

Environmental Learning for Kids

Inclusivity Blueprint

March 2011



I. EXECUTIVE SUMMARY

Environmental Learning for Kids is engaging in a two-year process to further inclusiveness and diversity in our organization through The Denver Foundation's Inclusiveness Project. This effort is continuing a two-year inclusivity and diversity training initiated in 2006. This Inclusiveness Blueprint serves as a record for our inclusiveness efforts to date and guidance for the organization to continue efforts going forward.

Through an initial information gathering process with staff, board, constituents, volunteers, and community stakeholders, the following action plan issues were identified:

Action Plan Issues:

- Our data shows that we need a formal process for recruiting people of color for staff.
- Our board is neither representative nor aware of the importance ELK places on being an inclusive organization.
- ELK is reaching many clients of color, but could provide more comprehensive and inclusive program services to their families.
- ELK is reaching many clients of color, but could provide greater outreach to the broader community.

Goals, outcomes, and tasks have been developed for each action plan, and activities will occur through the next 18 months. Additional activities include annual organizational inclusivity trainings and quarterly brown bag lunches hosted by the Inclusiveness Committee.

The Inclusiveness Committee recognizes that this Blueprint is a working document, as much as the effort to becoming a more inclusive organization is a journey and not a destination. In this frame of mind, we look forward to reviewing this document regularly as we grow together.

II. INTRODUCTION TO ELK'S INCLUSIVENESS INITIATIVE PURPOSE

Overview

Environmental Learning for Kids (ELK) is engaging in a two-year process to further inclusiveness and diversity in our organization through The Denver Foundation's Inclusiveness Project. This Inclusiveness Blueprint serves as a record for our inclusiveness efforts to date and guidance for the organization to continue efforts going forward.

Purpose/Rationale

Environmental Learning for Kids' mission is to cultivate a passion in science, leadership, and service in a diverse community of learners.

Diversity and inclusivity aren't new concepts to ELK; the organization was founded to embrace diverse communities and meet their needs for education, leadership training, and experiences in the outdoors. Because ELK serves a majority of youth and parents from historically underserved demographics, inclusiveness and diversity must be at the forefront of our organization. ELK can't serve our communities – or any community – without strong, long-term relationships with community members, a deep understanding of community needs, and an open-minded, collaborative approach to sustainably meeting those needs.

ELK's co-founders are people of color, and the staff, Board of Directors, and volunteers are dedicated to having the crucial conversations and doing the ongoing internal work necessary to ensure the work is authentic, respectful, and community driven. We strive to have our board, staff, and volunteers mirror the community we serve.

In 2006, ELK collaborated with FrontRange Earth Force to embark on inclusivity and diversity training. Through this two-year partnership, ELK's staff and board members received intensive training on how to become an inclusive organization. This resulted in the adoption of inclusivity and expanded non-discrimination statements, intentional efforts by the board to diversify, and the ongoing goal of staff members to value all perspectives and incorporate new viewpoints and needs into programs and outreach.

These initial efforts were encouraging, but also made us realize how much more work there is to do. As our organization continues to grow, we need a strategic plan to ensure our work continues and grows with us. ELK joined The Denver Foundation's Inclusiveness Project in 2010 to begin an intentional, long-term and long-lasting engagement on inclusiveness and diversity. This Inclusivity Blueprint is the beginning of this journey.

Inclusivity Statement

ELK creates and embraces an environment of diversity and inclusiveness where all people, ideas, experiences, and abilities are valued to make this a healthy and exciting organization. (Adopted by Board of Directors July 12, 2007)

Definition of Inclusiveness

Referencing ELK's original Inclusivity Statement, our definition of inclusiveness is as follows:

ELK defines inclusiveness as an environment of diversity where all people, ideas, experiences, and abilities are valued, and where all people will continue intentionally learning and growing as individuals, to make this a healthy and exciting organization. (Adopted by ELK's Inclusiveness Committee March 14, 2011)

Case Statement

ELK creates an empowering learning community of diversity and inclusiveness embracing the ideas, experiences and self determination of all people.

We are developing a model equitable organization where participants, staff, board, and volunteers passionately reflect ELK's values.

Process Used to Develop the Blueprint

ELK formed an Inclusiveness Committee led by our Executive Director and composed of board members, ELK youth, volunteers, and staff members. In addition to discussing issues of inclusiveness and diversity in the workplace and the world, and providing a space for self-discovery and learning, the Inclusiveness Committee led the blueprint development process and gathered information about our organization and community. The Inclusivity Blueprint will be approved by ELK's Board of Directors.

Duration of the Blueprint

We understand that this Inclusivity Blueprint is a living document that must be able and willing to grow as our organization grows. ELK's Inclusivity Committee will review the Blueprint annually and make changes as it sees fit.

III. METHODOLOGY AND DATA GATHERING

The Inclusivity Committee identified the groups listed below as critical constituents, and the following means were employed to solicit their views, experiences with and opinions of ELK. The Inclusiveness Committee reviewed a series of questions from the *Inclusiveness at Work* book provided by The Denver Foundation Inclusiveness Project and selected a number of questions we deemed appropriate for each group. (Please see Appendix A for survey questions and results.)

- 1) **Staff** – A discussion group was convened which included all staff members. This group utilized a roundtable format to discuss 11 predetermined questions.
- 2) **Board of Directors** – This survey was sent to the board via Survey Monkey.
- 3) **Community Members** – This group consisted of families of both current and past ELK participants, key stakeholders and partners. A survey of 10 questions was sent via Survey Monkey.
- 4) **Youth** – 8 ELK youth met for a roundtable discussion at the Denver Museum of Nature and Science. The students were asked a series of questions around inclusivity and were then able to share their beliefs and convictions with each other and the ELK Staff.

After information was gathered, facilitator Daniel Escalante compiled the raw data and made initial recommendations to the Committee. A sub-committee reviewed and made final recommendations (see Appendix B).

III. KEY FINDINGS FROM INFORMATION GATHERED

Personnel

1. In what ways is ELK more or less diverse than our community?

- Census data from the Piton Foundation and quickfacts.census.gov shows that the area that we serve has the following breakdown: 44% African-American, 36% Latino/Hispanic, 20% White/Other. The primary languages spoken in our service area, other than English, is Spanish.
- Our six full-time staff members breakdown as follows in terms of race and ethnicity: 33% white, 16% African-American, 33% Latino, 17% Asian. As compared to the community we serve, our staff is less representative of the African-American and Latino communities; also, we do not have any staff members who can communicate with mono-lingual Spanish speaking clients.

2. What trends can we identify related to personnel and inclusiveness?

- Our staff has had a numerical increase in diversity over the past five years; in 2006, our staff of four was 50% Latino, 50% White.
- We found that our organization, which has excelled at recruiting and retaining staff members of color in our field, attributed their success to the following general factors: active, targeted recruitment among communities of color; professional development opportunities; and a supportive internal atmosphere. Targeted recruitment strategies included placing job ads in publications serving communities of color, connecting with leadership development programs for communities of color, connecting with student alliances around race and ethnicity at local universities and developing strong peer-to-peer networks to distribute job advertisements through current staff, board members, and colleagues.
- Professional development opportunities include having quarterly staff-wide training opportunities on current issues and challenges; discussing diversity and inclusiveness at weekly staff meetings; supporting staff members as they go to school through tuition assistance and more flexible scheduling; and supporting staff in leadership programs.
- A supportive internal atmosphere was shown as key in staff retention. Staff stated that good benefits packages, teambuilding activities and/or inclusiveness training, a flexible approach to time off for personal or family needs, and encouraging appropriate autonomy and individual agency within positions have all been very important for retention. Most staff members, regardless of race and ethnicity, responded that ELK has a healthy, supportive environment for all staff, and that our sense of teamwork was strong. Staff members felt that our organization had improved its environment and practices related to inclusiveness over the past five years, though there is work still to be done.

Action Plan Issue:

Our data shows that we need a formal process for recruiting people of color for staff.

Goal 1) Improve our recruitment of staff members of color.

Outcome: Staff members of color will have recruitment rates that match or exceed those of white staff members.

Tasks:

- Develop diversity hiring goals with timelines and review process (HR, 6-9 months)
- Document the process for recruiting people of color, to be shared with staff (HR, 18 months)
- Develop a comprehensive plan for advertising all positions that utilizes informal and formal community networks, email lists, etc with strong ties with communities of color (HR, 6 months)

Outcome: Our staff will better represent the make-up of the community we serve, in both race and ethnicity and languages spoken.

Tasks:

- Create standardized procedures for filling positions (HR, 12 months)
- Explore creating an internship or other volunteer opportunities for those representing the community we serve, either high school or college students or those involved with work force development programs (HR, 12 months)
- Re-assess the racial and ethnic make-up of our service area (Program department, annually)

Board of Directors

1. In what ways does the board mirror our community?

- ELK’s board is comprised of 13 volunteers. Ethnic and gender make up are as follows: 23% African-American, 8% Latino, 69% white; 39% male and 61% female. The primary language spoken on our board is English. At this time language spoken on the board has not been analyzed.
- Currently, our board is not representative the race or ethnic communities that we serve.

2. How does the tenure of people of color compare with the tenure of white people serving on ELK’s Board of Directors?

- Self-reporting from current board members indicate that board members do not have enough information to answer this question.

3. What trends can we identify related to the board and inclusiveness?

- Our board has had a decrease in diversity over the past five years; in 2006 our board was 25% White, 12.5% Latina, 62.5% African-American.

Action Plan Issue:

Our board is neither representative nor aware of the importance ELK places on being an inclusive organization.

Goal 2) Work towards recruiting and retaining a Board of Directors that more closely resembles the communities that ELK serves.

Outcome: Not to lose any advancement we make in moving our board forward in our effort to see it ultimately resemble the make-up of the communities we serve.

Tasks:

- Collaboration between Nomination and Inclusiveness Committees with the intention of merging in the future upon review at the end of the year. Full integration of staff, students, and other stakeholders (Nomination and Inclusiveness Committees, 9 months)
- Talk recruitment at all board meetings (Board, monthly)
- Provide inclusiveness training bi-annually to include new board members as they come on (Board, every 6 months)
- Provide specific training for the Nomination Committee (Nomination Committee, 3 months)

Programs and Constituents

1. In what ways are ELK's programs and constituents more or less diverse than our community?

- Compared to the census data, through both Piton.org and quickfacts.census.gov the demographics of individuals in our community eligible for our services closely mirror the current makeup of the entire community. ELK's current program demographics are 44% African-American, 42% Latino, and 20% White/Other. The compared and compiled census data for ELK's major service area of Park Hill, Green Valley Ranch, Montbello, Aurora, and Commerce City is 44% African-American, 36% Latino, and 20% White/Other.
- Class indicators in relation to "low-income" status based on socioeconomic level also mirror the service demographics. ELK's current free or reduced lunch percentage served is 83% and the compared and compiled census data for the service area is less than 20%. This is a direct indicator that we are successfully reaching out to our specific population.

2. In what ways are ELK's programs and constituents more or less diverse and inclusive than our field?

- Based on student and parent testimonials, ELK's programs and constituents are more diverse and inclusive than our field. The number of organizations in ELK's field that request assistance in reaching out to our diverse population is also an indicator of this assertion.
- ELK's offices are located in an industrial area and therefore we do not implement a majority of programs on site at our offices. We instead utilize the Montbello Recreation Center and

other community venues to ensure our constituents have access to ELK's programs within their own communities. ELK's co-founders live in the Montbello community and consistently open their home to ELK's programs as a staging site.

- Future plans for ELK include the acquisition of a facility in the Montbello community; this will greatly increase the capacity of ELK to have a stronger presence within the community we serve.

3. What best practices from the field regarding programs and constituents are relevant to our organization?

Our literature review found the following best practices:

- Build consistent relationships with Chambers of Commerce (Hispanic, Black, and Asian in Denver, specifically);
- Communicate in culturally competent ways, both verbally and nonverbally;
- Offer comprehensive services during evening and weekend hours;
- Ensure an accessible location within the community;
- Sensitivity to different levels of literacy when asking clients to fill out paperwork;
- Ensure that paperwork is also in majority language for your constituents, i.e., in Spanish for ELK's specific programs; and
- Actively recruit volunteers and mentors who mirror the diversity, both through race and class of constituents.

4. What trends can ELK identify regarding programs and constituents that are relevant to our inclusiveness initiative?

- The current trends include a major policy initiative by the current administration to create pipelines to better connect people of color to the outdoors and science. ELK has a long history of being very successful at connecting youth and families of color to the outdoors and science. ELK should be able to make the relevant connections between what we have accomplished to date and how inclusivity has an important part in best practices going forward.
- An ongoing partnership with the Center for Diversity and the Environment and their Environmental Professionals of Color group has strong potential to pilot a program in Colorado that would provide additional opportunities and best practices for ELK's work around inclusivity.

Action Plan Issue:

ELK is reaching many clients of color, but could provide more comprehensive and inclusive program services to their families.

Goal 3) Improve our communications and outreach with families of color to increase the number of eligible families and youth of color accessing our services.

Outcomes: Eligible individuals of color will report a higher level of awareness of ELK and our services in two years.

Tasks:

- Translate brochures into Spanish (Program department, 9 months)
- Place materials in community centers and schools within communities of color (Program department, 6-12 months)
- Hold an open house and encourage current clients to attend and bring friends, neighbors, and relatives (Program department, 12 months)
- Secure more volunteers who speak Spanish to assist with outreach (Program department, 18 months)
- Cultivate more in-depth relationships with Black and Latino community leaders to share background information on our programs and services (Executive Director, 12 months)
- Create ways to partner with faith-based organizations within our service area (Program department, 12 months)

Stakeholder Perspectives

1. What salient themes regarding ELK's programs were identified by a majority of stakeholders?

- Our current clients (ELK youth) reported a relatively high level of satisfaction with ELK's programs, but were concerned that ELK was not located within the community we serve.
- Most individuals who were eligible for our services, but who had not accessed services, did not know about our organization.

2. In what ways is the culture of ELK's programs perceived by different groups to be welcoming, or unwelcoming, of people of color?

- ELK staff members are perceived by our programs' constituents as caring and welcoming, usually going to extra steps to ensure comprehensive customer service and satisfaction.
- Clients generally felt that our programs were welcoming to all racial and ethnic groups, citing the helpfulness of staff, but did note that accessing paperwork via the internet might be a barrier if families or youth do not have access to a computer and/or internet.

3. Do stakeholders believe that ELK currently has a system for identifying and recruiting eligible clients of color? If so, is it effective?

- Clients and staff members noted that youth and families were either referred to ELK through community networks, schools, or ELK's many outreach programs.
- ELK directly identifies and recruits eligible clients of color through direct service programs in the public school system and community groups.

4. Are there any significant inconsistencies in perspectives among groups of stakeholders regarding ELK's programs?

- When staff members were asked if ELK was viewed as a positive contribution to the community, they reported yes. However, when community stakeholders were asked, 50% said they viewed ELK as a positive contribution to the community, while 33% reported that the community was not aware of ELK. 16.7% reported neutral: the community has no opinion of ELK's work. ELK will determine what our goal is for public awareness and opinion, develop a plan to reach this goal and review the goals on a regular basis, with revisions if necessary.

5. What trends can you identify regarding programs and constituents based on the perspectives of stakeholders?

- Staff and stakeholders considered Spanish speaking families to have language as a barrier, ELK will look at reframing this to use it as a golden opportunity for people to learn a different language and it is a plus.
- ELK's work was perceived as doing a good job of reaching eligible clients through established paths, but ELK needs to communicate our stellar work towards ending poverty and supporting other community efforts that have that same goal.
- Community stakeholders encouraged ELK to educate the community about how the condition of the natural environment impacts people of color, LGBTQ, people with physical challenges, socioeconomic, and other groups, i.e., health, safety, economically, and socially to help shape how ELK's work and mission is relevant to all people.

For future and follow-up information gathering staff will be very intentional in conducting face-to-face interviews with stakeholders. The impersonal element of online surveys did not garner the results and participation we would have had through sitting with stakeholders and having a conversation. Follow-up conversations will also include questions such as: How do you identify culturally?; What would you like people to know about your communities?; What would you never like to hear said about your community?; What do you want/need from people who want to be your ally? ELK realizes that the information gathering component is crucial to cultivating and building relationships with all constituent groups to ensure our mission is moving forward and is authentically inclusive in the process.

Action Plan Issue:

ELK is reaching many clients of color, but could provide greater outreach to the broader community.

Goal 4) Increase the number of volunteers who are people of color to serve as mentors to ELK youth to further create an inclusive culture for our programs.

Outcomes: Volunteers of color will increase at least 20% in the next two years.

Tasks:

- Cultivate relationships with staff and programs at the CO Black Chamber of Commerce and the Denver Hispanic Chamber to recruit volunteers of color for ELK’s programs (Program department, 18 months)
- Provide ongoing professional development opportunities (“Train-the-Trainer”) for volunteers (Program department, 12 months)
- Explore partnering with community centers and schools to offer volunteer opportunities for parents with ELK. (Program Department, 12 months)

IV. ACCOUNTABILITY PLAN

ELK’s Inclusiveness Committee, Board of Directors, and Executive Director will monitor progress toward meeting the action items in the Blueprint. The Inclusiveness Committee will review progress toward each objective quarterly and the committee is also written into ELK’s Strategic Plan that was updated and approved by the board in 2010. Quarterly updates will be made at board meetings and staff meetings. Twice per year, the Inclusiveness Committee will evaluate whether action plans should be adjusted; ultimately expanding to include the LGBTQ communities and ADA integration and collaboration. Client statistics will be evaluated every six months and updated by program staff into the database, as will figures related to hiring and promotions.

In two years, ELK will formally evaluate its progress toward the action items by conducting another anonymous staff survey and client focus groups. At this point, ELK’s Executive Director and Board of Directors will determine if ELK should expand its inclusiveness initiative to focus on other areas, including communications, volunteers, and fundraising.

VI. CONCLUSION

ELK looks forward to implementing its action plan. In addition to creating the Blueprint, ELK has engaged in one day-long inclusiveness training session and plans to continue to have a minimum of one day-long session per year. Also, the Inclusiveness Committee at ELK will be hosting four brown bag lunches per year to discuss the organization’s journey toward becoming more fully inclusive. Attendees will include board, staff, youth, community volunteers and other stakeholders.

Appendix A – Information Gathering Raw Data

ELK Staff Survey

December 20, 2011

Compiled by Daniel Escalante, Consultant 720-987-8148 ifnot@mac.com

Topic 4. Organizational Culture

1. What are the things that you value and would NOT change about the organization?
 - a. Open door Policy
 - b. Relationship/Trust
 - c. Valuable/meaningful time together
 - d. Open discussion about diversity, inclusiveness, race, ethnicity
 - e. Quality of people around the table
 - f. Collaboration
 - g. Happens Organic?

2. What are the things you would change about the organizational culture?
 - a. Small staff – Grow
 - i. More people doing what we do now!
 - b. Holding kids more accountable; have them lead projects, meetings, etc.
 - c. Being able to say “no” more intentional
 - d. “Balance”

Topic 3. Personnel

1. Does the organization have a formal or informal process for recruiting people of color for staff?
 - a. YES!!!!
 - b. Chambers
 - c. EPOC
 - d. Colleges
 - e. Intention inclusion
 - f. ID race/gender/sexual orientation
 - g. Lowry Center
 - h. Professional Groups
 - i. Sororities/Fraternities/Colleges
 - j. Muslim Center*
 - k. Jewish Center*
 - l. Gill Foundation
 - m. One Colorado
 - n. GLBT
 - o. Board of Directors- Affiliations
 - p. Church/Mosque- Religions
 - q. Intentional/ Pre-Screening
 - r. Post on a wide variety of places:
Newspapers, Black Chambers, Hispanic Chambers,
Colleges and universities
 - s. Lowry Family Center
 - t. Environmental Professionals of color

1. Are explicit or strategic efforts made to hire staff who possess knowledge of and experience with diverse communities/issues? YES!!!
 - a. From the job description, to the interview, and to the hiring process.

Appendix A – Information Gathering Raw Data

ELK Board Survey

December 20, 2011

Compiled by Daniel Escalante, Consultant 720-987-8148 ifnot@mac.com

1. What do people of color, sexual orientation other than heterosexual, or any other group defining themselves as a minority group report about their experience serving as members of the board of directors? What has been their comfort level in serving ELK in this capacity?

1. I don't know.
2. Do not know.
3. Probably so - so or not good. I think very few people define themselves as "minority" in anything, so even that term turns me off, and lowers my comfort level greatly with ELK.
4. I'm not sure
5. Seems to me that that has not been an issue. The people have come in and worked as any other ethnic group.
6. I never felt uncomfortable on the Board, however, now that their are more of "us" it definitely helps the Board to look more like the community we serve.
7. I was comfortable with my fellow board members during my time on the Board (2006-2009) and felt that being a person of color was an asset for the Board.
8. I don't know what these folks report and i don't feel like i fall into those categories.

2. What could the board of directors do differently to become more inclusive?

1. Include more people from varied backgrounds and experiences.
2. Reach out to other groups, be inclusive
3. TRAINING!!!!
4. Training
5. Not put so much emphasis on ethnicity and accept folks who are willing to work on the Board.
6. I feel that we have taken a BIG step in trying to become more inclusive. The mere fact that we have an inclusivity committee and are able to hold the discussions that we do in our meetings is a huge step. Also, the fact that we notice the need to be more inclusive is very much appreciated!
7. Actively seek out nominations from persons of color and from the LBGT community.
8. Learn more about our audience so we can better relate to them. Recruit board members that better represent our audience.

3. What could the board of directors do differently to address the needs of communities of color, LBGT communities and physically challenged individuals?

1. Perhaps partnering with different organizations that are specifically focused on these groups.
2. Same as above (Reach out to other groups, be inclusive)
3. TRAINING, so the correct terms and language being used are inclusive.
4. Expand their presence on our board. Be proactive and purposeful in looking for more diversity on the board. Set a goal of having our board mirror those we serve.
5. Be aware of the situation and do what each Board members assets are and use those.

Appendix A – Information Gathering Raw Data

6. Be more open and willing to discuss "uncomfortable" topics and actually be out of our comfort zone.
 7. Survey ELK families to see how they feel their needs are being addressed or if they know of any people within their communities willing to sit on the Board.
 8. Learn what those communities need first. Then, provide education and support around those needs. I'm not sure what that looks like until we know the needs.
4. How does the tenure of people of color compare with the tenure of white people serving on ELK's board of directors?
1. I don't know.
 2. Do not know, I would like to see people of color in the roles that will put them in the position to run the BOD.
 3. Shorter.
 4. Don't know
 5. Same
 6. Same
 7. The tenure of people of color on the Board is much longer as a lot of us were just added to the Board within the last two years.
 8. I'm not sure but it seems that the people of color (myself included) do not stay on the Board as long as the white Board members.
 9. there are more white people on the board.
5. To what extent does the board of directors consider issues relating to race and ethnicity, sexual orientation, and or physical challenges when it sets policies and makes decisions for ELK?
1. To my knowledge, it appears that these issues are almost always included, directly or indirectly, in nearly all decisions for ELK.
 2. We discuss things, but only on the surface.
 3. They don't unless staff brings it up.
 4. To a very large extent
 5. It is in the forefront.
 6. While we have come very far relating to these issues, the more we can openly discuss them, the more educated we will all become. This will aid in the organization as a whole in relating to these issues.
 7. Again, I'm not familiar with the current Board's policies or decision making processes.
 8. We are moving towards considering those factors in all decisions.

Appendix A – Information Gathering Raw Data

Environmental Learning for Kids Youth Info Gathering

Q1. How is the community reflected in the clients who regularly use the services of the organization?

1. Better Leadership Skills
2. Use them to do other projects in the community
3. Helps keep kids out of trouble
4. Help clean up the communities
5. Help keep kids out of trouble
6. Different leadership skills coming through learning through others.
7. Kids busy, out of trouble
8. Green Valley Ranch and Montbello are separate but alike
9. Better leadership skills
10. Volunteer work
11. Keeps kids busy and out of trouble

Q2. In what ways does the organization generally have knowledge about the common beliefs, customs, norms, and values of communities of color in your service area?

1. Been around them and know
2. Went around looking for the same but encountered people with differences and learned.
3. My community needs to get out more so we can have our community.
4. Personal Experiences (relate)
5. Relationships that staff build (creation of the program)
6. Constant contact, personalities
7. ELK has a lot of experience with a lot of people but treats everybody the same way

Q3. List the programs/services the organization provides that meet the community's needs and interests

- | | |
|-----------------------------------|----------------------------------|
| 1. Incentives | 15. Community Clean ups |
| 2. Leadership skills | 16. Incentives |
| 3. Taking care of parks | 17. Leadership Skills |
| 4. There to help them | 18. Service learning |
| 5. Personal relationships | 19. Meeting new friends |
| 6. We have to got to them | 20. Personal relationships |
| 7. Tutoring | 21. There to help |
| 8. Incentives | 22. Mentoring |
| 9. Leadership Skills | 23. Tutoring |
| 10. Picking up parks | 24. Incentives |
| 11. Mentoring | 25. Leadership |
| 12. Opportunity to try new things | 26. Taking care of the community |
| 13. Tutoring | 27. Personal relationship |
| 14. Get outdoors | |

Appendix A – Information Gathering Raw Data

ELK Volunteer Survey Monkey

December 20, 2011

Compiled by Daniel Escalante, Consultant 720-987-8148 ifnot@mac.com

1. What is your name? N/A
2. Contact info? N/A
3. Best Way to contact you? N/A
4. Birthday? N/A (half didn't provide birth year)
5. Occupation?
 - a. Accountant, retired
 - b. Environmental Analyst
 - c. Self Employed
6. How did you initially hear about ELK?
 - a. Somebody named Scott
 - b. I participated on a team to assist with the start of an Audobon education program at the Arsenal and I met Stacy. One of past co-workers (Loretta Pineda) is (or was?) on ELK's board.
 - c. Denver Hispanic Chamber of Commerce
7. How long have you been a volunteer for ELK?
 - a. Several years, don't remember exactly
 - b. I have not had an opportunity to volunteer with ELK yet, but am interested in getting involved.
 - c. Less than 1 year
8. What ELK activities have you volunteered for in the past?
 - a. Fishing, golf
 - b. None
 - c. Cast a line, golf tournament
9. In what way would you like to volunteer with ELK in the future?
 - a. Anything that you need
 - b. I'm not sure what volunteer opportunities are available and how I might be of help
 - c. Board, anything involved with the kids, fundraising ideas
10. Do you have any suggestions for the Volunteer Program – ex: how many hours each person should volunteer, how frequently should the volunteer coordinator contact you, etc?
 - a. Hours should be by choice, availability. You will know when you contact too often.
 - b. I'm not sure how the Volunteer Program works now, but I think that volunteers should give what they are able to and when. It seems like the volunteer

Appendix A – Information Gathering Raw Data

coordinator should contact the volunteers as needed when there are opportunities to help with a program or activity.

- c. I am working on my masters degree, my research is on the volunteer assignment problem so I would love to help out our share my program with you to see if we assign volunteers so that they are happier and more likely to volunteer in the future. If you are interested in hearing more about this please give me a call.

Appendix A – Information Gathering Raw Data

ELK Community Member Survey Monkey

December 20, 2011

Compiled by Daniel Escalante, Consultant 720-987-8148 ifnot@mac.com

Total started survey 6
Total finished survey 6

1. What is your role in the community or your organization?

Non-Profit Partner	25.0%	1
Corporate Partner	25.0%	1
School Partner	25.0%	1
Government Partner	25.0%	1
Other: Occasional donor, Supporter		

2. How long have you served in this role and/or organization?

0-3 years	16.7%	1
14-6 years	16.7%	1
17-10 years	33.3%	2
11 or more years	33.3%	2

3. How would you describe your community:

1. Low socio economic community. Many are Spanish speaking only.
2. ?
3. I'm a financial advisor to ELK, and previously served on the board.
4. I'm no longer directly involved in environmental ed or youth programs.
5. very mixed and eclectic

4. How aware are you of Environmental Learning for Kids?

1. Very Aware - I know the organization well	50.0%	3
2. Aware - I know the organization	50.0%	3
3. Somewhat aware - I know the organization but can't describe it	0.0%	0
4. Not aware	0.0%	0
5. Other (please specify)	0.0%	0

5. How is the organization (ELK) viewed by the community in which you are most involved?

Positively - ELK is a positive contribution to the community	50.0%	3
Neutral - the community has no opinion of ELK's work	16.7%	1
Negatively - ELK is a negative contribution to the community	0.0%	0
The community is not aware of Environmental Learning for Kids	33.3%	2

6. What barriers or problems prevent ELK from successfully communicating and working within your community?

1. Our students come from Spanish only speaking families. The kids know English, but their families do not.

Appendix A – Information Gathering Raw Data

2. Broomfield, Westminster as a community does not have many of the social, economic challenges that many of the more urban settings traditionally have, therefore there is an awareness issue.
 3. I work with a bunch of privileged white people who are relatively oblivious to ELK & similar groups
 4. Community is not in Denver
7. What could be done through community and public relations, outreach, and/or communication/marketing to improve ELK's ability to work with your community?
1. Make the community more aware of how the condition of the natural environment impacts them, directly, on a day to day basis. Many of our families struggle with basic needs, such as food, clothing, safe places to live...therefore environmental concerns are at the very bottom of their list.
 2. Better outreach and collaborations with partners both nonprofit or for profit businesses that can help perpetuate the mission and its impact.
 3. Distinguish yourself from competitor groups and/or partner up with ones that have more visibility.
 4. Not sure if ELK can expand beyond Denver into suburbs yet

**Recommendations Generated by the Information Gathering Process
Compiled by Daniel Escalante
January 5, 2011**

Staff

1. Follow Management Philosophy, this includes Staff, Board of Directors, Volunteers, and participants; when appropriate.
2. Develop a short, mid, long-range plan for expansion, including periodic community surveys to identify needs and programming responsive to those needs.
3. Develop ways that youth can be more empowered, i.e. run meetings, lead projects, etc.
4. ****Develop diversity hiring goals with timeline. Document the process of recruitment and review the goals on a regular basis.**
5. ****Have specific questions for the hiring process that these questions relate directly to ELK’s commitment to inclusiveness; review periodically and update as needed.**
6. ****Obtain feedback and suggestions from current staff about the hiring process.**
7. ****Share ELK’s hiring process with other groups.**
8. *****At staff meetings regularly discuss inclusiveness and diversity; also ELK can provide support to attend trainings.**
9. Develop a check list of inclusiveness factors to use when making decisions.

****These are the steps to recruit a diverse staff**

*****This step is to Retain/Maintain diverse Staff**

Board

1. Help board members understand the importance of having diversity and being inclusive, and the definition of “minority” and other terms associated with the process of becoming and maintaining inclusiveness. Provide opportunities for board to learn about the experience of past and current board members.
2. Introduce, educate and provide ongoing training for potential and current board of directors on terms, definitions and phrases relative to diversity, and provide communication skills/tools in support of courageous conversations about inclusiveness.
3. Potential and current board members should be encouraged to participate alone and/or with family members; there will be bi monthly updates.
4. Learn about the communities in the service area and be intentional with developing relationships with them as board members.
5. Be intentional about creating a diverse board and recruit board members onto the board who already understand the importance of diversity and inclusiveness.
6. Develop relationship with ELK families and ask them for help in making the Board more diverse.
7. Utilize staff developed check list of inclusiveness factors to use when making decisions.

Volunteers

1. Determine ways to increase/outreach to volunteers who are members of diverse communities.
2. Increase outreach and education about ELK's mission, goals, and management philosophy.
3. Include questions in the volunteer application and survey questions that relate to diversity and inclusiveness, i.e.
 - a. How do you identify culturally? Racially? Ethnically? And how do you see this as an asset to your volunteer work with ELK?
 - b. What privileges were you exposed to and how does this impact your work with ELK youth?
 - c. How has oppression manifested in your community and how do you do to help make positive changes in this area?
 - d. What is your underlying need(s) that is being met by volunteering at ELK?
 - e. Do you agree with the commitment that ELK has made to inclusiveness? Please elaborate.
4. Provide inclusiveness and diversity training that can be included in a volunteer orientation.
5. Make a volunteer contract, so there becomes more of a commitment.

Youth Survey

1. Continue and improve leadership skills and opportunities
2. Provide positive role models through staff, volunteer, mentor, and board of directors
3. Keep youth busy and out of trouble
4. Staff, board, and volunteers should immerse themselves in youth cultures, listen and learn.
5. Provide opportunities for youth to have more, new, varied experiences
6. Find commonalities between people by searching personal stories for the connections
7. Relationships require maintenance; it is a long term commitment. Don't stop working on them.

Community Survey

1. Determine what representation that is needed from the community and be intentional about involving members of these communities in ELK.
2. Ask this question again, and make it (them) more specific to your desired outcome, i.e.
 - a. How do you identify culturally? Ethnically? Racially?
 - b. What would you like people to know about your communities?
 - c. What would you never like to hear said about your community?
 - d. What do you want/need from people who want to be or could be your ally?
3. Determine goals and a plan for public awareness of ELK to reach those goals and review the goals on a regular basis and revise if necessary.

Appendix B – Recommendations

4. Encourage participation of Spanish speaking families. This is a golden opportunity for people to learn about a different culture.
5. Provide or make referrals to English Language and Spanish Language classes. Ensure that the classes include learning about cultural values, norms, and beliefs.
6. Develop a culturally appropriate plan to improve services that includes the following components:
 - a. Educate the community about how the condition of the natural environment impacts people of color, LGBTQ, people with disabilities, poor folks, and other groups, i.e. health, safety, economically, socially, etc.
 - b. Emphasis ELK’s uniqueness in its service to the community and a member of the “community team” of social change agents.
 - c. Partner with other organizations with similar missions.