

AN ORGANIZATIONAL ASSESSMENT FOR THE BOYS & GIRLS CLUBS OF SOUTH  
PARK USING COMMUNITY CAPITAL FRAMEWORKS

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**Title**

AN ORGANIZATIONAL ASSESSMENT FOR THE BOYS & GIRLS  
CLUBS OF SOUTH PARK USING COMMUNITY CAPITAL  
FRAMEWORK

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**MASTER OF SCIENCE**

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## **ABSTRACT**

The Boys & Girls Clubs of South Park (BGCSP) is a youth service 501(c)3 serving Park County, Colorado. With over 60% of Park County's workforce commuting to another county for employment the need for affordable out-of-school youth care is apparent, but the need for BGCSP goes further. These rural communities need local opportunities for children. This isolated population is a food desert, medical desert, and had limited industry. The schools lack resources and the population is projected to see unprecedented growth over the next eight years.

The need for BGCSP is apparent, but what is their impact? The following chapters are an assessment of BGCSP using mixed methods research. Through the use of interviews, ripple effects mapping, various data, finances, club documents and public documents, these chapters were formed. The use of qualitative and quantitative data created a balanced, in-depth picture of this organization's assets, accomplishments and areas of opportunity.

## **ACKNOWLEDGEMENTS**

Thank you to the dedicated volunteers, donors, grantors, Board of Directors and staff.

All credit is owed to your tireless investments in the Boys & Girls Clubs of South Park to secure this asset for Park County's rural communities. This project is dedicated to my inner circle of influencers. Thank you for your faithful love and support.

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# **CHAPTER ONE. AN INTRODUCTION: BOYS & GIRLS CLUBS OF AMERICA, BOYS & GIRLS CLUBS OF SOUTH PARK, AND PARK COUNTY**

## Purpose & Objective

As a rural nonprofit organization the Boys & Girls Clubs of South Park (BGCSP) are proud to have been serving rural Park County for over 10 years. However, BGCSP has struggled to remain financially viable while addressing the growing needs of the youth and families throughout Park County.

This project aims to assess the impact that BGCSP is having on the communities they serve, and through assessing this impact, will bring light to areas of opportunity and paths toward sustainability that are needed for this community asset to remain viable. Through the use of Community Capital Frameworks BGCSP's leadership, families, investors, and community partners can gain a holistic view on the value of BGCSP's services, and their impact throughout Park County.

## Introduction and History of Boys & Girls Clubs of America

The Boys & Girls Clubs of America (BGCA) has been serving youth for more than 150 years. BGCA had its start in 1860 with three nuns in Connecticut. These ladies believed that the boys and young men who roamed the streets should have a positive alternative. It was with this vision that they organized the first Boys Club.

In 1931, the Boys Club Federation of America became the Boys Clubs of America. In 1956, Boys Clubs of America celebrated a fiftieth anniversary and received a United States Congressional Charter. To recognize that girls were a growing population in the organization's cause, the national organization's name was changed to the Boys & Girls Clubs of America in 1990, and the United States' Congress amended and renewed the national charter to reflect this

change. In 2006 BGCA celebrated 100 years of providing positive alternatives to young people across America (BGCA, 2014).

Character development has been the cornerstone of the Boys & Girls Club experience since its inception in 1860. Boys & Girls Clubs of America believes that character development, the basic building block in personal development, should be an integral aspect of every Clubs' programs and activities (Clark, 2015). The first Club professional, John Collins, devised a system of informal guidance to attract young people to the Club by capturing their interests, improving their behaviors and increasing their personal expectations and goals (BGCA, 2014 & Clark, 2015). "The procedures Collins used constituted clearly planned, socially scientific systems of taking young people off the streets and promoting their development towards a successful, productive future" (BGCA, 2014, website). This scaffolding built the Boys & Girls Club environment and lead to what is now called "The Club Experience" (covered more in Chapter 4). This outcome driven, evidence based system has evolved, but is still used today.

The Boys & Girls Clubs of America's mission is to enable all young people, especially those who need us most, to reach their full potential as productive, caring responsible citizens. Their core beliefs are that all Clubs provide a safe place to learn and grow by fostering on going relationships with caring, adult professionals, and providing life-enhancing program and character development experiences that create hope and opportunities for all young people (BGCA, 2014).

## Organization History for the Boys & Girls Clubs of South Park

In December 2005 the Boys & Girls Club of South Park, Inc. (BGCSP) became an official charter under the Boys & Girls Clubs of America (BGCA). The organization's focus started with middle and high school drug and alcohol prevention programming and has expanded into a youth development organization that addresses education and career development character and leadership development health and life skills, and the for youth five-eighteen years of age. Within the rural community of Fairplay, this change came about through need. It is parents, youth and community feedback that continues to inform BGCSP's programming and evolution.

From 2005 to 2009, the organization operated a year round Club in Fairplay and in the spring of 2009 expanded to Bailey, 40 miles away. A year round Club in Fairplay continued to operate while the Bailey Club operated for one year and then went to a Summer Outreach Program. In the fall of 2014, a part-time middle school program opened for after-school programming in addition to summer programs. This expansion was met with limited success. In response to this stutter-step, BGCSP performed an in-house assessment by surveying the Bailey community to assess community expectations, wishes and needs for youth out-of-school opportunities. From these datum, BGCSP launched an after-school program for Kindergarten – 8<sup>th</sup> grade youth. Since the inception in fall 2015, the Bailey Club has expanded to serve over 24 school year Club Members with new memberships arriving each week. BGCSP's Board of Directors facilitated several visioning meetings that continue to inform the work, direction and efforts being achieved in the Bailey community. As the only year-round school-aged program provider in Park County, BGCSP's services are instrumental in helping youth grow into caring, productive, responsible citizens through direct programming and support services.

## Boys & Girls Clubs of South Park's Strategic Plan (2014 – 2017)

According to the National Council of Nonprofits (NCN), it is best practices for a non-profit to have a strategic plan (NCN, 2016). In 2013 BGCSP hired a consultant, from funding provided by the Anshutz Family Foundation, to facilitate a strategic planning session. The following plan is the result of that process:

### Positive Youth Outcomes

#### Goals

- Park County youth, ages 6-18 years, are engaged in fun meaningful programs that have a positive impact on their academic success, good character and leadership and healthy lifestyles
- Understand and use data to effectively guide programming and improve youth outcomes

#### Strategies

- Increase membership, annual attendance and average daily attendance by 10% in comparable time periods from one year to another
- Increase annual member retention/renew rates by 5%
- Ensure adequate facilities for programming
- Run daily programming in core BGCA areas
- Develop long term Boys & Girls Club programming in the Bailey region
- Identify, collect and utilize key data to track youth outcomes
- Expand basic attendance data to track program utilization
- Board and staff identify and collect needed data to evaluate outcomes and make decisions

### Community Involvement

#### Goals

- Community members know who we are, what we do and support our work
- The community perceives and utilizes the Club as a community partner
- Parents, volunteers, businesses, the government sector and donors feel connected to the Club

#### Strategies

- Expand beyond our walls to a wide birth of community members to educate and engage them in various ways within the organizations
- Increase community partnerships and collaborative program and projects
- Expand club visibility, community knowledge and support through effective programming, marketing and PR
- Develop a strong, coordinated volunteer and mentoring program to engage the community through a variety of means

#### Strong Organization

##### Goals

- The organization has a diversified and sustainable braided funding stream that allows for growth and capital improvements
- The staff and volunteer structure has the capacity to support club needs
- The Board of Directors and committees are effective, strong and diverse
- The organization has clearly defined policies and procedures
- Public trust is strong

##### Strategies

- Increase unrestricted funding through stewardship and donor cultivation
- Develop and maintain high performing staff and volunteers

- Define and plan for future staffing and volunteer needs
- Improve effectiveness of the board and committees through recruitment of high caliber members
- Document policies and procedures
- Maintain a high level of transparency within the organization

Rates of Service and Membership

Figure 1.1 illustrates the monthly average attendance at the Fairplay Club from 2012 – 2015. The Bailey Club is not reflected due to lack of attendance and inconsistent membership tracking. It should also be noted that historical data and oral history reflect that 2012 had some reporting errors.

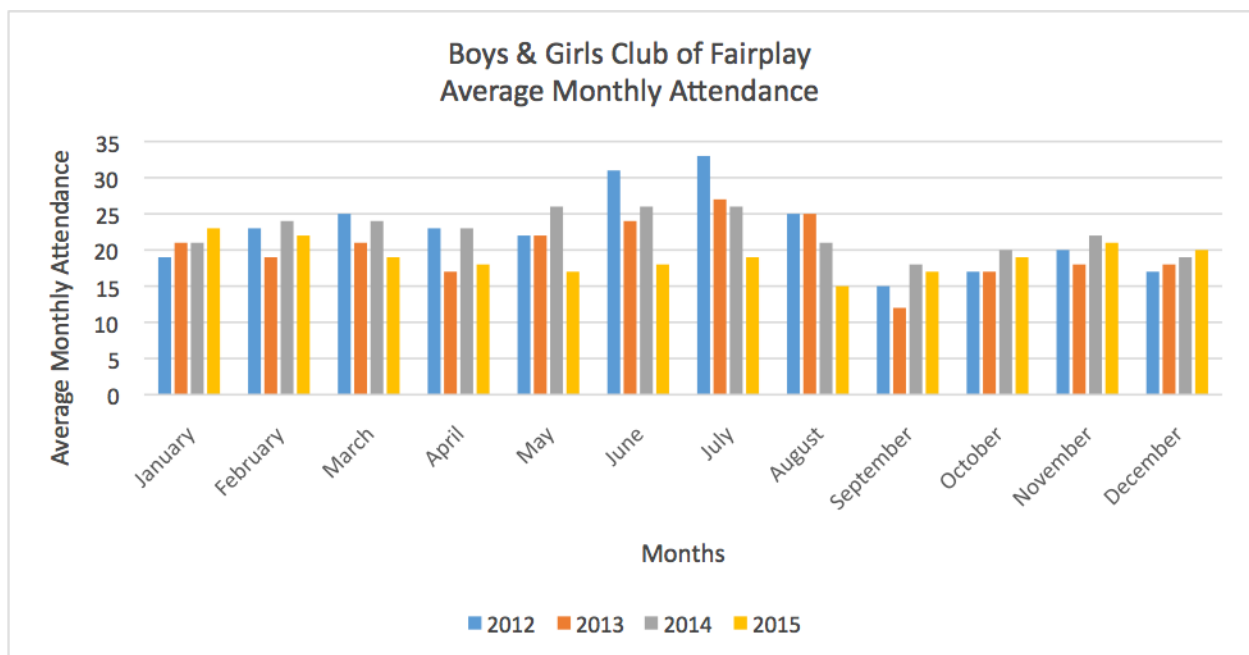


Figure 1.1. Boys & Girls Clubs of South Park at Fairplay Club Average Monthly Attendance, 2012 – 2015. Source: BGCSP Attendance Data and Membership Tracking.



### Average Daily Attendance and Membership Rates

Average Daily Attendance (ADA) is defined as a youth attending the Club two or more times each week. According to an independent study conducted on behalf of the BGCA, research shows that if a youth is attending the Club at least two times each week, there are positive impacts from the Club in that youth's life (BGCA, 2015). These impacts include increases in school attendance, grade point average, positive peer-to-peer relationships, social and emotional intelligence, and the feeling of support from adults in the Club. BGCA strives for each Club to have an ever-increasing ADA (Clark, 2015).

BGCSP served over 300 young people in 2015 (BGCSP Impact Report, 2015). This means that BGCSP served about 2% of Park County's population in 2015. This high rate of service is for several reasons: a) The Fairplay Club runs more all day programs than other traditional Clubs, because the Park County Re Established District 2 school system has a four-day school week. To respond to the need for all day out-of-school opportunities on Fridays, BGCSP runs programs from 8am – 5pm on these days. b) Due to the rural nature of these communities, BGCSP drives long distances to provide youth with new opportunities outside of our area. They take trips into Denver and Breckenridge often and rarely charge an additional field trip fee for these opportunities. BGCSP's membership rates are shown below in Table 1.1. While membership rates are higher than other Clubs, they remain low when compared with other youth opportunities such as childcare and youth hobbies. Also over 75% of BGCSP Club Members are on some form of scholarship or membership assistance (BGCSP Membership Tracking, 2016). This scholarship opportunity is made possible through funding provided by the Park County Department of Human Services Temporary Assistance for Needy Families dollars

(DHS, TANF). BGCSP uses a sliding income scale provided by DHS TANF to determine scholarship awards.

Table 1.1

*Boys & Girls Clubs of South Park Membership Rates*

<u>Elementary School</u>	<u>Middle School</u>	<u>High School</u>
(age 5- grade 5)	(6 <sup>th</sup> – 8 <sup>th</sup> grades)	(9 <sup>th</sup> – 12 <sup>th</sup> grades)
\$35 per month/per child	\$10 per month/per child	\$25 for the year
\$3.50 after school drop-in	\$3.50 after school drop-in	\$3.50 drop-in
\$10 all day drop-in	\$5 all day drop-in	
\$30 punch pass with x10 punches		

Source: Boys & Girls Clubs of South Park, 2015

## Park County Classification, Boundaries, and Access

The Boys & Girls Clubs of South Park serve the rural communities of Fairplay and Bailey, Colorado. These communities are located in Park County (Figure 1.2). Park County is located in central Colorado also known as the Heart of the Rockies Region. Although Park County is one of the largest county's in Colorado (land area: 2201 square miles), roughly the size of Delaware, it is also one of the least populated with a population density of 7.4 people per square mile. As of 2014 the county's population was 16,345 and is classified as 100% rural (City-Data, 2014).



*Figure 1.2.* County Lines of Colorado, Park County, 2012. Source: Wikipedia, Park County, Colorado.

Adjacent counties include: Clear Creek County (north), Jefferson County (northeast), Teller County (east), Fremont County (southeast), Chaffee County (southwest), Lake County (west), and Summit County (northwest). Fremont County has a Boys & Girls Clubs in Freemont and Canon City. Chaffee County has Clubs in Salida and Buena Vista.

Park County has three major through fairs: Highway 285 follows the western boarder, and connects Park County's most populous areas (Bailey and Fairplay, 40 miles apart); Highway 24

runs east and west and is located just south of central Park County; and Highway 9 runs from southeast to northwest (Figure 1.3).



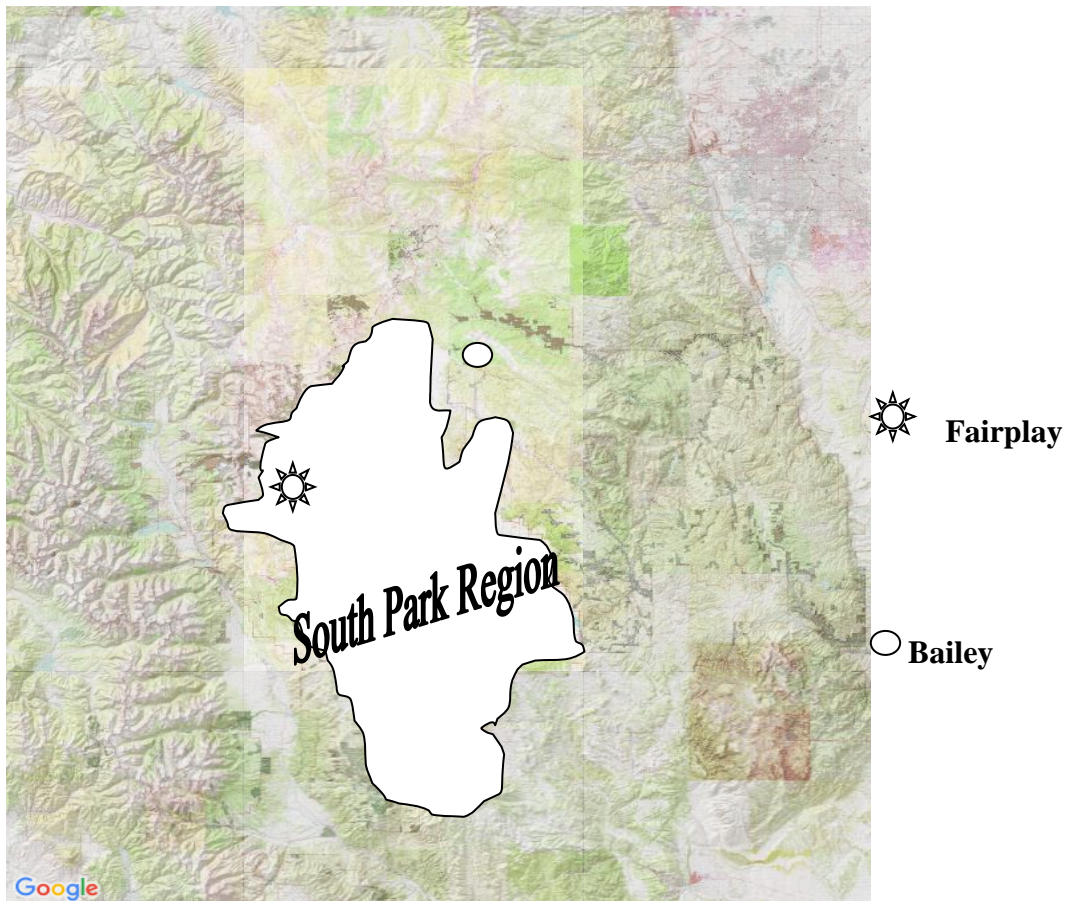
*Figure 1.3.* Park County Colorado’s Highways. Source: Google Maps, 2016.

### Define Community

The Boys & Girls Club of South Park has served the communities in the South Park region since the organization’s inception in 2005. South Park is one of the largest, Colorado intermountain valleys at roughly 50 miles long (north to south) and 35 miles wide (east to west). This region encompasses approximately 1,000 square miles around the headwaters of the South Platte River in Park County. This region is surrounded by major mountain ranges that define the South Park regional boundaries: the Mosquito Range to the west, portions of the Park Range and Front Range are to the north and northeast respectively, to the east are Kenosha and Tarryall Mountains, and to the south are volcanic cinder cones and granite rock buttresses which form the divide between the South Platte and Arkansas Rivers (Skidmore College, 2012). Fairplay rests

on the north edge of the valley and South Park’s largest town, and is the seat of Park County, with a population of 610.

It should be noted that Bailey is not located in the South Park region, but is the largest population cluster in Park County (Figure 1.4). Bailey resides on the east side of Kenosha Pass along the corridor for Highway 285. The community of Bailey has struggled to identify with the name Boys & Girls Club of South Park, which inhibited growth for the organization. This topic will be discussed further in Chapter 4.



*Figure 1.4.* South Park Region, Topo Map of Park County, Colorado. Source: Topozone, 2014 Edited by: April-Dawn Knudsen, markers and regional line are approximate.

### Population Served

The Boys & Girls Clubs of South Park serve school-aged youth between the ages of five and eighteen. Sixty-eight percent of Club Members come from single-family homes and over 48% of the Club Members are on free or reduced lunch (NYOI Data, 2015). Over 70% of Club Members are between the 3<sup>rd</sup> and 6<sup>th</sup> grades. From the total population served at BGCSP, 92% of Club Members identify as Caucasian with the second largest percentile identifying as two or more races, 5% (BGCSP Membership Tracking, 2016).

### Personal Affiliation

I moved to Park County after accepting the Chief Executive Officer position with the Boys & Girls Clubs of South Park in December 2014. In addition to my work with the Boys & Girls Club, I am Vice-Chair for Park County's Collaborative Management Program (House Bill 1451) where community members and service providers collaborate to leverage Park County's strengths to better address the needs of Park County's families and youth and secure new resources for our communities. I am also Co-Chair for the 2016 Heart of Colorado Rural Philanthropy Days' Hospitality Committee. The Anschutz Family Foundation and Community Resource Center facilitate Rural Philanthropy Days; where nonprofits and funders work to expand philanthropic giving into Colorado's rural regions. I am a Park County homeowner in the town of Alma, and have been active in Alma's 2016 Community Development Plan.

## CHAPTER TWO. LITERATURE REVIEW

In order to better understand the concepts that surround and affect rural youth and the services available to them, I searched for articles, books and studies regarding services that encourage positive youth outcomes, and issues that affect rural youth. My initial research question was seeking a solution for what services or programs can be implemented in order to see a higher percentage of positive youth outcomes and how BGCSP is implementing these solutions to address the needs of youth in Park County.

For the purposes of this research I will be using Jurich's (1979) definition of children/youth/adolescents: children are young people between the ages of 6 and 12, early adolescence is junior high aged students specifically between the ages of 13-15 or 16 (depending on where and individual youth is in development), middle adolescence is between 15 and 17 years of age, and late adolescence is roughly from age 17 – 21 (depending on youth development and life-stage).

Strata are defined as a level or class to which people are assigned due to their social status, education or income. For the purposes of this project I will be using the terms "strata" and "socioeconomic status" interchangeably, but it should be noted that youth have their own culture with an independent social structure. Strata will be a term used to reflect a holistic idea of social standing among peers, and might or might not reflect the economics of that youth's family.

When discussing youth populations many researchers focus on the plight of at-risk youth and possible intervention programs for this population. According to the National Center for Education Statistics (1992), a high-risk youth can be defined as a young person between the ages of 10 and 17 with one or more of the following: low socioeconomic status, living in a single-parent home, primary caretakers/guardians are not biological parents, changing schools at non-

traditional times, below-average grades in middle school, being held back in school through grade retention, having older siblings who left high school before completion or who exhibited high-risk behaviors, regular association with negative peer pressures, and/or negative peer relationships. Some researchers also listed rural isolation as being a significant risk factor for young people of all ages, however this risk factor is primarily cited as effecting middle and lower income persons who do not have a means to travel for positive social opportunities.

Civilly stable life outcomes will be defined as one's ability to gain and maintain lawful employment, gain and maintain healthy peer/supervisory/romantic relationship, the ability to make appropriate, preventative, care choices for one physical/mental/sexual health and the ability to advocate for one's self or for the interests of others.

There is a limited literature regarding the population and culture of rural America. As the concept and field of community development began to make a significant mark in creating change for urban areas, America became faced with the ramifications of the Great Recession. As urban and metropolitan areas saw advancements and developments; many of these middle and poorer class citizens were priced out of their communities and made haste to the suburbs and rural regions to find refuge (Green & Haines, 2012).

Rural regions have long suffered from limited services and funding this new flux of metro-immigrants exacerbated service and funding issues for many regions, resulting in a bare-bones budget or deficits in many rural counties (Walton, 2016). Unfortunately, many of the cuts were made to programs or facilities that focused on youth outcomes. Schools and health services were some of the first organization to face the challenge of serving a new population with limited funds. According to Hardre & Hennessy (2010), who conducted a study to compare rural K-12 public schools in Colorado and Indiana, "Rural schools nationally share sets of descriptive



characteristics that signal risk of low achievement, low motivation, and lack of school success . . . Rural schools tend to serve large minority populations and are located in areas of high poverty with low parental education” (p. 1). Many rural schools are faced with financial constraints so they cannot offer the same support, resources, and extracurricular programs as non-rural schools, even within the same state (Hardre & Hennessy, 2010). In 2008, the National Center for Educational Statistics released that “rural students are more likely to drop out or discontinue their educations prematurely than their similar non-rural peers” (p. 7).

These are but a few of the issues that define the plight of America’s rural youth. With limited extracurricular or course offerings within the schools and with nominal funding to community-based programs, there are inadequate opportunities for rural youth to experience life outside of their immediate environments with limited chances to expand social relationships or encounter opportunities outside of their mesosystem – daily, close, consistent relationships such as home, school, and neighbors (Ludden, 2011). In 2013, Ferris et al. conducted a study to identify distinct types of rural youth organized activities and compare these offerings and youth involvement with that of urban and suburban adolescents. These findings revealed that when compared to urban and suburban teens, rural youth have less access to organized activities, are more vulnerable to lower educational aspirations, and tend to have elevated levels of illicit substance use and delinquency. This mirrors the results from, Smokowski, Colter, Robertson and Guo’s 2013 study of anxiety and aggression in rural youth. They concluded that rural youth might be at increased risk for negative outcomes, including low education achievement; higher levels of drug and alcohol use, and are more likely to possess weapons. Their findings also report

that the overall prevalence of high anxiety among rural youth (39%) is significantly higher than the estimates for the general population of adolescents (9.9%)<sup>1</sup>.

After discussing the issues effecting rural youth and the obstacles that prevent positive outcomes, what opportunities are currently available to these youths and how do these offering effect youth outcomes? For this topic of research most scholars group civic and faith-based activates together (Hardre & Hennessey, 2010; Ludden, 2011; Smokowski et al., 2013; Eccles et al., 2003; Farris et al., 2013). This is appropriate as most rural areas lack large offerings of community-based programs that are not associated with school or religious institutions, and that religion is a defining element in most rural cultures of America (Hardman, 2005). However, this lack of research focused on secular organizations serving rural communities leaves a wide range of untapped knowledge and should spur scholars to explore this topic further. Outside of these civic and faith-based activities are the extracurricular opportunities presented through the schools (sports, music, arts, leadership, etc).

There is no contention that youth outcomes are more positively impacted through participation in constructive, organized activates. “Children and adolescents in the United States spend more than half of their waking hours in leisure activities. For many, much of this time is spent in either unstructured peer focused activities or in front of the television set” (Eccles, Barber, Stone, & Hunt, 2003; p. 866). Both developmental scientists and youth policy advocates have suggested, “...this leisure time could be better spent in ways that would both facilitate positive development and prevent the emergence of developmental problems” (Eccles et al., 2003; p. 866). Unfortunately, the availability of such programs is inequitably distributed across

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<sup>1</sup> Smokowski et al (2013) also noted that these percentages do not reflect a diagnosis of anxiety or behavior disorders, and should not be used, as is, in diagnostic research.

communities in the United States, with most of the lower availability being in communities where adolescents are at highest risk for poor development outcomes (Eccles et al., 2003).

Developmentalists and youth advocates adamantly argue that constructive, organized activities are a good use of adolescents' time because of the opportunities that these activities provide: (a) to acquire and practice specific social, physical, and intellectual skills that may be useful in a wide variety of settings – including school; (b) to contribute to the well-being of one's community and to develop a sense of advocacy as a member of one's community; (c) to belong to a socially recognized and valued group; (d) to establish supportive social networks of peers and adults that can help in both the present and future; (e) to experience and deal with challenges; and (f) to explore and create independent values and develop identity (Eccles et al., 2003; p. 866; Ferris et al., 2013). Other scholars affirm Eccles et al's findings that link extended participation in extracurricular activities during high school (some researchers studied junior high), with reduced rates of school dropout and criminal offenses. There is also various research that has found participation in extracurricular activities proves gains in interpersonal competence, self-concept, high school grade point averages (GPAs), school engagement, educational aspirations, higher educational achievement, better job quality, more active participation in political processes, more civically minded volunteerism, continued sports engagement, and better mental health into young adulthood (Eccles et al., 2003; Smokowski et al., 2013; Ludden, 2011; Farris, Oosterhoff, & Metzger, 2013; Hardman, 2005; Metzger, 2011; Huebner & Mancini, 2003; Hart, Atkins, & Donnelly, 2006, Balsano et al 2009). These findings have proven true regardless of strata or gender (Eccles et al 2003).

Richard M. Lerner is a developmentalist who in 1999 coined the concept of “developmental contextualism” (Lerner & Spanier, 1980). This idea advocates neither the effects

nor dominance of nature verses nurture but instead emphasized the idea that dynamic interactions and reciprocal relationships between individuals and the context always exist and shape development. Developmental contextualism emphasizes the plasticity of human nature and takes into consideration the complex interconnections between individuals and the contexts of their daily interactions. When applying this concept to the development process of adolescents and the proven benefits of extracurricular involvement, it is clear that extracurricular programs/organizations that provide adolescents with new opportunities for varied contexts and relationships can have a significantly positive effect on the development of adolescents, possibly contributing to more positive life outcomes.

In Hardman's (2005) study of youth-adult relationships in two rural community-based programs, she stated that, "the relationships and opportunities adults provide young people are necessary for their successful transition into adulthood" (p. 29). She went on to agree with other scholars that, "supportive relationships with non-parental adults are considered to be among the key developmental assets predicting positive youth outcomes" (p. 29) (Rhodes & Roffman, 2003; Hardman, 2005). Eccles et al (2003) echo the importance of building non-familial youth-adult relationships and shaping youth outcomes through developmental contextualism and extracurricular activities, when they reported that activity participation increases the number of key adults in a youth's life. This rise in interested, trusted, adult-youth relationships can result in positive influences regarding youth identity formation, social, and cultural capitals. Jacquelynne S. Eccles has numerous publications touting the benefits of (non-familial) adult-youth relationships and their value in guiding youth identity formation. Hardman (2005) and Eccles (2003) both stated that in small, rural communities, adolescents may have fewer activities to select from, however, participating with the same peer and adult mentors across different

activities can serve to increase meaningful connection and bolster social capital. This speaks to the power and validity of youth-adult or mentorship relationships.

The struggles faced by rural youth, and lack of opportunities has been discussed; followed by addressing the elements that can help create positive youth outcomes and what scholars have written regarding youth development. In revisiting the originally poised question: What programs or services can be implemented in rural communities in order to see a higher percentage of civilly stable life outcomes for rural youth, it becomes clear that the answer to this question will not only bring more information to the limited collection of research available on rural populations, but its' answer can bolster the assets of these underserved rural communities.

As I began to read and research what other scholars had written on rural youth, several aspects became clear: a) there has been limited research done on this population b) there is even less research regarding secular programming opportunities for rural youth and c) there are consistent themes in the development of positive youth outcomes – regardless of the youth's gender or strata.

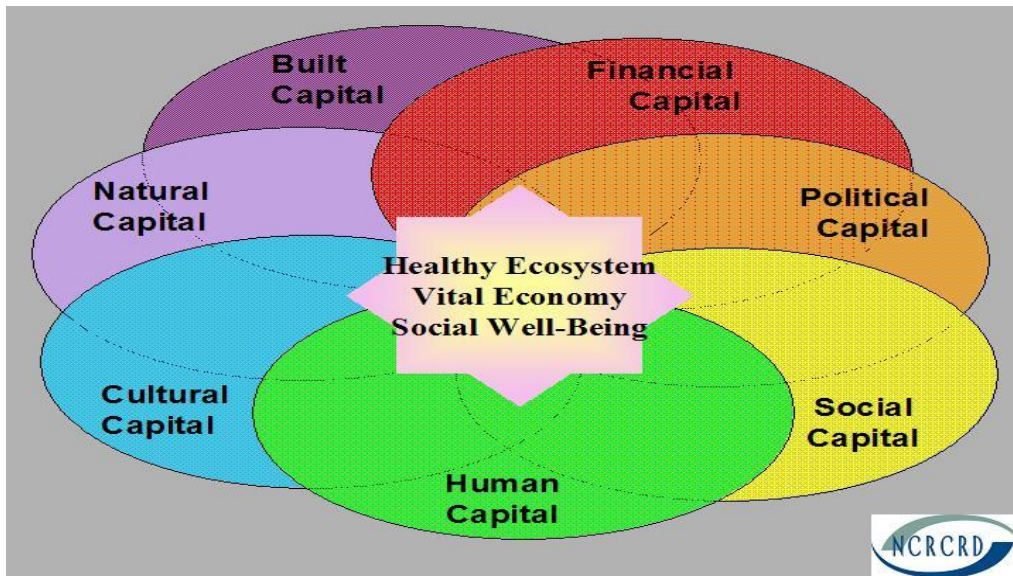
The work of the Boys & Girls Clubs of America (BGCA) is to provide a safe, enriching place for youth to be during out of school hours. BGCA has adamant that all youth can benefit from an outside interested adult, and “The Club Experience” fosters positive youth outcomes (BGCA, 2015). BGCA reports that youth who attend a Boys & Girls Club at least two times a week are between 82% - 86% more likely to graduate from high school on time, and postpone sexual activity and drug use, when compared with non-Club youth or youth who attend the Club once a week or less. BGCA has been a player in the youth development industry for over 100 years. They have done countless studies on Clubs, their members, and the impacts that a Club can have on a community. BGCA achieves these outcomes by offering out-of-school

programming that focuses on academic success, healthy lifestyles, good character and leadership, and the arts. By providing communities with evidence based youth programming, mentoring, and a safe, supervised place for youth to be during summer and after school, Clubs across America are investing in our nation's future by taking part in the development in positive youth outcomes.

All affiliates of BGCA operate as independent 501(c)(3)s, including the Boys & Girls Club of South Park (BGCSP). BGCSP operates two Clubs and serves a mean of 260 youth between the ages of 6 and 18 each year. By offering after school programming and out-of-the-area opportunities in addition to all day programming throughout summer, BGCSP is striving to address many of the struggles effecting rural youth that have been identified in the research above. In assessing BGCSP through the Community Capitals Framework and the goals of BGCA, the extend to which BGCSP is positively impacting the youth and communities of Park County will become more clearly defined.

## CHAPTER THREE. COMMUNITY CAPITAL FRAMEWORKS

Cornelia Flora, Jan Flora and Susan Fey developed the Community Capitals Frameworks (CCF) as an approach to assess how communities work (2004). Through their research they found that healthy sustainable communities had seven types of capital: natural, cultural, human, social, political, financial and built (Flora, Flora & Fey, 2004). When identifying these capitals and the role that each plays in a community, it also reveals the interactions between each of these capitals and how investments in one capital can build assets in others (North Central Regional Center for Rural Development, 2005). When applying this concept to an organizational assessment one is able to see the health of an organization in addition to assessing the impact of this organization on the community or population that is being served. By using CCF this assessment will show the impact that BGCSP is having on the rural landscape of Park County.



*Figure 3.1.* Illustration of the Community Capital Framework. Source: North Central Regional Center for Rural Development, 2005.

### Defining Community Capitals

All definitions are provided by the North Central Regional Center for Rural Development, 2005.

*Natural Capital* – assets that abide in a location, including resources, amenities, and natural beauty.

*Cultural Capital* – reflects the way people “know the world” and how to act within it. This capital includes the dynamics of who we know and feel comfortable with, what heritages are valued, collaboration across race, ethnicities, and generations. Cultural capital influences what voices are heard and listened to, which voices have influence in what areas, and how creativity, innovation, and influence emerge and are nurtured.

*Human Capital* – includes the skills and abilities of people to develop and enhance their resources, as well as the ability to access outside resources and bodies of knowledge in order to increase their understanding, identify promising practices, and to access data. This capital also addresses the leadership’s ability to “lead across differences,” to focus on assets, to be inclusive and participatory, and to be proactive in shaping the future of the community.

*Social Capital* – reflects the connections among people and organizations; social capital results from the atmosphere of trust among participants, the history of reciprocity defined broadly, and the intensity and reach of networks in which they are involved.

*Political Capital* – reflects access to power and power brokers or community stakeholders.

*Financial Capital* – refers to the financial resources available to invest in community capacity building.

*Built Capital* – refers to the infrastructure that supports the community/organization.



## CHAPTER FOUR. METHODS

I evaluated the various assets of the Boys & Girls Clubs of South Park (BGCSP) using mixed methods research (J. Creswell & V. Clark, 2011). Through the use of a qualitative and quantitative analysis method I conducted several interviews, facilitated a Ripple Effects Mapping (REM) session, attended board meetings, researched current and historical membership data and finances, observed various Club programs, wrote a holistic assessment of the organization and read public documents to compile the information used in these chapters. Through these processes I was able to create a balanced and in-depth picture of this organization's assets, accomplishments and areas of opportunity.

### Interviews

I conducted ten interviews over the course of one year (2015 & 2016). Interviews were conducted with a wide array of participants. Due to this diversity not all interview questions were the same. For example, when speaking with the Boys & Girls Clubs of America CEO, we talked primarily about BGCA, the goals of the organization, the structure of the organization at large and the elements of an "optimal club experience." When speaking with the Park County Director of Human Services (DHS), we spoke about her relationship with BGCSP, how BGCSP and DHS collaborate, and her professional opinions on the needs for the youth and families of Park County. These are two examples of the interviews that were conducted for this project. Each interview was conducted at a location that was convenient for the participant. Some interviews were done by phone and others were in person. Interviews were not recorded; all notes were hand taken; and all interview materials are stored in a locked file with all other research materials for this project.

### Participant Observations

As the Chief Executive Officer for the Boys & Girls Clubs of South Park, I was uniquely positioned to observe many of the inter workings of the organization. I have attended every BGCSP board meeting from December 2014 through August 2016. Also during this time, I have observed and evaluated all BGCSP programs. This evaluation process was for internal purposes and was not directly used for this project. As a citizen of Park County, I have also attended several town meetings for the Town of Alma, the Town of Fairplay, and Park County Commissioners. As the Vice Chair for Park County's Collaborative Management Program, I have attended these monthly meetings from January 2015 – August 2016. There is no direct material from these meetings that is related to this project, but these observations and experiences contributed in proxy to the overall knowledge and development of the information provided about Park County and the municipal partners.

### Documentary Data

Data was taken from a variety of sources including Park County Government public documents, BGCSP member and program tracking, BGCA's National Youth Outcomes Initiative (NYOI) data for the national organization and BGCSP (Appendix C). Other forms of documentary data include BGCSP's Child Safety Assessment (Appendix D), BGCSP's 2016 Impact Report (Appendix E), and BGCSP's Facility Assessment (Appendix F).

### An Introduction to Ripple Effects Mapping

Ripple Effects Mapping (REM) is a qualitative process that is used to find the intended and unintended effects of a program for individuals, groups and communities. This process blends effective theory and practice by incorporating Appreciative Inquiry Interviews, mind mapping and the community capital frameworks (CCF). This is a powerful technique to

document impacts, and engage stakeholders. The lens provided by CCF enhances the REM process. REM brings to the surface the wide reaching impacts (or ripples) that are created by an organization/community. Areas like social and cultural capitals can be extremely difficult to measure and evaluate. The REM process provides a vehicle for evaluating these intangible impacts, allowing for a more holistic understanding of the work that is being achieved.

Ripple Effects Mapping Process for BGCSP

On July 15<sup>th</sup> 2016 I assembled a focus group consisting of Club Members, Club Member’s parents/guardians, Board Members and community members. This focus group participated in a REM session to better understand the ripple effects and relationship of BGCSP on individuals, groups, communities, and regions (see Appendix G for Focus Group Agenda, list of participants, and participant feedback). Figure 4.1 was taken after the REM session. (A larger version of this photo can be found in Appendix H).

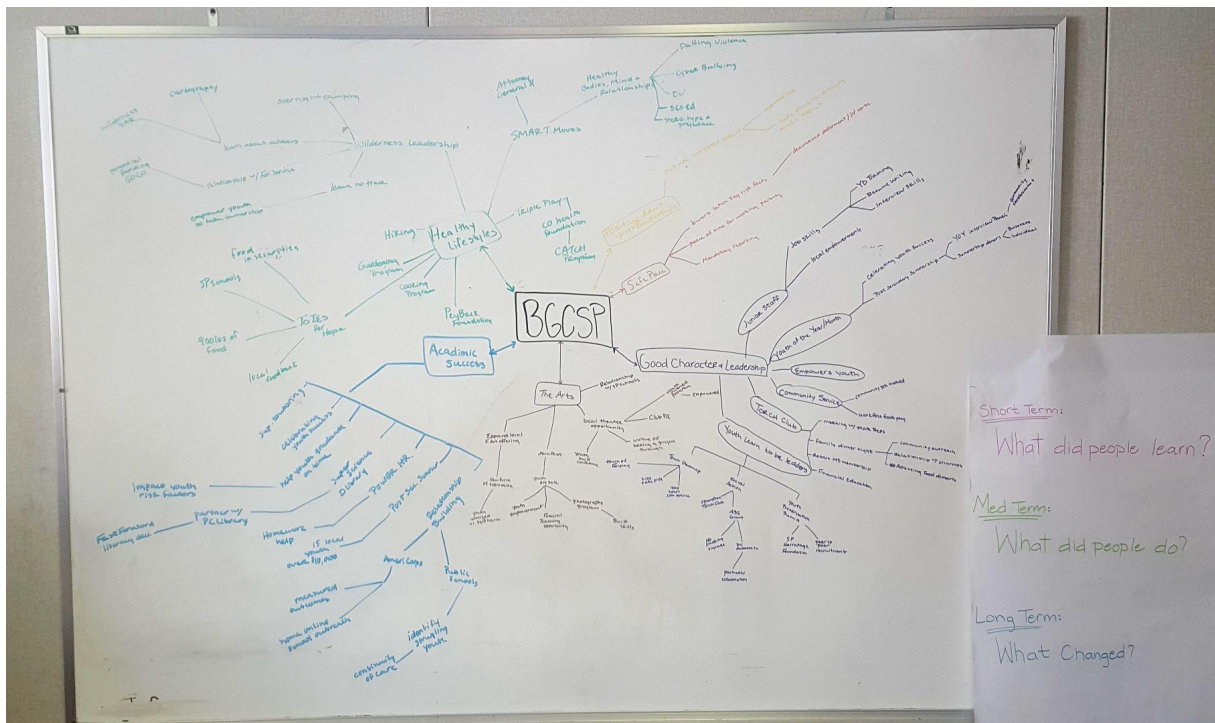


Figure 4.1. Ripple Mapping Session, July 15<sup>th</sup> 2016. Photo Credit: April-Dawn Knudsen.

After this session I used the mind mapping software Xmind<sup>2</sup> and created a clean ripple map to work from (see Appendix I for larger image). Also during this portion of the REM process, I coded each impact area with a major identifying number followed by a sequential point system for subsidiary impact areas following a major topic/impact area (Table 4.1).

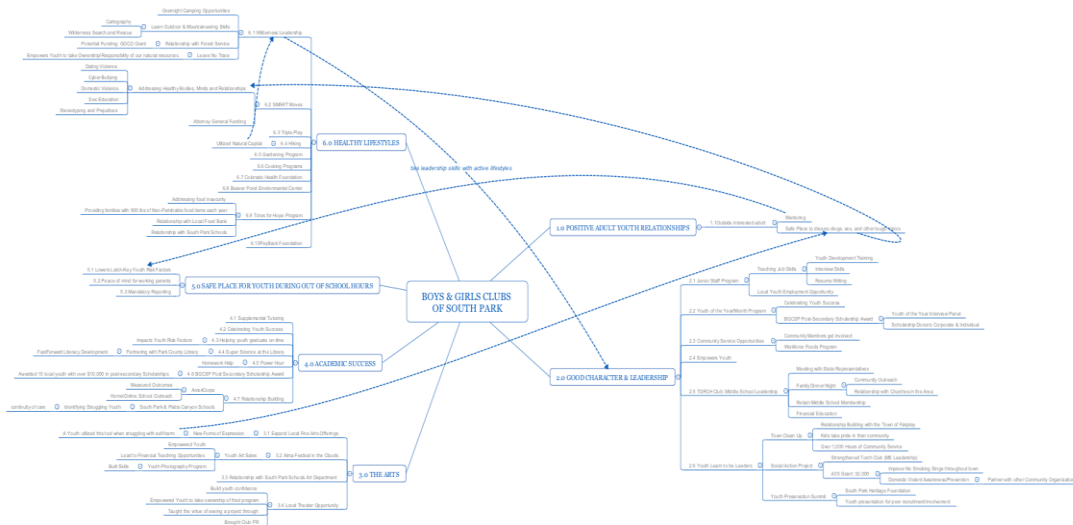


Figure 4.2. Ripple Mapping from July 15<sup>th</sup> 2016; Xmind. Source: Xmind, 2016; Create by April-Dawn Knudsen.

Then I coded and analyzed the data collected using the CCF capitals and codes to help categorize impact levels: Short (what did people learn), Medium (what did people do), and Long (what changed) term effects. These short, medium and long-term effects are used to measure BGCSP’s level of impact. Short term or what did people learn, shows the outcome of an individual gaining knowledge. Medium term or what did people do, shows that the outcome has gone from knowledge gained to application or action. Lastly, long term or what changed, shows that the affect of BGCSP’s impact has resulted in an output. Output, meaning that a positive

<sup>2</sup> Xmind is a mapping tool that can be used to digitally map a brainstorming process. Xmind has a variety of templates, for creating a clean and professional illustration for showing complex relationships like those found in the REM process.

change has occurred as the result of BGCSP. This change can be within any of the CCF capitals.

These tables are broken out into capitals as it associates with each chapter.

Table 4.1

*Ripple Effects Mapping from July 15<sup>th</sup> 2016. Coding and Reporting*

Boys & Girls Clubs of South Park: Community Impact Assessment							
Impact Area	Human	Social	Political	Financial	Built	Cultural	Natural
1.0 Positive Adult Youth Relationships	NA	NA	NA	NA	NA	NA	NA
1.1 Outside interested adult	S, M	S, M, L	M			S, M, L	
1.11 Mentoring	S, M, L	S, M, L	M, L			S, M, L	
1.12 Safe Place to Discuss Tough Topics	S, M	S, M, L				S, M, L	
2.0 Good Character & Leadership	NA	NA	NA	NA	NA	NA	NA
2.1 Junior Staff Program	S, M, L	S, M, L	S, M	S		S, M, L	
2.11 Teaching Job Skills	S, M, L	S, M, L	S, M, L	S, M, L	M, L	S, M, L	
2.112 Interview Skills	S, M, L	S, M, L	M, L	S, M, L		S, M, L	
2.113 Resume Writing	S, M, L	S, M, L	S, M	S, M, L		S, M, L	
2.12 Local Youth Employment Opportunity	S, M, L	S, M, L	S, M	S, M, L		S, M, L	
2.2 Youth of the Year/Month Program	S, M, L	S, M, L	S, M	S, M, L	M	S, M, L	S, M, L
2.22 BGCSP Post-Secondary Scholarship Award	S, M	S, M, L	S, M, L	S, M, L		S, M, L	
2.221 Youth of the Year Interview Panel	S	M, L	M, L	M, L		S, M, L	
2.222 Scholarship Donors: Corporate & Individuals	S, M, L	S, M, L	S, M, L	S, M, L		S, M, L	
2.3 Community Service Opportunities	S, M, L	S, M, L	M	S, M, L		S, M, L	
2.31 Community Member Involvement	S, M, L	S, M, L	M, L	S, M, L	L	S, M, L	
2.32 Workforce Food Program	S, M, L	S, M, L	S, L	M, L	S, M, L	S, M, L	S, M, L
2.4 Empowers Youth	S, M	S, M, L	L	M	S, M, L	S, M, L	S, M, L
2.52 Family Dinner Night	S, M, L	S, M, L	M, L	S, M, L	S, M, L	S, M, L	
2.521 Community Outreach	S, M, L	S, M, L	M, L		S, M, L	S, M, L	S, M, L
2.6 Youth Learn to be Leaders	S, M, L	S, M, L		M		S, M, L	S, M, L

Table 4.1

*Ripple Effects Mapping from July 15<sup>th</sup> 2016. Coding and Reporting (continued)*

Impact Area	Human	Social	Political	Financial	Built	Cultural	Natural
2.61 Town Clean Up	S, M, L	S, M, L	S, M, L	L		S, M, L	
2.611 Relationship Building with Town of Fairplay	S, M, L	S, M, L		M		S, M, L	
2.612 Kids Take Pride in Their Community	S, M, L	S, M, L		S		S, M, L	
2.62 Social Action Project	S, M, L	S, M, L		S, M, L		S, M, L	
2.621 Strengthened Middle School Participation		L	L	L	L	M, L	
2.6221 Improve No Smoking Signage throughout Town	S, M, L	S, M, L		S, M, L		S, M, L	
2.6222 Domestic Violence Awareness/Prevention	S, M, L	S, M, L	L			S, M, L	M, L
2.62221 Partner with other community organizations	M, L	S, M, L	S, M, L	L	S, M, L	S, M, L	S, M, L
2.63 Youth Preservation Summit	S, M, L	S, M, L	S, M, L	M, L	S, M, L	S, M, L	S, M, L
2.631 South Park Heritage Foundation	S, M, L	S, M, L	M, L		S, M, L	S, M, L	S, M, L
2.632 Youth Presentation for Peer Recruitment/Involvement	L	M, L	M, L	L	L	S, M, L	S, M, L
3.0 The Arts	NA	NA	NA	NA	NA	NA	NA
3.1 Expand Local Fine Art Opportunities		S, M, L	L			S, M, L	
3.11 Teaching Youth New Coping Skills		L	S, M, L	L	M	S, M, L	L
3.2 Alma Festival in the Clouds	S, M, L	M, L	S, M, L	L	M, L	S, M, L	S, M, L
3.21 Youth Art Sale	S, M, L	S, M, L	S	M, L	L	S, M, L	
Capitals	S, M, L	S, M, L	S, M, L	S, M, L		S, M, L	
3.211 Empowered Youth	S, M, L	S, M, L	S, M, L	L	S, M, L	S, M, L	M, L
3.212 Lead to Financial Teaching Opportunities	S, M, L	S, M	L	S, M, L	S, M, L		S, M, L

Table 4.1

*Ripple Effects Mapping from July 15<sup>th</sup> 2016. Coding and Reporting (continued)*

Impact Area	Human	Social	Political	Financial	Built	Cultural	Natural
3.213 Youth Photography Program	S, M, L	S, M, L	S, M, L		M, L	S, M, L	L
3.2131 Built Photography Skills	S, M, L	S, M, L	S, M, L	L	L	S, M, L	S, M, L
3.3 Relationship with South Park Schools Art Department	M, L	S, M, L				S, M, L	M, L
3.4 Local Theater Opportunity	S, M, L	S, M, L	M, L	L	L	S, M, L	M, L
3.41 Build Youth Confidence	M	S, M, L	S, L	L		S, M, L	M
3.42 Empowered youth to Take Ownership of Their Program		S, M, L		S, M		S, M, L	
3.43 Taught the Virtues of Seeing a Project Through	M	S, M, L	S, L	L		S, M, L	M
3.44 Brought Club PR	S, M, L	S, M, L	M, L			S, M, L	
4.0 Academic Success	NA	NA	NA	NA	NA	NA	NA
4.1 Supplemental Tutoring	S, M, L	S, M, L		M	M	S, M, L	M, L
4.2 Helping Youth Graduate on-time	M, L	S, M, L		L	L	M	M, L
4.21 Impacts Youth Risk Factors		S, M, L		L	L	M	
4.3 Super Science at the Library	S, M, L	S, M, L		M	M, L	S, M, L	
4.31 Partnering with Park County Library	S, M, L	S, M, L				S, M, L	
4.32 Fast ForWord Literacy Development Program	S, M, L	S, M, L	L	L	L	S, M, L	
4.4 Power Hour	S, M, L	S, M, L	S	S		S, M, L	
4.41 Homework Help	S, M, L	S, M, L	M	M, L		S, M, L	
4.5 BGCSP Post Secondary Scholarship Award	L	S, M, L		S, M, L	M, L	S, M, L	
4.6 Relationship Building	S, M, L	S, M, L	M, L	L	L	S, M, L	
4.61 AmeriCorps	S	M, L	M, L	M, L		S, M, L	
4.612 Home/Online School Outreach	M, L	S, M, L	L	L	L	S, M, L	
4.62 South Park & Platte Canyon Schools	M, L	S, M, L	M, L	M, L	L	S, M, L	



Table 4.1

*Ripple Effects Mapping from July 15<sup>th</sup> 2016. Coding and Reporting (continued)*

Impact Area	Human	Social	Political	Financial	Built	Cultural	Natural
4.621 Identifying Struggling youth	S, L	S, M, L		M, L	L	S, M, L	S, M
5.0 Safe Place for youth During Out of School Hours	NA	NA	NA	NA	NA	NA	NA
5.1 Lowers Latch-Key Youth Risk Factors	S, M, L	S, M, L	M, L	L		S, M, L	
5.2 Peace of Mind for Working Parents	S, M, L	S, M, L		L	M, L	S, M, L	
6.0 Healthy Lifestyles	NA	NA	NA	NA	NA	NA	
6.1 Wilderness Leadership	M, L	S, M, L	L	M, L		S, M, L	
6.11 Overnight Camping Opportunities	S, M, L	S, M, L	S, M, L	S, M, L		S, M, L	
6.12 Learn outdoor & Mountaineering Skills	S, M, L	S, M, L	S, M, L	S, M, L		S, M, L	L
6.121 Cartography	S, M, L	S, M, L	M	M, L	M, L	S, M, L	M
6.122 Wilderness Search and Rescue	S, M, L	S, M, L	S, M, L	S, M, L	L	S, M, L	
6.13 Relationship with Forest Service	S, M, L	S, M, L		S, M, L	M, L	S, M, L	M
6.14 Leave No Trace	S, M, L	S, M, L	S, M, L	L	S, M, L	S, M, L	
6.141 Empower youth to Take Ownership/Responsibility of Natural Resources	S, M, L	M, L		L		S, M, L	
6.2 SMART Moves	S, M, L	S, M, L	M, L	L	M	S, M, L	
6.21 Addressing Healthy Bodies Minds and Relationship	S, M, L	S, M, L		L	S, M, L	S, M, L	M, L
6.211 Dating Violence	S, M, L	S, M, L	S, M, L	M, L	M, L	S, M, L	L
6.212 Cyber Bullying	S, M, L	S, M, L	M, L	S, M, L	M, L	S, M, L	
6.213 Domestic Violence	M, L	S, M, L	M		M, L	S, M, L	
6.214 Sex Education	S, M, L	S, M, L		L	M, L	S, M, L	
6.3 Triple Play	S, M, L	S, M, L		L		S, M, L	S, M, L
6.4 Hiking	S, M, L	S, M, L				S, M, L	S, M, L
6.41 Utilized Natural Capital	S, M, L	S, M, L				S, M, L	S, M, L

Table 4.1

*Ripple Effects Mapping from July 15<sup>th</sup> 2016. Coding and Reporting (continued)*

Impact Area	Human	Social	Political	Financial	Built	Cultural	Natural
6.5 Gardening Program	S, M, L	S, M, L			M	S, M, L	S, M, L
6.6 Cooking Program	S, M, L	S, M, L	L	L		S, M, L	S, M, L
6.7 Beaver Pond Environmental Center	S, M, L	S, M, L	L	L	L	S, M, L	S, M, L
6.8 Totes for Hope Program	M, L	S, M, L	M, L	M, L	L	S, M, L	S, M, L
6.81 Addressing Food Insecurities	M, L	S, M, L	L	L	S, M, L	S, M, L	S, M, L
6.82 Providing Families with 900 lbs of Non-Perishables each Year	S, M, L	S, M, L	L	L	L	S, M, L	S, M, L
6.83 Relationship with Food Bank of the Rockies	S, M, L	S, M, L				S, M, L	
6.84 Relationship with South Park Schools	S, M, L	S, M, L				S, M, L	

Source: Ripple Effects Mapping for BGCSP, 2016

## Methodological and Ethical Challenges

The Ripple Effects Mapping (REM) process went very smoothly and proved quite rewarding for all parties involved (see Appendix G for participant testimonies). From a researcher's standpoint, I encountered several obstacles in gaining approval for the REM process from the Institutional Review Board (IRB). See Appendix J & K for IRB approval letter and consent forms.

The first obstacle involved gaining the necessary approvals for "testing on vulnerable populations." As shown above, the REM process relays heavily on information gathering through testimony and the value of diverse perspectives on shared experiences. Youth voice is an important piece of this assessment project. Youth are the clients being served through BGCSP, and not including their voice, would be remiss.

The IRB process is designed to ensure the ethics in research and the safety of those participating. This is valuable. Perhaps IRB should seek an abbreviated approval process for REM projects. Understanding that this specialized focus group is not being tested, but is rather sharing their stories and experiences as they pertain to the organization being assessed

The other hurdle that was experienced in courting IRB approval for the REM session was my position as BGCSP's Chief Executive Officer. In the IRB process there were concerns expressed about having BGCSP staff participate in the REM session being that a direct authority figure would be leading the session. There were questions around how the researcher could ensure that staff would not feel intimidated or cowered to participate or that staffs' participation could lead to bias data as staff could seek for the approval of supervisors or authority. To alleviate these concerns, and to expedite the IRB process, I choose to not include staff in the

REM session. This is an unfortunate gap when seeking to capture the most in-depth picture of BGCSP's impact.

Through the experience of REM for BGCSP, I have since been asked to lead REM session for the Park County Collaborative Management Program, and through the Community Resource Center's 2016 Nonprofit Leadership and Management program, I have coached other nonprofit leaders in the REM process. When using CCF and REM together, participants, leaders and investors are amazed at how an individual can assess areas of impact that are often dismissed due an inability to measure outcomes/impact (cultural and social capital for example).

## **CHAPTER FIVE. THE BOYS & GIRLS CLUBS OF SOUTH PARK'S NATURAL CAPITAL**

As defined by the North Central Regional Center for Rural Development (2005) Natural Capital are assets that abide in a location, including resources, amenities, and natural beauty. Park County has a vast number of natural assets. With large swatches of National Forest lands, and many mountain peaks that reach 14,000 feet or more, it is imperative that Park County's young people learn to respect and appreciate the natural beauty and high alpine environment that is their home. The Boys & Girls Clubs of South Park (BGCSP) works to collaborate with various entities in order to connect local youth with the natural wonders of their communities. This chapter will highlight Park County's assets and the work of BGCSP.

### Map of the Area

Figure 5.1. illustrates the diverse land formations that make up Park County. As stated in Park County's Strategic Master Plan (2001), "Although almost 60% of the county's supply of land is held as public lands, the vast majority of these public lands are in high-elevation, difficult to access mountain areas and national forests. Only about 10% of public lands in Park County are located in the valley areas of Park County, where the population is concentrated and where the demand for open space will be greatest in the future. Accordingly, land dedications by private developers for open space and public parks may be essential to meet the needs of future population growth. Without some overarching scheme to preserve open space in South Park and the Platte Canyon, the county may be at risk of fragmenting critical wildlife habitat or diminishing the experience sought by many people who visit or relocate to the area for its natural surroundings" (page 10).

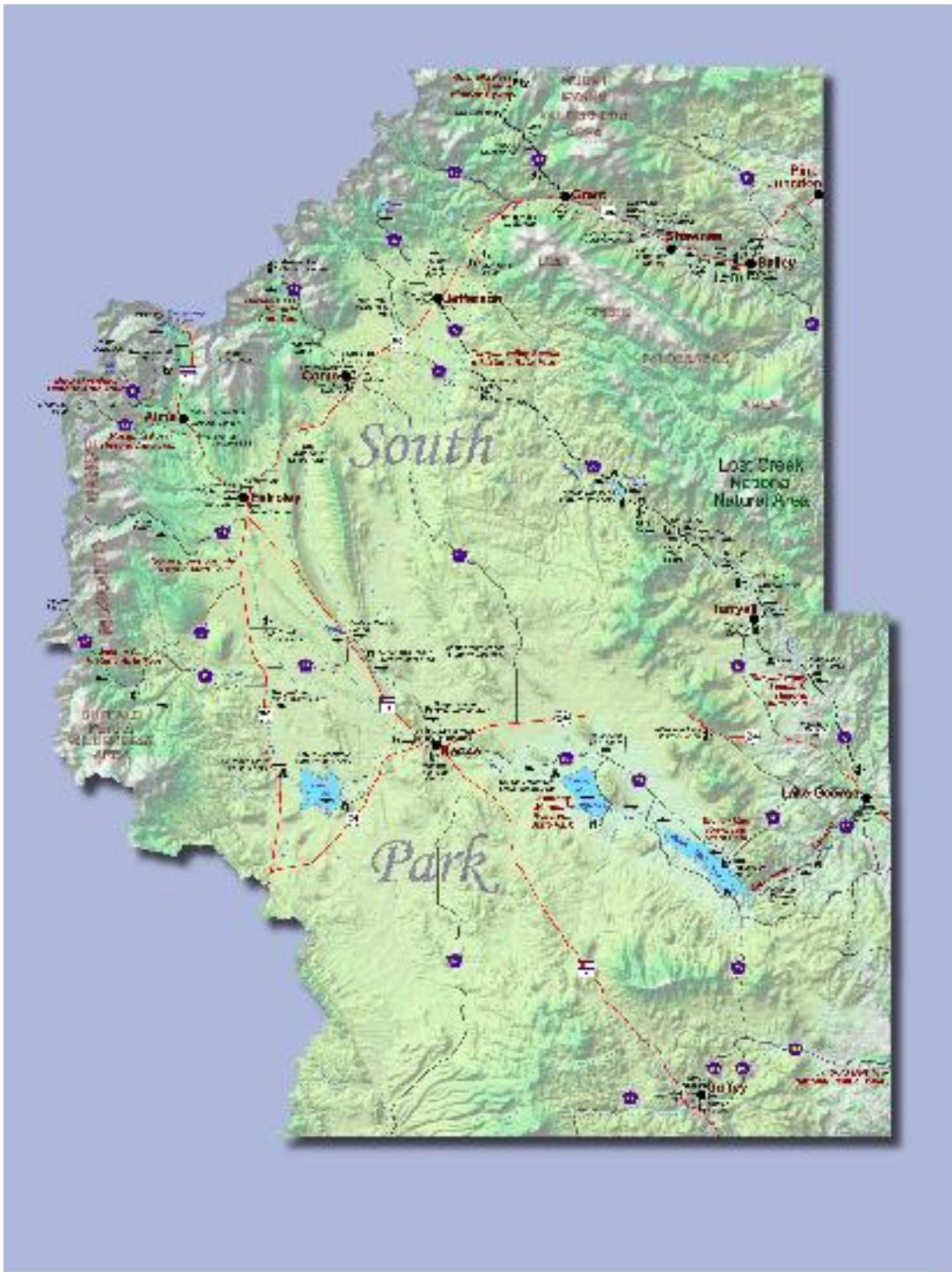


Figure 5.1. Park County, Colorado Topography, 2013. Source: Park County Government, 2013

### BGCSP Programs Supporting Natural Capital

Table 5.1 shows all BGCSP programs that support or impact natural capital. The table below is not an exhaustive list of BGCSP's programs, but rather highlighted or outcome driven programs that impact the region's natural capital. Photographs 5 – 5.3 show BGCSP Club Members actively engaged in several of the programs listed below.

Table 5.1

*BGCSP Programs Supporting Natural Capital, 2015*

Program	Ages Served	Number Served	Expected Results
<b>Healthy Lifestyles</b>			
<p>Healthy Habits – The central theme of good nutrition, regular physical activity and improved overall well-being is incorporated into all aspects of club programming to emphasize healthy living and active learning</p>	6-18 years	124	Improved understanding of health and well-being, positive self-identity.
<p>Triple Play – A health program that demonstrates how eating right, keeping fit and forming positive relationships add up to a healthy lifestyle.</p>	6-18 years	124	Strengthened character, increased confidence and an enhanced ability to relate well to others.
<b>Good Character and Citizenship</b>			
<p>Preserve America Youth Summit – Encourages leadership through engaging youth in historic preservation issues within the state of Colorado.</p>	12-18 years	4	Increase knowledge in historic preservations. Instill a greater sense of responsibility, public speaking, self-esteem and community involvement.
<p>Year of Service - Engages youth in community service projects throughout the year.</p>	6-18 years	78	Increased community involvement and a strengthened sense of belonging.
<p>Wilderness Leadership – This program exposes members to fun, outdoor recreation activities and includes youth training in wilderness safety, basic first aid, knife safety, emergency wilderness situations, backpacking skills, mountaineering and hiking techniques.</p>	12-18 years	8	Strengthen team building skills, physical activity, endurance, Leave No Trace principals, basic wilderness first aid, environmental science, and mountaineering skills along with developing an appreciation/respect for the natural world

Source: Boys & Girls Clubs of South Park, Colorado Common Grant Application, 2016





*Figure 5.2. BGCSP Club Members learning about local water sources, Platte Canyon, 2015*  
Source: Boys & Girls Club of South Park's Photo Sharing Cloud.



*Figure 5.3. BGCSP Club Members building an igloo, Triple Play Wilderness, 2016. Source:*  
Boys & Girls Club of South Park's Photo Sharing Cloud.



*Figure 5.4.* BGCSP Club Members on a fall hike, Platte Canyon area, 2015. Source: Boys & Girls Club of South Park’s Photo Sharing Cloud.



*Figure 5.5.* BGCSP Club Members winter camping overnight trip, Triple Play Wilderness, 2016. Source: Boys & Girls Club of South Park’s Photo Sharing Cloud.

### Programming Partners

Collaboration makes the impact of BGCSP deeper and farther reaching. The partners that make these impacts on natural capital possible include: The United States Forest Service (USFS). The USFS have two regions in Park County. The Platte Canyon Forest Service serving the Bailey region and South Park Forest Serves serving the South Park valley. The Fairplay Club has worked closely with the South Park Forest Service as well as Colorado Parks and Wildlife to provide outdoor and environmental education opportunities including archery, scat and track identification, water conservation projects, fishing and hiking. They also assisted with the Wilderness Leadership and Triple Play programs (Table 5.1; Photographs 5-5.3).

The Beaver Pond Environmental Education Center worked with BGCSP at Fairplay to provide greenhouse gardening opportunities, in addition to various other education projects, like sharing information on high alpine gardening techniques and water conservation. Another community organization in the South Park region is the Mosquito Range Heritage Initiative (MRHI, locally pronounced and known as Mr. High). This group works to preserve and educate the community on the Mosquito Range heritage and conservation. BGCSP has not recently partnered with this organization, but both BGCSP and MRHI are always looking for ways to invest in one another's efforts. In 2014 BGCSP's summer youth volunteered with MRHI to assist in trail maintenance.

### Impact Assessment

Based on the Ripple Effecting Mapping session, natural capital is one of the smallest impacts, but that in no way negates its value. Many of the programs or impact areas have a long term investment through educating young people about natural resources and assets, how to make the most of living in a high alpine environment (education around natural resources also satisfies the short term area of "What did people learn?). The long-term effects of this investment

are hard to measure, but this also brings deep value to the unique culture of Park County. See Table 4.1. Ripple Effects Mapping, BGCSP's Impact Assessment for short, medium and long term impacts in Natural Capital.

#### Strengths/Resources/Assets

The Boys & Girls Club of South Park (BGCSP) has many resources that allow for their impact in the area of natural capital. They have strong relationships with many local foundations and environmental organizations that allow for highly trained individuals to impart knowledge on Club Members. Partners like Beaver Pond Environmental Center, MRHI, Park County Search and Rescue, Colorado Parks and Wildlife and the U.S. Forest Service are significant assets for this community and BGCSP.

The BGCSP programs that impact natural capital are strong assets when it comes to building environmentally conscious citizens who have an appreciation for the significant assets of Park County's natural capital. Investing in these programs could result in the long-term goals of enticing young people to stay in, or return to, the community rather than migrate toward more urban or metro areas (Town of Fairplay Comprehensive Plan, 2013 and Carr & Kefalas, 2009).

#### Challenges

The most significant challenge for BGCSP's programs that impact natural capital is funding. Although there are a few funders for these programs (Attorney General, South Park Heritage Area, PeyBack Foundation and Great Outdoors Colorado), these funders are primarily focused on healthy/active lifestyles and do not fully support mountaineering development or environmental science. Perusing new funding partners who could more fully support these programs would allow for BGCSP to expand these valuable opportunities for youth that so deeply impact the community's unique culture while making lasting investments in the area's natural assets.

## **CHAPTER SIX. THE BOYS & GIRLS CLUBS OF SOUTH PARK'S CULTURAL CAPITAL**

According to North Central Regional Center for Rural Development (2005) a community's cultural capital reflects the way people "know the world" and how to act within it. This capital includes the dynamics of who we know and feel comfortable with, what heritages are valued, collaboration across race, ethnicities, and generations. Cultural capital influences what voices are heard and listened to, which voices have influence in what areas, and how creativity, innovation, and influence emerge and are nurtured.

The Boys & Girls Clubs of South Park (BGCSP) play an intentional role in helping to develop a sense of community pride in the young people of Park County. In addition to this valued attribute, BGCSP invests in Park County's capital through building academic confidence and supporting Park County's graduation rates, emphasizing civic participation and community service, teaching about healthy lifestyles including healthy minds and relationships, and fostering positive adult youth relationships through the Club experience. This chapter highlights some of the ways BGCSP impacts Park County's cultural capital.

### Organizational History

In December 2005 the Boys & Girls Club of South Park, Inc. (BGCSP) became an official charter under the Boys & Girls Club of America (BGCA). This organization's focus started with middle and high school drug and alcohol prevention programming and expanded into a youth development organization that addresses education and career development, character and leadership development, health and life skills, the arts, specialized initiatives, and sports fitness and recreation for youth six - eighteen years of age. Within Park County's rural

communities, this change came about through need. It was parents, youth and community feedback that continue to inform BGCSP's programming and evolution.

From 2005 to 2009, the organization operated a year round Club in Fairplay and in the spring of 2009 expanded to Bailey, 40 miles away. A year-round Club in Fairplay continued to operate while the Bailey Club operated for one year and then went to a Summer Outreach Program, which continues today. In the fall of 2014, a part-time middle school program opened for after-school programming. This expansion was met with limited success. In response to this stutter-step, BGCSP performed an in house assessment by surveying the Bailey community to assess community expectations, wishes and needs for youth out-of-school opportunities. From this data, BGCSP launched an after-school program for Kindergarten – 8<sup>th</sup> grade youth. Since inception in fall 2015, the Bailey Club has expanded to serve over 20 school year Club Members with new memberships arriving each week. BGCSP's Board of Directors has facilitated several visioning meetings that continue to inform the work, direction and efforts being achieved in the Bailey community.

As mentioned in Chapter 1, the community of Bailey rests outside the South Park region. Due to this geographical boundary, BGCSP has experienced resistance from community members when attempting to expand individual giving on the Bailey side of the county. Soliciting in the Bailey area is often met with statements such as, "You're the Boys & Girls Club of *South Park*. I don't live in South Park. How can I be sure my donation goes to *this* community and not *South Park*?" (Byram, 2016). In BGCSP's Board minutes from April 2015, CEO April-Dawn Knudsen is quoted as saying, "The name 'South Park' is limiting our ability to thrive. We

need an identity that touches a wider audience and leads to opportunity”. Since that time, a name change has been an ongoing point of discussion.<sup>3</sup>

As the only year-round school-aged program in Park County BGCSP services are detrimental to providing local opportunities for youth to grow into caring, productive, responsible citizens through direct programming and support services.

### Organizational Structure

When Ms. April-Dawn Knudsen, Chief Executive Officer, started her position in January 2015, there were two full time and four part-time staff. Former CEO, Ms. Maria Simis, had taken on several jobs in an attempt to save money, but the organization was floundering due to Ms. Simis over committing herself to cover these positions (Roseen, 2015). Since Ms. Knudsen joined BGCSP, the organization has hired several staff in order to have a more traditional Boys & Girls Clubs of America organizational structure. This means having a Club Leader, Unit Director, who oversees the day-to-day business of a single Club site, and several support staff, Program Coordinators, to provide programming during Club hours. Figure 6.1 illustrates the organizational structure of BGCSP. The blue text in Figure 6.1 reflects areas of anticipated growth.

As a 501(c)3, BGCSP is overseen by a Board of Directors. Table 6.1 lists the 2016 Board of Directors. This leadership group oversees the work of the Chief Executive Officer, and as well as strategic planning, and fundraising.

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<sup>3</sup> As of July 2016, BGCSP is now doing business as The Boys & Girls Clubs of the High Rockies (BGCSP Board Meeting Minutes, August 15<sup>th</sup> 2016).

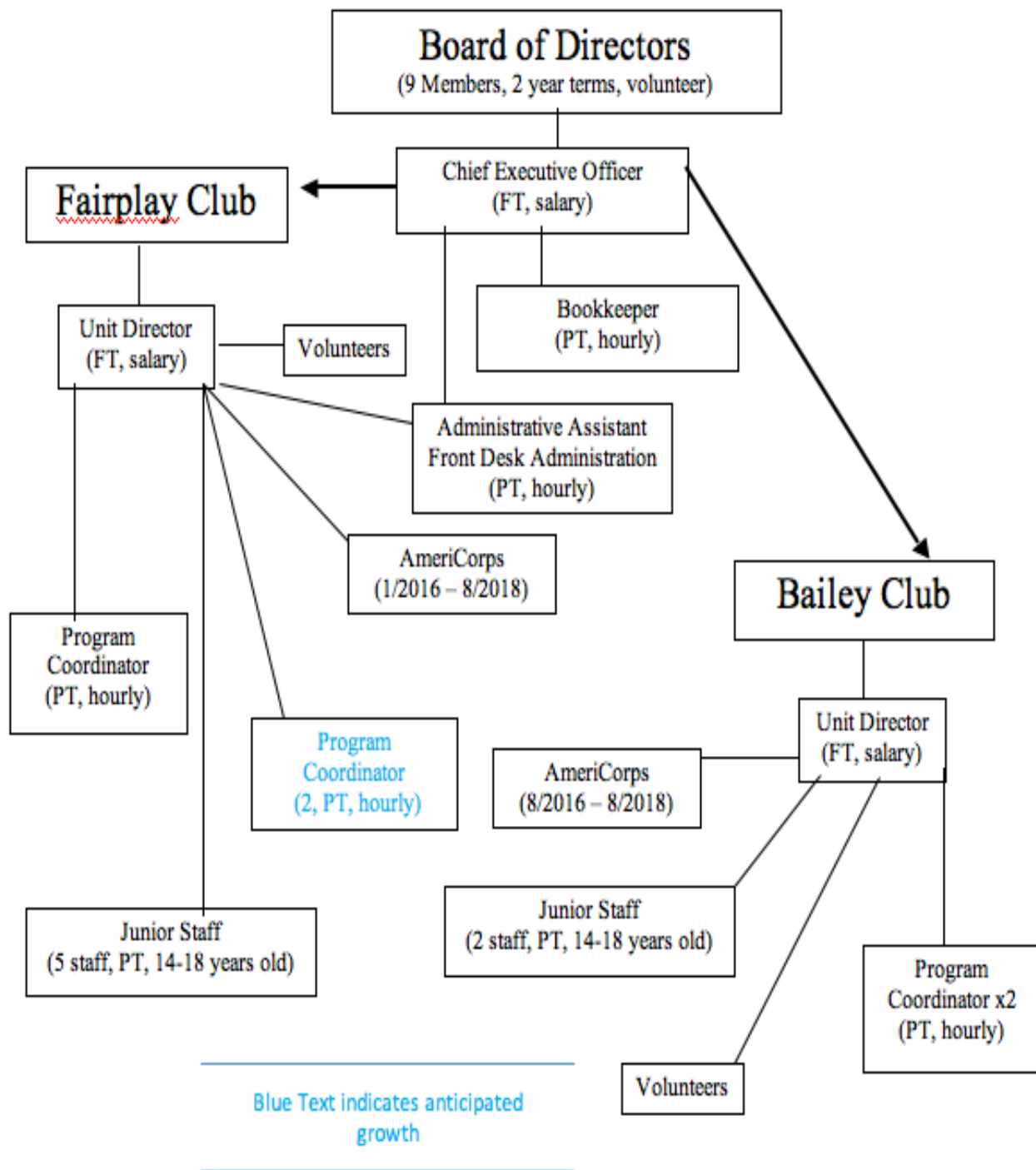


Figure 6.1. Boys & Girls Club of South Park’s Organizational Structure. Source: Boys & Girls Club of South Park, Inc. Holistic Organizational Assessment.



Table 6.1

*BGCSP Board of Directors, 2016*

Boys & Girls Clubs of South Park, 2016 Board of Directors	
Christopher Byram, Board President Occupation – Park County IT Residence – Bailey, CO Term ends – 12/2017	Ed Burke, Member at Large Occupation – Retired USGS Residence – Bailey, CO Term ends – 08/2017
Tom DeBonis, Jr., Vice President Occupation – Small Business Owner Residence – Fairplay, CO Term ends – 02/2018	Morti Longsdorf, Member at Large Occupation – Business Consultant Residence – Bailey, CO Term ends – 08/2017
Jeanna Ambrose, Board Secretary Occupation – Title One Teacher Fairplay Public Schools Residence – Jefferson, CO Term ends – 05/2016	Cyndie Burgess, Member at Large Occupation – Retired Superintendent Residence – Alma, CO Term ends – 02/2018
Francie Roseen, Member at Large Occupation – Homemaker Residence – Como, CO Term end – 12/2015	Stephen Groome, Member at Large Occupation – District Court Judge 11 <sup>th</sup> Judicial District Residence – Fairplay, CO Term ends – 12/2017
Mike Brazell, Member at Large Occupation – Park County Commissioner Residence – Bailey, CO Term ends – 12/2017	Open Treasurer Position

Source: Boys & Girls Clubs of South Park, Colorado Common Grant Application, 2016

Programs Impacting Cultural Capital

All programs offered through BGCSP impact cultural capital. This is due to the evidence-based outcomes that are reflected in the Club Experience (BGCA, 2015). Through one form or another each program strives to build positive self-identify, impart healthy decision-making, teach youth how to access resources/empowerment, strengthen character, and build leadership skills. Table 6.2 lists all evidence based programs provided by BGCSP.

Table 6.2

*BGCSP Programs Impacting Cultural Capital*

Programs	Ages Served	Number Served	Expected Results
<b>Healthy Lifestyles</b>			
<p>Healthy Habits – The central theme of good nutrition, regular physical activity and improved overall well-being is incorporated into all aspects of club programming to emphasize healthy living and active learning.</p>	6-18 years	124	Improved understanding of health and well-being, positive self-identity.
<p>SMART Moves – A tobacco, drug alcohol and pregnancy prevention program that emphasizes making healthy choices.</p>	6-15 years	30	Decrease in tobacco, drug, alcohol and sexual activity
<p>Net Smartz – Teaches and reinforces skills, knowledge and attitudes supporting the safe and ethical use of the internet and social media.</p>	6-18 years	28	Learn to access and navigate the NET safely and ethically while minimizing potential risk.
<p>Triple Play – A health program that demonstrates how eating right, keeping fit and forming positive relationships add up to a healthy lifestyle.</p>	6-18 years	124	Strengthened character, increased confidence and an enhanced ability to relate well to others.
<b>Academic Success</b>			
<p>Money Matters: Make It Count – To promote financial responsibility among teens by building their basic money management skills.</p>	11-18 years	12	Gain useful knowledge and skills on various aspects of financial literacy, including budgeting, saving and investing, credit and debt, entrepreneurship and planning for college.

Table 6.2

*BGCSP Programs Impacting Cultural Capital (continued)*

Programs	Ages Served	Number Served	Expected Results
<p>Project Learn/Power Hour/Tutoring - A comprehensive homework help and tutoring program that includes enhanced learning activities.</p> <p>Thanks to our AmeriCorps partnership, we are also offering before and after school tutoring at South Park RE2 and Platte Canyon RE1 School Districts.</p>	6-18 years	89	Participants are self-directed, independent learners, and have improved academic performance and school attendance.
<b>Good Character and Citizenship</b>			
<p>Torch Club – Similar to the student council of a school, kids in this program are centered on coordinating club social events, raising money for club and community service. This group also participates in Social Action projects that impact their community.</p>	12-18 years	12	Greater confidence, sense of responsibility, organizational skills, self-esteem and moral compass. Increased community involvement.
<p>Youth of the Year/ Month – Youth recognition program based on leadership/positive role modeling and club/community participation. Each Youth of the Month is invited to compete for the Youth of the Year title.</p>	6-18 years	24	Improved writing and presentation skills and increased self-esteem.
<p>Preserve America Youth Summit – Encourages leadership through engaging youth in historic preservation issues within the state of Colorado.</p>	12-18 years	4	Increase knowledge in historic preservations. Instill a greater sense of responsibility, public speaking, self-esteem and community involvement.
<p>Year of Service - Engages youth in community service projects throughout the year.</p>	6-18 years	78	Increased community involvement and a strengthened sense of belonging.

Table 6.2

*BGCSP Programs Impacting Cultural Capital (continued)*

Programs	Ages Served	Number Served	Expected Results
Wilderness Leadership – This program exposes members to fun, outdoor recreation activities and includes youth training in wilderness safety, basic first aid, knife safety, emergency wilderness situations, backpacking skills, mountaineering and hiking techniques.	12-18 years	8	Strengthen team building skills, physical activity, endurance, Leave No Trace principals, basic wilderness first aid, environmental science, and mountaineering skills along with developing an appreciation/respect for the natural world

Source: Boys & Girls Clubs of South Park, Colorado Common Grant Application, 2016

The *Park County Republican* and *Fairplay Flume* are Park County’s only printed news source. They often cover happenings, programs and fundraising events for BGCSP. Figure 6.2 shows a fun Thanksgiving project where the *Flume* asked BGCSP Club Members to write about how to cook a turkey.

# Platte Canyon

## How to cook a turkey

### Tried and true Thanksgiving turkey recipes from kids

Are you nervous about making the perfect Thanksgiving dinner? Unsure how to spice up the turkey? Wondering where to go for the holiday? (Grandparents totally win this year)

Take some advice from Park County's mini chefs as they teach us their secret ways to prepare the holiday bird.

### Get a little spice in there

1. Make sure there are not any bones and it's cooked.
2. Cut it up and fill it with stuffing.
3. Then put some salt on it.
4. Get a little spice in there.
5. Serve it to your family.

By Fynn, age 8, Fairplay

### Put it in the crock pot

You catch a turkey then pull his feathers off then you cut him open and you put it in the crock pot then cook it and you get to eat it.

Hunter, age 6, Bailey

### Ramen back up plan

1. Buy and defrost a turkey.
2. Take it out of the bag on Thanksgiving.
3. Look at it and realize

that this is way too much work.

4. Grab a pack of Ramen noodles that you inevitably have in your pantry and make that instead.

Chantel, age 16, Bailey

### Recipe for happiness

You buy the turkey, you stuff it, you poke it, you cook it. All happiness.

Gunnar, age 12, Bailey

### Don't eat the feathers

You buy it. You can make it with tail feathers but don't eat the feathers. You give it feet on the bottom. You give it a tummy. You give it a neck with a beak and eyes and wings. Then you eat it!

Trent, age 6, Bailey

### Don't forget the pie

Buy it. Pack it. Go to grandparents house. Juice it. Cut it up. Eat it.

Then pumpkin pie!  
Matthew, 3, Bailey

### Turkey party

A turkey who has a party. Then he does the flop. Then the turkeys eat turkey.

Jayden, age 7, Bailey

### Complete with dessert

Buy a turkey. You can save it. Bring it to grandparents. Then we cut it up. Then we

eat it. Then we have a nice desert which is pumpkin pie.

Ashlyn, age 7, Bailey

### Just like that

Buy it. Cook it. Put the juices on it. Take it to your family. Eat!!

Noah, age 6, Bailey

### Dinner has its risks

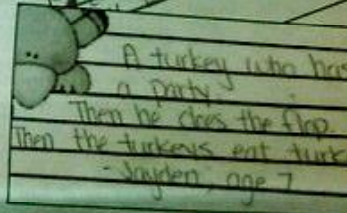
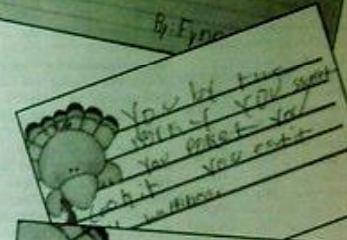
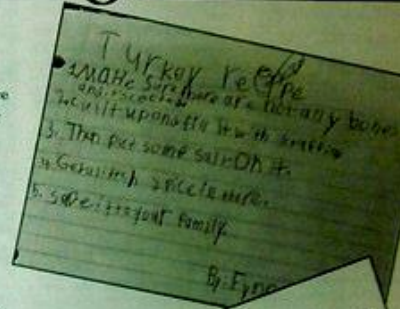
Cook it. Eat it. Juices on it. Hot dog. Bring it to grandparents house. Clip your eye. Pumpkin pie. Bagel. Cut your hair. Cut your lip. Cut your foot. Break your leg.

Westin, age 5, Bailey

### Greasez is the secret

Gut it. Cook the neck and the liver and the heart. Give it to your dog. Put stuffing in the big hole and throw it in boiling greasez. For the other ones, put it all it with boiling white wine.

Ashton, age 11, Bailey



\*\*\*  
The Flume would like to thank Sarah M. Wright, unit director at the The Boys and Girls Club of South Park at Bailey for getting her after-school kids on board with this activity. See page 6 for information on how to help the Boys & Girls by donating sports and fitness equipment.



**TURKEY COOKING EXPERT HARD AT WORK**  
Jayden, age 7, works on his Thanksgiving turkey recipe at The Boys and Girls Club of South Park at Bailey after school program Nov. 23. (Photo by Sarah Wright)

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Kris, Bob & Kevin Mullander

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Figure 6.2. BGCSP Youth Direction on How to Cook a Turkey, Local Newspaper, The Flume, November 2015. Source: Boys & Girls Club of South Park's Photo Sharing Cloud.



Figure 6.3. SMART Moves Program Discussion Healthy Relationships, 2015. Source: Boys & Girls Club of South Park's Photo Sharing Cloud.

Figure 6.3 is from a SMART Mover activity. Youth participated in a lesson where they identified characteristics of a healthy and unhealthy relationship. After the lesson Club Members created a poster where they wrote words and phrases describing a healthy relationship.

### Programming Partners

Due to the size of BGCSP's organization, collaboration is imperative. One of the primary ways that BGCSP achieved such a significant impact in the cultural capital arena is due to the organization's partnerships. Through business sponsors and individual donors BGCSP provided over \$10,000 in post-secondary scholarships. Through collaborative partnership with both Park County RE2 and Platte Canyon RE1 School Districts, BGCSP continues to help local youth

graduate on time with individualized learning support, evidence based academic support programs, and youth job training opportunities.

BGCSP impacts cultural norms through their work with social action projects (see Chapter 9) or programs like SMART Moves (BGCA program, Table 6.2) that focus on drug and alcohol awareness and healthy relationships. These programs have received significant support for other community service providers like Rocky Mountain Rural Health, Park County's Sheriff Department, Park County Victim's Services, and the Mountain Peace Shelter. Through youth lead service projects BGCSP helps mold civic-minded youth through partnerships with local municipalities Colorado Parks and Wildlife and the Rocky Mountain Land Library.

The first Tuesday of every month is Family Dinner Night at the Fairplay Club. This opportunity invites Club families and community members to visit the Club and have a sit down, home made, healthy meal as a family. This opportunity is made possible through a volunteer group of ladies in the Fairplay community who collaborate with TORCH Club (middle school leadership), purchase the supplies, and prepare a meal every month.

Funding partners like El Pomar, the Attorney General, Tobacco Lobbyists (A35), Tony Grampus Youth Services, Food Bank of the Rockies, the Summit Foundation and individual donors invest in the cultural impact areas, programs, and proven outcomes of the Boys & Girls Clubs of South Park.

### Impact Assessment

Based on the Ripple Effecting Mapping session, cultural capital is one of the areas most highly impacted by the Boys & Girls Clubs of South Park. See Table 4.1 for BGCSP's Impact Assessment and coding for short, medium and long-term impacts. Coding is as follows: S = Short: What did people learn? M = Med: What did people do?

L = Long: What changed? N/A = Not Applicable. All Impact Area REM Coding correlates with the Xmind Map (Appendix I.).

### Strengths/Resources/Assets

Cultural capital is one of BGCSP's strongest areas of impact. Whereas many rural communities face a staunch voice of apathy towards change that can prove challenging for service organizations, BGCSP has embraced the values that make Park County strong and are effectively leveraging these strengths to create positive futures for Park County's young people.

Through programming and collaboration BGCSP has a meaningful reach in the area of cultural capital. Through partnerships with organizations like the South Park Heritage Area, BGCSP continues to nurture pride in the local history and culture of the area. In addition to investments in cultural pride, BGCSP's Social Action projects empower youth to create change in their communities through engaging community stakeholders (Torch Club, Table 6.2). National Youth Outcomes Initiative data found that among BGCSP's teen-aged Club members, 98% expect to graduate from high school and 96% expect to complete some kind of post-secondary education (BGCSP NYOI, 2015). Over 90% of BGCSP teen members volunteer in their community at least once per year, while 72% volunteer in their community at least once per month (BGCSP NYOI, 2015). 68% of Club members age 9 and older report getting at least an hour of physical activity on five or more days per week (BGCSP NYOI, 2015). These numbers speak to the cultural elevation that BGCSP brings to Park County, and these are but a few of the impacts that BGCSP is making. Through their SMART Moves curriculum young people are learning about sexual health, bullying and positive relationships. Through all forms of BGCSP program youth are becoming empowered to create positive change in their lives, schools, and communities. All of these impacts are amplified through the collaborative partnerships that



BGCSP has fostered with community members, schools, libraries, municipalities, individual donors and state/national funders.

### Challenges

The Boys & Girls Clubs of South Park face few challenges in the area of cultural capital building. They have positive relationships with the schools, municipalities and are fostering cultural/community pride in their Club Members. As long as these relationships remain strong and Club staff are willing to continue the good work that is being achieved BGCSP is poised for success.

## **CHAPTER SEVEN. THE BOYS & GIRLS CLUBS OF SOUTH PARK'S HUMAN CAPITAL**

The North Central Regional Center for Rural Development (2005) defines human capital as “including the skills and abilities of people to develop and enhance their resources, as well as the ability to access outside resources and bodies of knowledge in order to increase their understanding, identify promising practices, and to access data. Human capital also addresses the leadership’s ability to “lead across differences,” to focus on assets, to be inclusive and participatory, and to be proactive in shaping the future of the community” (page 9).

To measure human capital, it is important to assess labor, population, education, and services that aid day-to-day life and the over all human experience. The Boys & Girls Clubs of South Park (BGCSP) have valuable assists regarding human capital. The following is based on historic data, and interviews with various representatives from BGCSP as well as clients and collaborators throughout BGCSP’s service area.

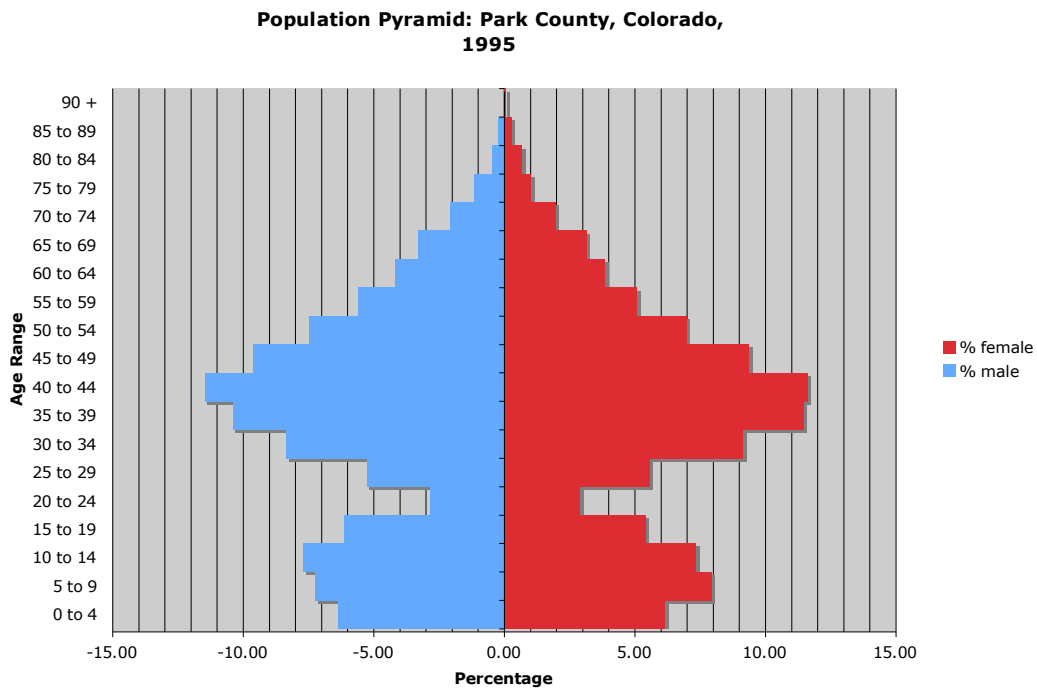
### Population

According to the most recent numbers from the United States Census Bureau, Park County, Colorado’s 2015 population was 16,510. Roughly two-thirds of Park County’s populations reside along the US Highway 285 corridor south of Kenosha pass but, this region is only approximately one third of Park County’s land mass.

### Age and Gender Populations 1995, 2005, 2010, 2015, 2020, 2025

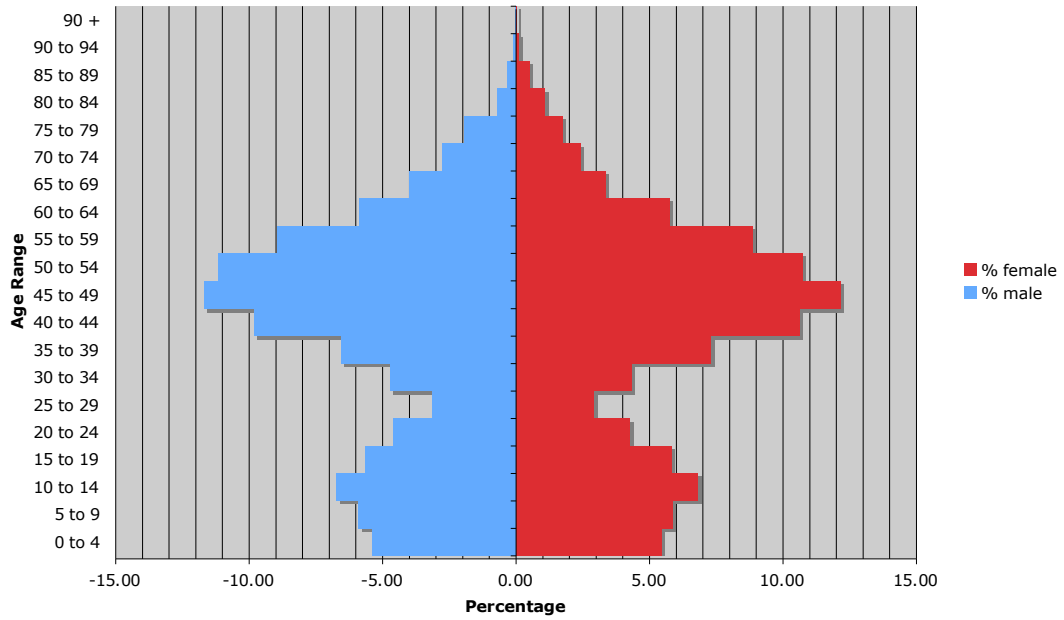
Figures 7. – 7.4 show Park County’s population from 1995 – 2025. From 1995 to 2015 the figures show steady growth and similar population structures as the predominant group (35-44 year olds) age (1995-2015). However, Figure 7.5 predicts that 2025 will see a much larger population with a more uniformed structure. This could be the effect of many areas. There is a

distinct drop in the largest population grouping as this population turns 60. Park County no medical facilities or primary care providers. This can make “aging in place” a struggle as geriatric needs arise later in life. Another note worthy area is that in 2025 the young adult population also starts to grow. By 2025 the 60 year olds and 30 year olds are almost matching, but for the first time the 30-year-old population is dominate. When exploring this data through the lens of BGCSP and the effects of this population shift, it becomes clear that these young adults will need local opportunities for their growing families.



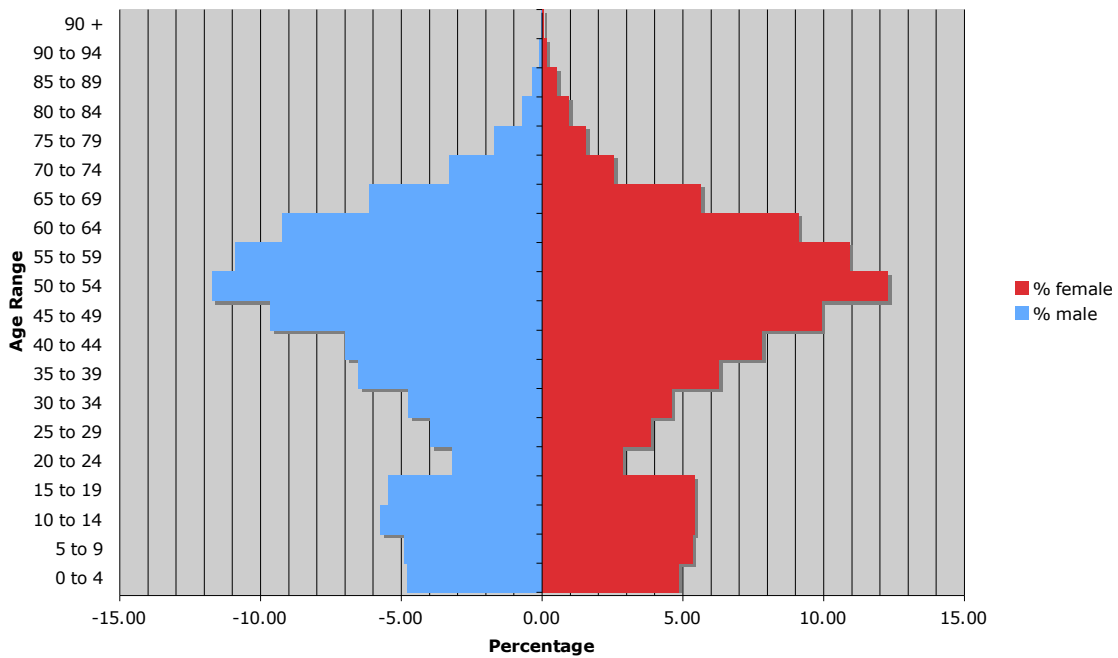
*Figure 7.1.* Park County, Colorado Population Pyramid, 1995. Source: Colorado Department of Local Affairs, 2016.

**Population Pyramid: Park County, Colorado,  
2005**



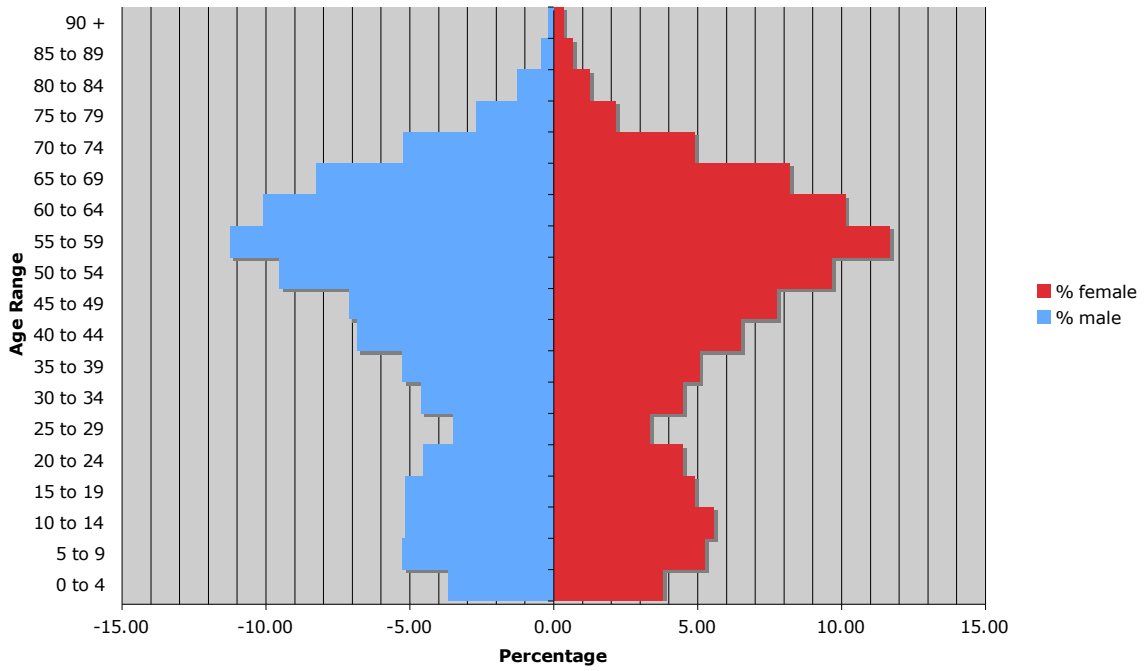
*Figure 7.2.* Park County, Colorado Population Pyramid, 2005. Source: Colorado Department of Local Affairs, 2016.

**Population Pyramid: Park County, Colorado,  
2015**



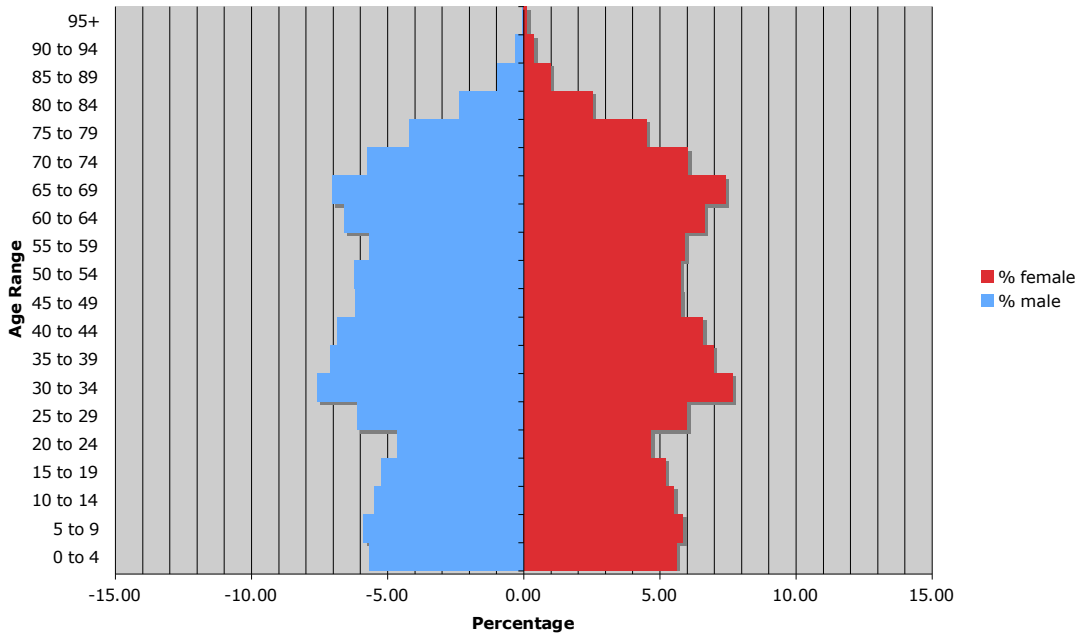
*Figure 7.3.* Park County, Colorado Population Pyramid, 2015. Source: Colorado Department of Local Affairs, 2016.

**Population Pyramid: Park County, Colorado,  
2020**



*Figure 7.4.* Park County, Colorado Population Pyramid, 2020. Source: Colorado Department of Local Affairs, 2016.

**Population Pyramid: Park County, Colorado,  
2025**



*Figure 7.5.* Park County, Colorado Population Pyramid, 2025. Source: Colorado Department of Local Affairs, 2016.

Figure 7.6 shows Park County’s Population from 1995 – 2025 by gender. As Park County’s population increases the disparity between men and women grows substantially. When compared to the data regarding youth populations from 1995 and 2025 this gap could reflect that more single people and fewer families will be living in the area.

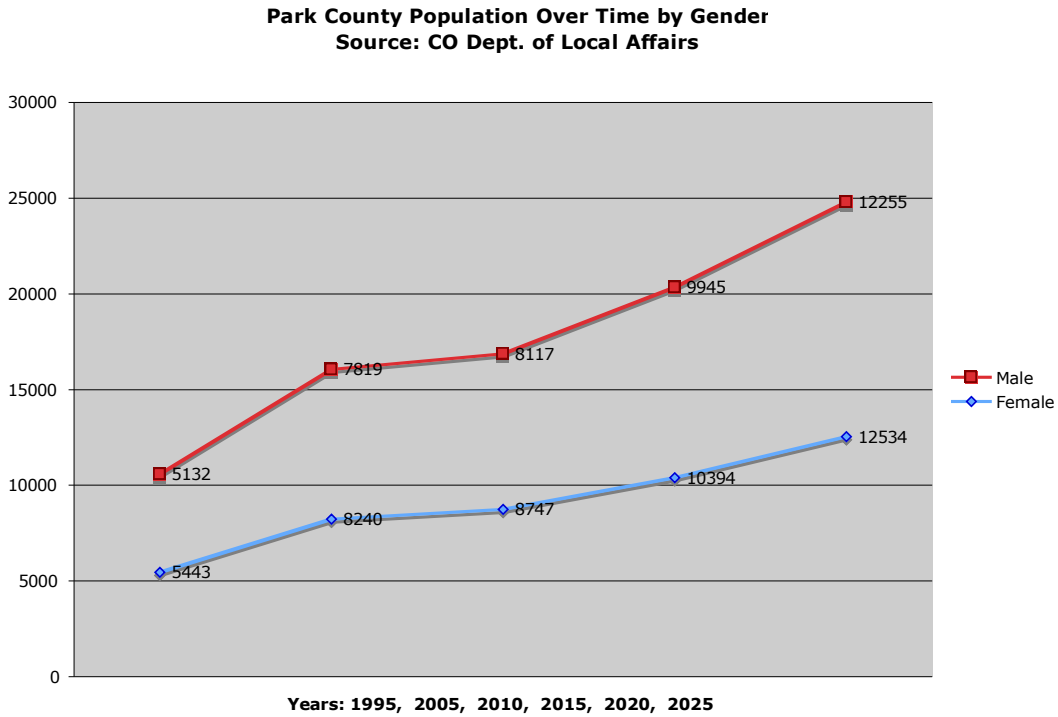


Figure 7.6. Park County Colorado, Population Over Time by Gender, 1995 – 2025. Source: Colorado Department of Local Affairs.

**Park County's Total Population Over Time**  
 Source: CO Dept. of Local Affairs

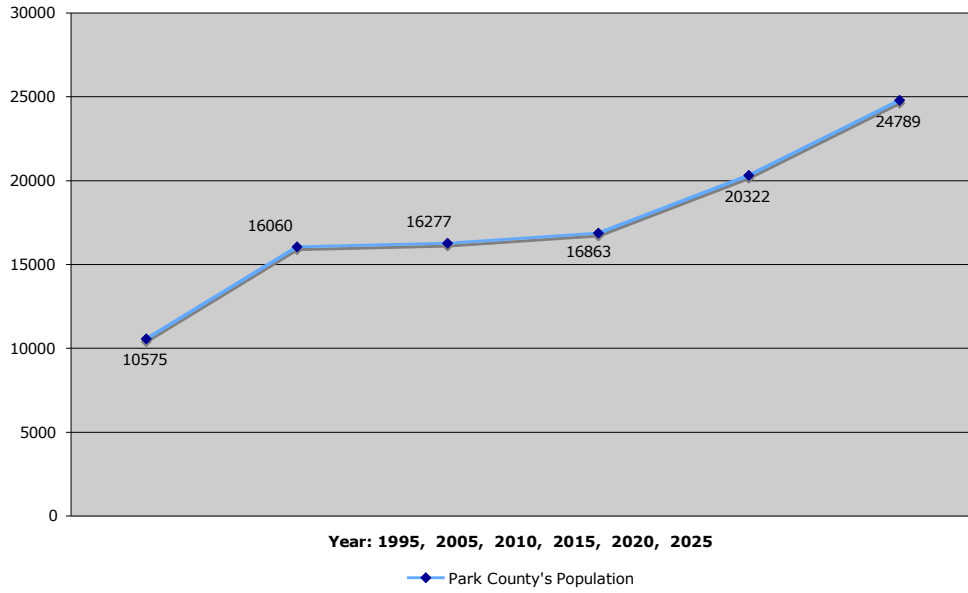


Figure 7.7. Park County's Population Over Time, 1995 – 2025. Source: Colorado Department of Local Affairs, 2016.

**Park County's Population Over Time: Youth age 5 to 19**

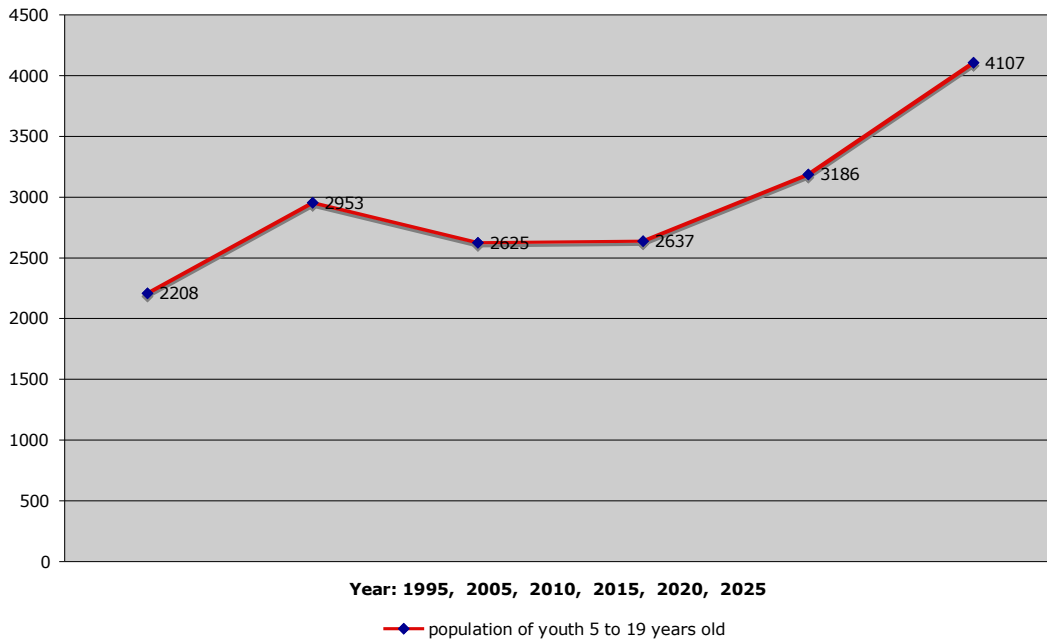


Figure 7.8. Park County Colorado's Population Over Time, Youth Age 5-19, 1995-2025. Source: Colorado Department of Local Affairs, 2016.

Figure 7.8 shows the growth among youth populations (ages 5-19) from 1995 – 2025. The largest population jump coincides with what is seen in Figure 7.4 and 7.5, as the young adult (30 -40 year old) population grows so does the youth population. This means that Park County’s need for the services provided by the Boys & Girls Club will continue to increase over the next decade.

### The Park County’s Education Systems

The Park County Education system is comprised of two school districts, Park County Re Established District 2 and Platte Canyon Re Established District 1. South Park Schools have one facility in Fairplay. This facility houses Pre-Kindergarten – 12<sup>th</sup> grade, with an estimated 620 students (Colorado Department of Education, 2015). Park County RE2 also governs and oversees the school systems in the Lake George and Guffey communities. BGCSP is not currently providing services in these areas, so these communities will not be addressed here.

South Park’s standardized state reading scores are 8.9% above the state average (Colorado Department of Education, 2015). According to state data that included Lake George and Guffey schools Park County RE2 has an attendance rate of 91.81% and a truancy rate of 1.21%. Attendance and truancy are both up from 2014, but this could be explained by an increase in the student population.

South Park Schools has a four-day school week, and a limited number of electives. Due to budget cuts in 2010, South Park Schools cut many electives including automotives, welding, woodworking and many language courses (Paniccuci, 2016). According to Becky Minnis, Park County RE2 Superintendent, “the schools’ population shifts a lot from year to year. Last year (2014-2015) we had three classes of Kindergarteners. This year, we have seventeen Kindergarteners total! It’s hard to plan, budget and staff for that” (2016).



Platte Canyon Schools has one elementary, one middle and one high school facility. In 2015 Platte Canyon's RE1 had an enrollment 1,017 students (Colorado Department of Education, 2015). Platte Canyon's standardized state reading scores have been in decline since 2012 but remains just above Park County RE2 at 79.77% (Colorado Department of Education, 2015). Platte Canyon's attendance rate has held consistent at 93.32% over the last several years, and truancy has gone from 0.87% - 0.89%. This notably low truancy rate could be credited to the remote nature of the middle and high school facilities (Krage, 2016). Both of these facilities are approximately 12 miles from Bailey's business district and over 20 miles from the community's population clusters.

### Postsecondary Readiness

The Colorado Achievement Plan for Kids Act of 2008 (CAP4K) aligns the public education system from preschool through postsecondary and workforce readiness. The intent of this alignment is to ensure that all students graduate high school ready for postsecondary and workforce success (Colorado Department of Education, 2015). One of the ways this is measured is through calculating graduation rates. To comply with No Child Left Behind in 2010-2011 Colorado began calculating graduation rate using the "on-time" methodology set by the National Governors Association: Graduation Counts Compact" (Colorado Department of Education, 2015). Based on this formula, the graduation rate is derived by dividing the number of students who receive a diploma as a percent of those who were in enrolled over a four-year period (9<sup>th</sup> – 12<sup>th</sup> grades).

Both of these districts have graduation rates that are far above the state average, but this is not uncommon for rural schools throughout Colorado. There has been much debate about consistency and quality of education across the nation, "but in Colorado's rural schools, too

often, kids are passed along. They don't have the skills, but the thought is they need to advance with their peer group. I mean you grow up with the same kids from Kindergarten through graduation. I see it all the time. If you're enrolled and attending class regularly your senior year, you'll graduate" (Paniccuci, 2016, interview).

South Park schools have been working closely with BGCSP to create a more comprehensive postsecondary readiness program. Collaboratively BGCSP and South Park School wrote the IPAC grant. One aspect of this grant is to build new multiple career pathways for post-secondary readiness. This grant will allow South Park schools to create a paid internship program where sophomores, juniors and seniors will work with professionals throughout the South Park communities to gain career knowledge/exposure, as well as work experience. This program has already been implemented with Park County Government. In the 2015-16 school year there were twelve youth paired with county employees. BGCSP is working with the South Park Chamber of Commerce to bring local businesses into the program as well. Another aspect of this grant will be a career fair for middle and high school aged youth. This event is set to take place in the spring of 2017.

In 2016 BGCSP also partnered with South Park Schools and AmeriCorps to provide before and after school tutoring. This opportunity took place in the school, and leveraged Honor Role students to earn community service time (a graduation requirement) for assisting their peers. From February through May of 2016 BGCSP measured a 4% growth in literacy scores among 1<sup>st</sup> – 8<sup>th</sup> grade youth who attend tutoring twice each week (AmeriCorps, 2016).

BGCSP had fewer collaborative projects with Platte Canyon RE1. However, BGCSP currently rents space from Platte Canyon RE1 for after school and summer programming. Platte Canyon has also allowed BGCSP access to a technology cart for the 2016 summer. This will

allow BGCSP to facilitate the Fast ForWord literacy program for summer Club Members. This evidence-based program boasts that if an individual uses the program for thirty minutes, three times a week, for ten weeks, that the individual will see literacy scores increase by a minimum of one grade level (Sohmer, 2016). The Park County Library District wrote a grant for Fast ForWord and BGCSP wrote a letter of support. The grant was awarded and now all Park County residents have access to this program using an Internet connection and a local library card number.

#### Organizational Impact (NYOI)

In 2014, the Boys & Girls Clubs of America (BGCA), partnered with Hanover Research to investigate links between certain Club staff practices and how members perceive their Club Experience. “These findings show that the quality of the Club Experience is influenced by certain staff practices, and in turn, member outcomes are driven by the quality of the Club Experience...this study suggests that an overall optimal Club Experience, as well as the Five Key Elements of Positive Youth Develop...are predictive of stronger youth outcomes in our three priority outcome areas [Academic Success, Good Character and Citizenship, and Healthy Lifestyles]” (BGCA, June 2015).

BGCA prioritizes measurable outcomes. One form of data collection is through the annual National Youth Outcomes Initiative (NYOI) survey for Club Members. This survey captures data that measures a variety of topics within the areas of Academic Success, Good Character and Citizenship and Healthy Lifestyles. Data from the previous year NYOI is used to create an organization’s Impact Report for the current year. (2016 Impact Report, Appendix E). BGCA’s NYOI survey is the result of a 2015 research project by the Search Institute. This project found the level of impact a Club has on young people depends on the frequency of their

participation, and the degree to which the Club implements the Five Key Elements of Positive Youth Development (BGCA, June 2015). These Five Key Elements are Supportive Relationships, Fun, Opportunities and Expectations, Recognition, A Safe, and Positive Environment (BGCA, June 2015).

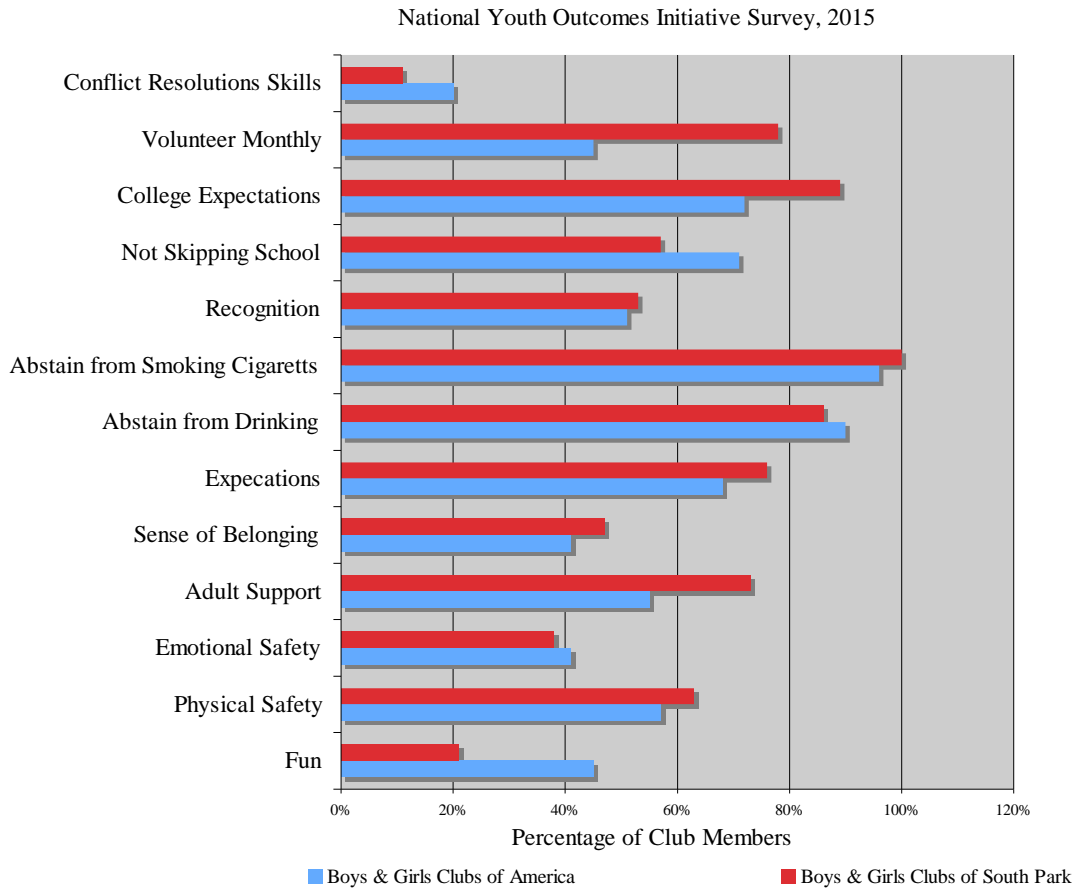
BGCSP's 2016 Impact Report was derived from the 2015 NYOI site-specific data. The Impact Report states the following: Ten percent of young people in Colorado fail to graduate from high school on time (Colorado Department of Education, 2015). Among BGCSP's teen-aged Club members, 98% expect to graduate from high school, and 96% expect to complete a path for post-secondary education (BGCSP NYOI, 2015).

Twenty-five percent of high school youth in the United States were involved in a physical fight in the past year (Child Trends, 2015). Out of BGCSP's teen members, 95% volunteer in their community at least once per year, while 72% volunteer in their community at least once per month. Through facilitating good character and leadership opportunities BGCSP's Club Members are more involved in their communities and have been in less trouble at school than their non-member peers (BGCSP NYOI, 2015).

Ten percent of Colorado's young people ages 10 -18 are overweight or obese (Colorado Department of Healthy and Human Services, 2014). Sixty-eight percent of BGCSP's Club Members ages 9 – 18 report getting at least an hour of physical activity on five or more days per week (BGCSP NYOI, 2015).

Based on this data it is clear that BGCSP is making a significant impact in the lives of the young people they serve. It can be argued that BGCA's measurements are for proxy and not direct outcomes. Many of these gages are showing that young people who attend after school opportunities and who engage with positive interested adults are less likely to drop out of school,

are more likely to delay experimenting with sex and drugs, and are more likely to be civically engaged (BGCA, 2015). BGCA, and in turn BGCSP, have very few direct impact measurements that show direct relationships.



*Figure 7.9.* National Youth Outcomes Initiative Survey Data, 2015. Source: BGCA & BGCSP NYOI Survey Data, 2015.

As illustrated in Figure 7.9 BGCSP is fairly on pace with the national averages that are represented through BGCA. BGCSP lags significantly behind in the categories of fun and conflict resolution skills. This is of concern to the organization at large, and the organization’s leadership continues to have conversations around the reason for this and solutions to make positive changes (Byram, 2016). Another variable within this data is that the Bailey outreach program and the Fairplay Club are not broken out in this data. A Club must have an independent

charter before there can be site-specific data. BGCSP plans for Bailey to have an independent charter by the end of 2016. One benefit to this will be that each site can have site-specific NYOI results, and better solutions can be created through more localized data collection.

BGCSP Programs Impacting Human Capital

Table 7.1 lists evidence-based programs impacting human capital. This is not an exhaustive list of programs being offered at BGCSP.

Table 7.1

*BGCSP Programs Impacting Human Capital*

Academic Success Programs	Ages	Number of Youth	Expected Result
<p>Money Matters: Make It Count – To promote financial responsibility among teens by building their basic money management skills.</p>	11-18 years	12	Gain useful knowledge and skills on various aspects of financial literacy, including budgeting, saving and investing, credit and debt, entrepreneurship and planning for college.
<p>Project Learn/Power Hour/Tutoring - A comprehensive homework help and tutoring program that includes enhanced learning activities. Thanks to our AmeriCorps partnership, we are also offering before and after school tutoring at South Park RE2 and Platte Canyon RE1 School Districts.</p>	6-18 years	89	Participants are self-directed, independent learners, and have improved academic performance and school attendance.

Source: BGCSP’s Colorado Common Grant Application, 2016

Impact Assessment

See Table 4.1 for BGCSP’s impact on human capital as revealed through the Ripple Effects Mapping session. Coding is as follows: S = Short: What did people learn? M = Med:

What did people do? L = Long: What changed? N/A = Not Applicable. All Impact Area REM Coding correlates with the Xmind Map (Appendix I).

### Strengths/Resources/Assets

The Boys & Girls Clubs of America (BGCA) prides its' self in 'The Club Experience'. The Club Experience plays a significant role in the area of human capital. Each organization and Club is measured by the local impact from effectively implementing the Five Key Elements for Positive Youth Development.

The Boys & Girls Clubs of South Park is on pace with the national averages from BGCA's NYOI data (Figure 7.9). For example, 100% of BGCSP's youth who participated in NYOI reported to have not smoked cigarettes in the last 90 days (BGCSP NYOI, 2015). BGCSP has collaborated with many partners in order to expand their Human Capital programming. AmeriCorps has made it possible to provide more comprehensive individualized learning support for Club Members who are struggling in school. BGCSP has also partnered with the Town of Fairplay and the Town of Alma for the South Park middle school social action project that is advocating for new and more expansive non-smoking signs in public spaces. BGCSP's willingness to collaborate furthers the impact that this organization is making throughout the rural areas they serve.

### Challenges

Working effectively with data is an important strategy for an organization's development and impact assessment. With the expansion into the Bailey area, BGCSP needs to be intentional about separating data collection so that the Fairplay and Bailey Clubs can identify localized struggles, and impacts. Once the Bailey Club has an independent charter this should help with creating tactical solutions to better address areas of "Fun" and "Conflict Resolution" where the

organization seems to be lacking an effective impact (BGCSP NYOI, 2015). Another challenge is the forecasted growth for the Park County region. BGCSP needs to start creating strategies to keep pace addressing the needs that will arise with the growing population.



## **CHAPTER EIGHT. THE BOYS & GIRLS CLUBS OF SOUTH PARK'S SOCIAL CAPITAL**

“Individuals do not by themselves build social capital” (Coleman, 1998; p. 96). Social capital is what brings a community together; it is what sustains a community and what spurs collective change within that community. Social capital helps preserve culture, and better develop all areas of life. “Communities can build enduring social capital by strengthening relationship and communication on a communitywide basis and encouraging community initiative, responsibility, and adaptability (Flora & Flora, 2013, p.119). Organizations play a significant role in the health and development of a communities bonding and bridging social capital. Bonding social capital consists of connections among individuals and groups with similar backgrounds while bridging social capital connects diverse groups within the community to each other and groups outside the community (Flora & Flora, 2013). Both high levels of bonding and bridging social capital are needed for a community to reach its full potential.

The Boys & Girls Clubs of South Park contribute to both bonding and bridging social capital, by their proven ability to bring diverse groups of supporters, families/clients, funders, and community together exhibits a higher proclivity towards bridging social capital. The following information will speak to this assertion.

### Collaborations

Table 8.1 is by no means a full list of all BGCSP's partners and the collaborative efforts of which they are apart. The table below shows a snap shot of how BGCSP strengthens bridging capital by brining together non-profits, religions institutions, government entities, and other service organizations. BGCSP's leadership believes that collaboration allows the organization to

be more than the sum of its' parts (Byram, 2016). This sentiment is reflected, in part, through the table below.

Table 8.1

*BGCSP's Collaborative Efforts, August 2016*

Collaborative Partner	Purpose	Impact
AmeriCorps	To expand Academic Success program for K – 8 <sup>th</sup> grade youth with minimal personal expense.	Stronger presence within the schools (expanded school collaborative). Additional staff we serve more youth. Over 200% growth in 'Other Youth Served'
Park County RE2 Schools	To expand Academic Success programs for South Park's youth. This includes individual learning plans, wrap around services for struggling learners and home schooled youth.	More effectively serving more youth throughout the South Park region by sharing resources, and information. Future Business Leaders of America, BGCSP choose to sponsor/host this extra curricular activity. Career Fair, Nov 2016
Platte Canyon RE1 Schools	To expand Academic Success programs for South Park's youth. This includes individual learning plans, wrap around services for struggling learners and home schooled youth.	Facility space for BGCSP. More effectively serving more youth in the Bailey area by sharing resources, and information.
Park County Collaborative Management Programs (HB1451)	To collaborate with other services providers across Park County to ensure that services are not being duplicated, and that funding is being used effectively to address service gaps in Park County.	Additional funding for BGCSP programs Expanded mental health opportunities for Bailey Club Members. Public awareness/education about BGCSP's services. A pathway for advocacy (local and state) around issues effecting Club Members.

Table 8.1

*BGCSP's Collaborative Efforts, August 2016 (continued)*

Collaborative Partner	Purpose	Impact
Park County Department of Human Services	To provide wrap-around services for youth and families in Park County	\$40,000 in funding for BGCSP Family Engagement Meetings (preventative planning to keep families out of the system).
Park County Government	To expand resources for Park County's residents.	Fundraising support for BGCSP.
Town of Fairplay	Work with town leadership and stakeholders to address local needs.	BGCSP fundraising support Social Action project
Town of Alma	Work with town leadership and stakeholders to address local needs.	BGCSP fundraising support Social Action project
Rocky Mountain Rural Health	To provide health education for families and Club Members	BGCSP's first aid supplies RX awareness/education Drug Take Back Days
Local Churches	To expand services throughout Park County	Assisting with Family Dinner Nights Occasional facility space Fundraising support
The Resource Exchange	To expand services in Park County	Funding for one-on-one BGCSP staff members for youth with special needs. Expanding evidence based Healthy Lifestyles programming through CATCH.
Park County Libraries	To expand literacy development/skills and home school opportunities	Provided evidence based literacy program Fast ForWord Expanding home school/on-line school tutoring opportunities and field trips.

Table 8.1

*BGCSP's Collaborative Efforts, August 2016 (continued)*

Collaborative Partner	Purpose	Impact
Conifer Counseling	To address the Bailey Club's need for professional mental health services/professionals for high needs Club Members	Funding from various sources support this opportunity. Girls Empowerment Group at the Bailey Club and in the Bailey community Parent support groups
Financial Literacy Education	Evidence based entrepreneurship and financial literacy programming	Financial literacy and entrepreneurship opportunities for youth in 4 <sup>th</sup> and 5 <sup>th</sup> grades.
Beaver Pond Environmental Education Facility	To provide environmental education and hands on learning opportunities for the South Park region.	Expanded STEM programming for South Park's youth.

Source: Boys & Girls Club of South Park, 2016

Photos 8. and 8.1 are images of BGCSP Club members participating in programs that impact Social Capital. In both images, Club Members are contributing to their communities by working with the Town of Fairplay and MRHI to support a town beautification project.



*Figure 8.1.* BGCSP Club Members, Volunteering for the Town of Fairplay 2015. Source: Boys & Girls Club of South Park's Photo Sharing Cloud.



*Figure 8.2.* BGCSP Club Members Planting Trees for Alma Fest, 2015. Source: Boys & Girls Club of South Park’s Photo Sharing Cloud.

### Impact Assessment

Based on the Ripple Effecting Mapping session, social capital is one of the areas most highly impacted by the Boys & Girls Clubs of South Park. See Table 4.1 for BGCSP’s Impact Assessment and coding for short, medium and long term impacts.

### Strengths/Resources/Assets

Most all the programs offered by BGCSP contribute to the development of Social Capital. The Club Experience has been referenced to several times. Although BGCSP has areas where they can improve to reach an optimal Club Experience (see Figure 7.9) overall the organization seems on track and willing to continually revisit data and seek collaborations in order to achieve optimal impact. Social Capital has played a meaningful role in creating an optimal Club Experience. For example, according to the BGCA Hanover Research Study, older teens who have an optimal overall Club Experience are nearly 13 percent more likely to have volunteered in the community in the past year, and younger teen who have an optimal overall Club Experience are 42 percent less likely to have consumed alcohol in the past month (BGCA, 2015). These numbers show that when youth have positive adult relationships, leadership opportunities, and feel supported by their communities, they are more likely to become productive, responsible citizens (BGCA, 2015). As BGCSP works to achieve an optimal Club Experience they will see gains in Social Capital.

### Challenges

The primary challenge facing BGCSP's impact on Social Capital could be the challenges that come with collaborative projects. While BGCSP has contracts and Mutual of Understandings (MOUs) with many of their collaborative partners, the organization is lacking policy and procedures around when and how these contracts should be entered. This is a piece that could leave BGCSP vulnerable when securing new partnerships/collaborative.

## **CHAPTER NINE. THE BOYS & GIRLS CLUBS OF SOUTH PARK'S POLITICAL CAPITAL**

“Political capital consists of organization, connections, voice, and power as citizens turn shared norms and values into standards that are codified into rules, regulations, and resource distributions that are enforces” (Flora & Flora, 2013, p.144). The following information will discuss the impact of Boys & Girls Clubs of South Park (BGCSP) on political capital.

### **Boys & Girls Clubs Political Activism**

The Boys & Girls Clubs of America (BGCA) as well as the Boys & Girls Clubs of Colorado (the Alliance) have lobbyists on staff who meet with lawmakers and advocate for policies, laws, and bills that can help further the impact of Boys & Girls Clubs around the nation/state.

Most recently this activism was seen through Colorado's November 2015 ballot measure Colorado Marijuana TABOR Refund Measure, Proposition BB. This measure was asking the Colorado tax payers if the state of Colorado could retain excess funding generated by the sells of retail marijuana for the purposes of marijuana youth education, school facility improvements, and youth mentoring programs. The Alliance encouraged local Clubs to advocate for a Yes vote on Proposition BB. A Yes vote meant that over \$60 million dollars would be allocated for youth programming (mentoring and marijuana education). The measure passed with 69.39% voting in favor (Ballotpedia, 2015).

The Alliance also prioritized getting lawmakers into Colorado Clubs to take tours and learn about the work being achieved by these organizations. The Alliance works closely with state funding agencies like the Attorney General, Toney Gramps Youth Services, and the Colorado Department of Health. Thanks to these relationships, BGCSP received over \$100,000



from state grants that were a direct result of these relationships (BGCSP Budget, 2015). The political activism of BGCA has far less of a direct impact on the work being achieved through local 501(c)3 Clubs like BGCSP.

### Boys & Girls Clubs of South Park's Political Activism

The Boys & Girls Clubs of South Park works at a local level to bring support to the organization. Chief Executive Officer, April-Dawn Knudsen, meets with Park County's Commissioners bi-monthly to share about growth and developments being achieved by BGCSP. BGCSP also has a County Commissioner, Mike Brazell and a District 11 Judge, Stephen Groome, on the Board of Directors. Judge Groome often voices his support for the Club by saying, "Any child who attends the Boys & Girls Club is one less kid I see in my court" (Groome, 2015). These key relationships have allowed for BGCSP to secure new funding opportunities, and to bolster support for influential and philanthropic minded community members.

While BGCSP is engaged in various political processes, the organization's main priority for political impact is having lawmakers and community leaders engage with local young people, and providing pathways for local young people to access leaders. The prime example of this is the organization's Social Action programs.

### BGCSP's Social Action Program

BGCSP received funding through the Alliance by the Attorney General to carry out Social Action projects in Club communities. Youth were lead to identify a concern or problem they would like to address in their communities. The Middle School TORCH Club (leadership group) at Fairplay choose to get better non-smoking signs in public spaces around the community. These young people presented their request to the Town of Fairplay, the Town of

Alma, and the Park County School Board with a proposal requesting new and better non-smoking signs at local parks and schools (see photos 9. – 9.2).



*Figure 9.1.* TORCH Club Social Action Project, Presenting to Town of Fairplay, 2016. Source: Boys & Girls Club of South Park’s Photo Sharing Cloud.



*Figure 9.2.* TORCH Club Social Action Project, Sign for Public Education, 2015. Source: Boys & Girls Club of South Park's Photo Sharing Cloud.



*Figure 9.3.* TORCH Club Social Action Project, Presenting to Town of Alma, 2016. Source: Boys & Girls Club of South Park's Photo Sharing Cloud.

### Strengths/Resources/Assets

See Table 4.1 for BGCSP's impact on political capital as revealed through the BGCSP REM session. Colorado Clubs, including BGCSP, benefit greatly from the political impact that is being made by the Alliance. However, as an organization, BGCSP is making the greatest impact by creating pathways for local youth to engage elected officials and local stakeholders. BGCSP has several significant local leaders who advocate for the Club and talk openly about the impact BGCSP has on the youth and families of Park County's communities. These local leaders are a noteworthy asset for the organization; they help to bolster influential supporters and boost philanthropy to further the reach and impact of BGCSP.

### Challenges

BGCSP as an organization have shown limited effort in the areas of political advocacy. While this caution is important, non-profits need to be educated in the ways they are able to effect change at a local, state, and federal level. To create a more significant political impact, it would behoove BGCSP's leadership to become more educated on the issues effecting their clients, and advocate in a way that can create lasting change for these vulnerable populations.

## **CHAPTER TEN. THE BOYS & GIRLS CLUBS OF SOUTH PARK'S FINANCIAL CAPITAL**

Financial Capital refers to the financial resources available to invest in community capacity building (North Central Regional Center for Rural Development, 2005). The Boys & Girls Clubs of South Park (BGCSP) has struggled to become financially viable. Six years ago there was an issue with corrupt leadership (Groome, 2015). Four years ago BGCSP hired a new Executive Director who brought the organization back from the shambles that was created by former leadership (Roseen, 2015). In 2015 the Executive Director retired and Ms. Knudsen was brought in as Chief Executive Officer. The organization has expanded services, individual giving, the number of youth being served is at an all time high and the board of directors is stronger and more diverse than ever before (Byram, 2016). However, BGCSP ended 2015 with a deficit. This chapter will examine the financial capital of BGCSP as an organization in addition to their financial impacts on the communities they serve.

### Financial History

BGCSP is a non-profit corporation (Federal Tax ID # 68-0538363) providing Park County's only year-round out-of-school option for youth from Kindergarten – 12<sup>th</sup> grades. Through positive relationship building and peer supports, Club Members are supported in their academic careers, acquire skills and strategies required for healthy decision-making, and are given opportunities to build leadership skills and help guide social, local, and political change. The following tables show several different snapshots of BGCSP's income and expenses over the last several years.

Table 10.1 shows BGCSP's sources of income broken out as a percentage for the year 2015. Figure 10.1 also depicts this information in the form of a graph. Both Figure 10.1 and

Table 10.1 show that BGCSP is significantly dependent on grants (government, and private). Grant and contract funding is volatile, and can often change without notice. This is one reason by BGCSP is focusing on Individual giving and private donations in the 2016 Resource Development plan. To further develop an understanding of BGCSP’s income and expenses see Figure 10.1 and Appendix B. Figure 10.2 shows BGCSP’s expenses for 2015, and Table 10.4 shows BGCSP’s 2016 budget projecting both income and expenses.

Table 10.2 has BGCSP’s major contributors broken out into Foundations, Businesses, Government and Individuals for 2013 and 2014. This offers a more complete picture of the percentages from Table 10.1 and Figure 10.1.

Table 10.1

*Boys & Girls Club of South Park’s Sources of Income Table, 2015*

Funding Source	Percentage
Government grants (federal, state, county, local)	38
Government contracts	16
Foundations	25
Business	1
Events (include event sponsorships)	6
Individual contributions	6
Fees/earned income	8
<b>TOTAL</b>	<b>100</b>

Source: BGCSP’s Colorado Common Grant Application, 2016

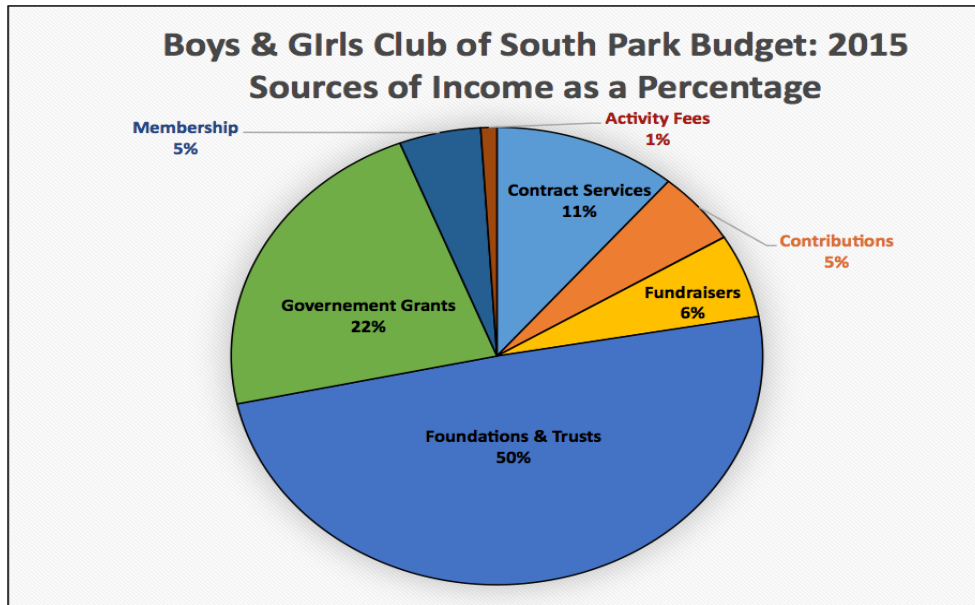


Figure 10.1. Boys & Girls Club of South Park 2015. Budget: Sources of Income as a Percentage.  
Source: Boys & Girls Club of South Park Budget, 2015.

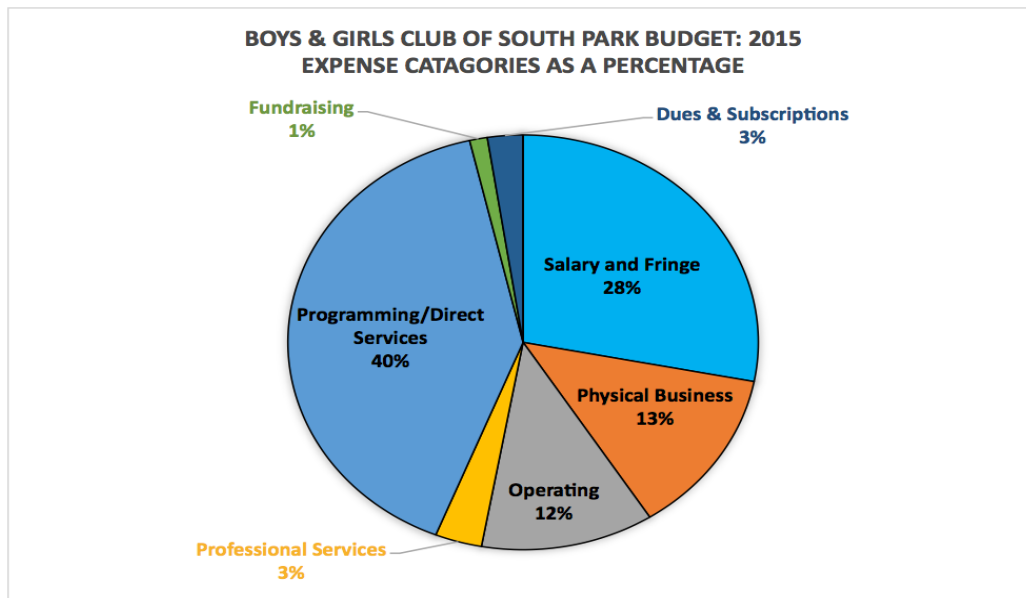


Figure 10.2 Boys & Girls Club of South Park 2015. Budget: Sources of Expense as a Percentage.  
Source: Boys & Girls Club of South Park Budget, 2015.

Table 10.2

*Boys & Girls Club of South Park's Major Contributors, 2013 & 2014*

Major Contributors Foundation	2013	2014
Anschutz Family Foundation	\$8,500	
Adolph Coors Foundation	\$10,000	
El Pomar Foundation	\$15,000	\$30,624
Helen K. and Arthur E. Johnson Foundation	\$12,500	\$12,500
Wells Fargo Foundation	\$1,000	\$500
The Summit Foundation	\$7,500	\$9,500
The Koessler Family Foundation		\$1,000
<b>TOTAL</b>	<b>\$54,500</b>	<b>\$54,124</b>
Business		
IREA	\$1,000	
Breckenridge Grand Vacations	\$5,000	\$5,000
Colorado East Bank and Trust	\$725	\$725
South Park Medical Group	\$5,000	
<b>TOTAL</b>	<b>\$11,725</b>	<b>\$5,725</b>
Government		
Tony Gramscas Youth Services	\$27,976	\$10,191
Daniels Foundation	\$21,681	
Park County Government	\$17,087	\$40,436
Attorney General	\$31,037	\$43,661
Colorado Department of Public Health and Environment	\$42,128	\$47,712



Table 10.2

*Boys & Girls Club of South Park's Major Contributors, 2013 & 2014 (continued)*

Major Contributors	2013	2014
Office of Justice Programs		\$5,000
<b>TOTAL</b>	<b>\$139,909</b>	<b>\$147,000</b>
<b>Individuals</b>		
	\$20,710	\$16,935
<b>TOTAL</b>	<b>\$20,710</b>	<b>\$16,935</b>

Source: BGCSP's Colorado Common Grant Application, 2015

As a nonprofit organization BGCSP depends heavily on the kindness and generosity of supporters. Table 10.3. shows BGCSP's in-kind contributions for 2014. These contributions not only help support the work of BGCSP by keeping expenses low, many foundations and investors often request to see a break-out of in-kind donations.

Table 10.3

*In-Kind Contributions 2014*

Professional Services		Donated Goods	
Website	\$5,293	Bed Bath & Beyond	\$7,068
TA Computer Maintenance & Repair	\$800	Vail Resorts	\$960
Car Repair	\$378	Local Businesses	\$4,158
Excavation	\$3,600	Local Individuals	\$4,226
<b>TOTAL</b>	<b>\$10,071</b>	<b>TOTAL</b>	<b>16,412</b>

Source: BGCSP's Colorado Common Grant Application, 2015

Table 10.4

*Boys & Girls Club of South Park's Foundation Funding 2015 & 2014*

Year	Foundation	Funding	
2015	Adolph Coors Foundation	\$10,000	
	Attorney General	\$31,201	
	Anschutz Foundation	\$7,500	
	El Pomar Foundation	\$10,000	
	El Pomar Regional Council	\$5,000	
	Office of Juvenile Prevention	\$7,500	
	Park County Department of Human Services	\$17,425	
	Breckenridge Grand Vacations	\$8,000	
	Summit Foundation	\$7,500	
	Tony Gramps Youth Services	\$21,128	
	A-35 Tobacco (BGCC)	\$32,711	
	2014	Anschutz Family Foundation	\$10,000
		El Pomar Regional Council	\$2,500 & \$28,124
The Summit Foundation		\$7,500	
Adolph Coors Foundation		\$10,000	
Wells Fargo Foundation		\$900	

Source: BGCSP's Colorado Common Grant Application, 2016

The Boys and Girls Club of South Park (BGCSP) believes that establishing diverse funding streams are an essential aspect of sustainable success. We believe that grant funding is a detrimental pillar for diverse funding. Over the last three years BGCSP has been awarded

funding from the following foundations (Table 10.4). BGCSP's full 2016 budget; this table can be found in Appendix B.

#### Resource Development Plan 2016

BGCSP's full 2016 Resource Development Plan can be found in Appendix. BGCSP's Board of Directors passed this plan in March 2016 (Byram, 2016). This plan was created by CEO, Ms. April-Dawn Knudsen, and is one piece of a multi-pronged approach to bring stability to BGCSP funding streams.

#### Programs and Partners

At this time BGCSP is not running any programs that impact financial capital. (This is not in reference to grant funded programs that affect the organization's financial capital. These programs include: NetSmartz, SMART Moves, legal and illegal drug awareness/prevention programming, tobacco awareness/prevention programming, social action projects and Youth Preservation Summit).

However, BGCSP is looking to begin some financial literacy programs due to funding area shifts from many Colorado foundations. The Daniel's Foundation, Colorado Attorney General, and the Summit Foundation are looking to focus more funding in the areas of financial literacy. To pivot for this opportunity BGCSP is currently exploring BGCA programs like Money Matters, Girl's Money Club and the Lemonade Stand Project. These programs teach youth about budgeting, money management, and encourage entrepreneurial skill building.

#### Strengths/Resources/Assets

Although BGCSP ended the 2015 fiscal year with a deficient of -\$22,000, the organization's leadership is addressing this issue head-on with thoughtful research and a desire to bring financial stability to the organization. The adoption of a Resource Development plan is

evidence of this solution building mentality of Executive Leadership and the Board of Directors. One aspect of this plan is to incorporate several new fundraisers into the Bailey area. While the development of the Bailey Club has been an ongoing goal, until 2016 there had not been a concerted effort to expand funding opportunities into the Bailey area. Lastly, further strengthening the organization's financial leadership, Ms. Knudsen attended several financial leadership classes in 2015 and will be participating in the Community Resource Center's Leadership and Management Program for 2016.

In 2015 BGCSP saw the largest gains in diversified giving in the organization's history with new foundations and a record number of donations (individual giving went from \$6,000 in 2014 to \$18,000 in 2015). This speaks to the targeted resource development, public education, and continued good work being achieved by BGCSP.

### Challenges

Should the 2016 Resource Development plan not generate the anticipated additional funding, BGCSP's leadership will be faced with some hard decisions in order to close 2016 in a positive place. BGCSP's Clubs serve a small, lower-middle class community and philanthropic giving can be hard to foster when there is a fairly small population. However, the gains in individual giving from 2014 to 2015 leave room for optimism as this small organization secures its footing and deepens its efforts to become more sustainable.

## **CHAPTER ELEVEN. THE BOYS & GIRLS CLUBS OF SOUTH PARK'S BUILT CAPITAL**

Built capital provides a supporting foundation that facilitates human activity. This type of capital includes the permanent physical installations and facilities supporting productive activities within a community. From a Community Development lens this includes roads, streets, bridges, airports, rail services, electric and natural gas utility systems, water supply systems, police and fire-protection facilities, wastewater treatment, waste-disposal facilities, telecommunication services, schools, medical facilities, as well as public, commercial and residential buildings (Flora & Flora, 2013 p213-214). This chapter will address built capital as it pertains to the work of the Boys & Girls Clubs of South Park.

### Facilities

The Fairplay Club facility is made up of three modular buildings that have been fashioned together to cover approximately 1,200 square feet. These modular were brought to the plot where they presently reside in 2009. The facility has a significant need for better insulation, and other various repairs (See Facility Assessments, Appendix F). At the time of this assessment BGCSP owes just over \$200,000 for the modelers and land. Chief Executive Officer, Ms. Knudsen, is currently working with Colorado East Bank to assess the property and re-structure this loan.

The Bailey Club utilizes facilities from the Platte Canyon RE1 School District. This space is rented, and there is a facility use agreement in place for this partnership. As discussed previous, the Bailey Club has seen significant growth over the last year, and facility space has been an obstacle in addressing capacity. BGCSP has out grown the space provided by the

original agreement, and is currently in negotiations with Platte Canyon Schools to gain access to a larger area for Club programs in the district.<sup>4</sup>

### Safety Assessment

In accordance with BGCA policies, BGCSP participates in a Child Safety Assessment each year. This assessment is provided by BGCA, and covers the areas of Board and Legal, Policies, Background Checks, Mandatory Reporting, Security, Injuries, Transportation, Technology, General Supervision and A Culture of Safety. The full 2016 Child and Safety Assessment can be found in Appendix D. According to this report, the areas of concern are primarily around the policies and procedures for the Board of Directors, and are a matter of safety for the organization's leadership, but not for the facility or Club Members.

### Strengths/Resources/Assets

BGCSP uses BGCA's Child Safety Assessment annually to show potential areas of vulnerability that need to be addressed. BGCSP has also brought in outside professionals to provide a more comprehensive facility assessment for the Fairplay facility (Appendix F). Both of these actions show that the organization is moving in a direction that will address built capital and safety concerns.

### Challenges

For the Fairplay Club, funding remains an obstacle for needed facility repairs. For the Bailey Club, facility space is currently limiting their ability to serve more young people, and is jeopardizing their ability to effectively meet the needs of this area. While built capital may seem like it has a limited affect on creating organizational impact, a safe, clean and dependable facility

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<sup>4</sup> As of fall 2016, BGCSP has signed a facility agreement with Platte Canyons Schools stating that BGCSP may run elementary aged programs out of Deer Creek Elementary and teen programs out of Fitzsimmons Middle School.

is one of the pillars for an “Optimal Club Experience.” For BGCSP to succeed in offering an optimal club experience, facility safety and maintenance need to be given priority as the organization’s leadership looks to remain effective.

## CHAPTER TWELVE. CONCLUSIONS AND RECOMMENDATIONS

### Natural Capital

Strengths/Resources/Assets: The Boys & Girls Club of South Park (BGCSP) has many resources that allow for their impact in the area of natural capital. They have strong relationships with many local foundations and environmental organizations that allow for highly trained individuals to impart knowledge on Club Members. Partners like Beaver Pond Environmental Center, MRHI, PCSAR, Colorado Parks and Wildlife and the U.S. Forest Service are significant assets for this community and BGCSP.

The BGCSP programs that impact natural capital are strong assets when it comes to building environmentally conscious citizens who have an appreciation for the significant assets of Park County's natural capital. Investing in these programs could result in the long-term goals of enticing young people to stay in or return to the community rather than migrate toward more urban or metro areas (Town of Fairplay Comprehensive Plan, 2013).

Challenges: The most significant challenge for BGCSP's programs that impact natural capital is funding. While there are a few funders for these programs (Attorney General, South Park Heritage Area, PeyBack Foundation and Great Outdoors Colorado), these funders are primarily focusing on healthy/active lifestyles and do not fully support mountaineering development or environmental science. Perusing new funding partners who could more fully support these programs would allow for BGCSP to expand these valuable opportunities for youth that so deeply impact the community's unique culture while making lasting investments in the area's natural assets.



## Cultural Capital

Strengths/Resources/Assets: Cultural capital is one of BGCSP's strongest areas of impact. While many rural communities face a staunch voice of apathy towards change that can prove challenging for service organizations. BGCSP has embraced the values that make Park County strong and are effectively leveraging these strengths to create positive futures for Park County's young people.

Through programming and collaboration, the Boys & Girls Clubs of South Park has a meaningful reach in the area of cultural capital. Through partnerships with organization like the South Park Heritage Area, BGCSP continues to nurture pride in the local history and culture of the area. In addition to investments in cultural pride, BGCSP's Social Action projects empower youth to create change in their communities through engaging community stakeholders. National Youth Outcomes Insinulative data found that among BGCSP's teen-aged Club members, 98% expect to graduate from high school and 96% expect to complete some kind of post-secondary education (NYOI, 2015). Of Club teen members, 95% volunteer in their community at least once per year, while 72% volunteer in their community at least once per month (NYOI, 2015). 68% of Club members age 9 to older report getting at least an hour of physical activity on five or more days per week (NYOI, 2015). These numbers speak to the cultural elevation that BGCSP brings to Park County, and these are but a few of the impacts that BGCSP is making. Through their SMART Moves curriculum young people are learning about sexual health, bullying and positive relationships. Through all forms of BGCSP program youth are becoming empowered to create positive change in their lives, schools, and communities.

All of these impacts are amplified through the collaborative partnerships that BGCSP has fostered with community members, schools, libraries, municipalities, individual donors and state/national funders.

Challenges: The Boys & Girls Club of South Park faces few challenges in the area of cultural capital building. They have positive relationships with the schools, municipalities and are fostering cultural/community pride in their Club Members. As long as these relationships remain strong and Club staff are willing to continue the good work that is being achieved BGCSP is poised for success.

### Human Capital

Strengths/Resources/Assets: The Boys & Girls Clubs of America (BGCA) prides its' self in "The Club Experience." The Club Experience plays a significant role in the area of human capital. Each organization and Club is measured by the local impact from effectively implementing the Five Key Elements for Positive Youth Development.

The Boys & Girls Clubs of South Park is on pace with the national averages from BGCA's NYOI data (Figure 5.8). For example, 100% of BGCA youth who participated in NYOI reported to have not smoked cigarettes in the last 90 days (BGCSP NYOI, 2015). BGCSP has collaborated with many partners in order to expand their Human Capital programming. AmeriCorps has made it possible to provide more comprehensive individualized learning support for Club Members who are struggling in school. BGCSP has also partnered with the Town of Fairplay and the Town of Alma for the South Park middle school social action project that is advocating for new and more expansive non-smoking signs in public spaces. BGCSP's willingness to collaborate furthers the impact that this organization is making throughout the rural areas they serve.

Challenges: Working effectively with data is an important strategy for an organization's development and impact assessment. With the expansion into the Bailey area, BGCSP needs to be intentional about separating data collection so that the Fairplay and Bailey Clubs can identify localized struggles, and localized impacts. Once the Bailey Club has an independent charter this should help with creating tactical solutions to better address areas of "Fun" and "Conflict Resolution" where the organization seems to be lacking an effective impact (BGCSP NYOI, 2015).

Another challenge is the forecasted growth for the Park County region. BGCSP needs to start creating strategies to keep pace addressing the needs that will arise with the growing population.

### Social Capital

Strengths/Resources/Assets: Most all the programs offered by BGCSP contribute to the development of Social Capital. The Club Experience has been referenced several times. Social Capital has a meaningful role in creating an optimal Club Experience. For example, according to the BGCA Hanover Research Study, older teens who have an optimal overall Club Experience are nearly 13 percent more likely to have volunteered in the community in the past year, and younger teen who have an optimal overall Club Experience are 42 percent less likely to have consumed alcohol in the past month (BGCA, 2015). These numbers show that when youth have positive adult relationships, leadership opportunities, and feel supported by their communities, they are more likely to become productive, responsible citizens (BGCA, 2015).

Challenges: BGCSP has much strength in the area of social capital. The primary challenge facing BGCSP's impact on Social Capital could be the challenges that come with collaborative projects. Although BGCSP has contracts and Memorandum of Understandings

(MOUs) with many of their collaborative partners, the organization is lacking policy and procedures around when and how these contracts should be entered. This is a piece that could leave BGCSP vulnerable when securing new partnerships/collaborative.

### Political Capital

Strengths/Resources/Assets: Colorado Clubs, including BGCSP, benefit greatly from the political impact that is being made by the Alliance. However, as an organization, BGCSP is making the greatest impact by creating pathways for local youth to engage elected officials and local stakeholders. BGCSP has several significant local leaders who advocate for the Club and talk openly about the impact BGCSP has on the youth and families of the communities being served. These local leaders are a noteworthy asset for the organization as they help to bolster influential supporter and boost philanthropy to further the reach and impact of BGCSP.

Challenges: BGCSP seems to be very cautious when approaching political advocacy from an organizational perspective. While this caution is important, non-profits need to be educated in the ways they are able to effect change at a local, state and federal level. To create a more significant political impact, it would behoove BGCSP's leadership to become more educated on the issues effecting their clients, and advocate in a way that can create lasting change for these vulnerable populations.

### Financial Capital

Strengths/Resources/Assets: While BGCSP did end the 2015 fiscal year \$22,000 in the red, they are addressing this issue head-on with eyes wide open. The adoption of a Resource Development plan is evidence of this solution building mentality by Executive Leadership and the Board of Directors. One aspect of this plan is to incorporate several new fundraisers into the Bailey area. While the development of the Bailey Club has been an ongoing goal, there has not

been an effort to expand funding opportunities into the Bailey area. Lastly, further strength the organization's financial leadership Ms. Knudsen attended several financial leadership classes in 2015 and will be participating in the Community Resource Center's Leadership and Management Program for 2016.

In 2015 BGCSP saw the largest gains in diversified giving in the organization's history with new foundations and a record number of donations (individual giving went from \$6,000 in 2014 to \$18,000 in 2015). This speaks to the targeted resource development, public education, and continued good work being achieved by BGCSP.

Challenges: Should the Resource Development plan not generate the anticipated additional funding, BGCSP's leadership will be faced with some hard decisions in order to end 2016 in the black. BGCSP's Clubs serve a small lower middle class community and philanthropic giving can be hard to foster when there is a fairly small population. However, the gains in individual giving from 2014 to 2015 leave room for optimism as this small organization secures its footing and deepens its efforts to become more sustainable.

### Built Capital

Strengths/Resources/Assets: BGCSP uses the Child and Safety Assessment annually to show potential areas of vulnerability that need to be addressed. BGCSP has also brought in outside professionals to provide a more comprehensive facility assessment for the Fairplay facility. Both of these actions show that the organization is moving in a direction that will address built capital and safety concerns.

Challenges: For the Fairplay Club, funding remains an obstacle for needed facility repairs. For the Bailey Club, facility space is currently limiting their ability to serve more young people, and is jeopardizing their ability to effectively meet the needs of this area.

## Conclusions & Recommendations

The Boys & Girls Club of South Park is touted as a community asset. With 70% of the workforce commuting to another county for employment the need for out-of-school youth care is apparent. BGCSP has young leadership. These leaders have passion for the BGCSP mission and are driven to accomplish the vision of creating more programming more often for youth and families. In the last year BGCSP served over 300 young people. This is a record number for the organization, and speaks to the work being achieved since the leadership changes.

BGCSP's Board of Directors is more diverse and energized than ever before, and this proved to strengthen the leadership structure, community support, and funding streams for the organization in 2015. Although the Board fell short on funding goals for 2015, there was a notable increase in fundraising income for 2015. For 2016 the Board of Directors has temporarily assembled a Fundraising Subcommittee that is evaluating each of the organization's fundraisers for Return on Investment (ROI) as well as adding two new fundraisers, which will also be evaluated for ROI, in 2016.

The Boys & Girls Club of South Park has several challenges ahead. Much of their leadership has turned over in the last year, and the new Chief Executive Officer has restructured leadership and staff to accommodate a new vision. New leadership can affect new foundation grantors who choose to watch the new leadership outcomes for one to two years before choosing to invest.

BGCSP is over 70% grant funded. This is disproportionate, but speaks to investors who are willing to support the organization's good work for year after year. To remain viable BGCSP must prioritize a more balanced funding structure. There is some evidence of this being addressed through the work of the Board of Director's and the 2016 budget projections.

The Bailey Club has had a slow start and remained stagnant since 2009. This stagnation seems to have turned into drive after the 2015 Community Assessment that was performed after summer programs. This assessment paired with strong leadership have leveraged the Bailey Club to see some of its' highest enrollment since its inception. However, new developments and expansions lead to new expenses and BGCSP will need to prioritize new funding streams and renew fundraising efforts to support these growing expenses. The organization appears poised to address this challenge based on their 2016 budget projections that show significant gains in Corporate and Individual Giving as well as Fundraising Income.

Over all the organization is poised for success and is on target to see one of their largest years on record for both income and youth served. As long as this community asset is willing to leverage their cultural and human capitals, as well as continuing to invest and train their leadership staff, they will out perform themselves year after year.

#### Reflection on the Community Capitals Frameworks as an Assessment Tool

All of the research that I have read on Community Capitals Frameworks (CCF) uses this tool as a way to measure/assess the strengths and health of a community. I choose to use CCF as an organizational assessment tool because human service non-profit leaders are struggling to show measurable/tangible outcomes of the work that is being achieved.

As this project revealed BGCSP's most significant area of impact are in the arenas of social, human, and cultural capitals. Today's funders, across the non-profit sector, are asking for organization's to show a measurable impact when requesting funding or when reporting on how investments have been used. Previously non-profits has relied heavily on personal or client stories that are created for an emotional response; the evolving trend of data driven expectations has many non-profits looking for new ways to tell their stories through data and measurement.

As the CEO for BGCSP, I have had many conversations with investors and funders throughout the process of this project. The CCF assessment has empowered me to talk about my organization's outputs and outcomes in a more data driven way. As an example, BGCSP applied for a grant that required a logic model derived from the Results-Oriented Management and Accountability (ROMA). Thanks to the data and process provided in this assessment I was able to skillfully tell the story of BGCSP's impact on Park County's communities, using measured inputs, outputs and outcomes around social capital and the optimal club experience. I am proud to say that BGCSP was awarded this funding request (Summit Foundation, \$15,500).

Through the experience of using CCF as an assessment tool, I have been asked by the Community Resource Center's 2016 Nonprofit Leadership and Management program, to coach other nonprofit leaders in the CCF (and REM) process. When using CCF and REM together, participants, leaders and investors are amazed at how an individual can assess areas of impact that are often dismissed due an inability to measure outcomes/impact (primarily impacts from cultural and social capitals). According to other nonprofit leaders who have participated in the CCF coaching, CCF has significantly changed the way these leaders are telling the story of their organizations, how they are writing grants and talking to funders about the work their organizations are achieving.



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## APPENDIX A. SOURCE DATA FOR FIGURES

Table A.1.

*Source Data for Figure 1.1. Boys & Girls Clubs of South Park's Fairplay Club Average Monthly Attendance, 2012 – 2015*

	2012	2013	2014	2015
January	19	21	21	23
February	23	19	24	22
March	25	21	24	19
April	23	17	23	18
May	22	22	26	17
June	31	24	26	18
July	33	27	26	19
August	25	25	21	15
September	15	12	18	17
October	17	17	20	19
November	20	18	22	21
December	17	18	19	20

Source: BGCSP Attendance Data and Membership Tracking



Table A.2.

*Source Data for Figure 7.1. Park County Colorado Population Pyramid, 1995*

Age Group	Male Number	Female Number	Total Number	% male	% female
0 to 4	346	316	662	-6.36	6.16
5 to 9	394	407	801	-7.24	7.93
10 to 14	419	377	796	-7.70	7.35
15 to 19	333	278	611	-6.12	5.42
20 to 24	156	149	305	-2.87	2.90
25 to 29	287	286	573	-5.27	5.57
30 to 34	455	470	925	-8.36	9.16
35 to 39	566	588	1154	-10.40	11.46
40 to 44	625	596	1221	-11.48	11.61
45 to 49	524	481	1005	-9.63	9.37
50 to 54	407	358	765	-7.48	6.98
55 to 59	304	261	565	-5.59	5.09
60 to 64	227	198	425	-4.17	3.86
65 to 69	179	162	341	-3.29	3.16
70 to 74	114	100	214	-2.09	1.95
75 to 79	64	52	116	-1.18	1.01
80 to 84	26	35	61	-0.48	0.68
85 to 89	14	14	28	-0.26	0.27
90 +	3	4	7	-0.06	0.08
	5443	5132	10575		

Source: Colorado Department of Local Affairs, 2016

Table A.3.

*Source Data for Figure 7.2. Park County Colorado Population Pyramid, 2005*

Age Group	Male Number	Female Number	Total Number	% male	% female
0 to 4	445	426	871	-5.40	5.45
5 to 9	487	458	945	-5.91	5.86
10 to 14	554	533	1087	-6.72	6.82
15 to 19	466	455	921	-5.66	5.82
20 to 24	379	334	713	-4.60	4.27
25 to 29	259	228	488	-3.14	2.92
30 to 34	390	337	726	-4.73	4.31
35 to 39	540	571	1111	-6.55	7.30
40 to 44	809	829	1638	-9.82	10.60
45 to 49	963	950	1913	-11.69	12.15
50 to 54	920	839	1759	-11.17	10.73
55 to 59	736	692	1428	-8.93	8.85
60 to 64	483	449	932	-5.86	5.74
65 to 69	328	262	590	-3.98	3.35
70 to 74	226	188	414	-2.74	2.40
75 to 79	159	136	295	-1.93	1.74
80 to 84	58	84	142	-0.70	1.07
85 to 89	26	38	64	-0.32	0.49
90 to 94	10	8	19	-0.12	0.10
90 +	2	2	4	-0.02	0.03
	<b>8240</b>	<b>7819</b>	<b>16060</b>		

Source: Colorado Department of Local Affairs, 2016

Table A.4.

*Source Data for Figure 7.3. Park County Colorado Population Pyramid, 2015*

Age Group	Male Number	Female Number	Total Number	% male	% female
0 to 4	319	307	626	-3.65	3.78
5 to 9	460	426	887	-5.26	5.25
10 to 14	453	450	903	-5.18	5.54
15 to 19	451	396	847	-5.16	4.88
20 to 24	397	363	760	-4.54	4.47
25 to 29	307	270	577	-3.51	3.33
30 to 34	402	363	764	-4.60	4.47
35 to 39	460	410	870	-5.26	5.05
40 to 44	597	528	1125	-6.83	6.50
45 to 49	622	630	1252	-7.11	7.76
50 to 54	833	785	1618	-9.52	9.67
55 to 59	983	947	1930	-11.24	11.67
60 to 64	882	822	1703	-10.08	10.13
65 to 69	721	666	1387	-8.24	8.21
70 to 74	459	398	858	-5.25	4.90
75 to 79	235	175	410	-2.69	2.16
80 to 84	110	101	210	-1.26	1.24
85 to 89	38	53	91	-0.43	0.65
90 +	18	27	45	-0.21	0.33
	8747	8117	16863		

Source: Colorado Department of Local Affairs, 2016

Table A.5.

*Source Data for Figure 7.4. Park County Colorado Population Pyramid, 2020*

Age Group	Male Number	Female Number	Total Number	% male	% female
0 to 4	507	490	998	-4.88	4.93
5 to 9	505	491	996	-4.86	4.94
10 to 14	604	572	1176	-5.81	5.75
15 to 19	507	507	1014	-4.88	5.10
20 to 24	511	464	976	-4.92	4.67
25 to 29	610	589	1199	-5.87	5.92
30 to 34	591	560	1151	-5.69	5.63
35 to 39	640	597	1237	-6.16	6.00
40 to 44	633	576	1209	-6.09	5.79
45 to 49	707	630	1337	-6.80	6.33
50 to 54	678	687	1365	-6.52	6.91
55 to 59	843	807	1650	-8.11	8.11
60 to 64	944	935	1880	-9.08	9.40
65 to 69	816	791	1607	-7.85	7.95
70 to 74	634	617	1251	-6.10	6.20
75 to 79	383	359	742	-3.68	3.61
80 to 84	183	157	340	-1.76	1.58
85 to 89	73	76	149	-0.70	0.76
90 +	25	40	45	-0.24	0.40
	10394	9945	20322		

Source: Colorado Department of Local Affairs, 2016

Table A.6.

*Source Data for Figure 7.5. Park County Colorado Population Pyramid, 2025*

Age Group	Male Number	Female Number	Total Number	% male	% female
0 to 4	712	686	1398	-5.68	5.60
5 to 9	737	717	1454	-5.88	5.85
10 to 14	686	675	1361	-5.47	5.51
15 to 19	655	638	1292	-5.23	5.21
20 to 24	583	573	1156	-4.65	4.68
25 to 29	766	734	1500	-6.11	5.99
30 to 34	952	939	1891	-7.60	7.66
35 to 39	891	854	1745	-7.11	6.97
40 to 44	859	806	1665	-6.85	6.58
45 to 49	775	708	1483	-6.18	5.78
50 to 54	782	704	1486	-6.24	5.74
55 to 59	709	725	1434	-5.66	5.92
60 to 64	825	814	1639	-6.58	6.64
65 to 69	883	906	1789	-7.04	7.39
70 to 74	723	737	1460	-5.77	6.01
75 to 79	530	552	1083	-4.23	4.50
80 to 84	297	309	606	-2.37	2.52
85 to 89	123	119	242	-0.98	0.97
90 to 94	38	45	83	-0.30	0.37
95+	8	14	22	-0.06	0.11
	12534	12255	24789		

Source: Colorado Department of Local Affairs, 2016

Table A.7.

*Source Data for Figure 7.6. Park County Colorado Population over Time by Gender, 1995 – 2025*

Year	Male	Female	Total
1995	5443	5132	10575
2005	8240	7819	16060
2015	8747	8117	16277
2020	10394	9945	20322
2025	12534	12255	24789

Source: Colorado Department of Local Affairs

Table A.8.

*Source Data for Figure 7.7. Park County’s Population over Time, 1995 – 2025*

Year	Total
1995	10575
2005	16060
2015	16277
2020	20322
2025	24789

Source: Colorado Department of Local Affairs, 2016

Table A.9.

*Source Data for Figure 7.8. Park County’s Population over Time, Youth Age 5-19, 1995 – 2025*

Year	Age	Total
1995	5 to 19	2208
2005	5 to 19	2953
2010	5 to 19	2625
2015	5 to 19	2637
2020	5 to 19	3186
2025	5 to 19	4107

Source: Colorado Department of Local Affairs, 2016

Table A.10.

*Source Data for Figure 7.9. National Youth Outcomes Initiative Survey Data, 2015*

	BGCA	BGCSP
Fun	45%	21%
Physical Safety	57%	63%
Emotional Safety	41%	38%
Adult Support	55%	73%
Sense of Belonging	41%	47%
Expectations	68%	76%
Abstain from Drinking	90%	86%
Abstain from Smoking Cigarettes	96%	100%
Recognition	51%	53%
Not Skipping School	71%	57%
College Expectations	72%	89%
Volunteer Monthly	45%	78%
Conflict Resolutions Skills	20%	11%

Source: BGCA & BGCSP NYOI Survey Data, 2015

Table A.11.

*Source Data for Figure 10.1. BGCSP Detailed Income Categories as a Percentage of the Budget, 2015.*

Contract Services	11
Contributions	5
Earned Income	0.02
Fundraisers	6
Foundations & Trusts	49
Government Grants	22
Membership	5
Activity Fees	1

Source: Boys & Girls Club of South Park Budget, 2015

Table A.12.

*Source Data for Figure 10.2. Boys & Girls Club of South Park 2015 Budget: Sources of Expense as a Percentage*

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Salary and Fringe	28.03
Physical Business	12.92
Operating	11.89
Professional Services	3.22
Programming/Direct Services	40.28
Fundraising	1.22
Dues & Subscriptions	2.42
Miscellaneous	0.02

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Source: Boys & Girls Club of South Park Budget, 2015



## APPENDIX B. BGCSP 2016 BUDGET

Source: Boys & Girls Club of South Park Budget, 2016

Boys & Girls Club of South Park 2016 Budget

<b>INCOME</b>		
<b>CONTRACT SERVICES</b>	\$	<b>35,806</b>
<b>CONTRIBUTIONS</b>		
Business	\$	6,210
Comm & Service Org	\$	3,879
Individual	\$	14,432
<b>TOTAL CONTRIBUTIONS</b>	\$	<b>24,521</b>
<b>EARNED INCOME</b>	\$	<b>216</b>
<b>FUNDRAISERS</b>	\$	<b>20,407</b>
<b>GRANTS</b>		
Foundations & Trusts	\$	98,921
Government	\$	81,890
<b>TOTAL GRANTS</b>	\$	<b>180,812</b>
<b>MEMBERSHIP</b>	\$	<b>15,254</b>
<b>PROGRAM ACTIVITY FEES</b>	\$	<b>2,036</b>
<b>SALE OF ASSETS</b>		
Scholarship Donations	\$	1,450
<b>GROSS INCOME</b>	\$	<b>280,501</b>
<b>EXPENSE</b>		
National BGCA Dues	\$	2,691
Alliance Rocky Mountain Area Council	\$	4,150
Subscriptions	\$	477
<b>TOTAL DUES &amp; SUBSCRIPTIONS</b>	\$	<b>7,318</b>
<b>FUNDRAISING</b>		
PR & Advertising	\$	47
Supplies	\$	331
Food	\$	119
Other Expenses	\$	244
<b>TOTAL FUND RAISING EXPENCES</b>	\$	<b>741</b>

**INSURANCE**

Pension	\$	100
Accident	\$	190
Federal Liability	\$	5,388
<b>TOTAL INSURANCE</b>	<b>\$</b>	<b>5,678</b>

**OCCUPANCY/FACILITY**

Facility Rental	\$	2,829
Mortgage Expense	\$	9,325
Property Insurance	\$	1,587
Repair & Maintenance - Building	\$	207
Utilities	\$	7,736
<b>TOTAL OCCUPANCY/FACILITIES</b>	<b>\$</b>	<b>21,684</b>

**OPERATING**

Bank Account/Fees	\$	42
Interest Co East Loan	\$	616
Conference/Training Registrations	\$	400
Merchant Fees	\$	55
Employee/Volunteer Screening	\$	138
Marketing	\$	256
Office Supplies	\$	837
Outside Printing	\$	157
Travel	\$	618
Postage & Delivery	\$	325
Uniforms (Name Tags/T-Shirts)	\$	185
Donor Software	\$	669
<b>TOTAL OPERATING</b>	<b>\$</b>	<b>4,298</b>

**PERSONNEL**

Benefits	\$	11,160
AmeriCorp	\$	10,588
Hourly Wages	\$	94,672
Payroll Taxes	\$	19,748
Salaries	\$	74,454
Recognition/Awards	\$	100
Workers Compensation	\$	4,909
<b>TOTAL PERSONNEL</b>	<b>\$</b>	<b>215,631</b>

**PROFESSIONAL SERVICES**

Audit/Tax Filing	\$	4,000
Bookkeeping	\$	1,800
Payroll Services	\$	1,666
Pension Management Fees	\$	640
<b>TOTAL PROFESSIONAL SERVICES</b>	<b>\$</b>	<b>8,106</b>

**PROGRAM COSTS**

Activity Fees	\$	1,742
Incentives/Awards	\$	1,156
Program Equipment	\$	220
Program Supplies	\$	1,788
Snack	\$	897

**VEHICLE COSTS**

Fuel & Oil	\$	1,128
License & Fees	\$	218
Repair & Maintenance	\$	645
<b>Total Vehicle Cost</b>	<b>\$</b>	<b>1,991</b>

**TOTAL PROGRAMING COST** \$ **7,794**

**SCHOLARSHIPS AWARDED** \$ **3,493**

**TOTAL EXPENSE** \$ **274,743**

**NET INCOME** \$ **5,758**

## APPENDIX C. BGCA PERMISSION TO USE NYOI DATA



May 9, 2016

Ms. April-Dawn Knudsen  
Chief Executive Officer  
Boys & Girls Club of South Park  
360 9th Street  
Fairplay, CO 80440

Dear April-Dawn:

Thank you for your recent inquiry about using your Club organization's National Youth Outcomes Initiative (NYOI) data in your master's degree program final project. As you know, BGCA encourages all Club organizations to become more data driven to optimize their operational performance and enhance the quality of their programming for young people.

Thus, BGCA commends you for undertaking an assessment of your Club organization for your research project, and gives its approval for you to make use of your organization's NYOI youth outcomes data in that project.

BGCA built the NYOI system to provide our local Boys & Girls Club affiliates with a common set of research-informed indicators in the outcome areas of academic success, good character and citizenship, and healthy lifestyles. NYOI provides Club organizations with a longitudinal data system that is compatible with local member management systems; a validated, institutional-review-board-approved annual Club member survey; powerful reports delivered online; and training and technical assistance. Clubs use their NYOI data to gauge the degree to which they are making a positive impact on young people and to make continuous improvements to their programming and services.

Each year, after participating Clubs administer the NYOI Member Survey to their youth, BGCA cleans and scores the survey data and aggregates it for each Club organization at the organizational and site level. All information that could be used to identify individual Club members is removed. BGCA then delivers to each Club organization its own cleaned, aggregated data via a secure web site requiring BGCA-issued log-in credentials. BGCA considers this data to belong to the Club organization from which it originated.

We hope the information provided here will be sufficient for your research advisory committee. Please feel free to contact us again if there are any additional questions or concerns.

We wish you all the best in your educational and professional endeavors.

Sincerely,












A handwritten signature in cursive script, appearing to read "Elizabeth Fowlkes".

Elizabeth Fowlkes  
Senior Vice President, Planning & Measurement

APPENDIX D. CHILD SAFETY ASSESSMENT FOR BGCSP, 2016



**2013 Child Safety Assessment Matrix Report**  
**Boys & Girls Clubs of the High Rockies**

CLUB & CHILD SAFETY RESULTS	
STANDARDS	Overall Yes Answers %
Board & Legal	 33%
Policies	 43%
Background Checks	 75%
Mandatory Reporting	 67%
Security	 57%
Injuries	 88%
Transportation	 63%
Technology	 67%
General Supervision	 80%
A Culture of Safety	 67%
<b>Total</b>	 <b>64%</b>

Measurements are divided in 1/3 increments.

Red 0 – 33.33

Yellow 33.34 – 66.66

Green 66.67 - 100

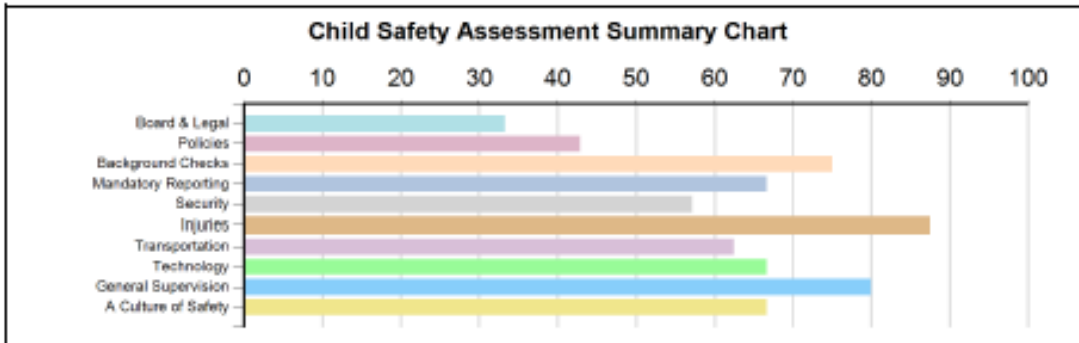
NA Not Applicable

# CHILD SAFETY ONLINE ASSESSMENT TOOL



## 2013 Child Safety Assessment Scores by Category

	Boys & Girls Clubs of the High Rockies	Boys & Girls Club of South Park	Overall Yes Answers %
Board & Legal	33%	--	33%
Policies	43%	--	43%
Background Checks	75%	--	75%
Mandatory Reporting	67%	--	67%
Security	--	57%	57%
Injuries	--	88%	88%
Transportation	--	63%	63%
Technology	--	67%	67%
General Supervision	--	80%	80%
A Culture of Safety	--	67%	67%
Overall Gap/Risk	54%	70%	--



CHILD SAFETY ONLINE  
**ASSESSMENT TOOL**



## 2013 Child Safety Assessment Scores by Category

		Boys & Girls Clubs of the High Rockies	Boys & Girls Club of South Park	Overall Totals	Overall Max Score	Overall Yes Answers %
Board & Legal	Do you engage a legal counsel to review the organization's policies?	Y	--	1	1	100%
	Does your board review your policies annually?	N	--	0	1	0%
	Do you investigate to ensure that your policies and property comply with laws, codes and regulations?	Y	--	1	1	100%
	Do you use written agreements for sites shared, leased or rented—by you or from you—and do the agreements define who is responsible for safety and security?	N	--	0	1	0%
	Do you have a board-led, safety committee (or task force) that meets regularly?	N	--	0	1	0%
	Do you have a board-led, crisis communication plan that defines the roles and responsibilities in the event of a crisis that may involve the media?	N	--	0	1	0%
	<b>Board &amp; Legal Score</b>	2	--	--		
	<b>Board &amp; Legal Max Score</b>	6	--		--	
	<b>Board &amp; Legal Policies Max %</b>	33%	--			--
Policies	Do your policies state your intention to protect children under your care?	N	--	0	1	0%
	Do your policies address how you will respond to reports, allegations and suspicions of child abuse?	N	--	0	1	0%
	Do your policies address inappropriate behaviors of staff, volunteers and members?	N	--	0	1	0%
	Do your policies address inappropriate behaviors by anyone who occupies the Club premises?	N	--	0	1	0%
	Do your policies address how exceptions to policies may be made, when exceptions are absolutely necessary?	N	--	0	1	0%

		Boys & Girls Clubs of the High Rockies	Boys & Girls Club of South Park	Overall Totals	Overall Max Score	Overall Yes Answers %
<b>Policies</b>	Do your policies address preventing child sexual abuse, sexual misconduct and sexual exploitation?	N	--	0	1	0%
	Do your policies address preventing bullying?	Y	--	1	1	100%
	Do your policies address the safe use of technology (e.g. computers, Internet, social media)?	Y	--	1	1	100%
	Do your policies address the safe transportation of members?	Y	--	1	1	100%
	Do your policies address corrective actions for violating policies?	Y	--	1	1	100%
	Do your policies address administering prescription medications for members?	Y	--	1	1	100%
	Do your policies address serving children with special needs?	Y	--	1	1	100%
	Do your policies address protecting youth on field trips?	Y	--	1	1	100%
	Do your policies address protecting youth on overnight trips?	N	--	0	1	0%
	Do your policies identify specific exclusions (i.e. barriers) to employment and volunteering?	N	--	0	1	0%
	Do your policies address the protection of sensitive personal information about youth and adults?	N	--	0	1	0%
	Do your policies prohibit staff and volunteers being alone with a member at a site or in a vehicle?	N	--	0	1	0%
	Do your policies prohibit staff and volunteers from unauthorized fraternizing (in person or via technology) with a member after hours?	Y	--	1	1	100%
	Do your policies prohibit staff and volunteers from showing extreme favoritism toward a member?	N	--	0	1	0%
	Do your policies prohibit staff and volunteers from transporting members in personal vehicles?	Y	--	1	1	100%
	Do your policies prohibit staff and volunteers from conducting unauthorized visits to a member's home or allowing a member to visit the staff or volunteer's home?	N	--	0	1	0%
<b>Policies Score</b>		9	--	--		



		Boys & Girls Clubs of the High Rockies	Boys & Girls Club of South Park	Overall Totals	Overall Max Score	Overall Yes Answers %
Policies	Policies Max Score	21	--		--	
	Policies Policies Max %	43%	--			--
Background Checks	Do you perform background checks on all staff and volunteers who have direct repetitive contact with Club members?	Y	--	1	1	100%
	Do you perform background checks on new employees and volunteers prior to employment or volunteer service?	Y	--	1	1	100%
	Do you renew background checks every 12 months, on all persons who have direct and repetitive contact with Club members?	Y	--	1	1	100%
	Do your background checks include a national criminal record search?	Y	--	1	1	100%
	Do your background checks include a national sexual offender registry search?	Y	--	1	1	100%
	Do your background checks include a Social Security Number identity verification?	Y	--	1	1	100%
	Do you check motor vehicle records for Club vehicle drivers?	N	--	0	1	0%
	Do you require drug testing of any staff or volunteers?	N	--	0	1	0%
	Background Checks Score	6	--	--		
	Background Checks Max Score	8	--		--	
	Background Checks Policies Max %	75%	--			--
Mandatory Reporting	Do you ensure all "mandatory reporters" receive training to properly report child abuse, as defined by your state laws?	Y	--	1	1	100%
	Do you have a system to encourage reporting when a staff person or volunteer poses a threat to a member or other child?	N	--	0	1	0%
	Are you aware of the free BGCA Child Safety Hotline service?	Y	--	1	1	100%
	Mandatory Reporting Score	2	--	--		
	Mandatory Reporting Max Score	3	--		--	
	Mandatory Reporting Policies Max %	67%	--			--
Security	Do you exercise control over Club entries and exits over your hours of operations?	--	Y	1	1	100%
	Is the Front Desk staffed by an adult, trained to enforce rules and respond in an emergency?	--	N	0	1	0%

		Boys & Girls Clubs of the High Rockies	Boys & Girls Club of South Park	Overall Totals	Overall Max Score	Overall Yes Answers %
Security	Are the names all persons recorded, when going past the Front Desk?	--	Y	1	1	100%
	Do you know if children are picked up by an authorized adult?	--	Y	1	1	100%
	Have your emergency response procedures been coordinated with local police?	--	N	0	1	0%
	Do you regularly practice emergency drills?	--	Y	1	1	100%
	Are staff and volunteers clearly identifiable (e.g. clothing, badges)?	--	N	0	1	0%
	<b>Security Score</b>	--	4	4		
	<b>Security Max Score</b>	--	7		7	
	<b>Security Policies Max %</b>	--	57%			57%
Injuries	Do staff assist with regular inspections to help identify hazards?	--	Y	1	1	100%
	Are sports staff and volunteers trained to prevent sports injuries?	--	N	0	1	0%
	Do staff complete and file incident and accident reports?	--	Y	1	1	100%
	Is at least one person, trained in first aid, on site during your hours of operation?	--	Y	1	1	100%
	Does your facility comply with the fire code?	--	Y	1	1	100%
	Does your facility comply with health or sanitary codes?	--	Y	1	1	100%
	Are the facility fire extinguishers maintained?	--	Y	1	1	100%
	Is the facility regularly inspected by the local Fire Marshal?	--	Y	1	1	100%
	<b>Injuries Score</b>	--	7	7		
	<b>Injuries Max Score</b>	--	8		8	
<b>Injuries Policies Max %</b>	--	88%			88%	
Transportation	Are drivers limited in being able to transport a single member in a Club vehicle?	--	Y	1	1	100%
	Are drivers limited in being able to transport Club members in a personal vehicle?	--	Y	1	1	100%
	Are drivers prohibited from texting or talking on a cell phone while driving?	--	Y	1	1	100%
	Do drivers maintain a rider log (rider, destination, pick up and drop off times)?	--	N	0	1	0%

		Boys & Girls Clubs of the High Rockies	Boys & Girls Club of South Park	Overall Totals	Overall Max Score	Overall Yes Answers %
Transportation	Do drivers conduct a " cursory " vehicle safety check prior to each trip?	--	N	0	1	0%
	Do drivers understand the specific safety issues for their vehicle?	--	N	0	1	0%
	Does each vehicle have a first aid kit and emergency warning equipment?	--	Y	1	1	100%
	Are vehicles regularly inspected by a qualified mechanic?	--	Y	1	1	100%
	<b>Transportation Score</b>	--	5	5		
	<b>Transportation Max Score</b>	--	8		8	
	<b>Transportation Policies Max %</b>	--	63%			63%
Technology	Do staff and volunteers read and sign your technology policy?	--	N	0	1	0%
	Are members and parents required to read and sign a version of your technology policy?	--	N	0	1	0%
	Are adults required to supervise members using computers in the Club?	--	Y	1	1	100%
	Can staff easily view all computer screens used by members?	--	Y	1	1	100%
	Do you place limits on the use of cell phones or PDAs in the Club?	--	Y	1	1	100%
	Do you have guidelines for selecting movies and video games used in the Club?	--	Y	1	1	100%
	Do you require members to complete an Internet safety program before using Club computers?	--	Y	1	1	100%
	Do you have firewalls and virus/malware protection software on all computers?	--	N	0	1	0%
	Do you have an Internet filter system?	--	Y	1	1	100%
	<b>Technology Score</b>	--	6	6		
	<b>Technology Max Score</b>	--	9		9	
<b>Technology Policies Max %</b>	--	67%			67%	
General Supervision	Do you have established staff-to-youth ratios for each program area or activity?	--	Y	1	1	100%
	Are all rooms and program areas visible?	--	Y	1	1	100%

		Boys & Girls Clubs of the High Rockies	Boys & Girls Club of South Park	Overall Totals	Overall Max Score	Overall Yes Answers %
General Supervision	Do you have defined strategies to supervise difficult areas (e.g. restrooms, locker rooms, remote rooms, multiple floors, multiple buildings or shared facilities)?	--	Y	1	1	100%
	Is staff trained to maintain control of their area of responsibility?	--	Y	1	1	100%
	Do you train staff to use "verbal de-escalation" or other techniques to help diffuse aggressive behaviors?	--	N	0	1	0%
	<b>General Supervision Score</b>	--	4	4		
	<b>General Supervision Max Score</b>	--	5		5	
	<b>General Supervision Policies Max %</b>	--	80%			80%
A Culture of Safety	Do you require staff and volunteers to read and sign a code of conduct?	--	Y	1	1	100%
	Do you train staff to recognize and report signs of child abuse?	--	Y	1	1	100%
	Do you train staff to recognize and report signs of bullying?	--	N	0	1	0%
	Do you regularly discuss safety issues at staff meetings?	--	Y	1	1	100%
	Do you have a way for people to easily voice complaints or concerns?	--	N	0	1	0%
	Do you orient new members and their parent/guardian on the Club rules?	--	Y	1	1	100%
	<b>A Culture of Safety Score</b>	--	4	4		
	<b>A Culture of Safety Max Score</b>	--	6		6	
<b>A Culture of Safety Policies Max %</b>	--	67%			67%	

APPENDIX E. BGCSP'S IMPACT REPORT 2016


BOYS & GIRLS CLUB  
OF SOUTH PARK

**Our Mission**  
To enable and inspire all young people, especially those that need us most, to reach their full potential as productive, caring, responsible citizens.

2016

# IMPACT REPORT



**The Club Experience**  
Boys & Girls Clubs fill the gap between school and home. We provide welcoming, positive environments in which kids and teens have fun, participate in life-changing programs, and build supportive relationships with peers and caring adults.



**The Need in Our State**  
Every day 146,856 kids in Colorado leave school with nowhere to go.<sup>1</sup> They risk being unsupervised, unguided and unsafe.

**Our Reach**

8  
Adult Staff

2  
Boys & Girls Club Sites in Park County

106  
Volunteers

310 = 218 Registered Members + 92 Youth Served Through Community Outreach  
Youth Served

**Member Demographics**

88%  
Ages 12 and Younger

16%  
Teens

35%  
Minority Races or Ethnicities

58%  
Qualify for Free or Reduced-Price School Lunch

66%  
Live in Single-Parent Households

**Victoria Price Husher**  
A Club Member

The Boys & Girls Club has played different roles in my life. In elementary school, the Club was a place where I could go during the summer to be around friends and go on field trips while my Mom was working. In middle school, I attended Teen Nights with friends. Then I became a Junior Staff and worked to give back to the Club that had given so much to me!

The Club has contributed to my development both academically and personally. The most important contribution the Club has made to my development is being able to learn a variety of new things through different programs.

The Boys & Girls Club has played one of the biggest roles in my life. Now, I'm proud to be attending the University of Denver and want to be a lawyer. I thank the Club for all they've done to make those dreams possible!



*“The Boys & Girls Club has played one of the biggest roles in my life.”*

# Demonstrating Our Positive Impact



## ACADEMIC SUCCESS

### The Need

10% of young people in Colorado fail to graduate from high school on time.<sup>1</sup>

### What We Do

The Boys & Girls Club of South Park supports Academic Success through afterschool tutoring and STEAM programming.

### Our Impact

Among our teen-aged Club members, **98%** expect to graduate from high school, and **96%** expect to complete some kind of post-secondary education.

### The Need

25% of high-school youth in United States were involved in a physical fight in the past year.<sup>2</sup>

### What We Do

We facilitate good character and leadership opportunities through the following programs: Youth of the Year/Month, Wilderness Leadership, Torch Club, and Peer Leadership groups.

### Our Impact

**95%** of Club teen members volunteer in their community at least once per year, while **72%** volunteer in their community at least once per month.



## GOOD CHARACTER AND CITIZENSHIP



## HEALTHY LIFESTYLES

### The Need

10% of young people ages 10-18 in Colorado are overweight or obese.<sup>3</sup>

### What We Do

We advocate for Healthy Lifestyles with the following programs: Start SMART, Triple Play, Healthy Habits and various cooking, outdoor, and recreation opportunities.

### Our Impact

**68%** of Club members ages 9 and older report getting at least an hour of physical activity on five or more days per week.

## How You Can Help



With your generous support, Boys & Girls Clubs of South Park will create opportunities to help more kids and teens achieve great futures. To make a donation or to learn about other ways you can help, contact April-Dawn Knudsen, Chief Executive Officer, Boys & Girls Clubs of South Park, 719.836.9019. Visit [www.bgcsp.org](http://www.bgcsp.org) to donate today!

## GREAT FUTURES START HERE.



360 9th Street  
Fairplay, CO 80440  
719.836.9019  
[www.bgcsp.org](http://www.bgcsp.org)

<sup>1</sup> America After 3PM, Afterschool Alliance, <http://afterschoolalliance.org/AA3PM/>

<sup>2</sup> [http://www.citydata.com/county/Park\\_County\\_CO.html](http://www.citydata.com/county/Park_County_CO.html)

<sup>3</sup> <http://www.childtrends.org/?indicators=physicalfightingbyyouth>

<sup>4</sup> [http://www.citydata.com/county/Park\\_County\\_CO.html](http://www.citydata.com/county/Park_County_CO.html)

**APPENDIX F. BGCSP'S FACILITY ASSESSMENT**

## Maria

---

**From:** Maria <bgcsp@bgcsp.org>  
**Sent:** Tuesday, January 06, 2015 6:24 AM  
**To:** 'jeremiah lindberg'  
**Subject:** RE: Proposal, building wheatherization

Thanks Jeremiah for the support on this project. Received both your emails and have a conference call with a grants mgr for the Daniels Fund on Thursday. I will run the idea by him for capital funding as well as general operating funds for capacity building. This will give me an idea of what they might be interested in funding. I will keep in touch.

Maria

-----Original Message-----

**From:** jeremiah lindberg [mailto:lindbergconstructioninc@yahoo.com]  
**Sent:** Monday, January 05, 2015 8:58 PM  
**Cc:** bgcsp@bgcsp.org  
**Subject:** Proposal, building wheatherization

Hi Maria, I have reviewed the building report from Greg Kimsey. Based on his and my observations, I would agree the building is in need of some "emergency" weatherization to prevent further damage and water infiltration at windows and north and south walls, and am including a proposal to do some work on this e-mail. I was able to access the crawlspace and saw the existence of concrete footings around perimeter of building as well as at intervals coordinating with the support beams of modular trailers, with support posts in place. I agree the condition of wood perimeter stem walls, apparent lack of damp proofing and improper drainage are an area of concern and should be addressed sometime in near future, as well as well as an investigation into the main level walls. Here is what I consider much needed maintenance items and would propose to start with-

-Gutters and downspouts at north and south walls- \$650.00 -Silicone caulking around windows- \$300.00 -Create 32"x22" crawlspace access- \$150.00 -Window replacement in kitchen- \$500.00 -Pipe insulation at kitchen sink location into crawlspace- \$75.00  
- includes all labor, materials and rubbish disposal  
- Total amount- \$1675.00

Submitted by, Jeremiah Lindberg- Lindberg Construction inc.- Park County licensed contractor, class A, #2416



November 17, 2014

TO: Whom It May Concern

RE: South Park Boys and Girls Club  
360 9<sup>th</sup> Street  
PO Box 2167  
Fairplay, CO 80440

FROM: Gregory Kimsey

Dear Sirs and Madams,

I, Gregory Kimsey, Chief Building Official for the Town of Alma, and former Chief Building Official for Park County CO, am an ICBO certified Building Inspector for both residential and commercial buildings, as well as Plans Examiner. In addition, I have over 30 years of experience in both residential and commercial construction.

On November 15<sup>th</sup> at approximately 12:00 PM, at the request of Maria Sims, Director of the South Park Boys and Girls Club, I visited the structure located at 360 9<sup>th</sup> St. in Fairplay CO. The purpose of that visit was to assess the condition of that building and possibly make recommendations as to the future of the building, and identify any potential safety issues. It is my understanding that a licensed Master Electrician and the local Fire District were undertaking the inspection of electrical and fire safety concerns, and my assessment was limited to structural and environmental concerns.

The building is of "modular" type construction (assembled at a factory and transported in sections), built, I am told, in Texas in the 1970's. I was not able to locate any documentation that would indicate which code (IBC or HUD) the structure was built to, but there does exist some indications that this was a HUD governed structure. The chassis of the "trailer" used to transport a HUD structure would remain attached to the units, this would not be true of an IBC unit, but due to lack of crawlspace access, I was not able to verify the construction type. The building was moved to its current location in 2005, and does bear a State of Colorado ID plate.

Cosmetically, the condition of this building could be described as poor. Maintenance, particularly at the exterior of the building, has clearly been neglected. Paint and caulking have deteriorated to a point of non-existence over a substantial percentage of the exterior, and water and air infiltration are apparent around windows and the North wall. It is likely that whatever insulation does exist within the 2"x4" walls has been compromised. Further investigation is recommended, and could be accomplished by temporary removal of sections of the exterior wall sheathing/siding (T111). I would caution that this be undertaken in a timely manner and coincidental to good weather, as any additional water may contribute to any existing issues, with mold being a significant concern. I would also recommend that an aggressive maintenance/restoration program be adopted immediately if the building is to continue to house the Boys and Girls Club for any extended period of time.

The roof is constructed of a basic 2"x8" rafter type of construction, with the framing members spanning 14' at each of the 3 sections. Diagonal 2"x4" supports are added at the bearing ends of some of the rafters, but are, in my opinion, of questionable value as the angle of the supports exceeds 45 degrees. The roof has a very slight pitch, certainly under 2/12, and is covered by a rubber or bituminous membrane. This arrangement was certified by the state of Colorado as a 40psf assembly, able to withstand an 80 mph 3 second gust. This would be considerably less than County Building Department regulations in place at the time the structure was installed in Fairplay and, I suspect, the Town itself. This being said, the roof appears to be in serviceable condition. It should be noted, however, that the roof snow-load is associated with a specific time period factored over the life of the building, usually supporting the maximum load for 3 weeks.

An area of critical concern is the foundation. As previously noted, I was not able to access the crawlspace. However, I was able to identify some potentially critical structural/environmental issues from visual observation of the exterior above grade portions of the foundation. The foundation is of wood construction, with approximately 9-12" visible above grade. Based on statements made by the director, I would estimate the total height of the foundation wall to be 4'. The method of treatment (to retard decay), if present, is unknown, as is the type of footing, if any. No water barrier of any kind can be seen above grade. A Barrier of some kind should be present at or slightly above grade.

I was unable to identify ANY type of ventilation as being present. Ventilation in a crawlspace is absolutely necessary, especially with a wood foundation. To exacerbate this issue, drainage around the building is extremely poor. Rot is noted at the band board, and there are areas, especially on the South elevation, where the foundation wall appears to be canted at an unacceptable angle, which may indicate failure of the foundation wall against the pressure of surrounding soils and hydrostatic pressure. Ms. Sims has stated that there is standing water present seasonally at an area that would be above the apparent bottom of foundation, and that she is aware of no provision for foundation drainage below grade. This would appear to be an accurate statement as the building is located at a low area that would make gravity drainage problematic, if not impossible. It may also be noted that, based on recent soils investigations of nearby sites, this area does have a seasonally high ground water table.

At this time I would urge further investigation of the potentially serious foundation issues. Actual foundation failure as well as environmental may be likely. A permanent, minimum 32"x22" access should be installed. I would further urge that a section of the foundation be excavated and exposed at several areas of the foundation, with the South elevation a particular concern.

Also be advised that any remodel or demolition of the building, or portion of the building, should not be undertaken without an asbestos investigation taking place prior to commencement of these activities. This is the Law in Colorado, and potentially severe fines could be levied if any construction were attempted without proper investigations/permits/remediation taking place. I would recommend contacting the Colorado Department of Health and

Environment (CDPHE) for more precise information immediately if renovation/repair is being considered.

At this time, I will add that I also serve as Chief of Police in the Town of Alma, approximately 6 miles north of the Boys and Girls Club. The South Park Boys and Girls Club, and Ms. Sims, have become a valuable and, in my opinion, necessary asset to the Fairplay/Alma/Hartsel area. Without this service I feel that many of our young people would become "at risk" of exposure to undesirable activities in a community with very few options. I am personally aware of many local families that RELY on Ms. Sims and her staff to provide a wholesome and safe environment for their children.

Please feel free to contact me if you feel I can be of further assistance. Be aware that this effort was undertaken by me personally, and that the Town of Alma, my employer, while aware of, is not involved or responsible for this investigation. The findings of this investigation should be considered my opinions, and that I do not represent any government entity with regards to this issue. Any findings should be confirmed by a Colorado licensed and insured engineer if any doubt exists.

Respectfully Submitted,



Gregory Kimsey  
Phone: (719) 839-0262  
E-mail: gregkimsey@aol.com

## APPENDIX G. BGCSF'S MAPPING OUTCOMES USING REM, AGENDA, JULY 15,

2016

The Boys & Girls Clubs of South Park  
Mapping Outcomes  
Using Ripple Effect Mapping

FOCUS GROUP AGENDA  
Friday, July 15<sup>th</sup> 2016

Purpose of this focus group exercise: To better understand the ripple effects and relationship of the Boys & Girls Clubs of South Park on individuals, groups, communities, and regions.

Time Required: 60 – 90 minutes

- 1) Introductions and establishing ground rules (10 mins)

In Attendance 15

Community Members: Susie Walton, Anni Lanihan

Club Parents: Jamie Marrow, Frank Just, Debi Just, John McCoy

Board Members: Christopher Byram, Francie Roseen, Steve Groome,  
Tom DeBonis

Club Youth: Emma Braggins, Will Chroback, Aiden Vice, Wyatt Gould,  
Crue Bogart

- 2) Brief overview of the session, the purpose of the map and objective (2 mins)

As a Graduate Student of North Dakota State University I am conducting a holistic assessment and impact mapping evaluation of the Boys & Girls Clubs of South Park to better understand the ripple effect of this organization on the youth, families, and communities we serve throughout Park County. This form of evaluation provides a method of illustrating to stakeholders the ripple effects of our organization, validating the effects of our programs, and creating stronger support and public value. The purpose of this study is to explore overall changes across our communities' human social, political, financial, built, cultural and natural capitals.

- 3) Appreciative Inquiry Interviews (10 mins)

- a. Find a partner

- b. Share a story:

- i. Tell me a story about how you, a child or other Park County resident has used information from the Boys & Girls Clubs of South Park.

- ii. Is there anything you are proud to share . . .? Success stories with youth? A program you enjoyed? A rewarding partnership?

- iii. List an achievement or a success you have had based on your time with the Boys & Girls Clubs of South Park – What made it possible?

- c. Have one person from each group/pair share highlights.

4) Mapping (30 – 60 mins)

See Photo 2.0. Ripple Mapping Session, July 15<sup>th</sup> 2016

5) Reflection (5-15 mins)

Focus group members are asked to reflect on how the mapping processes made them feel.

- i. Ask the group to identify the **most significant change** on the map.
  - a) What is most interesting about the map?
  - b) How might BGCSP use this map to help us tell our story?

Respondents:

“I’m impressed by the reach of the wilderness leadership program. This is a new program that already seems to have a significant impact in many areas. With Park County having so many natural resources, it’s good to see BGCSP cashing in on those.”

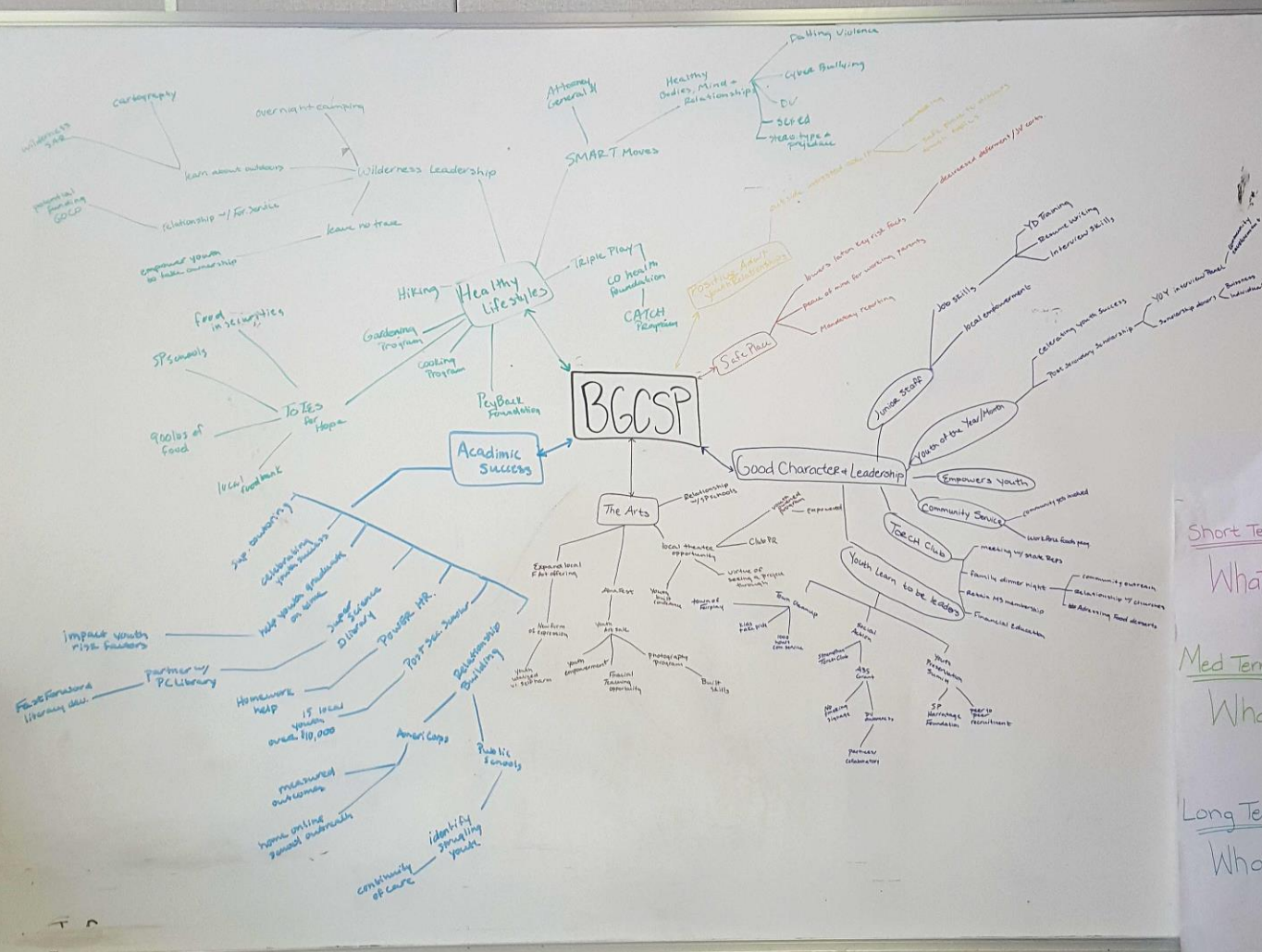
“The Academic Success program seems poised to make big changes in our community. I think the partnerships with PCL and AmeriCorps really helped propel that ripple effect.”

“I’m honestly surprised to see BGCSP making such an impact in youth employment skills and career development. Way to go!”

“I can see how this project will really help attract funding. I’m glad to have taken part!”

“Wow! BGC dose a lot! I had no idea!”

**APPENDIX H. FIGURE 4.1. RIPPLE EFFECTS MAPPING SESSION, JULY 15<sup>th</sup> 2016**



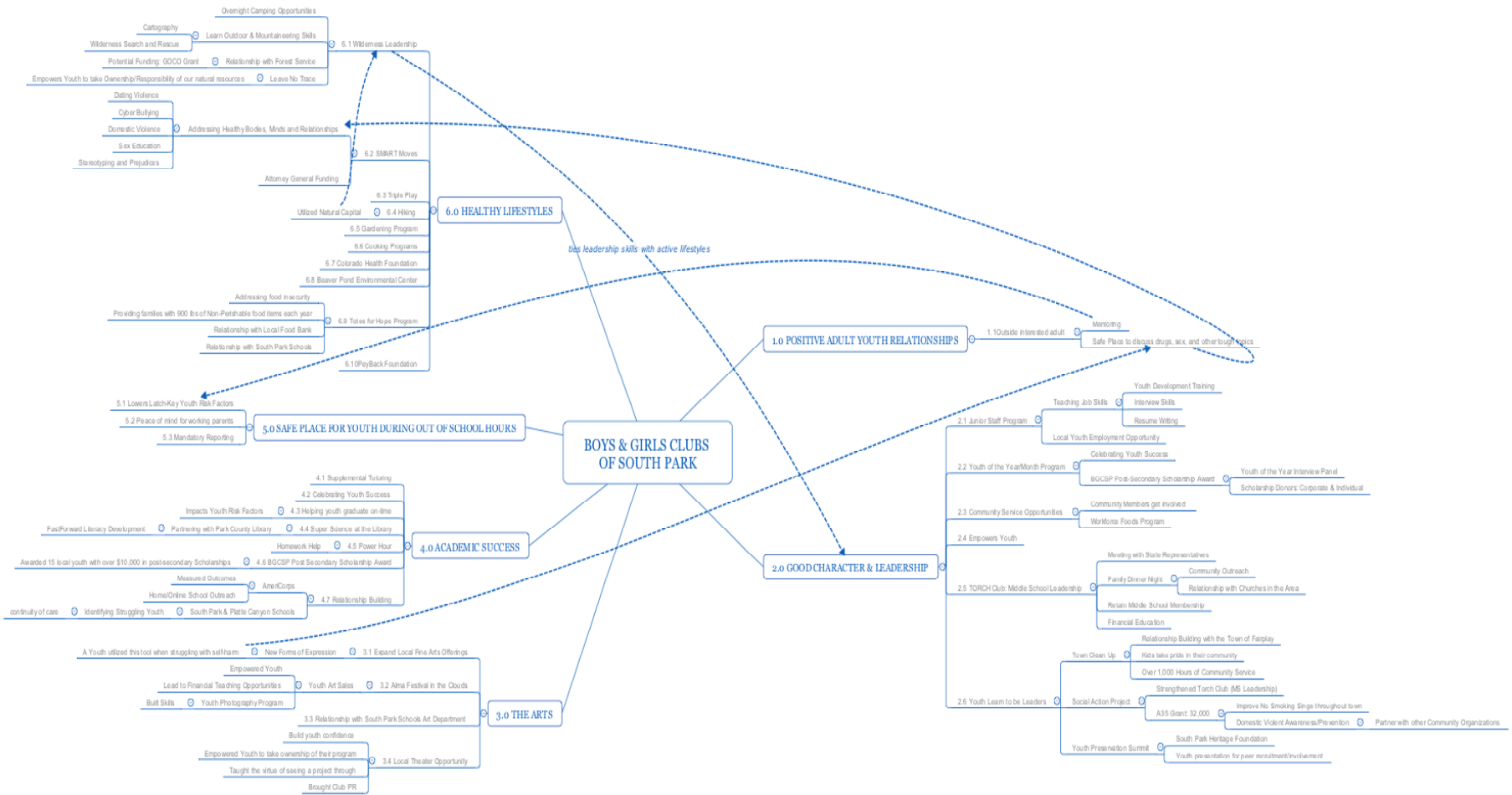
Short Term:  
 What did people learn?

Med Term:  
 What did people do?

Long Term:  
 What Changed?

**APPENDIX I. FIGURE 4.2. RIPPLE EFFECTS MAPPING, JULY 15<sup>th</sup> 2016, XMIND**





## APPENDIX J. INSTITUTIONAL REVIEW BOARD LETTER OF APPROVAL



June 29, 2016

Dr. Gary A. Goreham  
Sociology & Anthropology

IRB Approval of Protocol #HS16274, "The Boys & Girls Club of South Pass: Assessing Strengths, Needs, and the Outcomes for Rural Youth"

Co-investigator(s) and research team: April-Dawn Knudsen

Approval period: 6/29/2016 to 6/28/2017

Continuing Review Report Due: 5/1/2017

Research site(s): The Boys & Girls Club of South Pass

Funding Agency: n/a

Review Type: Expedited category # 6, 7

IRB approval is based on the IRB Protocol application materials, with revised: protocol (received 6/28/2016).

Additional approval from the IRB is required:

- o Prior to implementation of any changes to the protocol (Protocol Amendment Request Form).
- o For continuation of the project beyond the approval period (Continuing Review/Completion Report Form). A reminder is typically sent approximately 4 weeks prior to the expiration date; timely submission of the report the responsibility of the PI. To avoid a lapse in approval, suspension of recruitment, and/or data collection, a report must be received, and the protocol reviewed and approved prior to the expiration date.

A report is required for:

- o Any research-related injuries, adverse events, or other unanticipated problems involving risks to participants or others within 72 hours of known occurrence (Report of Unanticipated Problem or Serious Adverse Event Form).
- o Any significant new findings that may affect risks to participants.
- o Closure of the project (Continuing Review/Completion Report Form).

Research records are subject to random or directed audits at any time to verify compliance with human subjects protection regulations and NDSU policies.

Thank you for cooperating with NDSU IRB procedures, and best wishes for a successful study.

Sincerely,

Digitally signed by Kristy Shirley  
DN: cn=Kristy Shirley, o=NDSU,  
ou=Institutional Review Board,  
email=kristy.shirley@ndsu.edu, c=US  
Date: 2016.06.29 10:27:10 -0500

Kristy Shirley, CIP, Research Compliance Administrator

For more information regarding IRB Office submissions and guidelines, please consult [www.ndsu.edu/irb](http://www.ndsu.edu/irb). This Institution has an approved FederalWide Assurance with the Department of Health and Human Services: FWA00002439.

### INSTITUTIONAL REVIEW BOARD

NDSU Dept 4000 | PO Box 6050 | Fargo ND 58108-6050 | 701.231.8995 | Fax 701.231.8098 | [ndsu.edu/irb](http://ndsu.edu/irb)

Shipping address: Research 1, 1735 NDSU Research Park Drive, Fargo ND 58102

ndsu is an equal opportunity university

## APPENDIX K. INSTITUTIONAL REVIEW BOARD CONSENT STATEMENTS

**Title of Research Study:** The Boys & Girls Club of South Park: Assessing Strengths, Needs, and the Outcomes for Rural Youth

**This study is being conducted by:** April-Dawn Knudsen, Boys & Girls Clubs Chief Executive Officer & Graduate Student at North Dakota State University.

**Why am I being asked to take part in this research study?** In order to insure that the Boys & Girls Clubs of South Park are effectively meeting the needs of our community, we would like to hear from those we serve about their experiences and impressions on their Club experience.

**What is the reason for doing the study?** To evaluate the strengths and areas of opportunity for the Boys & Girls Clubs of South Park.

**What will I be asked to do?** You are invited to participate in a discussion group and conduct a Ripple Effects Mapping exercise. **Ripple mapping is a tool whereby discussion group participants comment about a program's impacts on various aspects of the organization and/or community; the facilitator places these comments on a diagram ("map") that displays the relationships or connections among the perceived program's impacts.**

**Where is the study going to take place, and how long will it take?** This study will take place at the Boys & Girls Club in Fairplay, (360 9<sup>th</sup> St, 80440), and will take approximately three hours.

**What are the risks and discomforts?** There are no risks or discomforts.

**What are the benefits to me?** You will be given a voice in their Club's evaluation.

**What are the benefits to other people?** The voices of those who are touched by the Boys & Girls Clubs will be added to the conversation around the strengths and areas of opportunity for the direction of the Club.

**Do I have to take part in the study?** No; participation in this research is your choice. If you decide to participate in the study, you may change your mind and stop participating at any time without penalty or loss of benefits to which you are already entitled.

**What are the alternatives to being in this research study?** None.

**Who will see the information that I give?** None of the research records will personally identify you. The information your child provides will be combined that of the others taking part in the study. When we write about the study, we'll write about the combined information we've gathered. We may publish the results of the study; however, we will keep your child's name and other identifying information private.

**Can my taking part in the study end early?** Yes.

**Will I receive any compensation for taking part in this study?** No.

**What if I have questions?**

Before you decide whether to accept this invitation to take part in the research study, please ask any questions that might come to mind now. Later, if you have any questions about the study, you can contact the researcher, April-Dawn Knudsen at 719-360-4429 or [april.dawn414@gmail.com](mailto:april.dawn414@gmail.com).

**What are my rights as a research participant?**

You have rights as a participant in research. If you have questions about your rights, or complaints about this research [may add, "or to report a research-related injury" if applicable], you may talk to the researcher or contact the NDSU Human Research Protection Program by:

- Telephone: 701.231.8995 or toll-free 1.855.800.6717
- Email: [ndsuirb@ndsuh.edu](mailto:ndsuirb@ndsuh.edu)
- Mail: NDSU HRPP Office, NDSU Dept. 4000, PO Box 6050, Fargo, ND 58108-6050.

The role of the Human Research Protection Program is to see that your rights are protected in this research; more information about your rights can be found at: [www.ndsu.edu/irb](http://www.ndsu.edu/irb).

**Documentation of Informed Consent:**

You are freely making a decision whether to be in this research study. Signing this form means that

1. you have read and understood this consent form
2. you have had your questions answered, and
3. you have decided to be in the study.

You will be given a copy of this consent form to keep.

\_\_\_\_\_  
Your signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Your printed name

\_\_\_\_\_  
Signature of researcher explaining study

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed name of researcher explaining study

**Title of Research Study:** The Boys & Girls Club of South Park: Assessing Strengths, Needs, and the Outcomes for Rural Youth

**This study is being conducted by:** April-Dawn Knudsen, Boys & Girls Clubs Chief Executive Officer & Graduate Student at North Dakota State University.

**Why is my child being asked to take part in this research study?** In order to insure that the Boys & Girls Clubs of South Park are effectively meeting the needs of our community, we would like to hear from our clients (the youth we serve) about their experiences and impressions on their Club experience.

**What is the reason for doing the study?** To evaluate the strengths and areas of opportunity for the Boys & Girls Clubs of South Park.

**What will my child be asked to do?** Participate in a discussion group and conduct a Ripple Effects Mapping exercise. **Ripple mapping is a tool whereby discussion group participants comment about a program's impacts on various aspects of the organization and/or community; the facilitator places these comments on a diagram ("map") that displays the relationships or connections among the perceived program's impacts.**

**Where is the study going to take place, and how long will it take?** This study will take place at the Boys & Girls Club in Fairplay (360 9<sup>th</sup> St, 80440), and will take approximately three hours.

**What are the risks and discomforts?** There are no risks or discomforts.

**Are there benefits to my child?** The child will be given a voice in their Club's evaluation.

**What are the benefits to other people?** Youths' voices will be added to the conversation around the strengths and areas of opportunity for the direction of the Club.

**Does my child have to participate in the study?** No.

**What are the alternatives to being in this research study?** None.

**Who will have access to my child's information? How will it be presented?**

None of the research records will personally identify your child. The information your child provides will be combined that of the others taking part in the study. When we write about the study, we'll write about the combined information we've gathered. We may publish the results of the study; however, we will keep your child's name and other identifying information private.

**Can my child's participation in the study end early?** No.

**Is compensation being offered for participation?** No.

**What if I have questions?** Before you decide whether to accept this invitation to take part in the research study, please ask any questions that might come to mind now. Later, if you have any questions about the study, you can contact the researcher, April-Dawn Knudsen at 719-360-4429 or [april.dawn414@gmail.com](mailto:april.dawn414@gmail.com).

**What are my child's rights as a research participant?** Your child has rights as a participant in research. If you have questions about your child's rights, or complaints about this research, you may talk to the researcher or contact the NDSU Human Research Protection Program by:

- Telephone: 701.231.8995 or toll-free 1.855.800.6717
- Email: [ndsuirb@ndsuh.edu](mailto:ndsuirb@ndsuh.edu)
- Mail: NDSU HRPP Office, NDSU Dept. 4000, PO Box 6050, Fargo, ND 58108-6050.

The role of the Human Research Protection Program is to see that your rights are protected in this research; more information about your rights can be found at: [www.ndsu.edu/irb](http://www.ndsu.edu/irb).

**Documentation of Informed Consent:**

You are freely making a decision whether to be in this research study. Signing this form means that

1. you have read and understood this consent form
2. you have had your questions answered, and
3. you give your permission for your child to be in the study.

You will be given a copy of this form to keep.

\_\_\_\_\_  
Your signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Your printed name

\_\_\_\_\_  
Your Child's Printed Name

\_\_\_\_\_  
Signature of researcher explaining study

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed name of researcher explaining study

**YOUTH ASSENT FORM**  
***(Boys & Girls Club of South Park)***

**Invitation:**

You are invited to take part in a research study to evaluate the Boys & Girls Club of South Park and the organization's impact on the community. We will hold a discussion group and together draw a "ripple effects map" of the organization's impacts. **Ripple mapping is a tool where you may make comment about the Boys & Girls Club's impacts on the organization and community. April-Dawn, as facilitator, will place your comments on a diagram (or a "map") to display the connections among the program's impacts.**

The study is being done by April-Dawn Knudsen, director of the Boys and Girls Club of South Park.

**What will the research involve?**

If you agree to participate, you will be asked to participate in group discussions about your experiences with the Club.

**What are any risks or benefits for me?**

By participating in the discussion group, you'll learn about "ripple effects mapping" and you'll have fun in seeing how Boys & Girls Club of South Park impacts the community. It's not possible to know all potential risks in research, but Ms. Knudsen has taken steps to make sure that you will not be uncomfortable.

**Do I have to take part in the research?**

Your parent(s) or legal guardian(s) have given their permission for you to be in the research, but it is still your choice whether or not to take part.

Even if you say Yes now, you can change your mind later, and stop participating.

Your decision will have no effect (bad or good) on your future involvement with the programs in the Boys & Girls Club of South Park.

**Who will see my answers and information?**

We'll make every effort to keep your information private; only the people helping us with the research will hear your answers in the discussion group.

Your information will be combined with information from other people in the study. When we write about the study, we'll write only about this combined information, and no one will be able to know what your information is.

If you want to look at the information we collect from you, just let us know, and we will provide it to you. But, you cannot look at information from others in the research.

Sometimes we need to show your information to other people. If you tell us that you have been abused, or if we think that you might be a danger to yourself or other people, we will tell someone who can help, like the police or a doctor.

**What will I get if I agree to be in the research?**

Although there is no pay for participation, you'll have the satisfaction of knowing you've helped evaluate the programming of the Boys & Girls Club of South Park.

**Is there anything else I should know?**

If you are injured or hurt because of this research, you should tell your parent(s)/guardian(s) to contact April-Dawn Knudsen at the following phone number: 719-360-4429.

**What if I have questions?**

You should ask any questions you have right now, before deciding whether or not to be a part of the research.

If you or your parent(s) or guardian(s) have questions later, contact us at: April-Dawn Knudsen, 719-360-4429, april.dawn414@gmail.com

Your parent(s) or legal guardian will receive a copy of this form to keep.

**What are my rights?**

You have rights as a research participant.

For questions about your rights, or to tell someone else about a problem with this research, you can contact the NDSU Human Research Protection Program (HRPP) at:

- 701-231-8995
- Toll-free at 1-855-800-6717
- [ndsu.irb@ndsu.edu](mailto:ndsu.irb@ndsu.edu) .

The HRPP is responsible to make sure that your rights and safety are protected in this research. More information is available at: [www.ndsu.edu/research/irb](http://www.ndsu.edu/research/irb).

**Sign this form only if you:**

- have understood what the research is about and why it's being done,
- have had all your questions answered,
- have talked to your parent(s)/legal guardian about this project, and
- agree to take part in this research

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Youth's Signature	Printed Name	Date
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Printed Name of Parent(s) or Legal Guardian(s)

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Signature Researcher explaining study	Printed Name	Date
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## **APPENDIX L. BGCSP'S 2016 RESOURCE DEVELOPMENT PLAN**

### **Boys & Girls Clubs of South Park 2016 Resource Development Plan**

#### **Statement of fundraising purpose**

It is the mission of the Boys & Girls Clubs of South Park to enable and inspire all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens.

Our core belief is that our Clubs provide members with a safe place to learn and grow, ongoing relationships with caring, adult professionals, life-enhancing programs and character development experiences, hope and opportunity. Our vision is to continue to develop the organization to where all youth in our community who have need of the services Boys & Girls Club provides can indeed have access.

The Boys & Girls Clubs of South Park relies on the philanthropic support of individuals, corporations, and foundations to cover over operating expenses. We need to continue to increase the level of support we currently receive while enhancing additional revenue streams to sustain and grow the services we offer.

#### **Strategic goals**

In the past, the Club has done well in receiving strong support from foundations, the Boys & Girls Clubs of Colorado alliance, and government (this makes up over 80% of our income).

The Club has also had periods of significantly increased community giving support.

During the 2014 strategic planning session, a few major strategies were created for the Club's funding:

- Increase unrestricted funding through stewardship and donor cultivation
  - o Develop a stewardship plan: Develop a model for three touches a year on current donor for retention
  - o Build community relations through outreach, public engagement events
  - o Compile comprehensive history of past donors
  - o Database for donor management

Our resource development strategy for 2016 includes:

- Increase individual giving to \$15,000.
- Continued growth of alliance funding to \$85,000.
- Maintain existing funding from foundations, and supplement to adjust for expected losses in 2016 (Johnson Foundation 15K & OJP 7.5K) \$99,000.
- Focus on Fundraising by evaluating current fundraisers for ROI (Chili Cook Off, Beach Concert/Peach Sale, Alma Fest Duck Race, Bailey Day) and expanding Bailey Fundraising/Special Events (September/October 5k Fun Run, Bailey) for a 2016 total of \$20,000.
- Cast wider net for event corporate sponsorships, packaging corporate asks to raise \$10,000 total in corporate support (not including event sponsorship).
- Expand Colorado Gives Day/Giving Tuesday awareness to earn \$5,000.
- Total funds raised: \$234,000

## **Individual giving**

During the 2014 strategic planning session, individual giving was identified as the area of significant fundraising potential for Boys & Girls Club of South Park. In 2014, 72 percent of the \$358 billion donated in the United States came from individuals. Individual giving continues to increase around the country, increasing by 5.7 percent in 2014. The average United States household gave \$2,030. In order to help Boys & Girls Club of South Park maximize its fundraising potential in the area of individual giving, a broad strategy will be put into place for 2016.

An Individual Giving sub-committee will be established for the Board of Directors, reporting to the Chief Executive Officer. This sub-committee will focus on the vital aspects of the donor cycle: identification, cultivation, solicitation, and stewardship. Members of the sub-committee will each be responsible for at least one step of the donor cycle as a “Farmer,” “Closer,” or “Thanker,” reporting results back to the Chief Executive Officer for tracking purposes.

## **Community Campaign**

During the summer of 2016, community campaigns will be conducted for both the Bailey and Fairplay Club. A realistic target amount will be communicated to the public to message the need for operation of the Clubs. A graph will be prominently displayed in the communities to share with the public the process toward that goal. These community campaigns will help get the Club ahead of the curve for its individual giving goal, so that the final quarter is about *surpassing* goal rather than simply *achieving* goal. Additionally it will allow the Club to expand its donor base

from beyond existing or past donors, and expand giving especially in the Bailey area (suggested goal in each community, \$5,000).

### **End of Year campaign**

The Club has received the vast majority of its individual gifts during the end of the calendar year. In order to facilitate these gifts, the Club will implement a comprehensive year-end giving campaign.

#### *Mailing*

An end-of-year (EOY) letter sharing the accomplishments of the year, impact of gifts, and gift request.

#### *Press release*

Several press releases to local media outlets/social media, sharing information on EOY giving, Colorado Child Care Contribution Tax Credit, and Colorado Gives Day.

#### *Social media*

Facebook and Twitter will run regular messages inviting donors to give, directing them toward the Club website.

#### *Board of Directors network*

Messages will be shared with Board of Directors that they can email to their distribution lists and post on Facebook.

### **It Just Takes One**

The annual It Just Takes One initiative will be focused on achieving 100 percent board and staff participation as donors. The Club can achieve 100 percent board (and staff) participation by the end of May.

A major influence in some donors' decision to give is because someone they respect has also given to that organization. For board members who feel comfortable, the It Just Takes One initiative is a time they can ask friends and family to join them as donors to Boys & Girls Club of South Park. Some may choose to create online fundraising pages through Colorado Gives to take advantage of a Friends Asking Friends fundraising model.

### **Colorado Gives Day**

The Club has participated in Colorado Gives Day for several years. Each year we raise about \$2,000. In 2016 we will broaden our efforts surrounding promotion of Colorado Gives Day, starting messaging one month in advance using the newsletter, social media, and press releases. Giving Tuesday, the Tuesday following Thanksgiving, will be used to encourage donors to schedule their Colorado Gives Day contribution. Board members can also schedule their gift early in the year to be deducted on Colorado Gives Day.

### **Combined Federal Campaign**

Promote opportunity to give to Boys & Girls Club of South Park through CFC to state employees.

## **Recognition**

Many donors choose to give based on affiliation. This is especially prevalent among the Baby Boomer generation. A recognition program can create an opportunity for a sense of affiliation with fellow donors, in addition to strengthening the stewardship process and enhancing a tangible association of the impact a gift makes.

As of December 31, 2015 the Club has had 3 individual or local business donors make gifts of at least \$1,000. Considering it costs \$1,200 to serve a member over the course of one year, a giving level at \$1,200 could become the backbone of the Club's individual giving program.

Boys & Girls Club of America already provides giving levels of \$10,000 for one year in the Jeremiah Milbanks Society and any planned gift for the Heritage Club.

Additional recognition levels should include:

\$500 gift for one year, includes a certificate

\$5,000 gift for one year, includes a certificate and lapel pin

\$10,000 lifetime giving, includes a framed certificate and lapel pin

\$50,000 lifetime giving, includes a permanent plaque on display at Club and lapel pin

\$100,000 lifetime giving, includes a permanent plaque on display at Club and lapel pin

\$100,000 planned gift, includes a permanent plaque on display at Club and lapel pin

Names for giving levels still need to be determined. Examples may include:

Matchmaker or Member-maker

Member Sponsor

Leadership Circle

Founder's Circle

Benefactor's Circle

Royal Circle

Director's Society

Bronze/Silver/Gold levels

Named giving opportunities may be available depending on situation and circumstance of gift.

### **Special Events**

Special events should be limited to three to make best use of board member time and energy.

But, for 2016 we'll need to assess what events are working and what events should end.

For 2016:

Chili Cook Off & Silent Auction: \$5,000 (January, Fairplay)

Deputy Day: \$1,900 (March, Bailey)

*Corporate Giving Push (April, May, & June)*

Alma Fest/Duck Race: \$2,500 (July, Fairplay)

Peach Sale/Beach Concert: \$2,000 (August, Fairplay)

5k Fun Run: \$5,000\* (October, Bailey) – Sarah Wright is spearheading this event

Clay Shoot: \$3,000\* (August or September, Fairplay) – Needs a leader

## **Corporate sponsorships**

Since January 2014, more than 70 local or regional businesses have made financial contributions to Boys & Girls Club of South Park. The strategy for corporate participation will work to leverage and strengthen these relationships already in place, offering opportunities for getting involved in a way that best fits the business.

Corporate requests will be made earlier in the year with a strategic, relationship-based approach. A corporate prospect list of businesses who have supported the Club in the past, financially or otherwise, will be developed with specific requests that are tailored for the impact the business is most interested in making.

Additionally, our updated website will include a corporate partners page for additional promotion opportunities.

## **Marketing and Communications**

### *Newsletter and increasing distribution list*

The Club will continue to distribute a quarterly newsletter designed to increase engagement and ongoing outreach to stakeholders.

### *Website and online giving*

Club will update website to a newer, modern template that is easier to keep content fresh. Online donation page will be changed to Colorado Gives. Within two clicks the website will offer all ways of giving, including online, mail, and CFC.



### *Social media strategy*

Facebook and Twitter will be utilized to increase interaction with stakeholders and promote periodic times of giving. Ongoing fundraising opportunities like SnapBooster and Amazon Smile will also be promoted through social media.

### **Grants and Foundations**

The most significant grants of pursuit for 2016 are relationships already in place. We will also continue to pursue new additional fundraising opportunities as positive fits arise.

Anschutz Family Foundation: \$8,000 (2016 asking increase to \$10,000)

Summit Foundation: \$7,500

Coors Foundation: \$10,000

El Pomar Reginal Council: \$28,000

John G Duncan: \$7,500

### **Alliance Grants and Other Contracts (all reimbursable)**

TGYS: \$30,000

A-35 Tobacco: \$32,000

Attorney General: \$31,000

Park County TANF: \$40,000

### **Calendar**

January: Chili Cook-Off & Auction

February:

March: Deputy Day

April – June: Corporate Giving

May: It Just Takes One Campaign (Staff and Board Giving)

June: Community Campaigns

July: Alma Fest/Duck Race

August: Peach Sale/Beach Concert

September: Clay Shoot\*

October: 5k Fun Run\*

November-December: End of year giving campaign / Colorado Gives