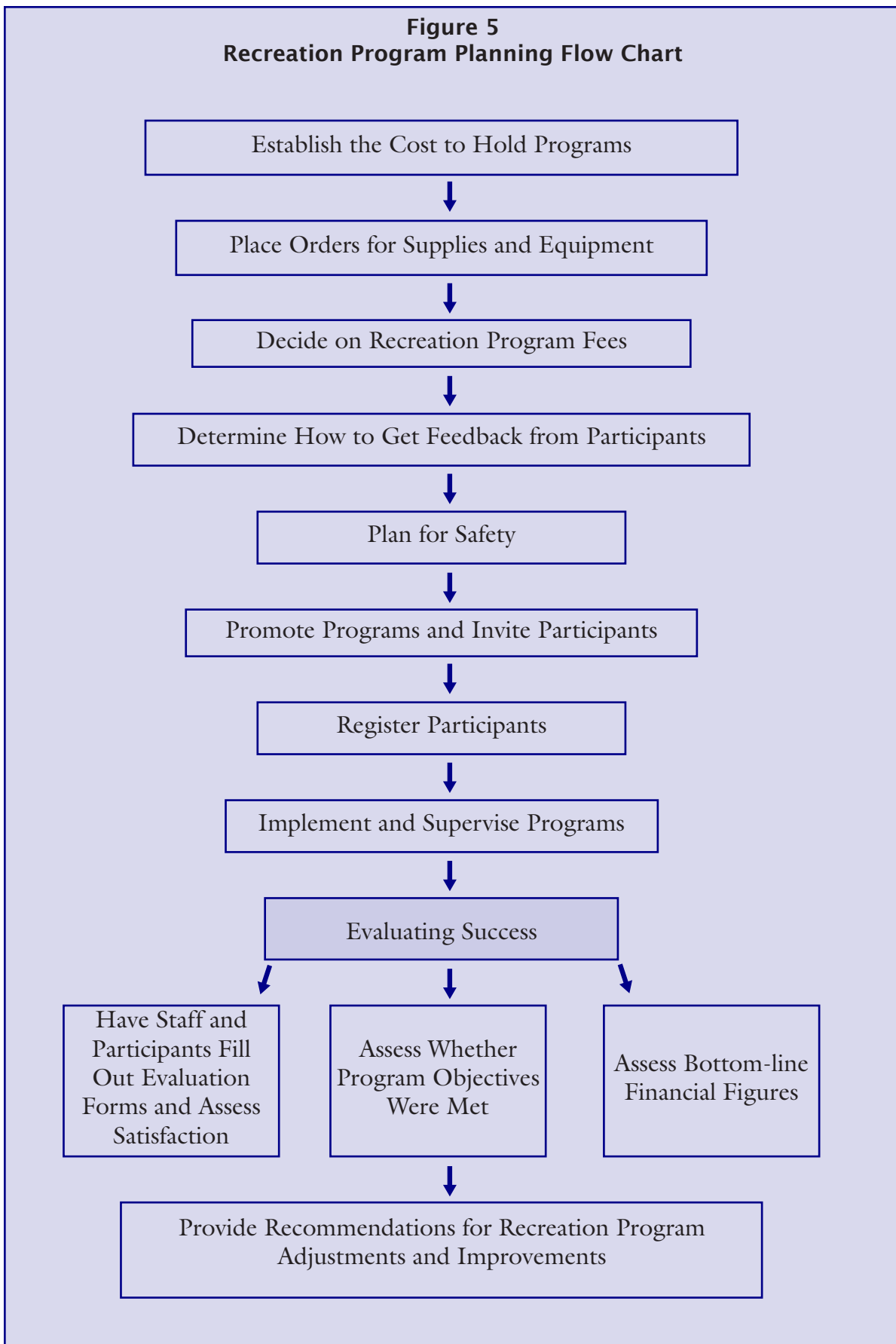
Give Out Accurate Information

Prepare your staff to answer all kinds of questions. The key is to give out the correct information. Giving out the wrong information does a lot of damage. If you don’t know the answer, find out and get back to the person. Be prepared to provide information on any recreation service being offered in your community, not just your own. Become a clearinghouse of recreation programming. People will appreciate it.

Figure 5
Recreation Program Planning Flow Chart



**Figure 5
Recreation Program Planning Flow Chart**



Chapter 2

Building a Recreation Program Schedule

After establishing your community's recreation needs, it's time to decide what recreation programs to offer.

Two common problems in program planning are: 1) the monotony of recreation program schedules that include only a few activities covering a narrow range of recreation interests, and 2) scheduling more events and starting more programs than can possibly be carried to a successful conclusion. Finding the right balance is important.

Classifying Recreation Programs

Classifying activities is a good way to begin to build a municipal recreation program schedule. It can also pinpoint gaps and lack of service, when it's discovered that certain categories of recreation programs aren't offered to your community.

A popular system for classifying programs is by program area. Recreation program areas range from performing arts, which give participants a creative outlet to express ideas and feelings, to volunteering, where serving and helping others is the recreation experience.

Table 2 lists the program areas commonly used to classify recreation activities and provides some activity examples. Offering programs in each of these areas makes your recreation program schedule more diverse.



Spotlight On: Outdoor Recreation

Crowfoot Youth Sportsfest Day
Murrysville Recreation Department
(Westmoreland County)

Parents, grandparents and children participate together in indoor and outdoor activities including archery, rifle, clay pigeon and target shooting and fishing. This family program is a collaborative effort with the Pennsylvania Game Commission, Pennsylvania Fish and Boat Commission, National Rifle Association and Crowfoot Rod and Gun Club. Certified instructors lead the activities. The 30 youth spots fill up quickly. All children must be accompanied by an adult.



Table 2
Classification of Recreation Programs by Program Area

Program Area	Description	Activity Examples
Performing Arts	Participation is the mode of expression; performance before an audience	Music, dance, drama, puppetry
Arts	Creative work; making items that display form, beauty or unusual perception	Painting, sculpture, drawing
Crafts	Items have decorative value as well as being useful	Tie-dying, knitting, sewing, pottery, ceramics
Technology Arts	Employs technology; computers, digital cameras	Photography, computer graphics, sound recordings
Literary Programs	Activities associated with language, speech, literature, books, writing	Written communication, reading, poetry, short stories, public speaking, storytelling, debate
Self-Development Programs	Aimed at improvement of the individual; focused on changing one's behaviors or developing new skills	Educational classes, auto repair, computer training
Aquatics	Activities done in or on the water	Instructional swim, drop-in swim, competitive swimming, water exercise, boating instruction
Outdoor Recreation	Activities in the outdoors; land-, water- or air-based; being in, enjoying or interpreting the natural environment	Climbing, camping, biking, backpacking, bird watching, canoeing, fishing, ice skating, skiing, rafting, scuba diving, archery, environmental education
Wellness	Focuses in a holistic way on the well-being of the individual; a process as well as an end directed toward achieving optimal health	Physical fitness, nutrition, weight reduction, smoking cessation, stress management

Program Area	Description	Activity Examples
Hobbies	Activities pursued with intense interest and longevity; types include collection, creative, educational and performing	Antique, stamp and coin collecting, cooking, chess
Social Recreation	Promotes opportunities for social interaction; key factor is to bring people together for socializing	Parties, picnics, dances, family reunions, festivals, social clubs, exhibits, contests
Adventure Programs	Activities that offer challenge and thrill	Snowboarding, adventure tourism, skateboarding, paintball, kayaking, rock climbing, windsurfing, BMX biking, mountain biking, laser tag
Travel	Physically transplanting participants to another setting	Trips, vacations, destination attractions
Sports, Games, Athletics	Games require low level of skill, few rules and short duration. Sports require rules, vigorous exertion and high level of organization. Sports become athletics when organized for competition. Individual sports allow people to direct their participation themselves. Dual sports allow two people to oppose each other in a game situation. Team sports are more structured.	Individual sports: bowling, cross country running, golf, gymnastics, track and field, weightlifting Dual sports: badminton, billiards, bocce, boxing, fencing, judo, squash, tennis, wrestling Team sports: baseball, basketball, football, lacrosse, rugby, soccer, volleyball
Volunteer Services	Services provided without pay; helping others as a community or civic service	Administrative volunteers, program volunteers, coaches, special event helpers

Source: Management of Park and Recreation Agencies

Other Ways to Classify Recreation Programs

Recreation programs are also classified by age, skill, seasons, group size or degree of organization. Indoor activities are segregated from outdoor ones. Some programs require large spaces and lots of equipment; others may be carried on in small spaces.

Age – Recreation interests vary at different ages. For instance, sports play an important part in children’s lives. On the other hand, recreational reading, hobbies, volunteer service and home activities like gardening are important to adults. Some activities have a brief interest span; others continue throughout life. The length of programs, type of facilities and type of leadership, as well as activities themselves, must be adapted to the ages of the participants.

Children are often grouped by age. Some activities easily accommodate a broad range of ages – particularly programs in theater, art, music and dance. On the other hand, a rule of thumb for most physical activities is to avoid organized groups with an age span greater than two or three years, particularly for those under the age of 18. Also, after age eight or so, boys become stronger physically, and boys and girls generally compete in sports activities separately. As a rule people like to play with people their own age. Endurance and skill are similar, especially for active games and sports. Nevertheless, a person interested in activities like dramatics, crafts or nature may enjoy a group activity, even though he or she is much older or younger than most of the members.

Skill of Participants – The desire of people to improve existing skills and to acquire new ones is satisfied by such widely different activities as golf and wrestling, dancing and ceramics, fishing and chess. Providing activities for varying degrees of skill allows everyone to find a level at which they can participate successfully. Careful placement of participants in activities involving competition is important. Matching the beginner and expert in tennis or golf isn’t fun for either player.

Seasons – For safety, health and property-

damage reasons, when planning recreation programs, seasons and climates regulate when programs happen. Swimming pools open in the summer when it’s hot and water is a great escape from the heat. We ski during cold snowy weather. We plan kite making and flying around windy March days. Seasonal climates are predictable. For instance, we know the times of the year when we set up cancellation and postponement procedures or operate under a rain-or-shine policy. When planning activities, it’s important to set up alternate activities depending on weather conditions. Playing on a soaked soccer field not only jeopardizes participants but does long term damage to turf.

At times, the calendar dictates when activities are traditionally expected. Most municipalities have Halloween trick or treating on or close to October 31. Many holidays inspire special events to celebrate them. Sports activities are also traditionally calendared – football in the fall, basketball in the winter and baseball in the spring. Although many sports are being played year-round by school age youth, these more competitive formats aren’t usually sponsored by municipal recreation.

Group Size – A successful chess club can be formed among a few chess enthusiasts, but a community chorus can’t be carried on unless lots of people want to join. The size of the group is also a factor in scheduling use of facilities.

It’s important to sponsor activities which have a wide appeal and benefit many, but don’t overlook the interests of small groups. If a genuine interest in nature study, crafts or music can be developed among a small number of people, conduct the activity and see if its popularity grows.

Start Small

Don’t take on more recreation programs than you can handle. Doing a few things very well is far better than doing many things poorly. If you start slowly and offer quality, well-planned programs, you’ll gain a reputation for doing things right. It’s much easier to build on a good reputation than to try to improve a damaged one.

The size of the group can influence the method of conducting an activity. For instance, you may offer a youth volleyball league, but it may have only one team in each age group. If the teams are to play games, you'll need to arrange them with teams from other communities.

Degree of Organization – Some activities, like playing cards, hiking or creative writing require no special organization or promotion and very little in the way of facilities. Yet organization may expand their recreation possibilities. Your municipality encourages individual hiking by constructing a trail, but when it helps hikers form a club the activity takes on a new element of sociability. Organization can bring out added values without causing the individual to lose any of the satisfaction which he or she gained from participating in the activity on an informal basis.

Many recreation activities, especially those which involve competition, are most successful when carried on by highly organized groups. Baseball is more fun when children play on a team that competes in a league with scheduled games. An orchestra will succeed only if its membership is restricted to persons who can play an instrument and are willing to attend rehearsals regularly. Individuals can carry on a hobby without any organization, but its possibilities for enjoyment are greater when it becomes the common interest of a group.

Program Formats

In addition to classification categories there are different formats for presenting a recreation experience, different ways in which an experience can meet the needs of the participant.

Program format refers to the basic purpose for which a program is designed and the way in which the content is organized and delivered. For example, the program may focus

on a learning experience for the participant or competition may be its focus.

Recreation programs come in a variety of formats. The most common ones include:

Clinics, Workshops and Classes – This format provides educational activities to develop and refine skills and is very popular in recreation agencies. It carries a high level of leader control and clear reservation of program activity space for the scheduled period of time. All of the details have been taken care of, and all people need to do is to come and participate.



Spotlight On: Environmental Education

Nixon County Park Environmental Education Program
York County Parks and Recreation Department (York County)

Funded by grants from the York Foundation and Pennsylvania Department of Community and Economic Development, 11 environmental education curriculum packets for elementary and middle school students were developed. These are used by classroom teachers before and after students visit the County Park's Nature Center. This helps to extend the learning process since students are only at the Nature Center for about one hour. Lessons on the environment, ecology, language arts and social studies are keyed to Pennsylvania's academic standards and are free of charge to local school districts. Approximately 7,500 students participate in the environmental education program each year.



This format allows you to respond to potential participant interests. Classes or workshops can be offered in a wide variety of activities. Classes that don't fill or clear the registration minimum can be cancelled prior to spending any money. On the other hand, those activities that attract a waiting list of participants as a result of full enrollment can serve as a barometer to what program needs exist. More classes of that or a similar activity can be offered in the future.

Most recreation agencies utilize three or four seasons for these activities. The four-sequence pattern follows the quarterly seasons, while the three-sequence pattern has a September to December, January to April and May to August time frame for programs.

Tournaments, Contests and Leagues –

This format provides for a competitive experience for participants, giving them a similar skill group to compete against. Offering programs with a competitive format demands strong organizational skills. A high level of structure is required to present a quality competitive experience that's appropriate for varying skill and age levels. Offering competitive activities includes the steps of signing up players, setting up league games or matches, securing the locations, seeing that games are played by the rules, and tabulating scores and determining the winners.

Camps – Camps are a popular format for summer or school vacation activities for children. An outgrowth of the traditional summer playground program, camps can be specialized and focused on one activity or offer a wide variety of activities. They generally are offered for consecutive days in a weekly timeframe. Some are mornings or afternoons only, while others cover the entire day to accommodate the needs of working parents. Just like summer playgrounds,

Know Your Competition

Before you offer a recreation program, know your competition. Know what they offer, how they offer it, how much they charge and what makes them unique. This will help you avoid offering a program that's the same.

camp week activities are often planned around themes such as Wild Wild West, Retro-Mania and Summer Olympics.

Clubs – For people who have common interests, joining a club is a popular way to experience an activity. The purpose of recreation clubs is to provide an opportunity for anyone to enjoy, learn, share and promote the activity focus of the club. Members assume a variety of roles to sustain and enjoy the club. Many different programs can be offered to others through the efforts of volunteers who themselves share an interest in the activity. Membership in clubs sponsored by municipal recreation departments is open to all citizens, except in cases where clubs can only support their activity by a certain skill level established by audition or tryout. Clubs must operate within the recreation agency's philosophy.

Club guidelines and rules are necessary since a recreation agency sponsors a special interest group to rely on self-direction by the membership. The recreation agency must have some person or small group with whom it can communicate, creating the need for a leadership structure of club officers. The club's cost is generally supported by its membership.

Performance – It's common to end a program with a special event such as an art show of the work done by the oil painting class, an all-star game between the best athletes from the soccer league or the spring children's dance recital. The performance format has a two-sided benefit. These two "sides" are the performing participant and the spectator participant.

Special Events – Special events are those programs which depart from the normal routine and require special planning. Municipalities can benefit from special events as they:

- Foster community spirit.
- Support community identity.
- Develop community cohesiveness and involvement.
- Generate community pride in and celebration of historical and cultural heritage.

- Promote a cause.
- Contribute toward community economic development.
- Provide opportunities for volunteerism.
- Generate revenue to support other recreation programs.

One thing that you can probably always say about special events programming is that it's big. Bigness is what makes it special in many instances. Big means complexity, organizational details, crowds and problems. Special events are the recreation programmer's ultimate challenge in planning.

Follow these planning principles when producing special events:

- *Plan for and with the total community.* Special events stretch over many interests and activities. Involving people helps gain their support. Creating a large, complex event means involving all elements of your community and other sponsoring agencies and utilizing volunteers with a committee structure to make the event a success. Trying to shoulder the entire event alone won't work.
- *Encourage family recreation.* Family recreation emphasizes the cohesive power of recreation activities in drawing relationships closer together by providing for family interaction and involvement. Special events provide lots of opportunities for family members to participate together.
- *Try out fads or trends.* We're wary of putting time, money and energy into something that may disappear overnight. This is especially true if we purchase special equipment designed only for the activity. But without trying we can never open up new

experiences. The special event allows you to introduce a fad on a temporary basis to test reactions and to stimulate demand for additional programming if the activity is a hit.

- *Make sure there's no duplication or competition by other events.* All elements of your community that might benefit by having a stake in a special event should work together. A community festival can accommodate the community center dance classes and the commercial dance studio.
- *Plan on the basis of traditional seasonal activity.* Special events have a close relationship with holidays in most people's minds. Halloween seems to say, "Here's recreation," as does Easter and the Fourth of July.



Spotlight On: Adult Sports

Sports Leagues
Greater Elizabethtown Area Recreation
Services (Lancaster County)

Adult sports leagues are sponsored in dodgeball, six-person and doubles volleyball, 5-on-5 and 3-on-3 basketball, and fast-pitch softball. The agency also sponsors church leagues for volleyball, basketball and softball. Basketball and volleyball games take place at the high school and middle school gyms; dodgeball is played at the community center gym. The softball leagues use school district and church fields.



The holiday spirit is a strong foundation to build upon.

- *Use all available resources.* Be aware of places and materials available in your community. We tend to make do with our own existing facilities. The best-suited facility for a special event may not be owned by your municipality.

Open Facility – As a government service, in addition to interacting with participants on a face-to-face basis through planned activities, recreation programming involves providing and maintaining park areas and recreation facilities that people can enjoy on their own. Open formats are common for revenue-producing facilities such as swimming pools, ice arenas, golf courses and bowling lanes. The facilities are used for classes, leagues and tournaments as well as reserving specific hours for club activities. Open time must also be provided for the drop-in participant to play, so facilities must have times available during hours when people will use them for self-directed activities. Facilities may need to stay open later in the evening or open up earlier in the morning.

Recreation Program Resources

Lots of resources come together to build a recreation program schedule. Resources range from volunteers to full-time professional staff (human resources), from park land and natural areas to specialized facilities (physical resources), from sports equipment to computers, paper clips and pool chemicals (financial resources).

Your first step is to determine what resources are needed to offer the recreation programs you've selected. Don't plan programs according to the resources you know you already have. Instead, decide what resources you need and then find them.

Steal Ideas

Why reinvent the wheel? One of the great things about the recreation profession is our willingness to share with others. Find out what another municipality did to make the program successful. Find out what mistakes they made that you can avoid.

Recreation program resources include:

Budget – Lack of money is always an easy way to rationalize not offering recreation programs or not expanding and improving them. The money in question might be for salaries, facilities, equipment or promotion. Money is important. But recreation programs that are sincerely desired and based on clearly identified needs may be financed in many ways.

Recreation programs are limited by budget because their operation is often based on a fees-and-charges concept with the cost of wages, supplies and other items factored into the fees. Plus, these fees must be reasonable enough to remain affordable for citizens.

Sometimes it makes sense to offer recreation programs that won't break even financially. Programming at a loss can boost public awareness and goodwill that in the end improve financial support for recreation services. When recreation programs are visible to the public and dynamic, they can also obtain support by donations, sponsorships and grants.

Cost often determines whether or not a particular program can be carried out. However, consider the number of people an activity will serve, the extent to which it may lead to continuing self-activity, its contribution to individual and community happiness, safety, health or civic value; and its possibilities of becoming self-sustaining in relation to its cost.

Areas and Facilities – Programs take place in many settings. The places required for different forms of recreation vary from the quiet corner for reading a book to the outdoor trails needed for horseback riding or mountain biking. Effective program planning involves knowing the space requirements of activities and what type will work successfully in available indoor and outdoor spaces.

Recreation programs are also limited by the facilities available. It's much harder to hold tennis lessons without a tennis court. A gymnasium with a low ceiling and projecting walls severely handicaps a basketball tournament.



Spotlight On: Aquatics

Bridesburg Recreation Center
Water Show
Philadelphia Recreation Department
(City of Philadelphia)

This popular end-of-summer outdoor water show has been held for over 50 years. Close to 125 participants age six to adult perform synchronized swimming routines at three standing-room-only performances. Every summer's water show has a different theme, complete with decorations for the pool and costumes for the performers. Four weeks of lessons and two weeks of rehearsals lead up to the one and one-quarter hour shows, which include swimmers of all levels. The event is funded by spectator admission fees, with a net profit of about \$600 after expenses are covered.



Spectators enjoy a play performance in an air-conditioned auditorium with comfortable seats more than one held in a badly-ventilated gymnasium. More people attend a band concert if seats are provided than if they have to stand throughout the program.

Municipal recreation programs often take place in facilities owned by others such as schools, churches, fire halls and libraries. Utilizing all available facilities in a community is important.

When a municipality builds a specialized recreation facility, such as an ice rink, the facility needs to be put to optimum use and filled with programmed activity. Once a costly-to-maintain structure is built, it places a demand on

programming that may run counter to other major factors, such as citizen needs and budget. There may be no time, staff or money to offer other programs.

Amount and Type of Leadership Required

– Recreation programs are delivered in a number of ways. Some people like to have direct staff leadership when participating in a program. Others only need a helping hand to enjoy their activities.

Staff and volunteers who are trained and experienced in community recreation make a well-rounded program schedule possible. Staff qualifications also influence the type of programs that are offered. Someone trained in outdoor recreation, for example, is likely to develop nature study activities to a greater extent than music or athletics. In addition, when all support elements are saying “go” to sponsor an activity, the absence of a knowledgeable, skilled leader will keep it from happening. Whether personnel are paid or volunteer makes no difference as long as they are qualified.

Often, participants use municipal public areas such as playgrounds, picnicking facilities, tennis courts, hiking trails, bike paths and greenways to enjoy recreation on their own. Managing these environments for people to experience recreation is the most important factor.

Equipment – Factor equipment needs into your recreation program plan. Bridge sessions really need cards and card tables. Youth tackle football requires protective pads, jerseys and helmets. The tumbling class needs mats for safety. Some programs require participants to provide their own equipment. Tennis players bring tennis racquets and golfers bring golf clubs. Dancers buy leotards and shoes.

Time of Day and Length of Programs

There are certain times of the day when programs have the greatest potential for success. Each community has a time lifestyle, perhaps three different sets of people whose free time is in the morning, afternoon or evening. People engage in recreation activities during free time; their work and sleep patterns impact what activities they participate in. Having time to play is a crucial factor in people's selection of recreation activities. If you assume a norm when providing programs you can end up neglecting large segments of your population.

There's also a right time and wrong time for certain activities. Adult parties work best at night. Preschool story hours work best in the

morning and youth baseball games are at peak excitement in the evening.

The amount of time needed to conduct a program is important too. In a well-balanced program, the activities follow in a progressive sequence without overcrowding of schedules or long periods of inactivity. For instance, when arranging league schedules, games must be played often enough but time must be allowed for postponed games.

Setting Program Goals and Objectives

When planning recreation programs we set goals to strive toward. Trying to reach the goal is what makes recreation programming a continuously exciting challenge. But we need points along the way through which we achieve part of the ultimate goal – concrete, measurable achievements. These are objectives.

Objectives help us clarify exactly 1) why we're offering a recreation program and 2) what we want to have happen as a result of it.

Our goal is to provide recreation activities for people that make life better for them. Objectives are realistic written statements of what the recreation program is supposed to accomplish for the participants. They define performance levels or outcomes for the participants.

Frequently, objectives are written as values to the individual, such as "improve mental and physical health." Objectives are more meaningful when they're specific as to the actual function of the program. This way, an evaluation can show whether objectives have been met. Figure 6 provides samples of specific program objectives.

Focus on Goals

Focus your work on achieving the goals you've set for your recreation programs. Keep in mind why you're offering the programs in the first place. If your goal is as simple as introducing your facility so that people come back to enjoy it after the program is over, you want to focus on how to make that happen.



Spotlight On: Travel

Community Tours
Franklin Park Borough
(Allegheny County)

Since 2000, this collaborative program has allowed four townships, one borough and a YMCA to offer trips together. Smaller municipalities are able to provide programs for their residents that they otherwise could not. A variety of trips is offered year-round that vary in length from one evening to multi-day excursions. The agencies share the responsibility for organizing the trips with the help of a travel agency, Collette Tours.



Figure 6
Summer Day Camp Objectives

The summer day camp will be designed so that the participant:

- Enjoys the experience.
- Realizes success.
- Learns new recreation skills.
- Experiences a sense of belonging.
- Receives maximum participation time.
- Develops creative abilities.
- Increases physical activity levels.

Offer Free Introductions
Sometimes people are reluctant to sign up for a recreation program because they don't know if they'll like it. No one wants to waste their hard-earned dollars. You can remove this reluctance by offering free introductory classes. Let people try your Yoga class to find out if it's for them. You're paying your instructor anyway.

Don't confuse objectives with intent. For example, a municipality may say that the objectives of its sports program include providing year-round programs, diversified activities for all ages and programs for varying levels of skill. These aren't outcomes for participants. They are the way the municipality will offer the activities. Ask "Do the sports meet the needs of individuals?" rather than "Do we have a variety of sports for all ages and all skills during the whole year?" However, offering a variety of sports programs may be a goal for your municipality related to the scope of opportunity you provide for citizens.

The objective of a band concert may be to give a large audience enjoyment or to culminate a long period of effort by an amateur music group. Holiday celebrations develop community solidarity in addition to providing satisfaction to the people taking part. Demonstrations of recreation activities may be arranged to interest others in participating in the activities.

Recreation Program Plan Components

Preparing a written recreation program plan is helpful when organizing a program schedule. It lists all of your programs in one place so you can see the balance and diversity of your offerings. The components of a program plan include items such as the program area, the population segment being targeted, whether the program is new or being repeated and pricing strategies to be used.

The primary purpose of recreation program planning is to help citizens gain the greatest satisfaction, joy and benefit from their free time. Activities can also serve different ends.

Table 3 presents the components to include in a recreation program plan.

Table 3
Recreation Program Plan Components

Program	Program Area	Market Segment	Delivery Method
Repeat or New	Season	Promotion Methods	Pricing Strategies

Chapter 3

Administering Recreation Programs

Administering recreation programs involves hiring staff and volunteers, developing policies and procedures, obtaining locations, purchasing supplies, preparing budgets and ensuring participant safety, plus taking care of many other details. Planning and implementing recreation programs takes a great deal of organization.

This chapter provides a basic overview of the recreation program administration elements of program staffing, cost, accessibility, registration and safety.

Program Staffing

Recreation leadership and supervision is an important, demanding job. We deal with people of all ages, from the elderly couple at our senior center, to the at-risk youth in our after-school programs, to the families gliding around our ice skating rink or picnicking in our parks. Building a successful recreation program schedule requires someone with the proper training. Municipalities should hire Certified Park and Recreation Professionals for recreation program supervisor positions. These individuals would have, at a minimum, a four-year college degree in recreation and parks and successfully passed a certification exam.

Partner with Others

Offering programs in cooperation with other groups and agencies brings many benefits. It can bring you the money needed to purchase supplies, volunteers to staff the program, the location to hold the program, the expertise to conduct the program, promotional help and lots more.

Recreation program staff have many titles and responsibilities. They're called recreation leaders, guides, instructors, coaches, camp counselors, program supervisors, youth workers and teen specialists. Their work varies, with some heavily involved in the planning and promotion of activities and others more involved with leading programs.

Recreation program providers are always taking applications for part-time staff. They're constantly looking for people to instruct and lead recreation activities. Finding qualified staff requires a great deal of resourcefulness.

Recreation program staff should reflect the municipality's population demographics. For neighborhood-based recreation programs, hiring your staff from within the neighborhood is important. That way, staff reflects the area's population and can help to recruit participants.

Program staff can be compensated in a number of ways. They can be paid on an hourly basis, with a flat rate, with a percentage of program income, or pro-bono (not at all). Adding program staff to the municipality's payroll as part-time workers is the most straightforward way and provides for worker's compensation insurance coverage for staff. Specialized instructors often prefer to work on a percentage basis. However your staff is paid, having a written agreement with them is a good idea. This not only spells out compensation details, but includes items like hours of work and other responsibilities.



Spotlight On: Environmental Education

Woodland Explorers
Newtown Township Parks and
Recreation Department
(Bucks County)

Children ages three to six explore the world of lightning bugs, earthworms, salamanders, beetles and other bugs and insects at the Township's Clark Nature Center. The meadows, forests and streams of this 50-acre site are a perfect setting for this environmental education series. Over 200 children have had fun outdoors while learning about nature since the program's start. During the school year, one-hour programs are held on Saturday mornings; in the summer they're offered on weekday mornings.



When you find good program staff, treat them well. Make their jobs easier by giving them the support they need. For instance, when they need supplies like t-shirts or certificates for participants, get them to them on time. Pay for training sessions for staff. Give them the opportunity to take other programs you offer or to use your recreation facilities at no charge. Recognize them in your recreation program guide.

Recreation programs offer flexible work schedules, excellent on-the-job experiences and a great work environment for college students. Paying a stipend or an hourly wage

helps to attract student interns. Recreation departments can offer experience in accounting and finance, marketing and graphic design, public relations, education, social work and sports administration, among many other fields.

To keep program costs down, and when the budget doesn't allow you to hire additional staff, volunteers can be used. In fact, without volunteer help, many recreation activities couldn't occur. Recreation programs require help year-round not only to keep the activity costs low, but also to offer more and improve the quality of programs. Adults volunteer as youth sports coaches, special event staff, referees and senior center helpers. Teens serve as day camp counselors-in-training, sports program helpers and office assistants. Volunteers can be recruited individually or as a group. Service clubs and student groups tackle volunteer projects in teams.

When you don't have the staff to plan recreation programs, you can use contracted groups. Many packaged program businesses exist where everything to provide a program is taken care of, from supplies to staff. You provide the location and register the participants. Examples are businesses like the Roving Nature Center and U.K. Elite Soccer Camps.

Background Clearances

To protect participants, complete background clearances for criminal history and child abuse for anyone working or volunteering in your community recreation programs. Employees can be required to pay the costs of these clearances up front. Reimbursing staff for the cost of clearances if they're employed through six consecutive months is a good policy. Cover the cost of the clearances for your volunteers. Figure 7 outlines how to process child abuse and criminal history clearances.

When you hire new employees and volunteers who have previously completed the clearance process, their clearances must be no more than one year old. Otherwise, have them complete

new clearances. While clearances are being processed, have new employees and volunteers sign a disclosure statement that remains in force until the record checks come back. A sample disclosure statement is included in the Recreation Program Toolkit. The Pennsylvania State Police Megan's Law website, www.pameganslaw.state.pa.us, lists registered sex offenders. A national database also exists, the United States Department of Justice, www.nsopr.gov. Search both of these websites before you allow a new employee or volunteer to begin work.

increased to offer the services. Not increasing property taxes helps poorer residents, but the fees often shut them out of recreation programs or severely limit their participation. Imposing this hardship on poor people runs completely counter to the goal of serving all residents of the community.

Recreation programs need to be available and accessible to residents regardless of people's ability to pay for them. Providing financial assistance based on need, so people may participate in recreation programs whether they

can pay or not, is a good alternative to use when fees are charged. Find ways to let lower income residents participate for free or at a reduced cost. Use scholarship funds, waive fees on an individual basis, subsidize part of the cost or allow extended payment schedules. Other ways for everyone to participate regardless of their ability to pay are to let people fund raise, donate equipment, find business sponsors or volunteer time as payment for the program.

Pricing has a psychological dimension. If prices are too high, no one participates.

If they are too low, the same thing happens. Low price can mean inferior quality in some people's minds.

Figure 7 How to Process Clearances

Child abuse clearances are mailed to ChildLine at the address below and take three weeks to process. Child abuse clearances are mailed back to the employee or volunteer, not to the municipality, so it's essential to require the person to submit it to you once they receive the clearance.

ChildLine, Pennsylvania Department of Public Welfare, Hillcrest Building, 2nd Floor, Harrisburg, PA 17105, 1-800-932-0313

Criminal history clearances are processed on-line on the Pennsylvania Access to Criminal History website: <https://epatch.state.pa.us>.

Child abuse and criminal history clearances each cost \$10. In addition to these record checks, FBI clearances are now required by most school districts and many recreation departments.

Program Cost and Pricing

Property taxes fund municipal recreation and parks services. They are regressive taxes, meaning that as people's income increases, the percent of their income spent on property tax decreases. Lower income people bear a higher burden by paying a higher percent of their income on property taxes.

Fees and charges can help expand your recreation program offerings. Through fees, the support for recreation programs comes primarily from the user rather than tax dollars. By charging fees for recreation programs, property taxes aren't

The Unforeseen and Flexibility

Keep in mind that whatever can happen may actually happen. No matter how well you shape your recreation program plan, things can go wrong, so never under-prepare. Your program plan should have an if-all-else-fails column. The crowd you didn't expect, the shortage of prizes, the rain storm, the injury – they could all happen at once. The repercussions of not being prepared for potential problems can be overwhelming.



Spotlight On: Youth Sports

Youth Sports Programs
Greensburg Recreation Department
(Westmoreland County)

The City of Greensburg sponsors both leagues and instructional programs in a wide variety of sports for boys and girls. Sports include baseball, tennis, basketball, soccer, track and field, cheerleading, football, ice hockey and figure skating.



Charging prices can reduce the congestion that occurs when too many people take part in heavily subsidized services. It's difficult to manage overcrowded programs and offer a quality recreation experience for everyone involved.

It's better to diversify and not cluster your program prices at the same or close to the same amounts. Having a range of prices from low to high will market your recreation programs to different audiences.

The first price you charge establishes a reference point in people's minds. It's important to establish that reference point realistically. People have a tolerance zone for prices. It's better to raise prices a little bit every year than to have to do it all at once. If a big price increase is needed, announce as early as possible that it's going to happen so that participants have enough notice. Also, when raising prices, telling people the actual cost of providing the program helps them to understand what they're getting for their

money. Sometimes, the amount of services can be reduced while keeping the price the same. This may be a better alternative than raising the price.

Direct vs. Indirect Costs

For most recreation programs sponsored by municipalities, people pay a fee to participate that brings in enough revenue to meet direct costs. Direct costs include the salaries paid, promotional materials created and supplies used to offer the programs. Direct costs are costs which would go away if the program wasn't held.

However, the true costs of recreation programs include much more than the direct costs. The indirect costs of providing programs include items like utility costs for indoor space and administrative time spent planning and promoting programs. For the most part, indirect costs are those that wouldn't go away if the program was cancelled. Indirect costs are calculated using a percentage for overhead that's added to direct costs. A standard percentage used is 40 percent.

It's important to figure out how much money you invest in recreation programs by calculating the complete costs of offering them. This way, if you want to establish prices so that you cover all the costs, including indirect costs such as administrative staff time, printing or utilities, you can do so. Even if you don't want to cover all your costs, you'll know what the true program costs are.

Share Instructors

Instructors who have specialized skills are hard to find. For instance, how many people can teach fencing? Sharing instructors with nearby communities is a good way to add recreation programs. Instructors often want to offer more classes and would be happy to work for you too.

If you set your price to recover direct costs only, you'll be subsidizing the balance of the cost for participants. While you'll want to subsidize some programs, many of the programs you offer won't be subsidized. Before setting program prices, determine which of these five strategies you'll use:

- Charge no fee and subsidize all costs.
- Charge a nominal fee to recover partial costs.
- Charge a fee to recover direct costs.
- Charge a fee to recover direct and indirect costs.
- Charge a fee to recover all costs plus a profit.

Classifying your recreation programs into public, private and merit services will help you determine how to price them.

Public, Private and Merit Services

What services should government provide and subsidize with tax dollars? If the answer is "public" services, then what are they? Economists classify services into public, private and merit services based on whether they benefit everyone in the community or only the individual receiving the service. The differences among these categories are summarized in Table 4. The classification provides the underlying equity basis to make decisions about pricing

for recreation programs. Recreation programs categorized as public services may be free or mostly subsidized by tax dollars. Merit service programs may be mostly or partially supported by taxes and private services would be fully covered by user fees.

Viewing private and public services as opposite ends of a spectrum is helpful in understanding the essential differences between them. Private services exclusively benefit participating individuals rather than the community at-large. It's possible to exclude people who aren't willing to pay for the service. Exclusion is the key factor that differentiates private from public services. A fence around a park and an entrance fee may be all that's required to convert a public service into a private one.

When someone receives a direct benefit from government it seems only fair and logical that he or she should pay for it. If the benefits from such a service don't apply to other citizens in the community, then it's reasonable to expect the users to pay all of the costs. A service like this is classified as a private service.

A public service is equally available to all citizens in a community. Often this is because there are no feasible ways of excluding any individuals from enjoying the benefits of the service.

Table 4 Types of Service		
<i>Public Service</i>	<i>Merit Service</i>	<i>Private Service</i>
<i>Who Benefits?</i>		
All people in the community	Individuals who participate benefit most, but all members of the community benefit somewhat	Individual who participates
<i>Who Pays?</i>		
The community through the tax system - no user charges	Individual user pays partial costs	Individual user pays full costs
<i>Feasibility of Pricing</i>		
Not feasible: individuals cannot be charged and/or it's undesirable that they should	Feasible and desirable: individuals can be charged	Feasible and desirable: individuals can be charged
Source: Marketing Government and Social Services		

Because individuals can't be excluded, it's not possible to implement a user pricing system unless such a system relies on voluntary payment. Unfortunately, when payment is voluntary, some individuals will take a free ride without paying. To prevent this abuse public services are financed by compulsory payment through the taxation system. Police protection and municipal parks are public services.

Merit services lie somewhere between public and private services. They are private services that have been endowed with the public interest and have some public service characteristics. That is, part of the benefit is received by the individual and part is received by the public in general. Although it's possible to charge user prices for merit services, it's not reasonable to expect users to cover all costs because the spill-over benefits are received by the whole community. Users should be subsidized to the extent that benefits to the whole community occur. Many types of recreation programs are classified as merit services.

Some government services may be able to exclude people and charge a user price, but are offered as public services instead. These services are perceived by the community as contributing to the physical health, mental health, cultural knowledge or welfare of all citizens in the community. Much of the growth of government has resulted from decisions to provide private services at public expense. The rationale is that everyone benefits when no one is starving, when children participate in structured recreation activities and when everyone receives a high school education. Contributions like these are an investment in people that benefit everyone. Those citizens with lower incomes who don't have the means to satisfy even their most essential needs benefit the most. Imposing user charges is sometimes undesirable even when it's technically possible to do so, if it excludes lower income people. This is often true for recreation programs.



Spotlight On: Fitness and Wellness

Summer Adventure Fitness Camp
Solebury Township Parks and
Recreation Department
(Bucks County)

This six-week day camp for children ages six through 13 is geared toward physical activity and participation regardless of skill. The goal is to get kids more active and having fun outdoors. A variety of sports and games are part of the camp program which is held at the Township's 17-acre Pat Livezey Park. Each summer the day camp reaches its maximum registration of 140 kids very quickly. Early registration fees are \$145/week; after May 1st \$165 is charged. Counselors are high school and college students who work, on average, four summers at the camp.



Location can also make a difference in whether a service is viewed as a public or private one. A tennis facility in a high-income neighborhood may be perceived as a private service from which only participants benefit. So all costs incurred are covered by user prices. The identical tennis facility located in a low-income neighborhood may be perceived as a public service. In this case, the whole community benefits from providing wholesome activity for its citizens and from the satisfaction of knowing that the less wealthy are provided with recreational opportunities that they couldn't otherwise afford.

Source: Marketing Government and Social Services

Setting Prices

How do you establish a reasonable price for a recreation program? Figure 8 provides a basic pricing formula for recreation programs. Other important pricing factors like the economy, prices for similar programs, the demand for the activity and the quality of the program must be determined locally.

Figure 8
Basic Recreation Program Pricing Formula

$$P = \frac{I + O + RF + CS}{S}$$

- P – Price charged for a class/program
 I – Instructor fee
 O – Overhead (everything from the cost of the supervisor's time, to utilities, maintenance, printing, clerical assistance and equipment depreciation)
 RF – Rental fee (instructional material such as films, equipment rented, building space rented)
 CS – Consumable supplies
 S – Students in a class/program

Source: Learning Resources Network
 (www.lern.org)

Setting a cost recovery percentage for recreation programs is another way to set prices. To recover the indirect administrative overhead cost, the total direct program costs are multiplied by a cost recovery percentage. This percentage is determined individually by each municipality for each category of program it offers. For instance, if direct expenses for an adult class are \$100, this amount may be multiplied by a cost recovery percentage of 80 percent. This means that making \$180 in gross revenue for this program will recover both the direct and indirect costs. If the minimum number of participants is 10, the price per person would be \$18. Figure 9 presents an example of a cost recovery pricing policy.

Figure 9
Cost Recovery Pricing Policy

Category	Cost Recovery %
Adult Classes	80%
Youth/Teen Classes	60%
Youth Sports	75%
Adult Fitness	100%
Adult Sports	125%
Per Person (Contract instructors)	40%
Special Events	30%
Trips	20%
Non-Residents (Add to resident price)	30%

Pricing Guidelines:

- Figure the price on the minimum number of participants.
- Do not drop below already established prices.
- Net revenue goes toward overhead costs such as FICA, insurance, office costs, office staff, equipment, vehicles, supplies, printing, telephones.
- Program costs include: instructor, supplies, excessive postage and telephone, contracted services (bus, admissions), facility rental, travel, specific equipment and any other costs associated directly with the program.
- To figure the program price:
 Program Costs x Cost Recovery % = Gross Revenue Needed to Break Even
 Program Costs + Cost Recovery = Total Cost
 Total Cost divided by Participant Minimum = Price per Person
 Price per Person x Non-Resident % = Non-Resident Price

Source: West Shore Recreation Commission

Be Flexible

Programs aren't static. Things change and you have to be able to adjust and revise your program. The greatest plans don't always work out the way they're supposed to. So consolidate your age groups, share the tennis racquets, move the program inside. The important thing is to stay positive and calm and let participants know that you have it under control.

Prices can also be set by determining the going rate for a recreation program – what other public and private agencies are charging. Dividing the costs to offer the program by the going rate will help you determine the minimum enrollment required to cover the program costs. For example, if the total cost for the program is \$1,000 and other agencies are charging \$50, 20 people are needed to start the program. That number of people may seem unrealistic, or it may seem easy to reach. Increasing the minimum enrollment numbers will bring the price down.

Another way to price recreation programs uses a four-tiered cost recovery approach that addresses who benefits from the programs. Your municipality would determine what types of programs go into each category and would outline its cost recovery approach in a revenue policy. Figure 10 provides an example.

Developing a Revenue Policy

A written revenue policy establishes a framework for fees and charges that local elected officials can understand and support. Your policy will depend on issues like how much money you get from the general fund, your residents' average income level, fees for comparable recreation programs, the demand for your services and your municipality's philosophy on generating revenue. Some recreation programs generate enough income to realize a profit which allows you to provide other programs that are subsidized or break-even on costs. Include these decisions in your revenue policy and have your governing body approve it. A sample revenue policy is included in the Appendix.

The Use of Pricing Strategies

Setting prices is not an exact science. There are many ways to do it. Programs should always be priced to the 80 percent of the people who can pay, rather than the 20 percent who can't. As stated earlier, you can find ways to help those participate who can't afford the program costs.

Menu pricing strategies can help to determine the cost of a recreation program and communicate the cost to the participant. For instance, prices are different based on how many basketball games are played, whether there are one or two officials, or if the winners get trophies or t-shirts. Menus can include:

- Number of games
- Number of lessons
- One umpire/two umpires
- Trophies/medals
- Softballs included/not included
- Lights/no lights
- Group fee based on numbers
- Private/semi-private/group lessons

Discount pricing strategies are great ways to encourage participation. They include:

- Early registration
- Take 10 classes and get the next one free
- Coupons
- Children and adults volunteer hours as payment for recreation programs by working in the office or doing maintenance work
- Cross package with other activities

Figure 10

Four-Tiered Cost Recovery Approach

1. Fully-supported activities for the public good that benefit everyone, such as youth drop-in programs, youth sports programs and community events.
2. Mostly-supported activities that address an underserved part of the community or where only those costs that benefit individuals are offset by fees, such as teen, youth and family programs, swimming lessons and open gym.
3. Partially-supported activities that benefit individual youth such as day camps, preschool programs and instructional classes.
4. Self-supported activities that benefit individual adults such as sports leagues and instructional classes.

- Family fee – 1st child full price, 2nd child half price
- First lesson free/first week free
- Installment payments for summer camps starting in January
- Cross promote with business – 10 percent off a program with movie stub

A pricing strategy that's commonly used is the senior citizen discount. Seniors should be treated like all other age groups. The perception that all seniors are poor and need reduced prices is incorrect. Many senior citizens have more expendable income than most families. A fairer policy is to treat those older adults who are low income like other low income residents by subsidizing the cost for them to participate in programs.

Most municipalities allow anyone, regardless of where they live, to participate in municipally-sponsored recreation programs. In order to take advantage of the resident price, people must live in the municipality. If not, municipalities may charge a non-resident price that's anywhere from 10 to 100 percent higher. Since taxes support a municipal government's operation, those who don't pay taxes to the municipality should be charged more to participate.

Revenue-Generating Programs

Offering revenue-producing programs can help to offset the cost of other programs that break even on costs or lose money. Many popular recreation programs also happen to be good revenue generators. They include:

- Specialty sports leagues such as 3-on-3 half-court basketball, coed golf and doubles volleyball
- Summer day camps
- Before and after school care
- Preschool sports
- Older adult fitness classes
- Youth dance classes
- Bus trips
- Adult sports leagues

Where Do You Find Recreation Instructors and Staff?

There's no one way to recruit staff. The top ways are: referrals from other staff or present participants, by advertising in your recreation program guide or local newspaper, by posting on your Internet website and websites that would be frequented by those you'd like to attract (such as a running club's website for a track and field coach), by training good people yourself, by posting on college bulletin boards and online services, or by contacting local businesses and other recreation providers. Once you have a decent schedule of recreation programs, many instructors will find you.



Spotlight On: Special Events

Oktoberfest
Doylestown Township Parks and Recreation Department
(Bucks County)

This three-day outdoor special event raises up to \$25,000 each year for a capital fund for park improvements with the help of numerous corporate sponsors and over 450 volunteers. Three stages host bands, jugglers, magicians and other performers. Amusement rides, games, pony rides, face painting and a cornfield maze help to keep all ages entertained. Food vendors are charged 20 percent of gross revenue. Attendance is as high as 20,000 people depending on the weather.



The DCNR publication *Financing Municipal Recreation and Parks* contains more information on program funding. It is available on-line at www.dcnr.state.pa.us.

Program Registration Policies and Processes

It's important to make registration for recreation programs as convenient for potential participants as possible. That means accepting registration through the mail, in person, by fax machine, by telephone and on-line. It also means accepting cash, personal checks and credit/debit cards. Cash payments should only be accepted in person. Office hours can sometimes be inconvenient for residents. Protected drop boxes are good ways to take in-person registrations when the office is closed. Mount a mail drop slot on an outside building wall and promote its availability.

Computer software is available for recreation program registration. Depending on the number of recreation programs sponsored by your municipality, investing in a good computerized registration program will save time and money. Participants may only need to be entered into the system once, regardless of how many programs they enroll in. Rosters can be created, mailing labels can be printed and payments can be tracked more easily than by hand.

Liability Waivers

A liability waiver is a legal contract, signed prior to participation, in which the signer voluntarily relinquishes the right to legal claim against your municipality, its employees and its agents in the event that the signer suffers injury or death due to negligence. Waivers are used to help protect your municipality in the event of a lawsuit.

A waiver doesn't protect municipalities from liability for injuries resulting from ordinary accidents. Accidents result from the inherent risks of the activity and occur through no fault of your municipality. As long as the injured party understood the risks prior to the injury, your municipality is generally not liable. However, when an injury or death results from negligence, your municipality is liable. Well-written, effective

liability waivers can protect your municipality from liability for injuries or deaths resulting from negligence.

A waiver that is well-written is one in which the intent of the agreement is clear to both the signer and to the court. The most important requirement for a valid, enforceable waiver is that the language clearly notifies the signer of the effect of signing the agreement. Sentences shouldn't be convoluted and shouldn't be written with "legalese" that is confusing. There is no question of the intent of language such as, "I hereby release the municipality from liability for injury or death suffered during participation including injury or death resulting from the negligence of the municipality."

Based on how courts have ruled in cases involving waivers, Pennsylvania is a moderate state, meaning it falls somewhere between treating waivers favorably with few requirements necessary for them to be considered enforceable and holding waivers to a rigorous standard.

Waivers are only enforceable against adults. Anyone under 18 years old is considered a minor and must have a liability waiver signed by a parent or guardian.

Satisfaction Guaranteed

Guaranteeing complete satisfaction with recreation programs is a great policy. If participants experience a problem or have a concern, resolve the problem to their satisfaction or refund their money. If a participant cancels before a program begins, give them a full refund.

Pricing Programs Isn't an Exact Science

There are many ways to price recreation programs, but often the best way is by determining what your market will pay. If you set your prices too high, people won't participate. Sometimes, if you set them too low, people will think the program isn't good enough. Look around close to home and see what others are charging. Even better, when planning a new recreation program, ask your citizens what they feel a fair price would be.

If a program has already started, give participants a partial, pro-rated refund based on the number of remaining days of the program, allow them to repeat the program at no extra cost or apply their refund to another program. Normally, fees for program like bus trips are non-refundable due to fixed ticket and transportation costs. However, if participants recruit their own replacement for a bus trip, give them their money back.

Weather-Related and Other Cancellations

Sometimes you'll cancel recreation programs due to insufficient registration. When that happens, issue full refunds. Use the closing and delay announcement system provided by your local television and radio stations when programs are canceled because of winter weather. It's also a good policy to let your participants know that when schools are closed, recreation programs held at schools are canceled too.

Recording current cancellations on your telephone system is another good way to get the word out. You can also list changes or cancellation notices for programs on your website home page and provide email cancellation notification to program participants. For outdoor programs, if rainy weather occurs after your municipal office closes, make the decision to cancel at the program site.

When you have an unexpected program cancellation, such as when a program instructor is ill, it's best to telephone all participants.

Age Requirements

A participant must be the proper age by the start or the end of the program to be eligible to participate in a recreation program. Age requirements are for the benefit of the participant and make instruction more consistent for the program leader. In some instances, the age requirements may be set for the participant's safety.

There are times when age requirements should be flexible. For example, when a child's physical size or ability would make it difficult

Offer Satisfaction Guarantees

If someone isn't satisfied with a recreation program, be prepared to refund their money. It shouldn't matter what the reason is. Give every staff person the authority to offer someone their money back. The easier you make it, the more people will appreciate it. Hassling someone or charging them an administrative fee doesn't make sense. You can pro-rate the refund based on the number of days they've taken the program or let them take another program.

to participate in a sports program in their age group, moving them up or down may be a good idea.

Special Accommodations and Inclusion

People with disabilities want to participate in recreation programs alongside people who don't have disabilities. The Americans with Disabilities Act (ADA) requires Pennsylvania municipalities to make this happen. The ADA became federal law in January 1992. The basic requirements of the ADA as it relates to recreation programs are:

- All programs are subject to inclusion. This means that every recreation program offered by your municipality is open to participation on an inclusive basis by a person with a disability. The ADA mandates that municipal services be provided "in the most integrated setting." It defines integration as "the setting in which people with and without disabilities interact together." This simple definition is easy to measure. People with and without disabilities participating together is inclusion.
- Municipalities must provide reasonable modifications so that a person with a disability can participate in a recreation program. This includes removing architectural barriers, providing extra staff, providing adaptive equipment, providing sign language interpreters or other auxiliary aids or services,

changing rules and policies when doing so will allow a person with a disability to participate and requiring demonstrations of prerequisite skills if all participants must do so. Higher fees can't be charged to a disabled participant to cover the cost of any accommodations.

- Reasonable accommodations aren't required when doing so would result in an undue administrative or economic burden or fundamental alteration in the nature of the program. Undue administrative burden is measured against the local government's available resources and expertise. It includes looking at the human resources within your municipality and determining if providing what's needed is feasible or can be done without jeopardizing other critical work. Undue economic burden is measured against all of the fiscal resources of your municipality, not just the budget of the recreation program. Fundamental alteration is measured by whether the accommodation fundamentally changes the nature of the program. An example would be if a wheelchair bound individual wanted to play beach volleyball on your sand courts. The only way this would be possible would be for the courts to be paved, which would change the program from beach volleyball to volleyball. This would be a fundamental alteration.

Municipalities should adopt a philosophy of inclusion, which promotes and values involvement of persons with disabilities in recreation program offerings. Your mission statement should refer to recreation for people with disabilities and include the phrase "in the most integrated (or inclusive) setting." This educates your governing body, makes staff think about resource allocation, sends a welcoming message to your citizens with disabilities and makes citizens without disabilities aware of inclusion as an important public policy in your municipality.

Implement an Incentive Program

For program staff under contract (those who aren't on your payroll), consider implementing an incentive program. Base the fee they'll be paid on a sliding scale depending on the number of program participants. More people signing up will mean more money for the contractor. This will encourage them to market the program to build up the number of participants.

Doing an individual assessment is the best way to determine how to implement inclusion for someone with a disability. This includes assessing an individual's ability and experience, and considering how reasonable accommodations such as rule changes and adaptive equipment would allow someone with a disability to participate. It's important to establish an inclusion process that clearly identifies what happens from the moment someone makes a



Spotlight On: Performing Arts

Latin Dance Troupe
Harrisburg Parks and Recreation
Department (Dauphin County)

This 23-member teen dance troupe practices twice every week and performs at local events and festivals. Students learn merengue, salsa and tropical Latin dance. The dance troupe's goal is to celebrate the diversity of cultures through music and dance.



request for inclusion until after the program they participated in has ended.

Use inclusive and welcoming language in program marketing materials. Include this question on all registration forms: “Do you need a reasonable accommodation to enjoy this program?” with a “yes” or “no” that can be circled by the participant. When people need special accommodations to participate in any recreation program, asking them to give two weeks notice prior to the activity starting is a good policy. Give all registrations from people requesting accommodations to the person who is responsible for doing assessments. A Certified Therapeutic Recreation Specialist is the most qualified person to do an assessment. Most municipalities aren’t going to have someone with these credentials on staff. Asking for help from other service providers in your community who do employ these people is a good idea.

Games and activities can also be modified for those with special needs in the following ways:

- Reduce the size of the playing area by changing boundary lines or increasing the number of players.
- Use lighter equipment like plastic bats, wiffle balls, beach balls or styrofoam balls.
- Slow down moving objects by rolling the ball or increasing its size or weight.
- Modify rules by sitting down rather than standing, walking instead of running or reducing the number of points needed to win.
- Provide more rest periods.

Program Locations

Sometimes municipalities have few or maybe even no facilities of their own. Many municipalities own parks and playgrounds but have no indoor spaces that are suitable for recreation programs. Indoor facilities are needed to offer many recreation programs. To expand program offerings, private facilities are rented or used free of charge. This includes churches, fire halls, schools and other community buildings. School districts may own the only gymnasiums, auditoriums and indoor swimming pools in the community.

When using someone else’s facility, whether it’s a school building or the community library, develop a written agreement to spell out the use arrangements. Often, certificates of insurance are required which require the municipality to name the facility owner as an additional insured.

Property Damage Reports

No matter how careful staff is, property will get broken or be damaged. With many recreation programs taking place in locations that aren’t owned by the municipality, it’s important to keep careful written records when damage occurs. Sometimes, program staff may notice problems with a facility when they arrive to work the program. Document these completely and notify someone from the facility immediately, so that you aren’t blamed for damage that your program didn’t cause. A property damage report form is included in the Recreation Program Toolkit.

Program Safety and Risk Management

Recreation programs must be, above all else, safe for participants. Risk management is identifying, evaluating and controlling the risks of injury at your recreation programs. Its overall goal is to ensure people’s safety and to reduce the likelihood of a costly financial pay-out if your municipality is sued.

To keep participants safe, conduct regular inspections of the facilities used for each recreation program. Require your program staff and volunteers to survey any area that they’re planning to use prior to the program starting. Document these safety checks in writing. When problems are found or repairs are needed, take care of them immediately.

Examine every recreation program you offer to ensure you have:

- The right amount of supervision.
- Rules in place for participants to follow.
- Qualified employees and volunteers who have received documented training for their jobs.
- Waivers and release of liability forms signed by participants.



Spotlight On: Special Events

Easter Bunny Trail
Moon Township Parks and Recreation
Department (Allegheny County)

This alternative to the traditional egg hunt has 10 themed stations along an outdoor park trail and includes live entertainment. Over 500 children participate every year in this free event, which is held at Moon Park. Kids get a goodie bag and a brochure that gets checked off as they complete each station.



Thinking ahead and taking precautionary measures like these will also help to prevent accidents and injuries and protect participants:

- Understanding potential hazards in advance, such as non-swimmers at a swimming pool.
- Compensating for hazards by changing rules.
- Keeping equipment in proper working order.
- Removing hazards ahead of time, such as taking down broken swings and cleaning up broken glass.
- Roping off “off limits” areas such as soccer field holes that haven’t been filled.
- Creating no unnecessary hazards by offering activities appropriate to age ability.
- Avoiding intense physical activities outdoors when the temperature is above 90 degrees.

Keep the Extra Fees

For recreation programs with contracted staff, if you charge a higher price for non-residents, base the amount you’ll pay your contractor on the resident price. The additional fee charged to non-residents is to compensate for them not paying taxes to your municipality. These extra dollars should stay with you; don’t give them to a contracted instructor.

Even when your staff and volunteers are well-trained, it’s important to make sure they’re following the proper policies and procedures. Pop in at recreation programs unexpectedly to check on them.

Accidents will still happen. That’s why they’re called accidents. Plan ahead by:

- Preparing a first aid kit that includes basic items like scissors, ice packs, disposable gloves and an assortment of bandages.
- Training staff on what to do when an accident or injury occurs.
- Posting the emergency steps for staff including phone numbers for help and reporting.
- Having accident report forms on hand.

Figure 11 presents an example of a procedure to follow when someone is injured at a recreation program. A sample accident report is included in the Recreation Program Toolkit.

Plan, Plan, Plan

You can’t plan too much. Go through every facet of your recreation program and try to cover all the bases: how you’ll promote it, how you’ll sign people up, who’s going to staff it, what supplies you’ll need, where you’ll hold it. If you don’t, you can have 20 people standing outside and no one to unlock the door, have nothing to play your music on, or find out another group is using the room your program is to be in. Little things can turn into large problems.

Figure 11 Handling Accidents and Injuries

The Recreation Commission has established the procedure below in case of an accident or injury. Always wear rubber gloves (in your first aid kit) when treating an injury.

1. If necessary, begin emergency first aid.
 - Make injured person as comfortable as possible.
 - Keep injured person quiet but awake.
 - Give nothing by mouth.
 - Wash minor wounds only with soap and water.
 - Stop bleeding or control bleeding with direct pressure compress (use sterile gauze and rubber gloves).
 - Note any unusual reactions or symptoms of victim and general condition.
 - Comfort and sympathize.
2. Call emergency contact immediately. If victim is a child, call the parents/guardian immediately. See if parents have a family physician they wish to call. Call emergency contact if parents aren't available.
3. If you feel the person needs medical treatment, call 911.
 - Describe the problem – what happened and how many persons need help.
 - Indicate what is being done for the victim.
 - Request assistance.
 - Give your name and the telephone number you're calling from.
 - Give the location of the accident and the victim's information.
 - Don't hang up until the person on the other end hangs up.
 - Call the Recreation Commission office at 392-2115 immediately. If it is before 9 a.m. or after 5 p.m., call the Director at _____.
4. If the victim is a child, staff will ride with the child if transport to the hospital is needed and will remain with the child until the parent or authorized adult assumes responsibility for the child's care.
5. An accident report that includes detailed information about the injury must be completed and turned into the Recreation Commission office within 24 hours of the incident. Do not discuss the incident with anyone other than the Recreation Commission staff. Write down all pertinent information.
6. An accident report must be filled out for any injury. This would include scrapes, bumps and minor cuts, etc.
7. If the injury is minor, treat it in whatever manner is suitable. Fill out an accident report and turn in the yellow copy. Provide the victim with a copy of the report. If the victim is a child, provide the parent with a copy of the report when the child is picked up.
8. Program staff should always have copies of all emergency telephone numbers.
9. Transportation is to be provided by emergency contact, parent or ambulance. Lancaster Recreation Commission staff will not transport!

Dealing with Child Abuse or Neglect

At times the personal safety of a child may be in question. A parent verbally or physically abusing or threatening their child in front of staff are warning signs. Other signs of abuse include when the child:

- Makes a comment about being abused or harmed.
- Has physical evidence of abuse or repeated injuries, bruises, burns, cuts or welts.
- Talks about suicide or harming themselves.
- Reports that they've been touched somewhere that's not appropriate.



Spotlight On: Senior Adult Programs

Lancaster Senior Orchestra
Lancaster Recreation Commission
(Lancaster County)

This 48-member group of adults age 55 and up performs at elementary schools, nursing homes, churches and community events. Some members have played a musical instrument all their lives, while others are rediscovering the instrument they played as children. Practices and concerts are held nine months of the year, with summers off. Orchestra members pay \$10 in dues. Concert donations support the purchase of music, piano tuning and a season-ending picnic.



Signs of neglect include when the child:

- Talks about being left home alone.
- Is left with someone who is too young to baby sit.
- Has poor hygiene, has skin rashes due to poor hygiene, wears dirty clothes, lacks adequate clothing, or doesn't dress appropriately for the weather.
- Lacks medical and dental care.
- Is frequently absent from school.
- Complains about being hungry.

If your program staff suspects that a child is being abused or neglected, notify child welfare officials. Never tell the parent that a report has been made. Your first responsibility is to protect the child.

Handling Incidents

A major incident is one that threatens the health and safety of program participants. It can occur in the form of an accident, but it can also be a physical threat, harm or fight. Parents picking up children may appear to be under the influence of drugs or alcohol. An adult basketball player may physically attack a referee. A teenager may flash a knife at an after school program. The list of things that can happen is endless. What will you do when you are presented with a potentially dangerous situation?

Establishing the procedures to follow and training staff on how to handle incidents will help to keep program environments safe. Just as important is the need to document in writing what has happened. Take written statements from all staff, volunteers and participants who witnessed the incident. A sample incident report form and procedure is included in the Recreation Program Toolkit.

How to List Your Prices

Round numbers seem higher, so don't put decimals and zeros after your program prices. Using 5s and 9s is a good strategy. \$19 seems like a bargain when compared to \$20.

Chapter 4

Marketing Recreation Programs

How can citizens experience and enjoy your recreation programs if they've never heard of them? What simple, inexpensive things can you do to get the word out about what you offer? What can you do to make it easier for residents to participate in your recreation programs? This chapter covers many different ways to let citizens know about recreation opportunities.

Building public confidence in and increasing public understanding of municipal recreation services involves every person within or connected with your municipality. The handshake of the director, the voice answering the phone, the job done by the volunteer coach, all establish relationships with the public, relationships which contribute positively or negatively to public opinion about your municipality.

Real support, understanding and enthusiasm come from involving citizens and community leaders in special events and recreation programs. A family involved in a summer of baseball is going to have something positive to say if they're provided with a positive experience. People support recreation programs because of personal commitment and interest.

Being active in the community and partnering with organizations to meet community needs builds and reinforces a positive reputation and public image for municipal recreation services. Community groups and associations play an increasingly important role in municipal government by identifying and presenting issues and helping to improve municipal services.

Communities consist of people of diverse backgrounds and value systems. Each citizen may belong to many groups in which he or she maintains multiple loyalties, such as social, recreational, political, religious, fraternal, civic and professional organizations. Our constituency in municipal recreation and parks includes an extensive list of different groups as well as individuals who want to use, complain about, praise and request the elimination, modification or addition of facilities and programs that we maintain. Figure 12 lists some of the common groups.

Figure 12
Sample Community Groups and Associations

- Parent-Teacher Organizations
- Churches
- Youth Sports Organizations
- Volunteer Fire Companies
- Veteran's Groups
- Chambers of Commerce
- Business and Professional Groups
- Unions
- Service Clubs (such as Rotary, Kiwanis, Lions, Optimist)
- Women's Clubs
- Fraternal Clubs (such as Elks, Moose, Masons)
- Neighborhood Groups
- Recreational Clubs (such as Biking, Running, Chess, Canoe)
- Friends Groups
- Employee Associations

A well-planned community relations program can be an effective way to gain public support. Your municipality must thoroughly understand the importance of community groups and come up with ways to involve them in your parks and recreation programs. By establishing relationships with community organizations you learn of issues and opportunities and can respond to them before they become problems. Communicating frequently with special interest groups and concerned individuals can also help to keep the public informed about recreation services.

Marketing Recreation Programs

Marketing focuses on people before they become participants, with its primary goal to “sell” your municipality’s recreation programs and get people to value them.

To succeed, municipal recreation program providers must know their target audiences, attract resources and convert them into programs, set prices to make programs attractive and accessible, and promote programs to citizens. All of these components together constitute marketing. Marketing is the process of understanding who you’ll serve and which of their needs you’ll address, then planning what programs to offer and implementing those plans to achieve your mission.

Good marketing begins by understanding citizens and designing programs that they’ll want. People participate in recreation programs because it solves a problem or makes them feel good. They want:

- Benefits, not features.
- Promises to be met.
- Credibility and reliability.
- Ease of access to your programs and services.
- Guarantees.
- To hear other people’s opinions.
- Cleanliness.
- Expectations met.
- Exciting, fun programs that create memorable experiences.



Spotlight On: Fitness and Wellness

Fit-N-Fifty
Plymouth Township Parks and
Recreation Department
(Montgomery County)

Adults ages 50 and over meet twice each week at the Township community center to socialize and exercise. Over 150 people participate in a combination of aerobic exercise, muscle strengthening and toning, and balance and body awareness training during the 10-week sessions.



Fiction: Marketing should be unnecessary because our programs are so great and our fees are so low.

Fact: Good marketing involves attention to program, price, place and promotion. Citizens should want great programs that are affordable, but they also need to know about the features and benefits of these programs and how to access them. The presumption that good programs “sell themselves” is untrue.

Why is marketing important for municipal recreation? Your municipality needs to use its limited resources wisely. Citizens expect it. Marketing provides a framework and tools for identifying and segmenting your audiences, thinking clearly about their wants and needs and developing the appropriate mix of program, price, distribution and promotion to meet them.

A recreation program marketing plan addresses each of the items in Figure 13 and almost always in this order.

Figure 13 Elements of a Marketing Plan

- **Mission Statement:** The overarching purpose of your municipal recreation service that will guide all marketing activities.
- **Marketing Objective:** What you're trying to accomplish for your residents.
- **Target Audience:** Whose behavior you want to influence. You can be even more effective by narrowing the focus of your efforts to specific sub-groups.
- **Needs to Address:** Your understanding of what the target audience wants and/or needs, based on marketing research and your experience working with these people.
- **Product/Service:** What recreation programs you'll offer.
- **Price:** What you'll charge to your target audience to attend. From the standpoint of price-setting, the municipality needs to consider its costs, similar programs offered by others and customer-perceived value – that is, what potential participants think the municipality's program is “worth” to them.
- **Place:** Where and how you'll serve your target audience.
- **Promotion:** A variety of tools designed to communicate to people about the programs offered. Getting satisfied residents to talk about their enthusiasm for your programs is important.
- **People:** The paid staff and unpaid volunteers who carry the message or deliver the municipality's programs.
- **Processes:** The sequences of steps that go into producing recreation programs. Typical processes include registering people for classes and sending out newsletters.
- **Physical Evidence:** Everything that a person sees and experiences when in direct contact with your programs. For example, facilities that are poorly maintained convey a negative impression about the value of your municipality's programs.
- **Evaluation Plan:** How you'll determine whether you accomplished your marketing objective and what evidence you'll gather and use to improve your next efforts.
- **Marketing Research:** The activities undertaken and the tools used to gain information to guide marketing planning. Marketing research can include measuring demand for existing or new programs, studying the strengths and weaknesses of other providers and studying demographic and other trends.

Promotion Mix

Every community has a variety of groups, not just one mass public, that have different habits, attitudes and interests. Support for programs is gained by appealing directly to those relevant groups.

People enroll in your recreation programs because they meet a need or desire. The benefits may include things like improving health, escaping from stress or participating just for the fun, excitement or risk of the experience. Your goal is to increase the public's awareness of the opportunities you provide and inform your residents about how your program will meet their needs. It's not always obvious to people what a recreation experience will be like or what benefits they'll get from participating. The woman registering for an aerobics class or the man joining a basketball league can't know the satisfaction they'll get from the programs in advance.

The use of program facts may help persuade people to register. For example, some people might participate in a Judo class in response to a set of facts about its ancient history, the numbers of people doing it today, its good exercise or how much less it costs than other activities. When you use facts, make sure they are accurate and meaningful to the participant in terms of some advantage gained.

Promoting programs is a continuous process, but obviously the most vital time is before the activity starts when it

must attract its participants. Timing is important. If you get to people too late for them to make plans, they may be unable to participate because of prior commitments. Too soon isn't as bad, but it can mean a great waste of effort and money. Is there an ideal time? Of course, but there's no formula for discovering it. It's situational and



Spotlight On: Youth Sports

Biddy Basketball Leagues
Lebanon City Parks and Recreation
(Lebanon County)

City boys and girls ages seven to 13 are able to learn the game of basketball for free because of the financial support of individuals and local businesses. All of the costs of the basketball leagues are covered through community support. City school district gymnasiums are used free of charge. From October to March, practices are held during the week with games on Saturdays and Sundays. Every year for more than 20 years, over 500 children participate.



Emphasize the Benefits

When promoting recreation programs, emphasize how people will benefit if they take part. That's what will attract people. Will they feel better, have fun or meet new people? Your program description should clearly tell them what's in it for them.

you have to know your audience very well.

Since recreation is so inherently good for everyone, people just know by osmosis what is happening, right? This statement couldn't be more wrong. When the average American family moves every five to six years, how can people possibly know that their kids must be signed up for summer day camp by April 1 to make sure they get in? Without promotional materials, how does a new family know what recreation programs are offered?

Spending resources on marketing and promotion lets residents know about your programs, have a great experience and tell others. It's important to incorporate marketing costs into your recreation programs. Two and one half to three percent of your total operating budget should be spent on marketing and promotion.

Seven principal types of marketing communications are used by municipal recreation and parks agencies.

1. *Personal selling* involves communicating through direct personal contact. This can include presentations to community groups and answering inquiries. Personal selling is probably the promotional form most used by public agencies. Every time staff or volunteers interact in a professional capacity with present or potential participants they're directly or indirectly communicating something about your municipality and its services.
2. *Advertising* spreads communication messages through mass media such as newspapers, magazines, radio, television and outdoor advertising. These messages reach only a certain percent of potential participants. Since we're constantly blasted by media messages, many people tune them out.
3. *Incentives and special promotions* are activities, other than advertising and personal selling, intended to stimulate inquiries or registrations

Promote in Advance

Allow enough time to promote your recreation programs. The best recreation program in the world will fail if people don't know that it's happening. It's not unusual to spend 50 percent of your time on program promotion, particularly when you're kicking off a new program.

from target audiences. Incentives are direct inducements that offer extra value to encourage participation in a program. These include special events, price reduction coupons, contests, merchandise, free chances to participate in a program, prizes or the use of celebrities to get media coverage. A good example is a direct mail letter to past program participants that includes a special discount for early registration. Incentives are especially useful when launching new programs or when introducing old programs to a new target audience. Incentives alter the perceived price of a program in an effort to overcome the potential participant's resistance or indifference.

Special promotions include program guides, flyers and posters. Posters are eye-grabbing, colorful messages. People see them and read them over and over again. Flyers say more than a poster usually can, but the big problem with both is distribution. Unless you're organized to get the flyers out or the posters hung up with a system, they're a waste of paper. Flyers can be distributed in many ways such as under car windshield wipers, to school classes and with water bills. The best and surest way is using mailing lists that cover the publics you've determined are the best potential participants. Getting posters displayed throughout a community requires a team effort of lots of people.

Recreation program guides are published seasonally to promote programs.

They contain listings of upcoming programs and activities with detailed descriptions. Direct mailing program guides to homes and businesses is the best distribution method.

4. *Point-of-participation communications* include displays, signs, banners, bulletin boards, facility directional maps, staff directories and rules and regulations. Small display racks and take-one boxes into which promotional materials are placed for free pick-up near sales counters are effective point-of-participation promotion methods.
5. *Publicity*, like advertising, uses mass media to communicate information. The difference is that you don't pay for publicity. Television and radio isn't easily obtained for public service. TV stations will send news staff out to film an activity, but that doesn't help promote the activity unless something is staged in advance of the program. To use the newspaper for publicity, you need to read it, know its style and what it uses and get to know the editors. Invite the editors and reporters to your programs and events and give them free food, a gift certificate or something in recognition of their help. Keep in mind that the newspaper isn't a charity. They won't promote your programs because you're a good person or because recreation is good for mankind. In order to get publicity, the information must be newsworthy and of potential interest to the newspaper's audience. You have to find something really unique about your program that everybody will be interested in reading about. Write news releases to promote an activity like it's the most important program in the world, not like a classified ad.
6. *Word-of-mouth* is the best way of contacting and convincing people to participate in recreation programs.

If people enjoy your programs, they're likely to return again and encourage others to join them. When making decisions about recreation programs, people most respond to word-of-mouth comments. Word-of-mouth is generated by both satisfied and dissatisfied customers, employees and volunteers. People talk to more people about negative experiences than about positive ones.

7. *Post-participation communications* happen after the program is completed with the goal of maintaining and strengthening your relationship with existing participants. They include thank you letters and evaluation surveys for participants to share their comments.

Mailing a seasonal guide to home and businesses that lists all recreation activities offered is the top way to promote programs. Table 5 shows examples of many other ways you can spread the word to citizens about your recreation programs. The promotion mix includes communication tools that inform, educate, persuade or remind potential participants about your programs. Review the list and decide which of the tools you'll use to promote your programs. Then, think through how the tools you've selected can be integrated with each other to achieve the best possible promotional impact.

Focus on What Makes Your Program Special

Make whatever differentiates your program from others a focus of your promotion. Maybe your youth basketball league will play games in the high school gymnasium, or you have a certification training clinic for your volunteer basketball coaches. Letting people know those special things will mean more participation.

Table 5
Promotional Tools

<u>Words:</u>		
Posters	Business cards	Answering machine messages
Postcards	Bus and train ads	Voice mail messages
Buttons and badges	Speeches	Newsletters
Recreation program guides	Rules and regulations	Email messages
Registration forms	News releases	Magazine articles
Brochures	Billboards	Program flyers
Bulletin boards	Slogans and mottos	One-on-one conversations
Park entrance signs	Comment cards	Directional signs
Newspapers ads	Radio and TV spots	Maps
Annual reports	T-shirts	Testimonials
Letterhead	Cable TV shows	Program names
Direct mail	Thank you notes	Program descriptions
Mission/vision statements	Advertisements	
Facility permits	Website	
<u>Appearance:</u>		
Style/décor of facilities	Availability of public phones, restrooms, vending machines	Signs to help locate registration area and facilities
Cleanliness	Adequate seating	Properly adjusted public address system at events
Orderliness	Flowers	Parking
Logo	Murals	
Awards and photos	Music	
Landscape maintenance		
Brochure/flyer racks		
<u>Actions and Incentives:</u>		
Special events	Use of coupons/price promotions to encourage participation	Free “open houses” at which the range of programs can be sampled
Open houses	Reduced prices at off-peak times	Free sampling opportunities in shopping malls or other areas with extensive pedestrian traffic
Orientation sessions	Discounts for a short time period	Special event nights or clinics, such as free basketball clinic and then can sign up for league
Meetings	2 for 1 offers, “bring a friend for free”	First session is a free trial to see if you like it
Previews of programs	Discounts to existing users for new offerings as “valued customers” to get them to try the new programs	Free passes to children for activities in which adults will also attend, so adults pay full price
Take-one boxes	Season passes to commit people to your facility rather than a competitive facility	Door prizes for every nth person attending
School assemblies	Free passes to companies who pass them out to employees	Free passes as prizes instead of just trophies in order to build business
Recitals	Tokens that lead to a reduced price in subsequent programs	Poster art work contests to bring in parents to see children’s work
Free samples	Family passes	T-shirts and other wearing apparel as a prize for registering to serve as “walking advertisements” for the program
Advertising specialty gifts	Payment plans	Celebrities present to start a new program and give it publicity
Gift certificates	Discounts for packages of services	Well-recognized instructor
Convenient hours of operation	Prepayment for services	
Accommodation of physical limitations	Birthday pass granting free admission on birthdays	
Refreshments	Free programs for identified opinion leaders like ministers so they can influence others	
Registration policies, such as allowing use of credit cards, on-line registration and telephone/fax registration		
Resident/non-resident fees		
Member discounts		
Menu price		
Pay per visit		
Multiple visit discounts		
Early registration discounts		
Monthly dues versus session fees		
<u>People:</u>		
Adequate number of staff/volunteers	Identified by badge or desk sign	Speed of service
Attitude of helpfulness	Knowledge and skill	Friendliness
	Appropriate dress or uniform	

Working with Diverse Populations

As our population in Pennsylvania becomes increasingly diverse, recreation programming becomes more challenging. Following these tips will help you better serve a multicultural public:

- Learn the most common phrases in Spanish to make people feel welcome and to better communicate with them.
- Become familiar with the celebrations, holidays and special events common among your Latino, African American, Asian and other ethnic populations and incorporate programs that highlight them.
- Plan activities that include programs for everyone in the family, because many multicultural groups recreate as a family.
- Become familiar with the minority businesses in your community and solicit sponsorships from them.
- Promote your recreation programs in local multicultural newsletters and newspapers.
- Utilize local multicultural radio and television station public service announcement opportunities.
- Become familiar with the neighborhood churches which serve your minority population and work with them to disseminate information on your programs and to serve as program locations.
- Prepare your program flyers with one side in English and the other in Spanish.
- Include a Spanish web page on your website.
- Hire staff that reflects your population's diversity.
- Learn about the values of the ethnic groups that live in your community.



Spotlight On: Fitness and Wellness

Stroll Aerobics
Chambersburg Recreation Department
(Franklin County)

This exercise program lets the new mom push her baby in a stroller while she increases her aerobic capacity, strengthens and tones her muscles and makes new friends. The program is held year-round three days a week. During the fall, winter and spring it's held in the community center gym; in the summer the class is held outside in the borough parks. The instructor works on a contract basis and receives 60 percent of the program fees. Each class costs \$3 per mom; a punch card good for 10 classes costs \$27.



When you understand and are aware of differences, you'll be better prepared for the changes to come in your population demographics.

The Internet and Emarketing

Technology has already changed the way we promote recreation programs and it will continue to do so. It will become increasingly important to have a good website to serve participants. Research shows that the fastest growing segment of Internet users is the population of adults over 55. Research also shows that for younger adults, the Internet is the first source they use to find information. The message is clear: develop a great website.

Make your domain name simple, something that people will remember easily. Your home page should be like your program guide cover, with a large visual image that is changed every quarter. It should allow people to click on a list of programs by category, such as special event, adult sports or preschool programs. Program descriptions can be the same as those in the recreation program guide. After every description, include a link to online registration.

Your recreation program guide and website should work together, with your guide telling people to visit your website and register online and your website inviting people to sign up to get your program guide. Putting a picture of your latest guide cover on your home page is a good idea.

Giving citizens the option of registering online is essential. Keep taking registrations by phone, fax, mail and other methods, but highlight the convenience of online registration.

Get an email address for every person who registers for a program or inquires about your programs. Promote programs by email twice, one to two months and about two weeks before they start. Provide an unsubscribe option for those people who prefer not to receive your emails.

Recreation programs themselves also have competition online. Sites like *efit.com* provide personalized exercise and diet regimens and online access to nutrition and fitness experts. Recreation programs will continue to see increased competition from the Internet.

Creative Program Names

Sometimes, it's all in the name. The program name is the hook that gets the attention of potential participants. The single most important marketing decision you can make is what to name the recreation program. The name of the program will influence and may even determine



Spotlight On: Teen Programs

Summer Quest
Northampton Township Parks and
Recreation Department
(Bucks County)

This summer day camp for middle school students focuses on community service and fun. Activities include field trips and swim parties, food drives and car washes, and a counselor-in-training and playground buddy program. Regular hours are 9 a.m. to 2 p.m., and extended hours (7:30 a.m. to 6 p.m.) are offered for working parents. About 120 teens participate at two different school sites. Fees for a five-week session during regular hours are \$760; the day camp with extended hours costs each camper \$1,410.



whether it will be a success or a failure. Program names can encourage people to participate. For example, different names for physical fitness programs have different connotations regardless of whether the program content varies. An exercise class called “Get Fit” may succeed while “Aerobics” fails.

Names can also be used to implement geographically different prices. For example, it may not be politically feasible for your municipality to charge lower prices for a class in a poorer part of town than in a wealthy area. However, in a less affluent section of town, tumbling classes could be offered for \$2 an hour, while in a wealthier part of town gymnastics

<i>Age</i>	<i>Creative Name</i>	<i>Plain Name</i>
3-6	Half-Pint's Night	Preschool Night
5-7	Lil' Buckets	Introduction to Basketball
3-5	Sports Mania with Mom and Dad	Introduction to Sports
8-12	Some Strings Attached	Beginner Guitar Lessons
11-16	More Strings Attached	Advanced Guitar Lessons
3-4	Tiny Tumblers	Gymnastics Class
10-12	Spike Three You're Out	Volleyball Class
3-4	Tiny Twisters	Physical Activity Class
All	Try-athalon	Family Day
5-13	Longest Day of Play	End of Summer Celebration
All	Venture Outdoors	Environmental Education Series

classes may be priced at \$4 an hour. In reality, the classes may be exactly the same, but naming them differently allows price to be differentiated to reflect the differing abilities of the two target markets to pay.

Choosing the right names for recreation programs is more art than science, but there are some general guidelines. Names should:

- Be easy to recall.
- Describe the program so potential participants know what to expect.
- Communicate the benefits that the program offers.
- Distinguish the program from all other programs.

Table 6 provides examples of creative program names versus plainer names.

Program Descriptions

Write program descriptions so they're easy to read and provide enough information to get people interested. Forty to 50 words is a good length. Using a first-person, friendly writing style helps to get people's attention. Above all, make the program sound like fun and promote it in a way that helps the participant understand the benefits they get from participating. When you promote a wellness program, people don't want to hear about diets and exercise even though they might be the features of the program. People want to hear the benefits – that they'll look better and have more energy. Using the

benefits of involvement to write your program descriptions entices people to participate.

Ten Biggest Marketing Mistakes

1. Trying to reach everyone – not targeting customers.
2. Information in publications is incorrect – mistake in printed day or time.
3. Rescheduling or canceling a program after publicity is out.
4. Relying on publicity like news releases to promote and not using marketing – confusing publicity and marketing.
5. Not knowing the demographic makeup of the population you serve.
6. Marketing to the wrong population segment.
7. Not understanding the needs – telling people what they need instead of finding out what they want.
8. Scheduling/timing of programs is wrong – such as preschool programs during the day when preschoolers are in day care.
9. Not allowing enough time to promote properly – starting to promote two weeks before actual program.
10. Changing image such as logo too frequently – or not having an image.

Issue Press Releases

When you offer a new recreation program, be sure to send out press releases about it. Your best chance for publicity is when a program is new.



Spotlight On: Summer Day Camps

Siebert Park Day Camp
Camp Hill Recreation Department
(Cumberland County)

The Education, Environment and Recreation Center at a 90-acre borough park serves as the headquarters for this 10-week summer day camp for ages six through 12. Children swim each day in the park's outdoor pool. Activities also include crafts, exploring the creek, group games, reading, tennis lessons and special guests. Each week of camp is themed and all activities are based on the weekly theme. Approximately 60 kids attend weekly, with about 100 different children enrolled through the summer. Fees are \$115 per week for residents and \$130 for non-residents. Profit made helps to fund special events held throughout the year.



Customer Service

Customer service is providing participants with an enjoyable and meaningful recreation experience by building and maintaining a friendly climate for them. It deals with people as and after they become participants and is the treatment that participants receive.

Governments are experiencing an increase in public expectations regarding municipal services. These demands on the part of the public relate not only to the quantity of services provided, but to the quality as well. Overall public opinion regarding municipal government is formulated largely on the basis of public satisfaction with the services it provides. The way services are performed is often more important than the actual service itself in terms of public reaction. If citizens feel that they're being treated fairly and considerately by an employee, they'll have a better impression of your municipal government.

In the public sector, just like the private sector, we have customers. Who are they? Our customers are our program participants, elected officials, volunteers and even our own employees. Every person that attends a special event, signs up for a fitness class or calls for directions to the recreation center is a customer. What we do when this interpersonal contact is made is referred to as customer service.

Good customer service helps retain and attract program participants. Satisfied participants recommend your recreation programs to friends, relatives and neighbors. This means increased recreation program participation. Retaining current customers is much more cost effective than recruiting new ones. The best new customer is an old customer. Table 7 shows the cost of acquiring new versus retaining current customers.

Table 7 Customer Acquisition versus Retention	
Cost to Acquire One New Customer: \$20	Cost to Retain One Current Customer: \$4
Acquire 6 customers = \$120	Acquire 3 customers = \$60
Retain 5 customers = \$20	Retain 20 customers = \$80
Total Cost = \$140	Total Cost = \$140
Total Customers = 11	Total Customers = 23

Source: American Society for Quality Control



Spotlight On: Preschool Programs

Messy Play Time
Upper Dublin Township Parks and
Recreation Department
(Montgomery County)

Children age two to four have fun getting messy while being creative with jell-o and pudding paints, shaving cream art, homemade bubbles, string art, sand art, finger paints, scented clay and spin art. Non-messy play stations like puzzles, stacking blocks, letters and numbers and coloring books are also available. Ten activity stations are set up each day and the kids move through them at their own pace, staying as long or as little as they want to at each station. The program is held three mornings each week for six weeks with enrollment topping out at 20 kids.



Satisfaction with recreation experiences is heavily influenced by the difference between customer expectations of their experience and what they actually experience. When promoting programs, always communicate favorable but realistic impressions of what customers can expect. The quickest way to make someone unhappy is to make promotional promises that are impossible to honor.

Remember the 3 - 11 rule: A satisfied customer tells three people. An unsatisfied one tells 11 and bad news travels fast.

Customers need to feel welcome and comfortable, be recognized and feel important. People carry around a mental report card on the type of service they receive. To retain participants, it's important to understand what aggravates them:

- They didn't get what they were promised.
- Someone was rude.
- They received poor service.
- They weren't listened to.
- Employees projected a negative "can't do" attitude.

Figure 14 outlines the reasons why customers don't make repeat visits.

Figure 14 Why Customers Are Lost

1% Die
3% Move Away
5% Influenced by Friends
9% Lured Away by the Competition
14% Dissatisfied with the Product
68% Turned Away by an Attitude of Indifference by the Staff

Source: American Society for Quality Control

Sometimes, the most costly mistakes happen only four to six seconds after meeting a new customer. Figure 15 outlines five phrases that should never be said to a customer.

Listen to and Understand Complaints

Show genuine concern when someone complains. You may not be able to satisfy the person, but making an effort to try is important. Sincerely listening and showing that you understand where they're coming from goes a long way toward resolving the problem.

Figure 15 Five Forbidden Phrases

Forbidden Phrase #1: *I don't know.*

There's no need to ever utter these words. Usually, there isn't a thing you can't find out. Instead, say: "That's a good question. Let me check and find out."

Forbidden Phrase #2: *We can't do that.*

This one is guaranteed to get your customer's blood boiling. Instead, say: "That's a tough one. Let's see what we can do." Then find an alternative solution.

Forbidden Phrase #3: *You'll have to.*

Wrong! Instead, say: "You'll need to" or "Here's how we can help with that" or "The next time that happens, here's what you can do."

Forbidden Phrase #4: *Hang on a second. I'll be right back.*

Callers know that it won't be a second. Instead, say: "It may take me three or four minutes to get that information. Are you able to hold while I check?" If not, call them back.

Forbidden Phrase #5: *"No" at the beginning of a sentence.*

The word "no" is useless and conveys total rejection. Most sentences are grammatically correct without the word. Instead, turn every answer into a positive response. Say: "The program is full for this session, but we can register you for the next session now."



Spotlight On: Heritage Services

Berks County Heritage Festival
Berks County Parks and Recreation
Department (Berks County)

This weekend event is held annually every October to celebrate the cultural history of Berks County. Activities include tours of the Gruber Wagon Works (a National Historic Landmark), the Hiester Canal Center, Melcher's Grist Mill and Mildred the Houseboat. Featured activities include home crafts demonstrations such as butter churning and making applesauce, chow chow and potato candy sauerkraut; displays of antique farm equipment, cars, carriages and wagons; Pennsylvania German singing, speaking and dancing groups; draft horse demonstrations and a children's pedal tractor pull. The event is underwritten by the First National Bank of Fleetwood and a \$2 per car parking fee. Approximately 4,500 people attend each year.



All municipal employees from the top administrator on down are responsible for serving the citizens of your community. In one sense, the customer service responsibility of supervisors is even greater than that of staff who have face-to-face contact with the public, since they establish the public service climate of your municipality through their own attitudes and actions toward the public.

In order to satisfy the public, staff must not only perform their duties effectively, they must also carry them out in a manner that earns citizen approval and confidence. People must be served well and must feel they're receiving good

The Best New Customer is an Old Customer

A person currently participating in your recreation programs is the easiest and best person to enroll again. They're less expensive to recruit and they understand what programs you offer. Spend most of your promotion time on letting current participants know about your upcoming programs.

service. Setting employee standards for customer service spells out for staff how the public is to be treated. Figure 16 outlines an example of standards of customer service.



Spotlight On: Performing Arts

Warminster Community Theatre
Warminster Township Parks and
Recreation Department
(Bucks County)

The Township took over the community theatre program in 1988. Since then, two shows have been produced and held at the Recreation Center, a renovated elementary school, every spring and fall. In addition, a children's theatre program is held each summer. The kids help create the sets and costumes, and perform a musical show at senior centers, day care centers, summer day camps and malls. Ticket prices for the adult shows are \$8 for adults and \$5.50 for seniors and students. The children's theatre charges \$3 for kids and \$5 for adults.



Value-Added Service

Actions speak louder than words. It's not what you say, but how you say it. Value-added customer service includes these elements:

- Be reliable. Let people know they can count on you. Have a consistent, high level of performance.
- Be credible. Provide peace of mind and make sure you can deliver on your promises. Be accountable.
- Be attractive. Make sure uniforms are attractive, facilities are clean and brochures are updated.
- Be responsive. Be accessible, available and feel the customer's sense of urgency. If it's important to them, then it should be important to you.
- Be empathetic. Show people that you genuinely care and understand.

Make People Feel Welcome

Friendly personal contact makes all the difference. Taking the time to talk with people helps to make them feel like they belong and are important. Greeting your participants by their names is a great way to show them that you value their involvement.

Figure 16 Customer Service Standards

You can expect the following standards of customer service when interacting with us.

Good Listeners...

We will:

- Smile and greet you with, “Hello, may I help you?”
- Listen with patience in order to clearly identify your needs.
- Give you our full attention.
- Be accessible through many communication channels such as the Internet, telephone and front desk.
- Ask for your input through surveys, comment cards, meetings, focus groups and other techniques.

Respect and Courtesy...

We will:

- Commit to serve you by providing accurate information in a timely and helpful manner.
- Dedicate ourselves to treating you with respect and courtesy at all times.
- Use your name when thanking you and finish conversations with “Have a great day!”

Quick Responses...

We will:

- Make every effort to answer questions and address concerns immediately if possible.
- Respond to your phone calls by the end of the next business day.
- Respond to your email messages and written correspondence within three business days.
- Have current voice mail messages so you know when to expect a response or who to call for faster assistance.

Accessible Information...

We will:

- Make information accessible to the public in a variety of formats- flyers, program guides, Internet (www.lancasterrec.org), newsletters and more.
- Provide clear and accurate information in our publications.

Involvement...

We will:

- Involve customers and use their ideas and input.
- Use a variety of techniques to find out what people are thinking about our services.
- Work collaboratively with partners to improve our programs and services.

Lancaster Recreation Commission staff is expected to:

- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ Answer the telephone promptly. ▪ Return calls quickly. ▪ Listen attentively. ▪ Be polite and professional. ▪ Be patient. ▪ Communicate to be understood, not just heard. ▪ Empathize and offer help. | <ul style="list-style-type: none"> ▪ Ask questions until you are sure of what the customer wants, then restate their concern to them. ▪ Give the in-person customer full attention. ▪ Work with the customer to find solutions. ▪ Be creative, flexible and cooperative. ▪ Give accurate answers and referrals. ▪ Give and get contact information to facilitate easy follow-up. |
|--|--|



Spotlight On: Special Events

It's a Wonderful Life Festival
Indiana County Parks and Recreation
Department (Indiana County)

This 35-day special event runs from Thanksgiving to New Year's Day. Highlights include a holiday parade, musical reenactment of the movie and an outdoor festival of lights at Blue Spruce Park. Sleigh rides, visits with Santa and a craft gift shop are other popular activities. Over 25,000 visitors attend each year and approximately 150 volunteers help to make the event a success. Fees are \$7 per car or \$1 per person in larger vehicles.



Listening Skills and Body Language

If one aspect of customer service were named the most important, it would be listening. When employees are dedicated to listening effectively and responding as well as they can, customers are happier. Table 8 shows the order in which we learn the four basic communication skills, the degree to which they're used and how much they're taught. Listening is the communication skill most used but least taught.

Another important aspect of communicating is body language. Facial expressions, the voice, gestures, posture and other actions give an uninterrupted flow of information to the customer. Researchers disagree about the percentages but they all agree it isn't what's said, it's what done that makes the impact. In fact, if a person says one thing with words and body language says something else, we'll believe the non-verbal more than the verbal. Body language communicates feelings. Standing feet slightly spread apart and arms unfolded indicates an open, caring and non-judgmental attitude. When seated, leaning forward and positioning your body so it faces the speaker does the same. Reading other people's body language and understanding the impact of your own helps improve customer service.

Communication Simplified

H ave self-control

U nderstand others' viewpoints

M ake others' interests your own

A dmit it when you're wrong

N ever make promises you can't keep

R eason, don't argue

E xplain thoroughly

L ead, don't drive

A void snap judgments

T ake care of little things

I nform people of changes affecting them

O bserve and listen

N ever criticize in public

S tress the positive

Table 8
Basic Communication Skills

	Listening	Speaking	Reading	Writing
Learned	1 st	2 nd	3 rd	4 th
Used	Most - 45%	30%	16%	Least - 9%
Taught	Least	Next Least	Next Most	Most

Use Testimonials

Personalize your promotions by using testimonials from past participants. Knowing that someone else thought enough of your recreation program to write good things about it helps to convince people to register.

Handling Complaints and Angry Participants

We like to think that recreation experiences are always happy situations for participants, but of course that's not always the case. Problems occur and people complain, and sometimes they get angry.

The best way to diffuse the situation when someone is angry is to acknowledge the problem. Getting defensive never works. Say "I understand why you are upset," or, "You have every right to be upset." Ask what the person would like to see happen. Knowing what they want will help you resolve the problem. Make sure that you hear both sides. There's always more to a complaint than you'll hear from the complainer. Find out everything the staff can tell you about the situation.

Empower staff by giving them the responsibility, authority and autonomy to make decisions when handling complaints. Allow staff to take the lead in trying to satisfy people's needs. They should never say "Don't ask me why. That's just the way it's always been." Be sure that your employees and volunteers know the kind of behavior they don't have to take from someone and that's out of their realm to deal with.

When dealing with an angry participant, in most situations the best technique is to tell them right away that you want to help. Create an atmosphere of problem solving. It's important to also:

- Listen carefully to the person's story.
- Get all the facts.
- Practice not hearing the angry comments,

**Spotlight On:
Preschool Programs**

Kids Korner
Lower Paxton Township Parks and
Recreation Department
(Dauphin County)

From October through April, this indoor playground program keeps kids ages one to five active. One and one-half hour sessions are held three days a week in the gym at the Friendship Community Center. The program is free for Community Center members; walk-ins pay \$3 for the first child and \$2 for each additional child each day. In addition to group activities and crafts, kids have fun with Little Tykes toys, indoor play equipment, mini-trampolines and play houses.



and not using the word "you."

- Don't fight back.
- Realize that sometimes people behave in ways that can't be explained, so you have to not take it personally.
- Pause before you speak to give you a chance to figure out what to do.
- Convince the complainer that you'll do your best to resolve the situation. Demonstrate that you really care.
- Be flexible and look for a solution that's in the interest of your municipality and will satisfy the participant.
- Get back to complainers with an answer or information.
- Check back with staff to see what happened.

Role playing is a great way to help prepare staff for the angry person. Figure 17 offers some situations to try.

Figure 17
Role Playing Situations

1. I thought your programs were here to serve the residents. You don't understand my problem and you obviously don't care either. My situation is completely different than everyone else's.
2. Can't you just enroll my daughter in the class? I know you said it's full, but one more child won't hurt. Besides, she is so advanced for her age.
3. You people need a larger parking lot. The entire neighborhood is complaining because nobody can park in front of their house when you have recreation programs.
4. Your instructor made my daughter swim across the pool when she said she didn't want to. Are you trying to kill her?
5. We always come to your recreation department for programs, but lately there have been too many changes with times, locations and even instructors. I guess we'll just have to find somewhere else for our kids to take gymnastics.
6. What do you mean there are no picnic sites left for this weekend? I just called and was told to come in to the office and you would be able to help me. Well?

Write Your Program Description Early On

By writing your description first you can focus on what makes your recreation program different and why people will want to attend. Highlight the benefits, the results people will see and the uniqueness of the program.

Label New Programs as New

In your promotional material, use the word "new" before any recreation program that is new. Doing so will capture people's attention and get them to read more about the program.

Chapter 5

Evaluating Program Effectiveness

It's tempting to dodge the issue of program evaluation because it's difficult to identify what to measure. There's also the fear that if you measure the quality of a recreation program, you might discover mediocrity.

Measuring Success

How do you know if a recreation program has been successful? Success can be measured in many ways: how well it was organized, how satisfied the participants were, how well it was promoted or how good the instructor was.

When measuring the success of a recreation program we're often oriented toward quantity, not quality. It's the old numbers game: attendance figures, the turnout, registration, head count, maximum use of facilities, enrollment numbers, more people than last year.

Numbers alone indicate something, but what? There are numbers in riots and traffic jams! With continuing programs like a series of classes, you can count those who return and compare attendance records. But you're still left with only assumptions based on simple measurement, not real evaluations of the worth of programs. The mere presence of people doesn't provide information on an activity's qualitative success. The best evaluations cover program quality in addition to the numbers of people involved.

The subjective processes of watching and listening are often used to measure program success in ways such as:

- People asking to have the program repeated.

- Visual surveys of people to see if they're enjoying what they're doing.
- Comments of participants about enjoying activities.
- Absence of complaints.
- Many years later, when people come back to say how much they enjoyed the program.

Scientifically measuring achievements such as improved skills and expanded knowledge is another fairly easy way to evaluate programs. But the real challenge for measuring recreation program participation is in the area of attitudes and emotions. These areas are the most meaningful and the most difficult to determine. For example, we can measure how far a girl can throw a softball, but what she feels as a result of it escapes us.

Evaluation is looking at program outcomes and comparing them to the objectives you've set. The activities work if the participants complete the objectives or at least enough of them to justify the effort. To what extent – and why – are program participants better off, worse off or unchanged as a result of the program? For example, let's say that your objective is to stop certain people from feeling lonely. Then you help them participate in a recreation experience and see if they're not lonely afterwards.

Evaluation can contribute to staff growth and morale, gauge the response to program promotion, identify safety hazards, suggest improvements, impress politicians and control costs. Good evaluation can help you gain more financial and volunteer support.

Everything, including space, facilities, equipment, personnel, administrative procedures or public relations, can be evaluated.

Evaluation can also help you find out what influences people to take advantage of your programs. Is it your excellent instructors, the low cost, safety, access to facilities, the hours of operation, or something else? Knowing this will help you improve your promotion efforts and reach more people.

How can you know what is happening inside a participant with each program experience? How do you know how residents feel about your recreation programs? The following methods are commonly used to evaluate recreation programs:

Participant Surveys – Have people complete surveys before and after participating in a recreation program. Properly designed and administered surveys are a relatively quick, inexpensive way of collecting valuable information and exploring issues and concerns in more depth. Surveys done before a program starts can help identify and meet participants' expectations. Surveys done after a program has completed can help pinpoint changes and improvements to make for next time. Examples of program surveys are included in the Recreation Program Toolkit.

Focus Groups – Bring together groups of program participants to get their opinions about the quality of your services. Focus groups can define how participants make decisions, what they really desire in programs and how they feel about specific programs. Start on a positive note. Ask: "What are we doing right?" Then ask: "What are your concerns? What would you change if you could change it?" Focus groups can also pre-test new programs and better define questions to be included on surveys.

Transaction Analysis – Ask questions through a mailed survey or telephone interview immediately after people have registered for a



Spotlight On: Self-Development Programs

Computer Classes
Upper Saint Clair Recreation
(Allegheny County)

Daytime and evening computer classes for adults are held in the Township Municipal Building. Classes include introduction to computers, searching the Internet, learning the basics of e-mail, buying and selling on E-bay, word processing and Excel spreadsheets.



program or requested information. This helps to judge people's satisfaction with your front-line staff customer service.

Mystery Shoppers – Have someone visit your facility in person and report back observations about your front-line staff performance. Sharing the results with staff will improve your customer service. Instructing staff on the constructive nature and purpose of mystery shopping will keep them from feeling they're being spied on.

Lost Participant Information – Ask people who have stopped using your services why they left. This method is similar to exit interviews with employees in that it asks open-ended, in-depth questions to expose the reasons people stopped participating. This type of research identifies problems with programs.

Employee Information – Employees can reveal their views about the way services are provided, and their perceptions of how services are received by participants. Research into the needs of employees can also help identify policies that improve their motivation to deliver a high quality of service. Personal interviews or focus groups are good ways to collect data. Another way is to hold regular employee meetings to find out what participants are saying and how they are reacting to programs, pricing, procedures and rules.

Informal Discussions with Participants– Informal discussions with program participants helps to stay in touch with their expectations and perceptions. This approach works best if it's well organized and not left to chance. Staff can be required to make face-to-face contact with a certain number of participants each week, month or quarter.

Observation – Useful insights concerning how participants enjoy programs can be gained by observing the programs in action. Observation

can supplement information obtained through other methods.

SWOT Analysis – Strengths, Weaknesses, Opportunities and Threats

Another effective way to evaluate recreation programs is to undertake what's called a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis. In this self-assessment, each recreation program is evaluated separately. Staff and volunteers make lists of the strong points and weaknesses of the program. The opportunities that exist to improve or expand the program are identified. The potential threats to the continued success of the program are also listed. The more you know about your recreation programs and what can affect them, the stronger they'll be. Understanding your strengths and areas that need to be improved will help you recognize your successes and build on them.

Table 9 provides an example of a SWOT analysis for before and after school care programs for elementary school students.

Table 9
SWOT Analysis for Before and After School Care Programs

<i>Internal</i>	<p><i>Strengths</i></p> <ul style="list-style-type: none"> In all elementary schools. Neighborhood based. Over 800 kids enrolled. Lots of revenue generated. Meets needs of working parents and their children. Provides essential service to parents. Subsidized funding is available for lower income families. 	<p><i>Weaknesses</i></p> <ul style="list-style-type: none"> Hard to staff. Costly to add enrichment programs. Mixed ages are together. Cost for some families is too high. Training staff is difficult. Communications with schools is difficult (13 schools).
<i>External</i>	<p><i>Opportunities</i></p> <ul style="list-style-type: none"> Can link with school district for use of facilities such as computer labs and libraries. See parents daily and can tap them as volunteers. May involve kids in other recreation programs. Can offer summer camps galore. Chance to access grants – alone and in cooperation with schools. Can add enrichment programs funded by school district. Can add parenting education programs. Can increase participation and involvement in family programs. May be able to start middle school care programs. Strengthened communication and relationship with schools. 	<p><i>Threats</i></p> <ul style="list-style-type: none"> Site-based school management could decide to offer programs themselves. Other providers exist. State licensing strict regulations push costs up.

Build on Strengths

Look for ways to improve on what you're already doing well. The way to do this is to build on your strengths. If you're known for quality instructors, hire only the best.

Program Standards

Recreation programs can be managed against standards that are determined by your municipality. Developing standards will help to track program success and demonstrate the value of your services to the community. Create standards, and when they're met, share that information with elected officials and the public. For instance, if you set a standard for customer satisfaction that 95 percent of program participants will be satisfied with a program, you can measure that with a survey. Standards can also be set for areas like the net revenue earned by a program as a percentage of program expenses, or the cost for each recreation experience.

Program Lifecycles

All recreation programs have a lifecycle. Figure 18 contains the program lifecycle stage indicators. Each stage of a program's lifecycle requires a different marketing strategy. For instance, considerable promotional effort is needed at the introduction stage, while there's little value in spending money on promotion in the saturation stage. Also, in the introduction stage promotional efforts are concerned with creating new demand, while in the saturation stage promotion is directed toward reminding the existing participants of the value of their choice.

A program's lifecycle is graphed using the number of participants over the time the program has existed. When the peak number of participants is reached and begins to decline, the program is in the saturation stage.

It's important to determine where each recreation program is in its lifecycle. A lifecycle audit contains the following steps:

- Using historical attendance data for each recreation program, going back to the beginning of the program if possible, to fix its present position on its lifecycle curve.
- Checking recent trends in the number and nature of competitors offering a similar program. These competitors may be other public agencies or the private sector. Consider the relative advantages enjoyed by competitive programs.

**Spotlight On: Arts**

Art Exploration for Kids
Cranberry Township Parks and
Recreation Department
(Allegheny County)

Learning about different forms of art is the goal of these four-week programs for children age eight to 12. Watercolor and tempura painting, sculpting, cartooning and charcoal, crayon and ink drawing connect children's imaginations with the skills to explore art. Fees for each session are \$40 for residents and \$53 for non-residents. Classes are taught by college instructors and are held once each week at the Municipal Center. The maximum enrollment is 12 kids.



- Projecting program participation over the next three years based on all of the information gathered.

Once the lifecycle position of each program has been identified and projected forward three years, you have a profile indicating where programs will be located at that time. With these steps completed, priorities can be assigned to such functions as development of new programs, termination of old programs and allocation of resources.

Find Out What People Expect

Prior to the start of a recreation program, ask the participants what they expect out of it. When you know what people are looking for from a recreation program before it starts, you can tailor the program to meet people's expectations. You can't know what people's needs are unless you ask. Why wait until the program is over if changes can be made before it begins?

Figure 18 Program Lifecycle Stage Indicators

Introduction Stage

1. Program costs of money and time are high.
2. Revenue production is slow as public is introduced to program.
3. Program is at half participant capacity.

Take-Off Stage

1. Less time is needed for start-up publicity and other activities by supervisor.
2. Amount of revenue increases dramatically as popularity increases.
3. Program is at three quarter or maximum participant capacity.

Maturity Stage

1. Supervision time and costs are cut back as program begins to "run itself."
2. Amount of revenue still increases, but at a slower rate.
3. Program is at maximum participant capacity, but beginning to drop.

Saturation Stage

1. Amount of time and costs going out are minimal except for efforts toward extending the program.
2. Revenues level off and begin to drop.
3. No new participants are entering the program.

Decline Stage

1. Amount of supervision time increases. Time to decide future status of program. Program is costing more time and money than it's worth.
2. Amount of revenue takes a nose dive.
3. Program is at minimum capacity and dwindling.

Source: Marketing Government and Social Services

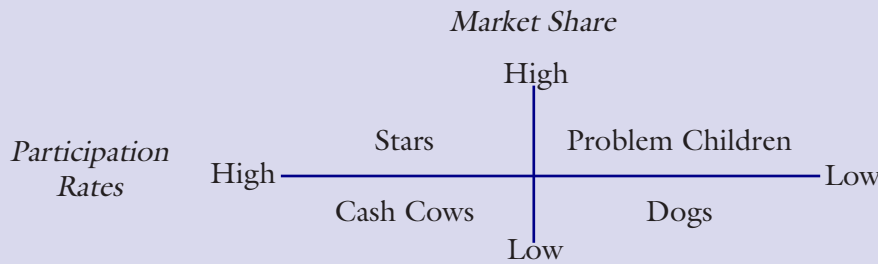
Repeating and Terminating Programs

Evaluating your existing recreation programs by participation growth and market share also helps you to make decisions about what programs to keep and what programs to eliminate. Table 10 provides a tool to evaluate your programs that's based on how high or low participation rates are and how high or low the program's market share is. Stars and cash cows are good programs to keep. Problem children programs may need more resources and can be repeated or eliminated. Dogs are programs that should be terminated. The Recreation Program Toolkit also includes a simple program self-assessment form to help you better understand your programs.

Developing New Programs

About 20 percent of the recreation programs you offer each year should be new programs. This builds your base of participants and helps you respond to residents' needs. Plus, it gives you new programs to promote and keeps your program schedule fresh instead of looking stagnant. When you add new programs, you have the opportunity to cut out those that aren't doing well registration or revenue-wise.

Table 10
Participation Rates/Market Share Evaluation



Spotlight On: Fitness and Wellness

Walk in the Park
Penn Hills Parks and
Recreation Department
(Allegheny County)

Two-mile morning walks for adults are held twice a week in the fall at four different municipal parks. A healthy box lunch is provided after each walk. Walks are free to residents.



Implementation of Findings

Evaluation is part of the circular process of planning, promoting, producing, measuring (evaluation) and back to planning. What do you do with the information you get? The best way to handle evaluations is to bring everyone together to talk about what the information means and how it can be used to improve the program now and in the future. Evaluations are a tool to make positive changes and shouldn't be used to find fault or place blame. Program staff and volunteers deserve to have evaluation results presented to them in a way which will encourage improvement. Evaluation results will help decide whether to renew a program and point out where improvements need to be made.

Share program evaluation results with elected officials and other decision makers. Demonstrating the impact of recreation programs by sharing measurable outcomes will help to build support for them. The more visual your presentation is, the better, so include pictures of people enjoying themselves.

Get Feedback Afterwards

It's important to get feedback from participants after a recreation program. This can be as simple as talking with people. Ask them what they liked and what they didn't like. When people see that you want to make your programs as good as they can be, they appreciate it.

Keep the Lines of Communication Open

Recreation programming is a service-oriented, people profession. Often, the way you communicate is more important than what's actually said. Treating everyone as you'd like to be treated will keep people happy. Happy, satisfied participants are what you're striving for.

Chapter 6

Recreation Programming Trends

Studying the changes going on in American culture will help determine what recreation programs the public will want in the future.

The most important change may be how people view recreation in their lives. People traditionally segment their daily lives: they have work time, recreation time, time for taking care of basic needs and so on. Today, home is as much a place for work as the traditional place of employment.

The way we spend our leisure time will change. There'll be a greater emphasis on integrating opportunities for recreation into all aspects of people's lives. This change will be fueled by the effect of technology, the increasing diversity of the population and an expanding global perspective. Everything will be a little, or a lot, different from what we have known and what we might have expected.

These trends will impact recreation programming:

Increasing Technology – Technology has sped up the rate at which everything happens. We're entering a time of significant change in which the world will become increasingly unfamiliar. Recreation programs have traditionally helped build a sense of community. As technology brings less people-to-people contact, making life less personal, recreation programs will continue to be a major force in helping individuals connect effectively with one another.

Focus on Environmental Health – Younger adults are extremely concerned about the health of the environment. Recreation programs can create greater knowledge, awareness and value in protecting the environment and



Spotlight On: Teen Programs

Junior Recreation Counselor
Training Program
Monroe County Recreation
Department (Monroe County)

This six-week summer teen program is designed to train youth ages 13 to 16 to be camp counselors and instructors. Lessons cover topics like effective communication, decision-making, teamwork, customer service, getting a job and leadership. About 25 teens participate in the program, which costs \$135 and is held at school sites and a local park.



conserving parks, wilderness areas and other areas of ecological importance as continued development and other environmental pressures grow. Programs that support sustainable natural resources will be important. Eco-tourism, promoting an area's natural features to get people to visit for outdoor experiences, is the fastest growing segment of the tourist industry. In the future, people will be attracted to expanded outdoor recreation programs at places with unique natural features.

Recreation as Experiences – Adults of all ages will continue to seek experiences. In fact, for many, experiences may have more value than things. The search for experiences will be evident in every aspect of our lives. Programs that help with people's search for meaning and balance in their lives will be popular, as will programs that allow people to do what they weren't able to when they were younger or those that recreate what they did when they were younger. Examples are piano lessons for older adults and adult kickball leagues. Community service programs for teens and adventure programming for all ages will be in demand. Adventure tourism, where the primary purpose of a vacation is outdoor adventure, will be increasingly popular.

Family Interaction – Programs that focus on family interaction are already important. Future programs will include communication and problem solving, with family members playing together rather than side by side. Challenges faced by programmers will include the diversity of family types with two-parent, single-parent, extended and non-traditional families; and the diversity within families of interests, schedules, commitments, ability levels, numbers of children and parents/guardians, gender makeup and ages.

Ask for Input

Participants can help to improve your recreation programs. Don't be afraid to ask for their input. You'll hear some negative comments, but they are things you need to know to make your programs better. When people give you input, thank them and tell them what changes you'll be making next time.

Simpler and Easier – There's a trend toward simplifying our lives that cuts across generations – living with more balance and less stress, organizing and getting rid of "stuff." People are moving toward more restrained consumption and simpler lifestyles. Convenience will be a critical factor in registration processes and program schedules and in the availability and clarity of marketing information.

Disappearance of the Senior Citizen – How can senior citizens be disappearing when the population is aging? The answer is simple. The Baby Boom generation is re-defining aging. This generation of adults has always been defined by youth, and most insist that they "will never grow old." What does this perception of age among the largest population of adults in the country mean for recreation programming? People perceive themselves as younger, so market programs to them that way, using positive images and language. If you market to people as "seniors" in the future, they'll be turned off and won't consider participating in your recreation programs.

Sports for All – The concept of sports for all will bring greater fitness and promote cooperation as well as competition to a broader segment of the population. Smaller-size sports for adults will continue to be popular, such as 3-on-3 basketball and doubles volleyball leagues. Sports programs for older adults will be segregated by age, with five and 10-year age segments participating together. Developmental sports activities for preschool children will thrive, as will programs that keep youth involved in sports programs as teenagers.

Connecting Children with the Outdoors – With all the computer and video games around, it's increasingly difficult to get children to want to play outdoors. Outdoor play time is an essential contributor to the cognitive, physical, social and emotional health and well-being of children. Not playing outdoors has been linked with some disturbing childhood trends, including the rise in obesity, attention disorders and depression. Many children don't participate in unstructured, self-directed outdoor experiences

such as playing in their backyard, exploring a local creek or simply sitting in a tree. Activities that encourage children to enjoy the beauty of nature and the fun of playing outdoors will be vital. Programs for toddlers and preschoolers that get them outside, collecting pinecones and leaves, taking hikes and exploring nature will increase. Getting children to experience nature and enjoy the outdoor environment will be an important part of preserving it in the future.

Concern about Health – As we age, we become more concerned about health. We're very aware that health must be protected to assure a comfortable old age. A recent survey showed that nearly two-thirds of people who go online have done so seeking medical information. Older adults in particular are searching for the mind/body relationship and are interested in alternative approaches to health management and disease prevention. Health and well-being will be a focal point for recreation programming with emphasis placed on programs which focus on stress reduction, substance abuse prevention and other health-related concerns. Obesity and its impact on the health of adults and children will become an even more critical issue. Programs that keep people active such as physical education for home-schooled children and preschoolers and programs that get adults moving will be important.

Programming by Age Group – Offering recreation programs targeted to age groups will remain an effective way to serve residents. Activities for adults will be broken down so that 18 to 29 year olds, 30 to 44 year olds, Baby Boomers and older adults participate separately. Generally, people want to participate in recreation activities with those their own age.

Age also plays a factor in the amount of discretionary money people have to spend. Table 11 presents a ranking by age group of the percent of total income people spend on recreation activities for themselves.

Need for Community Centers – For over 100 years, Pennsylvania municipalities have

provided citizens with community programs and facilities for sports, health, fitness and recreation. Programs and places for citizens to stay healthy and get fit will become more important as a huge segment of Pennsylvania's population continues to age. The construction and operation of indoor municipal community centers will meet the year-round needs of residents for affordable recreation programs and facilities.

Municipalities throughout Pennsylvania financially support the maintenance and operation of swimming pools, libraries, parks and athletic facilities with general fund revenues. Community centers will be no different. Fitness facilities will be essential elements of public community centers as people will increasingly be interested and involved in activities to improve their health and wellness. Facility and program subsidies by government will support youth and teen programs, senior citizen services, non-profit group use and other recreation programs within public community centers.

Table 11
Percent of Total Income Spent
on Personal Recreation

<u>Rank</u>	<u>Age Group</u>
1	65+
2	56-65
3	16-18
4	19-23
5	13-15
6	10-12
7	24-30
8	31-40
9	41-50
10	51-55

1 = most spent; 10 = least spent
Age group with the highest amount of debt is 41-50.

Concern about Safety – We’re concerned about our safety and the safety of our children. We live in a world where the potential for school violence is real. Even the Internet can turn our children into victims at home. There’ll be continued growth of child care and school-age care programs with a greater emphasis placed on promoting educational as well as recreational values. Programs offered during the after school hours of 3 to 8 p.m. will expand.

Growth of Extreme Sports – Participation in extreme sports will continue to increase and membership in traditional team sports such as baseball, volleyball and basketball will decline. Extreme sports include activities like snowboarding, skateboarding, wakeboarding, artificial wall and rock climbing, paintball,

mountain and BMX biking, kayaking, windsurfing and inline skating. Skate park popularity will continue to grow as communities recognize that they are safe places for teens to socialize. A skate park will be an element that will be considered for every community park.

Increasing Societal Diversity – Not only are we seeing increased age diversity, but also a major shift in the ethnic and racial makeup of our country. This has tremendous implications for recreation programs. As the Hispanic, Asian and African American population increases, we’ll see a corresponding increase in ethnic and racially-focused recreation programs. There will also be an expansion of intergenerational recreation programs, programs for non-traditional families and single-sex programs driven by socio-economic considerations.



Spotlight On: Youth Sports

Youth Sports
Central Blair Recreation and Park
Commission (Blair County)

Youth sports programs are offered for thousands of boys and girls in Kindergarten through sixth grade at each elementary school in the City of Altoona and Logan Township. The sports include soccer, flag football, basketball, t-ball, baseball, tennis, cheerleading, baton, in-line hockey, swimming and volleyball. The keys to success are organizing the programs by elementary school and the full support of the Altoona Area School District.



The Changing Nature of Work–

Work will change for a variety of reasons. For one, we’ll have workers from age 16 to 76 in the workplace. Younger adults don’t live to work as older adults do. They work to live. For younger adults, it’s important to balance work with leisure. There’ll be increasing opportunities to incorporate recreation programs as benefits to workers within the work day. Younger workers are more demanding and less likely to stay in a job if they don’t like it. Younger adults also have a great need to have flexibility at work. They have the high tech skill sets that are essential in today’s workplace. Providing recreation activities as “perks” is one way for employers to enhance the value of the job to younger adults. Older adults are seeking more balance in their lives. They’re working fewer hours and participating in more recreation activities as they get older. Programs that help support the changing nature of family and work dynamics will be needed. Opportunities for self-directed recreation will also be expanding.

Repopulation of Rural Areas –

Younger adults are moving to rural areas as the Internet and technology make it possible to telecommute and work from sites other than a central office. Development of light rail systems will further connect rural areas to urban areas. Technology and transportation innovations will allow younger adults to raise their families in small rural towns, far from the hectic pace of urban and suburban life. This will bring the need to provide recreation program opportunities in areas of Pennsylvania where they aren't currently being offered.

Hot Recreation Programs – Interest will increase in recreation programs in: fine arts, arts and crafts, business and professional development, home and household skills and repair, and health, wellness and fitness. Programs like Pilates, yoga, cardio workouts, aromatherapy, healthy cooking, natural foods, room redesign, buying on E-bay, digital photography, swing and ballroom dance, butterfly gardening, painting and herb gardening will continue to be hot.

Source: Learning Resources Network (www.lern.org)

Refocus on Youth Development –

Recreation programs have traditionally focused on children. Years ago, if a Pennsylvania municipality offered any recreation programs at all, most likely they were summer playground programs for children.

All children deserve the opportunity to develop to their fullest potential as healthy and successful individuals. The future of our communities depends on how effectively we support and nurture our children. Local government will play an increasingly important role, especially through its recreation services for youth.

Today's youth is faced with a range of social conditions far beyond what any generation has ever encountered. Teenage pregnancy,



Spotlight On: Youth Sports

Puck Pals Hockey League
Municipality of Kingston
(Luzerne County)

In conjunction with the Scranton/Wilkes-Barre Penguins Hockey Team, Nike and the National Hockey League, both winter and summer hockey leagues are held at the Kingston Recreation Center for boys and girls ages six to 16. The partnership allows this program to be free for all participants.



violence, personal safety, drug and alcohol abuse, unemployment, overcrowded classrooms and the breakdown of family life are all issues they must confront daily. For many children, these pressures cause them to turn to self-destructive or anti-social behavior.

Local government has a responsibility to recognize these alarming trends and develop strategies to combat them. We need to support recreation as a means towards developing positive alternatives to anti-social behavior.

Make it Convenient

People are busy and time is an increasingly important commodity. If it's not convenient for them it just doesn't happen. Making participation in recreation programs as convenient as possible is the key to involving larger numbers of people. Make it easy to sign up. Hold programs at times that are convenient for people to participate.

We need to promote recreation as a model for self-esteem development for youth in and out of crisis. For too many children – in cities, suburbs and rural communities across Pennsylvania – the world is a dangerous and unwelcoming place. Too many kids are poor, unhealthy and unsafe in their homes, their neighborhoods and their schools. While many youth are extraordinarily resilient, making it through the challenges of adolescence without significant setbacks, many others struggle unsuccessfully to get jobs, are written off as unsalvageable by their schools, become pregnant long before they are ready to become parents, or risk their health through the use of drugs and alcohol.

Many youth make risky choices, test limits and make shortsighted judgments. But the consequences of these choices are more serious now than they have ever been, ranging from single parenthood and prolonged poverty to death by gunshot. Forty years ago, a teenager who dropped out of school generally could find a job and look forward to earning enough eventually to support a family. Today, a high school dropout has only one chance in three of even finding a full-time job.

Forty years ago, feuding teenage boys might get into a fist fight. Today, in some neighborhoods, they shoot each other. The consequences reach beyond the victim to a much broader circle of young people who are growing up with increasing levels of violence.

As the proportion of young people in our populations drops, we can't afford to let them be sidetracked from a productive adulthood. In 1950, 17 people were working to support each retired person; in 1990 there were only three workers for every retiree. By 2030 the number of senior citizens will equal the number of teens and young adults. If we allow even a small proportion of these young people to reach adulthood unhealthy, unskilled or alienated, we will be dangerously short of the energy and creativity necessary to maintain our standard of living. In recent decades, powerful changes in the economic circumstances of teens and their families, in family and community life, in

social mores and popular culture, and in the opportunities available to youth themselves all contributed to the grim realities confronting many children. Why are children falling behind? Figure 19 outlines some of the reasons.

Figure 19 **Why Our Children Are Falling Behind**

- Economic stress on many families is increasing. School age children and young adults are more likely to live in poor families now than in the late 1960s.
- Changes in work and family life mean parents and children have less time together than they used to. Fully 59 percent of parents say they would like more time with their children and cite work outside the home as the major limitation.
- One in four adolescents is growing up in a one-parent family, and more than one-quarter of these teens live with a parent younger than 35.
- Communities in general are less close-knit than in past decades. Many inner-city neighborhoods are dangerous and lack supports, services and protection for children. Many parents feel undercut by broader social messages about violence.
- Many parents say they worry that television, mass culture and peer pressure have too much influence in shaping their children's values and aspirations.
- Many parents say that fear of violence keeps their children away from swimming pools, parks and playgrounds, and at times, school.
- Many youth see no hope, no positive options and no link between particular behavior, such as staying in school and future opportunities. This makes it hard for them to make good choices.

Source: National Commission on Children



Spotlight On: Fitness and Wellness

Walk and Talk for a Healthy Life
Bethlehem Township Community Center
(Northampton County)

Adults get fit, get educated and get connected with a walking buddy at this program held indoors on the community center walking track in colder months and outdoors in the municipal park during warmer months. The Lehigh Valley Hospital co-sponsors this program which is offered on Tuesday and Thursday mornings. Prizes are awarded to participants. Approximately 75 people are enrolled at a cost of \$25 per person.



Families, neighborhoods and communities have a critical role in supporting adolescents in their transition to adulthood. Without support from public and private sources, families, communities and programs don't have the capacity to make sure all children are able to have their needs met.

To stop wasting the potential of so many of our young people, all of us, whether in or outside of government, must build on the experience of the successful programs that already exist. We must provide a comprehensive web of community supports, with the family at the center, that ensures six key opportunities for all children: a first-rate education and strong basic skills; a range of nonacademic opportunities for success; links to caring adults who provide positive role

models and friendship; family life education and help with life planning; comprehensive health services; and economic opportunity that sustains a decent standard of living. In addition, we must act to stop the terrifying violence that is now a part of life for youth in many urban neighborhoods.

It's the How, Not the What

We're in an era of experiences, where how we do it is more important than what we do. The shift is from programs and facilities to experiences that provide people with enjoyment and satisfaction. Make your recreation programs high quality experiences that are customized and personalized for the people you serve. It's the experience of the participants as opposed to the activity that's the priority. It's not volleyball, it's Sunday night out!

Recreation's Role

Children and teens need to feel good about themselves. A clear vision of a successful and self-sufficient future is based on healthy self-esteem. For youth who aren't doing well in school, nonacademic avenues for success are crucial. To build skills for successful adulthood, young people need environments that offer positive peer and adult relationships, guidance, structure, high expectations and opportunities to try new things. This is where recreation programming fits in.

To ensure that every child has nonacademic opportunities for success and a connection to caring adults, local communities – including local governments, churches, community groups and nonprofits – should:

- Expand existing recreation programs into structured youth programs that meet the developmental needs of children.

Municipalities should invest resources to ensure that youth in low-income neighborhoods have the same opportunities for participation in quality programs as youth in middle- and upper-income neighborhoods; work to bring together multiple programs and activities at the same site; recruit and train staff and volunteers who understand youth development and are able to reach out to young people; and make special efforts to ensure that program sites are safe for all young people.

- Develop youth programs to promote children’s understanding of and pride in their cultural and religious roots.
- Ensure that every young person has an opportunity to participate in carefully designed opportunities for community service. Community service programs should give children meaningful tasks and frequent interactions with other youth as well as adults, and include regular opportunities for participants to reflect on and discuss their activities.
- Expand funding for a wide range of recreational, cultural and community service activities for youth.
- Initiate and expand mentoring programs for children. Programs should include careful screening, training and support of volunteer mentors, as well as links to other services for young people and their families as needs are identified.
- Educate the staff and volunteers who work with children so that they’re able to talk with youth about the critical choices they face, including choices about alcohol and drug use, violence and too-early and unprotected sex.
- Incorporate violence prevention curricula and peer mediation training into work with youngsters, to give all young people the understanding and skills they need to resolve conflicts nonviolently.

Source: Children’s Defense Fund

Grow from Your Success

When you’re ready to expand your program schedule, develop a new recreation program from an existing audience or develop a new audience from an existing program. The highest risk area is to develop a new program for a new audience.

	<i>Existing Participants</i>	<i>New Participants</i>
<i>Existing Programs</i>	<i>This is what you have now. You have existing programs for existing participants.</i>	<i>This is a good way to expand. Take an existing program to a new audience.</i>
<i>New Programs</i>	<i>This is a good way to expand. Create a new program for your existing participants.</i>	<i>This is a risky choice. It’s extremely difficult to succeed by creating a new program for a new audience.</i>

Final Thoughts

Recreation is an aspect of American life rooted in the Declaration of Independence. As we work to protect life and liberty, we can't neglect the third right which is just as important a part of our heritage – the pursuit of happiness.

Recreation programming is an important municipal service. It isn't fun and games; it's serious business. Recreation programming provides the balance people need in their lives. Many people don't get satisfaction and enrichment from work. They seek identity, self-esteem, personal growth and fulfillment in their leisure hours. Recreation experiences are essential for the healthy development of our children. Neighbors meet neighbors at recreation programs. Recreation programming gets citizens involved in community life. It gets people off the couch, helping them be more physically active and healthy. It can be the catalyst that brings residents out to visit your parks for the first time. It positively impacts your community as a whole by improving your local economy, encouraging preservation and conservation of the environment and building community pride.

Recreation is a necessity, not a luxury. It should be supported by public funds in order that all citizens may participate in quality recreation experiences regardless of income or ability.

Good recreation programming doesn't just happen. It is made to happen through hard work. The planning process begins months before the first participant ever arrives. Strong leadership is necessary during the activity itself and then, careful evaluation makes the program better the next time it's offered.

Your recreation department will be most effective when it stays closely in touch with all of the recreation providers in your community. Recreation is a field in which a municipal department shouldn't operate independently. Municipal recreation programs will be more successful when the programs of all community agencies and groups that deal with the recreation interests of your citizens are interwoven with those of your public recreation department in a unified way.

Recreation programming is the most people-oriented service your municipality provides. Public support and program success are highest when citizens are involved in the planning and decision-making process. Find out what recreation programs your citizens would like you to offer. Then, in the words of the old Nike ad, just do it. Go for it and let your program successes energize you to do more. Don't be afraid to take risks. Be creative and innovative. Make your programs dynamic. You'll be helping your residents make special memories that will last a lifetime.

Appendix



Recreation Programming Resources

Youth Sports Resources

Pennsylvania State Athletic Directors Association - www.psada.org
National Football League - www.nfl.com
United States Tennis Association - www.usta.com
PGA of America - www.pga.com
Major League Baseball - www.mlb.com
National Youth Sports Corporation - www.nyscorp.org
Youth Education Through Sports - www.nyscorp.org/yes/home.html
National Police Athletic League – www.nationalpal.org
NCAA - www.ncaa.org/wps/portal
Special Olympics - www.specialolympics.org
Indiana Center for Cultural Exchange - www.purdue.edu/dp/icce/
U.S. Youth Soccer - www.usyouthsoccer.org
National Alliance for Youth Sports – www.nays.org
National Council of Youth Sports – www.ncys.org
Hershey Track & Field - www.hersheytrackandfield.com
Pennsylvania Advocates for Nutrition and Activity – www.panaonline.org
Keystone Active Zone – www.keystoneactivezone.com
Amateur Athletic Union – www.ausports.org
Archery – www.usarchery.org
Badminton – www.usabadminton.org
Baseball – www.usabaseball.com
Basketball – www.usabasketball.com
Bobsled – www.usabobsledandskeleton.org
Boxing - www.usaboxing.org
Canoe/Kayak – www.usacanoekayak.com
Cycling – www.usacycling.org
Diving – www.usdiving.org
Equestrian – www.usef.org
Fencing – www.usfa.org
Field Hockey – www.usfieldhockey.com
Figure Skating – www.usfsa.org
Gymnastics – www.usa-gymnastics.org
Ice Hockey – www.usahockey.com
Judo – www.usjudo.org
Luge – www.usaluge.org
Rowing – www.usrowing.org
Sailing – www.ussailing.org
Skiing – www.uskiteam.com
Soccer – www.ussoccer.com
Softball – www.softball.org
Speed Skating – www.usspeedskating.org
Swimming – www.usa-swimming.org
Synchronized Swimming – www.usasynchro.org
Table Tennis – www.usatt.org
Taekwondo – www.ustu.org
Tennis – www.usta.com

Track & Field – www.usatf.org
 Volleyball – www.usavolleyball.org
 Water Polo – www.usawaterpolo.com
 Weightlifting – www.usaweightinglifting.org
 Wrestling – www.thematt.com/newusaw

Older Adult Resources

American Society On Aging - www.asaging.org/index.cfm
 AARP - www.aarp.org
 National Council on Aging - www.ncoa.org
 Senior Corps - www.seniorcorps.org
 Administration on Aging - www.ada.gov
 Pennsylvania Dept of Aging - www.aging.state.pa.us

Youth Development Resources

Pennsylvania Early Keys to Learning - www.pakeys.org
 Pennsylvania Dept of Education - www.pde.state.pa.us
 Pennsylvania Dept of Public Welfare - www.dpw.state.pa.us
 Penn State Better Kid Care - www.betterkidcare.psu.edu
 Pennsylvania Child Care Association - www.pacca.org/TEACH/index.htm
 Pennsylvania Dept of Health - www.health.state.pa.us
 Keystone Stars – www.dpw.state.pa.us/childcare/keystonechildcare/
 National Assoc. for Education of Young Children – www.naeyc.org
 Pennsylvania Statewide After School – www.psaydn.org
 Pennsylvania Centers for School & Communities – www.center-schools.org/afterschool.php
 Safe Routes to School – www.safety.fhwa.dot.gov/saferoutes/
 Institute for Youth Development - www.youthdevelopment.org
 Drug Prevention Information - www.freevibe.com
 Gang Resistance Education and Training - www.great-online.org
 Safe and Drug Free Schools Program - www.ed.gov/offices/OESE/SDFS
 Office of Juvenile Justice & Delinquency Prevention - <http://ojjdp.ncjrs.org>
 Administration for Children & Families - www.acf.nns.gov
 Boys & Girls Clubs of America - www.bgca.org
 YMCA - www.ymca.net
 YWCA – www.ywca.org
 Boy Scouts - www.scouting.org
 Girl Scouts - www.girlscouts.org
 National Youth Summit Leadership Guide - www.ncfy.com/publications/guide/

Day Camp Resources

National Outdoor Leadership School - www.nols.edu
 American Camp Association - www.acacamps.org
 Camp Fire - www.campfire.org

Pennsylvania Camps - www.camppage.com/penn.htm
US Sports Camps - www.ussportscamps.com
Pennsylvania Summer Camps - www.mysummercamps.com
Pennsylvania Resource Council - www.prc.org/summer_camp.html

Special Populations Resources

Parent to Parent of Pennsylvania - www.parenttotparent.org
Pennsylvania Training & Technical Assistance Network - www.pattan.net
National Center on Physical Activity and Disability - www.ncpad.org
Special Olympics - www.specialolympics.org
Inclusion Network - www.inclusion.org
National Organization on Disability - www.nod.org
National Arts and Disability Center - <http://nadc.ucla.edu/about.cfm>
National Center For Inclusion - www.njcd.org/cfi/index.php

Environmental & Outdoor Education Resources

Pennsylvania Resources Council - www.prc.org/summer_camp.html
Pennsylvania Alliance for Environmental Educators - www.paee.net
Pennsylvania Dept of Education: Environment and Ecology - www.pde.state.pa.us/env_eco/site/default.asp
Pennsylvania Dept of Conservation & Natural Resources - www.dcnr.state.pa.us
Environmental Fund for Pennsylvania - www.greentreks.org
Pennsylvania Environmental Council - www.pecpa.org
Nature Conservancy for Pennsylvania - www.nature.org
Pennsylvania Game Commission - www.pgc.state.pa.us
Pennsylvania Fish & Boat Commission - www.fish.state.pa.us
Pennsylvania Dept of Environmental Protection - www.depweb.state.pa.us
Association of Nature Center Administrators - www.natctr.org
Association of Interpretive Naturalists - www.interpnet.com
North American Association for Environmental -Education www.naaee.org
Bureau of Land Management - www.blm.gov/nhp/index.htm
Pennsylvania Dept of Agriculture - www.agriculture.state.pa.us/
Natural Resources Conservation Service - <http://soils.usda.gov>
National Wildlife Federation - www.nwf.org
Pearson Learning Group - www.pearsonlearning.com
Project Learning Tree - www.plt.org
National Arbor Day Foundation - www.arborday.org
USDA Agriculture - www.usda.gov
USDA Forest Service - www.fs.fed.us/
USDA Integrated Pest Management - www.csrees.usda.gov
World Wildlife Fund - www.worldwildlife.org
Aubudon Online - www.aubudon.org
Center for Environmental Research & Conservation - www.columbia.edu/cu/cerc
National Fish & Wildlife Foundation - www.nfwf.org

Project Wild – www.projectwild.org
Virtual Birder – www.vitrualbirder.com
Chesapeake Bay Foundation – www.cbf.org
Chessie – www.bayeducation.net
Erie Watershed – <http://merlin.alleg.edu/group/fcreek/>
Global Rivers Environmental Education Network – www.earthforce.org/green
Izaak Walton League of America – www.iwla.org
Environmental Literacy Council – www.enviroliteracy.org/
Sustaining Penn's Woods – www.hlma.org/pennswoods/index.htm

Special Events Resources

International Special Events Society – www.ises.com
International Association of Festivals & Special Events – www.ifea.com
First Night – www.firstnightintl.org/welcome.php

Nationally-Sponsored Programs

National Recreation and Park Association (NRPA) – www.nrpa.org

- Sports and Health Network, free subscription to the twice-monthly Sports & Health newsletter with funding and grant opportunities, best practices and resources.
- National partnerships include the Hershey's Track and Field Games, NFL Youth Football Fund, Pepsi Pitch, Hit and Run, Gatorade Jr. NBA and Jr. WNBA, Recreational Fishing and Boating Foundation and United States Tennis Association.
- Comprehensive youth sport resource, Let's Play Sports, includes lesson plans for 19 sports (baseball, basketball, bowling, cheerleading, football, golf, gymnastics, lacrosse, outdoor pursuits, soccer, softball, swimming, tennis, track & field, volleyball, wrestling, inline hockey, creative dance, disc sports).

United States Tennis Association (USTA) – www.usta.com

- Recreational coach workshops, staff training, funding, half-day clinics to support start-up programs like Junior Team Tennis, Ralleyball and Cardio Tennis, USTA Tennis Service Representative speaking engagements and site visits, officially-sanctioned tournaments and balls, prizes and promotional support. Access to curriculum guides, ready-made programs, manuals, educational brochures, marketing materials and equipment resources available free on-line
- Equipment grants and program funding are available for start-up programs, USTA-sanctioned programs, and those programs that show significant community service and/or tennis growth. Pennsylvania is part of the Middle States section of the USTA including Delaware and most of New Jersey. Applications are online at www.middlestates.usta.com and are reviewed and approved on an individual basis. Grants awarded range from \$500 to \$2000 pending need and source of funds.

Baseball Tomorrow Fund – www.mlb.com

- Baseball Tomorrow Fund funds projects that help: increase the number of youth ages 10-16 participating in baseball and softball programs, improve the quality of programs, create new or innovative ways of expanding and improving baseball and softball programs, generate matching funds for programs and address opportunities for minorities and women.

National Alliance for Youth Sports – www.nays.com

- Start Smart Programs, created by the National Alliance for Youth Sports, gets kids ready for sports with a step-by-step approach that builds confidence and self-esteem, and makes sports fun. The activities and equipment needed to implement the programs is included in the Starter Kits and Participant Kits. Programs available: Sports Development, Baseball, Soccer, Basketball, Golf and Football.
- Hook A Kid On Golf – America's most comprehensive youth golf program.
- CircusFit, a children's fitness program developed by Ringling Bros. and Barnum & Bailey to fight childhood obesity. The CircusFit program

incorporates circus acts to motivate children to get up and move with games and activities. Acrobats, clowns, high wire and trapeze artists and others provide an action-packed approach to health/fitness for grades 2-5. www.circusfit.com

NFL Flag Football and Pepsi Punt, Pass & Kick – www.nflflagfootball.com

- NFL Flag is the premier youth football league for boys and girls ages 5-17. The program provides young players a fun and exciting opportunity to engage in non-contact, continuous action while learning lessons in teamwork.
- NFL Pepsi Punt, Pass and Kick program is a national skills competition for boys and girls between the ages of 8 -15. PP&K program is free – both to organizers who host a local competition and to every youngster who wants to participate.

Professional Golf Association (PGA) – www.playgolffamerica.com

- April – PGA free fitting and trade-up
- May – PGA free lessons
- June 3-10 – Women's Golf Week
- July 10-16 – Take Your Daughter to the Course Week

Recreational Boating and Fishing Foundation – www.rbff.org

- National Fishing & Boating Week, fishing, boating, wildlife, aquatic ed programs, instructor training, publications, fishing tackle loaner
- Take Me Fishing® - www.takemefishing.org
- Pennsylvania Fish & Boat Commission - www.fish.pa.state.us

Muhlenberg Township Parks and Recreation Department

**Revenue Policy
&
Fee Schedule**

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Revenue Policy

I. Parks and Recreation Mission

The Parks and Recreation Department is a professionally managed, multi-faceted public service of Muhlenberg Township. Our mission is based upon our passion for enriching the lives of the people who live, work, or visit here through recreation, creating a livable community, and maintaining a safe, clean and attractive environment. We consistently strive to provide enjoyable experiences for our citizenry through caring, authentic service, quality facilities and programs. The following points guide us:

- To manage the Parks and Recreation Department in the best interests of the community and in a manner that contributes to its revitalization.
- To exceed customer expectations of our citizens and businesses by understanding, anticipating and fulfilling their needs.
- To provide a rewarding and challenging professional experience for our employees.

We are committed to delivering the benefits of parks and recreation to our community including the following:

Economic benefits of attracting and retaining businesses in Muhlenberg Township; increasing property values through parks, trails, natural resource conservation and scenic beauty; and contributing to more productive work forces.

Environmental benefits of protecting natural areas, the Schuylkill River, open space, enhancing water and air quality and contributing to overall community livability.

Social benefits of building strong families, reducing alienation and loneliness, promoting racial and cultural harmony, providing equitable opportunities to all people in the community regardless of their financial abilities, and providing positive alternatives to anti-social behavior.

Individual benefits of strengthening self-esteem and self-image, improving fitness and wellness and reducing stress.

II. Statement of Need

It is the responsibility of the Muhlenberg Township Recreation and Parks Department (Department) to offer a comprehensive recreation program and to provide public park land for the use and enjoyment of the community. The Department provides basic park and recreation services at a nominal or no charge to support the above stated Mission. Costs for providing these basic services are paid from the appropriated General Fund budget which is primarily funded by tax revenues. Generally this type of program is equally available and beneficial to all citizens in our community.

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Examples of basic public services include:

1. *Programs and Services: the Summer Playground Program; Access to special events such as Muhlenberg Community Days, Temple Halloween Parade, Easter Egg Hunt; Children's Christmas Party; Movie Nights; and, the tree & shrub chipping program.*
2. *Areas and Facilities: Access to any unlocked area not requiring a reservation. Examples include entrance into community parks, neighborhood parks, linear parks, trails and playgrounds; use of unscheduled athletic fields, courts and pavilions.*

Because of heavy demands for new and expanded services and because of the increase in operating expenses, it is necessary to adopt a sound and consistent policy that will guide the Department's search and generation of additional revenues to supplement tax dollars. The mix of funding resources to support parks and recreation includes but is not limited to: General Fund appropriations; fees and charges; mandatory land dedication and fees-in-lieu of dedication; bond issues, loans, and use of other financial indebtedness; grants and other forms of aid; partnership agreements; contractual receipts; and, sponsorships, contributions, gifts and donations.

III. Authority and Responsibility

The revenue policy was formally adopted on _____ by the Muhlenberg Township Board of Commissioners (Commissioners). The Commissioners herein authorize and charge the Director of Parks and Recreation (Director) with providing oversight in the implementation of the policy, and establishing appropriate procedures to administer the policy's goals and guidelines. The Commissioners authorizes the Parks and Recreation Board (Board) upon recommendation by the Director, to amend and update this policy document as may be necessary. Changes proposed by the Director and approved by the Board will be provided to the Commissioners for information.

IV. Cost Recovery Guidelines

A. Recreation Program

1. Full Cost Recovery Plus for Trips and Fundraisers - Fee contribution = 100% of direct cost plus 40% or comparable market rate if the market rate is higher. These programs are scheduled to recover all direct costs plus some of the expenses associated with the recreation budget's indirect costs. General Fund subsidy level is 0%. Trips are used by the Department as a means to generate excess revenue that helps to offset the cost of providing basic facilities and services.
2. Full Cost Recovery for Specialized Programs (adult and youth recreation programs) – Fee contribution = 100% of direct cost plus 20% or comparable market rate if the market rate is higher. General Fund subsidy level is 0%. Generally this type of program has a limited enrollment to provide a high quality of instruction or experience to each individual. The benefits of a specialized program are received almost exclusively by the participants. This type of program will generate enough revenue from user fees to cover direct costs and some of the expenses associated with the recreation budget's indirect costs. Examples of Specialized Programs are: adult basketball league, fitness classes, art classes, youth camps, and any program that is contracted with a private contractor or provider, etc.

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3. **Partial Cost Recovery for Community Programs** (senior citizen's programs and Family Special Events) - Fee contribution and receipts from outside funding = 25% -75% of the direct cost. General Fund subsidy level 25% -75%. These programs are available and beneficial to large segments of residents in our community. Parts of the benefits from programs are received by the individual and parts are received by the public in general. It is feasible and desirable to charge a fee for these programs. Outside funding will be pursued more aggressively than for any other program type in the form of grants, donations, sponsorships, merchandise sales, concessions, rentals, etc. to help reduce the subsidy level. Examples are: Senior Center Activities, Muhlenberg Community Days, Temple Halloween Parade, Festival of the Arts, Fall Festival, Concerts supported by the PA Council on the Arts Grant etc.
4. **Minimal and Zero Cost Recovery for Basic Public Services** - fee contribution 0% - 25%, Subsidy level 75% - 100% - Whenever possible; grants, donations, sponsorships, etc. will be sought out to help reduce the subsidy level.

B. Park and Recreation Facility

When not in use for Department-sponsored activities, designated areas, facilities, and sports equipment may be rented by organizations and the general public. Fees are based on competitive pricing from other governmental, non-profit and for-profit organizations that provide similar facilities and services in the area.

V. Fees and Charges

Fees and charges for parks and recreation services will provide one source of finances for the Department. They will be thoroughly evaluated prior to their adoption into the fiscal mix supporting parks and recreation services. Fees and charges will supplement these other resources, not replace them nor be used to diminish the Township's responsibility to provide open space and recreational opportunities. Rather, fees and charges will be viewed as a method to expand and to continue to provide services on an equitable basis.

A. Fee Classification and Definitions - Charging fees is an equitable method of recovering a portion or all costs of providing specialized or personal recreational, parks and facility services. Fees charged for programs, facilities and services provided are classified as:

1. **Rental / Permit Fees** are charged for the privilege of exclusively using tangible public property or building structures without consuming or injuring them in any way. Written authorization for a specified lawful action or use of a facility will be issued in all cases. *Examples include rental of Recreation Building rooms, picnic shelters, athletic fields, courts, and playground buildings.*
2. **Special Service Fees** are charged for supplying extraordinary articles, commodities, activities, materials, or services as an accommodation to the public which are not normally provided as part of the Department's basic public services. Examples include field preparation, provision of special utilities, staff, custodial, and processing or administration fees.
3. **Admission, Parking and Entrance Fees** are charged to enter a building, structure or facility. These facilities usually offer an exhibit, show, performance, concert, ceremony or demonstration. Examples include special performances or events which require high cost talent, specialists, technicians, equipment, extra supervisory, security and maintenance

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personnel, or where the net revenue generated is used to offset the program or facility costs. *An example of this type of fee currently charged is the \$2 admission to the Festival of the Arts program.*

4. **Program Fees** are charged for participation in an activity. The patron usually enjoys the privilege of use with others. *Examples include instructional classes, trips, tours, camps, sports clinics, workshops, etc.*
5. **Sales and Commissions** include both the sale of merchandise by the department which becomes the property of the user and also the sale of advertising. *Examples include the annual firewood sale, sale of merchandise at special events, sale of Recreation News advertising, etc.*
6. **Vending and Exhibitor Fees** maybe required for the privilege of exhibiting, selling goods and services on Township property and / or during Department events. *Currently these fees are charged for participation in the Community Flea Market, Muhlenberg Community Days, the Temple Halloween Parade, other special events and programs.*
7. **License Fees** are charged for the special permission granted by the Township for owners of riverfront cabins located in Jim Dietrich Park to utilize the park for access, use and enjoyment of their structures.

B. Differential Fee Factors – The Department may apply a variety of differential factors to any fee charged upon approval of the Director. Types and examples of differential fees are:

1. **Resident and Non-Resident Fees** - Some out-of-town residents use Muhlenberg Township recreation services and facilities but make no direct tax contributions to help support the Department. It is not equitable for these citizens to enjoy the facility or service while the Township's residents are taxed for the Department's operations and capital improvements. Therefore, it is reasonable to incorporate into the fee and charge policy different non-resident and resident fees.

Residents for the purpose of this policy will be defined as: 1) all persons residing in the Muhlenberg School District*; 2) all persons and businesses owning property and paying real estate taxes in Muhlenberg Township; and, 3) all full time and year-round part-time Muhlenberg Township employees.

*Note: This definition includes residents of the Borough of Laureldale even though they do not pay taxes to support the Department.

Fees for non-residents will normally be established a minimum of 25% to a maximum of 50% above the fee for residents, with a minimum charge to non-residents of \$3.00 above the resident fee for programs and services priced under \$12.00. The fees advertised will be presented as the regular rate then (if applicable) the discounted resident rate.

The Department may also delay the start of non-residents registration for popular activities instead of or in addition to assessing increased fees.

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2. **Muhlenberg School District** – There is an annual self renewable cooperative agreement between the School District and the Township allowing joint use of facilities at no charge to either party unless such uses requires special needs resulting in extraordinary costs to the School District or Township.
3. **Affiliated Program Partners** – In addition to the Muhlenberg School District, the Department allows priority use of available facilities at no charge to Affiliated Program Partners unless such use requires special needs resulting in extraordinary costs to the Township. In such cases the extraordinary costs are identified and invoiced to the organization. Affiliated Program Partner designation is established by a formal written agreement between the Parks and Recreation Board and the partner group. (Examples of potential partners: Muhlenberg Township Athletic Association; Muhlenberg Soccer Association; Temple Recreation Association; and, Hyde Park Playground Association).
4. **Government Unit** – As a courtesy, the Department allows use of available facilities at no charge to any Berks County, State or Federal agency or Official for a public function unless such uses requires special needs resulting in extraordinary costs to the Township.
5. **Department Employees** – The immediate family residing with any year-round administrative or full-time maintenance staff of the Parks and Recreation Department receive: 1) a 50% discount on all recreation program fees of \$10 or more excluding trips and the golf fund raiser; and, 2) first consideration when the Department is seeking trip chaperones who receive a reduced or free trip in exchange for this duty. This extra consideration is provided in recognition that the Department's staff is never really off duty while attending a Department public function and is in exchange for the staff acting as a Department ambassador and also obtaining and relaying feedback about the program.
6. **Commercial Activity** - Commercial or promotional activities on park land will be permitted only when: 1) they are clearly not in conflict with ongoing Department-sponsored programs; 2) the program can be conducted without significant restriction of public use for a reasonable period of time; and, 3) they provide a public service and meet a legitimate public need.

An additional fee for the privilege of conducting business on public property will be charged and sponsors of profit-making, commercial activities are required to show evidence of comprehensive general liability insurance sufficient to protect themselves from any potential incidents, an amount of coverage which meets Department requirements. The additional charge for commercial activities shall be determined on a case by case basis as approved by the Director.

7. **Other Factors** - In addition to the Department's costs based or comparative fee calculation the Director may also consider other factors when adopting a fee such as: 1) the Public benefit provided; 2) use of fees as a tool to increase demand for under-utilized or decrease demand for over-utilized programs and facilities; and, 3) the cost of collection, which should not consume more than half of the receipts (unless the purpose of fee collection is to control usage); etc.

C. Fees Calculation and Approval Process – Whenever staff believes a fee should be amended or instituted, they will prepare a recommendation for review and action by the Director. The recommendation shall include the review of competitive prices and the direct cost fee calculation if appropriate. The Director shall take action on this recommendation which may include approval, denial, amendment, or referral to the Board. The Board will routinely review and approve rental / permit fee adjustments and the institution of new types of fees.

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Direct Cost is defined as the expenditure the Department makes to provide a program or service that, were it not for the program or service, would otherwise not be made. Direct program costs are measured on a case-by-case basis and shall be one factor for determining program fees. Direct program costs would include all staff salaries / wages (leaders, instructors, officials, scorekeepers, maintenance, security, supervisors, etc.), materials and supplies, special promotion and advertising (not the Recreation News or Website), transportation, postage, equipment rental, and any other cost directly related to providing the program or service.

Indirect Cost is defined as the expenditure of time and/or materials which the Department makes in support of programs.

Method to calculate a fee for a Specialized Recreation Program

Step 1 - Determine the total direct operating costs that will be incurred by the Department for the program. Example: Instructor=\$20/person x minimum class size of 6 participants = \$120; Materials and Supplies at \$10/person = \$60.00; Newspaper advertisement \$125; Total Direct Cost = \$305.00.

Step 2 – Multiply the total direct operating costs identified in Step 1 by the corresponding fee contribution listed below and specified in the Recreation Program Cost Recovery Guidelines of this policy to determine the minimum fee contribution required for this activity

<u>Program Classification</u>	<u>Fee Contribution</u>
Full Cost Recovery Plus for Trips & Fundraisers	140%
Full Cost Recovery Plus for Specialized Programs	120%
Partial Cost Recovery for Community Programs	40% to 75%
Basic Service	0 to 25%

Example continued from Step 1: \$305 total direct cost x 120% = \$366.00

Step 3 - Divide the minimum fee contribution required that was calculated in step 2 by the minimum number of participants established for this program to determine a per person fee (based on the Department's costs) Example Continued: \$366 ÷ 6 participants = \$61.00.

Step 4 – Research and record the "Going Rate" Fee for the proposed activity. Example Continued: Comparable classes are \$60 to \$70

Step 5 – Specify any Differential Factors that should need to be considered when setting the fee. Example Continued: Resident / Non-Resident

Step 6 – Make a fee recommendation always rounding the fee off to the nearest dollar. If the "Going Rate" fee is higher than the fee calculated using the Department's cost, then the fee should be set between the two rates, slightly discounted from the "Going Rate" pricing. If the "Going Rate" fee is lower than the fee calculated using the Department's cost then establish the price based on the higher expense. If the "going Rate" fee is substantially lower in price then re-check the program plan, the comparable information and if correct consider eliminating the program.

Example Continued: Resident \$60 Non-Resident \$75 (25% additional)

Step 7 – Present the recommendation to the Director for a determination

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D. Fee Waivers - On some occasions, fees and charges may be reduced when such action is determined by the Director or his designee to be in the best interest of the Department. A written request for waiver of fees must be submitted to the Director of Parks and Recreation citing the reason that a waiver should be granted.

Special interest groups shall be granted no special consideration in the form of reduced rates or free services, with the exception of those groups affiliated with the Department. Special interest groups may include, but are not limited to, religious and political organizations, commercial businesses, clubs organizations, not for profit, etc.

Groups/individuals interested in receiving a waiver of fee for facility use must perform volunteer service for the Department in excess of the value of the fee that will be waived. The Board should approve waivers, time permitting, at a regular meeting.

E. Scholarship Assistance Policy and Guidelines

The Township is committed to making its recreation programs as accessible to all segments of the population as possible. To this end, the Department provides financial assistance through the General Fund Budget (a special fund established for this purpose) as follows:

1. The Scholarship Assistance Program is limited to residents of Muhlenberg Township and is available only for Department sponsored recreation programs. Scholarship Assistance is not available to residents of Laureldale Borough.
2. Trips and programs with a cost of \$10.00 or less per participant are not eligible for scholarship assistance.
3. Scholarships will be awarded for 25% 50% 75%. of the program fee dependent on the annual gross income of the family and the number of family members.
4. All requests for Scholarship Assistance shall be submitted in writing on forms provided by the Department by the program registration deadline. The forms will be reviewed and approved or denied subject to the discretion of the Recreation Superintendent or a designee. All information will be kept strictly confidential.
5. The Recreation Superintendent will notify all applicants by mail or by telephone prior to the activity starting, provided the application form was received by the established activity/program registration deadline. If a scholarship is awarded, the appropriate credits will be applied to the participant's CLASS registration record and they will be responsible for the remaining balance.
6. Scholarships are limited to one activity per individual per season (fall/winter, spring, summer) for a total of three per year.
7. Scholarships are granted or denied without regard to race, creed, color, religion, age, disability or national origin of the applicant.
8. A new form must be filed with the Department for each program.
9. Proof of income forms need to be filed only once per calendar year

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10. To qualify for reduced fees, the parents or legal guardians of the participant must meet the federal low-income guidelines.

F. Refunds - The Department Refund Policy is:

General Recreation Programs

- Full refunds for instructional classes are automatically processed when the program is canceled by the Department (insufficient class registration, etc.) or if the participant withdraws at least seven (7) calendar days before the first class meeting.
- A partial refund will be granted to participant's who are dissatisfied with a recreation program provided they notify the Department before the second class meeting. The refund will be equal to: the total program fee, minus the prorated fee for the initial class session. The Department may also offer the participant a full program credit instead of a partial refund.

Trips – Full refunds are granted only for trips canceled by the Department (insufficient registration, etc.) or if the participant withdraws before the registration deadline. No other refunds are granted.

Discount Tickets - No refunds granted.

Facility Rentals - Refunds are subject to the specific rental agreements.

All requests for refunds must be made in writing to the Director or his designee, citing the reason for the request. The Director or his designee shall take action on each request which may include approval, denial, amendment, or referral to the Board.

No cash or credit card refunds are granted by the Department. All refunds are either a check issued by the Finance Department as part of their accounts payable process that has been deducted from the account where the fee was credited or a household credit that is posted in the CLASS software used by the Department. The credit may be applied toward the participant's household and expended on any future recreation program registration or facility rental. No prorated charges will be deducted when a credit is accepted by the participant.

VI. Mandatory Dedication Ordinance

In order to accommodate for orderly growth and development and the influx of new residents, and to maintain the quality environment which makes Muhlenberg Township a desirable community in which to live, and in order to place an equitable share of the cost of providing new park land on all new inhabitants, the Muhlenberg Township Commissioners authorizes the Department to review each subdivision plan for consideration of mandatory dedication of land or fees in lieu of land for park, recreation and open space purposes pursuant to the Township subdivision code. Control, record keeping, expenditures and accountability of all revenues and property will follow State Statutes and Ordinance No. 350.

VII. Grants

Each member of the Board and all Department staff are encouraged to investigate the possibilities of securing grants to assist with the expense of providing Department facilities and programs. The Director will act as the clearing house and give approval for all grant applications.

The Board of Commissioners must approve any grant applications requiring a Township cash match of \$5,000 or more that has not been appropriated in the current fiscal year and all government grants.

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VIII. Additional Revenue Sources

A. Gifts, Donations and Bequests - The Board of Commissioners authorizes all permanent employees of the Department to pursue gifts, donations, bequests or service-in-kind on behalf of the Department provided:

- The solicitation is pre-approved by the Director who will act as the clearing house.
- The solicitation, acceptance and use of these revenues and/or gifts are consistent with State Laws and Local Ordinances and are in the best interest of present and future Muhlenberg Township residents.
- Gifts, service-in-kind, donations, or bequests valued at more than \$5,000 also have Township Commissioners approval.
- Any gift or bequest of real estate has Township Commissioners approval.

All gifts, bequests, and donations of personal property or real estate shall be held, used or disposed in accordance with the terms and conditions under which the gift, bequest, donation, is made and accepted in accordance with State Law and local ordinances. The Director or Commissioners may reject any gift, bequest or service-in-kind for just cause.

B. Leases - The Department may lease park land for a specific time as negotiated upon approval of the Board of Commissioners. The process of leasing land will be open to all responsible individuals and corporations, and contracts will be awarded according to the State's open bidding procedures, following published announcements. Contracts will be awarded based on specific criteria, including but not limited to:

- Use the land for designated purposes
- Evidence of financial responsibility
- Revenues and/or rents generated for the Department, and
- Environmental Impact

C. Concessions - The Department is authorized to sell products such as supplies, food or souvenirs, or services such as coin-lockers or rental equipment at Recreation and Park facilities for the purpose of providing a service to patrons.

D. Partnerships - The Department is authorized to contract with individuals, other governmental agencies, commercial and not-for-profit organizations for the privilege of selling products or services on public park land, the Township will receive monthly rent and/or a percentage of the gross revenues generated from the concession operation. Rent and percentages will be established on a contract by contract basis.

The process of awarding contracts will follow the State's open bidding and award procedures following announcements published in area newspapers if required. The Director is authorized to solicit and award bids from reputable concessionaires for contracts valued under \$4,000 and for a duration of 12 months or less. Contract over either of these limits also requires approval by the Board of Commissioners.

Criteria for awarding contracts include, but are not limited to, the following:

- Proof of financial solvency and history of quality performance in providing the product or service in question
- Percentage of gross revenues generated for the department

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- Specific conditions and terms in the contract which ensure that the public receives the best service possible and the Department maintains as much control over the concession operation as possible.

E. Fund Raising Events - Upon authorization by the Director, fundraising events, solicitations, sales or benefits may be conducted on behalf of the Department or as part of a Department-sponsored program (such as, but not limited to, the annual Golf Tournament) by organized and recognized community groups. Whenever a fund raising event is being conducted by an outside organization for the benefit of the Department, the event will be approved and conducted only by written agreement among all parties.

Funds collected in this manner remain the property of the organizations overseeing the collection until they officially give the cash or check to the Department.

The Department and its employees are not responsible in any manner for these funds. However, organizations receiving or handling funds during Department-sponsored programs must follow the prescribed rules of the Township for providing accountability of all funds to the general public. Organizations will keep all funds in a checking account in the name of the organizations. All records, bank statements, canceled checks, blank checks and receipts, invoices and authorizations must be available for review by the Department.

IX. Cash Handling

All revenues received by the Department are entered into the CLASS Software system at the receptionists work station using the Facility Booking, Program Registration or Point of Sale modules. Cash and checks are stored during the work day in the cash drawer attached to this work station. The cash drawer is equipped with \$100 start up cash that is maintained by the Receptionist.

Listed below are special handling requirements for checks and credit cards used for payments:

- Credit Cards - The Department accepts payments with MasterCard and Visa. Credit cards may be used for all payments except payment of Jim Dietrich Park license and escrow fees.

Credit card transactions are authorized immediately whenever possible and the results (declined or authorized) of each transaction is known by Department staff as it occurs. When immediate authorization is not possible due to high volume, activity at the clearing house, etc the transactions may be batch authorized at the end of the day. Regardless of the authorization method used, the Receptionist will settle all transactions at the end of each day.

- Checks - Personal checks are accepted as payment provided the check is for the exact amount of the transaction or less (if accompanied by other form of payment). When a check in an amount of \$100 or more is received from someone not known by staff then the individual's driver's license number shall be recorded by staff on the check.

When a check is returned for non-sufficient funds (NSF) by the Finance Department, the Department will cancel the payment in CLASS giving the customer a debit balance, then perform a customer account adjustment to debit the customer for a \$25 NSF fee. Staff will contact the customer and make arrangements to repay this debt within 48 hours.

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End of Day Procedure – The Receptionist completes the end of day reconciliation every day as follows:

- Current account balances are updated and refunds processed in CLASS
- All credit card transactions are settled for the day
- A Daily Cash Balance Report, a summarized and detailed Daily GL Report and a summarized GL Report are printed
- The cash and checks in the cash drawer are reconciled to the Daily Cash Balance Report
- Once reconciled, two (2) deposit slips are complete (one for the Finance Department and one for Department records)
- A CLASS report with the daily totals is sent electronically and the deposit slip with the cash and checks is hand delivered to the Finance Department.
- The \$100 start up cash is placed in the locked fire proof file cabinet for use the next working day.

The Director must be notified if the Daily report could not be reconciled with the cash drawer at the end of the day.

X. Accounting for All Revenues

All monies received by the Department will be recorded on receipt in the CLASS software program, credited to the appropriate General Fund or Parks Development Fund account number, and the funds submitted daily to the Finance Department in accordance with Finance Department policies and procedures. The Department will maintain detailed records for all receipts in the CLASS software system. The Finance Department is responsible for maintaining the official revenue records as required by law, accounting and auditing procedures.

The Director shall annually prepare a revenue and expense budget for both the General Fund and the Parks Development Account.

General Fund – Revenues collected from recreation program registrations, program sponsorships, sale of advertising, concessions, facility rentals, etc shall be deposited into the General Fund.

Parks Development Fund - Revenues collected from Mandatory Dedication Fees; contributions; donations; Jim Dietrich Park license and escrow fees; etc. shall be deposited into this account which is separate from the General Fund. Revenues collected will be used for capital facility expenditures including new construction, major rehabilitation and preparing plans, drawings and surveys for these projects.

XI. Annual Review

The Board shall review this revenue policy and all attached fee schedules annually to ensure equitable services and reasonable fees to the public.

Pennsylvania Municipal Parks and Recreation Websites

A

Abington Twp. Pks. & Rec. Dept. – www.abington.com
Aliquippa Recreation Dept. – www.beavercounty.net/govermnt.html
Allegheny County Parks Dept. – www.county.allegheny.pa.us/parks/
Allentown Bureau of Parks – www.allentownpa.org/parks.html
Allentown Bureau of Rec. – www.allentownpa.org/recreation_programs.htm
Armstrong Co. Rec. Belmont Complex – www.belmontcomplex.net

B

Beaver County Recreation Dept. – www.co.beaver.pa.us
Beaver Falls Recreation Dept. – www.co.beaver.pa.us
Benner Twp. Parks & Rec. – <http://benner.centreconnect.org/recreation.htm>
Bensalem Twp. Rec. & Pks. Dept. – www.bensalem_township.net/
Berks Co. Rec. & Park Board – www.co.berks.pa.us
Bethel Park Recreation Dept. – www.bethelpark.net/recreation
Bethlehem City Burs. Of Rec. & Pks. – www.bethlehem_pa.gov/parks/index.htm
Bethlehem Twp. Parks & Rec. Dept. – www.bethlehemtpw.com
Blue Mt. Recreation Commission – meubert@bmsd.org
Borough of Catasauqua – <http://catasauquaborough.govoffice.com>
Brentwood Borough – www.brentwoodborough.com
Bristol Twp. Recreation Dept. – www.bristoltpw.com
Buckingham Twp. Parks & Rec. Board – www.buckinghampa.org/
Bucks County Pks. & Rec. Dept. –
www.buckscounty.org/government.departments.ParksandRec/index.aspx
Butler County Pks. & Rec. Dept. – www.co.butler.pa.us
Butler Recreation Dept. – http://visit_butler_county_pennsylvania_pa.com
Butler Twp. Pks. & Rec. Dept. – www.butlertpw.org

C

Cambria Co. Conservation & Rec Auth – www.co.cambria.pa.us
Camp Hill Recreation Commission – www.camphillborough.com
Carbon County Parks & Rec. Comm. – www.carboncounty.com/parks.htm
Carlisle Pks. & Rec. Dept. – www.carlislepa.org
Center Township – <http://centerrec.net/>
Central Blair Co. Rec. & Park Comm – www.cbrcparks.org
Centre Region Parks & Recreation – www.CentreConnect.org/crpr
Chambersburg Rec. Dept. – www.borough.chambersburg.pa.us/html/recreation.asp
Cheltenham Twp. Pks. & Rec. Dept. – www.cheltenhamtownship.org
Chester City Rec. Bureau – <http://dsf.chesco.org>
Chester County Pks. & Rec. Dept. – www.chesco.org/ccparks.html
Chestnut Hill Twp. Park Committee – www.chestnuthilltpw_pa.gov/parks.htm

City of Hermitage – www.hermitage.net
 Clarion Co. Rec. & Pks. Dept. – www.co.clarion.pa.us
 Coatesville City Recreation Dept. – www.coatesville.org
 Concord Twp. Park & Recreation – www.twp.concord.pa.us
 Conshohocken Borough – www.thefellowshiphouse.org
 Cranberry Twp. Parks & Rec. Dept. – www.cranberrytownship.org
 Cumru Twp. Parks & Recreation – www.cumrutownship.com

D

Danville Area Community Center – www.danvilleboro.org
 Dauphin County Pks. & Rec. Dept. – www.dauphinc.org/parks/index
 Delaware County Pks. & Rec. Dept. – www.co.delaware.pa.us/depts/parks.html
 Derry Area Recreation Board – www.derrytownship.org
 Derry Twp. Pks. & Rec. Dept. – www.derrytownship.org
 Dover Twp. Rec. & Park Dept. – www.dovertownship.org
 Downingtown Area Rec. Consortium – www.darcinfo.com
 Downingtown Borough – www.downingtwn.org
 Doylestown Borough Rec. & Park Dept. – www.doylestownborough.net
 Doylestown Twp. Parks & Rec. Dept. – www.doylestownpa.org

E

East Berlin Area Community Center – www.ebacc.com
 East Goshen Twp. Pk. & Rec. Dept. – www.eastgoshentownship.org
 East Hanover Township – www.easthanoverpa.us
 East Norriton Twp. Pks. & Rec. – www.eastnorritontwp.org
 East Pennsboro Twp. Rec. Dept. – www.eastpennsboro.net
 Eastern Schuylkill Rec. Comm. – www.easternschuylkillrec.com
 Eastern York Area Recreation Comm. – www.eyarc.org
 Easton Parks & Recreation Dept. – www.easton_pa.gov
 Ebensburg Borough Rec. & Park Dept. – www.ebensburgpa.com
 Edgewood Borough Recreation Dept. – www.edgewood.pgh.pa.us
 Ephrata Recreation Center – www.ephratarec.com
 Erie Dept. of Pks. & Public Prop. – www.ci.erie.pa.us
 Everett Area High School – www.everett.k12.pa.us/schools/eahs.html
 Exeter Twp. Rec. & Pk. Dept. – www.exetertownship.com

F

Fairmont Park Commission – www.fairmontpark.org
 Falls Township – www.fallstwp.com

Farrell Recreation – www.cityoffarell.com/boards.htm
Ferndale Borough – www.ferndaleborough.com
Findlay Twp. Rec. & Park Dept. – www.town.findlay.pa.us
Forest Hill Boro Pk. & Rec. Dept. – www.foresthillspa.org
Forks Township Recreation Dept. – www.forkstownship.org
Franklin Park Borough Parks & Rec. – www.borough.franklin-park.pa.us
Franklin Recreation Dept. – www.franklin.pa.us/auto/town/recreation/

G

Gettysburg Area Recreation Dept. – www.fastneasy.net/gettysburgrecrepark
Greater Elizabethtown Area Rec. Srvc. – www.getintogears.org/
Greene County Recreation Dept. – www.co.greene.pa.us/
Greensburg Recreation Department – www.city.greensburg.ps.us
Greenville Area Leisure Services – www.greenville_pa.com

H

Hampden Twp. Pks. & Rec. Dept. – www.twp.hampden.pa.us
Hampton Twp. Pks. & Rec. Dept. – www.hampton_pa.org
Hanover Borough Recreation Dept. – www.borough.hanover.pa.us
Hanover Township Parks & Rec. Dept. – www.hanovertwp-cc.org
Harborcreek Recreation Dept. – www.harborcreektownship.org
Harrisburg Dept. of Pks. & Rec. – www.harrisburgevents.com
Harrison Twp. Recreation Dept. – www.harrisonswp.com
Hatboro Borough – www.hatborogov.com
Hatfield Township – www.hatfieldtownship.org
Haverford Twp. Recreation Dept. – www.havtwpparksandrec.com
Hazelton Recreation Dept. – www.hazeltonchamber.org/chamber/home.htm
Hempfield Area Recreation Comm. – www.hempfieldrec.com
Hempfield Pks. & Rec. Comm. – www.co.westmoreland.pa.us
Horsham Township Parks & Recreation – www.horsham.org
Hugh Moore Historical Park/Museums – www.canals.org

I

Indiana Area Rec. & Pks. Comm. – www.ictc.ws/business/parks
Indiana County Parks – www.indianacountyparks.org

J

Johnstown Recreation Dept. – www.johnstownpa.com

K

Kingston Dept. of Parks & Rec. – www.kingstonpa.org

L

Lampeter-Strasburg Recreation Comm. – www.lsrec.org
 Lancaster County Dept. of Pks. & Rec. – www.co.lancaster.pa.us/parks.htm
 Lancaster Recreation Commission – www.lancasterrec.org
 Lansdale Parks & Recreation Dept. – www.lansdale.org
 Latrobe-Unity Parks & Rec. Comm. – www.latroberecreation.org
 Lebanon City Dept. of Pks. & Rec. – www.lebanonpa.org
 Lewisburg Area Recreation Authority – www.golara.org
 Lititz Recreation Center – www.lititzrec.com
 Lower Burrell Recreation Board – www.cityoflowerburrell.com
 Lower Gwynedd Twp. Pk & Rec. Dept. – www.lower-gwynedd.org
 Lower Makefield Twp. Parks & Rec. – www.lmt.org
 Lower Merion Twp. Parks & Rec. Dept. – www.lowermeriontwp.org
 Lower Paxton Twp. Pks. & Rec. Dept. – www.lowerpaxton-pa.gov
 Lower Providence Twp. Pks. & Rec. – www.lowerprovidence.org
 Lycoming County Recreation Auth. – www.wdgc.net

M

Manchester Twp. Recreation – www.mantwp.com
 Manheim Twp. Pks. & Rec. Dept. – www.manheimtownship.org
 Manor Township Recreation Dept. – www.manortwp.org
 Marple-Newtown Leisure Services – www.mnrecreation.org
 Marshall Township – www.twp.marshall.pa.us
 Meadville Area Rec. Authority – www.marc4fun.com
 Mechanicsburg Area Rec. Dept. – www.mbgd.org
 Mercer County Regional COG – www.mrcog.com
 Middlecreek Area Community Center – www.maccatbeaversprings.org
 Middlesex Township – www.middlesextownship.com
 Middletown Township-Bucks County – www.middletowntwpbucks.org
 Millcreek Twp. Rec. & Pks. Dept. – www.millcreektownship.com
 Monroe County Rec. & Park Comm. – www.co.monroe.pa.us
 Monroe Twp. Recreation & Park Board – www.monroetwp.net
 Monroeville Recreation & Park Dept. – www.monroeville.pa.us
 Montgomery Co. Pks., History & Arts – www.montcopa.org
 Montgomery Twp. Parks & Recreation – www.montgomerytwp.org
 Moon Twp. Dept. of Pks. & Rec. – www.moontwp.com
 Mt. Lebanon Recreation Dept. – www.mt.lebanon.org
 Muhlenberg Twp. Pks. & Rec. Dept. – www.muhlenbergtwp.com
 Murrysville Parks & Recreation – www.murrysville.com

N

New Britain Township Park Board – www.newbritaintownship.org
 New Stanton Borough Rec. Dept. – www.newstanton.org
 Newtown Twp. Pks. & Rec. Dept. – www.twp.newtown.pa.us/ntrec/index.htm

Newville Area Recreation Center – www.newville.com
Norristown Recreation – www.plichtakarate.com
North Huntingdon Twp. Parks Dept. – www.nhtpa.us
Northampton Twp. Parks & Rec. Dept. – www.northamptontownship.com

P

Palmyra Area Recreation Dept. – www.palmyrapa.com/reccom
Penn Hills Dept. of Parks & Rec. – www.pennhills.org
Penn Township – www.penntwp.org
Penn Trafford Area Recreation Comm. – www.ptarc.org
Perkasie Borough – www.perkasieborough.org
Philadelphia Recreation Dept. – www.phila.gov/recreation
Phoenixville Area Recreation Dept. – www.phoenixvillerecdept.org
Pine Twp. Parks & Rec. Dept. – www.twp.pine.pa.us
Pittsburgh Dept. of Pks. & Rec. – www.city.pittsburgh.pa.us/parks
Plymouth Twp. Rec. & Park Dept. – www.plymouthtownship.org
Pottstown Pks. & Rec. Dept. – www.pottstownschoools.com/parksrec
Punxutawney Area Community Center – www.punxutawneyphil.com/commetr

R

Radnor Twp. Pks. & Rec. Dept. – www.radnor.com
Ross Township Pks. & Rec. Dept. – www.ross.pa.us

S

S. Middleton Parks, Rec., & Trails – www.smiddleton.com
Scott Township – www.scotttownship.com
Slippery Rock Area Park & Rec. Comm. – www.slipperyrockpark-rec.org
South Fayette Township – www.south-fayette.pa.us
South Union Township – www.southuniontwp.org
South Whitehall Twp. Parks & Rec. – www.southwhitehalltwp.org
Spring Garden Twp. Rec. & Pks. – www.springgardentwp.org
Spring Grove Regional Parks & Rec. – www.sgacc.com
Spring Twp. Pks. And Rec. Dept. – www.springtwpparksrec.org
Springettsbury Twp. Rec. Dept. – www.springettsbury.com
Susquehanna Twp. Rec. & Pks. Dept. – www.susquehannatwp.com

T

Towamencin Twp. Rec. & Park Dept. – www.towamencin.org
Two Mile Run County Park – www.twomile.org

U

Unity Township – www.unitytownship.org
Upper Dublin Twp. Pks. & Rec. – www.upperdublin.net

Upper Gwynedd Twp. Parks & Rec. – www.uppergwynedd.org
 Upper Merion Twp. Pks. & Rec. Dept. – www.umtownship.org
 Upper Moreland Twp. Pks. & Rec. – www.uppermoreland.org
 Upper Providence Township – www.upperprovidence.org
 Upper Southampton Pk. & Rec. Dept. – www.southamptonpa.com

W

Warminster Twp. Pks. & Rec. Dept. – www.warminstertownship.org
 Warrington Township – www.warringtontownship.org
 Warwick Regional Recreation Comm – www.gowrrc.com
 Warwick Twp. Parks & Rec. Dept. – www.warwick-bucks.org
 Washington County Pks. & Rec. Dept. – www.co.washington.pa.us
 Wellsboro Dept. of Pks. & Rec. – www.wellsbororecreation.com
 West Bradford Recreation Twp. – www.westbradford.org
 West Chester Parks & Rec. Dept. – www.west-chester.com
 West Deer Township – www.westdeerparksandrecreation.com
 West Goshen Twp. Parks & Rec. Dept. – www.wgoshen.org
 West Hanover Twp. Parks & Rec. Dept. – www.westhanover.com
 West Shore Recreation Commission – www.wsrec.org
 West Whiteland Township – www.westwhiteland.org
 Whitemarsh Twp. Recreation Dept. – www.whitemarshtwp.org
 Whitpain Twp. Parks & Rec. Dept. – www.whitpaintownship.org
 Willistown Township – www.willistown.pa.us
 Windsor Area Recreation Commission – www.windsorrec.com
 Worcester Twp. Parks & Rec. Dept. – www.worcestertwp.com

Y

Yeadon Recreation Dept. – www.yeadon.boroughs.org
 York City Recreation & Parks Dept. – www.yorkcity.org
 York County Dept. of Parks & Rec. – www.york-county.org
 York Township Recreation Dept. – www.yorktownship.com

**COOPERATIVE AGREEMENT FOR PARK, RECREATION, AND
CULTURAL PURPOSES**

THIS AGREEMENT, made this 18th day of September, 1991, by and between the MUHLENBURG SCHOOL DISTRICT, Berks County, Pennsylvania, hereafter referred to as District, and MUHLENBURG TOWNSHIP, Berks County, Pennsylvania, hereafter referred to as Township.

WITNESSETH:

WHEREAS, it is believed by all parties hereto that the citizens of the Muhlenberg area will be benefited by a Park and Recreation Program administered by the Township, which recreation program shall comply with all applicable laws; and

WHEREAS, the purpose of this Agreement is to provide community recreation services and facilities through joint efforts of the Township and District in order to prevent waste through duplicated efforts; and

WHEREAS, the District and Township mutually desire to mobilize all community resources to effectively and economically meet the present and future recreation needs of their citizens; and

WHEREAS, all parties are legally authorized to enter into such an agreement:

NOW, THEREFORE, the parties hereto, intending to be legally bound hereby, for and in consideration of the mutual covenants herein contained, do jointly and severally, for themselves and each of their successors and assigns, covenant and agree that the following terms and conditions shall govern the operation of the Park and Recreation Program.

I. ADMINISTRATION

- a. The Park and Recreation Program shall be administered solely by the Muhlenberg Township Commissioners under advisement of the Muhlenberg Township Parks & Recreation Board.
- b. The Parks & Recreation Board shall be composed of seven (7) persons, all of whom shall serve without pay, and shall be appointed as follows: Five

(5) members shall be appointees of the Township and two (2) members shall be appointees of the District. All of said members shall be appointed for terms of five (5) years, such that no more than two terms shall expire in any one given year. Vacancies in such Board occurring otherwise than by expiration of term shall be filled for the unexpired term in the same manner as original appointments.

- c. The Administrative Officer of the Parks & Recreation Board shall be the Directors of Parks & Recreation of the Township, who shall serve as the Executive Officer.

II. PERSONNEL

- a. Supervision of public recreation programs and activities in or on school grounds and facilities shall be the responsibility of the Township.
- b. The full time certified professional and other employees necessary to conduct the Park and Recreation Program shall be employed by the Township on the recommendation and approval of the Parks & Recreation Board, and shall be paid in accordance with the established Township salary/wage policies.
- c. It shall be the responsibility of the Director of Parks & Recreation to assign, direct, and supervise employees duly elected or employed either by the Township or District for the Park and Recreation Program.

III. FINANCIAL

- a. The payment of all costs/expenses for operation of the Park & Recreation Program wages and benefits shall be the responsibility of the Township.
- b. The Township shall not pay rental/use fees for use of the District facilities except that it shall reimburse the District for costs and expenses incurred for custodial and other services, when such services are required for Park and Recreation programs conducted by the Township and are beyond or in addition to those normally and ordinarily required or paid for the operation of the School District's own programs.
- c. The District shall not pay rental/use fees for the use of the Township facilities except that it shall reimburse the Township for costs and

expenses incurred for custodial and other services, when such services are required for District programs and are beyond or in addition to those normally and ordinarily required or paid for the operation of the Township's own programs.

IV. FACILITIES

- a. Property, equipment, and buildings of the District shall be available for use by the Parks & Recreation Board when there is no conflict with the regular school activities, with construction and/or maintenance, and following the approval of the Superintendent of Schools in accordance with District policy.
- b. Property, equipment, and buildings of the Township shall be made available for use by District when there is no conflict with other Township uses following approval of the Director of Parks & Recreation in accordance with Township policy.
- c. The maintenance and repair of school facilities shall be assumed by the District except when damage to the facilities is a direct result of the Park and Recreation Program in which event the repair of such damage shall be paid by the Township.
- d. The maintenance and repair of Township facilities which are used exclusively for Park and Recreation purposes shall be assumed by the Township except when damage to the facilities is a direct result of the District program in which event the repair of such damage shall be paid by the District.
- e. The parties hereto endorse the cooperative concept for the development of recreation facilities and agree to work toward that goal so as to use this concept for mutual advantage.
- f. Notwithstanding anything to the contrary contained herein, the Township and the District agree to obtain appropriate liability insurance to cover their respective interests. A certificate of insurance coverage shall be delivered to each party. In addition, the Township further agrees to indemnify and hold harmless the District from any claims, suits, damages,

costs or losses (including counsel fees) that may arise as a result of the use of any of the facilities or equipment of the District by the Township.

V. TERMS OF AGREEMENT

- a. This amended Agreement shall become effective _____ and shall continue in full force and effect until _____ and shall be automatically renewable from year to year thereafter, unless cancelled by either party giving notice in writing to the other party, not later than six (6) months before the end of the year prior to that in which it is proposed to terminate the Agreement.

IN WITNESS WHEREOF, the parties hereto have set their respective hands and seals, the day and year first above written, pursuant to Resolutions duly adopted authorizing the execution of this Agreement.

Attest: Muhlenberg Township Board of Commissioners:

_____ BY _____

Attest: Muhlenberg School District:

_____ BY _____



Park & Recreation Citizens Needs and Interest Survey

Dear Neighbors:

We are asking you to complete this survey to assist us in evaluating our recreational services, programs, and facilities. Survey also assists us in planning and prioritizing the City's recreational needs. We need your input to ensure we meet the needs of the Wixom residents. All surveys will remain confidential. Thanks for your assistance.

Date: _____

1. Do parks and recreation programs improve the quality of life in a community?

___yes ___no

2. How would you rank the following facilities:

	Excellent	Good	Fair	Poor	Have Not Used Yet
Community Center	()	()	()	()	()
Civic Center Park	()	()	()	()	()
Gibson Historical Park	()	()	()	()	()
Gilbert Willis Park	()	()	()	()	()
Gunnar Mettala Park	()	()	()	()	()
Mack Park	()	()	()	()	()
Wixom Habitat	()	()	()	()	()
Sibley Square Park	()	()	()	()	()

Comments _____

3. Which facilities would you like to see developed and / or improved?

4. Have you rented any room at the Wixom Community Center?

___yes ___no

5. Are there any specific changes or improvements you would like to see in the existing Community Center?

___yes ___no Comments: _____

6. What leisure activities do members of your household participate in? Please list.

7. Are there any specific changes or improvements you would like to see in our existing parks?

___yes ___no Comments _____

8. Should the City of Wixom acquire more park land for open space?

___yes ___no If yes- why _____

9. Should the City of Wixom acquire more park land for sport activities?

___yes ___no If yes - why _____

10. Would be willing to pay for:

Senior citizen facility? ___yes ___no
Other facilities? ___yes ___no

11. If the City of Wixom decided to add facilities or improvements, the costs would be dependent on the type of facility. If a bond was approved, how much would you be willing to pay per year?

___\$0 ___\$25-\$50 ___\$50-\$75 ___\$75-\$100 ___\$100-\$125 **Please complete back**

12. How would you rate the following recreation services provided by the City?

	Excellent	Good	Fair	Poor	Don't Know
Recreation programs for age pre-school	()	()	()	()	()
Recreation programs for ages 6-12	()	()	()	()	()
Recreation programs for ages 13-18	()	()	()	()	()
Recreation programs for ages 19-55	()	()	()	()	()
Recreation programs for age 55 and over	()	()	()	()	()
Special Events	()	()	()	()	()
Bus Trips	()	()	()	()	()
Community Center room rentals	()	()	()	()	()
Maintenance of existing City parks	()	()	()	()	()
Security and safety in parks	()	()	()	()	()
The amount of developed park land	()	()	()	()	()
The amount of City owned park land	()	()	()	()	()

13. How would you rate the Community Services Department, recreation programs and the overall recreation services?
 ___ Excellent ___ Good ___ Fair ___ Poor ___ Don't Know

14. How often do you or members of your household participate in City recreation programs?
 ___ Daily ___ Weekly ___ Monthly ___ Occasionally ___ Special Events ___ Don't Know

15. Is the current fee structure for recreational programs offered by the City...
 ___ Appropriate ___ Too Low ___ Too High ___ Don't Know

16. Besides our current programs, are there any additional programs that you would like to see offered?
 ___ yes ___ no If yes - please list _____

17. Please list the most effective way for you to become aware of parks and recreation programs offered. List in order of priority.

Brochure	Schools	Newspaper	Web Site	Flyers through Community Center
Cable T.V.	Signage	Friend	Other	Electronic Marquee
1_____	2_____	3_____		

18. Do you have any general comments or suggestions about recreation facilities and or programs in Wixom?

RESPONDENT INFORMATION

___ Age Status: ___ Single ___ Married

How long have you lived in Wixom? _____

How many people in your household fall within each of the age categories?
 ___ Under 5 ___ Age 6-12 ___ Age 13-18 ___ Age 19-55 ___ Over 55

This survey was completed by:
 ___ Female ___ Male ___ Answered by both male & female household members

Optional: Your Name: _____ Address: _____

Thank you for taking time to fill this survey out.

To submit survey

1. Mail to: City of Wixom Parks and Recreation
 Att: Citizens Needs & Interest Survey
 49045 Pontiac Trail
 Wixom, MI 48393
2. Email: Lhinkley@ci.wixom.mi.us
3. Drop off: Parks & Recreation Desk, 49015 Pontiac Trail
4. Fax: 248-960-8873

Recreation Program Toolkit



**Lancaster Recreation Commission
Accident/Illness Report**

This report must be filled out completely within 24 hours of accident/illness.

Victim of Accident/Illness

Name _____
Address _____
Parent's Name _____
Address _____

Employee Reporting Accident/Illness

Name _____ Job Title _____ Signature _____
When was this report completed? Date _____ Time _____ a.m./p.m.
Program name _____ Location _____

Accident/Illness Information

Date of Accident/Illness: Month _____ Date _____ Year _____ Day of Week _____
Exact Time of Accident/Illness _____ a.m./p.m.
Place where Accident/Illness occurred (be specific): _____
Person(s) in charge of program or facility at time of Accident/Illness: _____
Describe the Accident - be sure to cover who, what, where, when and why - be very specific:

Must be completed:
Bodily fluids were present (Please circle: vomit, urine and/or blood). Yes No
Protective gloves were worn to treat the injury/illness. Yes No
If no, explain why: _____ Witness signature: _____

Describe first aid or treatment given: _____

List any people familiar with the Accident/Illness with name, address and telephone #:

List any local authorities notified _____ Phone _____
Victim released to _____
Signature _____

Transportation Information

Complete this section only if the victim was removed from the area.

Who transported the victim? _____
What time was he/she called? _____ What time did he/she arrive? _____
What time was the victim removed? _____
Where was the victim taken? Name and address of facility: _____
Whose vehicle was used to transport the victim? _____
List emergency contact person notified: _____
Does the victim need follow-up care: Yes No If yes, explain: _____

Lancaster Recreation Commission
ACTIVITIES AGREEMENT 1 - STAFF

_____ agrees to serve in the capacity of a Recreation Leader/Instructor
 for the below-listed activities:

PROGRAM NAME	LOCATION	DAY(S)	TIMES	DATES

Rate of pay is _____ per _____. This contract shall not be binding if the Recreation Leader/Instructor is relieved of his/her employment due to violation of Lancaster Recreation Commission policies or unsatisfactory performance in the conduct of said responsibilities as defined by the Executive Director. It is mutually agreed that this contract can be made void by the Executive Director for classes which require a registration fee, and which do not reach 75% of capacity enrollment. Please sign and return the original. The copy is for your files. If you have any questions concerning this Agreement, call: _____ at _____
Staff Name

_____ Phone # and Ext. _____ Email Address _____.

Signature of Recreation Leader/Instructor _____ Date _____

Signature of Executive Director _____ Date _____

Lancaster Recreation Commission
ACTIVITIES AGREEMENT 2 - CONTRACTOR

_____ of _____
(Contractor) (Company Name, if applicable)

agrees to provide the Lancaster Recreation Commission (herein known as Commission) with services as a Recreation Leader/Instructor for the activities listed on the reverse side.

Contractor will receive a fee of \$ _____ or _____ % of program income for each activity. Contractor and Commission intend an independent contractor relationship to be created by this Agreement, and Contractor will not be considered to be an agent or employee for any purpose whatsoever. Contractor understands that Contractor is not entitled to any of the benefits the Commission provides for its employees.

Contractor understands that Commission does not agree to use Contractor's services exclusively and that Contractor is free to contract with others to perform similar services while under contract with Commission.

Services to be performed under this Agreement will be performed entirely at Contractor's own risk, and Contractor assumes all responsibility for any and all injuries, damages or loss arising out of performance of this Agreement, with the exception of injuries, damages or loss directly related to Commission's negligence. Contractor agrees to indemnify Commission for any and all liability or loss arising in any way from the performance of this Agreement.

This Agreement shall terminate immediately upon Contractor's being relieved of Contractor's duties hereunder due to violation of Lancaster Recreation Commission policies or performance unsatisfactory to the Executive Director.

It is understood that this Agreement can be cancelled by the Executive Director where classes which require a registration fee do not reach 75% of capacity enrollment.

If you have any questions concerning this Agreement, call: _____
Staff Name

at _____ .
Phone # and Ext. Email Address

REMARKS: _____

PROGRAM NAME(S) LOCATION(S) DAY(S) TIME(S) DATES

Contractor Name: _____

Address: _____

Phone Numbers: (day) _____ (evening) _____ (cell) _____

Email Address: _____ Social Security #: _____

IN WITNESS THEREOF, the parties have executed this Agreement this
_____ day of _____, _____.

Date (Signature of Contractor) Date (Signature of Executive Director)

Please sign and return the original. The copy is for your files.

Lancaster Recreation Commission
ACTIVITIES AGREEMENT 3 – COMPANY

(Company Name)

(Address)

(Name of Company President)

agrees to provide the Lancaster Recreation Commission (Commission) with Recreation Leaders/Instructors (Instructors) for the activities listed on the reverse side.

Company will receive a fee of \$_____ for each activity for which an Instructor is provided. All Instructors provided by Company are employees of Company and are in no way to be considered employees of Commission.

Company and Commission intend an independent contractor relationship to be created by this Agreement and neither Company nor any of its employees are to be considered as agents or employees of Commission for any purpose. Company's employees are not entitled to any of the benefits Commission provides for its employees. Company remains solely responsible for compensating all Instructors provided hereunder and for providing any and all equipment, tools and material necessary for carrying out the designated activities. Company further remains solely responsible for all taxes, contributions and government imposts, including, but not limited to, federal and state income and employment taxes, unemployment compensation and workers compensation.

It is understood that Commission does not agree to use Company exclusively and that Company is free to contract with others to perform similar services while under contract with Commission.

Services to be performed under this Agreement will be performed entirely at Company's risk and Company assumes all responsibility for any and all injuries, damages or loss arising out of performance of the Agreement, with the exception of injuries, damages or loss directly related to Commission's negligence. Company will provide Commission with evidence of liability insurance in an amount acceptable to Commission. Company agrees to indemnify Commission for any and all liability or loss arising in any way from the performance of this Agreement.

This Agreement binds Company to provide additional instructors, at no increase in cost to Commission, if, for any reason, the Instructor is relieved of his/her duties or becomes incapacitated. It is agreed that any of the activities covered by this Agreement which require a registration fee and which do not reach 75% of capacity enrollment can be cancelled by the Executive Director and the fee set forth above shall be reduced by the proportionate amount.

If you have any questions concerning this Agreement, call: _____
Staff Name
at _____
Phone # and Ext. Email Address

PROGRAM NAME	LOCATION(S)	DAY(S)	TIME(S)	DATE(S)

REMARKS:

Company Name: _____
Contact Person: _____
Address: _____
Phone Numbers: (day) _____ (evening) _____ (cell) _____
Email Address: _____

IN WITNESS THEREOF, the parties have executed this Agreement this
_____ day of _____, _____.

Date (Company President) Date (Executive Director)

Please sign and return the original. The copy is for your files.

**Lancaster Recreation Commission
Behavior Notice**

Date _____

We must inform you that _____
(child's full name)

has had difficulty following the reasonable limits we have established in our program. Previous steps taken have not been effective in addressing this difficult behavior, therefore we have found it necessary to issue this written behavior notice. (Please note our Discipline Policy as it appears in our parent handbook copied below.)

Please impress upon your child the seriousness of the situation. We realize that it may be difficult to make alternate plans for your child and hopefully this will not be necessary. If you would like to discuss this matter further please call the Director of Children's Services at 392-2115 x136.

Behavior Displayed _____

Parent/Guardian Signature

Site Director's Signature

DISCIPLINE POLICY

We set reasonable limits that we expect the children to follow. The basis of our discipline policy is respect for people and property. Appropriate language is expected as well as respect for authority. Hurting other children physically is dealt with promptly in our program. We dismiss children from our program if inappropriate actions are a recurring problem. *For severe cases of misconduct, we will dismiss children immediately from our program.* If you have any questions regarding discipline please contact the Director of Children's Services at 392-2115 ext. 136.

_____ Step A Written Notice #1
Date _____

_____ Step B Written Notice #2 (2nd written notification of continued behavior
Date _____ difficulty)

_____ Step C Written Notice #3 (parent conference with Site Director and Director of
Date _____ Children's Services)

_____ Step D Expulsion (child may no longer attend programs)
Date _____

Original – Parent / Yellow copy – Lancaster Rec office / Pink copy – Site file

COMPLIMENT/COMPLAINT REPORT

This report provides an opportunity for staff to document verbal complaints and compliments. Please use your best judgment as to the need for documentation. Sound documentation will assist us in better meeting the needs of our residents.

Staff Person Making Report: _____ Phone #: _____

Date/Time Reported: _____ Reported to Whom: _____

Person's Name: _____

Telephone Number: Day _____ Evening _____

Address: _____

Program Name and Location: _____

Program Leader's Name (if known): _____

Describe the circumstances. What did they like/dislike? Date/time occurred: _____

Witness: _____

If complaint, how can we resolve? What are our options? _____

ACTION TAKEN:

Date and time of return call to complainant (if applicable): _____

Staff Comments: _____

Results: _____

Lancaster Recreation Commission
525 Fairview Avenue, Lancaster, PA 17603 (717) 392-2115

CONTRACT REPORT

(For all persons/companies receiving a percentage of total program income or per program fee)
Please return this report to the Lancaster Recreation Commission office.

PROGRAM NAME _____ SESSION # _____

DATES OF SESSION _____

TOTAL # OF PARTICIPANTS _____ RATE (per program or %) _____

I am requesting payment for the above-listed program and certify that the information compiled above is true and correct.

Please mail my check to: _____

All checks will be mailed, unless otherwise requested.

PRINT Name _____
SIGNATURE _____
SOCIAL SECURITY # _____
DATE _____

FOR OFFICE USE ONLY:

VENDOR #: _____
G.L. #: _____
DATE: _____

PERSON/COMPANY RECEIVING PERCENTAGE: _____

of Participants x Fee per Participant:

- # of Participants _____ x Resident Fee.....\$ _____ = \$ _____
- # of Participants _____ x Non-Resident Fee.....\$ _____ = \$ _____
- Adjusted Rates (Pro-rated Fees)..... \$ _____ = \$ _____

TOTAL INCOME = \$ _____

- Rate of Pay _____ (%) x Total Income = \$ _____

PERSON/COMPANY RECEIVING PER PROGRAM FEE: _____

- Rate of Pay Per Program = \$ _____

Supervisor Signature _____ Date _____

Department Approval _____ Date _____

EMPLOYEE DISCLOSURE STATEMENT

{Required by Child Protective Services Law, 11P.S. 2223 (o)}

I swear/affirm that I have completed and handed in the requests for clearances to ChildLine, the Pennsylvania State Police, and the Federal Bureau of Investigation to the Lancaster Recreation Commission.

I swear/affirm that I have not been named as a perpetrator of a founded report of child abuse as defined by the Child Protective Services Law within the preceding five years.

I swear/affirm that I have not been convicted of one or more of the following crimes under Title 18 of the Pennsylvania Consolidated Statutes or equivalent crime in another state.

Chapter 25	(relating to criminal homicide)
Section 2702	(relating to aggravated assault)
Section 2709.1	(relating to stalking)
Section 2901	(relating to kidnapping)
Section 2902	(relating to unlawful restraint)
Section 3121	(relating to rape)
Section 3122.1	(relating to statutory sexual assault)
Section 3123	(relating to involuntary deviate sexual intercourse)
Section 3124.1	(relating to sexual assault)
Section 3125	(relating to aggravated indecent assault)
Section 3126	(relating to indecent assault)
Section 3127	(relating to indecent exposure)
Section 4302	(relating to incest)
Section 4303	(relating to concealing death of child)
Section 4304	(relating to endangering welfare of children)
Section 4305	(relating to dealing in infant children)
A felony offense under section 5902 (b) relating to prostitution and related offenses	
Section 5903 (c) or (d)	(relating to obscene and other sexual materials and performances)
Section 6301	(relating to corruption of minors)
Section 6312	(relating to sexual abuse of children) or an equivalent crime under federal law or the law of another state

A felony offense under the Act of April 14, 1972 (P.L. 233, No. 64) known as the Controlled Substance, Drug, Device and Cosmetic Act within the past five years prior to hire. The attempt solicitation or conspiracy to commit any of the offenses set forth above.

- I have not been convicted of a felony offense under Act 64-1972 (relating to the controlled substance, drug device and cosmetic act) committed within the past five years
- I have been convicted of or am under pending indictment for the following crimes (include the dates, location/jurisdiction, circumstances and outcome on the back of this sheet)

I understand that as a provisionally hired employee I must work within the eyesight of a permanent employee at all times.

I understand that I must be dismissed if I have been named as a perpetrator of a founded report of child abuse within the past five years or have been convicted of any of the crimes listed above.

I hereby swear/affirm that the information as set forth above is true and correct. I understand that the penalty for false swearing is a misdemeanor of the third degree pursuant to Section 4903 (b) of the Crimes Code.

Name: _____ Signature: _____
(Type/Print)

Witness: _____ Date _____

Procedures to Report a Major Incident

A MAJOR INCIDENT is one that threatens the health and safety of the participants. It can occur in the form of an accident, physical threat or harm, or a fight. If one should occur during the After School Program, the RSI should adopt the following procedure:

1. As calmly as possible, make sure that the possibility of danger has been eliminated. If the incident involves a medical emergency, 9-1-1 (1-9-1-1 on a “City” Telephone) should be called *immediately*. A safe environment should be established for the participants. If you remain calm, the participants will model your behavior.
2. The RSI should immediately contact the Facility Supervisor to report the incident. The Facility Supervisor should then provide the necessary guidance as to the next step(s) to be taken.
3. In the event that the RSI cannot contact the Facility Supervisor directly, they should, at a minimum, leave a voice mail message explaining the incident in detail.
4. The District Manager should then be called and given any pertinent information concerning the incident.
5. Written statements should be taken from all staff, volunteers, or participants who witnessed the *alleged* incident. If it is necessary to call the Philadelphia Police, make sure you tell the officer that you need a copy of the report. The name and badge number of the officer who responded to the call should be noted and recorded for future reference. It is critical that written statements be taken immediately while the incident is still “fresh” in everyone’s mind. These statements, along with your report, should be given to the Facility Supervisor within twenty-four (24) hours of the incident.
6. Do not hesitate to contact the parents of the participants involved in the *alleged* incident. When doing so, remain composed, respectful and mannerly. If the conversation with the parents proves difficult, ask for assistance from the Facility Supervisor or another permanent staff member. Do not bring into the conversation past indiscretions of the participants or discuss any children other than the parent’s.
7. Any contact with the “media” should be referred to the Facility Supervisor or a member of the permanent staff. At no time is an RSI authorized to speak to the press. A statement such as “*I am sorry, I have no comment. Please speak to the Recreation Facility Supervisor*” should be used.
8. A private meeting should be scheduled at a time other than during the After School hours (3:00-6:00 PM) with the participant and parents involved. The Facility Supervisor or his/her designate as well as the District Liaison should be present for this meeting. Hopefully a peaceful, equitable resolution can be achieved as a result of this meeting.

**City of Philadelphia
Recreation Incident Report**

Name _____ Date _____ Time _____

Facility Name _____

Address _____

TYPE OF INCIDENT

a. Verbal Attack _____ b. Physical Attack _____

Face to Face _____ By Telephone _____ In Print _____ Other _____

Was person armed? Yes _____ No _____ Weapon Type _____

Was person:

a) Participant _____ b) Spectator _____ c) Parent _____ d) Other _____

Brief description of person (height, weight, complexion, body markings):

Did any injury occur? Yes _____ No _____ Do not know _____

If yes, please explain extent of injury:

The incident was reported to (police, supervisor, manager, etc.):

The incident was reported:

By Telephone _____ In Writing _____ In Person _____ Other _____

When was incident reported? _____

Liability Waiver and Release

Important Information: The _____ is committed to conducting its recreation programs and activities in a safe manner and holds the safety of participants in high regard. The _____ continually strives to reduce such risks and insists that all participants follow safety rules and instructions that are designed to protect the participants' safety. However, participants and parents/guardians of minors registering for the listed programs/activities must recognize that there is an inherent risk of injury when choosing to participate in recreational activities/programs.

You are solely responsible for determining if you or your minor child/ward are physically fit and/or skilled for the activities contemplated by this agreement. It is always advisable, especially if the participant is pregnant, disabled in any way or recently suffered an illness, injury or impairment, to consult a physician before undertaking any physical activity.

Warning of Risk: Recreational activities/programs are intended to challenge and engage the physical, mental and emotional resources of each participant. Despite careful and proper preparation, instruction, medical advice, conditioning and equipment, there is still a risk of serious injury when participating in any recreational activity/program. Understandably, not all hazards and dangers can be foreseen. Depending on the particular activity, participants must understand that certain risks, dangers and injuries due to inclement weather, slipping, falling, poor skill level or conditioning, carelessness, horseplay, unsportsmanlike conduct, premises defects, inadequate or defective equipment, inadequate supervision, instruction or officiating, and all other circumstances inherent to indoor and outdoor recreational activities/programs exist. In this regard, it must be recognized that it is impossible for _____ to guarantee absolute safety.

Waiver and Release of all Claims and Assumption of Risk: Please read this form carefully and be aware that in signing up and participating in the listed programs/activities, you will be expressly assuming the risks and legal liability and waiving and releasing all claims for injuries, damages or loss which you or your minor child/ward might sustain as a result of participating in any and all activities connected with and associated with the program/activity, including transportation services/vehicle operation when provided.

I recognize and acknowledge that there are certain risks of physical injury to participants in the listed programs/activities, and I voluntarily agree to assume the full risk of any and all injuries, damages or loss, regardless of severity, that my minor child/ward or I may sustain as a result of said participation. I further agree to waive and relinquish all claims I or my minor child/ward may have (or accrue to me or my child/ward) as a result of participating in this program/activity against the _____, including its officials, agents, volunteers and employees.

I do hereby fully release and forever discharge the _____ from any and all claims for injuries, damages or loss that my minor child/ward or I may have or which may accrue to me or my minor child/ward and arising out of, connected with, or in any way associated with the listed programs/activities. I do hereby grant and give _____ the right to use my or my child/ward's photograph or image for promotional purposes.

I have read and fully understand the above important information, warning of risk, assumption of risk and waiver and release of all claims. If registering on-line or via fax, my on-line or facsimile signature shall substitute for and have the same legal effect as an original form signature.

All Participants Must Sign Waiver

If participant is under age 18, parent or guardian must sign for them.

Participation will be denied if the signature of adult participant or parent/guardian and date are not on this waiver.

Signature	Print Name of Participant	Date

**Lancaster Recreation Commission
NEEDS ASSESSMENT
YOUTH RECREATION QUESTIONNAIRE**

Name: _____ Date: _____

Age: _____ Sex: _____ School: _____

Grade: _____ Teacher: _____

We would like to know a little bit about what you did for recreation before you came to this program.

1. Did you go to school regularly? _____ Sometimes? _____ Never? _____

2. What did you do in your free time or after school?

- Go home _____
- Play with other kids _____
- Hang out with friends _____
- Take a nap _____
- Homework _____
- Watch TV _____
- Listen to music _____

3. Did you work? Yes _____ No _____ What did you earn? _____
If you did work, how many hours a week? _____
What kinds of work did you do? _____

4. Did you go to any recreation programs in your neighborhood? Yes ___ No ___
Park _____ Rec Commission _____
Gymnasium _____ School _____
Street _____ YMCA _____
Boys/Girls Club _____ Other _____

5. Who did you spend your time with?

	Most of the time	Some time	No time
Friends	_____	_____	_____
Family	_____	_____	_____
Alone	_____	_____	_____

We would like to know a little about you.

6. How many languages do you speak? _____ What are they? _____

7. Name your three favorite TV programs: _____

8. Name your two favorite singers or musical groups: _____

9. What kind of music do you like most? _____

10. Do you play a musical instrument? _____ What is it? _____

11. Would you like to learn to play an instrument? _____ What? _____

12. Check all the boxes that you tell us how you feel:

Do you like to:

- | | |
|---------------------------------|-------------------------|
| a. Win | n. Be with friends |
| b. Feel powerful | o. Tell jokes |
| c. Be challenged | p. Make new friends |
| d. Do different things | q. Be on a team |
| e. Look forward to things | r. Play games |
| f. Be the leader | s. Think a lot |
| g. Show others how to do things | t. Learn new things |
| h. Be physically active | u. Do nothing |
| i. Do what other people do | v. Get physically tired |
| j. Be alone | w. Belong to a gang |
| k. Have fun | x. Work |
| l. Show others what you can do | y. Feel useful |
| m. Stay healthy | z. Plan things |

13. How often do you:

	A Lot	Some	Never
Dance			
Have a party			
Read a book			
Read a magazine			
Play cards			
Play checkers			
Play dominos			
Play pool			
Play ping pong			
Listen to music			
Paint or draw			

Go to movies			
Play basketball			
Play baseball			
Play football			
Play soccer			
Swim			
Do crafts			
Watch TV			
Roller skate			
Bowl			
Box			
Wrestle			

14. Can you do the following activities? Would you like to learn?

	Can Do	Would Like to Learn
Swimming		
Jogging		
Track		
Field Hockey		
Roller Skating		
Hiking		
Back Packing		
Bowling		
Bicycling		
Dance		
Basketball		
Picnic		
Volleyball		
Soccer		
Baseball/Softball		
Ice Skating		
Tennis		
Gymnastics		
Ping Pong		
Billiards		
Acting		
Singing		
Play an Instrument		
Arts and Crafts		
Play Chess/Backgammon		
Fishing		
Gardening		
Sewing/Knitting		

15. Is there any other activity you are interested in? _____
Name them: _____

GIVE US YOUR OPINION:

16. Do you agree or disagree?	Agree	Disagree
My free time is important to me.	_____	_____
I would like some help deciding what to do with my free time.	_____	_____
I would like more recreation activities.	_____	_____
I would like less activities.	_____	_____
There are enough activities.	_____	_____
I would like my recreation leader to be:		
My age	_____	_____
Not too much older	_____	_____
My parent's age	_____	_____

17. If you would like to make any further comments or suggestions for recreation programs please add them here:

MUHLENBERG TOWNSHIP PARKS & RECREATION DEPARTMENT

PLAYGROUND DISCIPLINE REPORT

Date: _____ Time of Discipline Problem: _____

Playground Site: _____

Person(s) Administering Behavioral Intervention: _____

Name of Participant Being Disciplined: _____

Address: _____

Male/Female: _____ Age: _____

Phone: Home _____ Work _____

Was family member contacted? Yes No

If yes, Name of family member contacted: _____

Describe Incident: _____

What action was taken to discipline the participant? _____

Was there a witness? If so, who? _____

Was the participant asked to leave the playground premises? Yes No

Where was the other leader during the problem? _____

Leader's Signature _____ Date _____

Playground Supervisor's Signature _____ Date _____

Program Season: _____ **Year:** _____

Program Budget Worksheet For _____

The purpose of the budget worksheet is to help determine appropriate program fees.

Expense	Formula	Summary
Instructor Cost		
Fringes		
Administration Fee		
Building Use Fee		
Supplies / Materials		
Special Equipment		
Total Expense		

Staff will need to estimate the number of paid participants needed in order for the program to break even. If the program does not have the minimum number of registered individuals, it should be canceled and considered for a future program season.

Income	Formula	Summary
Participant Fee		
Minimum # Required		
Break Even		
Participants over Minimum		
Total Registered		
Total Registered x Participant Fee		
Total Income		

Programs should break even or show a positive net balance.

Net (Income-Expense)	
----------------------	--

Program Season: _____ Year: _____

Program Budget Worksheet For PIANO LESSONS (example)

The purpose of the budget worksheet is to help determine appropriate program fees.

Expense	Formula	Summary
Instructor Cost	Instructor Fee x # of Hours	\$10 x 8 hr - \$80
Fringes	Total wages x 1.11	\$80 x 1.11 - \$88.80
Administration Fee	staff salary / hours on project	\$20 x 1 hr - \$20
Building Use Fee	\$5 - \$30 depending on room	Small room - \$5
Supplies / Materials	\$50	\$50
Special Equipment	Piano Rental \$100	\$100
Total Expense		\$343.80

Staff will need to estimate the number of paid participants needed in order for the program to break even. If the program does not have the minimum number of registered individuals, it should be canceled and reconsidered for a future program season.

Income	Formula	Summary
Participant Fee	$\$343.80 / 8 = \43	\$43
Minimum # Required	8	8
Break Even	8	8
Participants over Minimum	$3 \times \$43$	\$129
Total Registered	11	11
Total Registered x Participant Fee	$11 \times \$43$	\$473
Total Income		\$473

Programs should break even or show a positive net balance.

Net (Income-Expense)	$(\$473 - \$343.80) = \$129.20$
----------------------	---------------------------------

Lancaster Recreation Commission
Children's Services Department
Program Descriptions

Program Title: _____ Year: _____

Quarter: _____ Age Group: _____

Target Group: Boys: _____ Girls: _____ Coed: _____

Day(s): _____ Time: _____

Projected Participation: _____

.....

What need(s) does this program address? _____

Program description: _____

Program objective (outcome based): _____

How does the program address the youth development strategy? _____

Competence: _____

Usefulness: _____

Belonging: _____

Influence: _____

.....

Program promotion:

- Flyers School Visits School Flyer Drop
 Press Release Agency Contact Other: _____

.....

Evaluation used:

- Group Attendance Pre/Post Test Tracking
 Child Evaluation Parent Evaluation Other: _____

.....

Equipment/supplies needed: _____

Transportation needs: _____

Proposed budget: _____

Staff in charge: _____

.....

Director's signature: _____

Date approved: _____

.....



RECREATION PROGRAM EVALUATION

Program Title: _____ Winter Spring Summer Fall 20__

Instructor: _____ Contract Payroll Rate: _____ Total: \$ _____

Program Category: Special Event One Day # _____ Weekly Camp Other : _____

Session (s) 1: Ages/Grades: _____ Times: _____ Dates: _____
 2: Ages/Grades: _____ Times: _____ Dates: _____
 #mtgs: _____ 3: Ages/Grades: _____ Times: _____ Dates: _____
 4: Ages/Grades: _____ Times: _____ Dates: _____

Program Type: Tix Trip Computer Fitness Sport Theatre Arts RP Special Interest
 Enrich SAUDC Police Fire Other: _____

Location: EPI RP A B C D MMR MC Other: _____ Room(s): _____

Supervisors: _____

Demographics: Preschool C/Y Tweens/Teens Adults Senior Adults Family Mixed

of Paid Participants: _____ #Res's: _____ #NR's: _____

Any Refunds: Yes No

Financial Summary:

Expenses (Total): \$	Revenue (Total): \$
M/S: _____ = \$ _____	Registration: _____ Res x \$ _____ = \$ _____
_____ = \$ _____	_____ NR x \$ _____ = \$ _____
_____ = \$ _____	_____ Other x \$ _____ = \$ _____
_____ = \$ _____	Administration Charges: _____ x \$5 = \$ _____
Instructor Salary (Total): \$ _____	Refund Holdings: \$ _____
_____ x \$ _____ /person = \$ _____	Other: _____
\$ _____ - \$1pp = \$ _____ x 70% = \$ _____	
\$ _____ /hour x _____ hours = \$ _____	
Other: _____	PROFIT/LOSS = \$ _____
	Appropriate Revenue: _____ % = _____

Program Questions:

1. Was there enough prep done for this program? Y N _____
2. Was the program adequately supervised? Y N _____
3. Was the facility/location adequate? Y N _____
4. Was the date/time appropriate? Y N _____
5. Was the cost appropriate? Y N _____
6. Did we reach the appropriate revenue %? Y N _____
7. Methods of advertising: Brochure Cable Email Direct Mail Press Release Flyer Poster Web
 Other: _____

Evaluate the Overall Program: _____

Changes/Suggestions: _____

Continue? _____ When? _____

Evaluation Completed by: _____ Date: _____
_____ Date: _____

Director's Review: _____ Date: _____

Notes:

WORKSHOP EVALUATION

Your candid response to the following questions will aide in our evaluation of instructors as well as help in the development of new courses and materials. You may remain anonymous if you wish. Thank you for taking the time to fill out the questionnaire.

COURSE: _____ INSTRUCTOR: _____ DATE: _____

Evaluation of Instructor

Please circle your answer

	Agree	Somewhat Agree	Somewhat Disagree	Disagree
Held my attention	4	3	2	1
Had proper knowledge of the subject	4	3	2	1
Presented material in a clear and logical way	4	3	2	1
Stimulated my interest in the subject	4	3	2	1
Receptive to my questions	4	3	2	1
Encouraged class to actively participate	4	3	2	1
Instructor was enthusiastic & encouraging	4	3	2	1
Encouraged class discussion and comments	4	3	2	1
Class materials/visual aides were helpful	4	3	2	1

Comments: _____

Instructor's strong points: _____

Instructor's weak points: _____

Suggestions for improving the instructor's effectiveness or presentation: _____

Evaluation of Class Content

Please circle your answer

	Agree	Somewhat Agree	Somewhat Disagree	Disagree
The content of course matched description	4	3	2	1
Useful skills were learned	4	3	2	1
I felt positively challenged	4	3	2	1
I would recommend this course to others	4	3	2	1
I had fun in this class	4	3	2	1

Strong points of the course: _____

Weak points of the course: _____

Suggestions for improving the course: _____

Suggestion for a follow-up course: _____

**END OF QUESTIONNAIRE
*PLEASE PUT THIS IN THE ENVELOPE PROVIDED***

Program Evaluation

Warminster Parks & Recreation

We are always looking for ways to improve our programs and services. Please take a moment to answer the following questionnaire and return it to the Warminster Parks & Recreation Office. Thank you for taking the time to help us maintain the quality of our programs. If you have any questions, please call 443-5428.

Program: _____ Winter Spring Summer Fall Year: 20____

Day(s): _____ Time(s): _____

Instructor: _____ Are you a: Resident Non-resident

Rating system: (1=very poor; 2=poor; 3=satisfactory; 4=very good; 5=excellent):

1. Program Flyer (information) & Registration Form 1 2 3 4 5

Comments: _____

2. Registration Process (convenience, ease, etc.) 1 2 3 4 5

Comments: _____

3. Did the program, as described in the flyer fulfill your expectations? 1 2 3 4 5

Comments: _____

4. Program Facility/ Location 1 2 3 4 5

Comment: _____

5. Overall Instructor Rating 1 2 3 4 5

Comments: _____

6. Overall Program Rating 1 2 3 4 5

Comments: _____

7. Instructor(s): (check all that apply):

courteous punctual prepared knowledgeable helpful open to questions/suggestions

8. How did you hear about this program?

Directory flyer (school) flyer (other) newspaper word of mouth TV other _____

9. In the future I would: (check all that apply)

consider participating in programs sponsored by Warminster Parks & Recreation.

recommend programs sponsored by Warminster Parks & Recreation.

not consider participating in or recommending programs sponsored by Warminster Parks & Recreation.

would like to present/teach a program for Warminster Parks & Recreation Topic: _____

10. General Comments: _____

Optional: Name: _____ Telephone: _____

Address: _____ City: _____ State: _____ Zip: _____

**LANCASTER RECREATION COMMISSION
INSTRUCTOR EVALUATION FORM**

Program Title: _____ **Date:** _____

Instructor: _____

What were the basic goals/objectives for this class:

Please comment on the following areas:

Scheduling of Activity (check one per question)	Excellent	Good	Average	Below Average
Day of week				
Time of day				
Length of period				
Length of entire session				

Comments:

Program (check one per question)	Excellent	Good	Average	Below Average
Size of class				
Support from Recreation Commission personnel				
Overall success of program				

Comments:

Facilities (check one per question)	Excellent	Good	Average	Below Average
Amount of equipment				
Condition of equipment				
Location of equipment				
Helpfulness of facility personnel/custodians				

Comments:

What can the Recreation Commission do to help improve the program?

What, if anything, would you do differently if you were to teach this class again?

Would you be interested in instructing this activity in the next session?

LANCASTER RECREATION COMMISSION PARENT SURVEY

Please help us by taking a few minutes to complete this evaluation. All information will be kept confidential and will be used to improve our youth programs.

Name of Youth Program: _____

	Excellent	Good	Average	Below Average
1. My overall reaction to the program:				
2. The quality of instruction received by my child/children:				
3. My child's/children's reaction to the program:				

4. My child/children expressed the following regarding the program: (You may select more than one.)

- _____ Indicated they had fun and enjoyed attending.
- _____ Enjoyed playing with other children.
- _____ Indicated that they improved and learned new skills.
- _____ Made new friends.
- _____ Indicated they want to attend the next program.
- _____ Didn't like to go/had to be forced to attend.
- _____ Looked forward to the program.
- _____ Talked about their instructor.
- _____ Described some of the actual activities.
- _____ Failed to discuss the program.
- _____ Other - please describe.

5. As a parent, what aspects of the program satisfied you the most? (You may select more than one.)

- _____ Safe, supervised program.
- _____ Quality of instruction.
- _____ Opportunities for my child's skill growth and development.
- _____ Emphasis on discipline and self-control.
- _____ Fun, relaxing atmosphere.
- _____ Low cost.
- _____ Location.
- _____ Day/time of program.
- _____ Staff qualifications.
- _____ Staff interaction with children.
- _____ Staff interaction with parents.
- _____ Other - please describe.

6. Describe the instructor interaction with you and your child: (You may select more than one.)

- _____ Appeared professional at all times.
- _____ Was prepared for the program.
- _____ Appeared interested in the skill development of my child.
- _____ Offered positive comments to my child.
- _____ Encouraged parental input.
- _____ Provided information about other programs for parents.
- _____ Discipline problems were discussed with parents.
- _____ Encouraged parents to drop in and visit any time.
- _____ Appeared to lack interest in my child/children.
- _____ Other - please describe.

Lancaster Recreation Commission Parent Youth Sports Evaluation

Dear Parent/Guardian: Please complete the items below. Rate the items from 1 to 5 (with 1 being the worst and 5 being the best).

Sport: _____ **Team Name:** _____ **Child's Age:** _____

1. How would you rate your child's experience this year? 1 2 3 4 5

2. What positive experiences did you or your child have? _____

3. What negative experiences did you or your child have? _____

4. How would you rate your child's skill development during the season? 1 2 3 4 5

5. Please rate the following:

Coaching	1	2	3	4	5
Playing Conditions	1	2	3	4	5
Officiating	1	2	3	4	5
Athletic Staff	1	2	3	4	5
Equipment	1	2	3	4	5
Schedule	1	2	3	4	5

6. Will your child participate again? Yes No

7. What improvements would you like to see next year? _____

8. Are you interested in volunteering next year? Yes No

If yes: Name: _____ **Phone #:** _____

June 2007

LANCASTER RECREATION COMMISSION

Program Planning Worksheet

Program title: _____ Season/Year: _____

Activity area: Youth _____ Adult _____ Senior Citizen _____

Program for: Males _____ Females _____ Coed _____

Ages/grades entering: _____

Place to be held: _____

School/Park permit submitted: _____ School/Park permit received: _____

Dates: Beginning _____ to _____

Day(s) of the week: _____ Time: _____ to _____

How many weeks: _____

Description of program: _____

Cost: Fee per person: _____ Fee per team: _____

Fee non-resident: _____

Notes or comments regarding resident/non-resident policies and registration:

Limits: Number of persons per class: _____
minimum/maximum

Special requirements: _____

Special materials, equipment, attire, etc. to be brought to first class:

Instructor(s): _____

Assistant(s): _____

Supplies to be purchased: _____

Wage agreed upon: \$ _____ per hour,

for a total of \$ _____ for the program.

Instructor agreement sent: _____

TO BE COMPLETED AT THE END OF PROGRAM

Total cost of program: _____ Total fees collected: _____

Number registered: _____

Program Proposal Form

Doylestown Township

This form is designed for individuals who are proposing to share their expertise/talents and partner with the Doylestown Township Park & Recreation Department for the purpose of providing new activity/program opportunities for the community. Please complete this form, providing as much detail as possible and return it for consideration to **Doylestown Township, 425 Wells Road, Doylestown, PA 18901**. Should you have any question, please contact the Director of Parks & Recreation at 348-9915.

Instructor Information:

Contact Name _____

Organization (if applicable) _____

Address _____ City _____ State _____ Zip _____

Telephone (home) _____ Telephone (work) _____

Present Employer _____ Occupation _____

Related Experience _____

Qualifications / Certifications _____

References (3)

1) _____

2) _____

3) _____

Proposed Program Information:

Proposed Program Title: _____

Program Description: _____

Age Group: Pre-School Youth Teen Adult Senior Other _____

Duration: # of Weeks: _____ Days per week: _____ Class Length: _____

Time: Mid-week Weekend Morning Afternoon Evening

Participation: Minimum ____ Maximum ____ Required Instructor Fee \$_____ session / class.

I understand that Doylestown Township will also receive a percentage of program fees yes no

Program Outline:

Class 1: _____

Class 2: _____

Class 3: _____

Class 4: _____

Class 5: _____

Class 6: _____

Class 7: _____

Class 8: _____

Facility/Space Desired: indoor outdoor indoor or outdoor combination indoor & outdoor

Equipment/Supplies Required: supplied by instructor requested of the township combination

Additional Comments: _____

Program Proposal Form



Title:			Location:		
WINTER	SPRING	SUMMER	FALL	20__	

Arts/Crafts	Fitness	Enrichment	Spec Event		Pre-School	Child/Youth	Tween/Teen
Theatre	Trip	Tickets Only	Gen. Service		Adult	Seniors	Family
Robbins Park	SAUDC	Police	Other		Mixed	Other	

Session #	Day/Date	# of Mtgs	Time	R/NR Fee
Special Notes:				

For Ages:	OR Grades:
Program Objectives	
1. _____	
2. _____	
3. _____	

Instructor(s): _____ \$_____ pp \$_____ /hr

UDP&R Staff: _____ \$_____ pp \$_____ /hr

Volunteer: _____

Min./Max. #	Registration Deadline:	
Permit Required: YES NO	Submitted:	OKed

Cost Proposal:		Director's Approval
<i>Wages 1:</i> \$		
<i>Wages 2:</i> \$		
<i>Wages 3:</i> \$		

PLUS		
<i>M&S:</i> \$		
<i>Transportation:</i> \$		
<i>Tip:</i> \$		
<i>Rentals:</i> \$		
<i>Other:</i> \$		
<i>Other:</i> \$		
Total: \$		

Est. REVENUE if MIN. # \$ _____ Est. NET REVENUE \$ _____ (MIN #) _____%

Cost PP / Min. # = \$ _____

Program Registration Form

Registration

On-line

Go to www.LancasterRec.org, click on "Register" and follow the instructions contained on the companion site. Register on-line 24 hours a day, 7 days a week for most programs. Visa and MasterCard only. A small service fee is added to all on-line registrations.

Mail-in

Mail your completed registration form and payment to us.

Walk-in

Bring in your completed registration form and payment or pick up and fill out your registration form at the Rec Center front desk.

Call-in

Register by phone using your Visa or MasterCard only. Call (717) 392-2115 x135.

Fax-in

Need an extra registration form? Download a registration form from our web site (www.LancasterRec.org). Fax us your completed registration form. Our fax number is (717) 392-8489.

Register First

You **MUST** register PRIOR to participation in any program. Registration or fees will not be handled at the sites by instructors or any staff members.

Reduced Fees For Residents

Anyone, regardless of where you live, is welcome to participate in our recreation programs. However, to take advantage of the resident price, you must live in the City of Lancaster or Lancaster Township or be a taxpayer of the School District of Lancaster. Otherwise, you must pay the non-resident price.

Satisfaction Guaranteed

We guarantee you'll be completely satisfied with any of our services. If you experience a problem or have a concern, contact our staff and they'll attempt to resolve the problem to your satisfaction or refund your money. We must receive cancellations before a program begins for you to receive a full refund. You may also repeat the program or apply your refund to another program. Only fees for bus trips are nonrefundable.

Please consider

Youth Scholarship Program Donations

By giving an extra \$5, \$10 or \$25 you can provide a child in your community with an opportunity they'll cherish.

We are a 501(C)(3) and donations are tax-deductible as per IRS guidelines.



Name _____ E-mail address _____
(if registering child, parent/guardian name)

Home Phone (____) _____ - _____ Work (____) _____ - _____ Cell (____) _____ - _____

Street _____ City _____ Zip _____

Participant's Name	Sex	Age	DOB	Grade	Program Name	Program #	Day(s)	Dates	Time	Fee

Lancaster City Resident Lancaster Township Other _____

Your tax-deductible donation to the Better Sports For Kids Youth Scholarship Program \$ _____

Emergency Contact _____ Phone _____ **Do not send cash!** Total \$ _____
 I live in Lanc. City Lanc. Twp Other _____ Make checks payable to LRC

Any medical disabilities, allergies, etc. _____
(indicate participant's name and disability)

Visa # _____ MasterCard # _____ Exp. Date ____ / ____

Cardholder Name _____ Signature _____

LIABILITY WAIVER: All registrants are required to sign the following release. Parents or guardians must sign if participant is under 18. I, the above named candidate for participation in the activities listed above, hereby waive any claim for bodily injury or property damage against the School District of Lancaster, the City of Lancaster, Lancaster Township and the Lancaster Recreation Commission, while a participant in any program at any location. I also permit the Lancaster Recreation Commission to use any photographs or videotape of me or my child(ren) for promotional purposes. **MEDICAL EMERGENCY RELEASE WAIVER FOR MINORS:** In the event of a medical emergency, I authorize the Lancaster Recreation Commission staff to obtain medical treatment for my son/daughter or minor for whom I am the guardian.

X Signature _____ Date _____

OFFICE USE ONLY

Resident N/R

Pay Method _____

Amt. Paid _____

Date ____ / ____ / ____

Rcvd. By: _____



Upper Dublin Parks & Recreation

PROPERTY DAMAGE REPORT

Item(s) or property damaged or broken:

How item(s) or property were damaged:

If damage occurred at a time when the program was not in session, give the time you first noticed the damage: _____.

Who was notified? _____

Reported By: _____

Date: _____

Time: _____

Summer Playground Coordinator: _____ Date: _____

Recreation Program Coordinator: _____ Date: _____

Recreation Program Self Assessment

1. Program areas we do well.

2. Program areas that are not our strength.

3. Programs we have tried and failed.

4. Programs we are curious about.

5. Programs we have read or heard about recently.

6. Current programs we could expand.

7. Current audiences we could do different programs for.

8. Programs our competitors excel with.

Lancaster Rec Volunteer Application

Use extra paper to complete if additional space is required.

A COPY OF VALID GOVERNMENT ISSUED PHOTO IDENTIFICATION MUST BE ATTACHED AND USED TO VERIFY INFORMATION BELOW.

Name _____ Date _____
 Address _____
 City _____ State _____ Zip _____
 Home Phone _____ Business Phone _____
 E-mail Address _____ Cell Phone _____
 Date of Birth _____ Social Security # _____
 Occupation _____
 Employer _____
 Address _____
 Special professional training, skills, hobbies _____
 Community affiliations (Clubs, Service Organizations, etc.) _____
 Previous volunteer experience (please include dates) _____
 Do you have children in the program? Yes ___ No ___
 If "Yes" at what level? _____
 Special Certifications held (CPR, Medical, etc.) _____
 Do you have a valid driver's license? Yes ___ No ___
 Driver's license # _____ State _____
 Have you ever been convicted of or plead guilty to any crime(s)? Yes ___ No ___
 Have you ever been convicted of or plead guilty to any crime(s) against minors? Yes ___ No ___
 If the answer is "Yes" to either of these questions please give the nature of the crime, dates of convictions and the court in which you were convicted. _____
 Have you ever been refused participation in any other youth programs? Yes ___ No ___
 If "Yes", please explain: _____
 Have you ever been required in Pennsylvania or another state to register under Megan's Law? Yes ___ No ___

Allegheny County forms\volunteerapplication.indd PDF procedures\westsystem\jobs\snook\volunteers\volunteerapplication.pdf

In which of the following would you like to participate? (Check one or more.)
 League Official ___ Coach ___ Umpire ___ Field Maintenance ___ Manager ___
 Scorekeeper ___ Concession Stand ___ Other ___

Please list three references, at least one of which has knowledge of your participation as a volunteer in a youth program:

Name _____ Phone _____

As a condition of volunteering, I give permission for the Lancaster Recreation Commission to conduct a background check on me, which may include a review of sex offender registries, child abuse and criminal history records. I understand that, if appointed, my position is conditional upon the Lancaster Recreation Commission receiving no inappropriate information on my background. I hereby release and agree to hold harmless from liability the Lancaster Recreation Commission, its officers, employees and volunteers thereof, or any other person or organization that may provide such information. I also understand that, regardless of previous appointments, the Lancaster Recreation Commission is not obligated to appoint me to a volunteer position. If appointed, I understand that, prior to the expiration of my term, I am subject to suspension by the Director and removal by the Board of Directors for violation of Lancaster Recreation Commission policies or principles.

Applicant Signature _____ Date _____
 Applicant Name (please print or type) _____

NOTE: Lancaster Recreation Commission does not discriminate against any person on the basis of race, creed, national origin, marital status, gender, sexual orientation or disability.

Lancaster Rec use only:

Background check completed by _____ Date _____
 System(s) used for background check (minimum of one must be checked):
 Sex Offender Registry ___ Criminal History Records ___ Choicepoint ___
 Attach to this application copies of background check reports.

Lancaster Recreation Commission
Volunteer Request Form

Today's date: _____

Program area/special event: _____

Responsible staff: _____

Type of program/event (please circle):

Special event

Weekly activity

Seasonal activity

Volunteer/intern responsibilities:

1)

2)

3)

4)

Skill or educational requirements (please circle): Yes No

(If yes, list requirements)

1)

2)

Time requirements:

One event _____ Once a week _____ Twice weekly _____ Monthly _____

Other (explain) _____

VOLUNTEERS SOUGHT FOR OKTOBERFEST

General Information

- One form per volunteer. Forms may be duplicated.
- Volunteers who want to be assigned together should identify their partners on their registration forms and submit the forms together. Forms not received together will be held pending receipt of the other form. This may result in a 2nd or 3rd choice assignment.
- Minimum Hour Requirements: In order to schedule the entire Oktoberfest event and to ensure the necessary volunteer coverage, volunteers are requested to serve two shifts throughout the weekend. At least one full shift is required.
- Volunteers should plan to arrive on-site with enough time to check in and be at you assigned location by the start of your shift (15 minutes in advance).

- Scheduling Policy: All volunteer assignments will be filled on a first come, first served basis. Requested times and locations are not guaranteed. Consideration may be given based upon prior experience and skill.
- Volunteer appreciation packages will be available for pick up at the Township Administrative Office beginning mid-September. Confirmation of your scheduled time and assignment location and responsibilities will be included in your packet.

Teen Volunteers

Volunteers must be at least 16 years of age. It is suggested that teen volunteers (16-18) have a parent/adult volunteer who knows them on site during the same shift. All teen volunteers under the age of 18 must have the "Participant Agreement" section of the Volunteer Registration Form signed by a parent

OKTOBERFEST 2006 VOLUNTEER REGISTRATION FORM

Doylestown Township, 425 Wells Road, Doylestown, PA 18901 • Phone: (215) 348-9915 • Fax: (215) 348-8729

Please print or type. All information is strictly confidential. Forms may be mailed, faxed or hand delivered. Scheduling will be done on a first-come, first-served basis.

First Name _____ Last Name _____ Age: _____
 Address _____ City _____ State ____ Zip _____
 Phone (day) _____ Phone (eve) _____ Email: _____
 Physical Limitations / Special Needs _____

SCHEDULING (Indicate 1st, 2nd and 3rd choices and times)

Adults: ___ Where Needed ___ Parking ___ Ticket Sales/Admissions ___ Pumpkin Painting ___ Hole In One
 ___ 5K Road Race ___ Lucky Duck ___ Clean Team Supervisor ___ Other (specify) _____

Teens: ___ Where Needed ___ Clean Team ___ Pony Rides ___ Pumpkin Painting ___ Costume Characters
 ___ Admissions (hand stamping) ___ Other (specify) _____

Shifts: **Friday, September 29:** 5:45-10:00 pm
Saturday, September 30: 12:00-3:00 pm / 3:00-6:00pm / 6:00-10:00 pm
Sunday, October 1: 11:45-3:00 pm / 2:45-6:00 pm

Please schedule me with (Both parties must complete this section): _____

PARTICIPATION AGREEMENT

1. I hereby grant my permission for the individual named on this application to participate as a volunteer at *Oktoberfest 2006*.
2. I recognize, understand, and acknowledge that, as in all activities, there is always the inherent risk of injury and assume full personal responsibility for said risk.
3. I recognize, understand, acknowledge and agree to comply with all rules and policies as established.
4. I certify, to the best of my knowledge, that the current physical condition of the aforementioned individual is satisfactory for participation and free of any health problems which would jeopardize the personal safety and well-being of themselves or others.
5. In consideration of participation by the aforementioned individual as a volunteer at *Oktoberfest 2006*, I/we waive and release the Township of Doylestown, its employees and authorized representatives of and from all, and all manner of, actions or causes of action, suits, claims, and demands whatsoever in law or equity, foreseen or unforeseen, arising out of involvement in this event.

Volunteer Signature _____ Date _____
 (Parent or Guardian if under 18)

Office Use Only

Date Received: _____ • First-Time Volunteer: yes no • Assignment: _____

About the Author

Susan E. Landes, Certified Park and Recreation Professional, has worked for Pennsylvania governments of all sizes. She is presently the Executive Director of the Lancaster Recreation Commission and previously worked for the Westmoreland County and Chester County Parks and Recreation Departments. She's a Past President of PRPS, serves as a peer consultant for DCNR and operates Recreation and Parks Solutions, a consulting firm that is dedicated exclusively to community recreation, parks and open space consulting. Susan has an undergraduate degree in Recreation and Parks and a master's degree in Public Administration, both from Penn State University. Known for her creative approach and expertise in intergovernmental cooperation, recreation programming, revenue development, administrative management and marketing, Susan was the 2001 winner of the prestigious Fred M. Coombs Honor Award, the highest recognition given by PRPS. She created the RecTAP program for PRPS and DCNR and is also the author of "*Community Recreation and Parks*," "*Recreation and Parks Board Handbook*," "*Financing Municipal Recreation and Parks*," and "*Multi-Municipal Cooperation for Recreation and Parks*."

About the Funding Partners

The **Pennsylvania Recreation and Park Society (PRPS)** is the principal state organization promoting recreation and parks training, networking and leadership opportunities for those working and volunteering in the field. Members include professionals who manage municipal recreation and park systems and state parks, citizen members of recreation and parks boards, and therapeutic recreation professionals working in health care settings.

The **Pennsylvania Department of Conservation and Natural Resources (DCNR) Bureau of Recreation and Conservation** provides grants and technical assistance to support conservation, recreation and open space projects across the state. The Bureau serves as a leader in establishing community conservation partnerships for advancing the greening of Pennsylvania, protecting the Commonwealth's natural and heritage resources, and providing recreational opportunities for all Pennsylvanians to enjoy.

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