

**Standards Chair Training - Notes/Ideas/Resources**

**Oct. 11-13, 2018**

***Trends Discussion*** *(Average of 33.67 years of* ***camp*** *experience within group)*

* County licensing telling day camps (what is probably child care) they need to be ACA accredited.
* Wildfire Evacuations
* Incorporating electronics into programming
* Drive to be more diverse – beyond color
* Need to accommodate more food allergies
* Absence of life skills (campers and staff)
* MESH
* Parent anxiety
* Increase awareness in inclusivity
* Challenge in hiring staff (echoed by many)
* Continual use of technology impacting social and motor skills of campers (and staff)
* Parent dynamics
* Lack of coping skills (campers and staff)

How Does this Impact US (Standards Chairs and ACA)?

* Impacts our volunteers as they have to deal with these topics which takes more time
* Provides areas for focus of education and support
* Takes our time to find/train staff

***Thoughts on Additional Use of Standards Committee and ways to find Visitors (****following panel discussion)*

* Promote/arrange special recognition for visitors
* Use the evaluation tool to capture those interested and/or who are identified by others
* If you do have a committee, make sure you have clearly identified tasks (USE THEM)
* Have committee assist with visitor assignments
* One area has standards committee that isn’t comprised only of instructors. Includes a few visitors as well as non-visitors who they want to learn and help grow. Often Instructors also serve on the LCOL/Board and therefore have potential conflict of interest of serve on both.

***Comments on a Review***

* Have one group focus on how to say “yes” while another focuses on why to say “no”.
* Have a 1:1 conversation with the camp director prior to the review to share about the process – have the conversation up front.
* Assign each part of the review (standards missed) to individuals ahead of time and ask them to present each part.
* Take the emotion out of the review. Seems we trust during the actual visit and look for fault during the review.
* Make sure to follow up with the visitor following the review to share the results and rationale of why/why not.

***Annual Accreditation Support***

***For the camp:***

* Coaching to make sure all parts of the question are answered
* Regular reminders of need to complete (yet without being pushy)
* Send links to resources
* Refer them to APG (2012) – although ACA will have a document that includes the standards referenced in the AAR
* Share the importance of not re-stating the standards verbiage – make sure to have examples of acceptable what is appropriate
* Use ACA Connect to send reminders/ideas
* Create Life of an AAR – to include be responsive to reviewer comments

***For the Reviewer:***

* Reminders to complete review – a calendar w/ due dates
* Highlight the sample responses
* Be honest with the timeline and when reviewers are needed (more in Feb. than Dec/January)
* Don’t be afraid to pick up the phone and call!
* Periodically check the AAR for additional comments/notes.

**ROUNDTABLE DISCUSSION TOPICS**

***Mentors/Trying Camps/Too Many Visitors (Comments are in a somewhat random order)***

* Some have too many AVs who are not ready to be promoted
* We are engaging visitors more w/ AARs – especially the ones who aren’t as available and/or do not want to conduct the WDR.
* If a visit has more than two visitors, the lead visitor should have a plan for each visitor – potentially assign each a section to review.
* If having three people on the visit it is important to set, clear expectations for the 3rd (and 2nd) visitor. Base those expectations/assignments on the background and experience of each visitor.
* While some areas have enough visitors, they have a shortage of lead visitors as experienced visitors are “retiring”. *How can we engage them better?*
* We need to continually educate lead visitors of their role – part of which is including other visitors *(FYI – the Visitor Update stresses this point as does a revised service description of Lead Visitor)*
* It would be good to be clear in the role of the visitor vs the mentor.  The mentor is not the camp’s visitor but works with the camp up until visit time.
* It is important to be clear with the camp about their role in the mentoring process.  This for them, and they have to be involved as well.  The mentor can't do it all.
* Do a Mock Visitor with the extra visitors at a trying camp.  Even if only jut a walk through - it helps.
* Make sure to facilitate the introduction between the mentor and the camp contact.
* Would like a more definitive mentoring program to include a mentoring checklist (*In the works!)*
* Mentors do not have to be visitors.
* Working with the camps for a realistic goal when it comes to when is the right time to get accredited.
* Camps should not wait to take the APW.  Even if they are going to be 2 summers before accredited.  Take the APW now so they can start preparing and thinking about the process and what needs to be done.
* One group talked a lot about the balance of the "trying camp" that then failed a visit.  How do you keep them in the groove so they try again the next season and don't give up, or loose support from their parent organization?
* Would ACA/NSC consider having a provisional status for camps that failed allowing them to come into compliance by doing something before their next visit?
* We share the different resources ACA has to offer that might assist in meeting some of the standards.
* If a camp fails, ask one of the visitors from the failed visit to serve as a mentor.
* Have Lead Visitor invite camp to a PD or social event to get the camp more involved

***Visitor Retention/Recruitment***

*Retention*

* Handwritten thank you w/ gift card (mentioned a couple times)
* Reception at local/national conferences
* Personal calls to visitors
* Name badges
* Promotion to Lead
* Make AAR visitor only
* Public acknowledgement – list of folks along with camps
* Check-ins by State reps (or other individual)
* Gift cards
* Recognize superlatives (farthest travel, most visits, etc.)
* Invitation to be more involved
* Invitation to be a mentor/feel like an expert
* Pair courses with a social event
* Personal email from Chair
* Constant contact with visitors
* Mass texting program to relay messages to visitors
* Invite those that are thinking of “leaving” to be involved in other roles (WD Reviewer, AAR reviewer, etc.)
* Awards – visitor of the year, etc.
* Shirts/apparel
* Make being a visitor a highlighted position

*Recruitment*

* Leave “Best Professional Development Ever” card
* Please to currently accredited camps to provide visitors
* APW directly followed by AVC
* Education that your director does NOT have to be the visitor
* Identify folks in end of year surveys
* Post-it note supplement in visitor packet to collect names of potential visitors from visits
* Young staff/visitors more difficult to retain as they move
* Letter of greetings when visitors change areas (when we are aware of – Field/Affiliate offices notify when they are aware of a change)
* Varying location of AVC and host as many as you can (encourage host camp to send folks)
* Flyers at all events to sign-up to become an AV
* Info from camp evaluations
* Bring info to outside meetings to promote being a visitor
* Even w/ areas that have “extra” visitors, try to have each visitor who can/wants to - be on a visit
* Have instructors identify stand outs from APW and chair/staff follow up
* Supply=demand
* Direct recruitment efforts (send an email to camps asking)
* Q&A about what it means to be a visitor
* NEED: Materials to convince execs why their staff should be able to be a visitor (talking points, data, etc.)
* Appeal to EPICS to become visitors
* Provide mentorships
* Create the culture of people wanting to serve as visitors – at a camp more than a year full-time? Take the AVC.
* Publicly promote the visitors to show who/how many are visitors
* Highlight ease of entry: Low pressure, low time commitment
* Survey after visits (do)
* Putting AVC dates in emails to camps being visited
* Professional development benefits (how camp benefits, how individual benefits)
* Personal contact/connection – You’d be great!
* Ask those larger entities to provide a visitor

***Use of Standards Committees (and make-up of)***

* Assist in assigning of visitors
* Help identify locations to hold trainings
* Identify potential visitors
* Help determine who might mentor camps that are trying
* Mentor new visitors
* If have a problem AV (or V) send a committee member who might be an instructor to “re-set” the AV/V.
* Respond to camps that want a review and serve on the review team
* Would like to use for Visitor Tune-ups (gathering with specific focus)
* Leverage visitors as volunteer recruiters
* Follow up with new visitors
* Some committees only instructors
* Some committees are a combination of instructors, visitors, and maybe experienced camp director NOT a visitor.
* Some have no set committee yet use instructors for reviews
* LCOL serves as standards committee in some areas
* Have individuals from Standards Committee help with the required online course follow up
* Reach out to those who haven’t signed the SOC
* Recruit from EPIC
* Feel it is hard to develop instructors in remote areas
* Help make connections between camps (Oh – let me introduce you to the camp down the road…)

***Standards Chair Relationship to LCOL/Board (by table)***

*Table #6*

* All chairs are on LCOL
* Participate in all roles (PD, Membership, etc.)
* LCOL has a strong “We’re behind you all the way” attitude
* If a camp is strongly interested in accreditation, sent to the standards team.
* When membership chair is vacant, the LCOL/Bd assumes the standards chair is the default

*Table #1*

* Most at the table see the Standards Chair as a critical part of the LCOL
* They have no terms – it is an appointed position and can be re-appointed (*NOTE: For LCOLs this might be impacted by FOOG)*
* Affiliate staff provide the report to the Board (which comes from the Committee). Co-chairs have been invited to attend the Board mtg. yet don’t serve on the board.
* Rely on LCOL to be the standards committee
* Question: We focus on consistency, yet it seems areas are someone different with regards to standards committees (good point!)

*Table #2*

* All chairs are on the LCOL
* Small LCOL relies on LCOL to serve as standards committee for reviews
* Use ZOOM and email for communication/meetings
* Meet as a standards committee before fall meeting for camp status approval deadlines
* During reviews, will be the camp in via ZOOM
* Feel that camps that fail are more open to seeing this as an educational process

*Table #3*

* One standards chair doesn’t sit on the LCOL yet provides the LCOL Standards Rep with the necessary information to share.
	+ She feels her time is better spent as standards chair and it helps maintain consistency.
	+ Part of the succession plan is to have someone from the standards committee on the LCOL.
	+ Uses a committee
* Use Instructors as the standards committee – nice to have the knowledge and process
* LCOL relies on ACA staff to train and educate the standards chairs
* Co-chairs are part of the succession plan
* Have someone currently shadowing the current chair

*Table #4*

* One chair doesn’t serve on the LCOL yet attends when needed to report - not clear if they are indeed a member of the LCOL or not.
* Feel it is important to be on the LCOL due to the overlap of work w/ professional development/membership. Standards is in touch with the greatest number of volunteers
* Feel it is critical to be in the room to “hear” what’s happening
* LCOL meets in person at regional gatherings and via ZOOM other times
* Term limits of 2 renewable 3-year terms
* The co-chair is part of the succession plan (co-chair will step in and we’ll find a new co-chair) or will pull a new chair from the standards committee

*Table #5*

* LCOL is a mix of instructors and/or standards committee members
* Some areas have a succession plan – other are talking about creating one.
* About ½ of group saw lots of “front door” work with new camps interested in ACA automatically being sent to the standards chair vs. professional development or membership.

***Succession Planning/Thank Yous/Recognition***

*Table 2*

Recognition

* Recognition was much needed
	+ Identifying visitors and volunteers and acknowledging them in the big group

Succession planning

* Using the AAR to bring together more intergenerational groups
* AAR is not as multigenerational friendly.
* Wisconsin has co-chairs that stagger terms
* Reaching out and identifying new volunteers
* Ratio of instructors to committee members
* Over stretching volunteers and then serving on multiple platforms
* Bringing in new young camp pros
* Specifying tasks to plug volunteers in
* Being ready to put them into tasks
* Reputation of exclusivity

*Table 3*

Succession Planning

* Succession is dependent on how it is set up
* Sometimes not having someone ready to take over therefore they serve very long terms
* Having non-visitors/non-instructors on the committees
* Depends on the volunteer pool
* Marketing/infographic about how the LCOL works
	+ Clarifying what the LCOL does
	+ Using a term board

*Table 4*

Recognition

* Visitor Happy Hours
* Handwritten thank you notes and gift cards
* Sending a newsletter to visitors
	+ Visitor Spotlights
* Identifying awards at conferences and gifts
	+ Giving out drink tickets as thank yous at some conferences
	+ Having visitors stand up
* Planning a lunch
* Challenge of having in person events due to locations and commitments of members
* Phone calls to volunteers inviting them personally to events
* Volunteer buttons at conferences

Succession Planning

* Term Limits
* Building strong instructor pools
* Never pass up an instructor course, always try to send someone
* LCOL benefits from fresh eyes

*Table 5*

Succession Planning

* Inspiring individuals instead of sending the message that it's a life sentence
* Identifying strengths in volunteers
* Guilt with putting all the work on new people's laps
* Splitting up responsibilities of chairs between various committee members
* Camp is a real job
	+ This is great professional development and resume building
* Identifying people who are not at a camp, but involved in the community

*Table 6*

Recognition Events

* Visitor Appreciation
* Happy Hour
* Newsletter, email and in person communication
	+ Events, did you knows, visitor recognition
* Shirts for visitors
* superlatives
* Handwritten cards

*Table 1*

Succession Planning

* Understanding scope of LCOL
* Consistency of communication
* Is the area the right fit, different job descriptions for each region/local office?
* LCOL’s need to be shaken up
	+ Identifying other areas of need and leadership

***Office Hours Overview/Comments***

* Office hours are for camps actively seeking accreditation in 2019
* Office hours will be scheduled across the country (some this fall and into spring)
* Could there be office hours for Instructors YES! Stay tuned!
* How many participated? 4 – 22 last year (for the 2018 visit season)
* Consider tagging the office hours and posting to YouTube

***Comments/Questions/Thoughts from Open Discussion (to be shared with appropriate group/staff)***

* Can there be a provisional status for camps that fail? Seems failed is harsh for camp this is close to 80% in all areas
* Why can’t a non-mandatory standard be fixed?
* How can a fixed mandatory still allow a camp to score 100%?
* Can there/should there be better consistency in the Standards Chair role on the LCOL or not? 1 or 2?
* Love the virtual office hours. Suggest indexing and archiving them.
* Would like double compensation for Standards Chairs
* Love having dedicated staff member for standards
* Would like more forward progress on electronic score form process
* Allow time at conferences for Trainers/Instructors to meet and share successes
* On evaluations – need space to write in names of visitors on evaluations so standards chairs/staff know how to better support those that “are challenged”.
* Need I’M a VISITIOR” big sticker or ribbons for places other than National conference
* Like the business cards promoting being a visitor
* Send those (Business Cards) to all APW and for all conferences
* Add a slide in the APW about being a visitor
* Need to clarify that being an AAR reviewer can help maintain visitor status
* Strong feeling of those that take the online standards course are not very prepared.
* Love Instructor Tune-ups
* Love Ka Hoot