

## 4.0 Project Charters

The leadership team developed seven charters that define the direction of the district in the next five years. These charters describe the core values that we feel will be met and provide a plan of action to accomplish the initiatives. Each charter follows the same format that is outlined below.

- The strategic directions for each project are the Avenues that the leadership group developed. They are listed in order of importance as perceived by the charter author(s).
- Approval authority is given. It is understood by staff that in many cases the Board of Park Commissioners holds the ultimate approval authority.
- Each project has been assigned a staff project sponsor who is responsible for overseeing the charter as it progresses through the approval and implementation processes.
- The opportunity statement presents the reason why the project should be done.
- The business case describes the benefits and expected results for the project.
- The goal statement defines the objectives of the project – what we hope to achieve.
- The project scope defines the boundaries of the project – both what is included and what is not included.
- Each charter team identified staff members to be included on the project team. The project team will expand as the project develops. This is a fluid area and numbers will change as the project team refines the project.
- The project plan lists the key activities and tasks required to accomplish the goal.

#### **4.1 Complete an Operational, Capital and Funding Sustainability Analysis**

I. Strategic Direction

1. Sustainability makes sense
2. Doing things better and smarter
3. Ensuring excellence and satisfaction

II. Approval Authority

Michael Benard, Executive Director

III. Project Sponsor

Rita Trainor

IV. Opportunity Statement

To ensure the long-term sustainability of the District, it is necessary to evaluate the effect of each offered service on the entire Park District.

V. Business Case

1. Provide a real picture of the direct and indirect expenses of our services and operations. Including, but not limited to
  - Employee compensation
  - Administrative costs
  - Overhead – supplies, utilities, facilities, etc.
  - Cross department support
2. Provide a quantifiable approach to determining our current service conditions, allow us to project these conditions into future years, and determine the long-term impact of existing programs.
3. Look at existing practices and forecast the positive/negative impact on traditional revenue streams.
4. Ultimately, identify a policy to determine what operations are tax supported and what operations are otherwise financially supported.

VI. Goal Statement

The project team will identify and analyze by division the level of operational and capital sustainability of our ongoing practices. A benchmark year will be established using 2009 data.

VII. Project Scope

1. A historic financial perspective will be explored by utilizing revenue and expenses including costs such as personnel, utilities, maintenance, and administrative services.

2. The historic perspective will be developed using Springbrook data, identified trends, legislative actions, and any other relevant sources.
3. Guidelines will be established to identify what a capital replacement expenditure (CARF/ERF) is versus what is a proposed improvement, new project, or expansion of the existing service.
4. Any service that does not currently exist should not be included in this project but should be evaluated separately.

VIII. Team Selection

1. Vicki Boras
2. Tricia Dubiel
3. Scott Mackay
4. Jeannie Hoffman
5. Brad Keene
6. Dan Novak
7. Deb Seymour
8. Bruce Stoller

IX. Project Plan

1. Year One
  - Establish a uniform report to be used across all services
  - Determine existing information
  - Identify any additionally needed information
2. Year Two
  - Prepare report and recommendation
3. Year Three and Following Years
  - Annual updates to be completed

## **4.2 Software Sizzle – Improvements in the Utilization of Software Throughout the District**

### **I. Strategic Direction**

1. Doing things better and smarter
2. Investing in people
3. Ensuring excellence and satisfaction
4. Sustainability makes sense

### **II. Approval Authority**

Michael Benard, Executive Director

### **III. Project Sponsor**

Rita Trainor

### **IV. Opportunity Statement**

Improving the operational efficiency of the software systems throughout the District will maximize the return on investment and improve customer satisfaction both internally and externally.

### **V. Business Case**

1. Better utilize existing software improving the District's return on its investment.
2. Provide well-trained staff that will enhance their ability to provide excellent service to all our customers.
3. Improve controls and security.
4. Provide consistency and efficiency.

### **VI. Goal Statement**

Delve into the functionality and interface potential of the District's software to determine if there are additional features that we currently own or plan to purchase that we can utilize or better utilize.

### **VII. Project Scope**

1. Aloha, VSI, Catermate, Stromberg, and Springbrook are the software systems being evaluated. The Microsoft office suite of applications has been added based on employee feedback.
2. Investigate current business processes to identify opportunities for more efficient processing.
3. Train users on how to more efficiently work with the software.

4. Exploit all opportunities for electronic interfaces of these systems with each other for enhanced business operations.

VIII. Team Selection

1. Karen Donisch
2. Jeannie Hoffman
3. Sue Vasilev
4. Kristina Nemetz
5. Lorraine Czaja

IX. Project Plan

1. Year One
  - Conduct interviews with employees
  - Meet with software vendor contacts
  - Prioritize identified opportunities
  - Begin to evaluate where existing purchased software could fill identified needs
  - Develop interface between Aloha and Springbrook
  - Begin training staff on developed solutions
  - Develop a “frequently used procedures and guidelines” document to be placed on the intranet for easy access by staff
  - Continue implementation of software modules in these systems
2. Year Two
  - Continue evaluating where existing purchased software could fill identified needs
  - Continue training staff
  - Continue implementation of software modules in these systems
  - Develop documented procedures for training new employees and updating current employees
  - Every new software release will be evaluated and procedures will be revised as necessary
3. Year Three
  - Continue evaluating where purchased software could fill identified needs.
  - Continue training staff
  - Continue implementation of software modules in systems
  - Every new software release will be evaluated and procedures will be revised as necessary
4. Year Four
  - Meet with initial interviewees to evaluate progress made
  - Evaluate additional District software needs
  - Every new software release will be evaluated and procedures will be revised as necessary

### **4.3 District Business Plan Model**

I. Strategic Direction

1. Improve efficiency and effectiveness of systems
2. Sustainability makes sense
3. Ensuring excellence and satisfaction
4. Doing things better and smarter

II. Approval Authority

Michael Benard, Executive Director

III. Project Sponsor

Margie Wilhelmi

IV. Opportunity Statement

It is important and necessary that the District establish a business plan model whereby individuals and/or departments will have a consistent means of establishing their strategic directions.

V. Business Case

A business plan model will ensure that the District is using its time and resources effectively in what is done, how it is done, how it is promoted, and how we sustain it. This is achieved by evaluating the District's existing programs and determining what should be improved or revised. This is not necessarily a firm direction for a given department to follow, but a plan for allowing flexibility to deal with future opportunities or unforeseen circumstances.

VI. Goal Statement

A business plan model to be created that will focus on operations and marketing and incorporate the District's mission, vision, and values. This model allows divisions to develop their initial draft business plans that will identify the need for any future business plan.

VII. Project Scope

1. The model will need to include the following components
  - Executive summary (1 to 2 pages)
  - Division mission, vision, and values and brand (part of alignment)
  - Strength, Weakness, Opportunity, Threats (SWOT)
  - Market analysis

2. Operations Plan Manual
  - Activities
  - Budget
  - Marketing plan
  - Green operations plan
  - Goals and objectives
  - Timelines
  - Job descriptions
  - Measurements
  - Standard Operating Procedures (SOP)
3. The business plan model will cross reference with the sustainability charter.

VIII. Team Selection

1. Andy Bendy
2. Mary Beth Cleary
3. Tricia Dubiel
4. Dan Novak

IX. Project Plan

1. Year One
  - Create a model plan that will be used as template
  - Identify key personnel to evaluate the consistency and completeness of individual plans and ensure completion of plans by the established deadlines.
  - Facility/division plans rough draft completion date
2. Year Two
  - Review plans with the Executive Director and make them available for internal and external review
  - Complete final business plans
3. Year Three
  - Develop district-wide plan

#### **4.4 Access to Recreation for All Residents – Examining and Improving Scholarship Procedures with Partnerships**

I. Strategic Direction

1. Ensuring excellence and satisfaction
2. Doing things better and smarter

II. Approval Authority

Michael Benard, Executive Director

III. Project Sponsor

Vicki Boras

IV. Opportunity Statement

Develop opportunities for underserved community members to participate in Park District activities and provide assistance to residents who have encountered financial and other barriers to using Park District services.

V. Business Case

1. Fully live the District's mission, vision, and values.
2. Expand programs, events, and participation.
3. Provide an improved quality of life and healthier lifestyle to all our residents.
4. Develop relationships with service clubs (Rotary, Lions, Kiwanis, Wheaton Junior Women's Club, etc.), CUSD 200 including building principals and social workers, CUSD clubs (National Honor Society, Key Club, etc.) community based social service providers (Milton Township, Peoples Resource Center, Outreach Community Ministries, Marian Park, etc.) and churches to develop avenues to serve all of our residents.

VI. Goal Statement

Provide all residents of the Wheaton Park District community an opportunity to participate in recreational and educational services regardless of encountered barriers.

VII. Project Scope

1. Identify and evaluate service needs of the underserved portion of the community.
2. Coordinate with community service agencies to prevent service duplication.



3. Provide the Park Board with information and recommendations to increase aid to qualifying Park District residents.
4. Explore additional funding sources to provide recreational and educational opportunities, i.e., foundations, service club scholarships, etc.
5. Develop a Park District foundation to support costs of scholarship program.
6. Provide scholarship/financial aid as appropriate to Park District residents.
7. Effectively educate and communicate to the community the availability of all services.

VIII. Team Selection

1. Linda Dolan
2. Sue Vasilev
3. Margie Wilhelmi
4. Kati Vaughn
5. Athletic Manager
6. Sherry Krajelis
7. Jeannie Hoffman
8. Community members including representatives from Milton Township, Peoples Resource Center, Outreach Community Ministries, Marian Park, CUSD 200 social workers, etc.

IX. Project Plan

1. Year One
  - Explore programs/services with input from partnership group
    - ~ Develop program/service ideas
    - ~ Offer programs/services in locations that lift barriers (location, price, procedures, etc.)
    - ~ Evaluate program/service success
  - Project numbers of potential participants and costs associated with providing programs/services
  - Identify cost of scholarship/aid program
  - Develop lines of communication with community groups and CUSD 200 defining partnership group roles and exploring ways to work together, and meet on a regular basis
  - Develop guidelines determining if new programming/services fit within the Park District's mission, vision, and values
  - Make applying for scholarships less psychologically difficult for some residents; explore a new name, i.e. leishureships.
  - Examine payment plan options for recreational services
  - Develop awareness of programs being offered and effectively communicate availability of aid including a marketing plan
  - Review current scholarship policy and recommend changes if necessary

- Prepare a scholarship report including dollars spent and programs requested
- Prepare a budget estimate for year two

2. Year Two

- Explore new registration location options as appropriate
- Develop new funding sources including establishing a Park District FUNdation
- Evaluate added programs
- Evaluate operation of partnership group
- Evaluate scholarship program
- Project number of potential participants and costs associated with providing scholarship program

3. Year Three

- Continue to evaluate scholarship program and make changes as necessary
- Continue to identify participants and needs

#### **4.5 V.A.L.U.E.S. Across Lines Using Excellent Service (V.A.L.U.E.S.)**

I. Strategic Direction

1. Ensuring excellence and satisfaction
2. Investing in people
3. Doing things better and smarter
4. Sustainability makes sense

II. Approval Authority

Michael Benard, Executive Director

III. Project Sponsor

Mary Beth Cleary

IV. Opportunity Statement

We must align the actions of our work force around a set of core value behaviors. This consistency in behavior will create a culture of excellence.

V. Business Case

1. Through core value alignment we will improve stakeholder satisfaction, morale, participation, sustainability, and create mutual accountability.
2. Key value measures will include, but are not limited to, annual satisfaction ratings and performance appraisals.

VI. Goal Statement

Integrate core V.A.L.U.E.S. into the District's culture. This will be achieved by creating and sustaining a core V.A.L.U.E.S. training program that recognizes staff success. V.A.L.U.E.S. will also be incorporated into business plans, performance management, our internal brand and all promotional output. This program will be evaluated, improved and expanded annually.

VII. Project Scope

1. Stakeholders include board members, employees, volunteers, and contractual service providers.
2. Agency promotional efforts/campaigns will include core V.A.L.U.E.S..
3. Training program must include internal and external resources for delivery.

4. Training program to begin with IMRF staff and over the course of the plan move to encompass board members, other employees, volunteers, and contractual service providers.

VIII. Team Selection

1. Terra Johnson
2. Kristina Nemetz
3. Ellen Huber
4. Dan Novak
5. Vicki Boras
6. Steve Hinchee
7. Linda Dolan
8. Diane Hirshberg
9. Liz Waschek
10. Geri Johnson
11. Sara Buttita
12. Jen Kupferer

IX. Project Plan

1. Year One
  - Expand the team to include internal and external resources to aide in the development and delivery of the V.A.L.U.E.S. program
  - Establish an education map to present the core V.A.L.U.E.S. to the Wheaton Park District team
  - Determine the logistics (location, time, date, and schedule)
  - The team will organize and plan the delivery of the V.A.L.U.E.S. program
    - ~ Develop brand identity
    - ~ Create and distribute any internal promotional materials about the program
    - ~ Develop a training tracking system with the Human Resources Department
    - ~ Incorporate into new staff orientation
  - Begin to execute the V.A.L.U.E.S. program
  - Assess each session after its presentation
  - Adjust the program curriculum for board members, volunteers and contractual service providers
2. Year Two
  - Adapt and expand the VALUES programs to include the entire Wheaton Park District team including board members, volunteers, and contractual service employees.
3. Year Three
  - Begin to integrate the core V.A.L.U.E.S. into the District's external efforts/campaigns
  - Increase community awareness through external promotional efforts/campaigns

4. Year Four

- In the effort to achieve One Team – One Goal, the V.A.L.U.E.S. program will continue to expand, grow, and adapt to meet the changing needs of the District and become a permanent fixture to the Wheaton Park District.

## **4.6 Event Rental and Catering Plan**

### **I. Strategic Direction**

1. Sustainability makes sense
2. Doing things better and smarter
3. Ensuring excellence and satisfaction

### **II. Approval Authority**

Michael Benard, Executive Director

### **III. Project Sponsor**

Danielle Salerno

### **IV. Opportunity Statement**

To achieve a higher level of sustainability we must develop revenue sources and deepen our use of existing facilities and personnel.

### **V. Business Case**

A facility event rental and catering plan will encourage greater stakeholder access to our facilities and improve operational sustainability by using existing assets to generate new revenue.

### **VI. Goal Statement**

Establish and execute a facility event rental and catering plan.

### **VII. Project Scope**

1. The project will develop an immediate revenue generation plan and identify necessary upgrades to enhance future capabilities for revenue generation.
  - Primary sites include Hurley Gardens, DuPage Historical Museum, Cosley Zoo, The Barn, Toohey Park, Leisure Center and Clocktower Commons
  - Does not include Arrowhead Golf Club, athletic field rental, discount civic group park and facility rentals, traditional pool rentals, or Lincoln Marsh
2. An assessment of the space, necessary improvements, and rental plan should be devised for current status of the location (i.e. immediate rental) and for the changes that will take place as space is improved.

### **VIII. Team Selection**

1. Kristina Nemetz
2. Scott MacKay
3. Alan Pirhofer

IX. Project Plan

1. Year One

- Compile a list of available spaces within the Wheaton Park District with potential for rental and/or catering
- Schedule site visits for each venue for space assessment
  - o DuPage Historical Museum
  - o The Barn
  - o Toohey Park & Hurley Gardens
  - o Leisure Center
  - o Cosley Zoo
- Identify strengths and limitations of each site related to hosting and catering events.
- Distinguish between immediate use sites (primary) and future use sites.
- Determine the boundaries for service at each primary site.
- Develop an individual site plan (similar to a business plan) for each venue to include team recommendations of immediate rental/revenue generation as well as project phases for enhancing the space.
- Obtain the appropriate permits.
- Establish a menu of services and related pricing per site.
- Establish a sales projection.
- Create a consistent marketing and contractual rental agreements across facilities.
- Begin selling and tracking business rental under the new business plan.
- Review the entire project at the end of year one and report to the Board of Commissioners on the progress and general direction this charter will take in 2011.

2. Year Two

- Continue selling, evaluating, and improving services established in year one
- Assess needed improvements and related costs for identified future sites
- Evaluate year one revenues and determine return on investment
- Prioritize improvements according to potential profitability related to costs
- Seek Board approval for restoration and/or improvements to each location as part of the capital budget approval process

3. Year Three

- Continue selling, evaluating, and improving services established in year one and year two
- Complete comprehensive evaluation of the services established in year one and year two
- Begin work on the approved renovations
- Determine the boundaries for service at each newly renovated site

- Create consistent marketing and contractual agreements across facilities

4. Year Four

- Continue selling, evaluating, and improving services
- Reevaluate space available within the Park District



#### **4.7 Field House – The Loss of Hubble, Filling the Void**

I. Strategic Direction

1. Ensuring excellence and satisfaction
2. Doing things better and smarter
3. Investing in people
4. Sustainability makes sense

II. Approval Authority

Michael Benard, Executive Director

III. Project Sponsor

Brad Keene

IV. Opportunity Statement

A new field house would permit the Wheaton Park District to continue athletic programming and expand to meet the needs of the community.

V. Business Case

1. With loss of Hubble Middle School, a key athletic facility, the following programs are affected.
  - Supporting documentation is included in the appendix
2. With the loss of Hubble, the Wheaton Park District loses access to
  - Two high school size gyms
  - One middle school size gym
  - Wrestling gym housing two batting cages
3. Approximately 4,000 participants are impacted with the loss of Hubble Middle School, a key athletic facility. The impact goes beyond the participants when spectators, coaches, trainers, and the future growth of all athletic programs are included.
4. Owning/controlling a new facility would allow us to keep up with service excellence while enriching the quality of community life and experiences through athletics.
5. Dollars are generated for the local economy from visiting users.
6. Current indoor facility use is at capacity.
7. CUSD 200 middle and high school facilities have limited space for park district programs. Middle school programming prohibits our use until 6:30 pm and/or 7 pm. Wheaton North High School is unavailable. Wheaton-Warrenville High School is available on Tuesday evening from 7-9 pm for feeder basketball in the main gym

and small gym. A new field house would allow us to increase the amount of late afternoon and evening programming.

8. The new Hubble Middle School is located in Warrenville providing the Warrenville Park District with priority use.
9. With the loss of Hubble
  - The Wheaton Park District loses 997.75 hours of indoor athletic programming space
  - Families with several participants will have to travel to multiple facilities instead of one
  - Costs will rise
  - ~ Example – One custodian at Hubble versus three custodians at three different facilities at a cost of \$37.75/hour/custodian
  - Travel baseball/softball offseason needs cannot be met
  - Providing a permanent home for athletic leagues, programs, and camps continues to ensure quality programming and allows us to do things better and smarter
10. A new field house will provide space for
  - In-house indoor soccer
  - Fall and winter youth basketball leagues
  - Peewee basketball programs/leagues
  - Corec youth volleyball league
  - Men's basketball league
  - Sportstars
  - Gymkids and gymkids birthday parties
  - Tumbling (boys, tot, parent/tot, cheer, intermediate, etc.)
  - Martial Arts (Aikido, Kung Fu, Tai Chi, Shotokan Karate)
  - Tennis (peewee, junior, youth, adult, and private lessons)
  - Peewee soccer class
  - Athletic skills clinics
  - Athletic/Recreation camps
  - Etc.
11. A new field house will allow program expansion
  - Indoor high school soccer league
  - Adult indoor soccer league
  - Travel volleyball program
  - AAU elite travel basketball program
  - Indoor tennis league
  - Racquetball league
  - Athletic tailored birthday parties
  - Year round indoor batting cages
  - Badminton leagues
  - Etc.
12. The facility can be used
  - As an exposition center for large events such as shows, award ceremonies, etc. to generate additional revenue

- As an inclement weather location for athletic league tryouts
- As the site for program picture days
- As an inclement weather practice site allowing practices without damaging fields and saving the Park District the cost of field repairs
- With reduction of high school intramural programs, high school aged basketball leagues, volleyball leagues, etc generating revenue may be offered
- Off-season practice space for baseball, softball and Wheaton Wings
- Revenue generating travel basketball and volleyball tournaments
- Winter indoor lacrosse league
- Expand summer camps
- Group rentals of facility during school hours generating revenue

VI. Goal Statement

Build 95,356 square foot of self-sustaining, multi-purpose indoor athletic facility(s).

VII. Project Scope

1. The conceptual plan for an environmentally friendly field house will include indoor athletic space and peripheral amenities including seating, locker rooms, bathrooms, and concession stands. Concept plan drawing in appendix
  - Three full-sized basketball courts with side baskets to be used for peewee basketball program
  - Volleyball courts
  - Spectator seating
  - Indoor track
  - Room(s) for birthday parties and meetings
  - Batting/golf cages that can be lowered from the ceiling
  - Two racquetball/wallyball courts
  - Tumbling/cheer room
  - Locker rooms
  - Office space
  - Concession stands
  - Tennis courts
  - Storage
2. This project does not include an indoor aquatic center or an elite gymnastics area.
3. Revenue producing space will be included to create a sustainable and ultimately profitable facility.
4. Focus groups will be used to discover the needs/wants of our residents.
  - Athletic groups (baseball, softball, recreational soccer, recreational and travel basketball, football, cheerleading, lacrosse)

- Preschool parents
  - Senior groups
  - Business community
  - Staff
  - Policy makers
  - Program users
  - Facility users
  - Special interest groups
  - Local service clubs and foundations
  - Sponsors
  - Board of Park Commissioners
  - Other governmental agencies
  - Non-engaged residents
5. Workshops, town hall meetings, interviews, questionnaires, and surveys will be used to gather information. These methods will be used in person, on the phone, web based, mail and brochure based.
  6. Results will be tabulated and analyzed and a final report will be prepared.

#### VIII. Team Selection

1. Brad Keene
2. Mary Beth Cleary
3. Ryan Miller
4. Larry Bower
5. Rob Sperl
6. Steve Hinchee
7. Michael Benard
8. Margie Wilhelmi
9. Parks Department Staff

#### IX. Project Plan

1. Year One
  - Conduct community survey and focus groups
  - Develop a master plan for the facility based on feedback from survey and focus groups
  - Determine land requirements, identify possible site locations, and conduct a site analysis
  - Establish the user groups and activity types (non-sport and tournaments) that would use facility
  - Perform a maintenance assessment of the proposed facility
  - Secure an architect
2. Years One and Two
  - Develop conceptual design with architect including design components, site amenities, and preliminary cost estimates
  - Identify available funding and grant sources
  - Prepare a preliminary budget for the facility
  - Prepare a comprehensive business plan

- Prepare a marketing plan
3. Year Two
- Present project including conceptual design, user groups, location, preliminary budget, maintenance assessment, business plan, and marketing plan to Board of Commissioners
  - After approval
    - ~ Determine final design
    - ~ Refine cost estimates and determine final budget figures
    - ~ Prepare bid packet
  - Go out to bid
  - Present bid to Park Board for approval
  - Have a town hall meeting at site for residents
  - When funding is secured, obtain construction permits
4. Years Three, Four and Five
- Begin construction
  - Manage project
  - Take control and gain occupancy of field house