

Forging a New Path

**A Guide to Starting
Boys & Girls Clubs in Indian Country**



This Guide was developed by Johnson, Bassin & Shaw, Inc. (JBS) under contact no. DU100C000018430 for the U.S. Department of Housing and Urban Development's Office of Native American Programs (ONAP). The Guide was developed in cooperation with Boys & Girls Clubs of America.

Re-Printed June 1999





Foreword v

Acknowledgments vi

Introduction 1

Part 1: Setting the Stage for Boys & Girls Clubs in Indian Country

Providing Youth Services in Indian Country 3

Advantages of Belonging to Boys & Girls Clubs of America 11

Support Available Through HUD for Clubs in Indian Country 15

Requirements for Starting a Club 19

Promoting Interest in a Boys & Girls Club for Your Community 21

Part 2: Starting and Operating a Boys & Girls Club

Introduction 29

Developing a Relationship With Boys & Girls Clubs of America 31

Gaining Charter Membership 33

Setting Up Governing Structures 37

Planning and Maintaining a Facility 41

Collaboration 45

Staff Resources 47

Club Management 51

Membership Recruitment and Retention 53

Selecting and Creating Programs 55

Safety and Security 63





Contents (continued)

Part 3: Resource Development and Fundraising

Resources and Fundraising	67
Boys & Girls Clubs of America and Federal Government Resources	71
Community Funding Resources	81
Foundations and Corporate Funding Sources	83
The Foundation Center Cooperating Collections Network	88

Part 4: Profiles of Boys & Girls Clubs in Indian Country

ONAP's Initiative in Indian Country	103
Boys & Girls Clubs in Indian Country: 1974 to the Present	105

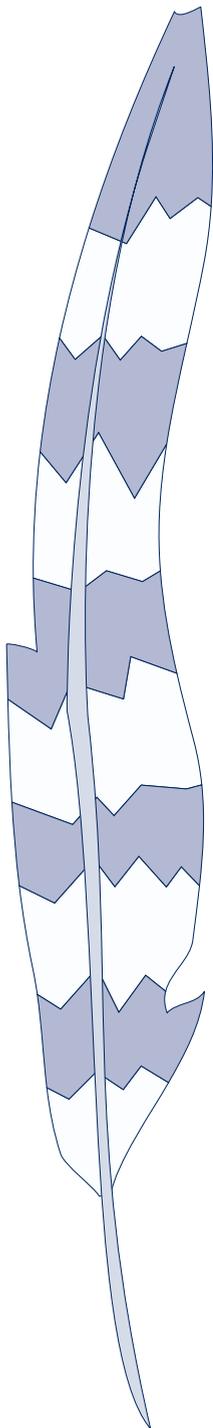
Part 5: Contact Information

Area Offices: HUD's Office of Native American Programs	125
Regional Service Centers: Boys & Girls Clubs of America	129
Contact List: Boys & Girls Clubs Serving Indian Communities	133
Native American National Advisory Committee	145
Native American Resources on the Internet	148

Part 6: Appendix

Boys & Girls Clubs of America Requirements for Membership	146
Sample Articles of Incorporation of a Native American Boys & Girls Club	152
Sample Bylaws of a Native American Boys & Girls Club	156
Boys & Girls Clubs Sample Expense Budget	160
Sample Memorandum of Agreement Between IHA, Boys & Girls Club, and Local Groups ..	162
Sample Performance-based Job Descriptions	168
Boys & Girls Clubs of America Training Courses and Workshops	180





Despite a strong desire to provide the best opportunities for their youth, many communities in Indian Country are hindered in doing so by such challenges as geographic isolation, poverty, and limited economic resources. The rates of high school dropouts, substance abuse, and suicide among Native American and Alaska Native youth—much higher than for American youth as a whole—paint a compelling picture of the strong need for effective, sustainable programs to help Native youth develop in positive ways.

To help create safe havens and positive opportunities for youth in Native American and Alaska Native communities, HUD became a partner with Boys & Girls Clubs of America in 1996 under a special initiative. This exciting effort—centered in HUD’s Office of Native American Programs—grew out of an earlier collaboration between HUD and the Boys & Girls Clubs of America that was designed to create and expand the number of Clubs in public housing communities. The Clubs started in public housing communities since 1987 have demonstrated their success in reducing juvenile delinquency and drug activity and in improving the quality of life for youth.

This “how to” Guide describes how the Boys & Girls Clubs’ proven prevention model can be used in Indian Country to promote education, healthy lifestyles, cultural enrichment, and leadership development. The Guide demonstrates how Native American and Alaska Native communities are successfully adapting the Boys & Girls Club model to reflect their own diverse and rich cultural traditions.

We at HUD are proud to be part of this groundbreaking effort. Since HUD’s Boys & Girls Clubs initiative began, the number of Clubs in Indian Country has increased from 12 to 45. We are grateful for the financial support made possible by President Clinton and the U.S. Congress—support that plays a crucial role in helping to launch new Clubs in Indian Country. With this support and technical assistance from HUD and Boys & Girls Clubs of America, we ultimately hope to see 100 vibrant and enduring Clubs in Indian Country by the year 2000.

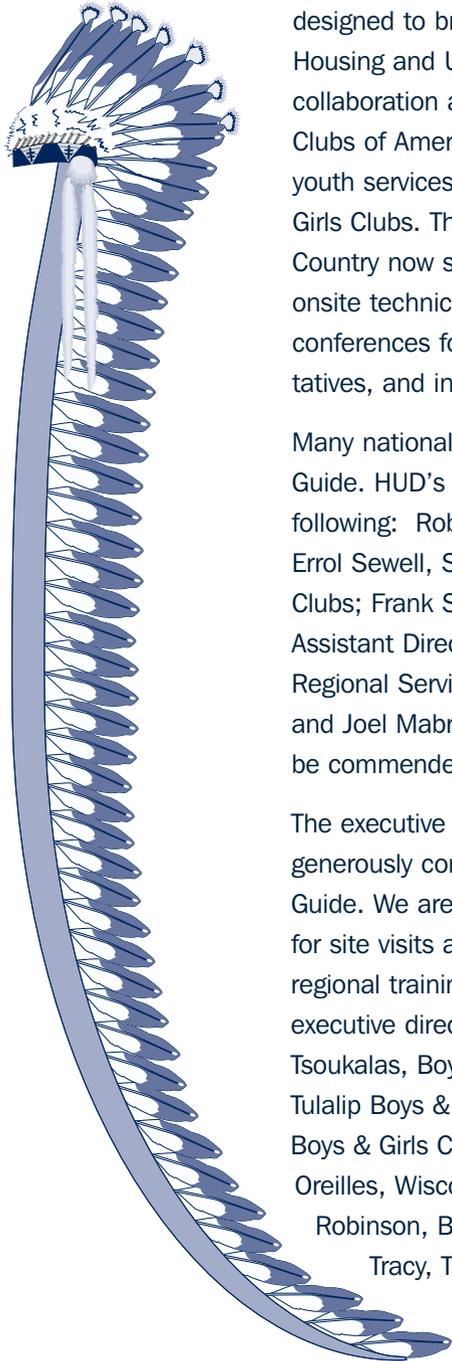
A handwritten signature in black ink, reading 'Andrew M. Cuomo'.

Andrew M. Cuomo
Secretary of the U.S. Department
of Housing and Urban Development





acknowledgments



This document describes an exciting national initiative—still in its early stages—designed to bring youth services to Indian Country. The U.S. Department of Housing and Urban Development (HUD) gratefully acknowledges the enthusiastic collaboration and support provided by its partner in this effort, the Boys & Girls Clubs of America (B&GCA). B&GCA is devoting its rich and long experience with youth services to helping Native American communities plan and develop Boys & Girls Clubs. This support continues for the numerous communities in Indian Country now striving to develop Clubs. Help from B&GCA comes in many forms—in onsite technical assistance to Native American communities, in training at regional conferences for teams of Tribally Designated Housing Entities and tribal representatives, and in materials and start-up funds.

Many national Boys & Girls Club representatives played a part in developing this Guide. HUD's Office of Native American Programs (ONAP) especially thanks the following: Robbie Callaway, B&GCA Senior Vice President, Government Relations; Errol Sewell, Senior Vice President; Ronnie Jenkins, Vice President, Service to Clubs; Frank Sanchez, Director, Delinquency Prevention; Becky Hagstrom, Assistant Director, Delinquency Prevention; Alex Barrera and David Sykes, Senior Regional Service Directors; and Phil Jachowicz, Ron Moeckel, Richard Greenwood, and Joel Mabrey, Regional Service Directors. ONAP's field office staff are also to be commended for their enthusiastic commitment throughout this initiative.

The executive directors of Boys & Girls Clubs operating in Indian Country have generously contributed their knowledge, expertise, and sample documents to this Guide. We are particularly indebted to those who opened the doors of their Clubs for site visits and shared their experiences in starting up a Club during ONAP's regional training conferences. These "guides to new territory" include the following executive directors: Randy Keller, Boys & Girls Club of Chelsea, Oklahoma; Bill Tsoukalas, Boys & Girls Clubs of Snohomish County, Washington; Terry Freeman, Tulalip Boys & Girls Club, Washington; Leatrice "Chick" Big Crow, SuAnne Big Crow Boys & Girls Club, South Dakota; Jody Morrow, Boys & Girls Club of Lac Courte Oreilles, Wisconsin; Chilo Figueroa, Gila River Boys & Girls Club, Arizona; Rick Robinson, Boys & Girls Club of the Northern Cheyenne Nation, Montana; Sandy Tracy, The Source: A Boys & Girls Club, South Dakota; and Kathy-Jean Lavoie, Boys & Girls Clubs of Greater Anchorage, Alaska.



Introduction

The U.S. Department of Housing and Urban Development (HUD) is pleased to offer this Guide, with “how-tos” to help leaders in Native American communities plan and develop youth services for their young people. Whether you are a Tribal Council member, a Tribally Designated Housing Entity (TDHE) staff member, or a concerned leader in your community, you will find this Guide helpful in exploring how your tribe or community can set up a Boys & Girls Club. This Guide can be used even by small tribes and villages, which historically have lacked the capacity to take advantage of youth development programs.

This Guide describes some of the 45 Clubs now serving youth in Indian Country. HUD’s Office of Native American Programs, in partnership with Boys & Girls Clubs of America (B&GCA), hopes to see 100 Clubs in Indian Country by the end of the year 2000. Already, a network of Clubs has been set up, with Native American leaders sharing ideas and experiences, providing training for teams of youth and adults, calling up the Internet for information on what other tribes are doing, and gathering for intertribal tournaments and events.

Thousands of young people in Indian Country now have a positive, healthy place to go for fun, are growing in personal skills and leadership, and are increasing in knowledge and pride about their cultural heritage and traditions. Clubs provide positive outlets and programs to prevent high-risk behavior. On one reservation, local law enforcement, accustomed to arresting a new crop of 12-year-olds for alcohol use on a regular basis, reports that arrests have declined considerably since the Boys & Girls Club opened.

This exciting initiative in Indian Country grows out of a 10-year successful team effort by HUD and Boys & Girls Clubs of America. In 1987, HUD’s Office of Public and Indian Housing launched an initiative with B&GCA to expand outreach and establish Boys & Girls Clubs in public housing communities across the country. It was hoped that these Clubs would benefit youth residing in public housing, who are particularly at risk for alcohol and other drug use, health problems, pregnancy, crime, violence, delinquency, and failure in school. Clubs did help these disadvantaged young people. A 3-year independent evaluation study conducted by Columbia University confirmed that Clubs in public housing significantly reduce juvenile crime and drug activity, while improving the quality of life for children and their families.

Responding to similar problems among Native American youth, HUD’s Office of Native American Programs (ONAP) initiated an aggressive plan to help TDHEs and tribes explore the feasibility of starting Boys & Girls Clubs.



Alaska Statewide Outreach

To assist communities desiring to establish Clubs among the unique circumstances of Alaska Native villages, a new outreach and development initiative is now underway, led by the Boys & Girls Clubs of Greater Anchorage and B&GCA.

Anchorage has initiated a Statewide Advisory Committee to create a process and fundraising strategy for establishing Clubs in rural Alaska. A Statewide Expansion Director and Team are now available to assist interested communities in assessing their needs and feasibility of starting new clubs.

Contact Information:

Director of Statewide Expansion
Boys & Girls Clubs of Greater Anchorage
2300 W. 36th Avenue
Anchorage, AK 99517
907-249-5470



Part 1



Setting the Stage for
Boys & Girls Clubs in Indian Country

Club members of SuAnne Big Crow Boys & Girls Club

roviding Youth Services in Indian Country

An exciting movement is underway in Indian Country. For the first time, thousands of Native American young people have a Boys & Girls Club in their community where they go to enjoy healthy fun with peers, to learn new skills under the guidance of responsible adults, and to gain a sense of belonging to their communities and its cultural heritage. These positive places for kids to go are Boys & Girls Clubs recently set up in Indian Country.

Young people in your community may also have no positive place to go and nothing to do after school and in the summer months. Older children may be unsupervised as their parent or parents work long hours away from home. Typically, services for youth are in short supply or nonexistent in Indian Country, especially on reservations. Native American children and teenagers are the least likely in the Nation to benefit from well-designed and managed youth programs. Yet, according to the director of an Apache youth program, “This is a tough time for our children to grow up.”

Native American children can be placed at risk because of a rapidly changing society and a decreasing sense of community. Like the leaders in other tribal and Indian organizations, you may want to help your young people balance the demands and pressures of modern life with the values of their traditional life. As one Indian leader puts it, the dilemma is to help Native American youth “hold a feather in one hand and a computer in the other.”

Answering the Needs of Indian Youth

The Boys & Girls Clubs just begun in Indian Country show how starved the children are for youth services. At the Northern Cheyenne Club in Lama Deer, Montana, membership quickly skyrocketed to more than 1000 youth aged 5 to 18—more



than 40 percent of the residents in the area. The executive director says it’s a challenge to build facilities fast enough to meet the need. The new Club in Chelsea, Oklahoma, originally serving 493 youth out of a public school population of 1,200, is already expanding to serve at least 750 youth (including youth from the Delaware tribe). A 14-year-old Club member says that “before the Club opened in Chelsea, there was nothing for kids to do and they were bored and getting in trouble. Now, kids are lined up at the Club door waiting to be let in every day.”

If the young people in your community need a healthy, positive place to get together, if they need recreation and educational services, then you may want to consider the Boys & Girls Club model. This Guide spells out the steps for setting up and maintaining a Boys & Girls Club. It is based on the experience of the 45 Clubs now in Indian Country. Your community, too, can be part of this growing movement on behalf of Native American youth.

Advantages of the Boys & Girls Club Model

The Boys & Girls Club youth program model offers you the following important advantages:

- ▶ A long-established, proven model that appeals to children and teenagers because it provides what they need and want
- ▶ Underlying values that are compatible with the cultures of Native American and Alaska Native peoples
- ▶ A package of programs that each tribe or Nation can use as is or augment and adapt to fit their own heritage, culture, and traditions
- ▶ Programs that offer acceptance, help, and guidance for all children and youth, including disadvantaged children and troubled youth at risk of such behavioral problems as drug and alcohol abuse
- ▶ A proven record of success in helping young people lead productive, useful lives

A model that appeals to young people

The first Boys Club opened in 1860, at a time of national depression, and was designed to bring poor boys in off the streets to enjoy healthy sports and activities and to guide them toward being good citizens. The Club was immediately popular with boys, satisfying the desire of young

people to have a “club” of their own. Today, the Clubs have both girls and boys as members. Certain features are common to all Boys & Girls Clubs.

- ▶ **All girls and boys can afford to belong because membership dues are kept low.** Native American Clubs charge from \$1 to \$10 per year and find ways to offer financial help to children who cannot afford the fee. Some children receive “scholarships” or provide services as payment.
- ▶ **All Clubs are open to all races, religions, and ethnic cultures and are nonsectarian.** The Chelsea Club, for example, serves all children in the community, not just the Native American children. The Clubs in Indian Country say that being inclusive of all youth can be an important factor for gaining community support.
- ▶ **Clubs are building centered. Activities are conducted in a safe, friendly atmosphere.** For some children, the Club will be a safe haven in times of trauma at home.
- ▶ **Clubs have an open door policy.** They remain open to all members at any time during operation. However, some parts of the facility may be reserved at certain times by age group, as for teens or younger members.
- ▶ **Clubs have full-time professional leadership, supplemented by part-time employees and volunteers.** This provides a consistent core of responsible adult role models. Staff are trained professionals who guide youth and establish an environment in which youth peers learn to set behavior standards and guide each other.
- ▶ **Clubs welcome all children, including those who are troubled or at risk of behavioral problems.** The Clubs help



guide boys and girls who may be in danger of acquiring, or who have already acquired, unhealthy and socially unacceptable habits, behaviors, and attitudes. The children must simply abide by Club rules. Most Club members are boys and girls who have not been in trouble in the school or community.

- ▶ **Clubs are guidance oriented.** Boys & Girls Clubs help youth make appropriate and satisfying choices in their physical, educational, social, emotional, personal, and vocational lives.
- ▶ **Clubs offer a varied and diversified program.** The diversified program recognizes and addresses both the collective and individual needs of the members. Such balance is important to the Native American Clubs. As one director said, “the Club can’t be solely sports, it can’t just be 90 percent computers ... it’s these things and lots more.”

According to the director of a Club on one reservation, “Our Club invites kids in and they don’t have to excel at anything. In school it’s the jocks or troublemakers that get all the attention. If you’re in between you just drift away. Those are the kids we can give attention to. You get attention because of who you are rather than because of what you do. It’s not about activities, it’s about relationships.”

Values compatible with Native American cultures

Boys & Girls Clubs are based on values about children that are important in Native American cultures. Boys & Girls Clubs are being developed by Native communities that have very different cultural histories and traditions. The map on the next page shows the broad geographic distribution of Boys & Girls Clubs in Indian Country. The model is being successfully adopted—and

adapted—by tribes, villages, and communities representing a wide range of culturally diverse groups from the Woodlands, Plains, Southwest, and Northwest Coast traditions, among others.

Among the common values are a shared desire to help children develop the qualities and skills they need to be

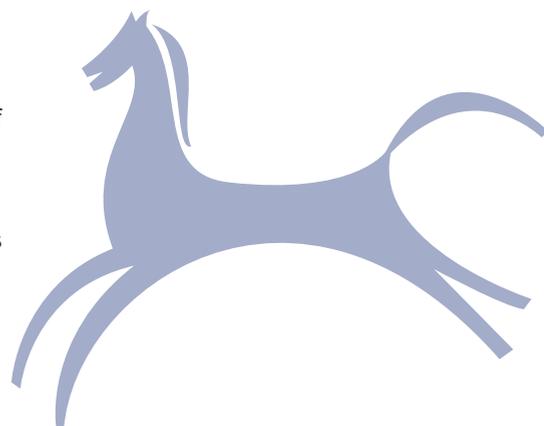
responsible, contributing members of their communities.

Boys & Girls Clubs, like the Native American cultures, take a

holistic approach to working with youth. Boys & Girls Clubs provide supervised, safe, and supportive environments in which their young members can build self-esteem, acquire honest values, and receive guidance and role models from caring adult leaders, often tribal elders. Boys & Girls Clubs, to assure positive youth development, want to first attract children to the Club while they are young. A troubled 14-year-old can be helped, but it is more difficult than with a younger child. The Clubs can work with other community programs to get teens help and counseling if needed.

Boys & Girls Clubs youth development strategy is to enhance the self-esteem of youth and create an environment that will help young people achieve their full potential. The model aims to help youngsters meet these four essential needs:

- ▶ **A sense of belonging.** Boys & Girls Clubs offer an environment where the child knows he or she has a place and is accepted and affirmed.
- ▶ **A sense of competence.** Through the diverse activities, children get the chance



Native American Communities With Boys & Girls Clubs



Note: Numbers in parentheses () indicate the number of Clubs serving that tribe.

to enjoy their interests, nurture their talents, and find that they can do many things and do them well.

- ▶ **A sense of usefulness.** Clubs give young people opportunities to do something of value for other people.
- ▶ **A sense of power or influence.** Club activities give young people an opportunity to be heard, to make choices, and to take on a leadership role.

As the Boys & Girls Club program director on one reservation points out, “The need for kids in this community is to create a sense of belonging—to the tribe and the reservation. We want to do it in a fundamental way. We start by a sense of belonging to the Club, create a tie to adults, and then expand it to the community.”

Programs compatible with Native American heritages and traditions

The executive directors of Boys & Girls Clubs in Indian Country say that youth programs need to be tailored to their individual tribe and culture. The package of Boys & Girls Club programs allows—even encourages—Clubs to do that. Clubs have the latitude to develop their own programs, which can then become new national models. Native American themes can be easily woven into many B&GCA programs. B&GCA offers a comprehensive array of curricula that can be augmented to fit the specific needs of each individual tribe.

The Native American Clubs report that the basic curricula and approaches of B&GCA programs reflect what works for all youth. What needs to be done—and is being done by the Clubs—is to incorporate the cultural context of each Native American site into these proven materials. Clubs offer program activities in six core areas:

- ▶ **Cultural enrichment.** Clubs take advantage of the wonderful opportunities to foster

youths’ appreciation of their culture and to enhance self-expression and creativity. Among the traditional arts and crafts being taught are pottery making, tribal dancing, basketweaving, beading, drumming, silver-smithing, making fry bread, and storytelling. Clubs hold cultural workshops. Some have been involved in a cultural exchange program with other tribes, where speakers share their tribal legends and prophecies, traditional food, ceremonies, and celebrations. Some groups have mini-powwows and elder programs, where tribal and spiritual leaders share their tribal stories and traditions.

- ▶ **Personal and educational development.** Several Clubs provide computer learning labs, with Internet access to Club Web sites and to the home pages of other tribes across the country. One Club reports their most popular program with the community is Power Hour!, which offers homework help to youngsters every day after school, with older teens tutoring younger students. Some of the Clubs help kids explore different career paths. One example is a job “shadowing” program that teaches construction skills. Another program exposes the kids to different professions, like dentistry and architecture.
- ▶ **Citizenship and leadership development.** Leadership programs in Clubs in Indian Country include a Junior Tribal Council, a court of youth peers, and many Torch Clubs similar to a student council. Leadership programs in Indian Country have undertaken such service/learning projects as community cleanups, murals, care for the elderly, and a community garden.
- ▶ **Health and physical education.** Many Clubs hold prevention workshops aimed at preventing alcohol, tobacco, and drug use, as well as teen pregnancy. Boys & Girls



Club sports tournaments and P.L.A.Y. Daily Challenge programs are extremely popular. Clubs in Indian Country offer a host of sports—basketball, soccer, baseball, racquetball, track and field, bowling, and jump rope challenges. There are pool, martial arts, and karate tournaments, and mother/daughter aerobics. Several Clubs are participating in start-up of the Native American Youth Olympics, and others have held intertribal athletic competitions with neighboring Clubs. An Alaskan Club plays such traditional games as the one-leg and two-leg kick, seal hop, and the ear pull. One Club has a canoe pulling team.

▶ **Social recreation.** Boys & Girls Clubs offer many opportunities for fun and constructive use of leisure time. These include parties, dances, billiards and table tennis tournaments, and trips to museums or events. Among activities held in Indian Country are family nights, teen nights, and a Club Cafe where families and elders can gather for meals. One reservation Club sponsors a monthly overnight called “Dry Fridays and Sober Saturdays,” which reinforces drug and alcohol prevention efforts.

▶ **Outdoor and environmental education.** The Boys & Girls Clubs program promotes the opportunity for youth to honor, preserve, and treasure the environment. B&GCA’s environmental educational program, The Ultimate Journey, is an international award-winning program of games, crafts, and discovery projects. Clubs in Indian Country pursue activities in natural settings. There are nature walks, educational field trips, and campouts that include camping, horseback riding, cooking, and the gathering of traditional plants. One Club takes part in a 1-week visit to a traditional

fishing camp, where they learn the fishing techniques of their ancestors.

Boys & Girls Clubs strive to achieve their mission through three basic methods: (1) individual assistance provided to a member by a youth development professional on a one-to-one basis; (2) small groups of youth meeting regularly with an adult leader for a specific activity; and (3) large group activities providing an opportunity for youth to improve their social skills, self-confidence, and the ability to participate in group activities.



A Nooksack Club canoe team member proudly displays his ribbon after a race.

Programs offering help to troubled and at-risk children

Boys & Girls Club activities are helpful for young people everywhere. They are particularly vital for children living in disadvantaged and impoverished circumstances, where a future vision of life beyond their present circumstances may seem unattainable.

B&GCA has tested demonstration programs for preventing high-risk behavior among all youth. These national programs aim to prevent alcohol and drug abuse, pregnancy, and delinquency and crime among young people. The programs reach out to those youth most at risk and bring them in to participate at the Club. These programs include:



- ▶ **SMART Moves**, an award-winning prevention/education program that addresses the related problems of alcohol and drug abuse and premature sexual activity. SMART Moves uses a team approach with Club staff, parents, community representatives, and peers.
- ▶ **Act SMART**, an HIV/AIDS prevention and education program that was developed in coordination with the American Red Cross.
- ▶ **Gang Prevention Through Targeted Outreach Program**, specifically designed to reach those at risk of delinquency or gang involvement. This program is funded by the Office of Juvenile Justice and Delinquency Prevention. Youth are often referred to Boys & Girls Clubs from schools, tribal and other courts, law enforcement, and youth service agencies.

Because of the serious alcohol abuse problem in Indian country, the Native American Boys & Girls Clubs have been particularly interested in the SMART Moves program. A prevention program is also useful to address inhalant use, which can be a problem among young people, as well as the use of other drugs. Two of the Clubs in Indian Country report the beginnings of gang activity by their young people. These Clubs have adapted and are using the Boys & Girls Club Gang Prevention Through Targeted Outreach Program.

A proven record of success with children

Although Boys & Girls Clubs are new for Native American communities, Clubs have more than 135 years experience in helping children, particularly disadvantaged children. Today there are an estimated four million living alumni of Boys & Girls Clubs. A survey done by Louis Harris and Associates found that 96 percent of the alumni surveyed felt their Club experience had a positive

impact on their lives. The alumni said that being a member of a Club:

- ▶ Taught them leadership skills (94 percent)
- ▶ Taught them how to get along with people (96 percent)
- ▶ Is important to success later in life (92 percent)

Club members have gone on to become leaders in many professions and fields. Some notable alumni include President Bill Clinton, Denzel Washington, Bill Cosby, Jackie Joyner Kersee, and Michael Jordan.

A 3-year independent study conducted by Columbia University found that Boys & Girls Clubs in public housing had a significant impact on juvenile crime (reduced 13 percent), and on drug activity (reduced 22 percent). The Clubs also had a positive impact on the youngsters' school performance. A lower percentage of children from sites with Boys & Girls Clubs failed or had behavior problems in school. The study found that the Clubs improved the overall quality of life for the children and families who reside in public housing. Adult family members in communities with Clubs were more involved in youth-oriented activities and school programs.

Research also showed that B&GCA high-risk prevention programs have effective results. Findings from an independent study of the gang prevention model being used at 33 Club sites with 1,900 youth who were at-risk or on the fringe of gang involvement showed:

- ▶ At the end of 1 year, 48 percent of youth mainstreamed into Club programs showed improved school behavior; more than one-third had improved grades.
- ▶ Involvement with the juvenile justice system and gang activity both declined for youth participating in the program.





Advantages of Belonging to Boys & Girls Clubs of America

In the past, it has been difficult to maintain youth programs in Indian Country. Youth services have been started but then could not be maintained. According to one director, “Our youth programs are often funded under grants and, when the grant runs out, these fine projects die and the kids are left with nothing.”

Boys & Girls Clubs now being started in Indian Country, however, are designed to have a solid, stable future. These 45 Clubs are a tribute to the vision, dedication, and hard work of many Native American leaders in their communities. They are pioneering efforts in Indian country, where so few youth services exist. Boys & Girls Clubs are building a solid framework so they can become long-term, self-sustaining programs that are permanent institutions within their communities. Throughout Indian Country, there are two major challenges to this goal: (1) there is often no body of trained people in the community who are already experienced in conducting and managing professional youth services; and (2) there is often no local economic base to tap for ongoing financial support.

If you face similar challenges in your community, you will find that being part of a national organization has important advantages. As one program director in Indian Country put it, “Being part of a national organization has been crucial. There is training and help with accounting, board management, and fundraising. We get a chance to spend time with mentor Clubs and learn from them. Credibility with Federal agencies is built in.”

Boys & Girls Clubs: A National Network

In starting a Boys & Girls Club, you become part of an established national network. B&GCA is a federally chartered, national organization that was formed to promote the health, social, educational, vocational, and character development of young people throughout the United States. B&GCA now has a nationwide network of more than 1,850 affiliated Clubs, serving more than 2.6 million boys and girls aged 6 to 20. Clubs have been opened in more than 1,000 new locations since 1987. There are Club facilities and programs in all 50 States, Puerto Rico, and the U.S. Virgin Islands. Through its headquarters in Atlanta, Georgia, its five regional service centers, and the government relations office in Washington, D.C., B&GCA provides technical assistance and support to local Clubs (for addresses, see *Regional Service Centers: Boys & Girls Clubs of America* in Part 5).

According to one of B&GCA's regional directors, “Local people in Native American communities can provide the services, time, and energy to make these projects happen. We can help with how to organize a Club and search for funding. Everybody benefits. Our relationship allows for local control, but gives local people access to a national network.”

The national organization offers important support to Clubs in Indian Country. The national organization:

- ▶ Helps communities establish new Clubs, either as totally new organizations or as units of already established Clubs



- ▶ Provides management assistance to local Clubs in youth program development, board and staff development, facility design and safety, fundraising, marketing and communications, and organizational planning
- ▶ Promotes greater public awareness of B&GCA's mission and purpose, and influences national policy affecting youth

Boys & Girls Clubs of America also mobilizes and promotes funding for Clubs from both government and private sources. For example, B&GCA recently received \$40 million through the 1999 Violent Crime Reduction Trust Fund. Some of these monies are earmarked to assist in the start-up of Clubs in Indian Country. Boys & Girls Clubs of America also receives funds from private foundations that are used to assist local Clubs. These monies help support specific projects of the local Clubs and are awarded competitively. In 1995, B&GCA received \$2 million in dues from local Clubs, while distributing \$7 million in grants and awards to local Clubs.

B&GCA has formed a National Native American Advisory Committee. This Committee makes recommendations to B&GCA about the initiative in Indian Country. One of its important tasks is to identify and develop major new funding sources and corporate partnerships that will support Native American Boys & Girls Clubs. Many potential private sources of funding for Native American Clubs are yet to be tapped. (See Part 5 for a list of Committee members).

Benefits during start-up

Boys & Girls Clubs of America will give you hands-on help in starting a Club at no cost to you. The service director for your region, often called a field representative, will be available to visit your site, to provide materials, and to work with you by telephone. In the case of Alaska, communities are most likely to work directly with the Director of Statewide Expansion at the Boys & Girls Clubs of

Greater Anchorage. A B&GCA senior vice-president has visited a number of reservations to meet with their Tribal Councils about the feasibility of starting a Boys & Girls Club.

The field representative can assist in all stages of planning, beginning with how to win support from your Tribal Council and community. The representative can help plan fundraising efforts and guide you through the start-up steps. The representatives can also put you in touch with existing Native American Clubs that have faced similar start-up challenges.

As your Club gets underway, B&GCA's field representative will assist you with implementing and evaluating programs. The help with facility design is valuable. Several Clubs in Indian Country have been able to build new facilities. Among others, the executive director of the Choctaw Nation's Boys & Girls Club used and appreciated the practice-based input of B&GCA's consulting architect. B&GCA staff also help sites develop and test new youth programs.

Benefits involving credibility

Clubs in Indian Country find that B&GCA is a nationally known and respected organization. This helps in gaining support from tribal leaders and the community. It can be very important in raising money from commercial sources and in obtaining grants from both government and private sources, such as foundations. The issue of fundraising and funding resources is discussed in Part 3.

Benefits in programming

B&GCA offers prepackaged national programs and materials that have proved very adaptable in Indian Country. Each local program augments these activities according to their youths' needs. Examples of such projects in Indian Country include a food bank, a cafe, and food service concessions at Club basketball tournaments. The structured B&GCA programs and materials are described in Part 2.



Benefits in organization management

Youth service programs frequently suffer from a lack of management and organizational structure. A great benefit of Boys and Girls Clubs is the built-in structure and accountability for local Clubs. B&GCA will assist your group in setting up well-managed and efficient organizational structures and procedures, including an annual financial audit.

Being part of Boys & Girls Clubs of America also provides access to a staff benefits package. The package covers such items as health and disability insurance for employees. For more information, see *Boys & Girls Clubs of America Requirements for Membership* in the Appendix, Part 6.

Benefits for staff

Your Boys & Girls Club staff will be able to take advantage of a whole range of training and personnel benefits available through the national organization. You can access youth development training through B&GCA programs. Boys & Girls Clubs of America has an extensive staff development program aimed at creating a cadre of trained, professional staff. Part 2 provides additional details.

The staff training program may be a particularly valuable benefit for Clubs in Indian Country. In many cases, staff for the Boys & Girls Clubs in Indian Country are recruited from the ranks of local people. Often, the executive directors are also local Native Americans. However, trained youth workers may not be readily available. If this is the case in your community, then you will be recruiting and training people who possess energy, who have concern for children and are experienced in working with them, and who have the respect of the community. B&GCA's staff development program can offer both training and a career ladder for those in youth work.

Benefits for youth

Being part of a national network offers advantages for Native American young people in the program. Boys & Girls Clubs of America hosts national leadership conferences for youth from all Clubs, as well as sponsoring a number of national programs in which youth receive awards and recognition. There are also many opportunities for young people to visit and take part in events with Boys & Girls Clubs in other parts of the country. Some examples of national participation and networking by youth from Indian Country include the following:

- ▶ A 14-year-old member of the Chelsea, Oklahoma Boys & Girls Club was a winner in the B&GCA Jackie Joyner Kersee World Class Challenge and received an all-expenses paid trip to the summer Olympic Games in Atlanta, Georgia.
- ▶ An older group of youth from the Boys & Girls Club of the Northern Cheyenne Nation attended a regional TEENSupreme Keystone youth leadership conference in Texas, raising half the travel money themselves.
- ▶ Northern Cheyenne youth also made a 350-mile journey to visit fellow Club members in Greeley, Colorado, where they displayed a tepee and performed mini-powwow dances. The program director described the kids as so enthused about presenting their culture that they came home "just cheering."





Support Available Through HUD for Clubs in Indian Country

This is an exciting time to start a Boys & Girls Club in Indian Country. It is an opportunity to be part of a creative, growing movement among Native American communities designed to promote youth leadership, cultural pride, and community cohesion. During the past 3 years, more than 35 different tribal groups have set up Clubs for their young people, augmenting the programs to fit their own rich tribal heritages and cultures (see program summaries in Part 4). Each Club is creating its own set of strategies and ideas for working with Indian youth. The initial Clubs served Native American young people; this growing movement is now beginning to include Alaska Native communities.

Funding Opportunities

HUD makes operating funds available for Boys & Girls Clubs in Indian country through a variety of mechanisms. The funding streams have shifted somewhat over time. Initially, some funds came through the HUD Youth Sports Program. Currently, the most important funding sources include:

- ▶ **The Public and Indian Housing Drug Elimination Program (PHDEP).** Recently, this has been the major source of HUD funding for Boys & Girls Clubs in Indian Country.
- ▶ **Native American Housing and Self-Determination Act of 1996.** This legislation has affected some funding streams for Indian housing communities. For the first time, tribes may now choose to have their HUD monies for Indian housing go either to

the tribe or to Tribally Designated Housing Entities (TDHEs).

- ▶ **Community Development Block Grants.** You may need to petition your Tribal Council to apply for this block grant money, which can be used to improve the quality of life for housing residents through such programs as Boys & Girls Clubs. (For more information, see *Community Funding Sources* in Part 3.)

Funds may also be available from other government sources. Both B&GCA and ONAP can assist you in identifying such resources. For a detailed description of funding sources, see the chapter in Part 3, *Boys & Girls Clubs of America and Federal Government Resources*.

Training and Technical Assistance for Prospective and Existing Clubs

Through the HUD/B&GCA partnership, you can be part of the network of Native American communities now operating Boys & Girls Clubs for their youth. The Indian Clubs are new and energetic, forging creative activities and approaches for their young people. The Clubs in Indian Country share certain challenges, such as how to provide transportation or access for youth in remote locations. The HUD/B&GCA “learning community” of Clubs can give your group the chance to learn from others who have faced the same challenges, to compare ideas and explore solutions. Some Clubs come together for joint events, giving their youth a chance to show their cultural traditions to other Clubs.

You can be part of the HUD/B&GCA national training and promotional initiative to start up and support strong Clubs in Indian Country. This effort builds upon the Clubs' successes and is helping Indian communities to discover and shape the strategies most effective for their youth. ONAP is working closely, and in a host of ways, with Tribally Designated Housing Entities (TDHE), tribal organizations, Native American youth leaders, community leaders, and Native American youth. The results are already apparent: a network of comprehensive Native American youth programs.

In addition to providing funds and technical assistance to individual projects, ONAP sponsors training events and conferences. At these events, the leaders of Boys & Girls Clubs in Indian Country come together to share ideas and experiences. Some of these events include:

- ▶ **A discussion forum on Native youth initiatives.** ONAP sponsored the first forum in 1996 on life skills programming for Native American youth. Leaders of Native American youth organizations met to discuss the needs of youth and ways to network and expand their efforts. Key groups attending included United National Indian Tribal Youth (UNITY), the National Indian Athletic Association, Native American Sports Council, North American Indigenous Games, Running Strong for American Indian Youth, and Wings of America.
- ▶ **Regional training sessions.** More than 450 trainees representing tribes from across the Nation have attended these five ONAP trainings. TDHEs send teams composed of TDHE program directors and community leaders. These teams learn about starting a Boys & Girls Club, visit an existing Club site in Indian Country, and hear from Club directors about their own experiences in starting a Club.

- ▶ **Regional learning conferences.** As more Clubs start in Indian Country, the trainings are shifting to a "learning conference" format. The emphasis will be on creating a workshop environment where participants can plan, share, and discuss their promising ideas and strategies, as well as ways to resolve common challenges.



Training and Opportunities for Youth

ONAP also sponsors a number of activities that directly benefit the children in Native American Boys & Girls Clubs. These activities include:

- ▶ **Training conferences in Native Youth Leadership Development.** Beginning in 1997, these training events are bringing together Native community teams that are currently involved in community service and youth activities. Teams consist of two adults and four youth. Teams will develop community action plans with specific goals and timelines.

- ▶ **Club Notes, a newsletter for Indian youth.** This whimsical publication shares interesting facts about other Clubs in Indian Country and is popular with children.
- ▶ **Internet connections.** One of the features on HUD's Internet Web site is Planet Youth, which contains information about the Boys & Girls Club Initiative [<http://codetalk.fed.us>].

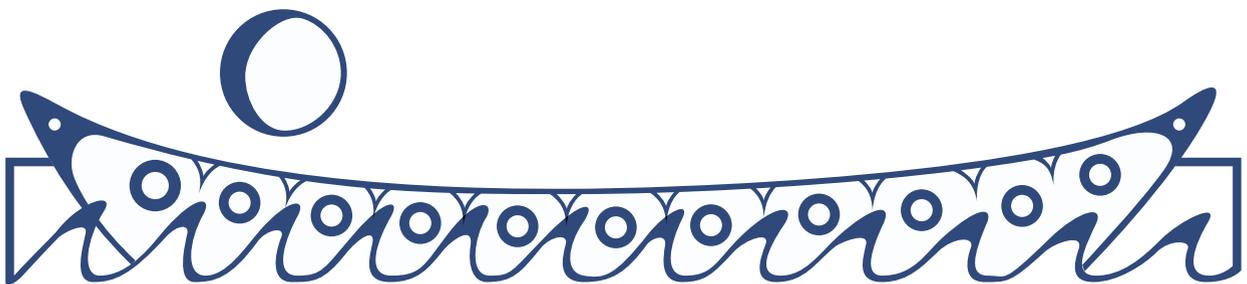
National Promotional Materials

ONAP is supporting the initiative by developing a number of promotional materials. This Guide, designed to provide practical help for starting a

Boys & Girls Club in Indian Country, is part of that effort. Other materials include:

- ▶ **A video showcasing five successful Clubs in Indian Country.** Produced by a Native American film company and featuring Rodney Grant, this video will help Indian Tribal Councils and communities view how Clubs work in Indian Country.
- ▶ **An informational brochure.** This colorful booklet highlights Indian children participating in many kinds of events and activities at their Boys & Girls Club.
- ▶ **A vibrant poster.** This poster promotes the Boys & Girls Clubs movement in Indian Country.

For more information about HUD's Native American Boys & Girls Club initiative, contact the Office of Native American Programs, 303-675-1600.





Requirements for Starting a Club

As the past chapters show, Boys & Girls Clubs of America and HUD's Office of Native American Programs (ONAP) will provide you with a range of support in starting a Club, including technical assistance, materials, and help with fundraising. Nevertheless, the bulk of the hard work and commitment must come from you and your community. You are undertaking a project that will make a significant, positive difference in the lives of young people and your community.

You can be the prime “mover” in starting a new program without being the person who will run it. The prime promoters of Boys & Girls Clubs in Indian Country have been members of Tribal Councils, staff of Tribally Designated Housing Entities, and leaders in their tribes and communities. The individuals who start the Club process do not always have a formal continuing role, such as serving on the board of directors.

Setting Up a Chartered Club

Your most ambitious goal will be to set up a free-standing, chartered Club. This type of Club must meet a set of membership requirements (see *Boys & Girls Clubs of America Requirements for Membership* in the Appendix). It must serve at least 100 members between the ages of 6 and 20 in any 1-year period. The Club must be open for activities at least 4 hours per day, 5 days a week for 10 or more months per year.

The costs of starting and operating a Club vary widely, depending on the size of the Club and on whether it is to be an independent chartered Club or an extension unit. Start-up costs are usually

low because so much help is donated. One of the large Clubs in Indian Country now has an operating budget of about \$500,000 per year, while another smaller Club operates on about \$75,000 per year. Your B&GCA field representative can help you estimate your potential needed budget, depending on your own circumstances.

Setting Up an Extension Club

To set up and charter a full-fledged Club may take a minimum of 12 months and often longer. However, you may not have to set up a full-fledged Club. The B&GCA/ONAP partners suggest that you look first at the possibility of starting as an Extension Club. Extensions are units of already existing chartered Boys & Girls Clubs. An Extension Club can be smaller—serving a minimum of 50 members. It also may be open fewer hours—a minimum of 3 hours a day, 3 days a week for 8 months or more a year. It is possible to have an Extension Club up and running in a short time.

Extension Clubs can take advantage of the structures already set up in the parent Club such as an established board of directors. They also have the benefit of the parent Club's expertise and support in areas such as accounting, program management, and staff training. Parent Clubs may be able to provide staff, including a program director, for the new extension. Being an Extension Club gives you the chance to serve youth quickly. You can then gradually expand your facility and build community support, planning to become a chartered, independent Club at a later time.



The experience in Indian Country is that the parent/extension Club relationship works well whether the “parent” is a mainstream Club or a Native American Club. The director of the Tyonek Club, an extension of the Boys & Girls Club in Anchorage, says that their parent Club has been highly supportive and sensitive about their different programming needs.

Extension Clubs also work extremely well on reservations, where children may be clustered in remote locations. The Boys & Girls Club of the Northern Cheyenne Nation in Lame Deer, for example, has set up one extension unit in a remote settlement on their reservation.

Membership Requirements

To become a chartered Boys & Girls Club or an extension unit, you will need to meet both eligibility and operations requirements. These are specifically spelled out in the Appendix under *Boys & Girls Clubs of America Requirements for Membership*. The requirements to be a chartered Club include setting up a board of directors, incorporating as a nonprofit corporation under the laws of the Indian Nation or the State, acquiring a suitable building, employing qualified staff and

volunteer leaders, and raising an adequate operating budget. Boys & Girls Clubs of America also requires that your Club do a self-evaluation every 3 years, using national standards, and provide B&CGA with an annual report on the Club’s organization, operation, and finances.

Accountability

When you start a Boys & Girls Club, you are buying into an organizational process that stresses accountability and high standards. Boys & Girls Clubs of America regularly monitor and evaluate their programs. The organization’s uniform, high standards across all programs are the basis for its high credibility with the public.

The executive director of a Boys & Girls Club in Indian Country puts it this way: “We have to produce an annual report and send 1 to 1.5 percent of income back to central headquarters in Atlanta. There is this [B&GCA] commitment to quality and program evaluation. We talk to our regional director regularly. We’re not a perfect program but we’re a good, honest one.”





Promoting Interest in a Boys & Girls Club for Your Community

Setting up your Boys & Girls Club will involve many people: concerned citizens in your tribe or community, your Tribal Council and TDHE, school leaders, and others who serve youth. Your Tribal Council or local TDHE can help you put together grant proposals for obtaining financial support and may also help you find and renovate a facility.

You will find many sources of support from outside the tribe. B&GCA and HUD's Office of Native American Programs (ONAP) will provide technical assistance, materials, and support. They can put you in touch with the directors of other Boys & Girls Clubs in Indian Country who have already been through this process. You will need to obtain funding or in-kind support from local groups and commercial firms. You may also need to seek financial contributions from private foundations and institutions.

Before starting to implement a Club, you will first need to gain the interest, commitment, and excitement to proceed from other leaders and key groups in your community. These are the steps in "selling" the idea of setting up a Boys & Girls Club in your community.

Getting Started

Boys & Girls Clubs in Indian Country usually start with one or two individuals who initiate the idea and then interest others in the program. You may now be taking this first step. Discuss the idea with your friends, with tribal leaders and those who serve youth in your area, and with leaders in local businesses and professions in your community. Stimulate interest in starting a Club.

Organize a steering committee

Hold a meeting of those who are interested in your idea of starting a Boys & Girls Club. You may want to invite a B&GCA regional service director to the meeting. The representative will come at no cost to your group. (For further information on working with the national B&GCA, see Part 2.) Confine this meeting to a small group.

Explain the purpose of the meeting to the group and ask the field representative to talk about Boys & Girls Clubs. The representative can give you promotional materials or show the ONAP/B&GCA video describing five Clubs in Indian Country. If the group is interested in pursuing the idea further, form a steering committee to handle the preliminary work of starting a Club.

Determine the need

The need for a Club in your community may be quite apparent. Nevertheless, your steering committee needs to take a clear look at the political situation in your locality. You will need support from your Tribal Council and housing authority, as well as from citizens. Some Tribal Councils are immediately supportive of a Boys & Girls Club; others need to be convinced.

Before approaching the Tribal Council, the steering committee should consider doing a survey of your community's need for a Club. There can be several benefits from doing such a survey. First, it shows the Tribal Council what the community wants. For example, if 2,900 out of 3,000 tribal members want basketball, that is a clear message. A needs survey also gives young people a chance to say what they want in terms of a Club

and its activities. Just knowing that a Club is being considered can raise community interest.

The B&GCA field representative will assist your steering committee in carrying out a survey of the local youth situation. There is no charge for this service. As one program director in Indian Country pointed out, this survey can be quite simple. She recommends going to youth with a yes/no want list. The survey can be done either through the schools or door-to-door. A booklet from the Annie E. Casey Foundation, *Kids Count Data Book* (410-547-6600), gives indicators concerning youth on a State-by-State basis, and lists separately the demographics on Indian youth in some States.

Involving Your Tribal Council

For most Clubs in Indian Country, the Tribal Council is a critical source of support. Tribal Councils vary enormously in their traditions and political structures. How much the Council becomes involved in actually developing the Club will vary among the tribes and Nations. In some cases the tribe sponsors the charter for the Boys & Girls Club; in other cases the community does.

Present the idea to the Tribal Council

The steering committee needs to understand—and decide how best to proceed with—your own Tribal Council. In some tribes, the Councils have been immediately supportive of the Club concept or have spearheaded the drive to start a Club. One Tribal Council member has become the executive director of his tribe's large and flourishing Club. In other cases, Council members in the beginning have not been wholly supportive of the Boys & Girls Clubs concept.

Before approaching the Council, you need to assess how accepting your Council is likely to be. You might plan to devote special energy to convincing particular Council members about the

value of a Boys & Girls Club. Some helpful ways to approach your Tribal Council include:

- ▶ Consider first approaching the person (or persons) on the Council who are most likely to be interested and supportive. Ask this person to help present the idea to the Tribal Council.
- ▶ Ask a community leader who is persuasive and excited about developing a Club to present the idea to the Tribal Council. You or someone on the steering committee may best fit this role. In presenting the concept, you need to explain the functions the Club can play in securing the tribe's future; namely, by promoting positive activities and cultural awareness so that youth may thrive within their tribe and community.
- ▶ Present findings from your community needs survey and the wishes of tribal members. The Tribal Council will already be concerned about problems plaguing the community and will want to know how the Boys & Girls Club can help address these problems.
- ▶ Provide the big picture about how Boys & Girls Clubs are being developed in Indian Country. You could show the ONAP/B&GCA video that tells the story of five Boys & Girls Clubs in Indian Country. Also, B&GCA is happy to send a representative to talk to your Tribal Council about forming a Boys & Girls Club. This has already happened with a number of tribes.

Negotiate for different types of support

You will want to work with your Tribal Council and negotiate for their support—whether moral, in-kind, or direct funds. As one director put it, “First you ask for help and then you prove the integrity of your program.”

Some Tribal Councils, such as that of the Choctaw Nation, have been able to provide high levels of financial support, including building funds. Other Boys & Girls Clubs have received no funds from their Tribal Councils, but have received other valuable assistance. Examples include:

- ▶ The Mescalero Apache Tribal Council donated a facility complete with swimming pool and bowling alley to the new Boys & Girls Club.
- ▶ The Pine Ridge (Lakota Sioux) Tribal Council in South Dakota, one of the poorest places in the country, donated a converted plastics factory. Work by volunteers covered 90 percent of the costs of renovation.

Maintain ongoing communication

Once a Club has begun operating, it is essential to maintain ongoing communication with the Tribal Council. If possible, the group interested in developing a Boys & Girls Club should try to become formally involved in tribal planning. For example, it is helpful to have a member of the Club's board of directors serve on the Tribal Council. Thus, when the Tribal Council meets to discuss issues of importance, the Club's interests will be represented.

It is essential to gain the backing of the Tribe and to welcome contributions from them. It is advisable to:

- ▶ **Maintain separation between the Tribal Council and the Club.** A Tribal Council member may serve on the board of directors for a Boys & Girls Club. However, the majority of the Club's board members should come from the community, rather than the Council, to avoid possible "controlling" interests. The Club needs to be governed independently by its board.

- ▶ **Clearly define the mission and roles of all parties.** The Tribal Council may play an important role in suggesting program elements they believe should be offered by the Boys & Girls Club. Tribal Councils also may be of great help in resolving major Club needs or political issues, such as by finding a facility or negotiating Club boundaries with other groups.
- ▶ **Prove your accountability.** One Boys & Girls Club in Indian Country suggests that you show the tribal business committee your budget. Boys & Girls Clubs have strong organizational structures and procedures. This is an important strength to demonstrate to the Tribal Council.
- ▶ **Keep the Council informed about the results of their help.** Council members will want to know how their contributions are used. You need to communicate back to them the success stories about the Club and the youth who use it.



Involving Your Tribally Designated Housing Entity (TDHE)

The help and support of their TDHE has been crucial to Club success, according to the directors of Boys & Girls Clubs in Indian Country. You can look to your TDHE as a valuable ally in planning and setting up a Club in your community. When the steering committee first considers starting a Boys & Girls Club, the TDHE board should be one of the first contacts. Emphasize to the board the benefits of a Club operation; namely, reduced vandalism, gang activity, drug use, and crime.

Indian tribal governments have been able to establish TDHEs since 1961; Tribally Designated Housing Entities (TDHEs) since the passage of the Native American Housing Assistance and Self-Determination Act of 1996 (NAHASDA). HUD encourages the TDHEs not only to develop and manage assisted housing units, but to become involved in developing social programs that can improve the lives of people living there. Such programs include drug and crime prevention.

The TDHE/B&GCA team

Leaders from your TDHE are eligible for technical assistance and materials to help set up a Boys & Girls Club. As explained earlier, ONAP and B&GCA conduct regional training conferences for tribes and TDHEs interested in setting up a Boys & Girls Club in Indian Country. The local team will be made up of TDHE officials, as well as tribal and individual leaders from your community. This training, which includes hands-on help from experienced leaders of Indian Clubs, is designed to assist TDHE staffs in supporting Boys & Girls Clubs. The meetings will also help you and your TDHE staff become a team, working together to explore your situation and to decide whether it is feasible to set up a Club in your community.

Assistance with a facility

Many TDHEs become involved in Club facility arrangements, financing, and programming. Facility commitments come in several forms. These forms may include the following:

- ▶ The TDHE may lease space to the Club and provide utilities and maintenance for the leased facility.
- ▶ The TDHE may absorb the cost of renovating a facility to Club specifications. Renovations may include such things as outdoor improvements, furniture, and equipment expenses.
- ▶ The TDHE may make facility or land deals with community organizations, such as the local school system. The TDHE then assumes responsibility for maintaining the facility. Regardless of the type of arrangement, there needs to be a written contract specifying the agreed-upon relationship. Any agreement should be reviewed to assure protection and compliance with regulations and ordinances, even in the friendliest circumstances. Determine with the TDHE who is responsible for providing insurance coverage and what is covered. Some TDHEs are able to include the Club facility in their policy; others require the Boys & Girls Club to secure insurance coverage for the site.

Assistance with operating funds

The TDHE may assist in securing financial resources for the Club through several methods (for detailed information, see Part 3). These methods include:

- ▶ Helping the Club prepare formal grant requests.

- ▶ Applying for grants from HUD to use in eliminating drug-related crimes in housing developments. Drug elimination funds can be channeled by the TDHE to the Club for use in programming activities. These funds cannot be used for facility construction.
- ▶ Applying for Boys & Girls Clubs operating funds as part of their 5-year plan for community block grant money to support Indian housing projects. This kind of ongoing financial support is possible under the new legislation, described previously, in which block grant monies will now be controlled by the tribe or by a Tribally Designated Housing Entity (TDHE).

The TDHE may also be able to help with other needs. For example, one TDHE gave the local Boys & Girls Club a whole group of computers when their TDHE computer system was upgraded.

Maintain a positive relationship with the TDHE

Some strategies for developing a positive relationship with the TDHE or improving an already existing relationship include:

- ▶ **Maintain ongoing contact with TDHE officials.** After the steering committee has presented the concept of the Boys & Girls Club to the TDHE, you will need to keep the TDHE abreast of the ongoing developmental process. When the executive director and the board are selected for the Club, they should continue communications with TDHE officials.
- ▶ **Share the objectives of the Boys & Girls Club with TDHE officials.** These objectives must be clearly defined and must support and be consistent with the TDHE's overall mission. Regularly update the TDHE on changes in objectives.

- ▶ **Clearly define who will do what.** Club staff need to become familiar with those TDHE procedures and policies affecting the Club's facility and operations. When committing to undertake a particular task, be sure that the total scope of responsibility is defined. It may be helpful to specify a time line for completing one-time tasks. Ensure that multiple people are not given responsibility for the same task, which invites conflicts over who is ultimately responsible. When changes occur in key personnel, either at the TDHE or at the Club, staff of both groups should meet to review and clarify responsibilities. This will facilitate continuing agreement and understanding by both parties.

- ▶ **Promote the TDHE's image.** Demonstrate how youth development programs, which reduce criminal activity, substance abuse, and violence, are related to improving the environment for residents of Indian housing. The community will be more supportive of TDHE activities, including the Boys & Girls Club, if people understand that the TDHE is concerned with their welfare and is improving the quality and number of homes and other services offered.

Involving the TDHE Resident Organization

Most tribes do not have a fully developed resident organization in their TDHE communities. These organizations or councils are made up of residents who represent the interests and concerns of the entire housing community.

If your tribe or community has such an organization, then you will want to work with them. You need to understand and appreciate the level of influence this group has and how it operates. Housing residents themselves are quite attuned to the problems and issues they are facing in the community. Many of their children will become active members of the Boys & Girls Club. Your involvement with the residents organization may include:

- ▶ Asking residents what they see as the greatest need for their children and which activities would be worth trying in your particular community
- ▶ Providing opportunities for residents to learn about Boys & Girls Clubs and how the Clubs could benefit the overall community and housing environment
- ▶ Actively seeking volunteers and parental participation at Club events
- ▶ Sharing Club accomplishments with residents

Gaining Support From Your Community

What factors make a strong Boys & Girls Club? A National Institute of Justice study of 22 Boys & Girls Clubs in public housing found that strong, successful Clubs invest considerable time and energy in enlisting support and acceptance from their communities. These Clubs reach out to parents, local children, teachers, community leaders, and law enforcement agencies, building trust among residents. Parents are giving Clubs access to their most prized possession, their children, and deserve to be kept informed. Eventually, to ensure the prosperity of the Club, the entire community must have a sense of pride, commitment, and ownership.

The hope is that your Club will serve not only youth but their families as well. Like other Clubs in Indian Country, your Club can become a center and hub for the communal life of the community.

Respond to community needs and wants

Listen to the community about what they need and want in their Boys & Girls Club. The community needs assessment, mentioned earlier, is a good way to gather this information. As you start up the Club's program, plan other regular ways of hearing from your community.

Coordinate with other services

Networking with other community agencies is a useful way to build community support. The staff in your local health and social service agencies and the local tribal police will already know about the needs of youth. These professionals will be predisposed in favor of a youth club where kids can have fun, while also receiving guidance and the chance to practice leadership, new skills, and to gain self-confidence.

By meeting early with staff of other youth services in your community, you can assure that your Club plans will not duplicate services already available. These meetings also give you a chance to set up plans for cooperation. In some of the Clubs in Indian Country, health and social services as well as the tribal courts have arranged to refer youth to the Boys & Girls Club.

Respond to any misperceptions

The executive directors in Indian Country say that, in the beginning, residents often have misperceptions about Boys & Girls Clubs. It is important to identify these misperceptions and to carry out early education with the community. Often, people will be less interested if they think that a Club is dedicated exclusively to a single purpose, such as recreation or cultural preservation. Others may think of the Club as a babysitting service.

Another common misperception is that the Club serves only Native American youth or only residents of TDHE-provided housing. A Boys & Girls Club will serve all children in the community, and residents need to understand that. Otherwise, use of the Club and commitment to it will tend to be limited to certain groups, rather than being seen as a community facility open to all.

Initially, some executive directors report that they have encountered difficulty in gaining trust among Native Americans in their community. Boys & Girls Clubs may be perceived as a structure of the dominant culture. People need to understand how this model can fit into their Native American values and way of life.

Enlist community support

Clubs in Indian Country have used a variety of strategies to strengthen the relationship with their communities. These strategies include:

- ▶ Forming partnerships with the local schools, law enforcement, health services, and other local organizations

- ▶ Inviting tribal or TDHE officials to serve on the Boys & Girls Club board of directors
- ▶ Offering the use of Club space (when they have their own building) to other community groups
- ▶ Inviting tribal members to share their tribal history, stories, crafts, and traditions with Boys & Girls Club youth
- ▶ Asking the local press to cover positive stories about Club progress and activities
- ▶ Joining with other groups to meet identified needs of the children and community. As an example, the Boys & Girls Club of the Northern Cheyenne Nation started a Food Bank in partnership with two other community services; adults who receive food are asked to repay this help by working at the Boys & Girls Club, where they often volunteer many hours beyond their agreed-on commitment.



Part 2



 **Starting and Operating
a Boys & Girls Club**

Club members of Boys & Girls Club of the Lac Courte Oreilles



Introduction

A Boys & Girls Club can provide youth in your community with caring, supportive adult relationships, plus opportunities to learn and grow into adulthood with a strong sense of self-worth and optimism about the future. In Part 2, you will learn the steps and how to complete the tasks that make a Club a reality.

The Boys & Girls Clubs of America (B&GCA) and others who have founded successful Clubs in Indian Country are ready to support you and your team. They speak to you through the pages of this Guide, instructing, encouraging, and guiding your efforts. Although the tasks that lie ahead are varied, the chapters that follow are designed to provide clear, simple instructions and suggestions. Each chapter discusses a key task area. As you read and consider the information, be assured that others have followed a similar path

and are successfully fulfilling the needs of their youth.

The key task areas for starting and operating a Boys & Girls Club are:

- ▶ **To establish Club structures.** Includes developing a relationship with B&GCA, gaining charter membership, and setting up governing structures.
- ▶ **To set up the Club.** Includes planning and maintaining a facility, collaboration with the community, staff resources, and Club management.
- ▶ **To operate the Club.** Includes membership recruitment and retention, selecting and creating programs, maintaining safety and security, and carrying out marketing and public relations efforts.





Developing a Relationship With Boys & Girls Clubs of America

Tribal leaders across the country are finding Boys & Girls Clubs of America to be a powerful ally of Native American youth. Clubs give young people a sense of belonging, usefulness, competence, and influence. By starting and operating a Club in your community, you help young people create healthy, productive lives that balance modern ways with the values of traditional life. Once you have a clear desire to create a Club, contact B&GCA in Atlanta, Georgia to receive the guidance you need to serve the young people of your community.

B&GCA is governed by a distinguished National Board of Governors and Trustees representing all sections of the country. A special National Native American Advisory Committee guides efforts to start up and support Clubs in Indian Country and to tailor programs to Native American youth. An entire staff of skilled professionals is available and committed to helping you, tribal representatives, Tribally Designated Housing Entity (TDHE) officials, and interested community residents set up and operate a Club. To contact the national B&GCA, write to B&GCA, 1230 W. Peachtree Street, N.W., Atlanta, Georgia 30309-3494 or call 404-815-5700.

Staff of the national organization will immediately send materials to educate residents of your community about B&GCA and its membership requirements. They also will connect you with a service director (field representative) in your region who will work directly with you through each step of the development process.

Five Regional Service Centers serve the Northeast, Midwest, Southeast, Southwest, and Pacific regions of the country. Each Regional Service Center has experienced field representatives who make regular contact with local clubs through visits, telephone calls, and letters. They are available to help you meet all B&GCA requirements to establish and maintain a Club. When needed, they arrange for and organize help for you from B&GCA national headquarters staff. The list of Regional Service Centers and contact information is located in Part 5.

B&GCA Resources

The national office of B&GCA is a continuing resource for member Clubs all over the country. As you develop a Club in your community, many types of services are available to help you maintain an effective Club organization. These services are listed in Table 1.



**Table 1. Organizational services provided by
Boys & Girls Clubs of America**

Organization and Administration

Budget planning
 Long-range planning
 Service location
 Self-evaluation
 Expansion planning
 Management information system

Board Development

Presidents' seminars
 Board members' conferences
 Board development workshops
 Board member recognition awards
 Consultation on board structure and
 committee responsibilities
 Officers' training
 Area councils
 Board-related publications

Staff Development

Executive selection assistance
 Management training
 Program training
 National pension plan
 National medical and life insurance plan
 Personnel data bank
 Personnel policy development assistance
 Professional staff recognition awards
 In-service training consultation

Executive development program
 Salary administration design

Program

Program planning and evaluation consultations
 Program research and development
 Program demonstration grants
 Youth of the Year program
 Honor awards for program excellence
 Membership recruitment and assistance
 Assistance with community needs assessment

Resource Development

Fundraising consultations: board giving,
 special events, United Way relationships,
 planned giving, capital campaigns, mail
 appeals, corporate appeals
 Fundraising workshops
 Joint fundraising programs

Marketing and Communications

Video/audio public service spots
 Sample materials
 Wire service releases
 Consultations and workshops

Facilities Development

Consultations: new facility design, renova-
 tions, and preventive maintenance
 Facility capacity assessment
 Resource publications



Gaining Charter Membership

For an individual Boys & Girls Club to become a chartered member of B&GCA, the Club must meet all eligibility and operating requirements and be elected by B&GCA's Board of Governors or Executive Committee. B&GCA works with the Clubs in meeting the requirements for charter membership and is committed to helping Clubs succeed over time. Over the decades, very few chartered Clubs have ever stopped operations.

Benefits of Charter Membership

Membership in B&GCA makes a Club eligible for a full range of services and programs. As a member, you have access to these valuable resources:

- ▶ **More than 25 free or low-cost national programs**, such as the popular Power Hour! for educational enhancement and the SMART Moves alcohol and other drug prevention program
- ▶ **Program materials** that include public service advertising items, posters, manuals, and curricula
- ▶ **Training workshops for staff and volunteers** in areas such as facility and financial management, supervision, and marketing
- ▶ **National conferences** for Club professionals and board leaders that address trends and issues in program development and management
- ▶ **National marketing and communications support** that builds increased public awareness and support for Boys & Girls

Clubs and coordinates national publicity for annual events

- ▶ **Consultation and technical assistance** in such areas as marketing, board development, fundraising, community relations, facility management, and conflict resolution

Eligibility and Minimum Operating Requirements for Charter Membership

B&GCA has set up requirements for Clubs to become a charter member of Boys & Girls Clubs of America. These requirements are intended to ensure that every Club is well organized and offers high quality programs for youth. To obtain more detailed information on membership requirements, refer to *Boys & Girls Clubs of America Requirements for Membership* in the Appendix, Part 6.

Eligibility requirements

To qualify for charter membership, your organization must meet these *eligibility* requirements:

Name: Include in the title of your Club any combination of the words “Boys Club(s),” “Girls Club(s).”

Purpose: Include in the stated purpose of your Club the health, social, educational, vocational, character development, and guidance of Club members.

Operations: Meet the minimum operating requirements discussed in the following section entitled *Minimum Operating Requirements for Membership*.

Organization: Create a governing body that consists of responsible citizens who control the Club facility, expenditures, policies, programs, and staff. (See the next chapter, *Setting Up Governing Structures*.)

Articles of Incorporation, constitution, and bylaws: Develop articles of incorporation, constitution, and bylaws for the Club that are consistent with the eligibility requirements of B&GCA. (See the next chapter, *Setting Up Governing Structures*.)

Executive director: Employ a full-time paid professional who has executive and administrative control and is responsible to the governing body.

Funding: Maintain adequate funds to sustain Club operations.

Charter fee: Pay in advance to B&GCA a fee that is equivalent to 1 year's membership dues.

Service mark: Display the current service mark used by B&GCA on Club buildings and printed materials.

Continuing obligations: Conduct annual financial audits by an independent certified public accountant; maintain high ethical standards in the conduct of all activities; keep satisfactory records; pay annual membership dues to B&GCA; prepare annual reports for B&GCA that cover membership activities and employee benefits and salary structure; comply with Federal and State employment laws and regulations; maintain adequate liability insurance coverage; and conduct and report on self-evaluations every 3 years.

Minimum operating requirements for membership

To qualify for charter membership, your organization must meet these *minimum operating requirements*:

Facility: Maintain a clubhouse or separate Club quarters that are identified as a Club for members. The facility must also have sufficient space and be equipped to carry out diverse activities.

Unit director: Employ a unit director for each separate Club that is operated. The executive director of the organization may act as a unit director of one separate Club.

Club workers: Employ sufficient qualified workers—both paid and volunteer—to supervise each activity and to guide Club members.

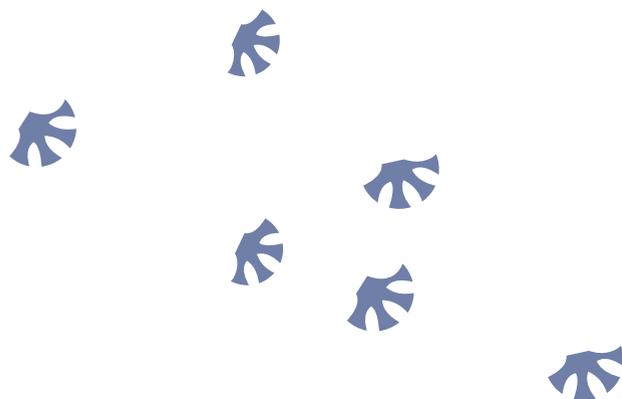
Members: Enroll at least 100 members between the ages of 6 and 20 in any 12-month period.

Availability: Keep the Club open and make activities available to members at least 10 months a year, 5 days a week, 4 hours a day.

Open door: Make the Club available to all members to the extent feasible in light of Club hours and reasonable age and individual restrictions.

Program: Offer a program of varied and diverse activities without any sectarian or political instruction.

Safety and cleanliness: Maintain a clean, safe Club facility.



Extension and Provisional Club Memberships

Some Clubs may be designated as Extension Clubs by B&GCA or may have provisional membership. These two categories of membership are different from charter membership in the following ways.

Extension Club membership

An Extension Club is one that is operated as an extension of a parent Club, but whose members are also members of the parent Club. An Extension Club may be open fewer hours and have lower membership levels than charter Clubs. An Extension Club may be open a minimum of 8 months a year, 3 days a week, and 3 hours a day. An Extension Club may have a minimum of 50 members.

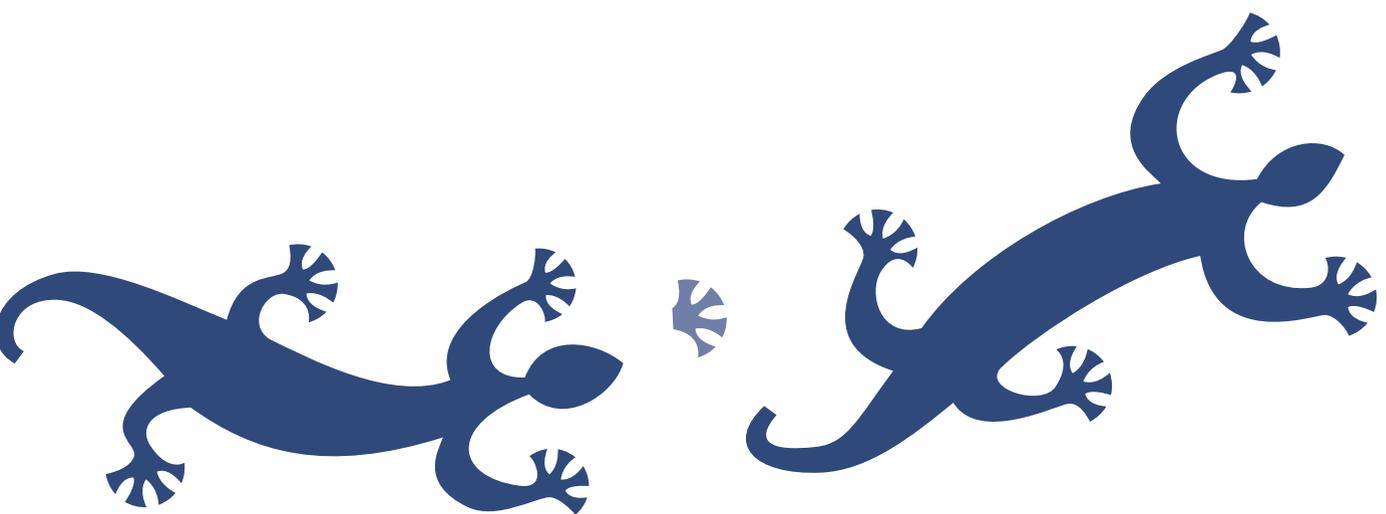
A number of Clubs in Indian Country have been started as extensions of an existing Club in a nearby population center. The existing Club provides expertise and a whole range of supportive functions for a start-up Extension Club. This is a

fast and effective way of initiating a new Boys & Girls Club.

Provisional Club membership

The President of B&GCA may designate a Club as a provisional member when it no longer complies fully with the eligibility and minimum operating requirements of B&GCA. A Club may remain a provisional member for 1 year, subject to renewal by the President. There are other requirements and restrictions of provisional membership:

- ▶ A Club must operate to the extent possible in compliance with the minimum operating requirements for a Club.
- ▶ A Club's governing body must announce its intent to requalify for charter membership as soon as possible.
- ▶ A Club loses its right to representation or to vote in the B&GCA National Council.
- ▶ A Club retains access to services and benefits, as approved by the President of B&GCA, to assist it in carrying on its work and in requalifying for charter membership.



etting Up Governing Structures

A strong desire to help youth gain the skills, confidence, and values to create better lives has led to wanting a Club in your community. The organization you will now create needs strong governing structures to support and guide its activities and staff. These important governing structures include articles of incorporation, a constitution, bylaws, and a board of directors.

Incorporation

A Boys & Girls Club is often a nonprofit corporation that operates within the laws of the local jurisdiction. To incorporate your Club, seek the help of legal counsel who is an expert on tribal laws for your jurisdiction to prepare the articles of incorporation. As a nonprofit organization, you will need to apply for 501(c)(3) status with the Internal Revenue Service to be exempt from taxes. It is critical for the Club to have this status when competing for funds from companies and foundations. Some Tribal Councils, however, are reluctant to seek 501(c)(3) status because of tribal sovereignty issues. Experience with other Boys & Girls Clubs in Indian Country shows this is actually not a problem. Also seek the assistance of the B&CGA regional service representative to help you review all aspects of this issue.

To apply for 501(c)(3) status, follow these procedures:

- ▶ **Obtain an employer identification number.** This number is needed to complete the application for 501(c)(3) status. If your group does not have an employer identification number, obtain and submit Internal Revenue Service Form SS-4—

Application for Employer Identification Number.

- ▶ **File Internal Revenue Forms 1024—Application for Tax Exempt Status, and 8718—User Fee for Exempt Organization Determination Letter Request,** and pay the user fee. Form 8718 is used to calculate the amount that your group must pay to apply for tax-exempt status.

Constitution and Bylaws

The Club constitution is the overall guiding document for the organization. It establishes the Club as an entity and defines its purpose. The constitution also states the principles of the Club and sets out the particular structure of the organization being created. Club bylaws are equally important for the orderly, effective management of the Club. They are the specific set of rules you adopt to govern meetings and affairs. For instance, bylaws present detailed instructions on the number and types of meetings of the board of directors, identify the Club's key governing positions, and specify the associated duties and responsibilities of these positions.

A Club constitution and bylaws are legal documents that may significantly affect how a Club operates. Many Club sponsors find they need help to prepare a constitution and bylaws. They often turn to legal counsel to develop the final documents. In addition to getting legal guidance, it is important to work closely with counsel so that you and other community supporters remain the guiding force behind the Club's priorities,

structures, and governing principles. To assist you in this process, a sample constitution and bylaws from Clubs in Indian Country are provided in the Appendix, Part 6.

Board of Directors

After preparing a Club constitution and bylaws, you are ready to organize a board of directors. This key group has the legal authority and responsibility for setting Club policy and overseeing the operations of the organization. The number and types of members, their duties and responsibilities, and meeting requirements are specified in the bylaws.

Selecting individuals for the board of directors

Each community must identify the essential qualities it wants in board members. Criteria to consider include the population groups and geographic regions the Club serves and the priorities and culture of the community. An effective selection strategy is to develop a profile of the types of skills, qualities, and experiences you and other representatives of the community have identified and want represented on the board. For example, a profile might list the following:

Skills: Tribal crafts, dance, or medicine; legal; education; music; health and fitness; law enforcement; finance; management; fundraising; and networking (connecting to others).

Qualities: Interest in and commitment to Native American youth development; enthusiasm; optimism; compassion; nonjudgmental attitudes; and honesty.

Experience: Involvement as a community activist or tribal leader; management of community-based youth organizations; experience working

with Native American youth; supervision of volunteers; development of financial plans; design and maintenance of information systems; writing of grants and fundraising proposals; and housing or facility maintenance.

Individuals with organizational skills and experience and a track record for leadership and accomplishment in the community are especially valuable board members. They are able to contribute time, energy, and often financial support to keep the Club growing. Based on the community's needs, consider these types of individuals for membership on the board:

- ▶ Tribal and community leaders
- ▶ TDHE representatives
- ▶ Business leaders
- ▶ School administrators
- ▶ Professionals (lawyers, physicians, teachers, accountants)
- ▶ Senior law enforcement officials
- ▶ Boys & Girls Club alumni, if available

Recruiting, orienting, and training board members

When recruiting a potential board member, be as clear as possible about the role, responsibilities, and time frame during which board activities occur. A good rule of thumb is that each board member should work on one to two special projects a year and attend regular board and committee meetings. Emphasize to a potential member the key sense of accomplishment and gratification that comes from serving as a board member. Convey that each member also contributes to the Club in a unique way based on his or her special skills and capabilities.

Each new board member should receive an orientation to the organization. The orientation should cover the history, mission, and programs of the Club. Other information should focus on the role and responsibilities of board members. An orientation session can be conducted by a current board member and the Club's executive director and may include these topics:

- ▶ Introduction to staff and members of the board of directors
- ▶ Overview of the B&GCA and Club constitution and bylaws
- ▶ Overview of Club membership and programs
- ▶ Discussion of special projects and challenges
- ▶ Review of financial status

Role of the board of directors

Each Club may include a set of unique roles for its board of directors within its governing documents. Other functions of a board fall into these three general areas:

Policy determination: Board members approve policies and procedures developed by the executive director for handling daily business affairs of the Club.

Resource acquisition: Board members identify, cultivate, and seek funds from many sources to support the operation of the Club.

Assure effective leadership: Board members may assist in the selection and monitoring of work by the Club's staff.



Planning and Maintaining a Facility

The Club facility is a critical part of any successful youth organization. Depending on the particular needs and resources of your community, the Club may have exclusive use of:

- ▶ A freestanding building
- ▶ A portion of a building
- ▶ A newly constructed building, specifically designed for Club use
- ▶ A renovated building, specifically designed for Club use

Locating and Developing A Facility

Prior to locating a facility, you need to determine the boundaries of the area where your Club will be located. On reservations shared by several tribes with different cultural traditions, you may want to consider setting up more than one unit. Each tribe would then have its own Club.

Clubs located on the borders of reservations may be drawing kids also eligible for membership in some other Boys & Girls Club. In these situations, you will need to negotiate with the other Club about how to handle overlapping boundaries.

The task of locating a facility suitable for your Club may be relatively simple. Space may be available and ready for occupancy with minimal modifications or renovations. A thorough cleaning, minor repairs, painting, and redecorating may be all that is needed. At a minimum, the Club facility should be:

- ▶ Easily accessible to potential members, including the disabled
- ▶ Clean and safe
- ▶ Brightly lit and well kept
- ▶ Compliant with applicable zoning, building, and fire codes
- ▶ Compliant with health codes regarding plumbing, ventilation, heating, cooling, asbestos, lighting, elevators, occupancy rates, environmental safety, and food preparation and storage.

B&GCA Building Services staff are ready to help you identify suitable space or plan new construction. They can assess available sites and recommend changes to accommodate a quality program. For example, they can determine if the selected space is large enough for planned programs or is accessible to most youth. They can also help select a site and design a new building.

Many possibilities exist and a variety of facilities are being used by Clubs in Indian Country. For example, a facility can be an abandoned and renovated warehouse, a building provided by the TDHE, or a portion of a school. A functional building plan, with equipment layouts and other requirements, is available. For additional help, you might also obtain from the B&GCA regional service director the document *Facilities: Guide for Planning, Design and Construction*. It provides a wealth of information on managing property and designing and constructing a building.



Renovating a Facility

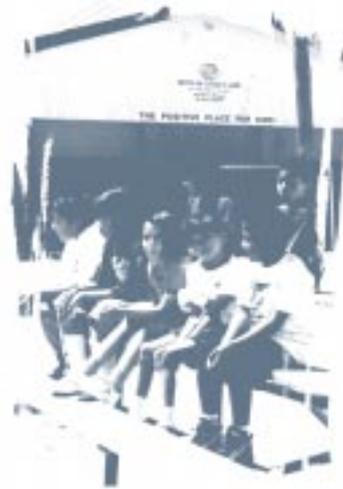
Many Clubs find space that requires some renovation or construction before it can be used. If this is your situation, keep these considerations in mind:

- ▶ **Costs of repairs and construction.** If the facility needs repairs, consider asking the owner to donate some or all of the cost of major repairs, such as plumbing, heating, ventilation, air conditioning, electrical service, and roofing. Local contractors may be willing to contribute in-kind renovations. Funds may be available from foundations, corporations, local governments, and the Federal Government for such projects. Be sure to arrange for the display of the B&GCA sign at the Club location.
- ▶ **Equipment.** A Club requires a range of equipment, such as office, recreational, educational, and food preparation items. You should develop a list of needed equipment, then seek funds to purchase these items or ask for in-kind contributions from local civic clubs, area businesses, and governments. B&GCA can help you develop a list of needed equipment and possibly obtain government surplus property.

Maintaining a Facility

The inside and the outside of a Club facility need regular attention. The appearance and state of repair of your Club space make important statements to members, parents, and area residents. If you lease or use donated space, be sure to prepare and regularly update a written agreement that defines who is responsible for regular and emergency repairs, cleaning of the interior space, continuing maintenance and upkeep of the exterior and surrounding outdoor areas, and regular inspections. When you own the Club facility,

arrange for adequate inspections, repairs, and cleaning.



Gila River Club members sitting outside their Club.

Sharing Space

Sharing Club space with other groups in the community may benefit your organization. For example, you may operate Club programs in space that is part of another facility, such as a Tribally Designated Housing Entity (TDHE). Resident youth may be more likely to join in Club programs and parents can see firsthand the benefits of Club activities. Or, you may offer space in your Club facility to other groups for meetings and special events. The sharing of Club space is a goodwill gesture that can generate new members and other community support for the Club.

When offering Club space to other groups, consider these issues:

- ▶ Determine the time period that space is available for other events
- ▶ Agree on who is responsible for cleanup, locking doors, and security
- ▶ Decide if a Club staff member needs to be present in the facility
- ▶ Determine the conditions for terminating any agreement

Working With Limited Space

Your Club may begin with only limited space to conduct all of the activities that are planned for the youth in the community. To expand limited recreational facilities, think about all close-by resources offering space that might be shared. Clubs in urban locations may have more options for sharing space than Clubs on rural reservations. Consider using off-site space such as:

- ▶ Tribal recreation centers
- ▶ Indian centers
- ▶ Tribal colleges
- ▶ Other Boys & Girls Clubs
- ▶ Community playgrounds
- ▶ Local baseball fields and basketball courts
- ▶ Schoolyards and gymnasiums
- ▶ Church grounds
- ▶ Local parks

Other program activities need not be limited by space either. To expand space to conduct various program activities, consider asking the Tribal Council, local businesses, and community organizations to make available powwow facilities, cultural centers, and swimming pools for Club functions. This sharing of facilities and space encourages youth and members of the community to be involved in enjoyable learning activities together.





The youth of a community thrive when they are supported and encouraged by a broad network of individuals and agencies. Taking part in building this support base for Native American youth through collaboration with others is an important Club objective.

How To Begin Collaborating

From the beginning, you can look for ways to involve others in the effort to start and maintain a Club. Begin by pledging to open doors not only to youth, but to their parents, elders, and as many other segments of the community as possible. Consider informing and inviting local leaders and representatives from the following types of groups and organizations to participate in building the Club:

- ▶ Tribal Council
- ▶ Businesses
- ▶ Local industry
- ▶ Religious and spiritual leaders
- ▶ Tribal college
- ▶ Schools (including coaches)
- ▶ Parent and teacher organizations
- ▶ Head Start
- ▶ Law enforcement
- ▶ Health care (tribal, Indian Health Service)
- ▶ Elders
- ▶ Youth Council; adults and youth from other youth groups
- ▶ Community activists

Examples of Collaboration

Successful collaboration is the result of genuine efforts by diverse interests to reach agreed-upon goals. A well-attended and well-run Club is an important goal that a community can achieve by working together. As you identify and make contact with leaders of various agencies and organizations in the community, organize or attend meetings to determine what issues are of general concern to all parties. Then find ways for everyone to work together to accomplish specific objectives. Here are a few ideas to illustrate how successful collaboration takes place:

- ▶ **Schools and the Club jointly sponsor and conduct special events and training.** In some areas, a Club may arrange to use school computer labs for teaching and training. Teachers from a school may agree to develop a new computer course or provide individual tutoring for Club members and their families. Other schools may offer use of their school gym and outdoor playing fields to a Club that has only meeting space.
- ▶ **Tribal organizations work with a Club to offer cultural appreciation programs.** There may be tribal members who are eager to teach youth the fishing techniques of their ancestors or a tribe's traditional drumming or basketry skills.
- ▶ **Business and professional members of a community organize internship or apprentice programs.** These individuals may recruit youth to work in their offices and places of business during summers or

after school. They can offer youth opportunities to explore various job and career paths that form stepping stones to productive lives.

- ▶ **Spiritual and religious organizations provide volunteers, co-sponsor events, and help raise funds.** The members of spiritual and religious groups may send work crews to assist with building renovations or sponsor a teen center. They may also welcome the opportunity to interest youth in the cultural traditions of a tribe.
- ▶ **Civic and law enforcement agencies sponsor a wealth of special activities.** They may develop transportation services to bring youth from isolated areas to a Club facility, create and/or sponsor special sports or athletic events such as the Native American Olympics, and help develop plans to deal with substance abuse among youth.
- ▶ **Service organizations provide assistance.** Boys & Girls Clubs strive to meet the unmet needs of youth in their communities. The lack of nutritious food is one such need being addressed by Clubs in Indian

Country and elsewhere. For example, one Club collaborated with the tribe, homeless shelter, and other groups in the community to start a food bank. The Club allows the food bank to use their space for meetings and a member of the Club sits on the board of directors. The Club helps collect food for the food bank by asking for food items instead of money for some of their events. Individuals receiving food from the food bank are asked to volunteer at the Club. Many of these individuals continue their volunteer work after the obligatory service time.

The Appendix, Part 6, shows a sample *Memorandum of Agreement* that spells out the roles and responsibilities of several groups collaborating to set up a Boys & Girls Club in Alaska. The parties to this collaboration include the local TDHE, a nonprofit steering committee for the Club, the “parent” Boys & Girls Club, and the city.

As you create the Club, develop the interest of others and involve them in the effort. No single individual or organization can do it all or know it all. By working together, you are assuring youth of the special interest and support of their entire community.





Staff Resources

The quality of staff leadership is an essential element of Club operations. Staff must reflect the values of the community and model the behavior desired in its youth. One of the greatest responsibilities of Club staff is to establish positive relationships with Club members. It is through these relationships that staff provide the support and guidance for youth in the important areas of education and physical, social, cultural, personal, emotional, and vocational development.

Staff Positions and Roles

Staff positions and roles at each Club may vary based on the number of young people served and the types of programs offered, and can range in size from 2 to over 30. Every Club must have an executive director as well as other professional and volunteer staff.

The positions at your Club may include a combination of professional and administrative staff, volunteers, and full-time as well as part-time personnel. For example:

- ▶ **Executive director/Extension Club director.** This is one of the most important positions on the Club staff. This person has overall responsibility for managing and supervising the daily operation of the Club. It is a salaried, full-time position. It should be filled by a professionally trained person who has management experience working with youth and supervising other staff and volunteers. (For more on the executive director's role, see the chapter *Club Management*.)
- ▶ **Other professional staff.** These positions are filled as the needs of the Club dictate. Examples of professional staff positions are: a program director to create, coordinate, and manage the various activities of the Club; an athletic director to teach, schedule, and monitor games and sports events; an education director to work with school and community personnel on instructional classes, lab programs, and workshops for youth; an outreach assistant to arrange and provide transportation and encourage membership in the Club; and a cultural activities coordinator to identify and arrange for events and programs that encourage youth to learn about their own and other cultures.
- ▶ **Administrative staff.** An administrative assistant or clerk may be needed to keep records, prepare reports, file, answer telephones, order supplies, and perform other general business and office functions.
- ▶ **Part-time staff.** Part-time workers can meet many Club needs. These staff may provide leadership for specific programs, provide supervision on field trips or special events, and fill in when other staff are absent or additional help is needed on a short-term basis.
- ▶ **Volunteers.** Volunteers are a flexible resource for a Club. Individual volunteers can assist other staff with general supervision when needed and lead special Club activities, such as storytelling or teaching

the traditional language, songs, and dances. Volunteers may also serve on special committees and task forces, such as committees to raise funds for a new teen center or create a ceremonial site for youth.

Recruiting and Selecting Staff

To begin the staffing process, you may find it helpful to set up an executive search committee of the board of directors. This committee can prepare a performance-based job description for the executive director or Extension Club director, establish the minimum requirements for the position, and recruit and select the final candidate. Once the leader of the Club is hired, he or she may continue to seek the help of the board to select Club staff, or may independently prepare job descriptions and recruit and hire staff.

Whenever possible, begin recruiting Club staff from among area residents. These individuals can bring valuable insights to the Club and assure residents that the culture and values of the community remain paramount. Individuals already involved in youth activities in the community are potential candidates for leadership and staff positions.

To locate the best qualified candidates in your area, use a variety of recruitment methods. Examples of recruitment methods include:

- ▶ Encourage members of the board of directors to identify individuals they know and respect to apply for positions
- ▶ Inform tribal leaders and agency directors of the openings and requirements
- ▶ Submit advertisements to local newspapers, club newsletters, and other media
- ▶ Discuss the openings with colleagues, neighbors, and friends

- ▶ Sponsor an open house or recruitment fair, perhaps in conjunction with another community event, to present employment opportunities

Other recruitment resources are available and should be explored as well. B&GCA provides assistance in locating candidates for key leadership positions through its Human Resource Management Service. TDHE staff are capable and ready to assist Clubs in their areas find the right people to staff them. Additional Federal and local government employment resources can be identified with the help of your B&GCA regional field representative.

It is essential to ask all prospective Club employees to submit a written description of their past experience, employment, and training. Review these resumé to identify candidates who meet all requirements for the position for which they have applied. Head Start or former Head Start employees have comparable training (in child development) and would be good candidates for consideration. Conduct personal interviews with these potential candidates and contact their employment references. To complete the hiring process, send the selected candidate an offer letter that states the position title, salary and benefits, start date, and other details of the employment agreement.

Recruiting and Selecting Volunteers

Volunteers from the community can assist the Club in many ways. They represent a significant resource for the organization and signify the commitment and interest of the community in the well-being of its youth. It is essential that volunteers, like staff, be sensitive to the needs of Club members. They must have a genuine interest in young people, represent positive role models, and

be willing to honor their commitments to the Club. Look for volunteers from these and other groups:

- ▶ Tribal organizations
- ▶ Parents of members
- ▶ TDHE residents
- ▶ Community and neighborhood groups
- ▶ Business organizations
- ▶ Religious groups
- ▶ Elders and retired people
- ▶ Older teens



Lakota Sioux elders pass on tribal traditions at the SuAnne Big Crow Boys & Girls Club.

Staff Salaries and Benefits

The salaries and employment benefits offered to Club staff are significant elements in creating a smooth, trouble-free operation. When establishing salary and benefit levels, you should consider these factors to attract and retain competent employees:

- ▶ Salary and benefit structures for similar jobs in the surrounding community
- ▶ Salary and benefit structures used by other, similar Boys & Girls Clubs
- ▶ Expectations and requirements for performing the job

- ▶ Size and nature of the labor pool in the surrounding community
- ▶ Required benefits and benefits available from B&GCA (see the Appendix, *Boys & Girls Clubs of America Requirements for Membership*, for additional information)

Monitoring and Evaluating Staff Performance

The performance-based job descriptions prepared for every staff position are the basis for monitoring and evaluating performance. These job descriptions should include specific performance objectives for all key areas and describe duties and responsibilities. Some examples of job descriptions for Club staff serving Native American youth are included in the Appendix.

Each employee and volunteer needs ongoing, supportive supervision. The leadership of the Club should provide daily coaching and guidance to employees and volunteers. This type of supervision provides the assistance they need to meet the requirements of their positions. It also is critical to the ongoing development and training of Club personnel.

The personnel policies of the Club should include regular, formal performance appraisals for each employee. The performance appraisal process should include these criteria:

- ▶ Conduct an appraisal at least annually
- ▶ Conduct an appraisal on an interim basis if warranted by individual performance
- ▶ Base the appraisal on individual, written performance objectives
- ▶ Discuss the appraisal thoroughly in person with each employee
- ▶ Include a salary adjustment as reflected by the performance rating

On a regular basis, consider other ways to recognize employee and volunteer contributions. The Club might start a special awards program for worthy or unique achievements. Plaques and certificates, special dinners and ceremonies, newsletter stories, and community announcements are examples of the kinds of recognition that individuals value and appreciate.

Training and Career Development

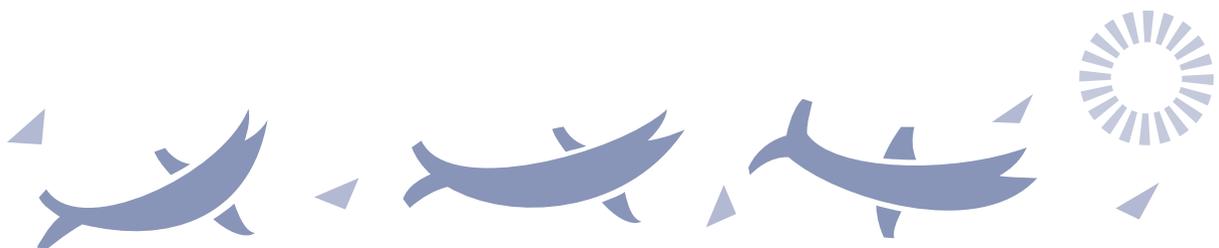
Well-trained, competent staff are a Club's greatest asset. Every Club should set aside some resources for staff training. Staff members can benefit from learning new techniques in youth development. New programs developed by the Boys & Girls Clubs of America or by the local Club may call for unfamiliar staff skills or new types of knowledge. Also, staffs that work with young people often face unexpected challenges. Training raises the skill, confidence, and comfort levels of on-line staff.

Training should be targeted to developing skills and providing knowledge needed by various staff members to fulfill their job responsibilities. On a regular basis, assess staff skills and knowledge in

relation to their job descriptions, performance expectations, and actual performance. With this information in hand, list all training needs, starting with the most pressing requirements. Then explore sources of training assistance, including the following:

- ▶ Senior Club staff
- ▶ Members of the board of directors
- ▶ Community members such as teachers, other professionals, TDHE staff, tribal elders, government leaders, business persons
- ▶ Staff of other Boys & Girls Clubs
- ▶ B&GCA training courses and workshops (see the Appendix, Part 6, for information on B&GCA training opportunities)

All Club staff should be assisted in developing a personal career plan. This type of plan includes career goals, training needs, and individual educational objectives. It also identifies opportunities for exposure to new careers and chances to learn new skills. An effective plan ensures that information is provided to staff about future interview opportunities within the Club and the B&GCA organization.





Club Management

Operating a Club requires mastery of multiple, complex tasks. Professional Club management is an essential element of a successful youth program. The most critical management tasks are performed by a Club's executive director, who oversees budgeting, purchasing, hiring, and other business functions.

Selecting the Club Manager

The executive director plays a pivotal role in the life of a Club. Selecting an individual to operate the Club on a daily basis is an important decision for your board of directors. To recruit and hire this key individual, establish a committee of the board to look for the person who possesses these skills and qualities:

- ▶ Ability to model a healthy lifestyle
- ▶ Familiarity with the culture of the community
- ▶ Experience working with youth of all ages
- ▶ Experience managing youth programs
- ▶ Ability to manage the work of other professionals and staff
- ▶ Skills in working collaboratively with other community agencies
- ▶ Willingness to be available on a flexible schedule
- ▶ Commitment to youth development goals
- ▶ Ability to set goals and motivate others to work toward common objectives
- ▶ Familiarity with accepted business practices and budget management

In many Clubs established in Indian Country, the executive director is a Native American and is often a tribal member. Some Clubs hire experienced persons from the parent Boys & Girls Club or seek guidance from B&GCA concerning possible candidates.

Planning and Managing a Budget

Every Club must have an annual budget that is approved by the board of directors. The executive director typically prepares the budget and may want to involve board members at appropriate stages in the process to assure their buy-in and agreement with the final budget figures and program priorities. An annual budget should include costs for full- and part-time staff, plus other expenses such as supplies, equipment, transportation, utilities, printing, training, insurance, and B&GCA dues. To guide the budget process, a sample budget is presented in the Appendix.

The executive director should continuously monitor Club earnings and expenditures. A number of inexpensive computer software packages are available to help managers set up budgets and track the financial status of an organization. These packages make it easy to determine how much money is available and allocated for certain items, how much has been spent, and how much remains for future expenses.

The executive director must be alert to and readjust Club activities to accommodate any unexpected financial events, and notify the board of directors if there are financial issues, challenges, or concerns. B&GCA requires an

annual financial audit by an independent certified public accountant to ensure that the Club remains on a solid financial footing.

Purchasing

If the Club is to operate effectively, it is important to follow proven purchasing practices. These practices include detailed procedures that dictate how equipment, supplies, and other expenditures are made and recorded. This is an area that can result in significant problems, if adequate safeguards are not in place and being followed.

Request the help of your regional field representative to create a complete purchasing process. The representative can provide the forms, instructions, and policies to ensure Club funds are well spent and staff and member needs are met.

Hiring

One of the greatest responsibilities of the executive director is hiring effective, trained staff to operate Club programs. Staff must be

knowledgeable and skilled, and serve as models for Club members in all areas. The executive director also directs, trains, and evaluates the performance of Club staff and volunteers (see Part 2, *Staff Resources* for more information).

Other Business Practices

The executive director must oversee a range of management tasks that may include handling of cash, securing various types of insurance, preparing interagency agreements, writing grants, hiring vendors to perform maintenance and cleaning services, establishing bank accounts, and developing personnel policies. These and other management practices may vary somewhat from one Club to another.

Your regional field representative can direct staff to B&GCA management training to ensure that your organization conforms to sound management and business practices. The sound business management practiced by the Boys & Girls Clubs of America is one key reason for its longevity as a national organization.





Membership Recruitment and Retention

A Boys & Girls Club is a positive place for youth of all backgrounds. It is a place where they can find caring and capable adults, as well as program activities designed just for them. Recruiting and retaining members are among a Club's ongoing responsibilities.

Some youth will be naturally attracted to the Club when it first opens. Other youth need to be sought out and invited to visit the Club. It is important to reach as many youth in your community as possible about the benefits of the Club and to encourage them to become members.

Recruiting Issues and Approaches

As part of your development work, a committee of the board of directors and Club professionals should prepare a plan to recruit members. B&GCA offers a Membership Recruitment Kit with many good ideas that you can tailor for local use. As you prepare the recruitment plan, consider including these types of strategies:

- ▶ **Identify transportation barriers.** In many areas serving Native American and Alaska Native youth, the need for transportation to and from the Club may prevent some youth from joining. If your Club faces this situation, create alternate transportation approaches, such as arranging program schedules around bus and car pool times; raise funds for Club transportation or subsidized rides; or collaborate with other agencies to use their vehicles or resources to transport members.
- ▶ **Inform parents.** Arrange to visit homes in the community. Give parents the opportunity to learn about the Club. Invite parents and their children to visit the Club and meet the staff, volunteers, and other members.
- ▶ **Offer a trial membership period.** Some youth may need to feel part of the Club's community before they are ready to become a member. Consider offering a trial membership period so that youth and their parents have time to be sure about becoming part of the organization.
- ▶ **Create a membership flyer.** Ask a graphic artist to help design and print a simple, eye-catching flyer. The flyer can be handed out to youth at schools, churches, restaurants, playgrounds, and other areas in the community. It should provide information on the Club programs, dues, and hours, and encourage all youth to visit the Club.
- ▶ **Visit schools.** Arrange with school officials to make a presentation about the Club to school assemblies. Ask if the Club's flyer can be posted on school bulletin boards, and encourage teachers to talk to students about the Club.
- ▶ **Contact media representatives.** Prepare press releases for local and tribal radio and television stations, tribal newspapers and newsletters, and other media outlets that inform and encourage youth to become Club members. On a regular basis, prepare updates with Club news and offer to provide interviews and other media support.

▶ **Hold special membership events.**

Arrange special activities at the Club or elsewhere in the community that promote membership in the Club. These activities might include a radio program that is dedicated to a membership drive, with prizes and recognition for each new member. Tribal leaders might plan a special community day and include information about the Club in the day's events.

▶ **Collaborate with community organizations.** Request that leaders of community groups and resident organizations talk to their members about the Club. Distribute flyers for these groups to pass out to their members and to others.



Club member of Boys & Girls Club of the East Valley, Sacaton Branch.

Retaining Members

The programs and positive relationships that youth experience as members of the Club create a sense of involvement and belonging that keep young people coming back. Some other ideas that can motivate continued participation include:

- ▶ **Keep membership dues low.** Low fees make it possible for all youth to afford to belong, yet place a financial value on membership. Membership dues also give members a sense of responsibility toward the Club. If needed, arrange for youth to work in the Club to offset dues or set up scholarships for those who need assistance.
- ▶ **Provide external incentives.** Consider providing free food, movie tickets, audiotapes, and other relatively inexpensive items to give youths added incentives to continue to participate in Club activities.
- ▶ **Provide internal incentives.** Keep in mind that incentives such as individual attention, verbal praise, encouragement, and genuine caring are more powerful than any external item or event for a youth to remain a member of the Club.
- ▶ **Use T-shirts, hats, and other symbols of Club identity.** The sense of belonging created by membership in the Club can be reinforced by these types of symbols. Symbols can also incorporate or reflect designs and images to enhance pride in the tribal culture. They can be particularly important ways to help isolated or forgotten young people feel an important part of the community.

electing and Creating Programs

All of us, including youth, need to feel a sense of hope and self-worth. By selecting and creating constructive programs for your Boys & Girls Club, your community can offer young people the diverse learning experiences, positive role modeling, encouragement, and support they need. B&GCA has many programs that are designed to help youth experience a sense of:

BELONGING. The Club is a setting where a youth knows he or she “fits” and is accepted.

USEFULNESS. The Club gives a youth the opportunity to do something of value for other people.

COMPETENCE. The Club creates the feeling that there is something he or she can do well.

INFLUENCE. The Club offers a youth the opportunity to be heard, make choices, and influence decisions.

Core Program Areas

Young people have broad developmental requirements that straddle all areas of personal growth. These include physical, emotional, cultural, and social needs and interests. The Club in your community, while tailored to the specific needs of these young people, should offer a diversified and balanced program of activities that fall within these core areas:

- ▶ Cultural enrichment to help youth enhance self-expression and creativity, develop an appreciation for multiple cultures, and enhance skills in crafts and the performing and literary arts.

- ▶ Health and physical education to help youth achieve and maintain fitness, acquire a range of physical skills, develop a sense of teamwork and cooperation, and adopt healthy lifestyles.
- ▶ Social and recreation activities to encourage youth to make new friends, get along with others, and have fun during their leisure time.
- ▶ Citizenship and leadership development to assist young people to acquire an appreciation and interest in participating in the governing process, and develop planning and decisionmaking skills.
- ▶ Personal development to stimulate youth to prepare for careers and offer assistance in making positive lifestyle choices, such as by preventing alcohol and drug problems.
- ▶ Outdoor and environmental education to help youth enhance their awareness, appreciation, and knowledge about the environment and nature.

Characteristics of Quality Programs

While each organization must decide which programs to offer its youth, B&GCA defines a successful program as one with these characteristics:

- ▶ Delivers relevant information and instruction
- ▶ Provides opportunities for self-expression

- ▶ Creates a sense of belonging to a social group
- ▶ Brings youth and supportive adults together in an environment where there are respect and high standards of behavior
- ▶ Builds on the interests and strengths of the young people it serves
- ▶ Directly involves youth members in planning and developing the program
- ▶ Recognizes the importance of involving the family and the community
- ▶ Includes only activities that are appropriate to the age, gender, size, and ability of youth members
- ▶ Includes on-site adult supervision

Programs of the Boys & Girls Clubs of America

As you begin planning Club activities, consider appointing a committee of the board of directors to take charge of program development. B&GCA has numerous resources to help the committee create and maintain a comprehensive and responsive core program. And new programs are continuously under development. Two important B&GCA program development resources are:

- (1) **Program Opportunities—Programs, Resources and Workshops.** This document details the many B&GCA program resources that are available to Clubs.
- (2) **Commitment to Quality.** This workbook discusses how to plan and assess programs, facilities, and equipment. The process outlined in the workbook helps a Club assess current activities and services, and enables it to establish specific goals and objectives that have measurable outcomes.

Table 2 on the following pages shows examples of well-established B&GCA programs that many organizations, including Boys & Girls Clubs in Indian Country, have implemented. These programs suggest the broad range of activities that a Club can offer its youth.

Adapting Programs to Community Needs

Each Club should adapt its programs to the specific needs of its youth and the community in which they reside. B&GCA regional services staff can help you design an appropriate program for your Club.

Some general ways in which a Club might want or need to adapt its programming:

- ▶ **Create flexible hours.** Club hours may need to be adapted to include later evening hours if gang activity is occurring in the community. Daytime hours may need to shift to reflect long distances youth must travel to reach home before dark.
- ▶ **Organize shifts.** Programs may need to be organized in shifts to accommodate limited facility space. Activities for younger members may be held during daytime hours, while programs for older members are scheduled in the evening.
- ▶ **Plan programs with other Clubs.** Plan inter-Club events, such as sports tournaments, to give members opportunities to visit other communities.
- ▶ **Make use of the community.** Create opportunities to include families and community members in Club activities by linking youth programs with other community events and services.



Table 2. Programs of the Boys & Girls Clubs of America

Cultural Enrichment

National Photography Contest	A contest to encourage youth to learn and practice photography with an opportunity to receive awards.
Fine Arts Exhibit Program	A program for youth to explore art in various mediums and display it at local and regional exhibits and a national exhibit.
Voyagers	A game that features 80 cards divided into three categories: people, places, and things. Youth are challenged to answer questions about various cultures from around the world.

Health and Physical Education

P.L.A.Y. Daily Challenges	A program series that offers instruction and practice in various sports and athletics such as basketball, other Olympic events, and jump rope. Participants receive certificates and other awards.
Act SMART	A joint project with the American Red Cross to educate youth about and to prevent HIV/AIDS.
SMART Moves	A comprehensive primary prevention program designed to help young people develop the skills to resist alcohol, tobacco, and other drugs and prevent early sexual activity and pregnancy.
Water Fun & Games	A resource for Clubs with swimming pools that presents fun aquatics ideas, including relay races, holiday events, and games for all levels of swimmers.



Table 2. Programs of the Boys & Girls Clubs of America (continued)

Social Activities

Back Pocket Program Hints	A pocket-sized booklet that describes all kinds of games to play indoors and out-of-doors, such as fitness tests, word games, skits, and magic.
Be a Clown	A program that provides the know-how, techniques, encouragement, and official red plastic nose so that all members can be a clown.
Goals for Growth	A program to help youth between the ages of 8 and 12 develop decisionmaking skills for personal improvement and educational achievement.

Citizenship and Leadership Development

TEENSupreme Keystone Clubs	A small group leadership and citizenship program for high school youth.
Torch Clubs	A small group leadership and citizenship program for preadolescents.
Youth of the Year	An annual program to recognize youth who serve the Club and community, maintain high academic performance, and contribute to family and spiritual life.

Outdoor and Environmental Education

The Ultimate Journey	This award-winning program exposes members to the beauty and excitement of the natural world in which we live and teaches youth how their personal actions impact the environment.
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Table 2. Programs of the Boys & Girls Clubs of America (continued)

Outdoor and Environmental Education (continued)

Snips & Snails & Walnut Whales	This book features over 100 projects to make from flowers, leaves, twigs, pine cones, stones, shells, and other natural materials.
Growlab: A Complete Guide to Gardening in the Classroom	A program that uses indoor gardening to help members discover their world. Activities incorporate science, math, social studies, art, and music to help youth learn how to plant and care for gardens.

Personal Development

Power Hour!	An educational enrichment program in which members earn points for completing homework, participating in tutoring, and completing “Power Pages” designed to reinforce skills members are learning in school.
Job Search Club	A complete program to help members learn skills to develop a resumé, identify job opportunities, fill out job applications, and to participate in job interviews.
Mainstreaming Matters	A guide to welcome youth who have physical, emotional, and learning disabilities and integrate them into a Club, as well as activity ideas for working with youth who have disabilities.
One With One	A career mentoring program designed to pair Club members with board members and other professionals based on their career interests.
Talking With TJ	A program that teaches youth skills, such as coping with anger and treating others with respect.

Examples of Programs for Native Youth

The increasing number of Clubs in Indian Country is the best evidence that Boys & Girls Club programs are readily adaptable to the needs and interests of Native American and Alaska Native youth and their families. Table 3 lists examples showing how Clubs have adapted or created programs to fit the needs of their members. More examples are described in the program summaries in Part 4: *Profiles of Boys & Girls Clubs in Indian Country*.

Program Evaluation

Decide early on to schedule regular assessments of Club programs. B&GCA's workbook, *Commitment to Quality*, presents detailed procedures for conducting evaluations and improving Club programs. As you follow these procedures, be sure to include board members, parents, other interested individuals, and Club members in the evaluation process. Their participation ensures the Club meets high quality standards and is always responsive to the needs of its members and the community.



SuAnne Big Crow teens enjoy the Club snack bar.



Table 3. Programs for Native American Youth

Cultural Enrichment

Tribal Elder Sharing	Programs that schedule elders and spiritual leaders of the tribe to share stories with Club members about their cultural history and heritage. (Lac Courte Oreilles Ojibwe Band; SuAnne Big Crow; Navajo Nation)
Artist-in-Residence	The South Dakota Arts Council co-sponsors a program in which artists visit the Club for week-long instruction in arts such as guitar playing and use of stage makeup. (Sisseton Wahpeton Sioux)
Native Language Studies	Indian and non-Indian youth will be taught the Native language of the Tulalip Tribes. (Tulalip Tribes)

Health and Physical Education

Speaker Series	A program targeted to teens that features speakers who focus on healthy relationships, alcohol and other drug use, and sexually transmitted diseases. (Northern Cheyenne Nation)
Native American Youth Olympics	A cooperative program with the Montana National Guard that includes youth from nine tribes who compete every year in various athletic events. (Northern Cheyenne Nation)

Social Activities

Coffee Talk and Boys to Men	Programs that feature weekly roundtables and discussion groups for girls (Coffee Talk) and boys (Boys to Men). (Chelsea-Delaware Tribe)
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A Boys & Girls Club represents a safe and secure place for all youth to come for companionship, learning, and fun. To ensure that your Club is a safe haven for youth, you need to place a high priority on safety and security. Every community and Club must identify its own safety and security concerns for which effective strategies will be needed. At a minimum, each Club needs a comprehensive plan and procedures that address personal safety and the security of the building and its equipment.

Preparing a Comprehensive Safety and Security Plan

Your Club should have a comprehensive safety and security plan that includes routine safety and emergency response procedures. The plan should cover issues such as fire, water, and bike safety; cardiopulmonary resuscitation (CPR) and first aid; health education; maintaining order; property and equipment security; and gang activity. Other issues may be of concern to your Club members, staff, and community, and the plan should include these issues as well as strategies to prevent or resolve problems. To develop such a plan, ask for input from community leaders; professionals in health, social services, and safety; law enforcement personnel; and parents. You also need to involve youth in discussions about safety and security issues. Such talks will identify youths' concerns and ideas for addressing their issues.

Fire, Water, and Bike Safety

Since it is likely that your Club sponsors activities involving fire, water, and bikes, you need to train

staff, volunteers, and youth on ways to avoid accidents and injuries while engaged in such activities. Invite firefighters and other safety experts from the community to discuss the key safety rules and preventive actions that can eliminate most problems. Develop and post fire and water, bike, and other sports safety rules in prominent locations around the Club facility and in outdoor areas used by the Club. To refresh everyone on important safety precautions and rules of conduct, hold brief safety reviews before Club events that involve any of these activities.

CPR and Emergency First Aid

Staff and volunteers should be trained in CPR and emergency first-aid procedures to ensure immediate response when there is an accident or injury that requires medical treatment. Also consider providing training for older youth interested in this type of educational opportunity. Ask a certified technician or professional trained in CPR and first-aid procedures to conduct regular training sessions. Good choices for trainers are tribal police, fire officials, and medical professionals, such as doctors, nurses, and emergency medical technicians.

Health Education

The spread of sexually transmitted diseases and HIV/AIDS into all areas means that young people in your community need to be well informed about preventive actions. They need to know the facts about infection and how to reduce their risk for disease. Consider implementing the B&GCA program on HIV/AIDS (Act SMART) for members



and ask a trained health professional, such as a doctor, public health nurse, health educator, or disease prevention specialist, to educate staff and volunteers. You might also want to obtain a copy of the universal precautions prepared by the Centers for Disease Control and Prevention (CDC) by calling the National AIDS Clearinghouse at 1-800-458-5231.

Maintaining Order

All Club staff and volunteers need to model positive, cooperative behavior for youth and regularly praise members and encourage them to meet accepted standards of behavior. Group activities and personal interactions in any Club can lead to incidents of aggressive or disorderly behavior. There are several approaches to try that have been successful in minimizing or eliminating such behaviors.

- ▶ **Establish codes or rules of behavior.** One approach involves developing codes or rules of behavior that reflect the ideas and suggestions of Club members. Rules that youth themselves suggest or agree to are more likely to be accepted and followed, since they are not totally created and imposed by adults. Clubs need to be firm and consistent about rules of behavior. Club membership and participation is a privilege that should be respected. Genuine respect between staff and members is the best deterrent to discipline problems. Disciplinary responses for violating rules can benefit from the input of youth. Some Clubs find that restricting access to the Club for a fixed period of time is quite effective.
- ▶ **Provide positive peer training and mentoring.** Another approach involves providing positive peer training and mentoring. This approach places a youth with an older

mentor or a peer, who teaches by behavior and instruction that positive, cooperative behavior is the only desired behavior for Club members. With this approach, youth take responsibility for reinforcing accepted behavior within their group.

Property and Equipment Security

The property and equipment of a Club should be viewed as valuable assets by members. Some Clubs may experience problems with vandalism, theft, or behavior that damages the facility and equipment. To minimize these problems, Clubs have successfully implemented these types of approaches:

- ▶ **Peer court.** This program puts the power of the law and positive peer pressure into the hands of youth. It is an alternative to official court or school punishment of teens for misdemeanor offenses of many sorts (e.g., truancy, curfew violation, fighting, possession of alcohol), although official judges are informed of the alternative service and disposition of each case. Teens staff the court and often develop interesting and effective ways of helping other youth change behavior and attitudes. To obtain more information about this type of project, contact Boys & Girls Club of Galveston, 4420 Avenue P, Galveston, Texas, 77550, 409-765-8615.
- ▶ **Alternative service.** Youth who damage the Club's facility or equipment may be asked to compensate the Club for some or all of the damage. The Club may arrange for the youth to earn money toward compensation by performing services for the Club, such as cleaning the facility, maintaining the grounds, or working with staff to supervise a Club function.

- ▶ **Compensation.** This approach requires that the youth repair any property or equipment damage that he or she caused. For example, a youth may have to paint a wall covered with graffiti or repair broken windows. Clubs have found this approach often gives youth a greater appreciation for the property of the Club and a sense of respect for the rights of others.
- ▶ **Ride-along programs.** Youth who accompany tribal police and fire professionals during the course of their duties often emerge with a new respect for and understanding of the responsibilities faced by these community members. They also see the problems that are created by irresponsible behavior and learn the importance of community rules.
- ▶ **Extra lighting and locks.** Some security issues can be addressed by adding additional interior or exterior lighting and door and window locks. These approaches are simple, inexpensive deterrents to after-hours theft and break-ins.



Gang-related Activity

Reports are coming from some Clubs in Indian Country that gang-related activities are on the rise. In these circumstances, a Boys & Girls Club presents an opportunity to engage these youth in positive, alternative activities. If gang-related activities are evident in your community:

- ▶ **Identify and make contact with gang leaders and members.** Develop a strategy to make contact with and show genuine interest in the needs of youth who are gang members. Discuss the Club's purpose, activities, benefits, and rules with members whenever possible. Reach out to as many youth as possible to engage gang members or youth who are associated with them in Club functions and to introduce them to the positive atmosphere of the facility and its membership. Many young people join gangs because they long for a sense of belonging. Becoming part of the Boys & Girls Club can satisfy this same sense of belonging—but within a positive, healthy environment.
- ▶ **Hold special events that match the interests of gang members.** After learning about the interests and needs of gang members, plan and hold events that are targeted to these interests and needs. For example, some gang members may be interested in certain types of music, and the Club might plan an event that features performers of this type of music.
- ▶ **Communicate an open door policy.** Train staff and volunteers to communicate clear messages that assure gang members they are welcome at the Club and can participate in all Club activities as members. Reinforce the message that all youth, including gang members, must follow rules of membership in the Club.

- ▶ **Develop a youth-to-youth outreach program.** Encourage Club members to invite gang members they know to become members. Club members may know neighbors, relatives, and friends who are involved in or associated with gang activities. Such young people may respond particularly well to peer contact and encouragement about visiting the Club.
- ▶ **Investigate the Gang Prevention through the Targeted Outreach Program.** B&GCA offers this proven prevention program of effective techniques for directing at-risk youth to positive alternatives and away from the destructiveness of gangs. The program is designed to mobilize community leaders and Club staff, who then develop a community strategy, identify and recruit youth to participate in the Club, and monitor the progress of each individual.

The Boys & Girls Club targeted outreach model is an effective strategy for reaching at-risk youth. The experience in Indian Country shows that even

youth in small, rural communities can be threatened. Children and teenagers may be drawn to gangs because they offer what parents and the community have not provided: protection, food, clothes, and a defined way to gain leadership, security, and personal power. In the gang hierarchy, most youth are “wanna-be” members or involved only on the fringes of gang activity. Outreach to these youth, followed by case management, can effectively bring these youngsters into the cultural mainstream.

The Boys & Girls Clubs appeal to the youths’ interests and bring them in to participate in whatever they like best—sports, dance, electronics, arts, and social or recreation activities. The Clubs offer youth a connection with positive adult role models and reliable support. Research suggests that this connection to adults is critical—that youth who have at least five positive relationships with adults are less likely to be delinquent. Directors of Clubs in Indian Country say that this outreach model is an effective, workable way to reach at-risk youth on their reservations, whether they are involved with gangs or not.



Part 3



 **Resource Development
and Fundraising**

Club members of the Boys & Girls Club of the Northern Cheyenne



Resources and Fundraising

As demonstrated by Boys & Girls Clubs that have recently opened in Indian Country, it is possible to raise the money necessary to get a Club going and to raise the necessary operating funds. Now is an opportune time to get going, due to the unwavering commitment of the President, Congress, many government agencies, and Boys & Girls Clubs of America. You need to plan to have a strong financial foundation for the Club.

If you are just beginning to think about starting a Boys & Girls Club, talk to the executive director and board members of other Clubs. Contact Boys & Girls Clubs of America. Let's say that you and other members of the steering committee have already made the decision to start a club, have met with a B&GCA field representative, and have formed a board of directors with a resource development and fundraising committee. You have been elected the chair of this committee.

Although you and your committee members may feel that you are venturing out into unknown territory in the search for funds, that feeling will not last for long. You will find allies in your community and from other parts of the country who are truly interested in helping boys and girls have their own Club. The name recognition of Boys & Girls Club will be helpful in making initial contacts.

Part 3 contains a discussion of a number of resources that you will want to be aware of. Chapters in Part 3 include a discussion of Federal Government resources and resources available through the Boys & Girls Clubs of America. Community funding sources and fundraising ideas are also discussed in Part 3.

Although we present a list of foundations and corporate funding sources that may be a good match for your Club, our listing is meant as a beginning for your research. Our emphasis in the chapter on foundations and corporate funding sources is on guiding you to available resources, especially those available through The Foundation Center. These resources will help you to do your own research in the art of not only finding a good match for your Club, but also knowing how to access the information you will need to successfully apply for a grant. For example, information on successful grant writing will be readily obtainable at the libraries that are listed in this chapter.

Boys & Girls Clubs of America will provide guidance in resource development. You will probably want to attend a fundraising seminar for your region that is sponsored by B&GCA.

Strategies

This section is a brief introduction to some of the strategies you will be using in your fundraising efforts. A variety of methods are appropriate for coming up with the resources that a Boys & Girls Club in your community will need.

Strategy: Community fundraising efforts

In many ways, community fundraising campaigns are the most important of all efforts, because they bring the community together in a common cause. We discuss different ways to raise money by involving the community in *Community Funding Resources*, later in Part 3.

Strategy: One-on-one approaches

With local sources, the most effective strategy is often the personal one-on-one approach. The person who will approach the local source needs to be selected carefully. Examples of the one-on-one approach include the following:

Example: The president of the board of directors meets with the president of a local corporation to explore the possibility of gaining funds for the Club. Typically, you would call the corporation first to explore its interest in youth development. In your meeting you would explain why investing in the Club would be an investment in the community.

Example: A member of the board of directors meets with the leader of a local community group to explore the possibility of a fundraising event for the benefit of the Club.

Example: Sometimes an individual donor will provide a major gift, and a one-on-one meeting or telephone call may be worthwhile to explore that possibility.

Strategy: Formal grant applications

Written grant submissions are made to a public (government) organization or a private one; the process may be formal, and it can be fairly extensive in some cases. It is helpful to get assistance when applying for these kinds of grants, because they are often competitive and may take some time. If you are applying for a Government grant, the TDHE will often be able to help with the application process.

If you are interested in obtaining a grant from a private organization, it is important to identify organizations that match your Club's needs. Typically, you will phone the organization, or call up its Web site on the Internet to get information,

or perhaps read about it at one of the libraries in The Foundation Center Cooperating Collections Network. (See the listing at the end of Part 3.)

When you locate an organization that may be a match for your Club, review the organization's annual report, which you can obtain directly from the organization. Then talk to the organization's program officer or grants administrator about your Club, the organization, and the application procedure. The program officer often asks you to send a letter of inquiry. At a later stage, you may be asked to submit a proposal, which can be fairly extensive. You may want to ask the program officer for guidance and advice on how to develop your proposal. Personal contact with the program staff is important because you will need an internal advocate for your proposal.

Letters of support from community leaders and organizations can help present a picture of community support. Each organization is different and has its own procedures, so check with the organization before you begin your application.

Strategy: Informal grant application

An informal grant application to a smaller foundation may involve a much simpler process. Sometimes no more than a one-page letter is necessary. Small foundations typically make awards on a set schedule. Speak with current executive directors of other Boys & Girls Clubs about any experiences they have had with informal grant applications.

Elements of Effective Fundraising

We would like to emphasize three points that all contribute to effective fundraising.

- ▶ **State your vision:** Within your committee, state to yourselves the reasons why you want to have a Boys & Girls Club—clearly understand the mission of a Boys & Girls



Club in your community. You will find that this exercise is a powerful grounding force when you are communicating with others. When you and your committee members have a shared vision of what a Boys & Girls Club can do for your community, you will be a more effective communicator of that vision. Next, be able to tell what programs are available and their benefits to the boys and girls in the community. Finally, come to an understanding of what the goal of your fundraising is. You have to know what you are asking for and be willing to ask for it.

- ▶ **Network!** Identify who you or your board members know in the Tribal Council, local agency, or citizens advisory committee and ask these people to advance your cause. Work to get your president, executive director, or a board member included on the citizens advisory committee or on other boards and committees that are important to Boys & Girls Clubs.
- ▶ **Communicate your gratitude:** We urge you to communicate your thanks and gratitude to those who are supporting the Boys & Girls Club in your community. Writing to your supporters regularly—say, once or twice a year—will make them feel connected to the community and will bring home to them the importance of the work that they are supporting. If you include a picture of boys and girls in your Club, you will bring life and meaning to your words of thanks. Be sure to invite local supporters to the Club opening and to other important milestones and events. Local supporters want to see how their money is being used and usually appreciate public acknowledgments of their help and support.

The Tribal Council

The extent of tribal involvement in the development and financial support of the Club will vary from tribe to tribe. In some cases the tribe sponsors the Boys & Girls Club charter; in other cases the community sponsors the charter. In most cases, the parties interested in developing the Club will initially present the idea to the Tribal Council.

The way in which you relate to the Tribal Council takes on particular importance in light of the Native American Housing Assistance and Self-Determination Act, which gives great latitude to the tribe in determining how its block grant may be spent. Given the extent of housing needs on many reservations, you will have to be very persuasive about the value of Boys & Girls Clubs when you go before the Tribal Council.

The Native American Housing Assistance and Self-Determination Act of 1996

Congress has legislated a major shift in housing and self-determination for Indian tribes that took place in fiscal 1998, which started on October 1, 1997. The details of the legislation are spelled out in the *Native American Housing Assistance and Self-Determination Act of 1996* (NAHASDA).

The Native American Housing Assistance and Self-Determination Act of 1996 (H.R. 3219; 104th Congress, 2d Session) can be ordered from the Drug Information & Strategy Clearinghouse, P.O. Box 8577, Silver Spring, Maryland 20907. Or call 1-800-955-2232 to ask for a copy of the Act.

This Act separates Indian housing from public housing, which fulfills a long-held desire of residents of Indian Country. The Act provides a single block grant to tribes and their Tribally Designated Housing Entity (TDHE) instead of a number of different operational and categorical grants. (Some of the current operational and categorical grants will be phased out over time.) Under this new legislation, the tribes have developed 5-year Indian Housing Plans, which the tribe and TDHE write and submit to HUD. Thus, this legislation shifts the task of defining how the tribe will spend its grant money to the tribe or the TDHE. The TDHE will usually be the existing Indian Housing Authority, although the tribe has the option of establishing another entity.

Part of the Indian Housing Plan asks specifically for a “description of the requirements established by the recipient to promote the safety of residents of such housing, facilitate the undertaking of crime prevention measures.” Boys and Girls Clubs can request that their tribe or TDHE consider them as Affordable Housing Crime Prevention and Safety Activities in the Indian Housing Plan.

To see examples of the 5-year Indian Housing Plans already submitted to HUD, visit the NAHAS-DA portion of HUD’s website at:
<http://www-domino.hud.gov/ihp/newhome.nsf?>

There are a number of other provisions in the Act, but for the purposes of this section on resources and fundraising, we will simply note that Boys & Girls Clubs are eligible for funds under the Act. This is because the TDHE becomes involved in social programs, such as drug and crime prevention programs, that will improve the lives of residents. The Tribal Council also applies for an Indian Community Development Block Grant, which can include funds to be used in developing social programs such as Boys & Girls Clubs.

Asking the Tribal Council and the TDHE to support the Club will entail a “sales” presentation, using the points that are outlined in Part 1 as well as the principles that you and your committee have developed. Tailor your presentations to your audience, enlist other board members when it is appropriate, and be engaging and persuasive.

Using a Mix of Funding Resources

You will need a mix of resources to support the Club’s mission. Funds will be needed for building a Club facility or converting an existing building, as well as for such operating expenses as hiring an executive director and staff, maintaining the building, and providing programming.

Creativity is the key to success for developing a mix of resources. These can come from a number of different sources, as is illustrated by the Clubs in Indian Country that have successfully raised money.

The particular mix of funding sources depends on the resources of the tribe and the community, and the ingenuity of the resource development and fundraising committee. You also have to take into account the economic circumstances in your area. Many Native American communities are remote and rural with fewer than 10,000 residents. In these areas, there may be few major businesses to appeal to for financial backing. Many of the individuals residing in these communities may not be able to make financial contributions to begin and sustain Club activities. But given the circumstances in your community, you will want to look at a range of activities for tapping resources and raising funds.





Boys & Girls Clubs of America and Federal Government Resources

Where do you start in raising money for the children in your community? The following places are good starting points for applying for resource development funds:

- ▶ Boys & Girls Clubs of America, which has a number of sources of support, and which also administers some Federal pass-through grants. Note especially funds available for new Boys & Girls Clubs from the U.S. Department of Justice, Bureau of Justice Assistance.
- ▶ HUD's Office of Native American Programs, especially NAHASDA and the Public and Indian Housing Drug Elimination Program.

A number of other Government agencies will also be interested in helping you with getting started and with programming. You will want to make contact with B&GCA's Government Relations Office and ask for the latest edition of *Government Funding Opportunities for Local Boys & Girls Clubs*. You will also want to request a copy of *Preventing Crime & Promoting Responsibility: 50 Programs That Help Communities Help Their Youth*. This book on youth development and crime prevention is by the President's Crime Prevention Council; ordering information is shown in the box.

The listing of Federal Government resources available through Boys & Girls Clubs of America will be helpful to you as a launching point for raising funds. Other resources will be found in the following chapters: *Community Funding Resources*, *Foundations and Corporate Funding Sources*, and *The Foundation Center Cooperating Collections Network*.

Resources

Boys & Girls Clubs of America. *Government Funding Opportunities for Local Boys & Girls Clubs*. Rockville, MD: Boys & Girls Clubs of America. [Boys & Girls Clubs of America, Government Relations Office, 600 Jefferson Plaza, Suite 203, Rockville, MD 20852. Telephone 301-251-6676; fax 301-294-3052.]

The President's Crime Prevention Council. *Preventing Crime & Promoting Responsibility: 50 Programs That Help Communities Help Their Youth*. Washington, DC: The President's Crime Prevention Council, 1995. [The President's Crime Prevention Council, 736 Jackson Place, N.W., Washington, DC 20503. Telephone 202-395-5555; fax 202-395-5567.]

Catalog of Federal Domestic Assistance. The Catalog is a government-wide collection of Federal programs, projects, services, and activities that provide assistance to the American public. It contains information about program functions, eligible applicants, beneficiaries, matching requirements, and other useful details. To search the Catalog online, go to:
<http://www.gsa.gov/fdac/>



Telephone Contacts for “Big Picture” Questions

Boys & Girls Clubs of America

Government Relations Office
301-251-6676

U.S. Department of Housing and Urban Development

Office of Native American Programs
303-675-1600

U.S. Department of Justice

Bureau of Justice Assistance
Discretionary Grants
Maria Amato, Program Specialist
202-514-8871

Office of Justice Programs
American Indian and Alaska Native Affairs Desk
Norena Henry
202-616-3205

If you have detailed questions about the programs described in this chapter, use the contacts listed with each program throughout the text. For big picture questions, use the contact list shown in the box above.

Boys & Girls Clubs of America

A number of sources of support are available through Boys & Girls Clubs of America.

Grants from foundations to Boys & Girls Clubs of America

Boys & Girls Clubs of America receives about \$7 million a year from foundations, much of which it distributes to Clubs around the country. B&GCA is deeply committed to helping Boys & Girls Clubs in Indian Country.

Applying: Call the B&GCA regional service director for information.

Congressional appropriation Bureau of Justice Assistance, U.S. Department of Justice

Congress has earmarked \$40 million from the Violent Crime Reduction Trust Fund in 1999 for the start-up of Boys & Girls Clubs around the country. These funds are part of a 5-year plan totaling \$100 million for Boys & Girls Clubs. Of the \$40 million, at least \$1 million will go directly to Native American Clubs. This appropriation from Congress is distributed via a Bureau of Justice Assistance pass-through grant, which is available through an application made to Boys & Girls Clubs of America.

The grants for 1997-98 ranged from \$25,000 to \$125,000. Applicants from Boys & Girls Clubs organizations indicate one of the following five objectives: (1) a new Club in a severely distressed community in a major metropolitan area, (2) a new Club on an Indian reservation, (3) a new Club in an at-risk neighborhood, (4) an outreach initiative to attract new members, and (5) an outreach initiative to attract new teen members.

Applying: Completed applications should be sent to the regional vice president in your Boys & Girls Clubs of America regional service center. Call the regional service director with questions or for an update on the availability of funds and the application procedures and time line for 1999 and beyond.

Targeted Outreach Program

The Department of Justice's Office of Juvenile Justice and Delinquency Prevention (OJJDP) awards Targeted Outreach Program grants through B&GCA, which handles the administration of the grants. Local Clubs then receive pass-through

grants, based on competitive application, to run gang prevention or intervention sites.

Educational Awards program

B&GCA and Americorps sponsor an Educational Awards program for local Boys & Girls Clubs. Clubs can apply directly to B&GCA to receive Americorps slots for their Club members. In return, members will receive educational awards in the form of financial assistance for trade school, college, or some other educational program.

Federal Programs

The Community Development Block Grant Program for Indian Tribes and Alaska Native Villages U.S. Department of Housing and Urban Development

This program will be of prime interest to those who wish to develop Boys & Girls Clubs. The objective of the program is to develop decent housing, a suitable living environment, and economic opportunities; it is principally for low-income and moderate-income persons.

The tribe is limited to one application that can include one or more separate projects. The funding limit is determined by the amount of money available each year and may differ depending on the size of the tribe. Eligible activities include housing, community facilities, public services, and economic development.

For more information: Contact the nearest Area Office of HUD's Office of Native American Programs. (See Part 5, *Contact Information*.)

Public and Indian Housing Drug Elimination Program U.S. Department of Housing and Urban Development

This grant is available to empower residents to turn the tide against drugs and drug-related crime in their own communities. The funds in fiscal 1999 (beginning October 1, 1998) total around \$243 million. In past years, more than half of the applicants have received money. There have been 4,939 grant winners since 1989, and HUD has disbursed over \$1.6 billion nationwide. Boys & Girls Clubs are an eligible grant activity.

Drug elimination funds can be channeled by the Tribally Designated Housing Entity (TDHE) or tribe to the Club for use in programming activities. These funds cannot, however, be used for facility construction expenses. Ask your TDHE to be included in their application. The TDHE must call for and complete the application kit. Demonstrate the value of a Boys & Girls Club in terms of prevention/intervention activities.

For more information: Write to the Drug Information & Strategy Clearinghouse, P.O. Box 8577, Silver Spring, Maryland 20907, or call 1-800-955-2232.

Comprehensive Grant Program and Comprehensive Improvement Assistance Program U.S. Department of Housing and Urban Development

The purpose of these programs is to provide financial support to modernize the physical condition and management operation of public and Indian housing projects. Boys & Girls Clubs have been started with these funds. Funding can be used to construct a new Club as an addition to the existing buildings in a housing community or to refurbish an existing building for Club purposes,

provided that a Club will improve the housing project's long-term viability.

Comprehensive Grant Program funds are available to larger housing authorities (250 or more units). The Comprehensive Improvement Assistance Program funds are available to smaller housing authorities (less than 250 units).

Contact information: Contact the local HUD field office in your area for more information.

**Discretionary Grant Program
Office of Juvenile Justice
and Delinquency Prevention
U.S. Department of Justice**

The Office of Juvenile Justice and Delinquency Prevention offers a number of funding opportunities each year through its discretionary grant program. These include the Targeted Outreach Program, administered by B&GCA, to run gang prevention or intervention sites. The SafeFutures program sends funds directly to local community-wide collaborative efforts, which include local Boys & Girls Clubs and other nonprofit organizations, for implementing programs.

Funds are available annually to fund a variety of initiatives, each of which is aimed at combating juvenile delinquency. The initiatives have included mentoring for at-risk youth, youth gang training and prevention, boot camps, treatment programs, and advocacy for missing and exploited children.

The most successful applications use a community-wide, collaborative approach.

To access these funds, call the Juvenile Justice Clearinghouse and ask for a copy of OJJDP's Competitive Discretionary Program Announcements and Application Kit. Eligibility for these grants varies from program to program, so read them carefully. Then call the appropriate contact person at OJJDP and ask for an explanation of unclear points. Also call B&GCA's Government

Relations Office, which will discuss your ideas with you.

Contact information:
Office of Juvenile Justice
and Delinquency Prevention
Juvenile Justice Clearinghouse
800-638-8736
World Wide Web: <http://ojjdp.ncjrs.org/>

**State Formula Grant Program
Office of Juvenile Justice
and Delinquency Prevention
U.S. Department of Justice**

The program provides funding directly to States to assist in the prevention of juvenile delinquency. State allocations vary widely, but it is the largest program in the Office of Juvenile Justice and Delinquency Prevention. Allowable activities include (1) educational programs and supportive services designed to encourage juvenile delinquents to stay in school; (2) youth-initiated programs that assist juveniles who would not otherwise be reached by traditional youth programs; (3) programs designed to deter illegal activities by youth and promote lawful activities on the part of juvenile gangs; (4) programs to address juvenile drug use and dependence; (5) programs for positive youth development that will assist juvenile delinquents and at-risk youth to attain a sense of safety, structure, and self-confidence; and (6) comprehensive juvenile justice programs that meet the needs of youth through community collaboration.

First determine the State agency administering the program. You can get this information by calling the Governor's office and asking who administers juvenile justice programs. Call the State administering agency and ask for application guidelines, a timetable, and a list of funded projects. Also ask for a list of people serving on the State Advisory Group. Because funding is provided directly to States, you should ask the

State Advisory Group in your State to determine your best line of contact.

Contact information:

Juvenile Justice Clearinghouse
800-638-8736

World Wide Web: <http://ojjdp.ncjrs.org/>

Community-Oriented Policy Problem-Solving Partnerships (C.O.P.S.)

Bureau of Justice Assistance

U.S. Department of Justice

Clubs can access funds through a partnership or sub-grantee relationship with law enforcement agencies. Grant funds must be used for creative problem-solving in seven specific areas.

Contact information:

Department of Justice Response Center
800-421-6770

Local Law Enforcement Block Grant

Bureau of Justice Assistance

U.S. Department of Justice

This block grant program provides funding directly to local governments to support a wide range of law enforcement activities. One of these broad areas is crime prevention. SMART Moves, Gang Prevention, Job Training, Mentoring, and many other Club programs meet the crime prevention criteria.

The best way to access these funds is through a partnership or sub-grantee relationship with governments, including Indian tribes and Alaskan Native villages that carry out substantial governmental duties and powers.

The Boys & Girls Clubs of America's congressional appropriation has come from this funding line. See the Boys & Girls Clubs of America entry earlier in this chapter for additional information.

Contact information:

Department of Justice Response Center
800-421-6770

Operation Weed and Seed

U.S. Department of Justice

This initiative supports multiagency efforts to control violent crime. It is a coordinated effort to "weed" out drug dealers and gang leaders and replace them with "seeds" to revitalize the city. The U.S. Attorney's Office in each participating city administers the program.

Contact information:

U.S. Department of Justice
Executive Office for Weed and Seed
202-616-1152

Job Training Partnership Act

Summer Youth Employment Program

U.S. Department of Labor

This program provides employment and training programs for disadvantaged youth during the summer months. Boys & Girls Clubs can participate in the program by either applying competitively as a potential grantee to operate a summer work program or by getting their Club members placed in the program. Contact your State employment and training agency to find out how funds are distributed to your service delivery area.

Summer Food Program

U.S. Department of Agriculture

This program helps States feed children in disadvantaged areas during the summer months and other vacation periods. Private nonprofit organizations are allowed to operate the Summer Food Program in areas where State/local governments or school authorities do not participate during the months of May through September.

Many Boys & Girls Club members have a substantial summer meal under this plan. Funding for this program is administered through State Education Agencies, except in the States of California, Georgia, Michigan, Missouri, New York, and Virginia,

where the regional Agriculture Department's Food and Consumer Service administers the funds.

Contact Information:

U.S. Department of Agriculture
Child Nutrition Division
Food and Nutrition Service
703-305-2590
World Wide Web: <http://www.usda.gov/fcs/fcs.htm>

**Drug-Free Schools and Communities Act
Formula Grants**

U.S. Department of Education

Some Clubs fund SMART Moves and Targeted Outreach programs with this grant, while others are involved in community collaborations. This grant is particularly appropriate if your Club is involved in drug abuse and violence prevention initiatives.

One good way for a Boys & Girls Club to gain access to these funds is as a sub-grantee of your Local Education Agency. To find out how to reach your Local Education Agency, call the State Education Office. The Governor's Office or the U.S. Department of Education will tell you how to reach your State Education Office.

Additional information:

Safe and Drug-Free Schools Program
202-260-3954
World Wide Web: <http://www.ed.gov>

**AmeriCorps
Corporation for National Service**

The AmeriCorps program has three primary goals: (1) to serve unmet human, educational, environmental, and public safety needs; (2) to build communities; and (3) to benefit participants by providing a meaningful experience and tangible rewards.

Club members who are 17 years old and older can participate as service Corps members. As

members they receive a living allowance, health care, child care, and an educational award worth \$4,725 per term of full-time service and \$2,362 per term of part-time service.

Also, the Club can be the beneficiary of an AmeriCorps service project. The service project can range from repairing the building to helping the staff work with the kids in such areas as conflict resolution, academic skills development, and environmental education.

AmeriCorps contracts directly with Native American tribes. A tribal representative should call the Corporation for National Service and ask for an application packet for service participation in nationally funded programs. If you are not within an Indian tribal jurisdiction, contact your State Commission on National and Community Service. Ask for an application packet, a list of funded programs in your State, and contact information.

Also check with Boys & Girls Clubs of America about the Educational Awards Program. (This is described further under the Boys & Girls Clubs of America entry earlier in this chapter.)

Each State has a Federal Corporation for National Service office.

AmeriCorps contact information:
Corporation for National Service
202-606-5000, ext. 541

For information about participating as an AmeriCorps member: 800-942-2677
Internet Web site: <http://www.cns.gov/index.html>

**Discretionary Programs
U.S. Department of Health
and Human Services (DHHS)**

The Department of Health and Human Services has a number of agencies that put out discretionary grant opportunities. The Administration for Children and Families, the Office of Adolescent Pregnancy Prevention, the Center for Substance

Abuse Treatment, Centers for Disease Control and Prevention, and others often announce funding opportunities that interest local Clubs. These should be reviewed on a case-by-case basis. Once you have identified a program in which you have an interest, call your B&GCA Office of Government Relations to discuss the opportunity. Additional DHHS funding programs are discussed in the following listings.

Contact information: Available from program announcements.

**Head Start
Administration on Children and Families (ACF)
U.S. Department of Health
and Human Services**

The purpose of the Head Start program is to help disadvantaged children, ages 3 to 5, prepare for elementary school by providing a comprehensive preschool program. Programs provide children with developmental services that include education, health and nutrition, and social development. Many Clubs are not set up to serve preschool children, but some Clubs have set up Head Start programs or rented out space in their Clubs for the Head Start program.

Contact your regional Administration on Children and Families office for a Head Start application packet and timetable information. Also ask for a list of Head Start providers in your area. The application must demonstrate that 90 percent of your participants live at or below the poverty line or are from families receiving Temporary Assistance for Needy Families (TANF).

To locate your regional ACF office, call Head Start at the number listed below.

U.S. Department of Health and Human Services contact information:

Administration on Children and Families
Head Start Bureau
202-205-8572

**Prevention and Treatment of Substance Abuse (PATSA) Block Grant
Center for Substance Abuse Treatment (CSAT)
U.S. Department of Health
and Human Services**

This grant provides States with funding for substance abuse programs. The State can either provide services directly or sub-grant to public entities or nonprofit organizations. It is the largest federally funded program for substance abuse prevention and treatment. State allocations range from \$1.5 million to \$150 million. Boys & Girls Clubs have benefited from this program. Some Clubs receive their funds directly from the State, others as part of county or citywide initiatives. SMART Moves and Targeted Outreach are two examples of Club programs that are well suited for PATSA funding.

First identify the administering agency in your State. (You can also obtain the telephone number of the person who handles alcohol, drug abuse, and mental health issues at the State level from the Center for Substance Abuse Treatment.)

Request an application kit along with information on funding deadlines. Also ask local government agencies that handle alcohol, drug abuse, and mental health matters whether they receive grant funds from the State. If they do, find out whether sub-grants are available and request an application kit along with deadline information.

U.S. Department of Health and Human Services contact information:

Center for Substance Abuse Treatment
Division of State and Community Assistance
301-443-2149

World Wide Web:

<http://www.samhsa.gov/csat/csat.htm>



Title XX

Social Services Block Grant

U.S. Department of Health and Human Services

This program enables States to address the goals expressed in Title XX of the Social Services Act. These goals are to: (1) reduce or eliminate economic dependency within disadvantaged communities, (2) prevent neglect and abuse of children and adults, and (3) make available institutional or home care for those in need. Local Clubs receive millions of dollars each year in Social Services Block Grant funds. Allowable activities include child care, training and employment services, health-related services, recreational services, substance abuse services, and programs for at-risk or delinquent youth. Your Club can access these funds either as a grantee directly from the State or as a sub-grantee of another agency that has received a grant from the State. Call local government social service agencies and ask whether they apply for or receive Title XX Social Services Block Grant funds from the State and whether sub-grants are available. If so, ask for an application packet and funding deadline information.

Child Care and Development Fund

Child Care Bureau

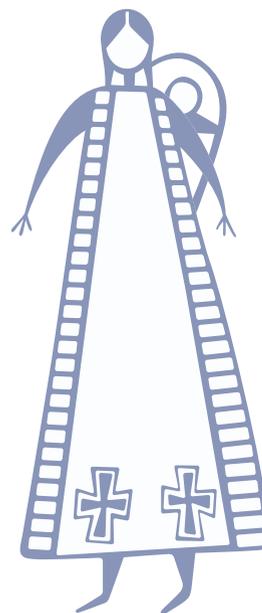
Administration on Children, Youth, and Families

Administration for Children and Families

U.S. Department of Health and Human Services

Under the changes in welfare reform, all child care funding is now combined under the Child Care and Development Block Grant program. This new program will assist low-income families and those making a transition off welfare to obtain child care so they can work or attend training/education.

A provision in the welfare bill allows charitable organizations to compete as service providers, if a



State chooses to contract with the private sector to deliver welfare services. Indian tribes will have direct control of welfare reform dollars if they choose to administer their own welfare plans. Tribes may use a portion of their funds to construct child care facilities provided there is no reduction in the current level of child care services. These funds can be used to start a Boys & Girls Club or enhance programs.

Boys & Girls Clubs may have an interest in providing (1) training facilities and classroom settings for training programs, (2) nighttime child care, (3) affordable child care, (4) transportation, and (5) teenage pregnancy prevention/individual responsibility programs.

Contact the tribe or social services agencies at the State level for details about plans for child development funds.

For general information, contact:

National Child Care Information Center
1-800-616-2242

Ginny Gorman on the Tribal Team
at the Child Care Bureau, 202-401-7260

World Wide Web:

<http://www.acf.dhhs.gov/programs/ccb>

**Community Services Block Grant
Administration for Children and Families
U.S. Department of Health
and Human Services**

The Community Services Block Grant Program provides States with assistance to alleviate poverty and its causes. States are required to pass through 90 percent of this formula grant to local entities. The program is targeted at poor and near-poor communities.

Allowable activities include projects that help low-income individuals attain an education; coordination among public and private social service providers to ensure effective delivery; employment-assistance activities such as job counseling, day care, and Head Start staff training; and alcohol and drug abuse counseling programs. A sub-grantee must develop a community action plan. If your Club has community-wide collaboration with other groups, these funds are appropriate. To apply, contact the agency that handles community poverty programs in your State. It will probably be a social service or welfare department. Request an application packet and deadline information.

*U.S. Department of Health and Human Services
contact information:*

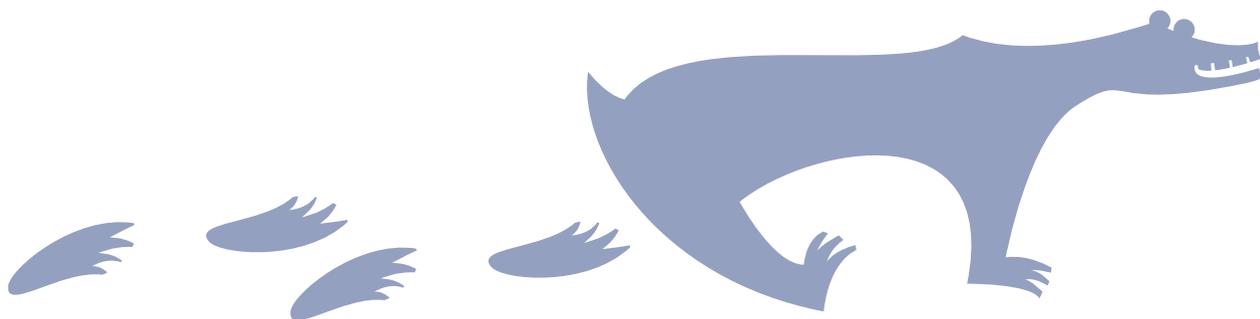
Administration for Children and Families
Director, State Assistance Division
Office of Community Services
202-401-2333

**Johnson O'Malley Program
Office of Indian Education Programs
Bureau of Indian Affairs
U.S. Department of the Interior**

The Johnson O'Malley program provides grants to tribes, public school districts, and State departments of education for supplemental education programs for Native American youth enrolled in public schools. Boys & Girls Clubs may receive a Johnson O'Malley sub-grant for their Power Hour! or other education programs. However, note that Congress has limited eligibility to grantees that received funds in Fiscal Year 1995.

For general information, contact:

Office of Indian Education Programs
Bureau of Indian Affairs
U.S. Department of the Interior
202-219-1127
World Wide Web:
<http://www.doi.gov/bureau-indian-affairs.html>



Community Funding Resources

The Tribal Council and the Tribally Designated Housing Entity (TDHE) can help you in your efforts to raise funds.

The Tribally Designated Housing Entity (TDHE)

The TDHE can assist in securing financial resources for the Club through several methods. First, the TDHE can help the Club prepare formal grant requests. Additionally, the TDHE may apply for grants from HUD for use in eliminating drug-related crimes. As part of this process, the TDHE develops a plan for addressing drug-related crime. In its application for these funds, the TDHE will describe the ways in which the Club can help in preventing drug-related crime.

The TDHE may also become involved in Club facility arrangements, financing, and programming. Facility commitments come in several forms. The TDHE may lease space to the Club or absorb the cost of facility renovations. In some cases, community organizations such as the local school system will make a facility or land deal with the TDHE. The TDHE is then responsible for maintenance of the facility. These types of arrangements are discussed in more detail in Part 1, *Requirements for Setting Up a Club*.

When you identify local resources, include the following:

- ▶ Tribal, local, and State governments
- ▶ Local private foundations administered by churches, colleges, banks, universities, or individuals

- ▶ Local corporations and businesses with corporate giving programs
- ▶ The United Way
- ▶ Chamber of Commerce
- ▶ Local manufacturing associations
- ▶ Business, trade, and labor associations
- ▶ Local planning bodies
- ▶ Churches (contributions from parishioners)
- ▶ Individual contributions from community leaders

Emphasize to potential funders that they are investing in the community when they contribute to a Boys & Girls Club.



Examples of community fundraising activities

An auction

In a silent auction, the contributors donate items to be sold, such as drawings, pottery, home-cooked or restaurant dinners, books, or a guided tour. Merchants, as well as community members, are often willing to donate auction items. The items are either placed on tables at a fundraiser or are described on a card that is displayed on the table. The people who are attending the event write down their bids on a sign-up sheet (the reason why it is called a “silent” auction).

Each article usually has a minimum bid and a minimum level by which to raise the bid, written right on the sign-up sheet. Some silent auctions allow people to submit bids prior to the event if they are not able to attend; these auctions usually have a catalog or flyer describing the articles to be auctioned.

A silent auction is often combined with a gala affair and with a regular auction for higher priced articles. Check with local authorities to see if you need a license for an auction.

Sponsored walk or run

One popular type of moneymaking event is a sponsored walk or run. In this type of event, a walk or run of a certain length is planned. Participants line up as many sponsors as they can. After the trip, each sponsor pays an agreed-on amount for the distance traveled, say 50 cents a mile or whatever amount the sponsor wishes.

- ▶ **Local corporations** can provide financial support plus in-kind donations of equipment and supplies. Sometimes a corporation or business will adopt your cause and sponsor special events at the Club. Be creative and suggest an event that would appeal to the targeted corporation.
- ▶ **Local merchants** may be willing to donate money or in-kind services.
- ▶ **Community fundraising activities** raise money and also bring the community together. Some examples of fundraisers are steak and burger dinners, bake sales, car washes, candy and gift wrap sales, garden work, a silent auction, a dance, a concert, and sponsored trips. Plan to have publicity or press releases or posters to publicize the fundraiser. For a large event, consider taking out an advertisement.
- ▶ **Donations by the community**—Members of one tribe have money deducted from their paychecks to support the local Club.
- ▶ **Donations of work** are just as valuable as donations of money. A contractor who lays a concrete slab as a foundation for the Club building or who installs an air conditioning system for free is making a substantial donation to the Club.



Two Nooksack Club members enjoy a mini-powwow sponsored by the Club.



Foundations and Corporate Funding Sources

In addition to using the resources available from Boys & Girls Clubs of America, we recommend that you use information available through The Foundation Center Cooperating Collections Network. The Foundation Center is an independent national service organization established by foundations to provide an authoritative source of information on private philanthropic giving. Participants in The Foundation Center's Cooperating Collections Network are libraries or nonprofit information centers that provide fundraising information and other funding-related technical assistance in their communities. Cooperating collections offer free public access and free funding research guidance. Many also provide a variety of services for local nonprofit organizations. A list of cooperating collections appears at the end of Part 3.

Selected Publications From The Foundation Center

You may wish to refer to *Foundation Fundamentals: A Guide for Grantseekers* by The Foundation Center. The book contains a listing of resources that deal with fundraising techniques, grant writing, and other resources.

The following are just a few of The Foundation Center's 30 topical grant guides. You can use these guides to discover which grantmakers fund in your geographic area, search for grantmakers by subject, and determine whether Boys & Girls Clubs or similar organizations have been funded by grantmakers in the past. A recent volume of grant guides cover grants of \$10,000 or more, made mostly in 1994 or 1995.

Grants for Alcohol and Drug Abuse covers grants for counseling, education, treatment, medical research, residential care and halfway houses, and projects on substance abuse prevention. It lists 811 grants made by 335 foundations.

Grants for Children and Youth covers grants to support neonatal care, child welfare, adoption, foster care, services for abused children, research on child development, pregnancy counseling, rehabilitation of juvenile delinquency, and youth development. This volume does not cover grants for college scholarships. It lists 13,711 grants made by 880 foundations.

Grants for Minorities covers grants for minority populations, including Native Americans, African Americans, Hispanic Americans, and immigrants. Grants are indexed by topics such as fellowships, social services, museums, youth services, inter-group/race relations, legal services, education, and research. It lists 7,874 grants made by 704 foundations.

These publications may be available at the Cooperating Collections of The Foundation Center. The publications can also be ordered from The Foundation Center, 79 Fifth Avenue, New York, NY 10003, or by calling 800-424-9836, or by visiting the Center's World Wide Web site at <http://www.fdncenter.org>.

In your research, you will find a number of foundations and corporations that will be of interest to you. Your original research will be the best way to find foundations that may be interested in your project. The following listing is intended only as a starting point.

Foundations of Interest

The following is a sample of foundations with potential relevance for both new and existing local Boys & Girls Clubs in Indian Country. For each foundation, we provide brief descriptions of funding priorities and restrictions, as well as contact information. These foundations vary widely in their level of total expenditure, size of grants given, and breadth of funding priorities.

Andre Agassi Foundation

The foundation provides grants to nonprofit, tax-exempt organizations that operate youth programs targeting education and recreation. Priority is given to projects in the Las Vegas area, but the foundation has given grants elsewhere in Nevada and the Nation.

Andre Agassi Foundation
2300 West Sahara Avenue
Suite 1150, Box 30
Las Vegas, NV 89102
702-227-5700

Otto Bremer Foundation

The foundation serves Minnesota, North Dakota, and Wisconsin and offers grants for programs that address rural poverty, community affairs, education, health, human services, religion, and racism/bigotry. Several grants have been made to tribal governments and nonprofit organizations serving Native American populations for such activities as construction of an Early Start Center and operation of a language immersion program.

Otto Bremer Foundation
445 Minnesota Street, Suite 2000
St. Paul, MN 55101-2107
651-227-8036
World Wide Web:
<http://fdncenter.org/grantmaker/bremer/index.html>

The Bush Foundation

The foundation gives primarily in Minnesota, North Dakota, and South Dakota. Among its interests are youth development services, human services, language and linguistics, leadership development, minorities, and the performing arts. Grantees may use funds for purposes including capital campaigns, program development, seed money, and matching funds.

The Bush Foundation
E-900
332 Minnesota Street
St. Paul, MN 55101
651-227-0891

CIRI Foundation

The foundation provides support for program development, internships, and fellowships in projects relating to Alaska Native educational, cultural, and heritage projects. Only enrolled Alaska Natives of the Cook Inlet Region or children of enrollees are eligible grantees.

CIRI Foundation
P.O. Box 93330
Anchorage, AK 99509-3330
907-274-8638

Patrick and Anna M. Cudahy Fund

The foundation funds activities mainly in areas such as youth, social services, the arts, and education. Specific interests include Native Americans and the economically disadvantaged. Giving for local programs is limited to Wisconsin and Chicago, Illinois. Grantees may use funds for operating support, annual campaigns, building/renovation, equipment, program development, seed money, technical assistance, and matching funds.

Patrick and Anna M. Cudahy Fund
P.O. Box 11978
Milwaukee, WI 53211
847-866-0760



Exxon Corporate Contributions Program

Exxon's Corporate Contributions Program supports projects addressing culture and the arts, social services, youth services, drug abuse, leadership development, wildlife, equal rights, and many other issues. Giving is primarily in locations where the company has operations, employees, and retirees. Applications are accepted throughout the year. Exxon does not fund political or religious causes, endowments, or operating support for organizations funded by the United Way.

Exxon Corporate Contributions Program
5959 Las Colinas Boulevard
Irving, TX 75039-2298
Fax: 972-444-1405
World Wide Web: <http://www.exxon.com/exxon-corp/community/grants.html>

The Charles B. Goddard Foundation

The foundation's primary interests are programs for youth development, human services, elementary/secondary education, and hospitals. It funds only in southern Oklahoma and northern Texas. Grantees may use funds for general support, building/renovation, equipment, seed money, or research.

The Charles B. Goddard Foundation
1000 Energy Center, Suite 102
Ardmore, OK 73402

W.K. Kellogg Foundation

The foundation's programming in youth and education supports projects that nurture youth within the context of their communities, that will lead to long-term systemic change, that involve broad collaboration, and that emphasize prevention and early intervention over remediation.

W.K. Kellogg Foundation
One Michigan Avenue East
Battle Creek, MI 49017-4058
616-968-1611
World Wide Web: <http://www.wkkf.org>

The Kresge Foundation

The foundation provides matching grants for capital campaigns for acquiring real estate, construction or renovation of facilities, and purchasing major equipment. Tax-exempt, charitable organizations in fields such as human services, health care, and the arts may apply.

The Kresge Foundation
3251 Big Beaver Road
Troy, MI 48084
248-643-9630

Lannan Foundation

The Lannan Foundation's Indigenous Communities Program offers grants nationwide to federally recognized tribes or Native American-run 501(c)(3) nonprofit organizations to implement programs for language and cultural preservation, legal rights, environmental protection, and economic development.

Lannan Foundation
313 Read Street
Santa Fe, NM 87501
888-221-3133

Ronald McDonald House Charities

Nonprofit tax-exempt organizations of any size may apply for grants from the McDonald House Charities if they operate programs that directly benefit children and meet certain other criteria. Grants are awarded in three categories: health care, education and the arts, and civic and social services. Local programs are reviewed by local Ronald McDonald House Charities organizations.

Ronald McDonald House Charities
Kroc Drive
Oakbrook, IL 60521
630-623-7048
World Wide Web: <http://www.mcdonalds.com/community/rmhc/grants/index.html>



The McKnight Foundation

The foundation commits the largest share of its grantmaking in the area of human services. Most of its grantmaking is focused in Minnesota. One of the priorities within the human services category is encouraging sound choices for youth at risk of failure.

The McKnight Foundation
121 South Eighth Street
TCI Tower, Suite 600
Minneapolis, MN 55402
612-333-4220

World Wide Web: <http://http:mcknight.org/>

Montana Community Foundation

The Montana Community Foundation General Grants Program funds rural projects in five focus areas. Boys & Girls Clubs have been funded in the past in the category of Basic Human Needs. To be considered for a grant, a program or project must be a 501 (c) (3) organization, exempt governmental unit or an organization conducting the project for a recognized charitable purpose; enhance community vitality or endowed philanthropy; and serve the people of the state of Montana. The foundation places a lower priority on funding annual or capital campaigns, grants to the principal of endowment funds, debt retirement, and religious purposes.

Montana Community Foundation
101 North Last Chance Gulch, Suite 211
Helena, MT 59601
406-443-8313
800-443-8314 (Montana only)

World Wide Web: <http://www.mtcf.org/>

Public Welfare Foundation

The foundation is dedicated to supporting organizations that provide services to disadvantaged populations. The foundation will support the adaptation of successful programs into new loca-

tions. Among its specific funding interests are youth empowerment and leadership development, and youth violence prevention.

Public Welfare Foundation
2600 Virginia Avenue, NW, Suite 505
Washington, DC 20037-1977
202-965-1800

World Wide Web: <http://www.publicwelfare.org>

Charles Stewart Mott Foundation

The goal of the foundation's poverty initiative is to improve life for children, youth, and families. In support of this goal, it funds projects that build communities, strengthen families, improve education, expand economic opportunity, or that are crosscutting initiatives. Grants will not be considered for local projects unless they are part of a national demonstration.

Charles Stewart Mott Foundation
1200 Mott Foundation Building
Flint, MI 48502-1851
810-238-5651

World Wide Web: <http://www.mott.org/>

Spirits of the Land Foundation

The foundation's Tribal Governments Initiative provides three to five annual grants to federally recognized tribes and nations for costs associated with government services such as health, education, and housing. Eligible grant uses include land acquisition, construction, and personnel.

Spirits of the Land Foundation
3126 South Boulevard, #324
Edmond, OK 73013
405-348-1465

World Wide Web: <http://greatspirit.earth.com>

Two Feathers Fund of the Saint Paul Foundation

The Two Feathers Fund makes small grants on a quarterly cycle to support Indian communities in



Minnesota. The foundation will consider proposals that focus on the social and cultural development and well-being of Indian children, youth, and families. Special attention will be given to projects and programs that bring together Indian elders and children for intergenerational exchanges. Community-based nonprofit organizations within Minnesota may apply. Grants will not be made for capital expenditures, deficit reduction, or ongoing operational support.

The Two Feathers Fund
of the Saint Paul Foundation
600 Norwest Center
Saint Paul, MN 55101
651-224-5463
World Wide Web: <http://twofeathers.org/>

Dennis and Phyllis Washington Foundation

The foundation's priorities for funding are youth-oriented programs and education focusing on the needs of the underprivileged. Support is available for continuing support, annual campaigns, capital campaigns, and building or renovation. Grants are made only in Montana.

Dennis and Phyllis Washington Foundation
P.O. Box 7067
Missoula, MT 59807-7067
406-523-7300





The Foundation Center Cooperating Collections Network

The Foundation Center is an independent national service organization established by foundations to provide an authoritative source of information on private philanthropic giving. The five reference collections offer a wide variety of services and comprehensive information on foundations and grants. The cooperating collections comprise libraries, community foundations, and other non-profit agencies that provide a core collection of Foundation Center publications and a variety of supplementary materials and services. Because the collections vary in their hours, materials, and services, it is recommended that you call each collection in advance.

Reference Collections Operated by The Foundation Center

Foundation Centers

The Foundation Center
79 Fifth Avenue
Eighth Floor
New York, NY 10003
212-620-4230

The Foundation Center
312 Sutter Street, Room 312
San Francisco, CA 94108
415-397-0902

The Foundation Center
1001 Connecticut Avenue, NW, No. 938
Washington, DC 20036
202-331-1400

The Foundation Center
Kent H. Smith Library
1422 Euclid, No. 1356
Cleveland, OH 44115
216-861-1933

The Foundation Center
Suite 150, Grand Lobby
Hurt Building
50 Hurt Plaza
Atlanta, GA 30303
404-880-0094

Cooperating Collections

Alabama

Birmingham Public Library
Government Documents
2100 Park Place
Birmingham, AL 35203
205-226-3600

Huntsville Public Library
915 Monroe Street
Huntsville, AL 35801
256-532-5940

University of South Alabama
Library Building
Mobile, AL 36688
334-460-7025

Auburn University at Montgomery Library
7300 University Drive
Montgomery, AL 36117-3596
334-244-3653



Alaska

University of Alaska at Anchorage Library
3211 Providence Drive
Anchorage, AK 99508
907-786-1847

Juneau Public Library
292 Marine Way
Juneau, AK 99801
907-586-5267

Arizona

Phoenix Public Library
Information Services Department
1221 North Central
Phoenix, AZ 85004
602-262-4636

Tucson Pima Library
101 North Stone Avenue
Tucson, AZ 85701-7470
520-791-4010

Arkansas

Westark Community College Library
Borham Library
5210 Grand Avenue
Fort Smith, AR 72913
501-788-7200

Central Arkansas Library System
Reference Services
700 Louisiana Street
Little Rock, AR 72201
501-370-5952

Pine Bluff-Jefferson County Library System
200 East Eighth Street
Pine Bluff, AR 71601
870-534-2159

California

Humboldt Area Foundation
P.O. Box 99
Bayside, CA 95524
707-442-2993

Ventura County Community Foundation
Funding and Information Resource Center
1317 Del Norte Road
Camarillo, CA 93010
805-988-0196

Fresno Regional Foundation
Nonprofit Advancement Center
1999 Tuolumne Street, Suite 650
Fresno, CA 93721
209-498-3929

California Community Foundation
Funding Information Center
606 South Olive Street, Suite 2400
Los Angeles, CA 90014-1526
213-413-4042

Oakland Nonprofit Resource Center
1203 Preservation Parkway
Suite 100
Oakland, CA 94612
510-834-1010

Grant and Resource Center of Northern California
Building C, Suite A
2280 Benton Drive
Redding, CA 96003
916-244-1219

Los Angeles Public Library
West Valley Regional Branch Library
19036 Van Owen Street
Reseda, CA 91335
818-345-4393

Riverside Public Library
3581 Mission Inn Avenue
Riverside, CA 92501
919-782-5202



Nonprofit Resource Center
Sacramento Public Library
828 I Street, 2nd Floor
Sacramento, CA 95814
916-264-2772

San Diego Foundation Funding Information Center
1420 Kettner, Suite 500
San Diego, CA 92101
619-239-8815

Nonprofit Development Center
1922 The Alameda, Suite 212
San Jose, CA 95126
408-248-9505

Peninsula Community Foundation
1700 South El Camino Real
San Mateo, CA 94402-3049
650-358-9392

Los Angeles Public Library
San Pedro Regional Branch
9131 South Gaffey Street
San Pedro, CA 90731
310-548-7779

Volunteer Center of Orange County
Nonprofit Management Assistance Center
1901 E. 4th Street, Suite 100
Santa Ana, CA 92705
714-953-5757

Santa Barbara Public Library
40 East Anapamu Street
Santa Barbara, CA 93101-1603
805-962-7653

Santa Monica Public Library
1343 Sixth Street
Santa Monica, CA 90401-1603
310-458-8600

Sonoma County Library
Third and E Street
Santa Rosa, CA 95404
707-545-0831

Seaside Branch Library
550 Harcourt Street
Seaside, CA 93955
408-899-8131

Colorado

El Pomar Nonprofit Resource Center
1661 Mesa Avenue
Colorado Springs, CO 80906
800-554-7711

Denver Public Library
General Reference
10 West 14th Avenue Parkway
Denver, CO 80204
303-640-6200

Connecticut

Danbury Public Library
170 Main Street
Danbury, CT 06810
203-797-4527

Greenwich Public Library
101 West Putnam Avenue
Greenwich, CT 06830
203-622-7910

Hartford Public Library
500 Main Street
Hartford, CT 06103
860-543-8656

New Haven Free Public Library
Reference Department
133 Elm Street
New Haven, CT 06510-2057
203-946-8130

Delaware

University of Delaware
Hugh Morris Library
Newark, DE 19717-5267
302-831-2432



District of Columbia

Foundation Center Office and Library
1001 Connecticut Ave., NW, Suite 938
Washington, DC 20036
202-331-1400

Florida

Volusia County Library Center
City Island
Daytona Beach, FL 32014-4484
904-257-6036

Nova Southeastern University
Einstein Library
3301 College Avenue
Fort Lauderdale, FL 33314
954-262-4601

Indian River Community College
Charles S. Miley Learning Resources Center
3209 Virginia Avenue
Fort Pierce, FL 34981-5599
561-462-4757

Jacksonville Public Libraries
Grants Resources Center
122 North Ocean Street
Jacksonville, FL 32202
904-630-2665

Miami-Dade Public Library
Humanities/Social Science
101 West Flagler Street
Miami, FL 33130
305-375-5575

Orlando Public Library
Social Sciences Department
101 East Central Boulevard
Orlando, FL 32801
407-425-4694

Selby Public Library Reference
1331 First Street
Sarasota, FL 34236
941-316-1183

Tampa-Hillsborough County Public Library
900 North Ashley Drive
Tampa, FL 33602
813-273-3628

Community Foundations of Palm Beach
and Martin Counties
324 Datura Street, Suite 340
West Palm Beach, FL 33401
407-659-6800

Georgia

Atlanta Field Office and Library
Suite 150, Grand Lobby
Hurt Building, 50 Hurt Plaza
Atlanta, GA 30303-2914
404-880-0094

Atlanta-Fulton Public Library
Foundation Collection-Ivan Allen Department
1 Margaret Mitchell Square
Atlanta, GA 30303-1089
404-730-1900

United Way of Central Georgia
Community Resource Center
277 Martin Luther King Jr. Blvd., Suite 301
Macon, GA 31201
912-745-4732

Savannah State University Asa Gordon Library
Savannah, GA 31404
912-356-2185

Thomas County Public Library
201 N. Madison Street
Thomasville, GA 31792
912-225-5252

Hawaii

Hawaii Community Foundation Resource Library
900 Fort Street, Suite 1300
Honolulu, HI 96813
808-537-6333



University of Hawaii Hamilton Library
2550 The Mall
Honolulu, HI 96822
808-956-7214

Idaho

Boise Public Library
715 South Capitol Boulevard
Boise, ID 83702
208-384-4024

Caldwell Public Library
1010 Dearborn Street
Caldwell, ID 83605
208-459-3242

Illinois

Donors Forum of Chicago
208 South La Salle, Suite 740
Chicago, IL 60604
312-431-0175

Evanston Public Library
1600 Orrington Avenue
Evanston, IL 60201
708-866-0305

Rock Island Public Library
401 19th Street
Rock Island, IL 61201
309-788-7627

University of Illinois at Springfield
Brookens Library
Shepherd Road
Springfield, IL 62794-9243
217-786-6633

Indiana

Allen County Public Library
900 Webster Street
Fort Wayne, IN 46802
219-424-7241

Evansville-Vanderburgh County Public Library
22 Southeast Fifth
Evansville, IN 47708
812-424-0544

Indiana University Northwest Library
3400 Broadway
Gary, IN 46408
219-980-6582

Indianapolis-Marion County Public Library
Social Sciences
40 East St. Clair Street
Indianapolis, IN 46206
317-269-1733

Iowa

Cedar Rapids Public Library
Foundation Center Collection
500 First Street, SE
Cedar Rapids, IA 52401
319-398-5123

Southwestern Community College
Learning Resource Center
1501 West Townline Road
Creston, IA 50801
515-782-7081

Public Library of Des Moines
100 Locust Street
Des Moines, IA 50309-1791
515-283-4152

Sioux City Public Library
529 Pierce Street
Sioux City, IA 51101-1202
712-252-5669

Kansas

Dodge City Public Library
1001 Second Avenue
Dodge City, KS 67801
316-225-0248



Topeka and Shawnee County Public Library
1515 SW 10th Avenue
Topeka, KS 66604-1374
913-233-2040

Wichita Public Library
223 South Main Street
Wichita, KS 67202
316-262-0611

Kentucky

Western Kentucky University
Helm-Cravens Library
Bowling Green, KY 42101-3576
502-745-6125

Lexington Public Library
140 E. Main Street
Lexington, KY 40507-1376
606-231-5520

Louisville Free Public Library
301 York Street
Louisville, KY 40203
502-574-1611

Louisiana

East Baton Rouge Parish Library
Centroplex Branch Grants Collection
120 St. Louis Street
Baton Rouge, LA 70802
504-389-4960

Beauregard Parish Library
205 South Washington Avenue
De Ridder, LA 70634
318-463-6217

Ouachita Parish Public Library
1800 Stubbs Avenue
Monroe, LA 71201
318-327-1490

New Orleans Public Library
Business and Science Division
219 Loyola Avenue
New Orleans, LA 70140
504-596-2580

Shreve Memorial Library
424 Texas Street
Shreveport, LA 71120-1523
318-226-5894

Maine

Maine Grants Information Center
University of Southern Maine Library
314 Forrest Avenue
Portland, ME 04104-9301
207-780-5039

Maryland

Enoch Pratt Free Library
Social Science and History
400 Cathedral Street
Baltimore, MD 21201
410-396-5430

Massachusetts

Associated Grantmakers of Massachusetts
294 Washington Street, Suite 840
Boston, MA 02108
617-426-2606

Boston Public Library
Social Science Reference
700 Boylston Street
Boston, MA 02117
617-536-5400

Western Massachusetts Funding Resource Center
65 Elliot Street
Springfield, MA 01101-1730
413-732-3175



Worcester Public Library
Grants Resource Center
Salem Square
Worcester, MA 01608
508-799-1655

Michigan

Alpena County Library
211 North First Street
Alpena, MI 49707
517-356-6188

University of Michigan - Ann Arbor
Graduate Library
Reference and Research Services
Ann Arbor, MI 48109-1205
313-764-9373

Willard Public Library
7 West Van Buren Street
Battle Creek, MI 49017
616-968-8166

Henry Ford Centennial Library
Adult Services
16301 Michigan Avenue
Dearborn, MI 48126
313-943-2330

Wayne State University
Purdy-Kresge Library
5265 Cass Avenue
Detroit, MI 48202
313-577-6424

Michigan State University Libraries
Social Sciences/Humanities
Main Library
East Lansing, MI 48824-1048
517-353-8818

Farmington Community Library
32737 West 12 Mile Road
Farmington Hills, MI 48018
810-553-0300

University of Michigan-Flint Library
Flint, MI 48502-2186
313-762-3408

Grand Rapids Public Library
Business Department, 3rd Floor
60 Library Plaza, NE
Grand Rapids, MI 49503-3093
616-456-3600

Michigan Technological University
Van Pelt Library
1400 Townsend Drive
Houghton, MI 49931
906-487-2507

Maud Preston Palenske Memorial Library
500 Market Street
Saint Joseph, MI 49085
616-983-7167

Northwestern Michigan College
Mark and Helen Osterin Library
1701 East Front Street
Traverse City, MI 49684
616-922-1060

Minnesota

Duluth Public Library
520 West Superior Street
Duluth, MN 55802
218-723-3802

Southwest State University
University Library
Marshall, MN 56258
507-537-6176

Minneapolis Public Library
Sociology Department
300 Nicollet Mall
Minneapolis, MN 55401
612-630-6300



Rochester Public Library
101 2nd Street, SE
Rochester, MN 55904-3777
507-285-8002

St. Paul Public Library
90 West Fourth Street
St. Paul, MN 55102
612-266-7000

Mississippi

Jackson/Hinds Library System
300 North State Street
Jackson, MS 39201
601-968-5803

Missouri

Clearinghouse for Midcontinent Foundation
University of Missouri
5110 Cherry, Suite 310
Kansas City, MO 64110
816-235-1176

Kansas City Public Library
311 East 12th Street
Kansas City, MO 64106
816-221-9650

Metropolitan Association for Philanthropy, Inc.
One Metropolitan Square, Suite 1295
211 North Broadway
St. Louis, MO 63102
314-621-6220

Springfield-Greene County Library
397 East Central
Springfield, MO 65802
417-837-5000

Montana

Montana State University - Billings
Library - Special Collections
1500 North 30th Street
Billings, MT 59101-0298
406-657-2046

Bozeman Public Library
220 East Lamme
Bozeman, MT 59715
406-582-2402

Montana State Library
Library Services
1515 East Sixth Avenue
Helena, MT 59620
406-444-3004

University of Montana
Maureen and Mike Mansfield Library
Missoula, MT 59812-1195
406-243-6800

Nebraska

University of Nebraska - Lincoln
Love Library
14th and R Streets
Lincoln, NE 68588-0410
402-472-2848

W. Dale Clark Library
Social Sciences Department
215 South 15th Street
Omaha, NE 68102
402-444-4826

Nevada

Las Vegas-Clark County Library District
1401 E. Flamingo
Las Vegas, NV 89119
702-733-3642

Washoe County Library
301 South Center Street
Reno, NV 89501
702-785-4010

New Hampshire

Concord County Library
45 Green Street
Concord, NH 03301
603-225-8670



Plymouth State College
Herbert H. Lamson Library
Plymouth, NH 03264
603-535-2258

New Jersey

Cumberland County Library
800 East Commerce Street
Bridgeton, NJ 08302
609-453-2210

Free Public Library of Elizabeth
11 South Broad Street
Elizabeth, NJ 07202
908-354-6060

County College of Morris
Learning Resource Center
214 Center Grove Road
Randolph, NJ 07869
201-328-5296

New Jersey State Library
Governmental Reference Services
185 West State Street
Trenton, NJ 08625-0520
609-292-6220

New Mexico

Albuquerque Community Foundation
3301 Manual, NE, Suite 30
Albuquerque, NM 87176-6960
505-883-6240

New Mexico State Library
Information Services
1209 Camino Carlos Rey
Santa Fe, NM 87505-9860
505-476-9714

New York

New York State Library
Cultural Education Center
Humanities Reference
Empire State Plaza
Albany, NY 12230
518-474-5355

Suffolk Cooperative Library System
627 North Sunrise Service Road
Bellport, NY 11713
516-286-1600

New York Public Library
Bronx Reference Center
2556 Bainbridge Avenue
Bronx, NY 10458-4698
718-579-4257

The Nonprofit Connection, Inc.
One Hanson Place, Room 2504
Brooklyn, NY 11243
718-230-3200

Brooklyn Public Library
Social Sciences Division
Grand Army Plaza
Brooklyn, NY 11238
718-780-7700

Buffalo and Erie County Public Library
Business and Labor Department
Lafayette Square
Buffalo, NY 14203
716-858-7097

Huntington Public Library
338 Main Street
Huntington, NY 11743
516-427-5165

Queens Borough Public Library
Social Sciences Division
89-11 Merrick Boulevard
Jamaica, NY 11432
718-990-8671



Levittown Public Library
One Bluegrass Lane
Levittown, NY 11756
516-731-5728

New York Public Library
Countee Cullen Branch Library
104 West 136th Street
New York, NY 10030
212-491-2070

Adriance Memorial Library
Special Services Department
93 Market Street
Poughkeepsie, NY 12601
914-485-3445

Rochester Public Library
Social Sciences
115 South Avenue
Rochester, NY 14604
716-428-8128

Onondaga County Public Library
447 South Salina Street
Syracuse, NY 13202-2494
315-435-1800

Utica Public Library
303 Genessee Street
Utica, NY 13501
315-735-2279

White Plains Public Library
100 Martine Avenue
White Plains, NY 10601
914-422-1480

North Carolina

Community Foundation of Western North Carolina
Learning Resources Center
16 Bitmore Avenue, Suite 201
P.O. Box 1888
Asheville, NC 28802
704-254-4960

The Duke Endowment
100 North Tryon Street, No. 3500
Charlotte, NC 28202
704-376-0291

Durham County Public Library
301 North Roxboro
Durham, NC 27702
919-560-0110

State Library of North Carolina
Government and Business Services
Archives Building
109 East Jones Street
Raleigh, NC 27601
919-733-3270

Forsyth County Public Library
660 West Fifth Street
Winston-Salem, NC 27101
336-727-2680

North Dakota
Bismarck Public Library
515 North Fifth Street
Bismarck, ND 58501
701-222-6410

Fargo Public Library
102 North Third Street
Fargo, ND 58102
701-241-1491

Ohio

Stark County District Library
Humanities
715 Market Avenue North
Canton, OH 44702
330-452-0665

Public Library of Cincinnati and Hamilton County
Grants Resource Center
800 Vine Street
Cincinnati, OH 45202-2071
513-369-6940



Foundation Center Office and Library
Kent H. Smith Library
1422 Euclid Avenue, Suite 1356
Cleveland, OH 44115
216-861-1933

Columbus Metropolitan Library
Business and Technology Dept.
96 South Grant Avenue
Columbus, OH 43215
614-645-2590

Dayton and Montgomery County Public Library
Grants Resource Center
215 East Third Street
Dayton, OH 45402
937-227-9500, ext. 211

Mansfield/Richland County Public Library
42 West 3rd Street
Mansfield, OH 44902
419-521-3110

Toledo-Lucas County Public Library
Social Science Department
325 Michigan Street
Toledo, OH 43624-1614
419-259-5245

Public Library of Youngstown
and Mahoning County Library
305 Wick Avenue
Youngstown, OH 44503
330-744-8636

Muskingum County Library
220 North Fifth Street
Zanesville, OH 43701
614-453-0391

Oklahoma

Oklahoma City University
Dulaney Browne Library
2501 North Blackwelder
Oklahoma City, OK 73106
405-521-5822

Tulsa City-County Library System
400 Civic Center
Tulsa, OK 74103
918-596-7944

Oregon

Oregon Institute of Technology Library
3201 Campus Drive
Klamath Falls, OR 97601-8801
503-885-1773

Pacific Non-Profit Network
Grantsmanship Resource Library
33 North Central, Suite 211
Medford, OR 97501
503-779-6044

Multnomah County Library
Government Documents
801 SW Tenth Avenue
Portland, OR 97205
503-248-5123

Oregon State Library
State Library Building
Salem, OR 97310
503-378-4277

Pennsylvania

Northampton Community College
Learning Resources Center
3835 Green Pond Road
Bethlehem, PA 18017
610-861-5360

Erie County Library
160 East Front Street
Erie, PA 16507
814-451-6927

Dauphin County Library System
Central Library
101 Walnut Street
Harrisburg, PA 17101
717-234-4976



Lancaster County Public Library
125 North Duke Street
Lancaster, PA 17602
717-394-2651

Free Library of Philadelphia
Regional Foundation Center
Logan Square
Philadelphia, PA 19103
215-686-5423

Carnegie Library of Pittsburgh
Foundation Collection
4400 Forbes Avenue
Pittsburgh, PA 15213-4080
412-622-1917

Pocono Northeast Development Fund
James Perringer Memorial Library
1151 Oak Street
Pittston, PA 18640-3795
717-655-5581

Reading Public Library
100 South Fifth Street
Reading, PA 19602
610-655-6355

Martin Library
159 Market Street
York, PA 17401
717-846-5300

Rhode Island

Providence Public Library
225 Washington Street
Providence, RI 02906
401-455-8088

South Carolina
Anderson County Library
202 East Greenville Street
Anderson, SC 29621
864-260-4500

Charleston County Library
68 Calhoun Street,
Charleston, SC 29401
843-805-6950

South Carolina State Library
1500 Senate Street
Columbia, SC 29211
803-734-8666

Community Foundation of Greater Greenville
27 Cleveland Street, Suite 101
P.O. Box 6909
Greenville, SC 29606
864-233-5925

South Dakota
Nonprofit Management Institute
132 S. Dakota Road
Sioux Falls, SD 57102
605-367-5380

South Dakota State Library
800 Governors Drive
Pierre, SD 57501-5070
605-773-3131
800-592-1841 (South Dakota residents)

Siouxland Libraries
201 North Main Avenue
Sioux Falls, SD 57104
605-367-7081

Tennessee

Knox County Public Library
500 West Church Avenue
Knoxville, TN 37902
423-544-5700

Memphis and Shelby County Public Library
1850 Peabody Avenue
Memphis, TN 38104
901-725-8877



Nashville Public Library
Business Information Division
225 Polk Avenue
Nashville, TN 37203
615-862-5843

Texas

Nonprofit Resource Center
Funding Information Library
500 N. Chestnut, Suite 1511
Abilene, TX 79604
915-677-8166

Amarillo Area Foundation
700 First National Place
801 South Fillmore
Amarillo, TX 79101
806-376-4521

Hogg Foundation for Mental Health
3001 Lake Austin Boulevard
Austin, TX 78703
512-471-5041

Beaumont Public Library
801 Pearl Street
Beaumont, TX 77704
409-838-6606

Corpus Christi Public Library
Reference Dept.
805 Comanche Street
Corpus Christi, TX 78412
512-880-7000

Dallas Public Library
Urban Information
1515 Young Street
Dallas, TX 75201
214-670-1487

Center for Volunteerism
and Nonprofit Management
1918 Texas Avenue
El Paso, TX 79901
915-532-5377

Funding Information Center of Fort Worth
329 S. Henderson
Ft. Worth, TX 76104
817-334-0228

Houston Public Library
Bibliographic Information Center
500 McKinney
Houston, TX 77002
713-236-1313

Nonprofit Management & Volunteer Center
Laredo Public Library
1120 East Calton Road
Laredo, TX 78041
956-795-2400

Longview Public Library
222 West Cotton Street
Longview, TX 75601
903-237-1352

Lubbock Area Foundation, Inc.
1655 Main Street, Suite 209
Lubbock, TX 79401
806-762-8061

North Texas Center for Nonprofit Management
624 Indiana, Suite 307
Wichita Falls, TX 76301
940-322-4961

Nonprofit Resource Center of Texas
111 Soledad, Suite 200
San Antonio, TX 78205
210-227-4333

Waco-McClennan County Library
1717 Austin Avenue
Waco, TX 76701
254-750-5975

Utah

Salt Lake City Public Library
209 East 500 South
Salt Lake City, UT 84111
801-524-8200



Vermont

Vermont Department of Libraries
Reference & Law Information Services
109 State Street
Montpelier, VT 05609
802-828-3268

Virginia

Hampton Public Library
4207 Victoria Boulevard
Hampton, VA 23669
757-727-1312

Richmond Public Library
Business, Science, and Technology
101 East Franklin Street
Richmond, VA 23219
804-780-8223

Roanoke City Public Library System
706 South Jefferson Street
Roanoke, VA 24016
540-853-2477

Washington

Mid-Columbia Library
405 South Dayton
Kennewick, WA 99336
509-586-3156

Seattle Public Library
Science, Social Science
1000 Fourth Avenue
Seattle, WA 98104
206-386-4620

Spokane Public Library
Funding Information Center
West 811 Main Avenue
Spokane, WA 99201
509-626-5347

United Way of Pierce County
Center for Nonprofit Development
1501 Pacific Avenue, Suite 400
P.O. Box 2215
Tacoma, WA 98401
206-272-4263

Greater Wenatchee Community Foundation
at the Wenatchee Public Library
310 Douglas Street
Wenatchee, WA 98807
509-662-5021

West Virginia

Kanawha County Public Library
123 Capital Street
Charleston, WV 25301
304-343-4646

Wisconsin

University of Wisconsin - Madison
Memorial Library
728 State Street
Madison, WI 53706
608-262-3242

Marquette University Memorial Library
Funding Information Center
1415 West Wisconsin Avenue
Milwaukee, WI 53201-3141
414-288-1515

University of Wisconsin - Stevens Point
Library-Foundation Collection
99 Reserve Street
Stevens Point, WI 54481-3897
715-346-4204

Wyoming

Natrona County Public Library
307 East Second Street
Casper, WY 82601-2598
307-237-4935



Laramie County Community College
Instructional Resource Center
1400 East College Drive
Cheyenne, WY 82007-3299
307-778-1206

Campbell County Public Library
2101 4-J Road
Gillette, WY 82716
307-682-3223

Teton County Library
125 Virginia Lane
Jackson, WY 83001
307-733-2164

Rock Springs Library
400 C Street
Rock Springs, WY 82901
307-362-6667

Puerto Rico

Universidad Del Sagrado Corazon
M.M.T. Guevarra Library
Santurce, PR 00914
809-728-1515, ext. 4357

Part 4



Profiles of Boys & Girls Clubs in Indian Country

Club member of Tulalip Boys & Girls Club



NAP's Initiative in Indian Country

In 1996, HUD's Office of Native American Programs (ONAP) launched its national training and educational initiative to bring Boys & Girls Clubs into Native American and Alaska Native communities nationwide. This exciting initiative is made possible by recent Federal funding. Through a grant to Boys & Girls Clubs of America (B&GCA) from the 1997 Violent Crime Reduction Trust Fund, at least \$1 million is available for Clubs in Indian Country. ONAP is providing technical assistance to tribes and Tribally Designated Housing Entities (TDHEs) interested in starting Clubs.

ONAP has already sponsored five regional Implementation Training workshops in 1996, 1997, and 1998 on how to start and operate Boys & Girls Clubs. These workshops were attended by tribal and TDHE staffs, representatives of B&GCA, and ONAP field staff. The purpose of these workshops was to assist interested individuals in Indian Country to:

- ▶ Explore the feasibility of starting, promoting, and supporting Boys & Girls Clubs for Native American youth
- ▶ Review funding options through HUD, the Department of Justice, B&GCA, and other organizations to support Boys & Girls Clubs
- ▶ Learn firsthand about the experiences of existing Boys & Girls Clubs on or near Indian lands

ONAP intends to hold an additional training in FY 1999. To obtain additional information, contact the HUD Office of Native American Programs at 303-675-1600.

When this initiative began, only 12 Clubs existed in Indian Country out of 1,850 Clubs nationwide. With ONAP's support, 33 additional Clubs are now operating. The map on the following page pinpoints the location of the existing 45 Boys & Girls Clubs in Indian Country.

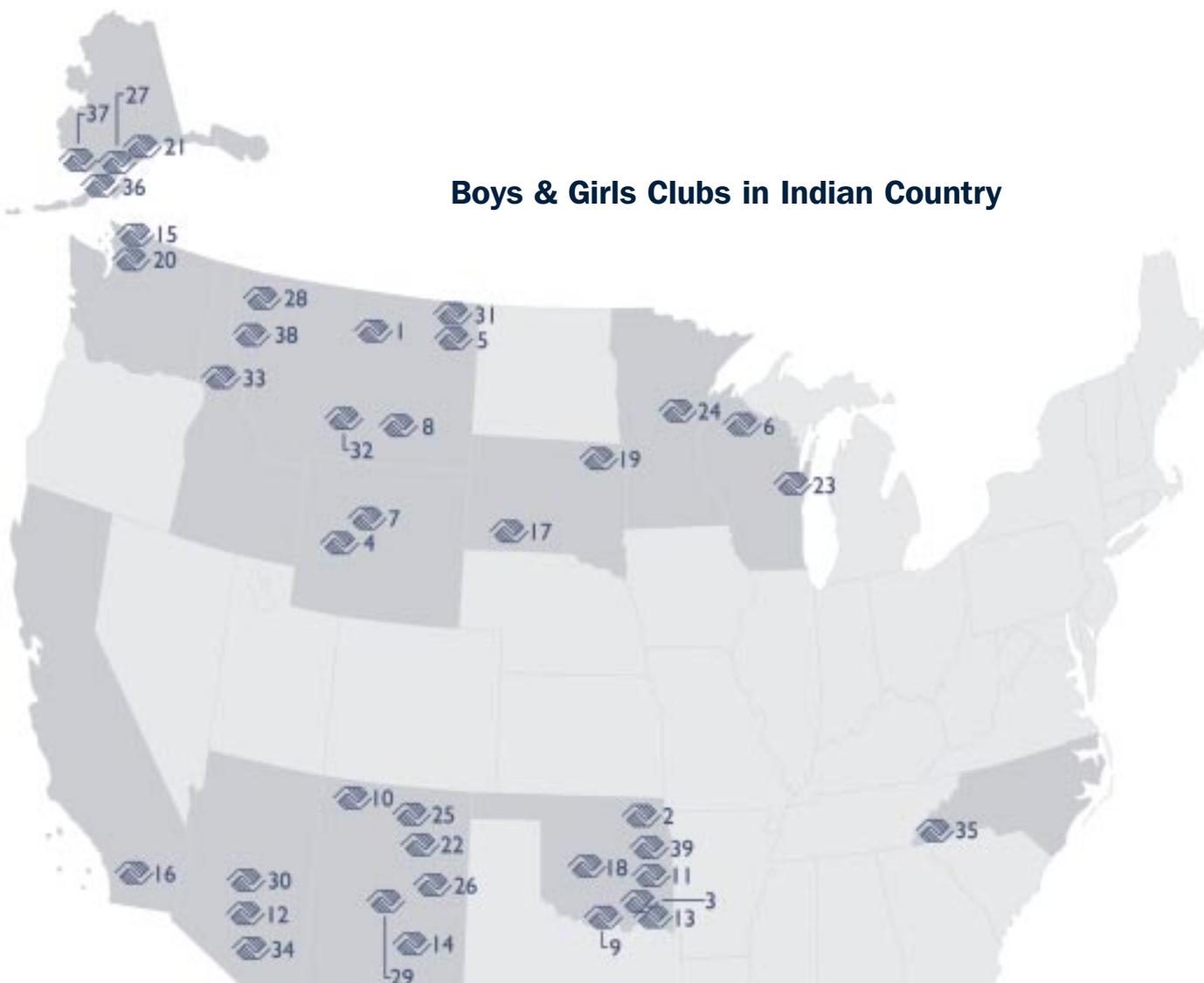


Profiles of Clubs

The profiles in the following sections illustrate the diversity of the Clubs. The Clubs in Indian Country differ in their origins; in their relationships with their tribes, TDHEs, and other community organizations; and in the geographic, economic, and social characteristics of their communities. The Clubs also differ in the ways they have adapted national B&GCA programs and created original activities to best meet the needs of their youth.



Boys & Girls Clubs in Indian Country



- | | |
|---|--|
| 1. Boys & Girls Club of the Bears' Paw (and Box Elder Unit) | 20. Tulalip Unit of the Boys & Girls Club of Snohomish County |
| 2. Boys & Girls Club of Chelsea | 21. Tyonek Unit of the Boys & Girls Clubs of Greater Anchorage |
| 3. Boys & Girls Club of the Choctaw Nation | 22. Pueblo of Pojoaque Boys & Girls Club |
| 4. Boys & Girls Club of the Eastern Shoshone Tribe | 23. Woodland Boys & Girls Club |
| 5. Boys & Girls Club of the Fort Peck Reservation | 24. Boys & Girls Club of the Mille Lacs Band of Ojibwe |
| 6. Boys & Girls Club of the Lac Courte Oreilles Ojibwe | 25. Boys & Girls Club of Ohkay Owingeh |
| 7. Boys & Girls Club of the Northern Arapaho Tribe | 26. Isleta Pueblo Boys & Girls Club |
| 8. Boys & Girls Club of the Northern Cheyenne Nation (and Ashland Unit) | 27. Dillingham Unit of the Boys & Girls Club of Greater Anchorage |
| 9. Chickasaw Nation Boys & Girls Club | 28. Boys & Girls Club of the Blackfeet Nation |
| 10. Boys & Girls Club of Shiprock (and Tohatchi Unit) | 29. Pueblo of Laguna Boys & Girls Club |
| 11. Boys & Girls Club of Green Country (and Cherry Tree Unit) | 30. Red Mountain Branch of the Boys & Girls Club of Scottsdale |
| 12. Gila River and Sacaton Branches of the Boys & Girls Club of the East Valley | 31. Boys & Girls Club of Fort Belknap |
| 13. McCurtain County Boys & Girls Club of the Choctaw Nation (and Bethel Unit) | 32. Boys & Girls Club of the Crow Nation |
| 14. Mescalero Apache Boys & Girls Club (and Carrizo Unit) | 33. Lapwai Unit of the Valley Boys & Girls Club |
| 15. Nooksack Unit of the Boys & Girls Club of Bellingham | 34. Pascua Yaqui Unit of the Boys & Girls Club of Tuscon |
| 16. Pala Unit of Boys & Girls Club of Fallbrook | 35. Cherokee Youth Center |
| 17. SuAnne Big Crow Boys & Girls Club | 36. Katmai Unit of the Boys & Girls Clubs of Greater Anchorage |
| 18. Boys & Girls Club of Darlington | 37. New Stuyahok Unit of the Boys & Girls Clubs of Greater Anchorage |
| 19. The Source: A Boys & Girls Club (and Toka Nuwan Unit) | 38. Boys & Girls Club of the Flathead Reservation |
| | 39. Tahlequah Boys & Girls Club |

Boys & Girls Clubs in Indian Country: 1974 to the Present

This section contains profiles of the first 18 Boys & Girls Clubs established on or near Indian lands. The oldest Club is the Pala Unit of the Boys & Girls Club of Fallbrook, an Extension Club, started in 1974 in California. The Clubs' memberships range in size from 50 to over 1,000 youth. In most Clubs, the majority of members are Native American. Four of the 18 Clubs are Extension Units and tend to have smaller membership counts.

Some of these Clubs are tightly connected to their local housing authority or tribal government, while others are affiliated more closely with other community organizations, such as schools. A few Clubs have been able to buy or build their own facilities. Many have exclusive use of buildings owned by their tribal government or TDHE. Others share space in community buildings.

Tyonek Unit of the Boys & Girls Clubs of Greater Anchorage

Tyonek, Alaska

Tyonek, which means "little chief," is a rural village of 130-150 Athabascan Indians. Village residents call themselves Tebughna, which means "beach people." Tyonek, about 40 miles from Anchorage on the shores of Cook Inlet, is accessible only by airplane and barge.

The Tyonek Boys & Girls Club began thanks to the efforts of concerned parents who were looking for a safe, fun place for their children in 1993. An initial group of six volunteers really helped make the Club happen. The volunteers worked originally to start the Club under the umbrella of the Kenai

Boys & Girls Club. The Club also worked with the Cook Inlet Housing Authority to apply for a HUD Public and Indian Housing Drug Elimination Grant. The two have developed a positive working relationship, and the housing authority has generously agreed to provide annual financial support for the Club with funds from its NAHASDA block grant.

In 1995, a VISTA volunteer came to Tyonek and helped the fledgling Club establish a more formal relationship with the Boys & Girls Clubs of Greater Anchorage, with whom Tyonek is still affiliated. Representatives from the Boys & Girls Clubs of Greater Anchorage have made a concerted effort to listen to the Tyonek community and respect their opinions about the services needed. The VISTA volunteer, Lisa Stevenson, eventually became the Club's Branch Manager. As an outsider, she had to gain the trust of community residents. The difference came, she says, as "the tribe saw the change in the kids. Parents say the attitudes of their children are more positive. They see the success and then they are drawn to the program. The Club is geared toward what the community wanted"

The Club has made a difference in the community. According to Emil McCord, the Club's first Unit Director, "There was a feeling of hope when the Club opened. The kids had something that really belonged to them." Club members contribute to the community in many ways. Club members volunteer as reading and math tutors at the school, help run a fundraising carnival for the church, assist elders in the village, and plan and operate the youth subsistence camp when Tyonek is the

host. Two teen aides work part-time in the Club teaching arts and crafts, playing with the younger children, and helping clean up. For one of the aides, her work helped her realize how her efforts



made her a role model to her younger sister and other young Club members.

In addition to sports and Boys & Girls Clubs of America programs, the Club supports a number of cultural programs, such as Native Youth Olympics training, beading, a talking circle, and a drum group. Club members built their drum themselves from a cottonwood tree, and now perform proudly for Tyonek visitors and in other villages. An annual highlight for Club members is the traditional fishing subsistence camp with other area villages. Youth learn the salmon fishing techniques of their ancestors and dry the fish for distribution to the elders in the camp's host village.

The Club started in a 1,200-square foot building owned by the village. The local school allows the Club to use its gym and outdoor fields. This building has served the Club well to start-up, but is

now crowded with donated equipment and its many members. Every youth in the village is a Club member.

To help provide a more space, the Tyonek Traditional Council donated a bigger building for the Club a few years ago. While it had no funds budgeted for renovation, the Club is renovating the building with donations of supplies and labor from village residents. In addition, a group of missionaries from Mississippi has traveled to Tyonek for the past two summers to complete critical tasks such as reinforcing the ceiling and installing new floors. The Club moved into its new home in Spring 1999.

Contact: Lisa Stevenson
Branch Manager
Tyonek Boys & Girls Club
P.O. Box 82012
Tyonek, AK 99682
907-583-2005

Pala Unit of the Boys & Girls Club of Fallbrook

Pala, California

With its 1974 start date, the Pala Unit of the Boys and Girls Club of Fallbrook is the oldest Boys & Girls Club in Indian country. The Club is located on the Pala Mission Reservation, about halfway between Los Angeles and San Diego near Palomar Mountain State Park. The Pala Band of Mission Indians has 1,000 members, many of whom live on or near the 11,800-acre reservation. "The strength of the Club lies in the philosophy and mission of the Boys & Girls Clubs, to provide social development and empowerment opportunities for youth," say staff of the Boys & Girls Club of Fallbrook.

The Pala Boys & Girls Club meets in a facility owned by the tribe. It is conveniently located



within walking distance of the tribal government office and a culture center. A new library is being built nearby. The Club's building has a recreation room, kitchen, and outside sports facilities. The Club is open weekdays for 4 hours a day during the school year and 8 hours a day during the summer. The Club provides free lunches during the summer months. Arts and crafts, as well as softball and basketball, are among the 125 members' most popular activities. Club members can also participate in the Fallbrook Club's sports teams and other activities.

The Club's primary challenge is to engage parents as volunteers. Many parents work off the reservation, making their participation difficult. However, the Pala Unit has been fortunate in receiving



strong committed support from the tribe. "Anything the children need," says Unit Director JoAnn Smith, ". . . they try to help out." The tribal chairman is a frequent volunteer, helping transport Club youth on field trips.

Contact: Boys & Girls Club of Fallbrook
Pala Unit
JoAnn Smith
Unit Director
P.O. Box 476
Fallbrook, CA 92088-0476
760-742-1808

Boys & Girls Club of the Northern Cheyenne Nation

Lame Deer, Montana

The Northern Cheyenne Indian Reservation in Montana covers nearly 450,000 acres and is surrounded by rolling hills and pine-covered mountains. Of the 6,900 enrolled tribal members, approximately 4,400 live on the reservation; more than half are under age 18.

After the tragic alcohol- and drug-related deaths of two Northern Cheyenne youth in 1993, Tribal Chairman Levando "Cowboy" Fisher and a few other determined tribal members began searching for a way to make a difference in the lives of community youth. They saw an opportunity in the Boys & Girls Club and pursued it. Their success paid off in 1993 when the Club was officially chartered, making it the second chartered Club on an Indian reservation.

The Boys & Girls Club of the Northern Cheyenne Nation started in a 15,000-square-foot building given to the tribe by the St. Labre Indian Mission. The facility was remodeled with 3,000 volunteer hours and materials purchased with a U.S. Department of Housing and Urban Development grant. The Club serves over 1,000 members and has developed strong working relationships with the local school, law enforcement, and the Bureau of Indian Affairs.

Like Boys & Girls Clubs everywhere, the Northern Cheyenne Club offers an array of activities to help children and teenagers develop strong character and build self-esteem. These activities reflect the tribe's recognition of the importance of strong, healthy children to the future of the tribe. The Club encourages its members to be involved with the world outside the reservation, but not to lose sight of their traditional values and heritage, either.

"This is the view of some of the staff, that our kids have to walk in two worlds. We might be



isolated . . . but we can isolate ourselves as well, and not be involved with what's going on out there, not be a part of it, not challenge our kids to be a part of it," explains Rick Robinson, executive director of the Club. "We try to make their world wider than what it is on the reservation. A lot of kids nowadays don't even get off the reservation. We try to open that up. We go to other Clubs in different States to make the world out there part of their world."

To prepare the youth for brighter futures in life and in work, the Club has developed innovative programs, such as:

- ▶ **A career paths exploration program** to help youth explore careers in emergency medicine, forestry, and other professions
- ▶ **A Club garden** where youth spend time outdoors and build a sense of civic responsibility
- ▶ **A speaker series** targeted to teens that focuses on healthy relationships and prevention of drugs, alcohol, and sexually transmitted diseases
- ▶ **A summer learning program** focusing on math, science, reading, and language
- ▶ **A Junior Tribal Council**

In addition, the Club has reached out beyond the reservation, working with the Montana National Guard to start the Native American Youth Olympics and becoming active with United National Indian Tribal Youth (UNITY). Making all of these programs a reality required strong and vital communication among the tribe, the housing authority, the community, and the Boys & Girls Club. Each shares a common purpose and commitment to helping the youth of the Northern Cheyenne Nation.

Robinson observes that new Clubs benefit greatly from access to the B&GCA national network, with

its ongoing training and development opportunities, marketing efforts, and fundraising support. He also finds that one of the many strong points of the B&GCA structure is the flexibility to shape the program to fit the needs of Native youth and communities. "The Boys & Girls Club model works," he says. "I really believe in it."



In May 1998, the Club proudly opened its first unit in the community of Ashland, in a former mission. In the future, the Club would like to include three additional reservation communities, possibly through Extension Clubs. Work is also underway to develop a Club Foundation to strengthen fundraising efforts.

Contact: Boys & Girls Club of the
Northern Cheyenne Nation
Rick J. Robinson
Executive Director
P.O. Box 309
Lame Deer, MT 59043-0309
406-477-6654

Mescalero Apache Boys & Girls Club

Mescalero, New Mexico

On the Mescalero Apache Indian Reservation in south-central New Mexico, more than half of the



population is under age 18. Yet until a few years ago, there were few recreational or developmental activities for youth outside of school. This changed in 1994 when the Club received a Department of Justice pass-through grant from B&GCA and funding from the Otero United Way. In June of that year, the Mescalero Apache Boys & Girls Club received its charter from B&GCA. Now its 1,700 members—all Native American—have access to positive activities that otherwise would have been unavailable in this community of almost 2,700.

The Club is housed in one portion of the tribal community center in Mescalero. This center is shared with other community groups, including the local high school and library. The Club's community center space, open 7 days a week, includes an in-house snack bar, swimming pool, and bowling alley.

The Club sponsors cultural workshops, a roller hockey team, a tee-ball team, basketball programs, and an annual triathlon program. Staff also plan to start a Little League bowling team. Some of the Club's most popular activities have been field trips and youth dances. They are also considering sponsorship of a powwow.

Karen Grasso, the Club's former executive director, believes that having a Boys & Girls Club has benefited the community in several ways. The majority of the Club's staff are Native American, offering Club members a number of positive role models. In addition, Grasso appreciates being able to tap B&GCA programs like SMART Moves, which can be adapted to any Club setting. In 1997 the Club expanded by opening its Carrizo Unit in a nearby town.

Contact: Mescalero Apache Boys & Girls Club
Nate Raynor
Executive Director
P.O. Box 227
Mescalero, NM 88340
505-671-4494, ext. 212

Boys & Girls Club of Chelsea

Chelsea, Oklahoma

Like many small rural towns, Chelsea, Oklahoma has not historically had much to offer its energetic youth outside of school. A 1993 survey found that community youth had few structured or recreational activities, the lack of which had contributed to a rise in substance abuse and delinquent behavior.

With help from the Housing Authority of the Delaware Tribe of Indians, housing residents, B&GCA field staff, and concerned Chelsea citizens, and aided by a HUD Youth Sports Program grant, the Club received its official charter in July 1994.

The Club has since become a welcome haven for local youth, serving more than 600 members. Approximately 85 percent of Club members are Native American. Because the Club is not located on a reservation, the Chelsea Boys & Girls Club is unusually diverse. Members come from a variety of family backgrounds, including single parent, stepparent, foster parent, and two-parent homes. Community members believe that the Club's encouragement of diversity is a very welcome quality. At the Club, "Kids are developing a new attitude," says Randy Keller, executive director.

The people of Chelsea and the Delaware Housing Authority have consistently demonstrated their commitment and support for the Club. This cooperative spirit helped make possible the grand opening of the Club's new 10,000-square-foot facility, the Lewis B. Ketchum Youth Sports Center, in November 1996. The facility is named in honor of a deceased former Chief of the Delaware Tribe.

The Club weaves ceremonial activities and traditional cultural enrichment into its program-



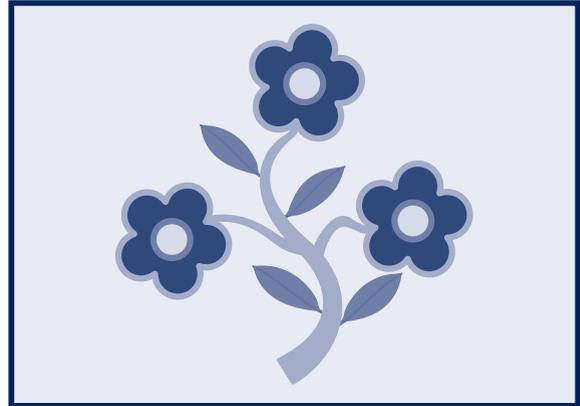
ming, which features a variety of athletic and social programs, including:

- ▶ **P.L.A.Y. Daily Challenges.** A Club member won a trip to the Olympic Summer Games in Atlanta through the Jackie Joyner-Kersey World Class Challenge.
- ▶ **The Ultimate Journey,** an environmental education program.
- ▶ **SMART Moves,** a substance abuse prevention program.
- ▶ **Youth of the Year competition.** Chelsea was chosen to host the 1996 State competition for the Oklahoma Area Council of Boys & Girls Clubs.
- ▶ **Coffee Talk,** a weekly roundtable for female youth, and **Boys to Men,** a parallel discussion group for male youth.
- ▶ **A Whole New World,** a program for teenage girls, recently won a national Honor Award for Program Excellence in the Southwest Region.

The Club also has gained recognition from B&GCA as an Outreach Partner by increasing its membership by more than 10 percent each year.

The Chelsea Club thrives on its innovation and energy. "Its success is due to our extensive community involvement," says Keller. The Club has formed strong working partnerships with the Delaware Housing Authority, the Northeast Oklahoma Rural Electric Cooperative, and the Chelsea Volunteer Fire Fighters, among others. "Build it and they will come," has become the rallying cry for Club supporters.

Contact: Boys & Girls Club of Chelsea
J. Randy Keller
Executive Director
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Chelsea, OK 74016
918-789-3232



Boys & Girls Club of the Choctaw Nation

Talihina, Oklahoma

The Boys & Girls Club of the Choctaw Nation outside the town of Talihina developed relatively quickly. Because of strong support from the Choctaw Nation Housing Authority and the government of the Choctaw Nation, this southeast Oklahoma Club was able to start up in only 6 months.

When the housing authority received a Youth Sports Program grant from HUD in 1994, the initial plan was to build a community youth center. However, Hollis Roberts, Chief of the Choctaw Nation, suggested that the center should consider affiliating with Boys & Girls Clubs of America. Shelby Tidwell, one of the housing authority's Public and Indian Housing Drug Elimination coordinators, realized that the structure of Boys & Girls Clubs could offer benefits to Native American youth and communities.

Tidwell worked with the regional Boys & Girls Club office to obtain a charter in November 1995. The fledgling Club initially met in one of the housing



authority's buildings until a new clubhouse could be built. Using a HUD Youth Sports Program grant and funds from the tribe, the housing authority built a 13,000-square-foot youth center to house the Club near its Belvin housing community. The center, named after Chief Roberts, opened in June 1996.

The Club serves over 500 boys and girls, many of whom are Native American. Most members are between the ages of 6 and 12. "The greatest success of the youth center is that it has united youth in the community," says Chief Roberts. The Club's attendance is highest in the summer, when approximately 110 youth attend the Club daily. During the rest of the year, roughly 50 youth visit the Club each day. The Club is open Monday through Saturday.

The new clubhouse has 10 computers donated by the housing authority. The Power Hour! tutoring and homework program is the members' most popular activity. Club members can get homework help from a retired teacher in Arkansas who talks to them online via the Internet. The TEEN-Supreme Keystone and Torch Clubs give the youth a chance to develop leadership skills as they help plan Club activities.

Traditional arts and crafts are another popular activity. Community residents often teach classes in beadwork, silversmithing, and other specialties. One of the Club's new activities is the Bonnie Raitt/Fender Guitars Music Education Program, which provides acoustic guitar lessons for young women. The Club has plenty of room for sports and games in its large gym and game room. Club youth enjoy participating in the P.L.A.Y. Daily Basketball Challenge and other sports. For a special treat, Jimmy Smith, the Club's executive director, sometimes takes the youth on field trips to go skating.

Transportation has been one of the Club's greatest challenges. It is located 2 miles from the

town of Talihina and the local schools. School buses that already made dropoffs near the Club at Belvin soon became overloaded as children from other areas began riding the Belvin buses. To ease this burden on the school bus system, the Choctaw Nation loans the Club two vans for transporting kids to the Club after school. Parents are responsible for picking up their children after Club hours are over.

In developing a Boys & Girls Club, "One important factor to take into consideration is tailoring the programs that the Club offers to work for the youth," says Smith. "Not all programs will work for all youth. The planning process should allow flexibility to test out new program ideas and to replace programs that don't seem to be working for the members. Another crucial element is establishing an effective board of directors that will continue working to promote the Club." He also believes that being affiliated with such a widely known national organization—B&GCA—makes it easier to raise funds for the Club.

In the future, Smith plans to work with the local human services department to create a prevention program on inhalants—a growing problem in the community. He also wants to develop more programs that will appeal to older youth.

Contact: Boys & Girls Club of the
Choctaw Nation
James ("Jimmy") Smith
Executive Director
Route 2, Box 1860
Talihina, OK 74751
918-569-4244

SuAnne Big Crow Boys & Girls Club

Pine Ridge, South Dakota

The Pine Ridge Indian Reservation, the second largest Indian reservation in the United States, is home to more than 26,000 Lakota Sioux tribal



members. It is also among the poorest places in the country—unemployment is 85 percent and almost 70 percent of children live below the poverty line. Approximately 60 percent of the Pine Ridge population is under 19 years of age.



The SuAnne Big Crow Boys & Girls Club was founded in memory of SuAnne Big Crow, a Lakota Sioux honor student and star athlete killed in a car accident. During her life, SuAnne envisioned a place where youth could feel safe, have fun, and remain drug and alcohol free. In SuAnne's memory, her mother, Leatrice "Chick" Big Crow, is working to continue her daughter's vision.

Led by Chick Big Crow in 1993, Pine Ridge residents marshaled resources to start a local Club. Funds came from the tribe, private donations, and a HUD Public and Indian Housing Drug Elimination Program (PHDEP) grant from the housing authority to start the first Boys & Girls Club with its own facility on a reservation. The Club is housed in a renovated factory building donated by the Tribal Council. More than 1,000 Native American youth ages 7 to 18 are Club members.

"Our youth need to know that they can make a difference and that they have the talent and skills to go to college and come back here and help our people," says Cecilia (CC) Big Crow, SuAnne's older sister. "One of the greater things the Boys & Girls Club does is build self-esteem and provide those kinds of opportunities to our children."

Diverse learning activities, family involvement, and positive role modeling are at the heart of the Club's success. Examples include:

- ▶ **Power Hour!**, an after-school homework program where teens participate as mentors for the younger kids
- ▶ **Social, family, and sports activities** that may include pool tournaments, family nights, and athletic events
- ▶ **Talking with TJ**, which teaches social skills, such as coping with anger and treating others with respect
- ▶ **Dry Fridays and Sober Saturdays**, a monthly overnight that reinforces drug and alcohol prevention efforts

Many SuAnne Big Crow Club members are cross-country running champions—an achievement of which the entire community is proud.

Chick Big Crow believes that the Club's core values of providing youth with a sense of belonging, usefulness, competency, and influence mesh well with Lakota Sioux beliefs and their traditional way of life. She finds that they can instill Lakota Sioux culture and traditions easily by adapting the curricula as needed. Cultural sessions also reinforce the young people's sense of achievement, knowledge, and self-esteem. For example, the Club has developed an Unchi (elder) program where tribal elders, leaders, and spiritual people interact with youth. Young members learn and celebrate their rich heritage and take part in traditional ceremonial events.

"We are a strong people and our children really need to be able to see the good things about our culture and traditions, about our reservation, about following the Lakota way of life, learning and caring for each other," says Mrs. Big Crow.

The Club has thrived in the face of ongoing challenges. The Club's future plans are ambitious,



including the purchase of additional vehicles, building a new clubhouse with a gymnasium and swimming pool, and expanding the program to serve each of the nine districts in the Pine Ridge community.

Contact: SuAnne Big Crow Boys & Girls Club
Leatrice ("Chick") Big Crow
Executive Director
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Pine Ridge, SD 57770-0994
605-867-1011

The Source: A Boys & Girls Club

Sisseton, South Dakota

The Source: A Boys & Girls Club is located in northeastern South Dakota on the Lake Traverse Reservation, which is home to the Sisseton Wahpeton Sioux Tribe. The Dakota-speaking population of nearly 3,100 is plagued by high unemployment and few opportunities for youth development, with the exception of the Boys & Girls Club.

The Source was developed through the initial planning efforts and financial assistance of the Christian Children's Fund (CCF), which was already active in the community running the Lake Traverse Youth Service. CCF was interested in steering some of its resources toward a youth development program that would demonstrate consistent results in improving the lives of local youth. CCF decided that a Boys & Girls Club was just the type of program that the community needed.

The Club currently serves 900 members, many of whom are Native American. During the school year the clubhouse in Sisseton, which the tribe helped renovate, is open from 3:00 to 9:00 p.m. During

the summer months, the Club is open to all youth from 9:00 a.m. to 5:00 p.m. and then it is open for teens only between 7:00 and 9:00 p.m.

The Club offers many of the national programs developed by B&GCA, such as Power Hour!, The Ultimate Journey, SMART Moves, Keystone and Torch

Clubs, and Youth of the Year. The Source has also developed several programs of its own, including an Artist-in-Residence Program. The South Dakota Arts Council co-sponsors this initiative, in which artists visit the Club for weeklong instruction in arts such as guitar playing, paper making, and stage makeup and costumes.

Each summer, The Source sponsors The Great First American Campout for its members and those from other Clubs. Club youth travel to Canyon Ranch for camping, horseback riding, cooking, and the gathering of traditional plants. At the camp, young people experience life the way their ancestors did.

Another interesting activity is the cultural exchange program, in which the Club invites guest speakers to share Dakota legends, traditional foods, and ceremonial celebrations. To help ensure that all Club youth get at least

one balanced meal a day, the Club participates in a summer food program. The Public and Indian Housing Drug Elimination Program representative from the Sisseton-Wahpeton Indian Housing Authority visits the Club once a week to work on



cultural projects with Club members. The Club is also working with the U.S. Department of Justice to develop a youth mentoring program through its Office of Juvenile Justice and Delinquency Prevention.

The Club provides no-cost, onsite day care for teen mothers who are pursuing an education. They also run an Alternative School for children who are having behavioral or other problems in the regular school setting.

Staff want the Club to have staying power and become a part of the fabric of the community. To do this, the staff intend to continue developing their own supporting mechanisms, both financially and through programming that meets the needs of the youth. The Source has defined a number of goals for the future. These include developing programs that will target teens, building a gym, creating a collaborative relationship with the tribal government, and fostering cooperation between Native and non-Native populations. Staff also hope to spark the creation of Extension Clubs in all seven districts of the reservation. A good start is the new Club unit in Waubay, which opened in December 1998.

Contact: The Source: A Boys & Girls Club
Lisa Campbell
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Sisseton, SD 57262
605-698-3466

Tulalip Unit of the Boys & Girls Clubs of Snohomish County

Marysville, Washington

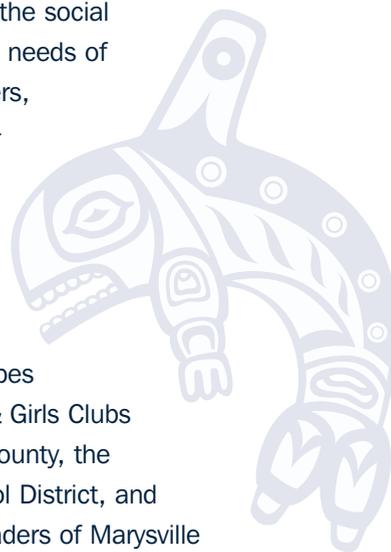
The Tulalip Boys & Girls Club has helped bring Indian and non-Indian children together with a new hope and direction—and a bright future. The Club is located on the Tulalip Indian Reservation, near beautiful Puget Sound on the northwest shore of Washington State. The 22,500-acre

reservation is surrounded by mountains and pine trees. The Tulalip Tribes work hard to balance an esteem for their cultural heritage with the need to function in a modern world.

The Tribes' decision to pursue a Boys & Girls Club in their community resulted from their search for a way to satisfy the social and recreational needs of modern teenagers, while also instilling an awareness of their tribal heritage and values. In 1994, leaders of the Tulalip Tribes met with Boys & Girls Clubs of Snohomish County, the Marysville School District, and key business leaders of Marysville to discuss the need for an after-school program and summer day camp. The Tulalip Elementary School on the reservation became the logical home. These school-based programs led to an official chartering of the Tulalip Boys & Girls Club in 1995 as an extension of Boys & Girls Clubs of Snohomish County.

In February 1997, more than 300 people attended a ceremony celebrating the grand opening of the new \$1.4 million Tulalip Boys & Girls Club and Community Center. This 20,000-square-foot facility, located across the street from Tulalip Elementary School, is the first to be built on tribal lands in Washington. The Club's membership more than doubled to 640 youth just a short time after the facility opened. Nearly two-thirds of the members are Native American, one-quarter are white, and about 9 percent are Hispanic.

“What makes our Tulalip Club so unique is the wide mix of programs that we're offering to our kids. Our Club offers fantastic sports activities, as well as important educational and cultural oppor-



tunities,” states Terry Freeman, unit director for the Club. Through planned classes in the Lushootseed language and other activities, Indian and non-Indian youth will learn about local Native American culture. The Club has a special focus on academic enhancement and sponsors a Super School summer camp, after-school tutoring, educational field trips, and a computer learning center. Not all is study, though. Recreational activities abound, like arts and crafts, sports, dances, movies, teen nights, and participation in the national B&GCA programs.

The dream of a Club became a reality when the community residents opened their minds and their hearts to the necessity of working together for their children. The Club has flourished with



strong, unwavering support from the Tulalip Tribes, local Boys & Girls Club board of directors, the Marysville School District, HUD, and

B&GCA, as well as the strong participation of such community volunteers and business partners as the Chamber of Commerce, GTE, and the Boeing Corporation. “We’re extremely proud that our community pulled together to build this for our children,” said Stan Jones, tribal chairman.

The Marysville community is proud to note that the Tulalip Boys & Girls Club has been recognized as the top organization in “Making A Positive Difference in Young People’s Lives” in central Snohomish County.

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 c/o Boys & Girls Clubs
 of Snohomish County
 Terry Freeman
 Unit Director
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 Everett, WA 98206-5224
 360-651-3400

Boys & Girls Club of the Lac Courte Oreilles Ojibwe Band

Hayward, Wisconsin

Known for its dense forests and many lakes, the Lac Courte Oreilles Indian Reservation in north-west Wisconsin covers 70,000 acres. Excellent hunting and fishing make the area a major tourist attraction. The tribe owns and operates a radio station and the Lac Courte Oreilles Casino and Lodge. Yet despite those resources, poverty levels, juvenile crime, and school dropout rates were high on and around the reservation. Tribal youth were clearly at a loss for productive activities, and early attempts to provide a teen center were successful only for a short time.

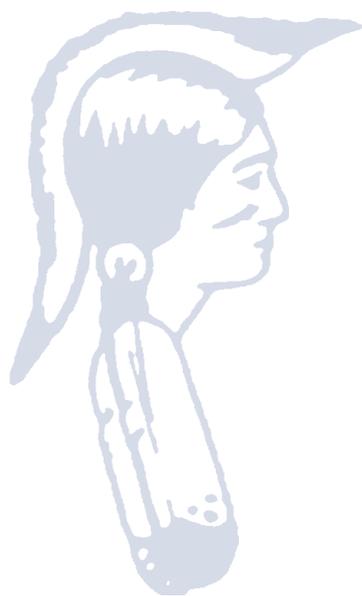
With Public and Indian Housing Drug Elimination Program grants from HUD, the Lac Courte Oreilles Housing Authority worked with the Ojibwe Community College and the tribe to operate a Boys & Girls Club in Hayward, a town just outside the reservation. The Club is part of an overall drug prevention effort for reservation youth. In December 1995, the Boys & Girls Club of Lac Courte Oreilles received its official charter from B&GCA.

The Club has thrived, serving 250 members from ages 6 to 18. Ninety percent of its membership are Native American; nearly 60 percent live below the poverty level. Through its programs in cultural enrichment, social recreation, citizenship and leadership, health and fitness, personal and educational development, and environmental education, the Club encourages parents, kids, and



community members to get involved. Rather than being a place where parents just drop off their kids, the Club is a place to participate together in programs like mother/daughter aerobics and nature walks.

The Club Cafe, an eatery started and operated by the youth members, is another program that encourages the participation of the community. The Cafe attracts a regular clientele of tribal elders who stop by for breakfast or lunch. Club members enjoy sharing stories with their customers. The Cafe gives members a chance to develop new job skills like register work and food preparation and service. The Club Cafe puts all of its profits back into the Club.



Funds from the tribal casino, private donations, and Club fundraising events keep the Club self-supporting and largely free from dependence on Federal grants or other outside monies. The tribe's Sharing and Caring Program, a voluntary payroll deduction for over 600 tribal employees, is

clear evidence of the community members' support of the Club's positive influence.

"The hope is that the Club survives not by Federal grants and programs, but by the input, the heart, and the spirit of the community. That makes this a reality—the real spirit of the Club and its activities have to be birthed and continued by members of the community," says Gordon Thayer, a member of the board of directors.

In the future, the Club has plans for a new building with a gym, more classrooms, more vehicles to take members to and from Club events, a scouting troop, and additional training programs for staff. To raise funds, the Club has initiated "Friends of the Club," a new program to help board members target and recruit corporate leaders for sponsorship.

The Lac Courte Oreilles Boys & Girls Club is the community's investment in itself. It brings a better understanding of youth and a better sense of hope, togetherness, and the family. It works with the commitment of everyone—the tribe, the staff, the community, the parents, and the kids—all reaching out to give each other a hand.

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Executive Director
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Hayward, WI 54843
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Gila River Branch of the Boys & Girls Club of the East Valley

Gila River Indian Community, Arizona

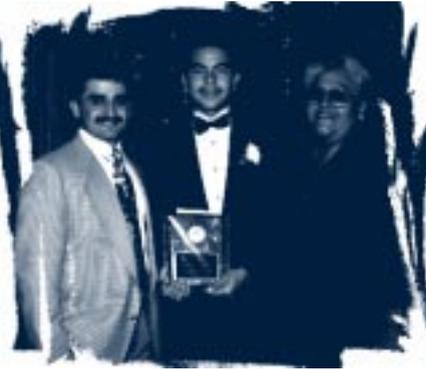
The Boys & Girls Club of the East Valley, Gila River Branch, is located in the Gila River Indian Community 30 miles southwest of Phoenix. The Gila River Indian Community, population 9,500, is home to the Pima (Akimel O'odham) and Maricopa (Pee Posh) Tribe. The Pima Maricopa is the third largest tribe in Arizona.

The Gila River Branch is one of seven Clubs that are under the umbrella of the Boys & Girls Club of the East Valley. The Gila River Branch Club is housed in a previously vacant building that was part of a former Catholic missionary school built in 1899. The building is leased to the tribe by the local Catholic diocese. In January 1996, Intel



Corporation sent work crews of volunteers to assist with building renovations.

The Club, opened in July 1996, serves more than 360 members. The revitalization of the school as a



Club facility has “breathed life back into the Gila River community,” according to the Gila River Indian Community Governor, Mary V. Thomas. The Club is viewed by the community as a stepping stone toward

improving the lives of its young people.

The Club is open from 3:00 to 9:00 p.m. during the school year and from 9:00 a.m. to 9:00 p.m. in the summer. The Club is proud of its game room, a food service area that can also be used as a concession stand during sporting events, a gym, meeting rooms, and a computer and educational center. The Club recently opened a teen center that lets youth ages 13 and up have their own space for activities.

“The youth are what make the Club special. The youth are the future leaders for Gila River,” says Chilo Figueroa, Gila River branch chief. Two Club programs that he believes have been extremely beneficial are the Keystone Club and the junior staff program. Participants in the Keystone Club have had direct input into fundraising and other Club activities. The 10-week junior staff program helps youth develop interviewing and resumé writing skills. After completing the program, two junior staff participants are chosen to train the next group of students.

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Boys and Girls Club of the Bears' Paw

Box Elder, Montana

The Boys & Girls Club of the Bears' Paw takes its name from the Bear Paw Mountains on the Rocky Boy Reservation of north-central Montana. The reservation, which is rich in timber and natural gas, is home to 65 percent of the Chippewa Cree Tribe's enrolled membership of 4,700. Open since December 1996, the Club has more than 650 members. Almost all Club members are Native American and the majority are ages 6 to 12.



The Boys & Girls Club of the Bears' Paw was established through the collaborative efforts of the Christian Children's Fund and B&GCA. The Christian Children's Fund, already active on the reservation, was interested in developing programs to serve the local youth when a regional representative from B&GCA conducted a site visit to the reservation in the summer of 1996. Both organizations realized that they could work together toward their common goal. Every step of the way, the B&GCA regional representative provided assistance to CCF in developing the Club.

The tribe has also been very supportive of the Club and has set aside some of its casino



revenues for the Club's start-up. There are two separate facilities that are part of Boys & Girls Club of the Bears' Paw, located at opposite ends of the reservation. The initial Club building in Box Elder was originally used for a Center for Substance Abuse Prevention project. The tribe allows the Boys & Girls Club to use the building, but the Club is responsible for its upkeep and maintenance. The second facility is a school in Rocky Boy, where Club members have access to a game room, classrooms, and a computer room after school hours are over.

On weekdays the Club is open between the hours of 3:00 p.m. and 9:00 p.m., but on Fridays and Saturdays it is open from 3:00 p.m. to 11:00 p.m. The TEENS Supreme Keystone Club is a popular program among the older youth. Younger Club members often look up to the adolescents who participate in the TEENS Supreme program as models of appropriate behavior. Athletic events—particularly karate classes and tournaments—have broadly popular appeal with Club members as well. One of the Club's goals is to start a SMART Moves program and develop more comprehensive athletic opportunities. To help create a computer learning center at the Club, a local college is arranging the donation of several computers with Internet capabilities.

The Club has been successful in redirecting youth from gang-related activities, which have been increasing in the area, according to Executive Director John Johnson. Some gang members have even started participating in Club activities. They have realized they can have fun and belong to a group where they are cared about and valued without having to be involved in negative gang activities.

Johnson emphasizes that services for youth have to be consistent to be effective. The Club has been in operation for only a short time; therefore, many of the initial issues that are being

addressed include selection of staff and locating funding sources to support the Club.

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Boys & Girls Club of the Fort Peck Reservation

Wolf Point, Montana

The remote Fort Peck Reservation, located on more than 2 million acres in northeast Montana near the Canadian border, is home to the Assiniboine and Sioux Tribes. More than half of the two tribes' 10,000 members live on or near the reservation under one tribal government. About 50 percent of the reservation's residents live in the commercial center of Wolf Point, where the Boys & Girls Club of the Fort Peck Reservation started in August 1996.

"The Club has really been a shot in the arm for this community," says former Executive Director Donna Ahneman. The Club started as a nonprofit youth center in December 1995 to provide positive youth development opportunities. After realizing that the organization would benefit from the structure and fundraising possibilities of being a Boys & Girls Club, the center, led by the president of its board of directors, soon began pursuing a Club charter. In August 1996, the center received an official Club charter and a Boys & Girls Club start-up grant from the U.S. Department of Justice.

The Fort Peck Boys & Girls Club is housed in a huge steel building that was originally built as a sports club, making it an ideal facility for recreational activities. The Club is open 7 days a week. More than 700 youth participate in Club activities every month. The lower level includes racquetball



and basketball courts, a weight room, and locker rooms. The upper level, overlooking the racquetball and basketball courts, is set up as a game room. It offers a pool table, big-screen television, video games, and a computer.

The Club members are anticipating the arrival of four additional computers and printers donated by a housing authority in Denver, Colorado.

Ahneman also plans to acquire more computers from a military surplus center. "We want to use the computers not only for education, but for activities such as helping our older youth prepare their college applications."



"Through involvement at the Club, youth build their social skills and develop a healthy respect for each other and for property," says Ahneman of the Club's benefits. SMART Moves, implemented in the local schools, has been one of the

Club's strongest programs so far. The Club hopes to obtain funding to expand the program into other reservation communities. The Club also acts as a partner with the local police department to provide youth-related crime prevention activities. The Optimist Club of Wolf Point recently co-sponsored a 6-hour Babysitter Safety Clinic with the Boys & Girls Club to provide training in babysitter safety, cardiopulmonary resuscitation (CPR) and first aid, and activities for young children.

Another key program is Power Hour!, through which a tutor and assistant help the youth with school-related work for 1 hour a day. All of the students who have been participating in Power Hour! have pulled up their grades, according to

Ahneman. In addition to trying to extend Power Hour! time, the Club is planning summer trips to museums and math and science camps to spark the kids' interest in those subjects.

Additional plans for summer activities include sponsorship of peewee baseball and softball teams, special extended Club hours, and more age group-specific activities. The Club also wants to hire a coordinator to recruit volunteers to start an arts and crafts program. Ahneman sees "more and more people from the community reaching out to help."

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Rick Hambler
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Boys & Girls Club of Shiprock

Shiprock, New Mexico

The Navajo Nation's reservation—the largest in the country—spans more than 27,000 square miles in Arizona, New Mexico, and Utah. It is home to the new Boys & Girls Club of Shiprock, which serves the Shiprock area of over 10,000 people in northwest New Mexico.

The Club evolved from an 8-year-old youth organization in Shiprock run by the Navajo Nation. The organization's board of directors decided to become a Boys & Girls Club because of the benefit that board members felt would accrue from B&GCA's programmatic and staff training resources. An additional benefit, according to Thomas Cunningham, the Club's executive director, is the name recognition of a Boys & Girls Club when fundraising.

"I think it was a good move to become a Club," says Cunningham. "The more I'm involved, the more I'm impressed with the quality of the



national B&GCA staff, as well as that of the executive directors of other Clubs in this area. Networking with them has been really helpful.”

The Club opened its doors in December 1996 at the Shiprock Youth Center, a facility owned by the Navajo Nation. The Shiprock Youth Center is a 10,000-square-foot building with a gym, game room, computer and learning center areas, and meeting rooms. Kids can come to the Club weekdays from 3:00 p.m. to 6:30 p.m. Nearly all of the Club’s more than 400 members are Native American; most are between the ages of 10 and 16.

The Club offers many recreational activities, such as boxing, basketball, volleyball, table tennis, and pool. Club kids can also get tutoring help with their homework or work with numerous educational programs at the computer lab’s eight computers.

The Club is now planning to create new activities that promote cultural appreciation and self-esteem. For example, the Club is currently developing a foster-grandparent program that will pair youth with elders, allowing youth an opportunity to gain insight into the history and culture of their ancestors. In addition, the Club is creating a summer storytelling program in which elders will share Navajo legends with the youth. Cunningham hopes to start SMART Moves and Power Hour! soon. In late 1998, the Club opened an Extension Unit in Tohatchi, NM, inside the Navajo Reservation.

Contact: Boys & Girls Club of Shiprock
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Shiprock, NM 87420
505-368-504

McCurtain County Boys & Girls Club of the Choctaw Nation

Broken Bow, Oklahoma

The McCurtain County Boys & Girls Club of the Choctaw Nation is located in Broken Bow in the southeast corner of Oklahoma, just 20 miles from Arkansas and Texas.

As a result of gang and drug-related concerns, the Club has adopted programs such as SMART Moves, Power Hour!, and drug education. The Club also uses Gang Resistance Education and Training (GREAT), a curriculum designed by the Bureau of Alcohol, Tobacco, and Firearms and Maricopa County, Arizona. Two GREAT-trained tribal police officers meet every other week with junior high students to build skills that will help them resist joining a gang. During one recent GREAT session, four gang members renounced their gang lifestyles and symbolically handed over their earrings that had indicated gang membership.



Like the Club in Talihina, Oklahoma, the McCurtain County Club is receiving strong support from the Choctaw Nation Housing Authority. After receiving its charter in October 1996, the Club began meeting in a 300-seat auditorium at the housing authority’s Family Investment Center. With a HUD Youth Sports Program grant, the housing authority built a new 5,500-square-foot facility for the Club in Broken Bow.

The Club currently serves 330 members, of whom approximately 40 percent are Native American, 30 percent are white, and 30 percent are African-American. Initially it was difficult for Club representatives to earn the trust of Native American youth in the community, but the hiring of Native American staff members has helped build trust.

Future plans for the Club include a Teen Pregnancy Support Group, which will be an off-shoot of SMART Moves. The Club has also opened an Extension Club north of Broken Bow in the town of Bethel.

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of the Choctaw Nation
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Executive Director
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Broken Bow, OK 74728
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Nooksack Unit of the Boys & Girls Club of Bellingham

Deming, Washington

The Nooksack Boys & Girls Club of Deming, Washington, a unit of the Boys & Girls Club of Bellingham, began operations in mid-November 1996. Deming, located in northwest Washington, is the headquarters of the 1,200-member Nooksack Nation. The tribe helped start the Boys & Girls Club after a community needs assessment strongly indicated that the youth would benefit from more developmental and recreational activities. The majority of tribal members live in or around three area reservations.

The Club's 200 members currently meet in various local school facilities and at the tribal center. Sports and arts and crafts are the most popular activities among Club members. On Mondays and Tuesdays, Club members can attend open gym sessions from 3:30 p.m. to 5:00 p.m. at one of the schools. Wednesdays and Thursdays from 5:00 p.m. to 6:30 p.m. are reserved for games, watching videos, or learning traditional arts and crafts, such as basket weaving and making fry bread. The Club is working to develop a SMART Moves program, but in the meantime, local police officers are visiting Club meetings to talk about substance abuse prevention.

The Club also has a canoe pulling team that practices at a nearby lake on Monday and Tuesday nights. Volunteers often help transport the team to the lake and cook meals for them. Thus far, the team has competed in three canoe races.



The Nooksack Club's greatest challenges, according to Stephen Bason, former executive director of the Boys & Girls Club of Bellingham, are to expand funding and maintain a cadre of dedicated volunteers. Operating Club programs in so many locations has involved a lot of travel time for the staff and volunteers. Club kids and staff alike are looking forward to having their own space next year.

The Club plans to break ground soon on a new facility in the nearby town of Everson. The Nooksack Nation has supported the new Club by purchasing land from a tribal member for the new building. A grant from HUD is funding the bulk of the construction costs. The Club and tribe are currently sponsoring mini-powwows and other activities to raise funds for items such as a gym floor.

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Deming, WA 98244
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Boys & Girls Club of the Northern Arapaho Tribe

Arapahoe, Wyoming

The idea for a Boys & Girls Club on the Wind River Reservation, which the Northern Arapaho Tribe shares with the Eastern Shoshone Tribe, came about from the members of the Arapahoe Business Council. The reservation is southeast of Yellowstone National Park and the Shoshone National Forest in Wyoming. Most of the Northern Arapaho's 6,500 members live in and around the eastern area of the reservation. The region has a few other youth service organizations, but none has the comprehensive focus on youth development of the Boys & Girls Club.

Through a connection to the Boys & Girls Club of the Northern Cheyenne Nation in Montana, the Arapahoe Business Council learned how a Club could benefit their community. The business council has shown its commitment to the Club by providing financial and in-kind support. After more than a year of planning and community outreach by the staff and board of directors, the Boys & Girls Club of the Northern Arapaho Tribe opened its doors in January 1997.

The Club currently serves 300 members, who can participate in activities at the Club from 3:30 to 7:30 p.m. on weekdays. The Club's key programs include computer time, basketball, and Power Hour! The Club's Power Hour! focuses on reading, homework, writing in a journal, and completing activity sheets on various subjects. Sometimes traditional arts and crafts are part of Power Hour! Patrick Goggles, former executive director, sees that the youth are learning what the "accepted" behavior is at the Club and are assimilating these behaviors into their daily lives.

The Club is reserved strictly for teens on Wednesdays from 5:30 p.m. until 7:30 p.m. The teens can come to the Club to do homework, use computers, play basketball, and listen to music.

The Club is housed at the tribe's community center, located adjacent to a small housing community. Sharing the space works well, according to Goggles, although the Club must work around activities sponsored by the tribe at the community center on weekends. The Club has the use of an office, resource room, gymnasium, and a computer lab with eight up-to-date computers.

However, "The most impressive strength of the Club is its grassroots foundation and its recognition of the tribe and its culture," remarks Goggles. A majority of the board members are tribal members, which has helped foster that connection. Another strength has been "the development of a regular clientele and regular time schedule," says Goggles. The Club is also fortunate to be able to share the cost of some activities, such as a recent Easter Egg Hunt, with other youth service organizations in the surrounding area. Goggles admits that the Club's start-up phase was frustrating because of the complexity of attaining nonprofit status and of establishing an administrative foundation on which to build programs for the youth. Another challenge has been fundraising and recruiting volunteers.

The Club's future plans include having a snack program after school and more structured basketball games. In the future, the Club's youth will have the option of attending a basketball camp at the University of Wyoming. Other plans include a variety of excursions, fishing, swimming, and camping. Ultimately, the Club may try to obtain its own building.

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of the Northern Arapaho Tribe
June Shakespeare
Executive Director
P.O. Box D
Arapahoe, WY 82510
307-857-0545



Boys & Girls Club of the Eastern Shoshone Tribe

Fort Washakie, Wyoming

The Boys & Girls Club of the Eastern Shoshone Tribe, located in the town of Fort Washakie. The Club opened its doors in May 1997 to fill a void in positive activities for community youth. The Club currently serves 280 youth, most of whom are Native Americans. The Wind River Reservation, home to the Eastern Shoshone and also the Northern Arapaho Tribe, is a place of diverse geography. In the east there are high sage prairies and near-desert conditions. In the west are the Rocky Mountains.

Sports are very popular at the Club. The Club sponsors several sports teams, such as basketball, softball, and soccer. The NIKE and Swoosh Clubs are very popular. In 1997, the Club received a BGCA Reviving Baseball in Inner Cities (RBI) grant to purchase equipment and uniforms for a baseball program. For over 20 years, there had been no baseball program on the reservation. For many kids, this was their first opportunity to learn the game. "A lot of the kids are surprised at what they've accomplished through the program," says former Executive Director Ted Thayer. Seven teams in the area traveled all over Wyoming to compete.

Members also enjoy academic and leadership programs, such as Power Hour!, the Torch Club, and Youth of the Year. For members ages 14 to 17, the Club provides the Job Awareness Program, which helps the youth investigate various career paths. Another Club program is the Mock Trial, where youth visit the tribal courthouse to take part in a make-believe juvenile crime trial. Court staff volunteer their time to create cases to try in the mock court. They also teach Club kids how to act as judge, jury members, lawyers, and witnesses.

Keeping culture alive is important at the Club. The Club has a strong arts and crafts program, with a focus on pottery making. Several Club youth raised the money in 1997 to build their own drum. For the past two Halloweens, Club teens have hosted a haunted house and Halloween Carnival with community agencies to raise funds. The Club has also held yard sales, car washes, and dinners. The Club now supports a drum group and a dance group with some of the proceeds.

Club members enjoy field trips to a bowling alley and swimming pool off the reservation. "We try to give them exposure to other places, to see the world outside the reservation," says Thayer. To get around, the Club is fortunate to have a 63-passenger bus donated by the Bureau of Indian Affairs and a 12-passenger bus given by the tribal council.

Club members and staff are excited about their first 2 years, and are looking forward to the many possibilities ahead for fun, friendship, and growth. Thayer identifies creating a long-term "plan of attack" and fostering teamwork between the board of directors, staff, and volunteers as important in starting a Club. The communication and cooperation among these groups has been helpful, as has the brainstorming that Thayer has done with other Clubs in Wyoming and beyond.

Contact: Boys & Girls Club
of the Eastern Shoshone Tribe
Alice Hawkass
Executive Director
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Fort Washakie, WY 82514
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Part 5



 **ontact
Information**

Club member of the Boys & Girls Club of Chelsea



Part 5

The following items are included in this section:

- ▶ Area Offices: HUD's Office of Native American Programs
- ▶ Regional Service Centers: Boys & Girls Clubs of America
- ▶ Contact List: Boys & Girls Clubs Serving Indian Communities
- ▶ Native American National Advisory Committee
- ▶ Native American Resources on the Internet



**U.S. Department of Housing and Urban Development
Office of Native American Programs (ONAP)
Area Offices**

National ONAP

Office of Native American Programs

1999 Broadway, Suite 3390
Denver, Colorado 80202
Phone 303-675-1600

Office of Native American Programs

451 Seventh Street, SW, Room 4128
Washington, DC 20024
Phone 202-401-7914

Location of Tribes and TDHEs

East of the Mississippi River
including all of Minnesota and Iowa

Regional Office Address

Eastern/Woodlands

Office of Native American Programs

Metcalfe Federal Building
77 West Jackson Boulevard, 24th Floor
Chicago, Illinois 60604-3507
Phone 312-886-3015 or 800-735-3239
TDD 312-886-3741 or 800-927-9275

Louisiana, Missouri, Kansas,
Oklahoma, and Texas
(except Isleta del Sur)

Southern Plains

Office of Native American Programs

500 West Main Street, Suite 400
Oklahoma City, Oklahoma 73012
Phone 405-553-7520
TDD 405-231-4181 or 405-231-4891



**U.S. Department of Housing and Urban Development
Office of Native American Programs (ONAP)
Area Offices (continued)**

Location of Tribes and TDHEs

Colorado, Montana, Nebraska,
North Dakota, South Dakota,
and Wyoming

Regional Office Address

Northern Plains

Office of Native American Programs

First Interstate Tower North
633 17th Street, 12th Floor
Denver, Colorado 80202-3607
Phone 303-672-5465
TDD 303-844-6158

Arizona, California, New Mexico,
Nevada, and Isleta del Sur in Texas

Southwest Office of Native American Programs

Two Arizona Center
400 North Fifth Street, Suite 1650
Phoenix, Arizona 85004-2361
Phone 602-379-4156
TDD 602-379-4461

or

**Albuquerque Division
of Native American Programs**

Albuquerque Plaza
201 Third Street, Suite 1830
Albuquerque, New Mexico 87102-3368
Phone 505-766-6923



**U.S. Department of Housing and Urban Development
Office of Native American Programs (ONAP)
Area Offices (continued)**

Location of Tribes and TDHEs

Regional Office Address

Idaho, Oregon,
and Washington

Northwest Office of Native American Programs

909 First Avenue, Suite 300
Seattle, Washington 98104-1000
Phone 206-220-5270
TDD 206-220-5185

Alaska

Alaska Office of Native American Programs

949 East 36th Avenue, Suite 401
Anchorage, Alaska 99508-4399
Phone 907-271-4633
TDD 907-271-4328



Boys & Girls Clubs of America Regional Service Centers

Region Served

Service Center Address

All Regions

National Headquarters

Boys & Girls Clubs of America
1230 West Peachtree Street, N.W.
Atlanta, GA 30309-3447
404-815-5700
404-815-5786 (Fax)

All Regions

Office of Government Relations Boys & Girls Clubs of America

600 Jefferson Plaza, Suite 203
Rockville, MD 20852
301-251-6676
301-294-3052 (Fax)

Northeast Region

Northeast Service Center

Connecticut	New York
Delaware	Pennsylvania
Maine	Rhode Island
Maryland	Vermont
Massachusetts	Puerto Rico
New Hampshire	Virgin Islands
New Jersey	

Boys & Girls Clubs of America
3 West 35th Street
New York, NY 10001
212-351-5480
212-351-5493 (Fax)



Boys & Girls Clubs of America
Regional Service Centers *(continued)*

Region Served

Service Center Address

Southeast Region

Southeast Service Center

Alabama North Carolina
Florida South Carolina
Georgia Tennessee
Louisiana Virginia
Mississippi

Boys & Girls Clubs of America
1230 West Peachtree Street, N.W.
Atlanta, GA 30309-3447
404-892-3317
404-815-5705 (Fax)

Midwest Region

Midwest Service Center

District of Columbia Missouri
Illinois Nebraska
Indiana North Dakota
Iowa Ohio
Kentucky South Dakota
Michigan West Virginia
Minnesota Wisconsin

Boys & Girls Clubs of America
1535 Burgundy Parkway
Streamwood, IL 60107-1811
630-830-9200
630-830-4298 (Fax)

Southwest Region

Southwest Service Center

Arkansas New Mexico
Colorado Oklahoma
Kansas Texas
Montana Wyoming

Boys & Girls Clubs of America
2107 N. Collins Boulevard
Richardson, TX 75080-2638
972-690-1393
972-690-0752 (Fax)



**Boys & Girls Clubs of America
Regional Service Centers (continued)**

Region Served

Service Center Address

Pacific Region

Pacific Service Center

Alaska	Nevada
Arizona	Oregon
California	Utah
Hawaii	Washington
Idaho	

Boys & Girls Clubs of America
4201 Long Beach Blvd., Suite 101
Long Beach, CA 90807
562-981-8855
562-981-8887 (Fax)





Boys & Girls Clubs Serving Indian Communities

Tribe Served Start Date	Club Name and Address	Mailing Address	Contact and Phone Number
Pala Band of Mission Indians 2/12/74	Pala Boys & Girls Club Pala-Temecula Road Pala, CA 92059	Boys & Girls Club of Fallbrook P.O. Box 476 Fallbrook, CA 92088-0476	Linda Gerber Executive Director 619-728-5871 JoAnn Smith Unit Director 760-742-1808
Oglala Sioux Boys & Girls Club 7/26/93	SuAnne Big Crow Boys & Girls Club Ole Plastics Factory, Hwy. 18 Pine Ridge, SD 57770	P.O. Box 94 Pine Ridge, SD 57770-0994	Leatrice ("Chick") Big Crow Executive Director 605-867-1011
Northern Cheyenne Nation 5/26/94	Boys & Girls Club of the Northern Cheyenne Nation 100 Cheyenne Avenue Lame Deer, MT 59043-0309	P.O. Box 309 Lame Deer, MT 59043-9999	Rick J. Robinson Executive Director 406-477-6654
Mescalero Apache 6/29/94	Mescalero Apache Boys & Girls Club 101 Central Avenue Mescalero, NM 88340	P.O. Box 227 Mescalero, NM 88340	Nate Raynor Executive Director 505-671-4494, ext. 213





Boys & Girls Clubs
Serving Indian Communities (continued)

Tribe Served Start Date	Club Name and Address	Mailing Address	Contact and Phone Number
Delaware 7/18/94	Boys & Girls Club of Chelsea 119 North Ash Chelsea, OK 74016	P.O. Box 81 Chelsea, OK 74016	J. Randy Keller Executive Director 918-789-3232
Sisseton Wahpeton Sioux Tribe 11/28/94	The Source: A Boys & Girls Club 511 Main Avenue Sisseton, SD 57262	Same	Lisa Campbell Executive Director 605-698-3466
Tulalip Tribes 10/23/95	Tulalip Boys & Girls Club 7707 36th Avenue, N.W. Marysville, WA 98271-9695	Boys & Girls Clubs of Snohomish County, Inc. P.O. Box 5224 Everett, WA 98206-5224	Bill Tsoukalas Executive Director 425-258-2436 Terry Freeman Unit Director 360-651-3400
Choctaw Nation 11/9/95	Boys & Girls Club of the Choctaw Nation Route 2, Box 1860 Talihina, OK 74571	Same	James ("Jimmy") Smith Executive Director 918-569-4244



Boys & Girls Clubs Serving Indian Communities *(continued)*

Tribe Served Start Date	Club Name and Address	Mailing Address	Contact and Phone Number
Lac Courte Oreilles Band of Lake Superior Chippewa Indians 12/29/95	Boys & Girls Club of the Lac Courte Oreilles Ojibwe Band Route 2, Box 2700 Hayward, WI 54843	Same	Karen Harden Executive Director 715-634-4030/ 5082
Tebughna (Athabascan) 12/29/95	Boys & Girls Clubs of Greater Anchorage Tyonek Unit 2300 West 36th Avenue Anchorage, AK 99517	Same	John P. Oates Executive Director 907-249-5470 Lisa Stevenson Branch Manager 907-583-2005
Eastern Shoshone Tribe 9/27/96	The Boys & Girls Club of the Eastern Shoshone Tribe 107 Washakie Fort Washakie, WY 82514	P.O. Box 538 Fort Washakie, WY 82514	Alice Hawkaas Executive Director 307-332-0242
Assiniboine and Sioux 9/27/96	Boys & Girls Club of Fort Peck 502 Main Street Wolf Point, MT 59201	P.O. Box 315 Wolf Point, MT 59201	Rick Hambler Executive Director 406-653-2020



Boys & Girls Clubs **Serving Indian Communities (continued)**

Tribe Served Start Date	Club Name and Address	Mailing Address	Contact and Phone Number
Cherokee Nation 10/29/96	Boys & Girls Club of Tahlequah Talequah, OK	Boys & Girls Club of Tahlequah P.O. Box 825 Stilwell, OK 74960	Charlie Soap Executive Director
Choctaw Nation 11/1/96	The McCurtain County Boys & Girls Club of the Choctaw Nation, Inc. Route 1 Broken Bow, OK 74728	P.O. Box 207 Broken Bow, OK 74728	Lynell Noah Executive Director 405-584-6372
Navajo Nation 12/9/96	Boys & Girls Club of Shiprock Route 666 Shiprock, NM 87420	P.O. Box 2129 Shiprock, NM 87420	Thomas Cunningham Executive Director 505-368-5044
Gila River Pima-Maricopa Indian Community 12/31/96	Boys & Girls Club of the East Valley Gila River Branch 51st Avenue & Pecos Road District 6 Gila River Indian Community, AZ	1405 E. Guadalupe, #4 Tempe, AZ 85283	Ramon Elias Executive Director 602-820-3688 Chilo Figueroa Branch Executive 520-550-1113



Boys & Girls Clubs
Serving Indian Communities (continued)

Tribe Served Start Date	Club Name and Address	Mailing Address	Contact and Phone Number
Nooksack Nation 12/31/96	Nooksack Boys & Girls Club 5048 Mt. Baker Highway Deming, WA 98244	P.O. Box 157 Deming, WA 98244	Michael Baker Executive Director 360-734-1393 Deborah Rabang Unit Director 360-592-5176, ext. 3244
Northern Arapaho 12/31/96	Boys & Girls Club of the Northern Arapaho Tribe 15 Great Plains Road Arapahoe, WY 82510	P.O. Box D Arapahoe, WY 82510	June Shakespeare Executive Director 307-857-0545/6
Chippewa Cree 12/31/96	Boys & Girls Club of the Bears' Paw R.R. No. 2, Box 612 Box Elder, MT 59521	Same	John Johnson Executive Director 406-395-4542
Pueblo of Pojoaque 8/11/97	Pueblo of Pojoaque Boys & Girls Club Route 11, Box 71 Santa Fe, NM 87501	Same	Al Padilla Executive Director 505-983-6632 Deborah Vigil Unit Director 505-455-3662



Boys & Girls Clubs Serving Indian Communities *(continued)*

Tribe Served Start Date	Club Name and Address	Mailing Address	Contact and Phone Number
Menominee 11/27/97	Woodland Boys & Girls Club Highway 47 Neopit, WI 54150	P.O. Box 261 Neopit, WI 54150	Joan Webster Executive Director 715-756-2439
Mescalero Apache 12/22/97	Carrizo Unit of the Mescalero Apache Boys & Girls Club Mescalero, NM 88340	P.O. Box 227 Mescalero, NM 88340	Priscilla Barcus Unit Director 505-257-0196
San Juan Pueblo 12/29/97	Boys & Girls Club of Ohkay Owingeh San Juan Pueblo Indian Reservation San Juan Pueblo, NM 87566	P.O. Box 1099 San Juan Pueblo, NM 87566	John Abeyta Executive Director 505-852-4400
Cherokee Nation 12/31/97	Boys & Girls Club of Green Country P.O. Box 687 Pryor, OK, 74362	Same	Ron Gurley Executive Director 918-825-9843
Isleta Pueblo 12/31/97	The Isleta Pueblo Recreation & Fitness Center/Boys & Girls Club Tribal Road 67 Isleta, NM 87022	P.O. Box 808 Isleta, NM 87022	Monica Garcia Executive Director 505-869-5741



Boys & Girls Clubs Serving Indian Communities *(continued)*

Tribe Served Start Date	Club Name and Address	Mailing Address	Contact and Phone Number
Gila River Pima-Maricopa Indian Community 12/31/97	Sacaton Branch 116 South Holly Sacaton, AZ 85247	Boys & Girls Club of the East Valley, Inc. 1405 E. Guadalupe Road Suite 4 Tempe, AZ 85283-3971	Chilo Figueroa Branch Executive 602-820-3688
Native Alaskan 12/97	Katmai Boys & Girls Club P.O. Box 230 Naknek, AK 99633	Boys & Girls Clubs of Greater Anchorage Katmai Unit 2300 West 36th Avenue Anchorage, AK 99517	April Pruitt Unit Director 907-246-6010
Native Alaskan 12/97	Boys & Girls Clubs of New Stuyakok P.O. Box 78 New Stuyahok, AK 99636	Boys & Girls Club of Greater Anchorage New Stuyahok Unit 2300 West 36th Avenue Anchorage, AK 99517	Vera Andrew Unit Director 907-693-3010
Blackfeet 2/17/98	Boys & Girls Club of the Blackfeet Nation, Inc. Browning, MT 59417	P.O. Box 870 Browning, MT 59417	Francis Onstad Executive Director 406-338-7272
Box Elder 04/09/98	Box Elder Boys & Girls Club R.R. 1, Box 612 Box Elder, MT 59521	Box Elder Boys & Girls Club R.R. 1, Box 612 Box Elder, MT 59521	John Johnson Executive Director 406-395-4542



Boys & Girls Clubs Serving Indian Communities *(continued)*

Tribe Served Start Date	Club Name and Address	Mailing Address	Contact and Phone Number
Northern Cheyenne Nation 05/5/98	Boys & Girls Club of the Northern Cheyenne Nation, Ashland Unit St. Labre Mission Ashland, MT 59003	P.O. Box 315 Lame Deer, MT 59043-0309	Rick Robinson Executive Director 406-477-6654
Fort Bellknap 05/5/98	Boys & Girls Club of Fort Bellknap Fort Bellknap Reservation Harlem, MT 59526	P.O. Box 1109 Harlem, MT 59526	Wanda Raining Bird 406-353-4892
Crow Nation 05/12/98	Boys & Girls Club of the Crow Nation P.O. Box 159 Crow Agency, MT 59022	P.O. Box 159 Crow Agency, MT 59022	Melva G. Iron 406-638-2601 ext. 110 or 225
Cheyenne-Arapahoe 07/29/98	Boys & Girls Club of Darlington, Inc. 4405 N. Highway 82 El Reno, OK 73036	Same	Glenn Meriwether Unit Director 405-262-0137
Choctaw 08/11/98	Bethel Unit of the McCurtain County Boys & Girls Club 101 Bethel Road Bethel, OK 74724	P.O. Box 490 Broken Bow, OK 74728	Angela Stocks Unit Director 580-584-3636



Boys & Girls Clubs **Serving Indian Communities (continued)**

Tribe Served Start Date	Club Name and Address	Mailing Address	Contact and Phone Number
Cherokee Nation 8/28/98	Boys & Girls Club of Green Country Cherry Tree Unit Highway 59 South Stilwell, OK 74960	P.O. Box 825 Stilwell, OK 74960	Tommy Vann Unit Director 918-696-2373
Nez Perce 09/02/98	Lapwai Boys & Girls Club Lapwai, ID	Lapwai Unit of the Valley Boys & Girls Club, Inc. 1021 Burrell Lewiston, ID 83501	Joshua Eckert Unit Director 208-746-2301
Chickasaw Nation 12/17/98	Chickasaw Nation Boys & Girls Club, Inc. Tishomingo, OK	P.O. Box 1548 Ada, OK 74821	Susan Webb Executive Director 580-310-6620
Mille Lacs Band of Ojibwe 12/22/98	Boys & Girls Club of the Mille Lacs Band of Ojibwe HCR 67, Box 241 Onamia, MN 56359	Same	Travis Zimmerman Executive Director 320-532-7516



Boys & Girls Clubs Serving Indian Communities *(continued)*

Tribe Served Start Date	Club Name and Address	Mailing Address	Contact and Phone Number
Salt River Pima- Maricopa 12/31/98	Red Mountain Boys & Girls Club 11889 E. Glenrose Dr. Scottsdale, AZ 85256	Boys & Girls Club of Scottsdale Red Mountain Branch 10515 E. Lakeview Dr. Scottsdale, AZ 85258	James Stratton Executive Director 602-860-5520
Sisseton Wahpeton Sioux Tribe 12/31/98	Boys & Girls Club of Toka Nuwan Waubay, SD	The Source: A Boys & Girls Club Toka Nuwan Unit 511 Main Avenue Sisseton, SD 57262	Lisa Campbell Executive Director 605-698-3466 Don Bidwell Unit Director 605-947-4167
Navajo Nation 12/31/98	Tohatchi Boys & Girls Tohatchi, NM	Boys & Girls Club of Shiprock Tohatchi Unit P.O. Box 8 Tohatchi, NM 87325	Thomas Cunningham Executive Director 505-368-5044 Liz Sumida Unit Director



Boys & Girls Clubs
Serving Indian Communities (continued)

Tribe Served Start Date	Club Name and Address	Mailing Address	Contact and Phone Number
Native Alaskan 12/31/98	Boys & Girls Club of Dillingham P.O. Box 50 Dillingham, AK 99576	Boys & Girls Clubs of Greater Anchorage Dillingham Unit 2300 W. 6 th Ave. Anchorage, AK 99517	John Oates Executive Director 907-249-5470 Eugene Schlosser Unit Director 907-842-3535
Laguna Pueblo 12/31/98	Pueblo of Laguna Boys & Girls Club P.O. Box 194 Laguna, NM 87026	Same	Lionel Keryte Executive Director 505-552-6655
Eastern Band of Cherokee 12/31/98	Cherokee Youth Center/ Boys & Girls Club Acquoni Road Cherokee, NC 28719	Cherokee Youth Center/ Boys & Girls Club P.O. Box 455 Cherokee, NC 28719	James Bradley Executive Director 828-497-3119
Pascua Yaqui 2/01/99	Pascua Yaqui Clubhouse Torim Park 4821 W. Calle Vicam Tucson, AZ 85746	Boys & Girls Club of Tucson Pascua Yaqui Unit P.O. Box 11188 Tucson, AZ 85734	Paul Carrillo Unit Director 520-573-3533



Boys & Girls Clubs
Serving Indian Communities *(continued)*

Tribe Served Start Date	Club Name and Address	Mailing Address	Contact and Phone Number
Salish & Kootenai 4/06/99	Boys & Girls Club of the Flathead Reservation P.O. Box 334 Ronan, MT 59864	Same	Kim Scammon Executive Director





Native American National Advisory Committee

Chairman

Mr. Daniel N. Lewis
Director, Native American Financial Services
Bank of America Arizona
101 North First Avenue - 29th Floor
Mall Code 4941
Phoenix, AZ 85003-1902
(606) 594-2015
(606) 594-2161 Fax

Members

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Principal Chief
Eastern Band of Cherokee
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Cherokee, NC 28719
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Ms. Lucille Echohawk
The Casey Family Program
Great Plains Regional Office
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(303) 871-9321 Fax

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President
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Marshall, VA 20116
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(202) 435-5586

Mr. Rodney Grant
6741 North Maine Avenue
Clovis, CA 93611

Mr. J. Randy Keller
Executive Director
Boys & Girls Club of Chelsea
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(918) 789-2721 Fax
E-mail address: Randy.Keller@Mclone.com

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and Risk Management
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Anchorage, AK 99517-2557
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(907) 249-5479 Fax

Mr. Sam Thomas
Regional Services Director
Boys & Girls Clubs of America/Southwest
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Richardson, TX 75080
(972) 690-1393
(972) 690-0752 Fax

Mr. John McCoy
Executive Director of Governmental Affairs
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Native American National Advisory Committee *(continued)*

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U.S. Department of the Interior
Office of the Assistant Secretary for Indian Affairs
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MIB-4140
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(202) 208-6334 Fax
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Council Member
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(920) 869-4040 Fax

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Governor
Gila River Indian Reservation
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(520) 562-3422 Fax

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Chairman
Department of Natural & Social Science
Haskell Indian Nations University
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(785) 832-6613 Fax

Mr. Phil Jachowicz
Regional Service Director
Boys & Girls Clubs of America
1535 Burgundy Parkway
Streamwood, IL 60107
(630) 830-9200
(630) 830-4298



Native American National Advisory Committee

(continued)

B&GCA National Staff Support

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(301) 294-3052 Fax
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HUD/ONAP Boys & Girls Club Initiative
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Mr. Steve Salem
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Rockville, MD 20852
(301) 251-6676
(301) 294-3052 Fax
E-mail address: Ssalem@BGCA.org



Native American Resources on the Internet

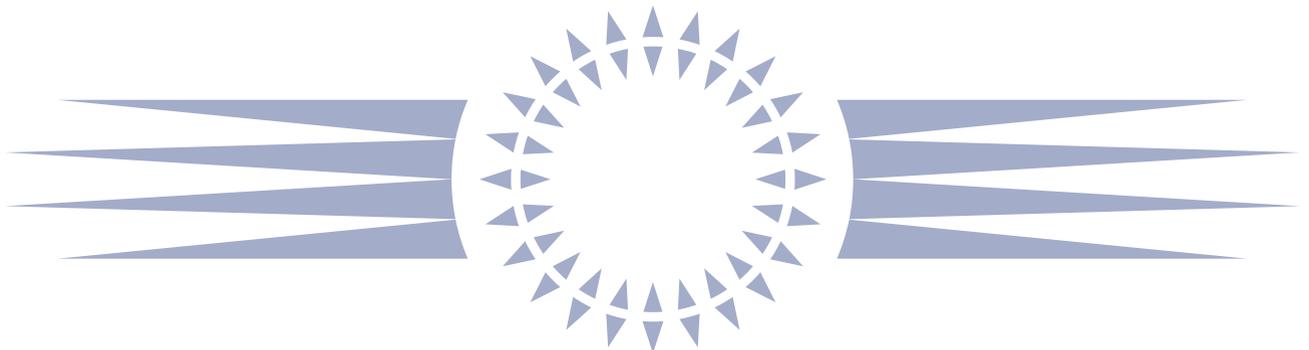
Codetalk

By visiting the ONAP World Wide Web homepage at <http://codetalk.fed.us>, you can locate HUD-specific Native American information, such as a calendar of events; Notices of Funding Availability; contacts for ONAP staff, tribes, IHAs, and tribally controlled community colleges; and online versions of the *Dream Catcher* newsletter. This site also offers links to other Federal agencies, news releases and documents from HUD and other agencies, and Planet Youth.

Planet Youth

The Planet Youth section of Codetalk provides a wide range of fun and interesting pages for youth and adults alike. Youth can listen to the music of Native American artists, link to Web sites with information on Native traditions and history, and access other exciting sites designed for young people. Parents can use the directory of sites containing advice and information for parents.

You can also view a calendar of upcoming events and send ONAP your ideas about expanding and enhancing Planet Youth.



Part 6



Actor Rodney Grant and Club members of the Gila River Boys & Girls Club

art 6

The following items are included in this Appendix:

- ▶ Boys & Girls Clubs of America Requirements for Membership
- ▶ Sample Articles of Incorporation of a Native American Boys & Girls Club
- ▶ Sample Bylaws of a Native American Boys & Girls Club
- ▶ Boys & Girls Clubs Sample Expense Budget
- ▶ Sample Memorandum of Agreement Between Bristol Bay Housing Authority, Dillingham Boys & Girls Club Advisory Committee, Boys & Girls Clubs of Greater Anchorage, and City of Dillingham
- ▶ Sample Performance-based Job Descriptions
- ▶ Boys & Girls Clubs of America Training Courses and Workshops

SAMPLE





Boys & Girls Clubs of America Requirements for Membership

I. Definitions

1. “Member Organization” shall mean a corporation, association, administrative committee, or otherwise named governing body which operates one or more Clubs in accordance with requirements herein, and which has been admitted to membership in Boys & Girls Clubs of America.
2. “Club” shall mean a Club or Unit which meets the requirements established herein.
3. “Extension Club” shall mean a Club meeting the requirements set forth in Article IV below and operated as an extension of a parent Club and whose members are also members of the parent Club, and are eligible to participate in its activities.
4. “Provisional Member Organization” shall mean an organization which operates a Club which is not qualified but which has the intention to qualify or requalify for membership in Boys & Girls Clubs of America and which meets the Requirements set forth in Section 2 of Article IV below.

II. Eligibility Requirements for Member Organizations

Any corporation, association, or administrative committee or otherwise named governing body of responsible citizens, selected irrespective of race, color, creed, sex, disability, or national origin may be elected to membership by the Board of Governors or Executive Committee of Boys & Girls Clubs of America if it meets the following requirements:

1. OPERATIONS: It shall operate one or more Clubs which meet the Minimum Operating Requirements set forth in Article III below.
2. NAME: It shall have in its title the words “Boys Club(s),” “Girls Club(s),” or any combination thereof.
3. PURPOSE: It shall include in its purposes the health, social, educational, vocational, character development, and guidance of the members of the Clubs it operates.
4. ORGANIZATION: (A) It shall have or be a Board of Directors, Executive Committee, Administrative Committee, or otherwise named governing body of responsible citizens. (B) No more than two of the members of such governing body may be employees of such Member Organization or of the Clubs it operates. Such governing body shall have control of the Club buildings or designated Club rooms of the Clubs it operates; shall have control of the expenditures of any such Club within an established budget; shall have authority to determine policies and establish programs; shall have the sole authority to appoint, to fix the compensation of, to prescribe the duties of, and to establish the terms of employment of its Executive Director; and shall have the sole authority (or delegate the authority to its Executive Director) to hire and discharge employees, to fix their compensation, and to prescribe their duties. Boys & Girls Clubs of America shall have no authority whatsoever with respect to any such control or authority of any such governing body.

5. CONSTITUTION, BY-LAWS, RULES: It shall be governed by a Constitution, By-Laws, and rules which are not inconsistent with the Eligibility Requirements set forth under this Article II.
6. EXECUTIVE DIRECTOR: It shall employ a full-time paid professional (the “Executive Director”) who shall be responsible directly to the aforesaid governing body and shall have executive and administrative control of the activities and personnel of the Member Organization in accordance with policies and procedures established by said governing body.
7. FUNDING: As a new Member Organization it shall have funds in hand or pledged for operation on a satisfactory basis, and there shall be a reasonable expectation of funds for operation in future years.
8. CHARTER FEE: As a new Member Organization it shall pay in advance, to Boys & Girls Clubs of America, with its application for membership, a charter fee which shall be equivalent to 1 year’s membership dues.
9. SERVICE MARK: It shall display the current service mark of Boys & Girls Clubs of America on the outside of its buildings and on all appropriate printed matter.
10. CONTINUING OBLIGATIONS: Each Member Organization shall:
 - A. Cause an audit of its financial accounts to be made and reported upon annually by an independent certified public accountant and cause a copy thereof to be sent to Boys & Girls Clubs of America and shall maintain satisfactory financial records to permit such audits and reports and shall adequately safeguard its funds.
 - B. Conduct its business and maintain its financial records in accordance with high ethical standards.
 - C. Keep satisfactory records of the members of the Clubs it operates, their activities, programs, and attendance.
 - D. Pay, to Boys & Girls Clubs of America, annual membership dues as provided in the Constitution. Render to Boys & Girls Clubs of America an annual report:
 - (i) of its organization, membership, activities, attendance, and finances;
 - (ii) of the extent to which the following benefits are made available to its full-time employees and whether it pays at least 50 percent of the cost of such benefits:
 - ▶ Basic health and surgical coverage
 - ▶ Major medical insurance
 - ▶ Group life insurance
 - ▶ A retirement program which is in addition to Social Security
 - ▶ A salary continuance plan
 - (iii) as to whether the salary structure of the Member Organization is competitive with other local organizations and agencies seeking similarly trained and experienced people; and

- (iv) as to whether the foregoing benefits shall be available and administered in accordance with applicable federal and state laws and regulations as are in effect from time to time.
- E. Review, periodically, its employment policies and procedures and take requisite steps to achieve or maintain compliance with equal employment opportunity regulations based on appropriate federal and state laws and regulations as are in effect from time to time.
- ▶ Maintain comprehensive, general liability coverage which shall be extended to name Boys & Girls Clubs of America as an additional insured (as evidenced by a certificate thereof supplied to Boys & Girls Clubs of America annually as an annex to its annual report).
 - ▶ Conduct, every third year, self-evaluation utilizing its respective Board, community, and staff and based on standards approved by the National Council and submit a report of this evaluation to Boys & Girls Clubs of America.

Any Member Organization which fails to comply fully with the obligations set forth in this Section 10, or indicates in its annual report that it fails to make available to its full-time employees all of the benefits set forth in Subsection D(ii) hereof or to pay at least 50 percent of the cost of such benefit, shall be designated a Provisional Member.

III. Minimum Operating Requirements for Clubs

Each Club which meets the following minimum operating requirements may be chartered as a Club by the Board of Governors or Executive Committee of Boys & Girls Clubs of America.

1. **CLUBHOUSE OR CLUB QUARTERS:** It shall have a Clubhouse or separate Club quarters which can be identified as a Club for its members. Use by any others shall not substantially limit the use of rooms, facilities, and equipment by the members.

It shall have sufficient floor area and room spaces, suitably equipped for carrying on a diversified and constructive program of activities.
2. **UNIT DIRECTOR:** Each Member Organization shall employ a Unit Director for each separate Club it operates for at least as many hours per week as such Club is in operation. The Executive Director of the Member Organization may, however, act as a Unit Director of one of such Clubs.
3. **CLUB WORKERS:** Each Club shall have and maintain sufficient paid and volunteer workers qualified in personality, character, experience, education, and training for the leadership and guidance of its members. Each activity of each such Club shall be supervised by a Club worker qualified to supervise such activity.
4. **MEMBERS:** Each Club shall have at least 100 members enrolled in any 12-month period, who shall be between the ages of 6 and 20.

Membership dues and fees shall be within the means of its members and shall not be so large as to exclude needy individuals from membership and participation.

5. **EXTENT OF OPERATION:** Each Club shall be open and shall make activities available to its members at least 10 months per year, 5 days per week, and 4 hours per day.

6. **THE OPEN DOOR:** Each Club shall be available for the use of, and each activity shall be provided for, any and all members in all the days and hours such Club is open, to the extent feasible in light of the facility available and subject to reasonable age and individual restrictions.
7. **PROGRAM:** Each Club shall maintain a satisfactory program of varied and diversified activities. There shall be no instruction in or promotion of any sectarian or political belief.
8. **SAFETY AND CLEANLINESS:** Each Club facility shall be maintained in a satisfactory state of cleanliness and sanitation and shall comply with state laws and local ordinances for protection and safety.

IV. Requirements for Membership of Extension Clubs and Provisional Members

1. To be certified by Boys & Girls Clubs of America, an Extension Club shall meet all Operating Requirements for a Club except:
 - ▶ **EXTENT OF OPERATION:** The Extension shall be open at least 8 months per year, 3 days per week, and 3 hours per day.
 - ▶ **MEMBERS:** The extension shall have at least 50 members enrolled in any 12-month period and who are also eligible to participate in the activities of the parent Club.
2. An organization operating a Club (including any Member Organization which ceases to comply fully with Articles II and III above) may be designated by the President of Boys & Girls Clubs of America as a Provisional Member provided:
 - ▶ The Club it operates is operated as far as possible in accordance with the Minimum Operating Requirements for a Club.
 - ▶ It is the announced intent of its governing body to requalify as a Member Organization as soon as possible.
 - ▶ It shall not have the right to representation or to vote in the National Council but it may be given such services and benefits as determined by the President which will assist it in carrying on its work and in requalifying for full membership in Boys & Girls Clubs of America.
 - ▶ Such designation shall be for the period of 1 year subject to renewal at the discretion of the President.

Membership Dues

Each Member Organization and Provisional Member shall pay dues annually to Boys & Girls Clubs of America based on its total operating expenses of the previous year, exclusive of the cost of the operation of resident camps and the direct cost of raising money. The amount of dues is determined by the following formula:

Club Operating Expenses	Rate of Dues Payable
\$50 to \$100,000	1½% of the total amount
\$100,000 to \$200,000	\$1,500 plus 1% of the excess over \$100,000
\$200,000 to \$1,000,000	\$2,500 plus ½% of the excess over \$200,000
\$1,000,000 and above	\$6,500 plus ¼% of the excess over \$1,000,000

Membership of a Member Organization may be forfeited for non-payment of dues.

A system of fees for special services which are unusual and over and above those normally expected to result from the payment of dues shall be established by the administration of Boys & Girls Clubs of America with the approval of the Executive Committee.



Sample Articles of Incorporation Of a Native American Boys & Girls Club

ARTICLE I. Name

The name of the Corporation shall be “Boys & Girls Club of _____.”

ARTICLE II. Purpose

Section 1. The purpose of the Corporation shall be to provide guidance and to promote the health, social, educational, vocational, character, and cultural development of boys and girls, without regard to race, color, creed, or national origin, and to operate one or more Club sites for program activities and services.

Section 2. The Corporation is organized exclusively for charitable, educational, religious, or scientific purposes within the meaning of section 501(c)(3) of the Internal Revenue Code. The Corporation shall have no capital stock, its object and purpose being solely of a benevolent character, and not for individual pecuniary gain or profit to its members.

Section 3. The beginning date of the Corporation will be on the date of acceptance by the Secretary of State with review on a yearly basis at the annual meeting in January until the year 2025.

ARTICLE III. Board of Directors

Section 1. Any adult of the _____ reservation or surrounding communities may become a member of the Board of Directors of the Corporation, providing that no conflict of interest exists. The Board shall consist of at least ___ members but no more than ___, one of which must be a Tribal Governing Board member.

Section 2. The business, property, and affairs of the Corporation shall be managed by the Board of Directors, which shall have the power to: initiate and approve plans and programs for the welfare of Boys & Girls Club members; have management of the land, buildings, equipment, securities, and all other properties of the Corporation; adopt the annual budget of the Corporation; borrow money, raise and disburse funds, invest and reinvest funds of the Corporation; make contracts; appoint the Executive Director and appoint or delegate the power to appoint other employees of the Corporation; perform all other duties and have such other powers as may be necessary to carry out the purpose of the Corporation.

Section 3. The number of members of the Board of Directors who shall be members of the Corporation shall be fixed by the members of the Corporation at their first meeting, and this number may be changed at any annual meeting; provided, however, there shall not be less than _____ members of the Board of Directors for more than 60 days, exclusive of any officers of the Corporation who may be ex-officio members of the Board of Directors.

Section 4. At the first meeting of the members of the Corporation, one-third of the members of the Board of Directors shall be elected for 1 year, one-third for 2 years, and one-third for 3 years, from among the members of the Corporation. At each annual meeting thereafter, one-third of the number of directors shall

be elected for 3-year terms. If the number of the members of the Board of Directors is increased at any annual meeting, the additional members shall be adjusted, as may be necessary to provide an equal number serving 1, 2, and 3-year terms.

Section 5. The Board of Directors shall have the power to fill vacancies in its own membership. Such new members shall hold office until the next annual meeting of the members of the Corporation.

Section 6. The Registered Agent in _____ shall be the Chairperson of the Board of Directors. The present Chairperson is _____.

ARTICLE IV. Officers

Section 1. The officers of the Corporation shall be a Chairperson, one or more Vice-Chairpersons, a Treasurer, and a Secretary, who shall be elected annually by the Board of Directors. All officers shall serve for 1 year or until their successors are elected.

Section 2. The Board of Directors shall have the power to fill vacancies among the officers at any time and officers so elected to fill vacancies shall serve until the next annual meeting of the Board or until their successors are elected.

ARTICLE V. Annual Meetings

Section 1. The annual meeting of the Board of Directors of the Corporation shall be held in January of each year, at a time and place to be fixed by the Board of Directors for the purpose of receiving reports of officers, committees, and the executive director; to elect members of the Board of Directors; to increase/decrease the number of Board members; and to act on any other matters that may properly come before the annual meeting. Notices of such a meeting shall be mailed by the secretary to the members of the Corporation at least 30 days before the date of the meeting.

ARTICLE VI. Bylaws

The Board of Directors shall have the power to adopt bylaws regulating the affairs and prescribing the duties of the officers and executive director of the Corporation, which shall be consistent with this constitution. The following are the Board of Directors' names and complete addresses:

Chairperson:

Vice-Chair:

Treasurer:

Secretary:

Members:

ARTICLE VII. Use of Assets on Dissolution and Use of Income

Section 1. Upon the dissolution of the Corporation, the Board of Directors shall (after paying or making provisions for the payment of all the liabilities of the Corporation) dispose of all of the assets of the Corporation exclusively for the purpose of the Corporation in such a manner or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes and shall at

the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law) as the Board of Directors shall determine. Any such assets not so disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Section 2. In the event of a dispute or disagreement, or other inability to act, the assets shall be disposed of by the _____ Tribal Court, in which jurisdiction the principal office of the Corporation is located, exclusively for such purposes or to such organization or organizations as the court shall determine consistent with the provisions of Section 1 above.

ARTICLE VIII. Amendments

This constitution may be amended upon two-thirds vote of the members present and voting at any meeting of the Corporation; provided that a copy of the proposed amendment shall have been mailed to each member of the Corporation at least 30 days before the date of the meeting at which the proposed amendment is to be acted upon.

ARTICLE IX. Effective Date

This constitution shall become effective immediately upon adoption by two-thirds vote of the members of the Corporation present and voting.

The revised Articles of Incorporation were adopted on _____ and amended _____. The revised Articles supersede and take the place of the theretofore existing Articles of Incorporation and amendments thereto.

Secretary
Board of Directors
Boys & Girls Club of _____



Sample Bylaws of a Native American Boys & Girls Club

ARTICLE I. Offices

The principal office of the organization shall be located within the _____ Reservation, _____.

ARTICLE II. Meetings

Section 1. Regular Meetings. Regular meetings of the Board of Directors shall be held monthly at such places and times as the Board shall designate.

Section 2. Special Meetings. Special meetings may be held at the call of the President or of one-third of the members of the Board, providing a notice of the time and purpose of the meeting is given to each member.

Section 3. Annual Meetings. The annual meeting of the members of the Board of Directors shall be held in January of each year, at a time and place to be fixed by the Board of Directors, for the purpose of receiving reports of officers, committees, and the Executive Director; to elect members of the Board of Directors and officers; and to act on any other matters that may properly come before the annual meeting. Notices of such a meeting shall be mailed by the Secretary to all members at least 30 days before the date of the meeting.

Section 4. Quorum. A quorum shall consist of the presence of a majority of the Board members. In the absence of a quorum, a majority of those present at the meeting may take an adjournment from time to time until a quorum is present.

Section 5. Manner of Acting. Any action or resolution before the Board requires a majority vote of the members present and voting. In the event of a tie vote, the Chair or Presiding Officer, acting in an ex-officio capacity, must cast the deciding vote.

ARTICLE III. Board of Directors

Section 1. Number and Officers. The Board of Directors shall be comprised of [typically, 8 to 18] members. The Officers shall be a Chairperson, Vice Chairperson, and Secretary/Treasurer (which may be one or two positions as determined by the Board). The Chairperson shall be an ex-officio member of the Board during his/her respective term of office.

Section 2. Duties of Officers.

- A. Chairperson. The Chairperson shall preside at all meetings of the Board; appoint the members of all committees and be an ex-officio member of all such committees; sign such papers as may be required by his/her office or as may be directed by the Board of Directors; make such reports and recommendations to the Board of Directors and to the members of the corporation at any regular or special meetings concerning the work and affairs of the corporation, as his/her judgment may be necessary for their information and guidance; request from the Treasurer, Secretary, and Executive



Director such reports as in his/her judgment are necessary; and perform such other duties as may be incidental to the office.

- B. Vice-Chairperson. The Vice-Chairperson(s), in the order named by the Board of Directors, shall perform the duties of the Chairperson in case of his/her absence, resignation, or inability to act.
- C. Secretary. The Secretary shall issue in writing all notices of meetings of members of the corporation and Board of Directors; notify individuals elected to office or membership; keep complete records of the meetings of the members of the corporation and of the Board of Directors, including an accurate record of attendance of members; notify the Board development committee of persons dropped from membership for nonattendance or other cause; furnish the Board development committee with a list of officers and members of the Board of Directors whose terms shall expire at the next annual meeting; mail such other notices as may be directed by the Board of Directors; be custodian of all records of the corporation, except such records and papers as shall be kept by the Treasurer as herein provided; sign such papers as may be required by his/her office or as directed by the Board; and perform such other duties as may be incidental to the office.
- D. Treasurer. The Treasurer shall receive all moneys of the Corporation and have custody thereof; deposit the funds of the corporation in one or more banks selected by the Board of Directors, to be disbursed in accordance with directions of, and upon the signatures of, persons designated by the Board of Directors; keep a full account of all moneys received and paid out and make such reports thereof to the Chairperson and Board of Directors as they may require; receive and have custody of all deeds, securities, notes, contracts, and other financial papers of the corporation and place them for safekeeping in the safe deposit vaults of a bank designated by the Board of Directors and under such rules of access as such Board of Directors shall determine; keep full account of all deeds, securities, notes, and financial papers of the corporation, make such reports thereof to the Chairperson and Board as they may require, cause the books of account of the corporation to be audited at least once annually by a public accountant; sign such papers as may be required by his/her office or as may be directed by the Board; and perform such other duties as may be incidental to the office. The Treasurer may be required by the Board to give such bonds as they shall determine for the faithful performance of his/her duties.

Section 3. Nominations and Elections. At least 30 days before the date of the annual meeting, the Secretary shall furnish the Board with names of members whose terms will expire at such annual meeting. The Board Development Committee will submit names of individuals who have expressed interest in assuming the responsibilities of Board membership. New members will be elected by secret ballot, after which the officers will be elected. The presiding Chairperson will accept nominations for Chairperson, and Board election by secret ballot will follow. After the Chair is seated, he/she will immediately accept nominations for Vice-Chair, who will then be elected by secret ballot. The Chair will then proceed similarly with the offices of Secretary and Treasurer.

Section 4. Vacancies. The Board of Directors may fill vacancies in its membership. Such new members shall hold office until the next annual meeting of the Board.

Section 5. Removal. Any member may be removed for cause on recommendation of the Board of Directors and by a two-thirds vote of the members present and voting at any meeting. Absence from three consecutive Board meetings is automatically determined cause for removal of a member. "Cause" shall be determined by the Board on a case by case basis.



Section 6. Conflict of Interest. No person may sit as a member of the Board if a conflict of interest exists. A conflict of interest exists if a member/candidate is employed by the Club or is either married to an employee, or is a member of the employee's immediate family (parent or sibling).

ARTICLE IV. Committees

Section 1. Standing Committees. There shall be the following standing committees of the Corporation; however, other committees may be developed as needed:

- ▶ Executive Committee; Board Development Committee; Finance and Fund Development; Human Resource Committee; Program Committee; Property Management Committee; Marketing and Communications; and Legal and Insurance Committee.

Section 2. Executive Committee. The Executive Committee shall consist of the officers of the Board, the Chairpersons of various standing committees, and other such members as may be deemed advisable. The committee meets on call between regular meetings of the Board of Directors and assumes such duties and powers as are delegated to it by the Board of Directors.

Section 3. Board Development Committee. The Board Development Committee shall consist of at least three members of the Board. It shall be the duty of the Board Development Committee to report a list of individuals who have expressed interest in assuming responsibilities of Board membership. The Board Development Committee shall be responsible for the recruitment of new Board members, suggest criteria for Board member election, and recognize Board members through an awards program. The Board Development Committee shall appoint a secretary from among its members who shall keep an accurate record of its meetings.

Section 4. Finance and Fund Development Committee. The Finance and Fund Development Committee shall consist of at least three members of the Board of Directors and shall include the treasurer. It shall be the duty of the Finance and Fund Development Committee to report and make recommendations to the Board of Directors concerning all the financial and fund raising affairs of the corporation. The Finance and Fund Development Committee shall appoint a secretary from among its members who shall keep an accurate record of its meetings.

Section 5. Human Resource Committee. The Human Resource Committee shall consist of at least five members, which includes the Executive Director. It shall be the duty of the Human Resource Committee to report and make recommendations to the Board of Directors concerning all matters of personnel. The Human Resources Committee shall appoint a secretary from among its members who shall keep an accurate record of its meetings.

Section 6. Program Committee. The Program Committee shall consist of at least three members of the Board of Directors. It shall be the duty of the Program Committee to report and make recommendations to the Board of Directors concerning the programs of the corporation, their relative healthfulness, safety, and adequacy of supervision. The Program Committee shall appoint a secretary from among its members who shall keep an accurate record of its meetings.

Section 7. Property Management Committee. The Property Management Committee shall consist of at least three members of the Board of Directors. It shall be the duty of the Property Management Committee to report and make recommendations to the Board concerning the maintenance of building(s) and other properties of the

corporation, including the retention of adequate limits of property and casualty insurance and the provision of safety and loss prevention programs for the guidance of staff. The Property Management Committee shall appoint a secretary from among its members who shall keep an accurate record of its meetings.

Section 8. Marketing and Communications Committee. The Marketing and Communications Committee shall consist of at least three members of the Board. It shall be the duty of the Marketing and Communications Committee to report and make recommendations to the Board concerning all matters of public relations. The Marketing and Communications Committee shall appoint a secretary from among its members who shall keep an accurate record of its meetings.

Section 9. Legal and Insurance Committee. The Legal and Insurance Committee should be chaired by an attorney and shall handle all legal matters pertaining to Boys & Girls Club's operations, including compliance with local, state, and federal laws and regulations. This Committee, including the services of a competent insurance broker (who may not necessarily be a Board member), reviews the insurance portfolio of the Boys & Girls Club annually to determine that adequate limits of coverage are kept in force. It develops and gives Board leadership to a loss-prevention program to assure the safe and healthful operation of the Boys & Girls Club. The Legal and Insurance Committee shall appoint a secretary from among its members who shall keep an accurate record of its meetings.

ARTICLE V. Executive Director

Section 1. The Executive Director shall manage the affairs and direct the work and employees of the organization, subject to, and in accordance with, the directions of the Board of Directors; prepare budgets of expense for the approval of the Finance and Development Committee; and be authorized to incur expenses in accordance with approved budget, or as directed by the Board of Directors.

Section 2. The Executive Director shall attend all meetings of the Board unless otherwise directed by the Board and shall be an ex-officio member of all committees.

Section 3. The Executive Director shall from time to time make reports of the work and affairs of the organization to the Chairperson and Board at their annual and special meetings.

ARTICLE VI. Fiscal Year

The fiscal year of the organization shall be the calendar year.

ARTICLE VII. Amendments

These bylaws may be amended by a majority vote of the members of the entire Board of any regular or special meeting called for that purpose; provided notice of the proposed change is given in the notice of the meeting at least 1 week prior to the meeting.

The revised Bylaws were adopted on _____

Secretary

Board of Directors



Boys & Girls Club Sample Expense Budget

Personnel

Executive Director/Unit Director	\$25,000
Benefits and Other Personnel Costs (24%)	6,000
Staff (part-time):	
Program Director	10,000
Activity Coordinator (2)	8,000
Other Personnel Costs (20%)	3,600

Other Direct Costs

Program Supplies	5,000
Transportation	2,500
Equipment	2,000
Office Supplies	1,500
Training and conferences	2,000
Printing	1,000
Postage and shipping	1,500
Insurance	2,500
B&GCA membership dues	1,075

TOTAL **\$71,675**



Memorandum of Agreement Between Bristol Bay Housing Authority, Dillingham Boys & Girls Club Advisory Committee, Boys & Girls Clubs of Greater Anchorage, and City of Dillingham

This Agreement is entered into between Bristol Bay Housing Authority, an Indian housing authority established pursuant to AS 18.55.995, et seq., hereinafter “BBHA;” Dillingham Boys & Girls Club Steering Committee, an unincorporated nonprofit group organized for the purpose of establishing a Boys & Girls Club in Dillingham, hereinafter “Committee;” Boys & Girls Clubs of Greater Anchorage, an incorporated nonprofit youth development organization, hereinafter “Club;” and the City of Dillingham, an incorporated nonprofit organization, hereinafter “City.”

I. Concept:

BBHA received a drug elimination grant for the Bristol Bay Region, a portion of which will be utilized in Dillingham and may be used for services, including salaries and expenses for staff of a drug elimination program. BBHA maintains 61 units of mutual help home ownership housing in Dillingham. The purpose of the drug elimination grant is to provide a safe and healthy environment for the youth in the Bristol Bay Region and to provide beneficial activities as an alternative to substance abuse.

A brief overview of the respective obligations of the parties is as follows:

BBHA—Provides funding (from grant proceeds), general oversight, and a VISTA volunteer to assist all parties involved in the successful operation of the Club.

Club—Provides for program development, recruiting and training of staff, delivery of Club activities and programs, and maintenance of a safe and sanitary program space.

City—Provides rent free, a facility, including liability and fire insurance.

Committee—Assists the Boys & Girls Club in being responsive to the needs of Dillingham’s youth.

Therefore, the Bristol Bay Housing Authority, the Boys & Girls Clubs of Greater Anchorage, the Dillingham Boys & Girls Club Advisory Committee, and the City of Dillingham agree to the following:

II. Bristol Bay Housing Authority (BBHA) will:

1. Provide overall management of this grant which includes:
 - A. Executes the grant agreement with HUD;
 - B. Submits the semiannual and final financial and performance reports to HUD; or
 - C. Contracts with an independent auditor to perform the annual audit;
 - D. Requests any changes or amendments to the grant agreement;
 - E. Requisitions all grant funds from HUD;



- F. Revises request for program funds and financial transactions, maintains books and records with support documents;
 - G. Ensures that all activities and transactions are in accordance with the specific terms of the grant agreement and special conditions or amendments of the grant;
 - H. Provides travel costs, as allowed by the budget, from the grant funds through the Boys & Girls Clubs of Greater Anchorage to the VISTA personnel for travel that pertains to the operation of the Dillingham Boys & Girls Club; travel costs may include, but may not be limited to, trips to Anchorage, as necessary, and per diem, to the extent allowed by the budget.
 - I. Coordinates on-site visits with HUD.
2. Monitors Drug Elimination Grant activities of the Club through:
 - A. Monthly financial reports;
 - B. Quarterly progress reports;
 - C. Semiannual financial and progress reports;
 - D. Final financial and progress reports;
 - E. Scheduled on-site visits to the Boys & Girls Club site in Dillingham.
 3. Provides technical assistance to the parties of this AGREEMENT by:
 - A. Identifying technical assistance needs and assisting the parties in addressing these issues;
 - B. Acting as a liaison in acquiring more information about other Federal grants, regulations, or other similar information relevant to the grant.
 4. Coordinates the joint quarterly meetings between all the parties of this AGREEMENT by:
 - A. Setting up a quarterly meeting schedule agreed upon by all parties;
 - B. Notifying all parties of upcoming meetings.
 5. Provides funds for the Club for the overall operation of the Dillingham Boys & Girls Club Unit in accordance with the approved budget as outlined in the grant submittal and as approved by the grant agreement and this AGREEMENT as follows:
 - A. Disbursement of grant funds are contingent on satisfactory monthly financial and quarterly progress reports to BBHA.
 - B. Financial Reports are due 10 days from month ending (dates to be determined).
 - C. Quarterly progress reports are due 10 days from the month ending (dates to be determined).

III. Dillingham Boys & Girls Club Advisory Committee will:

1. Meet with BBHA and Club on a quarterly basis;
2. Promote the program in the community;

3. Assist in developing the plans and activities of the program;
4. Participate in joint meetings with the parties of this AGREEMENT;
5. Assist the VISTA personnel and Unit Manager by providing guidance pertaining to the goals of the Committee with regard to the Dillingham Boys & Girls Club;
6. Support the VISTA personnel and Unit Manager's efforts in Dillingham.

IV. Boys & Girls Clubs of Greater Anchorage will:

1. Maintain a high quality of services and professional standards in carrying out the goals and objectives of this grant.
2. Carry out its management responsibilities by:
 - A. Developing the job description for the Unit Manager and recruiting, hiring, and training for this position in a manner that is responsive to the needs of the Dillingham community;
 - B. Working with the Committee, youth, other community members, and organizations to develop a successful program that meets the needs of the community and its youth;
 - C. Providing monthly financial reports to BBHA, including all cash receipts and cash disbursement documents to BBHA on a monthly basis;
 - D. Providing quarterly progress reports to BBHA;
 - E. Providing semiannual financial and progress reports to BBHA;
 - F. Providing final financial and progress reports to BBHA;
 - G. Participating in on-site visits as scheduled;
 - H. Participating in joint meetings with the Committee and BBHA;
 - I. Assisting in the preparation of grants for the continuation of a similar program;
 - J. Providing BBHA with access to all records pertaining to the Drug Elimination Grant for the Dillingham Boys & Girls Club;
 - K. Providing training to the VISTA personnel in the concepts of the Boys & Girls Club;
 - L. Assisting the VISTA personnel by providing guidance for the operation of the Dillingham Boys & Girls Club;
 - M. Providing copies to BBHA of all insurance policies pertaining to the Dillingham Boys & Girls Club;
 - N. Operating with the attached budget (not included with this sample document).

V. City of Dillingham will:

1. Provide free rent in a safe economical building for a 12-month period commencing on the start date of (to be determined) and ending 12 months from that date. The building must be adequate to house a drug prevention program and meet the criteria set out herein.
2. Provide liability and fire insurance for the building donated for use by the Dillingham Boys & Girls Club Unit. All parties to this AGREEMENT will be named insured.
3. Waive all responsibility from the Club and BBHA for any damages or destruction which may occur when the building is not in use by its program.
4. Provide overall maintenance of the building to ensure the safety and health of the program participants and staff; provide repairs as needed.
5. Work with all parties involved for the good of the community.
6. The City of Dillingham will provide electricity and oil heat for the City-owned space designated for the Dillingham Boys & Girls Club.

VI. Term of Agreement

This AGREEMENT shall take effect upon the execution of the parties and will continue in force until it is amended or terminated in writing by mutual agreement, or until grant award, whichever is sooner. This AGREEMENT may only be extended by a writing signed by all parties.

IN WITNESS WHEREOF, the parties have executed this AGREEMENT on the _____ day of _____, 19____.

BRISTOL BAY HOUSING AUTHORITY
1244 Tower Road
P. O. Box 50
Dillingham, Alaska 99576

By: _____
Executive Director

DILLINGHAM BOYS & GIRLS CLUB STEERING COMMITTEE
c/o Dillingham City Hall
P. O. Box 889
Dillingham, Alaska 99576

By: _____
Chair



BOYS & GIRLS CLUBS OF GREATER ANCHORAGE
2300 W. 36th Avenue
Anchorage, Alaska 99517

By: _____
Executive Director

CITY OF DILLINGHAM
141 Main Street
P. O. Box 889
Dillingham, Alaska 99576

By: _____
Mayor

SAMPLE



Sample Performance-based Job Description–Cultural/Activities Coordinator

Boys & Girls Club of _____

Job Title: Cultural/Activities Coordinator

Part-Time

Employee

Immediate Supervisor: Program Director

Unit Director

We understand and mutually accept that the descriptions, conditions, and supplements represent our understanding of the job to be performed. It is also understood that this position is “at will” and the Board of Directors or its designated representative can change these unilaterally under what they deem to be appropriate circumstances.

Employee

Date

Supervisor

Date

Under the direction of the Executive Director of Boys & Girls Club of _____, this position will be responsible for scheduling and development of a cultural program and cultural activities. Secondary responsibilities will be to assist the Program Director and Program Coordinators in everyday planning, coordination, and implementation of general Club activities. Knowledge of traditional ways is preferred. A rotating work schedule of mostly evenings with some weekends is required. This position is part-time and will be employed approximately twenty (20) hours per week. It is the responsibility of the Cultural/Activities Coordinator to provide:

- ▶ A friendly instruction to the Club.
- ▶ Opportunity to form friendships and relations with staff members.
- ▶ Opportunity for informal individual and group guidance.
- ▶ Opportunity to develop old skills and learn new skills.
- ▶ Opportunity for non-competitive and competitive fun.
- ▶ Opportunity to get along with peers.
- ▶ Opportunity to make good use of leisure time.
- ▶ Opportunity to gain acceptance of self and build self-esteem.

A. Program:

1. Develop a Cultural Program for Boys & Girls Club of ____.
2. Develop a Youth Cultural Club organization with elected officers and bylaws.
3. Form an adult advisory group to assist Youth Cultural Club.
4. Begin scheduling with outside events and groups.
5. Plan for Annual Boys & Girls Club of ____ Youth Powwow.
6. Lead Cultural activities on evenings and weekends.
7. Implement special programs and projects (fine arts, etc.).
8. Prepare report for the quarterly newsletter.
9. Work with schools and other community organizations.
10. Network with local school Dance and Cultural Clubs.
11. Develop list of consultants both local and intertribal.
12. Implement instruction of Traditional ways into other Boys & Girls Club programs such as health, recreation, and education.
13. Must work with other coordinators on planned activities such as lock-ins, campouts, trips, and other activities.
14. Is responsible for day and evening shift supervision and operation of Boys & Girls Club and programs. This includes supervision of youth and enforcement of all center rules and disciplinary measures.
15. Write monthly narrative reports which include descriptions of activities, statistics, and evaluations of events.
16. Conduct other duties as assigned.

B. Administration:

1. Is responsible for monthly and quarterly reports to funding source(s).
2. Develops and coordinates staff-in-services which address staff training needs in the cultural program.
3. Represents Boys & Girls Club of _____ at community meetings/workshops/seminars, etc.
4. Secures resources to assist in program delivery services to members.
5. The incumbent is expected to use initiative, resourcefulness, and judgment in determining proper guidelines to be used, and may deviate upon review by supervisor.
6. The incumbent is expected to provide information and assistance to individual employees, supervisors, and the general public.

7. The incumbent is expected to adjust to constant pressure and must be able to arrange priorities as needed.
8. Your immediate supervisor will be the Program Director.

C. Maintenance:

1. Maintain the security of the building by locking all windows and doors in your area when it is not supervised.
2. Keep all areas clear and at closing have all areas neat and clean.
3. Advise the Assistant Executive Director when major repairs or problems arise.
4. Be responsible for the proper care, maintenance, and storage of supplies and equipment for the Cultural Program.

If the employee's job performance is sufficient, it will help achieve the following outcomes:

- ▶ Maintain and expand the growth, quality, and services of Boys & Girls Club of _____ .
- ▶ Fulfill to the greatest extent possible the mission and conviction statements of Boys & Girls Club of _____ .
- ▶ Be a physically sound and accountable organization that has the respect and support of the community.
- ▶ Be an integral part of the community in meeting the needs and growth of children and youth.

Qualifications and Skills:

- ▶ Must have high school diploma.
- ▶ Must have good communication skills (written and oral).
- ▶ Must have computer skills.
- ▶ Must have good time management.
- ▶ Must have prior experience organizing events and coordinating with other agencies.
- ▶ Must have current driver's license.



Sample Performance-based Job Description–Outreach Director

Boys & Girls Club of _____

Job Title: Outreach Director

Employee

Immediate Supervisor: Program Director
Unit Director

We understand and mutually accept that the descriptions, conditions, and supplements represent our understanding of the job to be performed. It is also understood that this position is “at will” and the Board of Directors or its designated representative can change these unilaterally under what they deem to be appropriate circumstances.

Employee

Date

Supervisor

Date

The Outreach Director will be responsible for all details of providing services and transportation to the communities of _____. The Outreach Director will recruit new youth and organize efforts in taking project activities to outreach sites. The Outreach Director will work with and supervise the Outreach Assistant/Family Advocate. Position is full-time supervised by Community Programs Coordinator. It is the responsibility of the Outreach Director to provide:

- ▶ A friendly instruction to the Club.
- ▶ Opportunity to form friendships and relations with staff members.
- ▶ Opportunity for informal individual and group guidance.
- ▶ Opportunity to develop old skills and learn new skills.
- ▶ Opportunity for non-competitive and competitive fun.
- ▶ Opportunity to get along with peers.
- ▶ Opportunity to make good use of leisure time.
- ▶ Opportunity to gain acceptance of self and build self-esteem.

A. Program:

1. Establish outreach sites and services in _____.
2. Take existing Boys & Girls Club programs with curricula to outreach sites for youth and families.
3. Develop or expand weekly activities (culture, arts and crafts, self-esteem, SMART Moves, recreation, etc.) to outreach sites for elementary, middle school, and older age youth.
4. Assist the Academic Assistance Specialist in providing a series of workshops (for parents and extended family members providing tips and homework assignments, motivating students, how to help, etc.) at the outreach sites.
5. Provide transportation for all ages (6-18) of children and their parents from the outreach sites so they may actively participate in all activities offered by the project.
6. Assist at main Boys & Girls Club located in _____ when other sites are not in progress.

B. Administration:

1. Responsible for monthly and quarterly reports to funding source.
2. Develop and coordinate staff in-services which address staff training needs in the education and outreach sites area.
3. Represent the Boys & Girls Club at community meetings/workshops/seminars, etc.
4. Secure resources to assist in program delivery services to members.
5. Assist in budget developing, monitoring, and supervising.
6. Expected to use initiative, resourcefulness, and judgment in determining proper guidelines to be used, and may deviate upon review by supervisor.
7. Expected to provide information and assistance to individual employees, supervisors, and the general public.
8. Expected to adjust to constant pressure and must be able to arrange priorities as needed.
9. Immediate supervisor will be the Program Director.

C. Maintenance:

1. Brush or dust all games, tables, and computers before closing.
2. Maintain the security of the building by locking all windows and doors in your area when it is not supervised.
3. Keep the area clean and at closing have the gym area neat and clean.
4. Games which are damaged or have parts missing should not be used.



5. Computers that are damaged or not working should not be used. Defective equipment encourages misuse. The life of computer hardware equipment may be prolonged, however, by observing the following practices:
 - ▶ Ensure all computers are in working order. Repair damaged computers. Advise supervisor as to repairs that will need to be completed.
 - ▶ Keep track of all software used for educational purposes. To help keep computers virus-free, software off the streets should not be used in computers.
 - ▶ Computers should be kept dust-free on a weekly basis. Dust can be very damaging to computers. Order supplies needed to keep computers dust-free.
6. Cooperate in holding costs down by making repairs immediately before they become major, turning out lights when not in use, and maintaining the proper temperature as much as possible.
7. Advise the Program Director when major repairs or problems arise.
8. Responsible for the proper care, maintenance, and storage of supplies and equipment for the Educational/Tutorial Program.

If the employee's job performance is sufficient, it will help achieve the following:

- ▶ Maintain and expand the growth, quality, and services of Boys & Girls Club of _____.
- ▶ Fulfill to the greatest extent possible the mission and conviction statements of Boys & Girls Club of _____.
- ▶ Be a physically sound and accountable organization that has the respect and support of the community.
- ▶ Be an integral part of the community in meeting the needs and growth of children and youth.

Knowledge and Qualifications:

- ▶ Requires a high school diploma; prefer an AA degree.
- ▶ Must have experience in working with youth.
- ▶ Must have the ability to plan, organize, and conduct program activities.
- ▶ Demonstrate skills, knowledge, and appreciation of areas taught.
- ▶ A special understanding of the needs and interests of children between the ages of 6-18 in the area of social recreation enrichment is also essential.
- ▶ Applicant must demonstrate the ability to communicate effectively with adults and youth.
- ▶ Clean driver's license (CDL) is required.
- ▶ Must be able to obtain a CDL within 30 days.



Sample Performance-based Job Description—SMART Moves Counselor

Boys & Girls Club of _____

Job Title: SMART Moves Counselor

Employee

Immediate Supervisor: Program Director

We understand and mutually accept that the descriptions, conditions, and supplements represent our understanding of the job to be performed. It is also understood that this position is “at will” and the Board of Directors or its designated representative can change these unilaterally under what they deem to be appropriate circumstances.

Employee

Date

Supervisor

Date

The SMART Moves Counselor will develop and maintain a working relationship between Boys & Girls Club of _____ and the _____ school. SMART Moves Counselor will provide anti-drug curriculum to the _____ school systems through small group programs. The Curriculum will begin with 17 weeks of SMART Kids (ages 6 to 9). Parenting groups, which are called Keep SMART, will coincide with SMART Kids. Start SMART (ages 9 to 12) for 10 weeks and Stay SMART (ages 13 to 15) for 12 weeks will follow in subsequent order with a parent group for each program. It is the responsibility of the SMART Moves Counselor to provide:

- ▶ A friendly instruction to the Club.
- ▶ Opportunity to form friendships and relations with staff members.
- ▶ Opportunity for informal individual and group guidance.
- ▶ Opportunity to develop old skills and learn new skills.
- ▶ Opportunity for non-competitive and competitive fun.
- ▶ Opportunity to get along with peers.
- ▶ Opportunity to make good use of leisure time.
- ▶ Opportunity to gain acceptance of self and build self-esteem.



A. Program:

1. Educate Boys & Girls Club members and their families in prevention education through the SMART Moves Program.
2. Publicize the program in the Club and community and recruit Club members and parents for the small group program.
3. Implement and train a prevention team consisting of staff, parents, community representatives, and teen leaders to assist in implementing the program.
4. Promote and stimulate members' interest in prevention activities.
5. Work with schools in facilitating parent involvement.
6. Serve as a liaison between Boys & Girls Club of _____ and surrounding schools.

B. Administration:

1. Fulfill all administrative functions in a timely and comprehensive manner.
2. Complete and submit statistical and narrative reports as required.
3. Develop and coordinate staff in-service trainings which address staff training needs in the SMART Moves Program.
4. Represent the Boys & Girls Club at community meetings/workshops/seminars, etc.
5. Secure resources to assist in program delivery and direct service to members.
6. Operate program within program budget.
7. The incumbent is expected to use initiative, resourcefulness, and judgment in determining proper guidelines to be used, and may deviate upon review by supervisor.
8. The incumbent is expected to provide information and assistance to individual employees, supervisors, and the general public related to the SMART Moves Program.
9. The incumbent is expected to adjust to constant pressure and must be able to arrange priorities as needed.
10. Your immediate supervisor will be the SMART Moves Coordinator.

If the employee's job performance is sufficient, it will help achieve the following outcomes:

- ▶ Maintain and expand the growth, quality, and services of Boys & Girls Club of _____ .
- ▶ Fulfill to the greatest extent possible the mission and conviction statements of Boys & Girls Club of _____ .
- ▶ Be a physically sound and accountable organization that has the respect and support of the community.
- ▶ Be an integral part of the community in meeting the needs and growth of youth.



Knowledge and Qualifications:

- ▶ Knowledge of prevention programs and children's needs.
- ▶ Skills in planning for and achieving program goals and objectives.
- ▶ Excellent communication skills working with staff and other youth agencies.
- ▶ Excellent writing skills.
- ▶ Must be knowledgeable in Team Work Concept and must have ability to develop or adapt new materials and activities.
- ▶ Must be knowledgeable about local educational institutions and collaborative opportunities.
- ▶ College degree preferred; must have experience working with youth.

SAMPLE



Boys & Girls Clubs of America Training and Workshop Opportunities

Basic Activities

A 1-day workshop that prepares program professionals to lead activities, plan special events, and effectively utilize program resources. Special attention is given to introducing new game room activities.

Developing Self-Esteem Through Core Programs

A 1-day workshop that explores how boys and girls develop positive self-esteem and the ways in which self-esteem can be enhanced through core programs. This workshop is designed for Club professionals with primary responsibility for working directly with boys and girls.

Designing a Goal-Setting Program*

A 1-day workshop designed to teach adult, full-time youth development professionals to effectively integrate goal-setting. Group work and implementing the Goals for Growth program are included in this workshop.

Effective Guidance Techniques*

A 2-day workshop designed to help Club professionals become more effective in their relationships with youth and to utilize effective discipline techniques. This workshop is designed for adult staff who work directly with members.

New Professionals Orientation*

A 1-day workshop designed to help new workers understand the history of the Movement, the services available from Boys & Girls Clubs of America, the overall Club program, and career opportunities in the field.

Practice of Boys & Girls Club Work*

A 5-day course covering five essential aspects of the Club program: history and purpose of the Movement; how to conduct a needs assessment; principles of program development; providing guidance; and program activity skills. This workshop is designed for adults who have worked in a Club 2 years or less.

Principles of Child Development*

A 1-day workshop exploring growth and development traits of boys and girls and how these traits are used in program development. This workshop is designed for all program professionals.

** Highly recommended for new program professionals*



Program Management

A 1-day workshop for experienced Club professionals who have primary responsibilities for planning and/or managing programs. Participants will learn how to conduct a needs assessment, develop objectives and action plans, and evaluate the effectiveness of their program.

Program Basics*

A 1-day workshop introducing new professionals to the Boys & Girls Club approach to the program. Participants will learn how to plan and implement youth development activities to meet the needs and interests of members.

Providing Opportunities for Boys and Girls

A 2-day workshop preparing Club administrators to develop and implement policies regarding services to boys and girls. The workshop also prepares participants to deliver training that will enable Club staff to create an environment and implement programs to attract and retain girls and boys.

National TEENSupreme Training Program

The TEENSupreme Training Academy—a 2-day event preparing Club professionals to implement state-of-the-art strategies and program models for recruiting, engaging, and retaining teenagers. This professional development event will prepare Boys & Girls Clubs to build teen membership and strengthen teen programs. The syllabus will address:

- ▶ Techniques for recruiting and involving teens
- ▶ Adolescent needs and interests
- ▶ Creating a conducive environment for teens
- ▶ Program planning with teens
- ▶ Successful program models
- ▶ Community collaborations and support for teen programming.

Athletic Directors

A 1-day workshop designed to provide a focus and resources for developing a comprehensive health and fitness program in a Boys & Girls Club. It reflects the work Boys & Girls Clubs of America is coordinating with the National Youth Sports Coaches Association (NYSCA). NYSCA provides coaching leadership training for all workshop participants.

Gang Prevention through Targeted Outreach Program

A 1½-day workshop designed to teach gang prevention strategies to youth development professionals. Strategies include recruiting youth at risk of gang involvement, mainstreaming them into the Club, and monitoring their progress.

Cultural Enrichment Workshop

A 1-day workshop providing cultural enrichment staff with skills and techniques for conducting a quality cultural enrichment program.

SMART Moves

A 2-day workshop for prevention teams consisting of peer leaders, Club staff, and community representatives and/or parents with the skills necessary to implement the comprehensive prevention program aimed at pregnancy prevention, alcohol, tobacco, and other drug abuse prevention. Teams will be able to understand how to implement all resources within the SMART Moves family; i.e., SMART Kids (ages 6-9); Start SMART (ages 10-12); Stay SMART (ages 13-17); Keep SMART (parents); and Act SMART (HIV/AIDS).

Social Recreation Workshop

A 1-day workshop designed to assist Club workers responsible for this core program area, helping them understand and implement a quality social recreation program.

Programs for Youth Developing Citizenship and Leadership

A 1-day workshop preparing program staff to design leadership opportunities and develop socially responsible young people.

TEENSupreme Keystone Club Orientation

A ½-day workshop designed to help new Keystoners and Keystone advisors to understand the purpose of TEENSupreme Keystone Clubs and learn how to start and operate a TEENSupreme Keystone Club.

Environmental Education

This 1-day workshop is designed to prepare Club professionals to introduce and/or improve environmental education programs in their Club and to implement The Ultimate Journey.

Child Abuse and Neglect

A 1-day workshop designed to help youth development professionals develop and implement health promotion programs to identify and respond to suspected child abuse and neglect.

Educational Programming

A 1-day workshop to help staff create a learning environment and design specific educational programs to assist members in reaching their full educational development.

Career and Employment Programs

A 1-day workshop designed to prepare Club staff to implement a comprehensive program which includes career exploration activities, mentoring, and job preparation. Materials from Broader Horizons, One-With-One, and the Job Search Club will be the focus of this training.



SAMPLE