



# Long-Range Property Planning Toolkit

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# INTRODUCTION TO LONG-RANGE PROPERTY PLANNING

A long-range property plan (LRPP) provides a Girl Scout council with the information, statistical data, and projection estimates needed to set priorities for property assets that will serve its membership well into the future.

A long-range property plan identifies a council's strategic priorities and includes recommendations for property retention, maintenance, divestment, and acquisition to meet those goals. The plan carefully considers program and membership implications and typically takes approximately nine months to complete.

The first section of this guide explains the steps of the process for creating a long-range property plan for your council; the remaining pages are the planning resources referred to in the steps.

# LONG-RANGE PROPERTY PLANNING TASK GROUP - ORGANIZING AND GETTING STARTED

Months  
One to Two

## Select a Long-Range Property Planning Task Group

In accordance with council bylaws, invite 9 to 15 persons who are board and non-board members who can:

- Remain objective
- Commit to tasks, meetings, and 9- to 12-month timelines
- Represent the membership of the council jurisdiction
- Provide expertise in market surveys, GSUSA program delivery, facility management, real estate, construction/renovation, finance management, communications, and/or report writing

## Get Board Approval of the Task Group Charge or Charter

### Select and Meet with a Long-Range Property Planning Task Group Chair

Clarify with the chair the expectations and outcomes of the process, review the charge, address selection of potential members, and develop role clarity for tasks to be managed by the LRPP task group. Include the CEO, CFO, board chair, and/or staff liaison for the task group. A GSUSA staff member can be available for consultation as needed.

### Select Members and a Chair for Each of Three Subgroups: Facilities, Program, and Membership and Market

Members of each subgroup should include content experts—those with skill, knowledge, or council history in the subgroup topic—as well as key people who are trusted by your membership and the community at large.

### Develop a Membership Communication Plan

Communication should be frequent and well-planned so the membership feels it can support the process and results.

### Conduct Market Research

An important part of the data to be considered will come from surveys with girl and adult members and non-members. Survey results will:

- Identify program, site, and facility issues that support or hinder outdoor program and site/facility use
- Identify expectations for outdoor program amenities, sites/facilities, travel time, fees, safety concerns, program support, and knowledge of available opportunities
- Summarize positive responses with suggestions to duplicate
- Summarize negative issues and concerns with suggestions to mitigate

Determine when surveys will go out and assign staff support for surveys to be compiled and a survey report developed for subgroup use.

## Resource 1: Our Guiding Principles

Resource 2: The Long-Range Property Planning Process (PowerPoint presentation) <http://bitly.com/1pirESM>

Resource 3: How to Obtain Important Market Information

Resource 4: Sample Charge to the Long-Range Property Planning Task Group

# WORK SESSION ONE: ORIENTATION OF THE LONG-RANGE PROPERTY PLANNING TASK GROUP

Key topics in this first meeting include an overview of the process, specific roles for subgroups, timelines, and confirmation of support needed by individual subgroups and the LRPP task group from the council and GSUSA.

- Orient the group to the LRPP process and all it includes.
- Sign confidentiality agreements.
- Share your LRPP timeline.
- Identify subgroups and subgroup chairs.
- Review the council's strategic priorities.
- Draft program, site, and facility performance standards/LRPP outcomes that:
  - support the Girl Scout Leadership Experience, Journeys, and The Girl's Guide to Girl Scouting
  - support the council's membership plan
  - support the Girl Scout brand
  - provide girl and adult members and staff added value and support
  - promote sustainable property management practices
  - stay within the council's ability to fund operations and maintenance
- Select and approve task group and sub-task group meeting dates.
- Schedule site visits.

## **Plan for Site Visits by Entire LRPP Task Group**

Visit sites and gain familiarity with property information and program delivery. Look for unique features, site risks, and opportunities for program enhancements. Take photos and videos that can be used as resources for later discussions and in reports to the membership and board.

## **Communicate with the Membership**

Let your membership know that the planning process has begun, who is involved, how long it will take, and when you will update them and seek their input. Communication should begin before the first subgroups meets and market research is conducted so stakeholders are not surprised.

**Resource 2: The Long-Range Property Planning Process** (PowerPoint presentation)

<http://bitly.com/1pirESM>

**Resource 5: Property Performance Standards**

# LONG-RANGE PROPERTY PLANNING SUBGROUP - FACILITIES

Months  
Three to  
Five

**Facilities Subgroup Work Sessions** - Hold initial work session for the facilities subgroup. Orientation may include the CEO or board chair and staff liaison. A GSUSA staff member can be available for consultation via conference call or online meeting as needed.

Based on property data as well as data gathered from other subgroups and surveys, the facilities subgroup will determine findings and their implications for property needs in the future. Following orientation, key work session topics for this subgroup include in-depth and focused details on the current state of council facilities using data provided by council property staff.

## **Report from Property Staff Summarizing Property Condition and Costs**

- Identify and quantify deferred maintenance.
- Calculate the Facility Condition Index.
- Compile five-year projected capital development items based on member expectations and projected program requirements.
- Compile five-year projected capital maintenance costs to continue operations and provide scheduled preventative maintenance to meet program and facility performance standards.
- Identify legal, political, programmatic, and environmental property issues that may restrict site management decisions or program delivery recommendations.
- Summarize surrounding land uses and their potential impact.
- Compile appraisal and marketability reports of excess acreage and/or obsolete sites.

## **Property and Financial Data Review**

- Examine membership and jurisdictional demographics.
- Calculate site day/overnight capacity.
- Calculate occupancy/use rate.
- Identify environmental/ecological issues.
- Review supporting data from finance for property detail: costs, revenue, subsidies, fees, annual labor expenses, insurance expenses, and the like.
- Quantify deferred maintenance.
- Review appraisals, deeds to clarify ownership status, reversion clauses, and restrictions, if available.

## **Supporting Documents or Spreadsheets for Each Site**

- A Site/Facility Assessment Data Sheet and deeds/ownership documents for each structure
- Prioritized list of deferred maintenance and costs
- Projected annual maintenance costs to protect asset values
- Projected capital renovation / remodeling costs

## **Program and Membership Subgroup Information Review**

Program and membership subgroup information on program and membership trends, needs, and interests will be critical to the work of the facilities subgroup. The facilities subgroup will use the data generated by them to assess site capacity and inform their property assessment process.

## **Survey Data Review**

Consider survey results to inform needs of current, future, and potential facility stakeholders as they advance council goals for membership and program outcomes.

## **Assessment**

Using all the data available, complete a thorough assessment of all council facilities.

1. Determine if the Facility Condition Index is in an acceptable range?
2. Identify total cost to eliminate deferred maintenance items.
3. Identify a five-year projected capital development budget.
4. Determine if the council can continue funding the projected maintenance and capital development costs.
5. Determine if the council can increase customer satisfaction and lower operating costs.
6. Determine if the council can provide added value for girl and adult membership.

## **Prepare Summary Report**

Identify high performing properties that meet or exceed program, site, and facility performance standards and deliver a quality outdoor program experience.

**Resource 6: Site/Facility Assessment Data Sheet**

**Resource 7: Facility Evaluation for Cost/Benefit Analyses**

**Resource 8: Maintenance Priority Criteria**

**Resource 12: Five-Year Projected Facilities Budget**

# LONG-RANGE PROPERTY PLANNING SUBGROUP - PROGRAM

Months  
Three to  
Five

**Program Subgroup Work Sessions** - Hold an initial work session for the program subgroup. Orientation may include the CEO or board chair and staff liaison. A GSUSA staff member can be available for consultation via conference call or online meeting as needed.

Based on data gathered from the surveys, the current state of council program, and data provided by council program staff, the program subgroup focuses its work on how property can be used to support the Girl Scout Leadership Experience (GSLE) and all aspects of the Girl Scout Program Portfolio. Based on data, the subgroup will determine findings and their implications for property needs in the future.

## Report from Program staff

- Identify five-year membership program participation and facility-use trends (to calculate use Resource 10: Troop Camping - Occupancy/Use Rate and Per Girl/Per Day Cost).
- Quantify use of Girl Scout Program materials that support the GSLE.
- Report on results of program evaluations and surveys of girls' interests.
- Quantify program delivery costs. Calculate subsidy shown as per girl/per day.
- List program site and facility issues and requirements to support future program.
- Identify required, excess, and/or obsolete sites and facilities including spaces or acreage not used to program capacity.
- Identify issues that support or hinder GSLE and program delivery.

## Program Data Review

- Catalog existing program offerings.
- Identify program potential.
- Identify facility-dependent programs.
- Identify national program trends.
- Catalog competing opportunities.
- Identify collaborative opportunities, including those with neighboring councils.
- Identify alternative program delivery sites, including those in neighboring councils.
- Identify program resource allocation.
- Determine seasonal participation expressed as a percent of total available.
- Determine program costs (include seasonal) expressed as per girl/per day. Separate costs into general program and specialty programs that add additional costs.
- Determine program participation versus capacity.
- Consider camp retention rate
- Consider campers using financial assistance, girls paying with cookie money, families paying for girls
- Review girls' outcomes evaluation data to learn how camp is impacting outcomes

## **Facilities and Membership Subgroup Information Review**

Facilities and membership subgroup information on property usage and membership trends, needs, and interests will be critical to the work of the facilities subgroup. The program subgroup will use the data it generates to assess program capacity on council sites and to inform its program assessment process.

## **Survey Data Review**

Consider survey results to inform the needs of current, future, and potential facility stakeholders as they advance council goals for membership and program outcomes.

## **Assessment**

1. What percent of membership is using each site and facility and from what area of the jurisdiction?
2. What are use patterns (i.e., weekends versus mid-week; weekends at certain times of the year, etc.)?
3. How far do members have to drive in order to use a facility? Is the distance acceptable to users or a hindrance?
4. Are the site, facilities, and program-use rates acceptable?
5. Are the program delivery costs, per girl/per day acceptable?
6. What programs should be duplicated and/or eliminated?
7. What programs could take place on non-owned or public sites? Are there key programs that can only be offered on council property?
8. List recommendations to increase program participation and lower costs.
9. List recommendations to increase non-peak use.
10. Can we provide added value and support for the membership?

## **Prepare Summary Report**

The report should identify which sites and facilities support the Girl Scout Leadership Experience and provide a quality outdoor program as well as include the subgroup's recommendations addressing program needs and shortfalls.

**Resource 9: GSRI Outdoor Study Key Findings 2013** <http://bit.ly/OI3YMb>

**Resource 10: Troop Camping - Occupancy/Use Rate and Per Girl/Per Day Cost**

# LONG-RANGE PROPERTY PLANNING SUBGROUP - MEMBERSHIP AND MARKETING

Months  
Three to  
Five

**Membership/Marketing Subgroup Work Sessions** - Hold initial work session for the membership and marketing subgroup. Orientation may include the CEO or board chair and staff liaison. A GSUSA staff member can be available for consultation via conference call or online meeting as needed.

Based on data gathered from the surveys, the current state of council membership trends and council property/camp marketing efforts, and data provided by council membership and marketing staff, the membership and marketing subgroup focuses its work on how property can be used to support the council's membership goals. Based on data, the subgroup will determine findings and their implications for property needs in the future.

## Report from Membership and Marketing Staff

- Quantify demographics, membership, and trends of jurisdiction.
- Provide five-year membership history.
- Provide 5- to 10-year growth projections.
- Review membership jurisdiction maps.
- Assess membership locations and projected services for the areas.
- Report on marketing initiatives that have successfully increased camp enrollment/facility use.
- Report on marketing initiatives that fell short of goals to increase use.
- Report and regionalize any marketing trends that may impact facility use.

## Membership and Market Data Review

- Identify constituent groups.
- Identify council and community issues.
- Identify information needs and propose methods for market study.
- Identify marketing/fundraising potential of camp
  - Number of alumnae
  - Number of alumnae engaged
  - Number of alumnae who donate to camp
  - Number of donors who give to camp each year
  - Potential for capital and annual fundraising dollars
- If feasible, consider outside assistance from a professional market research firm.

## Market Research Topics

- Membership awareness, use, and opinion of programs and facilities
- Family issues that promote or hinder participation in Girl Scout program activities
- Membership time and money issues
- Transportation patterns and travel and distance expectations

- Program expectations
- Amenity expectations
- Needs and interests of other youth agencies
- Needs and interests of outside groups

### **Facilities and Membership Subgroup Information Review**

Facilities and program subgroup information on property usage and program trends, needs, and interests will be critical to the work of the membership and marketing subgroup. The subgroup will use the data it has generated to assess the impact of program on council sites and on membership recruitment and retention as well as to inform their process.

### **Survey Data Review**

Consider survey results to inform needs of current, future, and potential facility stakeholders as they advance council goals for membership and program outcomes.

### **Assessment**

1. Where are the membership location clusters and what are their growth projections?
2. Is the membership satisfied with program sites and facilities?
3. Has membership growth occurred that is attributable to council sites versus public or non-owned sites?
4. Can we address negative issues and/or duplicate successes?
5. Are there marketing gaps we can identify and close?
6. How can we provide added value for the membership?
7. Is there value in regional marketing with neighboring Girl Scout councils?

### **Prepare Summary Report**

Based on survey and membership/market data, identify membership issues that support or hinder use of council outdoor program sites and facilities and provide initial observations.

### **Resource 3: How to Obtain Important Market Information**

# WORK SESSION TWO: LONG-RANGE PROPERTY PLANNING SUBGROUP REPORTS

Month Six

The decision to own and/or operate program properties is based on the established development criteria and performance standards previously listed. Properties should:

- Support the Girl Scout Leadership Experience
- Support the Girl Scout brand
- Support the council's membership plan
- Provide girl and adult members and staff added value and support
- Promote sustainable property management methods and practices
- Operate within the council's and community's ability to fund operations and maintenance

**Review summary reports:** Each subgroup presents summary reports to the long-range property planning task group on its findings and recommendations. The LRPP Task Group creates a current-state description of the council property assets.

**Identify options, summarize and make recommendations:** The LRPP Task Group identifies options to move from the current state to the future state (as determined by the task group charge). Use the following to help define the future state of each property.

- Gain recommendations from each subgroup, analyze and verify recommendations and information.
- Consider core activities that meet membership/market need and interest and GSLE program outcomes.
- Determine necessary properties, facilities, and equipment recommendations to meet those needs and outcomes.
- Formulate integrated recommendations that meet the council's needs and outcomes and are within its ability to finance and maintain.
- Create winning strategies that help the council compete successfully amongst other youth serving agencies within the jurisdiction.

**Provide a copy to CEO and CFO for review and comment:** The LRPP Task Group should either work with the Finance Committee or CFO in order to provide recommendations that meet the strategic priorities of the council: The recommendations should realistically assess the community's financial capacity to support the long-range recommendations. The recommendations may require architectural concepts and/or cost estimates in order to move forward.

# WORK SESSION THREE: TASK GROUP DRAFT REPORT FOR MEMBERSHIP

Month  
Seven

## Prepare Draft of Long-Range Property Planning Report

- Review the Performance Standards/LRPP Outcomes.
  1. Support the Girl Scout Leadership Experience (the 15 Leadership Outcomes, Journeys, and The Girl's Guide to Girl Scouting).
  2. Support the Girl Scout brand (safe, functional, attractive, and well-used).
  3. Provide added value and support for girl and adult members and staff.
  4. Promote sustainable site and facility management practices.
  5. Ensure plans are within the council's ability to fund operations and maintenance.
- Evaluate summary reports and the CEO/ CFO/finance committee input and comments.
- Discuss site and facility development options and recommendations vis-à-vis operations, maintenance, acquisition, and divestment.
- Outline LRPP recommendations. Compile a five-year projected budget for implementation of recommendations.

**Finalize Plan for Membership Review:** Determine how to engage membership for review and feedback, determine who will present findings, and how input will be gathered and considered.

**Communicate with the Membership:** Let your membership know how the process is progressing and that you're ready for their input. Use numerous ways to invite them to planned gatherings.

## Write Draft Long-Range Property Plan for Membership Input

Using the sample Final Report to the Board, develop an executive summary of your draft plan for membership input and review. Provide data summary, survey methods and results, and rationale for recommendations. Include names of task group and subgroup members and indicate the type of input you are seeking. Identify ways that stakeholders can get involved or support the council's short-term goals for long-term success. Be clear. For example, if you need to serve 1,500 resident campers in each of the next three years to retain Camp X, state that and ask for input and ideas on how to do so. Disseminate the draft plan to membership and stakeholders.

## Resource 13: Sample Long-Range Property Plan for Board Action

# MEMBERSHIP REVIEW AND INPUT

Month Eight

The long-range property planning task group should work to gain as much membership involvement throughout the planning process as possible. Communication will be vital to success. Distribution of data, identification of key constituents, and provision of a variety of communication processes will need to be identified and implemented in order to include a membership voice. Staff members are critical to communication and need to know and understand the key messages. Council success is increased when the messages to volunteers come directly from a volunteer member of the long-range property planning task group or sub-task group who understands and supports the key messages.

## **Present Draft LRPP Report to Membership for Review and Input:**

- Provide copy to all stakeholders.
- Post the draft report on the council website and provide a means for response.
- Conduct membership forums or town hall meetings in all areas of the council's jurisdiction to gather input on the draft report.
- Enlist the support of volunteers, parents, girls, and the community to reach report goals.
- Document and respond to membership comments.

# WORK SESSION FOUR: TASK GROUP'S FINAL LONG-RANGE PROPERTY PLANNING REPORT TO THE BOARD OF DIRECTORS

Month Nine

**Compose Final Long-Range Property Planning Report:** Using the draft report and input from council membership develop a final report. Summarize for the board the membership and stakeholder comments and responses. Include a detailed explanation of membership input, concerns, and challenges and of how the recommendations in the final report reflect membership input. Determine how and when the report will be provided to the board.

**Plan for Board Presentation of Final Report:** Prepare a professional presentation with objective and solid source data for the board. Determine who will be involved in the presentation to the board and, together, decide what to include to aid the board in their deliberations.

**Telephone Consultation:** A GSUSA staff member can be available for consultation as needed to provide support and recommendations on the final report.

**Report Board Action to Membership:** Once the board has taken action on the long-range property plan and final report, share the board's action with members and stakeholders.

**Resource 13: Sample Long-Range Property Plan for Board Action**

**Resource 14: Sample Facilities Budget**

**Resource 15: Sample Budget Estimates to Implement Long-Range Property Plan**

## Our Guiding Principles

### **Promise and Law**

We believe the Girl Scout Promise and Law are the cornerstone of our Movement.

### **Open Membership**

Our Movement is open to all girls and adults who accept the Girl Scout Promise and Law.

### **The Girl Scout Program**

The Girl Scout program is girl-focused and girl-driven. We believe girls learn best by doing. Our experiential learning model is grounded in the best research and promotes personal growth and leadership development in a physically and emotionally safe, girl-only environment.

### **Girl/Adult Partnership**

Adults partner with girls to guide and inspire growth and achievement. Volunteers are essential to the strength and capacity of our Movement.

### **Community Partners**

We are community partners and take a leadership role in the community. Additionally, we believe in the core human virtue of service and action and in making a difference in the world around us.

### **Diversity and Pluralism**

Girl Scouts advance diversity and pluralism in our Movement and in the communities we live in.

### **World Association of Girl Guides and Girl Scouts (WAGGGS)**

We are active partners in a worldwide sisterhood through our affiliation with the World Association of Girl Guides and Girl Scouts. We work with WAGGGS to address girl needs and build a network of global citizens. GSUSA is one of 145 member countries of WAGGGS.

### **Responsibility for the Movement and Democratic Process**

We hold that the ultimate responsibility for the Girl Scout Movement rests with its members. We govern our Movement by a democratic process that is decisive, nimble, and demonstrates our leadership in a fast-changing world.

### **Voice**

We are a premier voice of and for girls and an expert on their growth and development.



## The Long-Range Property Planning Process

This PowerPoint presentation <http://bitly.com/1pirESM> was designed to orient the council volunteers, staff, and professionals involved in a council's long-range property planning process.

## How to Obtain Important Market Information

Understanding their members—current and potential—in order to identify programs that will meet those members' needs and interests, that satisfy the goals of the organization, and that make sense financially is a council imperative. When making decisions for the future, the key is to use sufficient accurate data to enable the council to win in the market place.

Market research is often used to gain this necessary data. The model research questions below, while by no means comprehensive, can help a council develop a more tailored market research tool, alone or perhaps in conjunction with a market research firm. By focusing on issues that need research attention, the questions aim at getting the right data for successful planning, property development, and program emphasis.

### Who and What?

Councils embarking on long-range property planning will want to appoint task groups focusing on three major areas of research: membership and marketing, program, and facilities. The existing membership of girls, parents, adults, and volunteers as well as the prospective membership can tell councils what services they want through market research. Sample questions are included here for: girls 4-17, parents, adult volunteers, staff, young women 18-29, and underserved populations.

Model research questions here also focus on program, property, and long-range property plan considerations. All data should be utilized to help a council identify key constituents, key sources of information, and the critical questions that need to be asked in order to provide information to make informed decisions for the future.

### Additional Sources of Information

There are many ways to gain the information a council needs; in fact, some sources of information already exist within a council. Consider these: CPA data, the board of education, the chamber of commerce, surveys, post-camp surveys, charter reviews, the latest census, city government, county government, state government, recent youth studies and literature, membership surveys, program evaluations, past long-range plans, maintenance costs, operating and capital budgets, camp usage statistics, and program brochures.

Some information may not be readily available, requiring further research. Emerging legal regulations, for instance, are becoming increasingly prominent and onerous to a camp facility and increasing suburbanization may detract from the appearance and viability of a camp. These may be issues a survey cannot answer questions about, but are nonetheless important to future planning decisions.

Information also needs to be timely. Girls' and adults' preferences change with time. Current information regarding costs, trends, and attitudes are important to ensure a council can compete. Increasing costs and declining use of properties are driving councils to be creative about what will attract girls. The temptation is to look for a proven formula, but the times have changed such that there is no identified winning formula. The model questions have been developed from past questionnaires that various councils have created and conducted with their membership. They do not show you how to conduct the survey or indicate techniques for tabulation. We suggest you consult with persons who have expertise in market research to construct and to conduct your research. GSUSA's Girl Scout Research Institute (GSRI) and Property Department are also available for consultation.

## Girls 4-17 Survey

The purpose of this survey is to gain an understanding of who girl members are and what they prefer to do, particularly at council sites and facilities. This survey should be used as a guide to form a customized survey tool for girls 4-17. The accumulated sample questions show particular council issues that could be researched. This tool could also be used for potential girl members. The questionnaire identifies who the existing and potential members are and what their preferences are. Many of the questions should be modified for non-Girl Scouts. A council would utilize the results to support program and property planning decisions such as what program to implement or how to develop a property.

The survey should not only be used to gain a sense of hopes and dreams, but also of feasibility and a council's ability to support those activities which may depend on fees or some type of subsidy.

### User Characteristics

1. Are you a Girl Scout? (a) yes (b) no
2. When I grow up I want to be:
3. What in-school activities do you enjoy/prefer (i.e., clubs, organizations)?
4. What after-school activities do you enjoy/prefer?
5. Are any of your good friends involved in Girl Scouting?
6. What activities do your friends prefer?
7. What are the main reasons why you became a Girl Scout?
8. Do you ever have trouble getting to or from a planned activity?

### Retention

1. Do you plan on being a Girl Scout next year?
2. What do you hope to accomplish next year within Girl Scouting?
3. Have you made friends with others in your troop?
4. What do your parents hope that you will try next year?
5. What programs offered at camp have enabled you to progress to a higher level of skill?

### Camp Experience

1. Have you ever gone camping? If no, why not?
2. Would you like to go camping with other girls your age?
3. How did you learn that you could attend one of the council's camps?
4. What outdoor activities have you done first through Girl Scouting?
5. In what program age level did you first attend a Girl Scout camp?
6. Have you been to the council's camp or outdoor program facilities?
7. How many times have you gone to your council's camp properties?
8. How many times have you gone to resident camp at your council facilities?
9. How many times have you gone troop camping at your council facilities?
10. Which of the following activities have you participated in while troop camping?  
Or which of the following activities would you like to try?

- |                     |                    |                        |
|---------------------|--------------------|------------------------|
| a. hiking           | f. drama           | l. camping skills      |
| b. cooking out      | g. archery         | m. climbing/rappelling |
| c. horseback riding | h. ice skating     | n. swimming            |
| d. nature study     | i. snow skiing     | o. music               |
| e. sports           | j. sailing         | p. canoeing            |
|                     | k. arts and crafts |                        |

11. Did you get to participate in the activities you wanted to while at camp?
12. Have you had any training in camping skills?
13. Do you think you have learned how to work as a team?
14. Do you think you have increased problem-solving and communication skills?
15. Do you think you have learned new skills?
16. Do you think you have been better prepared to take on leadership roles?
17. Have you made new friends within Girl Scouting?
18. Have you assumed leadership roles?
19. Have you learned ways to respect and care for the environment?
20. Have you learned to appreciate differences in others?
21. If you did not enjoy your camp experiences, please tell us why?
22. Which outdoor experiences do you like best?

### **Preferences**

1. What activities offered at camp did you try for the first time?
2. What other activities are you involved in that often conflict with troop camping?
3. If you do not go camping with Girl Scouts, what are the main reasons?
4. What types of camping do you like? (a) modern (electricity, indoor bathroom/water) (b) rustic (electricity, outdoor bathroom, water), (c) semi-primitive (no electricity, permanent latrine, water), (d) primitive (no structures, latrines, or water)
5. How many nights would you like to stay at camp? 1-2 nights, 3-4 nights, 5-7 nights, 8 or more nights
6. What type of camping unit would you prefer to sleep in? (a) a lodge with more than 8 girls, (b) a cabin with between 4 to 8 girls, (c) a platform tent with between 4 to 6 girls, (d) an Adirondack shelter/lean-to with 3 other girls, (e) a tent you pitched yourself and sleep in with one other person
7. What is a reasonable distance for you to travel to camp?
8. Are the camp properties close enough for you to go troop camping on weekends?
9. How many times have you gone to day camp at your council's facilities?
10. About how many times have you gone overnight camping to a campground since you joined the Girl Scouts? (a) one day, (b) overnight, (c) for a weekend with a troop (d) never, (e) more than 10 times.
11. What activities at camp have greatly interested you?
12. Were you able to do more of the outdoor experiences you liked best at a Girl Scout facility?
13. Would you be interested in family camping sponsored by the council? (for girls and parents)

### **Perceptions**

1. What impression did you have of Girl Scouts before you joined?
2. What impression do you have of Girl Scouts now?
3. How has your impression changed?
4. What do you think your friends outside of Girl Scouting think of the organization?

### **Troop Experience**

1. What is the main reason you did not attend one of the camps for resident/troop/or day camping?
2. How often does your Girl Scout troop hold meetings?
3. Where does your troop usually hold their meetings?

4. Are there any things that the council could do to enable you to attend troop meetings more regularly?
5. Is there anything that could be changed to improve the camp?
6. Which outdoor experiences do you like best?
7. If you go camping, but not with Girl Scouts, what are the reasons?
8. Have you ever gone on an overnight camping trip with your family, your friends or relatives, or with a group other than the Girl Scouts?
9. Would you like to do more camping with family or your friends?
10. Has your troop participated in any of these?
  - a. horseback riding
  - b. musical instruments
  - c. roller skating
  - d. cooking
  - e. running/exercising
  - f. arts and crafts
  - g. photography
  - h. reading
  - i. nature study
  - j. singing
  - k. basketball/volleyball
  - l. swimming
  - m. climbing/rappelling
  - n. archery
  - o. canoeing/waterfront activities
  - p. drama

## Parent Survey

This survey should be used as a model to form a customized survey tool. These are sample questions accumulated to show the particular issues that could be researched. The purpose for the survey is to gain an understanding of adult members and the girls in their lives. We want to know who they are, what their goals are for the girls, and what they prefer the girls be involved in, particularly at council sites and facilities.

The survey recognizes that parents have numerous choices and that they are key decision makers and influencers for whether their daughters get started in Girl Scouting. The survey also recognizes that Girl Scouting is a volunteer organization and parents are key participants within the Movement as adult volunteers and funders. Councils see the need to tap into this important group in order to identify programs or activities that will meet the girls' needs. The resulting information should support strategic decisions which involve parents currently associated with Girl Scouting and potential new populations of parents that might be part of Girl Scouting in the future.

This category includes some questions on cost and pricing. There is a greater need for parents to know the actual cost of delivery and the need for greater financial support either through user fees or community support.

This survey also recognizes outcomes which would speak to their desired programs and required infrastructure.

## General

1. Are you a Girl Scout member? (a) yes (b) no
2. How would you classify your ethnicity?
3. Do you consider yourself to be of Hispanic origin, that is, from a Spanish-speaking country, or the descendant of someone from a Spanish-speaking country?
4. If you have a religious affiliation, what is it? (Protestant, Catholic, Jewish, Buddhist, Muslim, Hindu, other)
5. Zip code
6. What is your current marital status? (Check only one.) Married, single/never married, divorced/separated, widowed, living with boyfriend/girlfriend
7. Which of the following ranges reflects your total annual household income? (Check only one.) Less than (a) \$20,000, (b) \$20,000 to \$29,999 (c) \$30,000 to \$39,999 (d) \$40,000 to \$49,999, (e) \$50,000 to \$74,999, (f) \$75,000 to \$99,999, (g) above \$100,000
8. Do you have a daughter? What grade is she in school? (If you have more than one daughter, please answer for only one.)
9. What special needs does your daughter have that require attention?
10. Have you ever gone on a church retreat?
11. What, if anything did you like about the retreat?

## Girl Scout History

1. How long has your daughter been a Girl Scout?
2. Is your daughter a Daisy, Brownie, Junior, Cadette, Senior or Ambassador?
3. What is the name of the Girl Scout council your daughter was a member of during the last school year?
4. As a child were you ever a member of Girl Scouts or Boy Scouts? (for parents)
5. Are you currently a Girl Scout member? If yes, for how long?

## Preferences

1. How satisfied are you with the services provided through Girl Scouting?
2. What do you like best about your daughter's Girl Scout experience?
3. What could be improved?
4. What do you like least about your daughter's Girl Scout experience?
5. What do you feel is the most important part of your daughter's Girl Scout experience?
6. About how many times has your daughter gone on an overnight trip to a campground since she joined Girls Scouts? (a) never, (b) 1 or 2 times, (c) between 3 to 5 times, (d) between 6 to 10 times, (e) more than 10 times

## Access

1. Does your daughter ever have trouble getting to a Girl Scout activity?
2. How does your daughter usually get to her troop meetings?
3. If the meetings are not held in your daughter's school, about how far is it from your home to her meetings? (a) less than 10 minutes, (b) 10 to 20 minutes, (c) 20 to 30 minutes, (d) over 30 minutes away
4. How does distance affect your willingness to have your daughter participate in a camping event?
5. How often does your daughter attend regular Girl Scout meetings?  
(a) all, (b) most, (c) some, (d) hardly ever

6. How does your daughter get to and from school every day? (a) school bus, (b) regular bus, (c) ride a bike (d) carpool, (e) parents drive (f) friends/parents drive, (g) walk, (h) other.
7. How does your daughter get to and from her after-school activities? (a) school bus, (b) regular bus, (c) ride a bike, (d) carpool, (e) parents drive, (f) friends/parents drive, (g) walk, (h) other.
8. Is someone usually home when your daughter gets back from school every day?  
(a) yes (b) no

### **Competition for Constituents**

1. In what ways could Girl Scouts improve its program?
2. Who suggested that your daughter(s) join Girl Scouts? (a) parents' idea, (b) daughter's idea, (c) teacher's idea, (d) some other adult's idea, (e) daughter's friend, (f) other
3. Does your daughter's Mom or primary caregiver work away from home? (a) yes (b) no
4. Was your Mom or primary caregiver ever a Girl Scout?
5. Was your Mom or primary caregiver ever a Girl Scout leader?
6. What are your plans for involvement next year?
7. What would you like to see change in order for your daughter to stay involved?
8. Does your daughter belong to any other organizations or clubs?
9. If she is in a club or organization, please tell us why: (a) to make friends, (b) to learn new skills, (c) to have fun
10. On weekdays after school, what activities take up most of your daughter's time?  
What are the things that she does after school?
11. What activities would you like your daughter to be involved in?
12. Has your daughter had any training in camping skills?
13. As a general rule, are you more concerned that your child learn camping skills or have fun?
14. Have you and your family ever gone on a church retreat?
15. What did your daughter enjoy about the retreat?
16. Would you like to see your daughter go on a retreat with Girl Scouts?
17. How much do you think your daughter enjoys camping with Girl Scouts?
18. Would you like to see your daughter go on overnight camping trips more often, less often, or about the same amount of time as she does now? Why?
19. What other organizations or clubs are you considering for your daughter?
20. What other activities might you consider for your daughter?
21. Are any of your daughter's good friends in Girl Scouts?
22. If applicable, what were the reasons for your daughter to drop out of Girl Scouting?

### **Perceptions**

1. What is your daughter's perception of Girl Scouting?
2. What is your perception of Girl Scouting?
3. What is your perception of the level of expertise of the staff?
4. Have you ever not been able to get to a campsite or use a camp facility due to a waiting list?
5. Have you ever gone with your daughter on a Girl Scout-sponsored camping trip to a campground?
6. Overall, how would you rate the campground facilities? (a) excellent, (b) good, (c) fair, (d) poor
7. What concerns do you have regarding your daughter camping at a Girl Scout facility?

8. How important is it to you that Girl Scouts own the camping facility that your daughter's troop uses? (a) very important, (b) somewhat important, (c) not too important, (d) not at all important

### **Cost**

1. How much does cost affect your daughter's participation in a camping event?
2. Which of the following Girl Scout-sponsored trips would you allow your daughter to participate in? (a) an overnight trip, two hours from home, at a cost of \$30 per person, where you supply the transportation, or (b) an overnight trip, two hours from home, at a cost of \$40 per person, where transportation is provided by the group or organization
3. Do you think the council makes a profit on camp?
4. Do you think the council subsidizes the camp?
5. Do you think the cost of resident camp is appropriate, underpriced, or excessive?
6. Do you know what non-Girl Scout camps are charging for a camp program?
7. Where are Girl Scouts in relation to non-Girl Scout camps cost wise? (a) more costly, (b) less costly, (c) about equal
8. Would you consider Girl Scout program affordable for you?

### **Outcomes**

1. Do you think Girl Scouting has helped your daughter learn how to work as part of a team?
2. Do you think Girl Scouting has helped increase her problem-solving and communication skills?
3. Do you think Girl Scouting has helped your daughter learn new skills?
4. Do you think Girl Scouting has helped prepare your daughter to take on leadership roles?
5. Do you think Girl Scouting has helped your daughter gain greater awareness of her strengths and weaknesses?
6. Has your daughter made new friends within Girl Scouting?
7. Has your daughter assumed leadership roles within Girl Scouting?
8. Has Girl Scouting helped your daughter learn ways to respect and care for the environment?
9. Has Girl Scouting increased your daughter's ability to appreciate differences in others?
10. Have you assumed leadership roles in Girl Scouting?
11. What other skills has your daughter learned in Girl Scouting?
12. In what ways have you witnessed your daughter using skills learned in Girl Scouting in other areas of her life?

### **Adult Volunteer Survey**

This survey should be used as a model to form a customized survey tool. These are sample questions accumulated to show the council particular issues that could be researched. The purpose of the survey is to gain an understanding of who your adult volunteers are and what they prefer to do, particularly at council sites and facilities.

The questionnaire identifies information about the council's adult volunteers. The council should utilize the results to support property planning decisions such as identification of potential program expertise or outdoor camping support for troop, day, and service unit camping.

The survey should not only be used to gain a sense of hopes and dreams, but also of feasibility and a council's ability to support those activities which may depend on fees or some type of subsidy. This survey also aims to gain insight into adult volunteers' goals for volunteering, their availability, their preferences, and their current perceptions of the organization.

## General

1. *What is your zip code?*
2. *How would you classify yourself? white, black, American Indian/Alaskan Native, Asian or Pacific Islander, interracial, other*
3. *If you have a religious affiliation, what is it? (a) Protestant, (b) Catholic, (c) Jewish, (d) Buddhist, (e) Muslim, (f) Hindu, (g) other*
4. *Do you or does someone else in your household currently perform any other type of volunteer work for a community/youth/family organization? (a) yes (b) no*
5. *What was the highest level of education completed by you? (a) less than high school, (b) some high school, (c) vocational or trade school, (d) high school graduate, (e) some college, (f) college graduate, (g) post graduate*
6. *Into which category did your total household income for (current year) fall? (a) less than \$20,000, (b) \$20,000 to \$29,999 (c) \$30,000 to \$39,999, (d) \$40,000 to \$49,999, (e) \$50,000 to \$74,999, (f) \$75,000 to \$99,999, (g) above \$100,000*

## Experience

1. Since becoming a Girl Scout volunteer, for which of the following functions or roles have you been responsible? (a) troop leader, (b) advisor, (c) public relations coordinator, (d) delegate, (e) other
2. During the past school year, what was your primary duty as a Girl Scout volunteer? (a) service unit chairperson, (b) troop program consultant, (c) outdoor program consultant, (d) other
3. During the past school year, how many hours a week, on average, were you involved with Girl Scouts in some capacity?
4. In your volunteer role, do you currently work directly with girls and if so, what level of Girl Scouts do you work with? (a) Daisy, (b) Brownie, (c) Junior, (d) Cadette, (e) Senior, (f) Ambassador (g) all levels, (h) do not work directly with girls
5. What are some of the activities you have been involved in during the last school year with Girl Scouts since you became a volunteer? Please take a moment to remember all the things that you have done:
  - sports and games
  - troop management
  - community service work
  - volunteer work at a hospital
  - product sales activities
  - day camp volunteering
  - dealing with the parents of children
  - participating in committee or task group
  - fund development activities
  - service as a council delegate
  - sign language education
  - first aid and safety
  - environment and ecology
  - career exploration
  - leadership skills
  - nature and wildlife
  - computer skills
  - substance abuse prevention
  - camping skills
  - effects of racism
  - appreciation of other cultures / religions
  - health and fitness
  - hiking
  - teamwork
  - archery
  - boating
  - canoeing
  - sailing
  - horseback riding
  - rafting
  - tubing
  - ice skating
  - roller skating
  - downhill skiing
  - cross country skiing
  - water skiing
  - teamwork
  - science and technology
  - arts and crafts
  - personal safety
  - teen pregnancy awareness / prevention
  - swimming

**Preference**

1. Why did you decide to become a Girl Scout volunteer?
2. What is it that you like best about being a Girl Scout volunteer?
3. What is it that you like least about being Girl Scout volunteer?
4. What would you like to do that you haven't done as a Girl Scout volunteer?
5. Do you participate in Girl Scout activities (a) more often than you did a year ago, (b) less often than you did a year ago, (c) about the same amount of time as you did a year ago, (d) was not a Girl Scout volunteer one year ago
6. What do you feel is the most important role Girl Scouts plays in the lives of young girls?
7. How important is it to you that Girl Scouts owns the camping facility that your troop uses? (a) very important, (b) somewhat important, (c) not too important, (d) not at all important
8. Please rate Girl Scouts on a number of program-related attributes. Use a 10-point scale where 10 means that Girl Scouts does an excellent job, 5 means that it does a good job, and 1 means that it does a poor job. You may use any number between 1 and 10 to describe how well Girl Scouts perform on each attribute.

Attributes	Your Rating
Preparing girls for adulthood	
Keeping girls interested in Girl Scouting	
Involving parents in their daughter's life	
Involving parents in Girl Scouting	
Motivating girls to do better in school	
Attracting new members	
Reaching out to girls from all types of religions	
Reaching out to girls from all racial/ethnic groups	
Teaching girls leadership skills	
Teaching environmental awareness	
Providing career training and development	
Instilling positive values	
Providing a safe activity for girls	
Teaching girls teamwork	
Fostering independence and self-sufficiency	
Preparing girls for everyday life	
Providing girls with social skills	

Utilizing community resources	
Creating innovative and interesting programs for girls	
Stressing achievement and self-improvement	
Promoting a positive self-image for girls	
Promoting a positive image of women in society	
Informing girls about the dangers of substance abuse	
Informing girls about teen pregnancy	

## Staff Survey

This survey should be used as a model to guide the formulation of a customized survey. The sample questions and research topics indicate the type of issues that could be researched. The purpose of this council survey is to gain an understanding of current service delivery from the ones who actually make it happen.

The questionnaire identifies issues that either facilitate or hinder current service delivery; it also taps into trends and issues that survey creators might identify as potential opportunities or constraints. The council would utilize the results to identify a vision and to devise strategies to realize that vision.

The staff survey asks specific statistical questions for which staff may have answers on file that contribute to benchmarking and/or establishing goals. These questions specifically address usage, cost, and progress towards outcomes. The creator of the survey should recognize that various departments and levels of staffing contribute to the final success or failure of program delivery and property support. For example, the problem of an underutilized camp might be caused by a critical lack of trained volunteers in troop camping or by insufficient marketing of the facility. Unless assessed comprehensively the council may never know the real reasons for success or failure.

### Limitations to Involvement

1. What do you perceive as limitations to girls attending resident camp?
2. What do you perceive as limitations to girls attending day camp?
3. What do you perceive as limitations to girls attending troop camp?
4. What training is required of volunteers to deliver outdoor program?
5. How do you make volunteers feel a part of the organization?
6. What helped you to gain a sense of belonging to the organization?
7. How do the properties support your work most effectively?
8. What do you perceive as amenity needs for the users of Girl Scout facilities?

### Competition

1. Who are the council's competitors in providing resident camp?
2. Who are the council's competitors in providing day camp?
3. Who are the council's competitors in providing troop camping?
4. What activities do they provide?
5. What does it cost to go to the competitors' programs?
6. What are the time commitments for their programs?

7. When do they operate?
8. What activity goals are sought?
9. What are the trends for the competition?

### **Issues and Trends**

1. What are preferable times to serve Girl Scout customers—girls/adults?
2. What activities does the council provide that compete well with the rivals' activities?
3. What activities does the council provide that do not compete well?
4. Do Girl Scouts offer progression in program delivery? Which programs?
5. Where is there overlap in programs offered with the competition?
6. What is the trend for volunteer availability?
7. How much effort and resources go into securing volunteers?
8. What opportunities are there for volunteers?
9. How well does the council market its program opportunities?
10. What methods does the council use to market its programs?
11. What experience is most valuable for volunteers?
12. What geographic locations find it hard to get service?
13. What are the expectations of customers who attend programs at the council facilities?
14. What security measures do parents expect at council facilities?
15. What transportation is provided?

### **Cost**

1. What are the transportation costs to attend a Girl Scout camp facility?
2. What is the cost per girl to attend resident camp?
3. What is the cost per girl to attend troop camp?
4. What is the cost per girl to attend day camp?
5. What is the cost per girl to attend a council-sponsored event?
6. What is the cost to the girl?
7. What is the cost to the council?
8. How do costs relate to your competition's costs?

### **Staff**

1. What hinders you from being more effective in your job?
2. What hinders the council from expanding program options?
3. How has the council stayed competitive in hiring qualified staff?
4. How well has the council progressed in retaining quality staff?

### **Young Women 18-29**

This survey should be used as a model to guide the formulation of a customized survey. The sample questions and research topics indicate the type of issues that could be researched within this important age group of women. The purpose of this council survey is to gain an understanding of this particular age group of women, who are sought by preteen and teen Girl Scouts as mentors, role models, guides, and confidantes, in order to determine how they might impact program delivery, particularly at council sites and facilities.

The questionnaire identifies preferences in this age group and how they might be incorporated into program delivery.

## Characteristics and Attitudes

1. Are you a Girl Scout member or have you ever been?
2. What do you feel are the primary benefits or contributions that you, as a young woman volunteer, can offer to girls and teens ages 11 to 17?
3. Which one of the following program benefits is most appealing to you? (a) It promotes positive self-regard. (b) It promotes opportunities. (c) It promotes the ideals of volunteerism.
4. Identify obstacles to becoming actively engaged in volunteering.
5. What matters most to you when you consider volunteering with an organization?
6. Based on your personal experiences, choose the top three motivations that have inspired you to volunteer.
7. If you were to consider reconnecting with one of these organizations, which of the following factors would play a major role in your decision to become an adult volunteer?
8. What issues or causes are you most likely to support through volunteering?
9. My interest in volunteering as an adult has been most significantly influenced by...
10. How would you characterize your commitment to volunteering? (a) who I am, (b) what I do, (c) exposed to throughout life, (d) self-image, (e) obligated to volunteer, (f) none of these
11. As a prospective volunteer, does it make a difference to you to know that girls and teens specifically asked to have young women like yourself involved in this program?
12. Which of the following topics do you have a personal interest in and might enjoy helping girls and teens learn more about?
  - a. talking about friendships, dating, peer pressure, and similar topics
  - b. exploring education and career opportunities
  - c. communication or interpersonal skills
  - d. stress and time management ideas
  - e. do-it-yourself projects
  - f. developing personal style and image
  - g. artistic and personal expression
  - h. community action or service projects
  - i. money management, budgeting, and the like
  - j. adventure opportunities
13. What topics should be included in a training program for advisors?
  - a. roles and responsibilities of the advisor
  - b. program orientation (guidelines, policies, and procedures)
  - c. human resources issues, legal liabilities, and similar topics
  - d. crisis management skills training
  - e. overview of the organization or agency sponsoring the program
  - f. first aid and safety training
  - g. resource and referral guides
  - h. content and program materials supplied by the organization

## Underserved Populations Survey

The purpose for this survey is to gain an understanding of who your underserved populations are and what they prefer to do, particularly at council sites and facilities. This survey should be used as guide to form a customized survey tool for girls 4-17 and also for adult decision makers. The survey recognizes that parents have numerous choices and that they also are key decision makers and influencers for whether their girls get started in Girl Scouting and whether they participate as troop leaders, volunteers, and funders.

## Girl Characteristics

1. What would you like to become when you grow older?
2. What in-school activities do you enjoy/prefer? (i.e., clubs, organizations)
3. What after-school activities do you enjoy/prefer? Why?
4. What do you see yourself doing next year for after-school activities? For summer activities?
5. Are any of your good friends involved in Girl Scouting?
6. What activities do your friends prefer?
7. What are the main reasons why you became a Girl Scout?
8. Which indoor activities do you like the most? Which outdoor activities do you like the most?
9. How far would you like to travel? (a) nowhere, (b) out of town, (c) out of town but not too far, (d) to another city, (e) to another city but within my state, (f) to another state, (g) to another country (h) to another continent
10. How do you usually get to and from a planned activity? (a) public transportation, (b) ride with a family member, (c) ride with a friend, (d) walk, (e) ride my bicycle, (f) I drive
11. Do you ever have trouble getting to or from a planned activity?
12. Have there been barriers to your participating in Girl Scout activities? If so, please describe them.
13. If you speak a language(s) other than English, which language do you prefer to speak?
14. If you are not a Girl Scout, what are your top reasons for not joining?
15. Which activities does your household like to do together?
16. Are any facilities not accessible to you due to a disability?
17. How would you classify your ethnicity?
18. Do you consider yourself to be Hispanic or Latino?
19. What country best represents your ancestry or origin?
20. If you grew up in a country other than the United States, in which indoor activities did you participate? In which outdoor activities? Please describe any of your favorites.
21. What is your religious affiliation?
22. What is your zip code?
23. What do you think are the unique experiences you would only find in Girl Scouting?
24. In general, to what extent is the decision regarding your involvement in any extracurricular activity directly controlled by your parent(s)/guardian?(a) 0 percent (b) about 10 to 25 percent, (c) about 30 to 45 percent, (d) about 50 percent, (e) about 60 to 75 percent, (f) about 80 to 95 percent, (g) 100 percent
25. In general, to what extent is the decision regarding your involvement in any extracurricular activity directly controlled by you? (a) 0 percent, (b) about 10 to 25 percent, (c) about 30 to 45 percent, (d) about 50 percent, (e) about 60 to 75 percent, (f) about 80 to 95 percent, (g) 100 percent

## Parent/Guardian Characteristics

1. What is your current marital status? Check only one. (a) married, (b) single/never married, (c) divorced/separated, (d) widowed, (e) living with boyfriend/girlfriend
2. Do you have a daughter? What grade is she in school? (If you have more than one daughter, please answer the survey questions for only one.)
3. What special needs would you consider your daughter has that require attention?
4. Would you consider Girl Scout program affordable?

5. How likely would you be to let your daughter participate in Girl Scouting without your supervision? (a) highly unlikely, (b) I'm ok with it, (c) very likely
6. How likely would you be to let your daughter participate in Girl Scouting if activities included the whole family? (a) very likely, (b) I'm ok with it, (c) highly unlikely
7. How likely would you participate in Girl Scouting if activities included the whole family? (a) very likely, (b) I'm ok with it, (c) highly unlikely
8. What are some of your priority goals for your daughter?
9. What are some of your concerns for your daughter?
10. If English is not your family's native language, how important is it that volunteers and mentors speak your native language to your children? (a) highly, (b) moderately, (c) not important
11. Acculturation is the process of learning a host culture without losing or forgetting a native culture. How concerned about acculturation are you for your daughter? (a) highly, (b) moderately, (c) not concerned
12. How important is it that your daughter learns about her family's native culture in Girl Scouting? (a) highly, (b) moderately, (c) not important
13. How important is it that your daughter learns about different people and cultures in Girl Scouting? (a) highly, (b) moderately, (c) not important
14. How important is it that you be a part of your daughter's daily life within Girl Scouting? (a) highly, (b) moderately, (c) not important
15. What would encourage you to be a volunteer?
16. If an overnight stay for girls at a Girl Scout camp were offered, would you allow your daughter to participate? If not, why?
17. Do you feel there have been barriers to your involvement in Girl Scouting? What were they?
18. What do you see as the primary advantages of your daughter being involved in Girl Scouting? Of you being involved in Girl Scouting?
19. How might greater opportunities be created for families like yours within Girl Scouting?
20. What do you think the organization would be like if there were more people like you and your family?
21. In general, to what extent is the decision regarding your daughter's involvement in any extracurricular activity directly controlled by you? (her parent/guardian) (a) 0 percent, (b) about 10 to 25 percent, (c) about 30 to 45 percent, (d) about 50 percent, (e) about 60 to 75 percent, (f) about 80 to 95 percent (g) 100 percent
22. In general, to what extent is the decision regarding your daughter's involvement in any extracurricular activity directly controlled by your daughter? (a) 0 percent, (b) about 10 to 25 percent, (c) about 30 to 45 percent, (d) about 50 percent, (e) about 60 to 75 percent, (f) about 80 to 95 percent (g) 100 percent

## Property Survey

The property survey aims to provide supporting information that would provide a basis for future development and maintenance. Boards need to plan the right number of properties, the right capacity at each property, and the right type of development at those properties in order to support desired program delivery throughout the council.

The following survey questions might be utilized to gain a fuller sense of how council facilities and sites are currently used and how they might be developed or redeveloped. Board task groups and committees need to be fully aware of what programs are supported on each site and how well. They also need to know the amenity preferences and current opinions of the users of the property.

This survey addresses access to council properties, costs to the customer, costs to the council, potential constraints, and potential threats. Also listed are research topics, areas of investigation that might help decision making about properties.

## General

1. Have you ever attended a Girl Scout outdoor event? If yes, which event?
  - a. resident camp
  - b. day camp
  - c. troop camp
  - d. Brownie or Junior weekend
  - e. father/daughter or mother/daughter event
  - f. other
2. Where were the events held?
  - a. council camp
  - b. other facility
3. When staying overnight at a council camp, which type of sleeping accommodations did you prefer?
  - a. cabins
  - b. platform tents
  - c. hiking tents
  - d. Adirondack shelters
  - e. unheated lodges
4. Please rate the following sleep options as to whether you would use them if they were available at camp. (a) highly prefer, (b) no objection, (c) slight objection, (d) reject
  - a. cabins
  - b. platform tents
  - c. hiking tents
  - d. Adirondack shelters
  - e. bunk house/dorms
  - f. unheated lodges
  - g. teepees
  - h. tree house
  - i. heated and air-conditioned cabins
  - j. other facility
5. Which of the following buildings at any outdoor program center should have heat and/or air-conditioning? (Check those that apply)
  - a. trading post
  - b. infirmary
  - c. multiple purpose building
  - d. dining hall
  - e. craft cabin/hut
  - f. cabins
  - g. pool house
  - h. counselor cabin
  - i. staff office
  - j. kitchen
  - k. none
  - l. other facility
6. Please rate the following facilities at camp. If you have no opinion, leave blank. Rate poor, fair, good, very good, or excellent.
  - a. bathhouse
  - b. dining hall
  - c. infirmary
  - d. unheated lodges
  - e. pool house
  - f. lighting
  - g. kitchen

## Areas of Property Research

These research areas may require particular record keeping and research and do not require questionnaires.

1. Are the camp facilities user-friendly?
2. From which zip codes would potential users of this property come?
3. From which zip codes do current users of this property come?
4. Is there sufficient capacity to serve the membership?
5. How well is each facility and/or unit used?
6. How do you define accessibility?
7. How do properties support membership extension and retention?
8. What is a reasonable travel distance considering the characteristics of the local families?  
Considering density?
9. Are council properties easy to find?
10. Are council properties easy to walk?
11. Are council properties handicap accessible?
12. What is the total number of in-council campers as a percentage of membership (girls and adults)?
  - a. resident camping numbers
  - b. troop camping numbers
  - c. day camping numbers
  - d. council-sponsored activity attendance
  - e. number of troops participating
  - f. number of events
  - g. year-to-year comparisons
13. Are girls and parents willing to pay for the new programs they would like?
14. What is the cost of resident camp program to the council and to the girl?
15. What is the cost of each program presented to the council and to the girl?
16. What is the cost per girl?
17. What is the subsidy per program offering?
18. What is the preferred driving distance to camp?
19. What is the preferred driving distance to the office/service center?
20. What is the preferred driving distance to the council little house, if there is one?
21. What is an acceptable distance to Girl Scout facilities?
22. Are schedules of activities amenable to prospective participants?
23. How much expansion will support projected growth?
24. What health code issues affect the council?  
What zoning and building codes affect the council?

## Program Questions

This survey should be used as a guide to form a customized survey tool. The purpose of the survey is to gain an understanding of what girl members prefer to do, particularly at council sites and facilities. These sample questions aim to understand existing program delivery, its effectiveness, and potential future programs.

The questionnaire also identifies particular aspects of program concerning goals, delivery methods, staffing needs, and any alternatives.

1. What programs are offered at each program age level?
2. What programs are offered that engage girls in a Girl Scout Journey experience?
3. What programs are offered that connect girls with a badge?
4. What programs are offered that are not connected to the Girl Scout program curriculum?
5. How does the council program property support both girl and adult membership?
6. What new programs would girls like to see offered by the council?

7. Are you aware of the various locations where council programs are offered?
8. Do desired programs vary throughout the council jurisdiction?
9. What programs that girls or adults desire might significantly increase risk issues for the council?
10. What programs or activities does your membership desire that the council is not able to provide right now?
11. What are the hurdles for implementing those programs or activities?
12. What staffing needs must be met for highly desirable programs and activities?
13. What programs or activities are Girl Scouts providing that are in direct competition with other agencies? What are they offering, to whom, and at what cost?
14. What is the competitive advantage for Girl Scouts in offering this program or activity?
15. What makes the current level of productivity unacceptable for a particular program or activity?
16. Do you think there are program opportunities the council is not taking advantage of?
17. How would you implement this new program?
18. Are goals or guidelines articulated for each program?
19. What programs should not be delivered?
20. What would an alternative delivery system look like?

### **Long-Range Property Plan Considerations**

The long-range property plan should reflect the collective vision of the community and organization as well as be consistent with the overall strategic plan for the council. There should be a compatible vision, time frame, and budget. The long-range property planning task group could utilize and test their findings and recommendations with the following questions. A winning strategy is the very heart of what the task group should recommend for board approval. The recommendations should be visionary, they should be prioritized, they should reflect consensus, and they should have an associated budget and time frame attached.

### **Areas of Property Research**

The following research questions are not questionnaire questions but are topics which require particular record keeping and task group discussion.

### **Council Vision**

1. What are the goals of the council strategic plan?
2. Where do you want the council to be in 10 years?
3. What measures need to be in place so you know you are reaching your goals?
4. What are the critical time frames?
5. Are council strategies prioritized?
6. Do you have a budget associated with each goal?
7. Did the staff create an action plan?
8. Is there consensus among members on what the goals of the organization are?
9. Is there a volunteer staffing strategy for program delivery?
10. Is there an understanding on the part of the staff about what their roles are in delivering program?
11. Is there a current strategy for entrance into a new market with particular programs or activities?
12. Are there strategies in the financial, customer service, and internal processing areas of the organization?

## **Long-Range Property Plan**

1. Is there a general consensus on what the council needs or wants?
2. What is nonnegotiable?
3. How do we measure this nonnegotiable?
4. What alternatives could be established?
5. Which alternative serves the objectives best?
6. What risks should be considered that affect decision making?
7. How do we rank the council's wants and needs?
8. What experts are needed on each of the task groups?
9. Can the council continue to afford the current number of properties?
10. What percentage of the population and percentage of the Girl Scout membership should be within a radius of a property owned or leased by the council?
11. How much should a council invest in a facility/property?
12. How well are rural communities served by existing council-controlled properties?
13. How will council trends and demographics mesh with program offerings and delivery methods?

## **Critical Issues**

1. Is there an understanding on the part of the board of what the council's capacity, capabilities, opportunities, and strategic position are?
2. Is there an understanding by the board on what the needs, wants, and expectations of members and prospective members, key stakeholders, and/or customers are?
3. What trends are evolving in the marketplace or the industry?
4. What does the board know about the current realities and trends?
5. What are the ethical implications of the choices of the council strategic plan?
6. Is there a high level of trust between volunteer leaders and staff?
7. What are the political realities?
8. Do the strategies relate to the corporate goal rankings?
9. Are all facilities and properties being considered?
10. How much deferred maintenance is there on council-owned properties?
11. Has the board agreed about what provides value to the organization?
12. What is our competitive advantage?
13. What are particular family hurdles to participation?
14. Are there disparities of service within the jurisdiction?
15. How do we provide for adult support/training, resources, etc.?
16. What is the image of our organization?

## **Environmental Scan**

1. Where is the potential for membership growth?
2. Why is there a need for the service offered?
3. Who provides the funds to pay for the service?
4. What does the council's customer population look like now?
5. What will the customer population look like in five years?
6. Where are the council's efforts concentrated?

7. Who are the council's direct and indirect competitors?
8. What is the role of tangible assets in providing services (technology, buildings, etc.)?
9. What does the council's labor force look like now?
10. What will its labor force look like in 5 to 10 years?
11. Does the public perceive that the council is able to reach most members with service?
12. What is the perception of the quality of service the council provides?

### **Competition**

1. What is the council's competition like?
2. Is the competition well-financed?
3. Is the competitive market changing slowly or quickly; is it clear or ambiguous?
4. What will the council offer customers that distinguishes it from the competition?
5. Is the council anticipating and responding to competitors' marketing strategies?
6. How will the council deliver services differently than its competition?

### **Internal Scan**

1. What is the council service model?
2. Under what circumstances does the service model work best?
3. What are the council's assumptions about its competitors?
4. What practices does the council engage in that could potentially reduce its revenue?
5. What special assets does the council already have that are helpful in the delivery of services?
6. Are any services to a single constituency duplicated?
7. What is the quality of the service provided?
8. Can the majority of the membership and potential membership access the council's goods and services?
9. Is the council very visible within the community?
10. Is safety a priority with the council?
11. What do funders like about the council?
12. What perceptions do funders have about the council?

### **Data**

1. How does the council intend to ensure that data is clear and accurate?
2. Did the research pursue knowledge gaps?
3. Did the council use geographic information?
4. Is the process documented?
5. Do the strategies seem practical?
6. Do the strategies incorporate GSUSA's safety guidelines and program standards?
7. Have facility and property life cycles been considered? Capacity?
8. Is the supporting research data and analysis shown?

## **Composition**

1. Is your board composed of a variety of persons from within the demography of the entire jurisdiction?
2. Is your board composed of volunteers and staff from several leadership generations?
3. Who needs to be included to demonstrate objectivity in the process?

## **Process**

1. Is your board more inclined to undertake ongoing strategic thinking or product-oriented traditional strategic planning?
2. Are you able to use technology to provide greater participation in dialogue on substantive issues confronting the organization?
3. Has there been a period for review and feedback from the community?
4. Has the document been presented to the board for approval?
5. How has the document been communicated to the membership and community?

## **Strategies**

1. Is there a time frame and cost set for strategy implementation?
2. Are the strategies responsive to current data?
3. Are the strategies measurable?
4. What programs need to be offered in specific locations?
5. How can the properties provide diverse income streams and how can that be managed?
6. How can properties support collaborative efforts?
7. Does the strategy meet and/or address critical issues?
8. Have opportunities and strengths been synthesized?
9. Is the strategy aligned with the mission?
10. Is the strategy financially viable and sustainable?
11. Who will be the council's target customers?

## **Outcomes**

1. Is there a unique strategic position the council is seeking to establish?
2. Are you leveraging unique resources?
3. Are you pursuing opportunities?
4. Are you fortifying a product or position?
5. Is there a development strategy?
6. How will you fund your strategy?
7. What are the performance measures for property?
8. Is there a framework for market definition, selection, positioning, and differentiation?
9. What are the performance measures for administrative responsibilities?
10. Has the staff organizational chart and the growth/decline of staff been considered?

11. Are existing and projected operating costs/income sources considered in the strategies?
12. How is the council positioned for growth?
13. How is the council positioned for meeting unmet needs?
14. How is the council positioned for budgetary purposes?
15. How is the council positioned to gain revenue?
16. How is the council positioned to provide user satisfaction?

## Sample Charge to the Long-Range Property Planning Task Group

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### Purpose

- Develop a property vision that promotes the mission of the organization through engaging and vital program delivery and excellent customer service
- Research and develop strategies and recommendations for presentation to the board that may involve property acquisition, development, or sale in order to meet the needs and interests of existing and future girls
- Develop cost-effective program delivery and property management recommendations that are in alignment with council program, financial, and fund development goals

### Task Group Composition

The long-range property planning (LRPP) task group should have at least seven members, including the CEO or designee. There are three subgroups to the LRPP task group: membership and marketing, program, and facilities. The board task group chair and subgroup chairs should all be council board members appointed by the board chair. Each subgroup should be composed of a minimum of seven persons with appropriate expertise in the task group subject area. There should be a minimum of two staff persons and not more than three staff persons on each subgroup to provide council data and research assistance.

### Accountability

The board chair should appoint the LRPP task group chair and the subgroup chairs composed of staff and content experts, set a timeline for work, and assure that subgroups meet regularly in order to accomplish their work.

The subgroup appointments are composed of staff and non-board members approved by vote of the board members. On each subgroup there should be an odd number of voting participants. Staff members should include the property manager, program manager, CFO, and a significant number of additional staff in order to complete the work. The LRPP task group is accountable to the board of directors through the task group chair appointed by the board.

### Term

The task group will be appointed at the \_\_\_\_\_ board meeting and will serve for approximately nine to twelve months. Recommendations are to be presented to the board of directors in \_\_\_\_\_ of the following year.

### Tasks

1. Determine the time schedule for the total project.
2. Respond to the corporate goals of the organization.
3. Budget for the work of the LRPP task group
4. Develop and conduct a market survey of the membership and community.
5. Investigate relevant subgroup issues for: membership and marketing, program, and property/facilities.
6. Receive and review subgroup reports and recommendations.
7. Prepare draft recommendations for membership input.
8. Present draft recommendations to the membership for review and comment.
9. Conduct visioning and input forums/town hall meetings with membership and staff.
10. Respond to membership comments, review input, and finalize recommendations to reflect input.
11. Present final plan with recommendations to the board of directors for \_\_\_\_\_ board meeting.
12. Minutes should be kept at all meetings of the task group and subgroups. Any studies, reports, and accounting should be attached to the minutes.

## Property Performance Standards

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Unified site and facility performance standards are used to support the Girl Scout National Program Portfolio and Girl Scout brand, resulting in quality outdoor experiences aligned with council program and membership goals and financial and fund development priorities. These benchmarks are the measuring sticks used to identify critical asset management issues; they enable the CEO to develop action plans with accurate operating budgets that respond to these issues. The result will be properties that are aligned with a council's desired program, financial, and strategic outcomes.

### Suggested Performance Standards

1. **Support the National Program Portfolio:** The Girl Scout Leadership Experience, Journeys, The Girl's Guide to Girl Scouting
2. **Support the Girl Scout Brand:** safe, functional, and attractive  
When assessing property management, this second standard is further defined as:
  - **Safe:** Operate sites and facilities that are safe, free of construction defects and meet or exceed government, industry, and organization regulations and standards for outdoor program sites and facilities.
  - **Functional:** The facility is designed for or renovated for its current uses. Maintenance is current. The facility is clean and orderly. The site and facilities are ADA compliant.
  - **Attractive:** Facilities support the Girl Scout brand with: coordinated exterior and interior paint and stain palate; appropriate wall covering and flooring for current uses; and appropriate and coordinated furniture for designated uses.
  - **Well Used:** Facilities have an acceptable occupancy and use rate.
  - **Affordable:** The council can fund operations and annual preventative maintenance.
3. **Provide Service and Support to Membership and Staff:** Greater customer satisfaction, added value
4. **Promote Sustainable Property Management Practices:** Responsible stewardship
5. **Stay Within the Council's Ability to Fund Operations and Maintenance:** Satisfactory financial return

## Defining Property Performance Standards

When used in a long-range property plan (LRPP) to define 5- to 10-year expected outcomes, performance standards provide volunteers and staff with a clear understanding of the objectives behind property decisions. Performance standards may be expressed as follows:

- By October 1, 20\_\_, Girl Scouts of \_\_\_\_\_ will operate sites and facilities that are safe and free of construction defects and will meet or exceed government, industry, and organization regulations and standards for outdoor program sites and facilities.
- By October 1, 20\_\_, Girl Scouts of \_\_\_\_\_ will eliminate deferred capital maintenance items and fund annual preventative maintenance to protect asset values.
- By October 1, 20\_\_, Girl Scouts of \_\_\_\_\_ will operate outdoor program facilities at or above \_\_percent capacity which will be used by a non-duplicated \_\_percent or more of the membership.
- By October 1, 20\_\_, Girl Scouts of \_\_\_\_\_ will maintain a coordinated exterior and interior paint and stain palate, appropriate wall surfaces and flooring, and appropriate and coordinated furniture.
- By October 1, 20\_\_, Girl Scouts of \_\_\_\_\_ will operate sites and facilities that are in compliance with the Americans with Disabilities Act.
- By October 1, 20\_\_, Girl Scouts of \_\_\_\_\_ will operate a site or facility within \_\_ hour drive time for \_\_ percent of the membership.

## Member and Non-Member Brand Expectations

- Parents want to know they are leaving children in a safe, functional, and attractive facility.
- Funders want to know that their monies are being used and will be used to develop and maintain safe, functional, attractive, and well-used sites and facilities.

If a council chooses to maintain and operate properties, whether owned, leased, or used, the properties must reflect the recognized high standards that are associated with Girl Scouting and the Girl Scout brand.

## Site/Facility Assessment Data Sheet

This sheet shows how a council can keep data on all its facilities compiled in an easily referenced way.

<b>Photo</b>
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**FACILITY:**

**AGE:**

**USE:**

**CAPACITY:**

**STORIES:**

**CONSTRUCTION:**

**Mechanical System:**

**Plumbing System:**

**Sanitary Facilities:**

**Overall Condition:**

**Deficiencies:**

**ADA Compliant:**

**Comments:**

**Estimates for Corrections:**

<b>Interior Photo</b>
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<b>Interior Photo</b>
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<b>Interior Photo</b>
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## Sample Site/Facility Assessment Data Sheet



**FACILITY:** waterfront

**AGE:** +/- 40 years

**USE:** kayaking and canoeing

**CAPACITY:** n/a

**STORIES:** n/a

**CONSTRUCTION:** spring fed lake, earthen dam

**Mechanical System:** n/a

**Plumbing System:** n/a

**Sanitary Facilities:** n/a

**Overall Condition:** poor (water quality)

**Deficiencies:** not suitable for swimming due to runoff and wildlife contaminants and a lack of sufficient water turnover

**ADA Compliant:** no

**Comments:** Wildlife control and water clarifying systems need to be investigated if water program is to continue on this lake.

**Estimate for Corrections:**        **\$20–30k**



## Sample Site/Facility Assessment Data Sheet



**FACILITY:** Happy Hollow Lodge

**AGE:** +/- 45 years

**USE:** resident camp unit &  
year-round troop camping

**CAPACITY:** one unit-resident camp;  
two groups of 30; troop camping

**STORIES:** 1

**CONSTRUCTION:** wood frame on concrete  
block piers

**Mechanical System:** oil-fired forced air heat

**Plumbing System:** hot and cold water to kitchen and bathrooms

**Sanitary Facilities:** waste discharged to central sand filter treatment system

**Overall Condition:** fair to good

**Deficiencies:** none apparent

**ADA Compliant:** not completely

**Comments:** This building was the original dining hall for the camp, was well sited, and had a good “rapport” with the exterior via large expanses of windows—these openings are currently being replaced with smaller, insulated windows with the result that the building’s visual connection to the natural setting is being diminished.

**Estimate for Corrections: \$2–3k (ADA improvements)**



## Facility Evaluation for Cost/Benefit Analyses

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Objective facility evaluation data is needed to determine the cost/benefit value of initiating capital repairs, renovation, and/or building renewal. A comprehensive list of deferred maintenance and scheduled building renewal items will identify project costs that are excessive relative to the value of a specific facility in the property inventory. The question is: Is it cost effective to proceed with these repairs and/or renovations?

Another consideration that will affect costs is government regulations and industry standards that may apply and drive renovations. For example, making changes to a building may require compliance with the Americans with Disabilities Act and necessitating minor to significant renovations.

### Step One—Facility Condition Index

The Facility Condition Index<sup>1</sup> (FCI) measures the relative amount of deferred maintenance in a building, excluding recommended improvements and grandfathered issues. This is an industry accepted scale that facilitates and quantifies deferred maintenance.

$$\text{Facility Condition Index} = \frac{\text{Cost of maintenance and repair deficiencies}}{\text{Current replacement value}}$$

The current replacement value is the typical square-foot construction costs for a type of building in a specific geographic area. A rating of 5 percent or lower is considered “good” and indicates little deferred maintenance. A rating between 6 to 15 percent is considered “fair” and indicates some quantity of deferred maintenance. A rating above 15 percent is considered “poor” and indicates substantial repairs are required to meet current program needs. When a facility has a fair or poor rating, the council must evaluate the cost/benefit to make the repairs or retire the facility.

Council management can use this index to make decisions on capital projects and upgrades. To begin:

1. Identify buildings that fall outside the FCI goal or target range.
2. Identify the role each building plays in supporting the mission of the council.
3. Identify and quantify capital maintenance items required to correct deficiencies in each facility.
4. Identify the “high-risk” systems and which must be addressed with the most urgency.
5. Identify renovations that will bring a building up to today’s program standards.
6. Prioritize these estimates on a five-year projected maintenance spreadsheet.

With objective evaluation ratings, the council holds a tool for prioritizing projects and appropriating limited resources to sites and facilities that are needed to meet program objectives. Using the FCI as a guide, the council can successfully identify the highest priority projects from the five-year projected maintenance spreadsheet.

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<sup>1</sup> Developed by the National Association of College and University Business Officers and Applied Management Engineering Inc. (2004)

If the FCI percentage is above 15 percent, the council can make a decision on proceeding or not proceeding with the repairs based on a single question—what is the risk if we do not fund the repairs or renovation?

- Will someone get hurt?
- Is it in a highly visible area?
- Is this a chronic problem?
- What is the likelihood it will fail?
- Is the building scheduled for renovation and if so, can the repairs wait?
- Will it impact program delivery?
- Will it result in collateral damage such as loss of fees and lower attendance?
- Will building renewal result in reduced maintenance or energy consumption?

Using this method of facility evaluation, the council can evaluate decisions and weigh the risks to determine the optimal budget strategy.

### **Step Two—Program Adequacy Index**

Another consideration is that a facility may be in good condition but not meet current program needs. The Program Adequacy Index (PAI) supplements the FCI by considering what functional and aesthetic needs are desired in a facility in addition to physical condition needs.

$$\text{PAI} = \frac{\text{cost of maintenance and repair deficiencies} + \text{capital renewal and renovation/upgrade costs}}{\text{Current replacement value}}$$

For example, a program/service center may be in good physical condition but lacks space and the technology requirements to meet current and future council membership and staff needs. Costs for upgrading the program/service center to meet desired standards would be considered renovation or upgrade items.

Balancing the physical condition index (FCI) with the functionality, or program adequacy index (PAI), is an important, organization-specific process that takes into account the council's service delivery plan and overall organizational mission.

A discussion of other subjective related factors to determine the continued use of a facility may include local real estate market conditions, surrounding non-conforming land uses, construction and renovation costs, and the council's ability to fund capital projects and projected maintenance costs.

## Maintenance Priority Criteria

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### Necessary

<p><b><u>Priority 1</u></b>  <b>Health and Safety</b>  <b>Currently Critical</b></p>	<p><b>Work that requires action to accomplish one or more of the following:</b></p> <ol style="list-style-type: none"> <li>1. Restore building use due to catastrophic system failure or natural disaster</li> <li>2. Correct cited or identified health or safety hazard</li> </ol>
<p><b><u>Priority 2</u></b>  <b>Asset Protection</b>  <b>Currently High Priority</b></p>	<p><b>Work that requires near-term action to accomplish one or more of the following:</b></p> <ol style="list-style-type: none"> <li>1. Prevent accelerated deterioration of building component or system and avoid situation from becoming a Priority 1</li> <li>2. Avoid loss of critical system that would significantly affect program or impact occupancy</li> <li>3. Replace component that has worn out or is no longer in service</li> <li>4. Avoid a potential safety hazard or address existing non-life-threatening safety hazard</li> <li>5. Maintain, restore, or upgrade conditions to increase use or meet acceptable program and membership standards/goals</li> <li>6. Reduce unacceptably high maintenance, energy, and/or other operating costs</li> <li>7. Build green with sustainable design practices that can be economically justified via payback</li> <li>8. Eliminate or minimize environmental impacts on site</li> </ol>

### Deferrable

<p><b><u>Priority 3</u></b>  <b>Program Improvement</b>  <b>Necessary, But Not Yet Critical or High Priority</b></p>	<p><b>Work to accomplish one or more of the following:</b></p> <ol style="list-style-type: none"> <li>1. Avoid situation from becoming a High Priority item</li> <li>2. Prevent accelerated deterioration of building component or system</li> <li>3. Is a program improvement or amenity enhancement</li> <li>4. Implements sustainable or alternative energy design and construction</li> </ol>
<p><b><u>Priority 4</u></b>  <b>Aesthetic Improvements</b></p>	<p><b>Work that:</b></p> <ol style="list-style-type: none"> <li>1. Can probably wait for three to five years and/or can be completed during a building renewal</li> <li>2. Is an aesthetic improvement</li> </ol>



## Girl Scout Research Institute Outdoor Study Key Findings 2013

The Girl Scout Research Institute (GSRI) has assembled key findings about girls and the outdoors that are valuable to the data base of any council creating a long-range property plan. You can find that study here: <http://bit.ly/OI3YMb>



## Troop Camping—Occupancy/Use Rate and Per Girl/Per Day Cost

	Fall		Winter		Spring		Summer	
	Use	Cost	Use	Cost	Use	Cost	Use	Cost
<b>Site A</b>								
Unit 1								
Unit 2								
Program Bldg.								
Site Capacity								
Total	%	\$	%	\$	%	\$	%	\$
*Cost Per Girl	\$		\$		\$		\$	
<b>Site B</b>								
Unit 1								
Unit 2								
Program Bldg.								
Site Capacity								
Total	%	\$	%	\$	%	\$	%	\$
*Cost Per Girl	\$		\$		\$		\$	
<b>Site C</b>								
Unit 1								
Unit 2								
Program Bldg.								
Site Capacity								
Total	%	\$	%	\$	%	\$	%	\$
*Cost Per Girl	\$		\$		\$		\$	
<b>Site D</b>								
Unit 1								
Unit 2								
Program Bldg.								
Site Capacity								
Total	%	\$	%	\$	%	\$	%	\$
*Cost Per Girl	\$		\$		\$		\$	
<b>Grand Total</b>	<b>%</b>	<b>\$</b>	<b>%</b>	<b>\$</b>	<b>%</b>	<b>\$</b>	<b>%</b>	<b>\$</b>
<b>Total Occupancy Rate all sites</b>							%	
<b>Total Cost all sites</b>							\$	
<b>*Cost per Girl Total all Sites</b>							\$	

\*Total cost for time period divided by total girls for time period

## Camp Program—Cost Calculation

1. Fee for one program day: \$ \_\_\_\_\_
2. Total actual expense (see below.): \$ \_\_\_\_\_
3. Total number of program days:  
(Do not include pre-camp training days.) \_\_\_\_\_
4. Total number of participants served during the season: \_\_\_\_\_
5. Average number of participants per day is  
Total number of participants (line 4 above) divided by total number of program  
Days (line 3 above): \_\_\_\_\_
6. Program cost per participants  
Actual expense (line 2 above) divided by total number of participants (line 4 above):  
\$ \_\_\_\_\_
7. Cost per day for the program is actual expense (line 2 above) divided by  
Total number of days of program days (line 3 above): \$ \_\_\_\_\_
8. Cost of running the program per participant per day is  
Cost per day (line 7 above) divided by the average number of participants  
Per day (line 5 above): \$ \_\_\_\_\_
9. The council's subsidy per participants per day is the  
Cost of running the program per participant per day (line 8 above)  
Minus the fee paid by participants (line 1 above): \$ \_\_\_\_\_
10. The council's total program subsidy is subsidy per participants  
Per day (line 9 above) multiplied by total number of program days  
(Line 3 above): \$ \_\_\_\_\_

**Calculating Actual Expense** The two types of expenses that need to be included in camp program costs are fixed and variable costs. Fixed costs will occur regardless of the camp program running and variable costs fluctuate with the number of participants. Below are examples of fixed and variable costs. Please note that your council costs might include additional expenses not mentioned below.

Fixed Expenses	Variable Expenses
Salaries/benefits and taxes for core staff	Salaries/benefits and taxes for other staff
Professional fees	Food supplies
Occupancy, including utilities	General supplies and equipment
Rental and maintenance of equipment	Printing
Travel	Postage
Dues	Camperships
Conferences and Training Courses	
Miscellaneous	
Depreciation	



### Five-Year Projected Facilities Budget

Camp or Site:

Building or Use Area	<b>Projected Costs</b>		
Facility Condition Index	*Cost to Eliminate Deferred Maintenance	**2-4 Percent Annual Maintenance	***Capital Repairs /Renovations
1. Deferred Maintenance			
2. Deferred Maintenance			
3. Deferred Maintenance			
<b>Sub-Total</b>			
Building or Use Area	<b>Projected Costs</b>		
Facility Condition Index	*Cost to Eliminate Deferred Maintenance	**2-4 Percent Annual Maintenance	***Capital Repairs /Renovations
1. Deferred Maintenance			
2. Deferred Maintenance			
3. Deferred Maintenance			
<b>Sub-Total</b>			
Building or Use Area	<b>Projected Costs</b>		
Facility Condition Index	*Cost to Eliminate Deferred Maintenance	**2-4 Percent Annual Maintenance	***Capital Repairs /Renovations
1. Deferred Maintenance			
2. Deferred Maintenance			
3. Deferred Maintenance			
<b>Sub-Total</b>			
Building or Use Area	<b>Projected Costs</b>		
Facility Condition Index	*Cost to Eliminate Deferred Maintenance	**2-4 Percent Annual Maintenance	***Capital Repairs /Renovations
1. Deferred Maintenance			
2. Deferred Maintenance			
3. Deferred Maintenance			
<b>Sub-Total</b>			
Building or Use Area	<b>Projected Costs</b>		
Facility Condition Index	*Cost to Eliminate Deferred Maintenance	**2-4 Percent Annual Maintenance	***Capital Repairs /Renovations
1. Deferred Maintenance			
2. Deferred Maintenance			
3. Deferred Maintenance			
<b>Sub-Total</b>			
Building or Use Area	<b>Projected Costs</b>		
Facility Condition Index	*Cost to Eliminate Deferred Maintenance	**2-4 Percent Annual Maintenance	***Capital Repairs /Renovations
1. Deferred Maintenance			
2. Deferred Maintenance			
3. Deferred Maintenance			
<b>Sub-Total</b>			
<b>Grand Total for Camp</b>			

\*Prioritized list of deferred maintenance and costs for each site  
 \*\*Projected annual maintenance costs to protect asset values  
 \*\*\*Projected capital renovation/remodeling costs



## Sample Long-Range Property Plan For Board Action

What follows is a sample report to accompany the presentation by the long-range property planning task group to the board of directors on decisions, customer input, recommendations, and messaging. *This report is for internal audiences only.*

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### Additional Reference Materials

- Council property map
- Interim property plan
- Property task group charge and goals document
- Brief bios of property task group members
- Forums/town hall meeting information and overview of input
- Site criteria evaluation matrix—program facilities and camp locations
- Site criteria evaluation matrix—service centers same
- Capacity and utilization numbers
- Camp fees and income
- Program presentation
- Facilities condition report
- Cost estimates for improvements
- Capital budgets
- Fund-raising feasibility reports
- What girls, parents, adult volunteers, and funders want (survey results)
- Finance presentation
- Emails to long-range property planning task group and staff posted on blogs
- Council rental chart, plans

## Executive Summary

[Council name] serves [number] girls with the critical support of [number] volunteers. We cover [number] counties in the area. The council owns [number] properties that comprise [number] acres. For years, the [number] councils that merged have experienced declines in the number of girls utilizing camp properties. While outdoor education remains a core of the program experience, the legacy councils' and the merged councils' average participation was [number] percent of our members [unduplicated count] in the last five years, and last year [number] percent of girl members attended our overnight camps, [down/up] from [percentage] five years ago. Overall utilization rates at all our camp properties were [number] percent, [down/up] from [percentage] five years ago.

In [month, year], a volunteer-led long-range property planning task group was established by our board of directors. They were tasked with drafting a long-range property plan for both camp/program properties and service centers that would provide opportunities for girls to discover, connect, and take action in ways that build courage, confidence, and character. Their recommendations were to (*sample statements follow*):

- Vote to cease running and to sell [name of camps/facilities].
- Vote to pursue a transfer of [name of camp/facility] to [name of organization/business].
- Vote to enter into a partnership with [name of organization] whereby girls would be served [dates or number of weeks] each [year/season/summer].
- Vote to consolidate the service centers to one location in an area to be determined [date/later].
- Support exploration and research for variety and diversity of facilities to serve the jurisdiction within the context of a master plan.

## Initial Situation Analysis

The Girl Scouts of [council name] have a rich and unmatched tradition of outdoor education. We offer girls contemporary, relevant, and compelling indoor and outdoor camp program that serves tradition and our bold vision of the future. The Girl Scout Leadership Experience, the economic realities of owning and operating properties, and most importantly, girls' changing needs and interests have led us to consider changes to our property portfolio in order to most effectively serve girls.

[Council name] serves [number] girls with critical support of [number] volunteers. We cover [number] counties in [state or states], and own [number] properties that comprise [number] acres. [Number] of the [number] properties are within a [number]-mile radius of [area]. [Number] camp properties are located outside the council's geographic jurisdiction. [Council name]'s camp properties have a total of [number] beds year-round and [number] beds in summer. The most recent data show that [number] percent of overall girl membership attends resident or day camp—[number] percent in [year] for resident camp and [number] percent for day camp, and an additional [number] girls attend service unit events or troop camp at Girl Scout properties. In [year], [number] percent of girl and adult members participated in activities at camp. Overall, [council name] has a current properties utilization rate of [number] percent.

Currently, the costs of operating and maintaining the properties far exceed the revenues generated from these sources. We are subsidizing our resident and day camp programs at [number] percent. Although these programs are partially subsidized by Girl Scout Cookie Program revenues and donor support, there is still a large gap—in excess of [number] dollars annually—that must be funded from other income sources, leaving fewer dollars available to support other programs and services that girls want and volunteers need. It is critical we update and strengthen our property strategy.

In [date], [council name] announced a property plan to [action taken] in order to [objective of action] while continuing to provide essential programs and services to girls and volunteers. The implementation began [date] and will run through [date]. The plan is based on actual attendance numbers and continues to ensure we provide a variety of rich outdoor experiences for girls at the same time being flexible enough to accommodate additional participants if more girls want to attend.

The fiscal year [year] property decisions include [sample statements follow]:

- No changes to property rental/programs
  - [Name]: year-round rentals; programs; summer resident camp/day camp
  - [Name]: year-round rentals; programs; summer day camp
  - [Name]: year-round rentals; programs; summer day camp
  - [Name]: year-round rentals
- Modified property rental/programs
  - [Name]: no year-round rentals for lodge; troop house rentals will continue; fewer day camp offerings (shared seasonal staff)
  - [Name]: no summer rentals; programs; summer lease to outside group
  - [Name]: year-round rentals; programs; shortened summer programs
  - [Name]: closed winter for rentals and programs; shortened summer programs (shared seasonal staff with Elk River)
  - [Name]: closed winter for rentals and programs; shortened summer programs/rentals (shared seasonal staff)

## Long-Range Property Planning Task Group

### Task Group Charge

A volunteer-led long-range property planning task group was established by [council name]'s board of directors to draft a long-range outdoor property plan that provides opportunities for girls to build leadership skills through the Girl Scout Leadership Experience where girls discover, connect, and take action, while we, as stewards of the council, ensure the wisest use of resources.

Girls will have the choice of a pathway for membership that is outdoor program-based and that meets their needs and interests within the financial, staff, and volunteer resources of the council.

The long-range property planning task group began meeting [date] and will present its initial recommendations to the board of directors [month, year]. A series of dialogues will be held with key constituents, including our girl members and adult volunteers over the next two months with decisions expected to be finalized [month, year].

### Task Group Members

#### Board and Adult Volunteer Representatives

- [Name], long-range property planning task group chair, current adult member
- [Name], current board treasurer, who has served on the executive, finance, investment, and pension task force
- [Name], former girl member, current adult volunteer, and former board member and service unit manager
- [Name], former girl, staff, and board member

- [Name], lifetime Girl Scout member, former executive staff member in five Girl Scout councils, former troop leader, adult volunteer, and volunteer recruiter
- [Name], current volunteer and adult member, former staff member in two Girl Scout councils, and former assistant troop leader
- [Name], current board member, executive committee member, lifetime Girl Scout member, current adult volunteer, former camp counselor, and troop leader
- [Name], adult leader for Boy Scouts of America, Quartermaster, Eagle coach, merit badge counselor, and Brotherhood in the Order of the Arrow
- [Name], former girl member who assists with strategic and vision planning for Girl Scouts and other nonprofit organizations
- [Name] board of directors chair, member ex-officio audit committee, board development committee, executive committee, finance committee, fund development committee, investment subcommittee, pension task force, and a lifetime Girl Scout member

#### Staff

- [Name], chief executive officer
- [Name], chief operating officer
- [Name], chief financial officer
- [Name], asset management director
- [Name], outdoor program and property director
- [Name], communications officer

#### Consultants

- GSUSA or other consultant

## Vision Statements for Camp Facilities

### Program Vision Statement

Girls participate in a dynamic, high quality, premium, and fun program, led by staff and volunteers with consistent training, skills, and support to provide the Girl Scout Leadership Experience.

### Geographic Vision Statement

An equitable distribution of appropriate program facilities, including public parks and national forests, allows access to outdoor programs that are a reasonable distance from girls and their families and that provide the Girl Scout Leadership Experience.

### Financial Vision Statement

A correctly-sized property portfolio is self-sustaining through divestiture and reinvestment of key dollars back into outdoor program and through varied income-generation endeavors that ensure maintenance of highest quality programming and properties.

### Communications/Marketing Vision Statement

A well-developed and executed promotion/marketing/communications plan assures local, regional, and national recognition of our high quality programs and facilities.

## Utilization Vision Statement

Program facilities and service centers are utilized to their maximum potential as defined by the Girl Scout mission statement, ensuring accessibility across our jurisdiction to all area girls and volunteers.

## Timeline/Process

Establish dates for all major actions and highlights in a comprehensive schedule similar to this:

### Key Dates

June 26—[Council name]’s Long-Range Property Planning Task Group met

July 9—included a teleconference with girl program staff

August 6—included a teleconference with finance staff

August 20—included visiting all program facilities and camp properties

September 17

November 5—reviewed all member input from member forums, delegate meetings, e-mails, and Wiki posts

November 12

December 3

### Other Key Dates

June 26—forum held about fiscal year [year] short-term property plans

December 11—task group presented recommendations to board of directors

July-November—task group members toured properties based on their individual schedules and availability

[Council name]’s Long-Range Property Planning Task Group members led five town hall meetings/open forums:

October 19—XYZ Service Center

October 20—Camp Z

October 22—Blue town

October 24—Greentown

October 29—teleconference

## Research/Findings

### Research and Methodologies

Data and information has been collected from a variety of primary and secondary sources, including, but not limited to: council property, program, finance, registration staff, GSUSA consultants, [council name]’s Long-Range Property Planning Task Group members’ expertise, property tours, girls, parents, and volunteers via town hall meetings, girl/adult surveys, and demographic data and trends.

Market research has included:

- Membership and jurisdictional demographics
- Key constituent groups/collaborations
- User characteristics/preferences
- Needs and interests of constituents
- Council and community issues
- Constituent awareness, use, and opinion of programs and facilities
- Family issues that promote or hinder participation in Girl Scouts
- Transportation patterns and time/distance perception
- Amenity demands/expectations/perceptions
- Input from members via town hall meetings, emails, Wiki posts, calls to council staff, and the like

Program research has included:

- Existing program offering catalog
- Most frequently requested programs and ways to provide them
- Alignment of program goals and activities with anticipated outcomes
- Unit cost of program delivery for program sites
- Input from members via town hall meetings, forums, conference calls to stake holders, and other ways

Property research has included:

- Visiting sites
- Gathering relevant property information, surveys, master plans, zoning information, building logs, and more
- Assessing standards and maintenance operation
- Identifying the cost of deferred maintenance
- Calculating site capacity and occupancy
- Examining property finances in detail: costs, revenues, subsidies, fees
- Evaluating current council financial position
- Identifying alternative program delivery sites
- Identifying site program potential

## Forums

The long-range property planning task group hosted [number] forums for members throughout the council jurisdiction and [number] people participated. Invitations for comments and/or attendance were sent via newsletters, social media outlets, emails, and the council website; response was [low/high]. We assume interest is high and we are planning to offer [list additional plans for input and dates]. Forums solicited input via five questions [sample questions follow]:

1. What do girls want in an outdoor experience from Girl Scouts?
2. What should the task group focus on as they form their recommendations?
3. How do we market our properties effectively to our members?
4. What do members need from service centers?
5. Is there any other feedback for the task group? Do you have recommendations for \_\_\_\_?

The task group considered all the feedback in their discussions and recommendations. Comments were compiled and distributed back to the delegates and service unit managers along with supporting data/information regarding property utilization, evaluation matrixes, and other related data.

## Key Findings [Sample statements follow.]

- Prior to merging, all legacy councils had [low/high] utilization rates for properties and some had deferred maintenance.
- Girls/families generally find a [number]-hour (or less) drive to a camp/outdoor program experience acceptable. It does not necessarily need to be council-owned.
- Horse programming is one of the most popular camp activities as are swimming, archery, and arts and crafts. (See summer camp girl evaluation results and town hall meeting results.)

- We subsidize camp costs by [number] percent, offer [number] “price tiers” for girls/families, and have a strong financial assistance program for camp. While it costs [dollar amount] to provide a week of camp to a girl, we charge [dollar amount]. Girl Scout volunteers and families cite cost as a barrier to participation, yet [name of camp or program] is less expensive than similar Campfire and YMCA programs. (See current camp fees and town hall meeting results.)
- The total utilization rate for all properties [increased/decreased] from [number] percent in [year] to [number] percent in [year]. The overall summer camp numbers [increased/decreased] from [number] percent of girl members in [year] to [number] percent of girl members in [year]. Day camp participation by girls [increased/decreased] from [number] percent in [year] to [number] percent in [year]. Similarly, girl participation in council-sponsored program events at council properties [increased/decreased] from [number] percent in [year] to [number] percent in [year]. The largest area of growth was site rentals which [increased /decreased] from [number] percent of total people served in [year] to [number] percent in [year]. The largest category of growth was [Girl Scout/non-Girl Scout users], which grew from [number] in [year] to [number] in [year]. (See capacity and utilization numbers.)
- [Type, i.e., horse] programming is the most expensive program to offer to girls.
- Property operating costs are [number] percent of our total council expenses.
- Our properties generated [number] percent of our total income from [cell tower leases, gas leases, and similar arrangements].
- The [unaudited year] council revenue of \$[number] million included [number] percent from resident camp fees and [number] percent from site rental fees. (See budget/financials.)

### **Long-Range Property Planning Task Group Recommendations to the Board**

After careful fact-finding, research, and thoughtful discussion and deliberation the long-range property planning task group recommends that the council board of directors: [Sample statements follow.]

- Vote to retain [number] of [number] resident camps.
- Vote to cease running and to sell [name of camps].
- Vote to pursue a transfer of [name of camp], a property in the legacy council of [name] to our merged council [name].
- Vote to consolidate the metro service centers to one location in an area to be determined later.
- Support exploration and research for variety and diversity of facilities to serve the jurisdiction within the context of a master plan.

## Sample Key Messages and Talking Points

1. Girl Scouting continues to provide unmatched camping experiences that are adapting to meet the needs of today's girls. We want to ensure that as many girls as possible have the opportunity to build friendships and learn leadership skills in the outdoors.
  - We offer [number] camps across our region that provide girls with unmatched opportunities and access to the outdoors.
  - We will use some of the proceeds from the sale of this property to upgrade our other properties.
2. Our council's decision to rest or sell a camp is not made lightly and it is done with vast input from community members as well as cost-benefit analyses of the properties. Managing properties is a very complex and expensive proposition and it is important that we maintain our campgrounds to ensure we continue to give girls the best possible experience.
  - We have more property than we need based on our usage trends. Given the cost of maintaining these properties, we simply can't afford to keep them all.
  - We have examined each camp and tried to develop a strategy for council wide program that will grow in the future based on the wants and needs of local girls.
3. We understand the loss of a camp can be emotional for some members, but we want to assure them that we are focused on enabling all girls to have similar experiences through other venues and programs.

## General Talking Points

- Our fiscally responsible board of directors regularly reviews the council's properties based on the needs and wants of members and what is economically feasible.
- Property recommendations recognized lower than needed camp utilization rates at all properties in the last five years.
- No changes will be made to the existing short-term fiscal year [year] property plan.
- Keeping our camp programs and rental fees affordable for members and competitive in the market is important.
- The property recommendations allow us to focus on Girl Scouts' unparalleled core strength of leadership development through outdoor education.
- The recommendations suggest the most effective use of resources to better serve all girls.
- We encourage members to explore and educate themselves about all our properties and resources, not just the ones they know. Please review the new brochure and video.
- Going forward we will establish a policy for [number] percent of revenues resulting from sales be deposited in funds to ensure future needs of camps are met.
- Staff will explore opportunities for outdoor property collaborations with other organizations including neighboring councils, to provide the best resources and programming for girls.

## Other Details

- We've determined a target of [number] percent for the subsidy of underserved girls. The transition of our neighboring council's camp to us will be directly communicated by that council only to their members. Next year we will share the news that the facility is part of the offerings mix of [name of council].

- Requests to alumnae and donors for strong support of [camp names] were issued.
- Given the current market conditions and economy, selling properties may not happen immediately. Having the “intent to sell” allows us to remove property depreciation costs as an expense item.
- We will continue to do basic maintenance and secure closed/decommissioned properties until a reasonable sale or next step can be made.
- Day camps and service unit and troop encampments are important to us because they are often the first outdoor, overnight experiences for girls. Based on the last two years, the decommissioning of [camp name] will affect [number] day camps and [camp name] will affect [number] large regional service unit events. As a consequence, we will work with the [number] large site-rental groups to move their events to [camp names].



### Sample Facilities Budget

**Mountain Meadow Program Center—Capital Budget Estimates**

Action	Item	Description	Qty	Unit	Unit Cost	Total
<b>Program</b>						
Construct	boardwalk (abandoned rail line)	to be determined	1	allow	\$60,000	\$60,000
Construct	swimming dock	treated lumber	1500	sf	\$45	\$67,500
Construct	Boathouse	wood frame	1200	sf	\$60	\$72,000
Construct	nature study center	wood frame	400	sf	\$62	\$24,800
Construct	nature trail	clear & stabilize	550	lf	\$10	\$5,500
Construct	outdoor amphitheater	clear & grade	1	allow	\$5,000	\$5,000
Construct	primitive camp area	clear & grub	2	ea	\$1,000	\$2,000
Construct	program center	brick veneer	12000	sf	\$150	\$1,800,000
Upgrade	trail system	clear and grade	5600	lf	\$10	\$56,000
Construct	unit shelters (3@ 400 sf each)	wood frame	1200	sf	\$30	\$36,000
<b>Housing</b>						
Construct	family camping area	clear & grade	1	allow	\$5,000	\$5,000
Construct	platform units	wood frame	3	allow	\$55,000	\$165,000
Construct	winterized troop house	wood frame	2000	sf	\$125	\$250,000
<b>Support</b>						
Install	area lighting	to be determined	1	allow	\$10,000	\$10,000
Construct	director's office/cabin	wood frame	600	sf	\$75	\$45,000
Construct	dining hall	brick veneer	3000	sf	\$175	\$525,000
Construct	Infirmary	wood frame	800	sf	\$60	\$48,000
Construct	maintenance building	metal	1200	sf	\$65	\$78,000
Construct	program storage	wood frame	200	sf	\$60	\$12,000
Construct	sanitary services	to be determined	1	allow	\$160,000	\$160,000
Construct	staff housing	wood frame	1200	sf	\$60	\$72,000
Construct	ranger's house	brick veneer	1800	sf	\$85	\$153,000
Construct	vehicular circulation	to be determined	1	allow	\$75,000	\$75,000
<b>Sub-Total</b>						<b>\$3,666,800</b>
<b>Fees</b>	15%					<b>\$550,020</b>
<b>Contingency</b>	10%					<b>\$366,680</b>
<b>Maintenance</b>	5%					<b>\$183,340</b>
<b>Total</b>						<b>\$4,766,840</b>



## Sample Budget Estimates to Implement Long-Range Property Plan

### Mountain Meadow Program Center

Action	Item	Description	Qty	Unit	Unit Cost	Total
<b>Program</b>						
Construct	boardwalk	to be determined	1	allow	\$60,000	<b>\$60,000</b>
Construct	swimming dock	treated lumber	1500	sf	\$45	<b>\$67,500</b>
Construct	boathouse	wood frame	1200	sf	\$60	<b>\$72,000</b>
Construct	nature study center	wood frame	400	sf	\$62	<b>\$24,800</b>
Construct	nature trail	clear & stabilize	550	lf	\$10	<b>\$5,500</b>
Construct	outdoor amphitheater	clear & grade	1	allow	\$5,000	<b>\$5,000</b>
Construct	primitive camp area	clear & grub	2	ea	\$1,000	<b>\$2,000</b>
Construct	program center	brick veneer	12000	sf	\$150	<b>\$1,800,000</b>
Upgrade	trail system	clear and grade	5600	lf	\$10	<b>\$56,000</b>
Construct	unit shelters (3)	wood frame	1200	sf	\$30	<b>\$36,000</b>
<b>Housing</b>						
Construct	family camping area	clear & grade	1	allow	\$5,000	<b>\$5,000</b>
Construct	platform units	wood frame	3	allow	\$55,000	<b>\$165,000</b>
Construct	winterized troop house	wood frame	2000	sf	\$125	<b>\$250,000</b>
<b>Support</b>						
Install	area lighting	to be determined	1	allow	\$10,000	<b>\$10,000</b>
Construct	director's office/cabin	wood frame	600	sf	\$75	<b>\$45,000</b>
Construct	dining hall	brick veneer	3000	sf	\$175	<b>\$525,000</b>
Construct	infirmary	wood frame	800	sf	\$60	<b>\$48,000</b>
Construct	maintenance building	metal	1200	sf	\$65	<b>\$78,000</b>
Construct	program storage	wood frame	200	sf	\$60	<b>\$12,000</b>
Construct	sanitary services	to be determined	1	allow	\$160,000	<b>\$160,000</b>
Construct	staff housing	wood frame	1200	sf	\$60	<b>\$72,000</b>
Construct	ranger's house	brick veneer	1800	sf	\$85	<b>\$153,000</b>
Construct	vehicular circulation	to be determined	1	allow	\$75,000	<b>\$75,000</b>
<b>Sub-Total</b>						<b>\$3,666,800</b>
<b>Fees 15%</b>						<b>\$550,020</b>
<b>Contingency 10%</b>						<b>\$366,680</b>
<b>Maintenance 5%</b>						<b>\$183,340</b>
<b>Total</b>						<b>\$4,766,840</b>

### Sample Scheduled Facilities Maintenance List

Action	Facility	Item	Qty	Unit	Unit Cost	Total
Replace	dining hall	roof	1	LS	\$65,000	\$65,000
Resurface	entry road	oil and seal	1400	lf	\$35	\$49,000
Replace	kitchen	freezer	1	LS		
Upgrade	trail system	clear and grade	5600	lf	\$10	\$56,000
Replace	grounds	mower	1	LS	\$7,500	\$7,500
Replace	troop house	roof	1	LS		
<b>Sub-Total</b>						\$177,500
<b>Contingency</b>	<b>10%</b>					\$ 17,750
<b>Grand Total</b>						\$195,250

### LRPP Phasing Years 1 to 4

Program	Item	Year 1	Year 2	Year 3	Year 4	Future
Construct	boardwalk					
Construct	swimming dock	\$60,000				
Construct	boathouse	\$67,500				
Construct	nature study center	\$72,000				
Construct	nature trail		\$24,800			
Construct	outdoor amphitheater		\$5,500			
Construct	primitive camp area			\$5,000		
Construct	program center	\$2,000				
Upgrade	trail system				\$1,800,000	
Construct	unit shelters (3)	\$28,000	\$14,000		\$14,000	
<b>Housing</b>		\$36,000				
Construct	family camping area					
Construct	platform units				\$5,000	
Construct	winterized trp house	\$165,000				
<b>Support</b>				\$250,000		
Install	area lighting					
Construct	director's office/cabin			\$10,000		
Construct	dining hall			\$45,000		
Construct	infirmary		\$525,000			
Construct	maintenance building			\$48,000		
Construct	program storage			\$78,000		
Construct	sanitary services				\$12,000	
Construct	staff housing	\$80,000	\$40,000	\$40,000		
Construct	ranger's house		\$36,000		\$36,000	
Construct	vehicular circulation	\$153,000				
<b>Sub-Total</b>		\$25,000		\$50,000		
<b>Fees</b>		\$628,500	\$645,300	\$526,000	\$1,867,000	\$0
<b>Contingency</b>		\$94,275	\$96,795	\$78,900	\$280,050	\$0
<b>Maintenance</b>		\$62,850	\$64,530	\$52,600	\$186,700	\$0
<b>Total</b>		\$31,425	\$32,265	\$26,300	\$93,350	\$0
<b>Grand Total</b>		\$817,050	\$838,890	\$683,800	\$2,427,100	\$0

<b>Action</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Replace	dining hall			\$65,000		
Resurface	entry road		\$49,000			
Replace	kitchen					X
Upgrade	trail system	\$28,000	\$14,000		\$14,000	
Replace	grounds			\$7,500		
Replace	troop house					
Sub-total		\$28,000	\$63,000	\$72,500	\$14,000	
Contingency		\$2,800	\$6,300	\$7,250	\$1,400	
<b>Total</b>		<b>\$30,800</b>	<b>\$69,300</b>	<b>\$79,750</b>	<b>\$15,400</b>	
<b>Grand total</b>		<b>\$62,225</b>	<b>\$101,565</b>	<b>\$106,050</b>	<b>\$108,750</b>	