

DOCUMENT RESUME

ED 132 799

EC 092 368

TITLE Leisure Services.  
 INSTITUTION Iowa Univ., Iowa City. Recreation Education Program.  
 SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
 PUB DATE [76]  
 NOTE 23p.; A project of the National Institute on New Models for Community Based Recreation Programs and Services for Handicapped Children and Youth (Plainwell, Michigan); For related information, see EC 092 362-372

EDRS PRICE MF-\$0.83 HC-\$1.67 Plus Postage.  
 DESCRIPTORS Activities; Budgets; \*Community Programs; Demonstration Projects; Exceptional Child Services; Financial Support; \*Handicapped; Leisure Time; \*Normalization (Handicapped); Objectives; Personnel; \*Program Descriptions; Recreational Facilities; \*Recreational Programs; Surveys; Vocational Rehabilitation

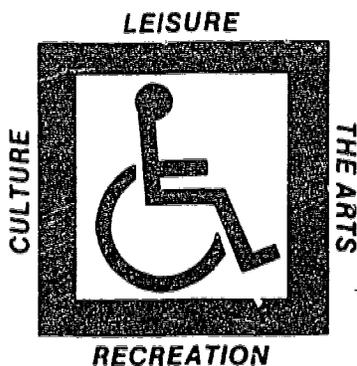
IDENTIFIERS Michigan (Plainwell)

ABSTRACT

Presented are duplications of the responses given by Leisure Services of the State Technical Institute and Rehabilitation Center (Plainwell, Michigan) as part of a project to collect, share, and compile information about, and techniques in the operation of 18 community action models for recreation services to the disabled. Model programs are categorized as consumer, client competency, recreation and leisure services, parks and recreation, rehabilitation, and voluntary health agency models. Reported are program services in the following areas: the population served (individuals in Michigan needing vocational rehabilitation); primary activities (swimming, crafts, art, exercise, games, and outdoor recreation and sports); primary facilities used (a recreation building, fields, a putting range, tennis courts, and a lake); staffing (a consultant, an administrator, six recreational leaders, and two aides); total budget (\$6,300) and primary sources of support (contributions, fees and charges, and the Vocational Rehabilitation operating budget); and values and goals achieved through the program (activity skill acquisition, normalization, and leisure fulfillment). A copy of the completed survey form is also provided. (SBH)

\*\*\*\*\*  
 \* Documents acquired by ERIC include many informal unpublished \*  
 \* materials not available from other sources. ERIC makes every effort \*  
 \* to obtain the best copy available. Nevertheless, items of marginal \*  
 \* reproducibility are often encountered and this affects the quality \*  
 \* of the microfiche and hardcopy reproductions ERIC makes available \*  
 \* via the ERIC Document Reproduction Service (EDRS). EDRS is not \*  
 \* responsible for the quality of the original document. Reproductions \*  
 \* supplied by EDRS are the best that can be made from the original. \*  
 \*\*\*\*\*

ED132799



U S DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-  
DUCED EXACTLY AS RECEIVED FROM  
THE PERSON OR ORGANIZATION ORIGIN-  
ATING IT. POINTS OF VIEW OR OPINIONS  
STATED DO NOT NECESSARILY REPRE-  
SENT OFFICIAL NATIONAL INSTITUTE OF  
EDUCATION POSITION OR POLICY

Model: Leisure Services

State Technical Institute and Rehabilitation Center

Alber Drive

Plainwell, Michigan

616-664-4461

Carol Ann Peterson, Ed.D., Consultant

Community Population Size: For anyone in the state needing  
vocational rehabilitation.

<u>New Models for Community Based Recreation</u> <u>for Handicapped Children and Youth</u>		
The Project	The Sponsor	The Implementor
National Institute on New Models for Community Based Recreation Programs and Services for Handicapped Children and Youth	Bureau of Education for the Handicapped, Office of Education, U. S. Department of Health, Education and Welfare	John A. Nesbitt, Project Director, Recreation Education Program, The University of Iowa, Iowa City, Iowa 52242 (tel. 319/353-6808)

EC092368

# The University of Iowa

Iowa City, Iowa 52242



1847

Recreation Education Program

(319) 353-4989

Dear Colleague:

The project, "National Institute on Models for Community Based Recreation for Handicapped Children and Youth," is entering its second year. During the first year, a survey and identification of existing programs was undertaken, as well as the convening of the National Institute at the University of Iowa.

The National Institute, held July 7-9, endeavored to collect, share, and compile information about, and techniques in, the operation of the most feasible and effective methods of community action models for recreation service to the disabled.

As an outgrowth of these efforts, training materials are being developed and plans are being made for the replication of the National Institute in all regions of the United States.

A number of successful models were identified and have transmitted data to the project staff with permission for us to distribute the information.

Enclosed are duplications of the responses from eighteen of the identified models. Additional training materials will be distributed based upon completion of response forms.

Sincerely,

John A. Nesbitt, Project Director

Kenneth J. Zucker, Research Assistant

## CONSUMER MODELS

National Wheelchair  
Basketball Association  
University of Kentucky  
Lexington, Kentucky  
Stan Labanowich

Berkeley Outreach  
Recreation Program  
Berkeley, California  
Susan Sygall and  
Diane Schecter

## CLIENT COMPETENCY MODEL

Avocational Counseling Project  
Milwaukee Public Schools  
Division of Recreation and Adult Education  
Milwaukee, Wisconsin  
Robert P. Overs

## RECREATION AND LEISURE SERVICE MODELS

Recreation Center for the Handicapped  
San Francisco, California  
Janet Pomeroy

Recreation Services for the  
Handicapped, Inc.  
Memphis, Tennessee  
Paul Regan

## PARKS AND RECREATION MODELS

Maine-Niles Association of  
Special Recreation  
Skokie, Illinois  
Barbara Sternfeld

ANCHOR  
Town of Hempstead  
Hempstead, New York  
Douglas Baylis

Leisure Center  
City of Portland  
Portland, Maine  
Karen Boulos and  
Beth Barney

Recreation Programs for the  
Handicapped  
City of Miami  
Miami, Florida  
Max Forman

Program for Special  
Populations  
City of Wilmington  
Wilmington, North Carolina  
Ellen Lilyquist

Recreational Services for  
the Handicapped  
City of Baltimore  
Baltimore, Maryland  
Doris Samuels

Rehabilitation Unit  
County of Los Angeles  
Los Angeles, California  
Rochelle Swanson

Special Services Programs  
King County  
Seattle, Washington  
Christopher Eubanks

## REHABILITATION MODELS

Coordinated Approach to  
Community Recreation  
Temple University  
Philadelphia, Pennsylvania  
Viki Annand

Leisure Services  
State Technical Institute  
and Rehabilitation Center  
Plainwell, Michigan  
Carol Peterson

## VOLUNTARY HEALTH AGENCY MODELS

Westchester Lighthouse  
New York Association for the Blind  
White Plains, New York  
Chester T. Williams

Socio-Recreative Programs  
for the CP and/or Multiply  
Handicapped  
United Cerebral Palsy  
Hartford, Connecticut  
Craig Huber

II. Number of Handicapped Served

General Category: The model respondent indicated the scope of disabilities served and their numbers, when available.

<u>Part A</u>	0-2	2-4	6-12	13-15	16-19	20-30	31-45	46-61	62 and Over - Retirement	Total
	Infant	Pre-school	Elementary Age	Junior High	High School	Young Adult	Adult	Mature Adult		
<u>Aged with Impairments</u>										
<u>Blind and Visually Handicapped</u>										23
<u>Deaf and Hard of Hearing</u>										27
<u>Deaf-Blind</u>										
<u>Drug Problems</u>										
<u>Learning Disabilities</u>										
<u>Mentally Retarded - Trainable</u>										
<u>Mentally Retarded - Educable</u>										
<u>Physically Handicapped</u>										136
<u>Speech and Communication Impairments</u>										
<u>Social Offenders - Adult</u>										78
<u>Social Offenders - Youth</u>										
<u>Other Health Impairments-Psych.</u>										74

III. Objectives/Goals The outcomes relate to the overall philosophy and goals toward the handicapped program and services within this agency. The indication of the level of concern is in regard to the program outcomes.

← Program Outcome Handicapped Programs →	← Level of Concern →			
	Very High	High	Moderate Concern	Is of no Concern
For Fun and Enjoyment	XX			
For Activity Skill Acquisition	XX			
For Career Education			XX	
For Physical Rehabilitation			XX	
For Equality of Opportunity		XX		
For Normalization	XX			
For Social Skill Acquisition		XX		
For Physical Fitness		XX		
For Independent Living		XX		
For Leisure Fulfillment	XX			
For Self-Expression		XX		
For Cultural Enrichment			XX	

IV. Philosophy The circled response indicates the agency's level of agreement with each of the following statements.

Statements	Agree	←————→			Disagree
	5	4	3	2	1
1. Recreation programs for the handicapped should be considered <u>basic</u> to a total recreation program.	(5)	4	3	2	1
2. Evaluation procedures of a recreation program should include input in the process handicapped representations.	5	No answer			1
3. Recreation programs for the handicapped require professionally trained staff personnel.	(5)	4	3	2	1
4. Our recreation agency recognizes a need for a statewide Therapeutic Recreation Specialist for consultation with community recreation agencies.	(5)	4	3	2	1
5. The handicapped citizenry of a community have the <u>right</u> to consistent availability of recreation and leisure services.	(5)	4	3	2	1
6. Recreation programs for the handicapped are more costly than "normal" recreation program activities.	5	4	(3)	2	1
7. Insurance is a "barrier" to the initiation of recreation programming for the handicapped.	5	Not a factor			1
8. It is important that recreation and park professionals take action to remove architectural barriers from their present facilities and require future facilities to be barrier-free.	(5)	4	3	2	1
9. There exist some direct values to having consumer input thru handicapped people in recreation planning and design.	(5)	4	3	2	1
10. At this time, there are no <u>specific</u> federally funded programs for the provision of actual recreation services to the handicapped.	5	No answer			1

11. In many instances, existing municipal recreation and park personnel can adequately conduct and supervise recreation programs for the handicapped.	5	4	(3)	2	1
12. Recreation programs for the handicapped are best provided in a segregated manner--that is separate activities and facilities for the handicapped.	5	4	3	2	(1)
13. Recreation has the potential to promote positive change--that is it has the potential to be "therapeutic."	(5)	4	3	2	1
14. At the present time, local, state and federal funding assistance is sufficient to meet handicapped programming needs.	5	4	3	2	(1)
15. When designing recreation programs for the handicapped, integrated programs are best--those that combine handicapped and non-handicapped participation.	5	4	(3)	2	1
16. The involvement of municipal recreation agencies to research activity is important.	5	(4)	3	2	1
17. The present city government recognizes fully the importance of recreation and leisure fulfillment for its citizens and the community at large.	5	4	3	2	1
18. Recreation programs for the handicapped should be considered <u>supplemental</u> to the total recreation program.	5	4	3	2	(1)
19. Activity programs for the handicapped often require expenditure outlays for special recreational equipment.	5	(4)	3	2	1
20. Overcoming mis-perceptions and attitude barriers is often needed when initiating a recreation program for the handicapped.	(5)	4	3	2	1

V. Consumerism The consumer involvement in decision making through this service is indicated below.

The program takes place at a voc. rehab. center, thus not being applicable for this survey. The students are all handicapped for the most part and thus serve on most of the committees or boards.

V. Funding Below is information on the budget for the current fiscal years, or the most recent year available. In some cases, figures are approximate.

A. The total budget/expenditures for the Program for Handicapped during the current fiscal year is \_\_\_\_\_ \$ 6,300

B. The major sources of funds which make up this budget are the following:

City parks and recreation funds	_____	\$ _____
Local school district funds	_____	\$ _____
Other city agency/department funds	_____	\$ _____
County source of funds	_____	\$ _____
Special district funds	_____	\$ _____
State grants	_____	\$ _____
Federal grants	_____	\$ _____
Contributions, donations	_____	\$ _____
Student Council	_____	\$ 1,200
Concessions	_____	\$ _____
Fees & Charges	_____	\$ 1,500
Other Voc. Rehab. Operating Budget	_____	\$ 3,600
<b>Total</b>		<b>\$ 6,300</b>

C. Please provide information on the sources of Federal and State public funds. The information will provide insight into the means that are being developed throughout the nation to provide public support for leisure services for handicapped.

	SOURCE OF FUNDS	AMOUNT	TYPE POPULATION SERVED	NUMBER SERVED
Federal	Dept. of Education Voc. Rehab.			
State	S.T.I.R.C.			
County	-0-			
Local	-0-			

VII. Budget Information

Total yearly budget for this program/service \_\_\_\_\_

Percent of total budget earmarked for special populations program

100%

Classification of Budget Expenditures: An indication of expenditure by percentage and service.

A. Services-Personnel

1. Salaries, full-time \_\_\_\_\_ 21%

2. Salaries, part-time \_\_\_\_\_

3. Other compensations \_\_\_\_\_

B. Services-Contractual

1. Communication \_\_\_\_\_

2. Transportation \_\_\_\_\_ .05%

3. Printing, binding, and advertising \_\_\_\_\_

4. Heat, light, power and water \_\_\_\_\_ 7%

5. Repairs (equipment/structures) \_\_\_\_\_

6. Janitorial, cleaning, other services \_\_\_\_\_ 2%

C. Commodities

1. Supplies \_\_\_\_\_ .05%

2. Materials \_\_\_\_\_

D. Current Charges

1. Rents \_\_\_\_\_ 1%

2. Insurance \_\_\_\_\_

3. Refund, awards, indemnities Gen. State Policy \_\_\_\_\_

E. Current Obligations

1. Pensions and retirements State Funded 10% of salaries

2. Grants and subsidies \_\_\_\_\_

3. Taxes \_\_\_\_\_

F. Properties

1. Buildings and improvements \_\_\_\_\_

2. Equipment \_\_\_\_\_ 18%

3. Land \_\_\_\_\_ 50%

G. Debt Payments

\_\_\_\_\_

VIII. Personnel This relates to the number and type of staff utilized in program delivery for handicapped children and youth; the number and type recommended for their present situation; and, the employment of handicapped individuals.

Key Terms: Full-Time - Staff Individuals whose responsibilities are concentrated on handicapped programs.  
 Part-Time - Staff individuals whose responsibilities are partially concentrated on handicapped programs; or staff employed for handicapped programs on a percentage of time basis.  
 (½ time; ¼ time)

← Actual Staffing Pattern Present →

← Recommended Staffing Pattern →

Handicapped  
Individuals  
Employed

Job Descriptions	Total Number Employed		Education Preparation Possessed				Experience Level Possessed						
	Full-Time	Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years
Consultant		1						X					X
Administrator		1				X					X		
Supervisor (TR Specialist)*													
Leader (TR Worker)*		6			X				X				
Aide II (TR Technician)*		2	X										X
Aide I (TR Assistant)													
Volunteer													

Job Descriptions	Total Number Employed		Education Preparation Recommended				Experience Level Recommended						
	Full-Time	Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years
Consultant		1						X					X
Administrator	1					X					X		
Supervisor (TR Specialist)*													
Leader (TR Worker)*	15				X				10	5			
Aide II (TR Technician)*													
Aide I (TR Assistant)													
Volunteer													

Total Number Employed	
Full-Time	Part-Time

IX. Staff Development Training Staff personnel involved and the training topics presently conducted in this agency. Also, recommended status.

Participants in Staff Development

Consultant

Board Members

Administrator

Supervisor

Leader

Aide

Volunteer

Other

Presently Conducted												Recommended											
Orientation (Agency Policy/Philosophy, etc)												Orientation (Agency Policy/Philosophy, etc)											
Administrative/Management Skills												Administrative/Management Skills											
Program Activity												Program Activity											
Skills												Skills											
Support Services												Support Services											
Special Equipment												Special Equipment											
Needs												Needs											
Safety/First Aid												Safety/First Aid											
Procedures												Procedures											
Physical Barriers												Physical Barriers											
Attitudinal Barriers												Attitudinal Barriers											
Leadership Training												Leadership Training											
Other Topics (Fill In)												Other Topics (Fill In)											
	X												X										
	X	X	X	X	X		X	X	X			X	X	X	X	X		X	X	X			
			X						X					X		X	X				X		



XI. Public Information This information relates to the type and frequency of public information methods utilized by this program/service.

It is a program of the school.

← Methods Utilized →	Do You Utilize		← Frequency →						
	Yes	No	Once a Day	Once a Week	Once a Month	Once a Quarter	Once a Half-Year	Once a Year	At selected intervals throughout the year.
Annual Report									
Brochures		X							
Bulletins (churches, volunteer agencies, etc.)									
Calendars		X							
Handbills or Posters	X		Depends on activity						
Newsletters	X								
Newspaper Releases or Columns		X							
Radio Releases		X							
Television Releases or Programs		X							

XI. Handicapped Find Potential Participant Identification: Methods used to locate individuals eligible to participate in the special populations program/service.

We do not use any of the indicated methods of finding individuals because it is a school and the students are already there.

XII. Special Problems Areas The respondent reported their experience on these common areas of program obstacles.

We constructed a special building for the recreation program on the school property thus eliminating these problems.

XIV. Program The following six pages are related to the activity structure of the program/service. Each page is divided into two sections-- one dealing with the age group the program is concerned with and the second dealing with the frequency with which each activity is offered.

Currently Offer this Program/Activity      Group served by Program/Activity      Frequency that Program/Activity is Offered

Aquatics

- Life Saving
- Swimming - Instructional
- Swimming - Free
- Water Sports
- Water Safety
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

		Group served by Program/Activity							
		Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)
X						X	X		
X						X	X		
	X								
	X								

Frequency that Program/Activity is Offered					
Daily	Weekly	Monthly	Yearly	Other	
X					
X					

Crafts

- Floral Crafts
- Leather Crafts
- Mechanical Crafts
- Metal Crafts
- Paper Crafts
- Wood Crafts
- Handicrafts
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

		Group served by Program/Activity							
		Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)
	X								
X						X	X		
	X								
X						X	X		
X						X	X		
	X								
X						X	X		

Frequency that Program/Activity is Offered					
Daily	Weekly	Monthly	Yearly	Other	
X					
X					
X					
X					

Cultural/Ethnic

- Festival
- Exhibits/Demonstrations
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

		Group served by Program/Activity							
		Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)
	X								
	X								
	X								
	X								

Frequency that Program/Activity is Offered					
Daily	Weekly	Monthly	Yearly	Other	

Arts-Graphics

- Art Appreciation
- Art exhibit-shows
- Drawing
- Painting
- Photography
- Sculpture

		Group served by Program/Activity							
		Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)
	X								
	X								
X						X	X		
X						X	X		
X						X	X		
	X								

Frequency that Program/Activity is Offered					
Daily	Weekly	Monthly	Yearly	Other	
X					
X					
X					

Currently Offer this Program/Activity

Group served by Frequency that program/activity Program/Activity if Offered

Dance

- Ballet
- Ethic
- Folk
- Modern
- Record Dance
- Social
- Square
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

	Yes		No		Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)
			X							
			X							
			X							
			X							
			X							
			X							
			X							

	Frequency that Program/Activity if Offered				
	Daily	Weekly	Monthly	Yearly	Other

Drama

- Children's Theater
- Community Theater
- Creative Character
- Pageants
- Readings - Poetry/Prose
- Stage Craft
- Puppetry
- Radio/TV
- Talent Shows
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

	Yes		No		Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)
			X							
			X							
			X							
			X							
			X							
			X							
			X							
			X							
	X						X	X		

	Frequency that Program/Activity if Offered				
	Daily	Weekly	Monthly	Yearly	Other

Career Education/Guidance

- Community Based Recreation
- Leisure Entertainment and Enterprises
- Resource Based Recreation
- Tourism and Hospitality
- Career Guidance
- Career Placement
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

	Yes		No		Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)
			X							
			X							
			X							
			X							
			X							
			X							

	Frequency that Program/Activity if Offered				
	Daily	Weekly	Monthly	Yearly	Other

Collecting and Hobbies

- Collecting
- Hobbies
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

	Yes		No		Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)
			X							
			X							

	Frequency that Program/Activity if Offered				
	Daily	Weekly	Monthly	Yearly	Other

Currently Of- Group served by Frequency that  
fer this Pro- Program/Activity Program/Activity  
gram/Activity if Offered

Educational Activities

- Budget/Monetary Skills
- Communication Skills
- Cooking Skills
- Grooming/Hygiene
- Sex Education
- Shopping Skills
- Time Skills
- Travel Skills
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

		Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)
Yes	No						
	X						
	X						
	X						
X				X	X		
	X						
	X						
	X						
X				X	X		

Daily	Weekly	Monthly	Yearly	Other
X				
X				

Entertainment

- Radio
- TV
- Theater
- Sport in Event
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

X				X	X		
X				X	X		
	X						
X				X	X		

X							
X							
X							

Fitness

- Exercise Program
- Weight Program
- Jogging
- Mobility Training
- Gymnastics
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

X				X	X		
X				X	X		
X				X	X		
	X						
	X						

X							
X							
X							

Games

- Card Games
- Board Games
- Puzzles
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

X				X	X		
X				X	X		
X				X	X		

X							
X							
X							

Leisure Education

- Skills Classes
- Leisure Education Classes
- Survey Community Resources
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

X				X	X		
	X						
	X						

X							

Currently Of- Group served by Frequency that  
 fer this Pro- Program/Activity Program/Activity  
 gram/Activity if Offered

Leisure Settlement  
 (counseling, Guidance)

- Assessment
- Placement
- Follow-up
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

Yes		No							
				Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)
X						X	X		
X						X	X		
X						X	X		

Daily					Weekly					Monthly					Yearly					Other entering school by semester.				
												X												
																	X							
																	X							

Mental/Literary

- Discussion Groups
- Creative Writing
- Reading
- Correspondence
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

Yes		No							
				Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)
X						X	X		
		X							
		X							
		X							

Daily					Weekly					Monthly					Yearly					Other entering school by semester.				
					X																			

Music

- Choral Groups
- Instrumental Groups
- Music Appreciation
- Festivals
- Lessons
- Singing
- Talent Shows

Yes		No							
				Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)
		X							
		X							
X						X	X		
		X							
		X							
		X							
X						X	X		

Daily					Weekly					Monthly					Yearly					Other entering school by semester.				

Outdoor Recreation

- Boating
- Camping
- Fishing
- Gardening
- Horticulture
- Hiking/Backpacking
- Hunting
- Mountain Climbing
- Outdoor Education
- Nature Studies
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

Yes		No							
				Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)
X						X	X		
X						X	X		
X						X	X		
		X							
X						X	X		
		X							
		X							
		X							
X						X	X		

Daily					Weekly					Monthly					Yearly					Other entering school by semester.				
X																								
X																								
X																								
X																								
X																								

Currently Of- Group served by Frequency that  
 for this Pro- Program/Activity Program/Activity  
 gram/Activity if Offeres

	Yes		No		Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other
<u>Social/Organization</u>															
- Church Groups				X											
- Clubs	X							X	X			X			
- Consumer Groups				X											
- Special Interest Groups	X							X	X			X			
- Fraternal Organization				X											
- Parties	X							X	X					X	
- Picnics	X							X	X					X	
- Political Groups				X											
- Volunteer Groups				X										X	
- Other _____															
- Other _____															

<u>Special Events</u>															
- Birthdays				X											
- Fairs				X											
- Holiday Ceremonies				X											
- Other _____															
- Other _____															

<u>Sports, Individual-Competiter</u>															
- Bowling	X							X	X			X			
- Golf	X							X	X			X			
- Horseshoes	X							X	X			X			
- Pocket Billiard	X							X	X			X			
- Table Tennis	X							X	X			X			
- Tennis	X							X	X			X			
- Track & Field								X	X			X			
- Wrestling				X											
				X											

<u>Sports, Individual Non-Competitive</u>															
- Archery	X							X	X			X			
- Bicycling	X							X	X			X			
- Horseback Riding	X							X	X			X			
- Ice Skating				X											
- Rifelry	X							X	X			X			
- Rollar Skating	X							X	X			X			
- Winter Sports	X							X	X			X			



Currently Offer this Program/Activity      Group served by Program/Activity      Frequency that Program/Activity if Offered

	Yes		No		Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other	Seasonally
<b>Sports, Team - Competitive</b>																
- Baseball			X													
- Basketball	X						X	X						X		
- Football	X						X	X						X		
- Field Hockey			X													
- Soccer			X													
- Softball	X						X	X						X		
- Volleyball	X						X	X						X		
- Other _____																
- Other _____																

<b>Tourism and Travel</b>																
- Outings			X													
- Hosteling			X													
- Out-of-state Travel			X													
- International Travel			X													
- Special Olympics			X													
- Other Wheelchair Olympics	X						X	X					X			
- Other _____																

<b>Voluntary Service</b>																
- Leisure Leader Activities			X													
- Community Activities			X													
- Teacher/Tutor			X													
- Conversing			X													
- Other _____																
- Other _____																

XV. Facilities The major facilities utilized by the special populations recreation program.

Primary facilities that you own, control or direct.

1. Recreation building including pool, two (2) arts and crafts rooms, bowling alley, archery/riflery range, gym, weight room, multipurpose room.
2. Fields
3. Putting range
4. Tennis courts
5. Lake

XVI. Assessment/Evaluation/Accountability These procedures are used for assessment, evaluation, and accountability in the program and service by and of participants, of personnel, of programs, of activities and/or of methods.

1. The project was evaluated by the project team with a group of experts called upon to actually evaluate the program itself. A systems accountability model was used in the actual development of the project.
2. The students participate in a leisure interview prior to actual program participation with a leisure services staff member. Following the interview the student is given a choice of classes based on needs and desires of client. The student is assessed prior to actual course involvement and at the end of the course.
3. Staff participate in biannual work and professional growth interviews. They also participate in a variety of inservice trainings.