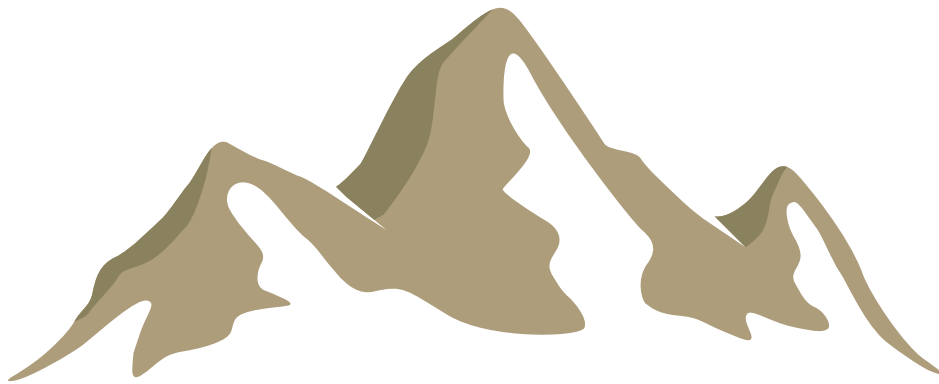


PQEE

PROGRAM QUALITY EVALUATION TOOL



BOY SCOUTS OF AMERICA®



**OUTDOOR
PROGRAMS AND
PROPERTIES**

January 2018



TABLE OF CONTENTS

INTRODUCTION	4
Quality of Program Offerings	5
PART 1: THE PROCESS	8
Purpose	9
Option 1: Evaluating a Single Camp	9
Rate the Quality of the Program	11
Scoring the Quality of the Program	13
Scoring the Variety of Program Offerings	15
Option 2: Evaluating the Program in Multiple Camps	16
PART 2: THE QUALITY STANDARDS GUIDELINES	20
Quality Staff	21
Quality Program Equipment	22
Quality Facilities	23
Program Depth or Enrichment	24
PART 3: COMBINING QUALITY AND VARIETY	29
APPENDIX	31
Property Self-Assessment Tool	32
Variety of Program Offerings Worksheets	33
Program Quality Evaluation	42





INTRODUCTION

To provide a quality experience for all of our member customers consistent with the vision and mission of the Boy Scouts of America, we've begun to implement a long-term strategy of matching high-quality programs with the best properties.

Studies have begun to identify the most suitable properties for delivering our program on a market-by-market basis.

By *objectively measuring* the quality of our “product”—the outdoor program—we will be able to establish an initial benchmark. With the help of NCAP, we will be able to systematically understand and improve our product with the ultimate goal of becoming “Best in Kind.”

Our competitive advantage in the marketplace will be found in the pairing of a high-quality program with our core competency, leadership, and character development.

This guidance document will provide a framework for continued improvement in the outdoor program, leading to a consistent, high-quality experience for our Scouts. But this document is merely a tool; it is not intended to serve as a requisite for councils but rather as a guideline to follow as camps are evaluated. Each council may set its own standards and choose how to evaluate its own camps.

A QUALITY PRODUCT: Our studies over the past five years have shown us that a quality program can be found at the intersection of quality staff, quality program equipment, quality facilities, and a deep program depth.

Applying this tool to the four critical elements of the program will give the council a benchmark upon which to control and improve the product.

The Program Quality Evaluation Tool looks at

- The quality of the programs offered at a camp
- The variety of the program offerings

Some of this work will be done in the field, and some will be done in the office or at home.





OUR GUIDING PRINCIPLE

“Measurement is the first step that leads to control and eventually improvement.

If you can’t measure something, you can’t understand it.

If you can’t understand it, you can’t control it.

If you can’t control it, you can’t improve it.”

—H. James Harrington

QUALITY OF PROGRAM OFFERINGS

There are four critical elements: staff, program equipment, facilities, and depth. A quality outdoor program is found where these four elements intersect (see illustration below). The A-level standards for these elements are found in Part 2 of this document.



The four program elements





QUALITY STAFF: In addition to embodying the qualities and attributes of the Scout Oath and Scout Law, a quality staff member:

- Is experienced
- Has a firm grasp of the subject matter
- Communicates well
- Understands the developmental stage of the Scout
- Understands the importance of customer service

High-quality staff goes beyond the basic curriculum outline to bring the program to life for participants. These staff members properly display the uniform, have a sense of the important role they play, and provide a camper-focused program environment.

QUALITY PROGRAM EQUIPMENT: Program equipment must be functional. It doesn't have to be the newest or the most expensive, but it should be well-maintained and in adequate supply for the program and number of campers being served. In order to meet the highest standard, there must be a written policy for inventory and repair or replacement of equipment. This helps to assure the equipment will stay in good working order from year to year. Remember, the equipment is also a reflection of the BSA brand.



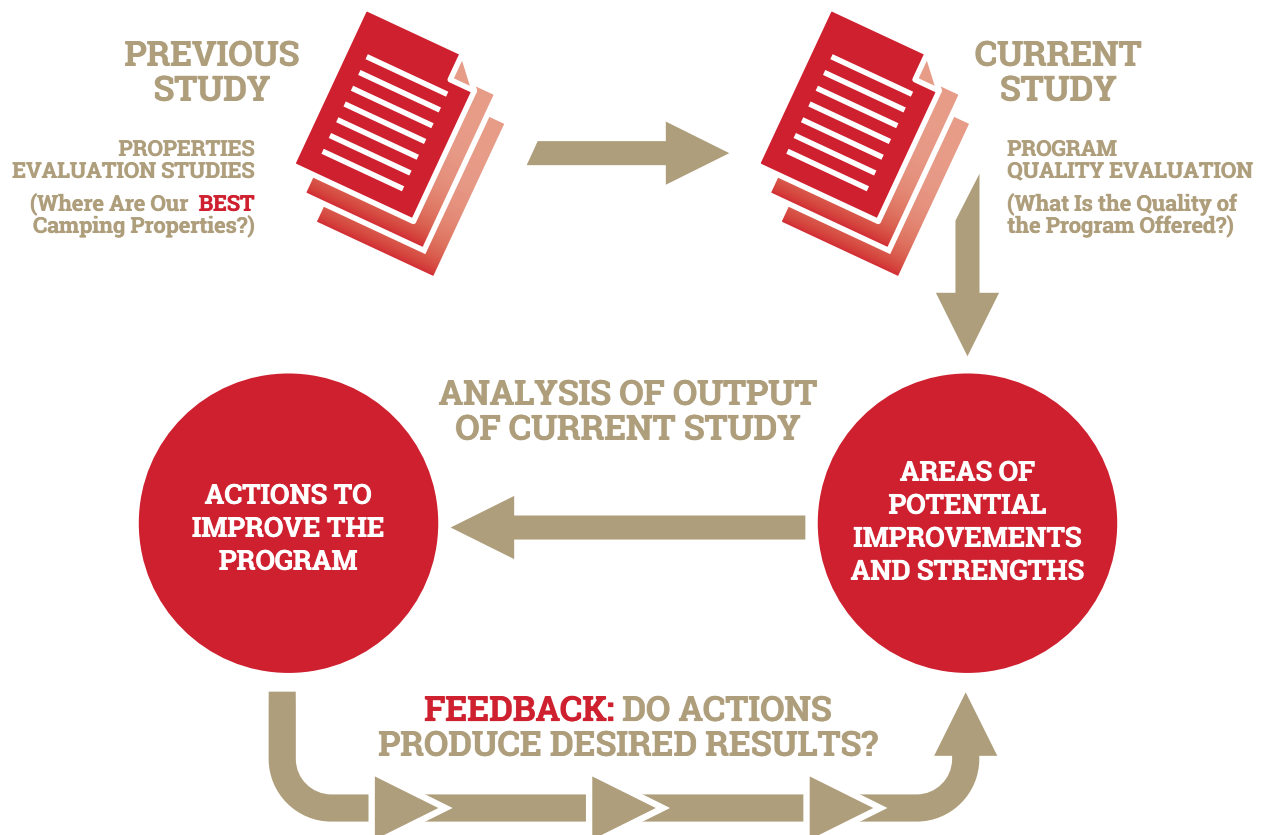


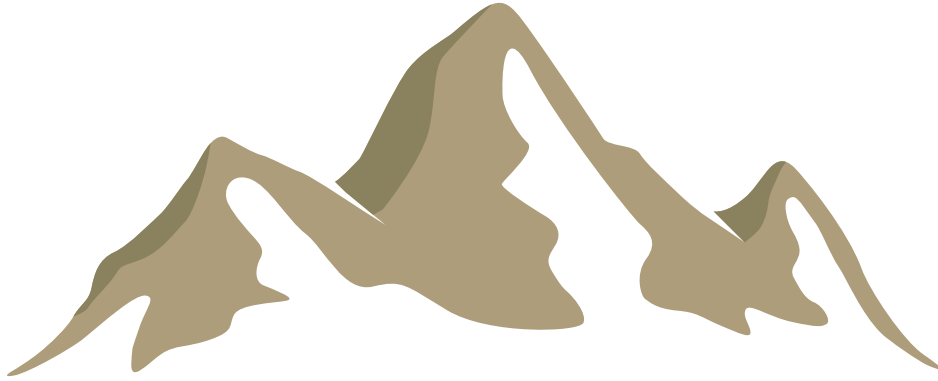
QUALITY FACILITIES: Evaluating camp facilities involves several factors including

- Condition
- Functionality
- Layout
- Capacity
- Design

Quality facilities positively reinforce the BSA brand. The BSA National Camp Accreditation Program's Camp Facility Evaluation Tool (CFET) can be very helpful in evaluating this element.

PROGRAM DEPTH: Program depth provides opportunities for more Scouts to become engaged in available programming through a variety of channels, methods, and media. In the academic world, it is referred to as enrichment. Good depth sparks the imagination of the Scout and whets the appetite for more.





PART 1

THE PROCESS



PURPOSE

This evaluation tool is provided as a resource to help local councils self-assess their program offerings. It should generate questions such as: “Are our programs average or below average?” “Can we share with others BSA best practices?” “Do we have an opportunity to collaborate with another council or camp facility in our area?”

While quality is ultimately a subjective assessment, the steps outlined in this document bring a degree of objectivity to the process.

There are two variations on the same process. The first is evaluating a single camp. This is the simplest case and is used to illustrate the basic principles. Evaluating a single camp establishes a baseline for continual improvement. The second variation is evaluating multiple camps, which is similar but provides a basis of comparison within a given market.

A key factor in getting an accurate evaluation is that the camp must be fully operational at the time. While this tool is intended for use with a resident camping program, there may be some portions of this document that may help with evaluating other types of camping programs. Day and weekend camp and family camping are vitally important parts of the complete camping experience.

OPTION 1: EVALUATING A SINGLE CAMP

STEP 1: BUILD THE TEAM

The Scout executive or designee or a member of the council executive board may initiate this evaluation process and recommend team members.

At least three people per program area are needed to conduct the field work, with one person acting as team leader. If there are fewer than three members, the team could jeopardize its objectivity. Three to five members is best. With more than five, maintaining focus and discipline can be a challenge.

Building and training the team is the most important step, and it can be the most difficult. Members should be diverse in their backgrounds and have a basic understanding of camp operations. Although team members can come from within the council and camp, choosing members from outside the council and camp may protect the objectivity of the evaluation. It is useful to rely on outside resources such as area-level volunteers.





It is important that the team understand the processes and goals *before* going into the field. A pre-assessment training session is recommended. Because the data is derived from observation and interviews, team members should spend time defining the data they want to collect and developing questions they need to ask.

Because every camp is different, developing specific questions and observations is best left to the team.

We recommend that, while in training, the team develop general questions and areas of investigation for each program area. The interviewer should have the freedom to let the interviews flow naturally, rather than adhering strictly to a predetermined list of questions. The questions you prepare should provide a foundation for the interview, not serve as a script.

STEP 2: PLAN THE LOGISTICS

Good, open communication between everyone involved in the onsite visit is important. Give the camp staff at least a month's notice, and provide the team members' contact information in case any questions arise before the visit. Make this a casual visit—not like an NCAP visit—where everyone wears their pressed BSA field uniform. The idea is to put everyone at ease in order to foster open communication.

Coordinate through the camp director before the team arrives. Team members should let the camp director know with whom they will be speaking, how long the interviews will take, and what areas of the camp they want to see. The primary stakeholders are the camp director, program director, camp staff, and, of course, the Scouts.

Typically, this evaluation will take two to three days per resident camp. Keep in mind that the team's objective is not simply to evaluate each camp and assign an appropriate score; the ultimate goal is to identify low-scoring camps and determine the root causes for these subpar scores. Only then can appropriate remedies be determined and prioritized.

In the same way that CFET evaluates facilities, the Program Quality Evaluation Tool is used to assess the outdoor program. Thus, this assessment is limited to program areas.

Although food quality, housing, and good sanitation facilities are certainly important, they are outside the scope of this assessment. Those elements may be evaluated separately at another time.





Discuss with the camp director that the intent is to observe program areas in action. To that end, a daily schedule will help in planning the work of the field team. Have the team eat meals with the Scouts and observe the dining hall and/or patrol cooking program elements.

STEP 3: COMPLETE THE FIELD WORK

The evaluation is conducted through observation and interview. At a minimum, you will need a digital camera and a note pad. Remember to label and date the photos you take.

Rate the Quality of the Program

For each program element observed (aquatics, shooting sports, outdoor skills, and others) the team will rate what it observes on an A through F scale:

- **A—EXCELLENT.** Fully meets the definition of the program element.
- **B—GOOD.** Mostly meets the definition of the program element.
- **C—PASS.** Meets the intent of the program element. Some deficiencies noted.
- **D—POOR.** Somewhat meets the definition of the program element.
Many small deficiencies noted.
- **F—FAIL.** Fails to meet the definition of the program element. Significant problems noted.

While the letter grade is important for analyzing the outdoor program, the importance of taking thorough notes cannot be overstressed. In this sense, the grade is the “WHAT” while the notes are the “WHY.” The notes will form the basis of root-cause analysis and continual improvement.

INTERVIEWS AND OBSERVATIONS: You should begin by interviewing the camp director and the program director. (See the lists of potential questions to ask in Part 2 of this document.) The camp ranger might also be included. Use the Program Quality Evaluation form found at the end of this guide to gather and document basic information about the property and the programs offered. The Variety of Program Offerings form can be used to document active programs and activities offered at each camp.

Ask for a staff roster showing names and areas worked, including counselors in training if there are any. The initial request could be made during Step 2.





Following the initial interview, the team should go into the camp to observe program areas in action and to interview area directors (e.g., aquatics, shooting sports, and nature and ecology) and staff. The team may also interview Scout participants and leaders to get their feedback.



PROGRAM STAFF: The staff at any camp can make the difference between the Scout having a good experience and a truly remarkable one. Proper training and retention are essential, as is having a high-quality staff that goes beyond the basic curriculum outline to bring the program to life for the participants.

PROGRAM EQUIPMENT: Primarily through observation, the critical elements to note are:

- **ORGANIZATION:** Is equipment put away when not in use, or is the area a mess?
- **CONDITION:** Does the equipment work? Does it get proper long-term maintenance or only makeshift, temporary repairs with tools and materials that happen to be on hand? A good staff can make do with just about anything; a great staff will make do but will also alert management to the problem and work toward a permanent fix.
- Is there a process to ensure that broken or outdated gear is repaired or replaced?
- Is gear cycled out on a periodic basis?





FACILITIES: In addition to the appearance guidelines defined by CFET, observe the design and effectiveness of the facilities. Are there bottlenecks in the program area? Are the Scouts getting enough time on an activity to earn their merit badges *and* have fun? Just as in the Quality Equipment part of the assessment, facilities don't have to be brand new or overly embellished. Facilities do have to be functional and in good repair to earn an A.

PROGRAM DEPTH: Based on both observations and interviews, you should be looking for enrichment beyond the basics. An activity may directly or indirectly have depth as long as it is informative and interesting and captures a Scout's imagination. For example, shooting sports can involve elements of physics or geometry. Look for the staff's qualifications and passion for the topic. Is the program interactive, or is it lecture based?

STEP 4: ANALYZE THE FINDINGS

After completing your field work, gather the team and go over the raw data to reach a consensus of the findings. Then, as previously described, use the observations and raw data to score the program areas. Develop numerical rankings and then convert them to grades.

Keep in mind that the findings are meant to serve as a road map for improving those camps that need additional attention. This analysis will help the council ferret out the root causes for any deficiencies. Until a root cause is identified and addressed, it is unlikely that the camp will improve on its own. This determination will also help councils prioritize when budgeting scarce resources.

Scoring the Quality of the Program

Base this scoring on the field notes. In the example below, the aquatics area had an excellent staff—score 5 × weight of 5—for a value of 25.

Program				Staff	Equipment	Facilities	Depth	Other
Aquatics - Lake				5	4	3	2	1
Fully Meets Definition	Excellent	A	5	25				
Mostly Meets	Good	B	4			12		
Meets the Intent	Pass	C	3		12			3
Somewhat Meets	Poor	D	2				4	
Does Not Meet Criteria	Fail	F	1					
Total								56

Equipment was OK but showed signs of wear and neglect. The value of equipment was 12. (3 = Meets the Intent × weight of 4). Facilities and depth are similarly scored. The Other category gives the team the ability to recognize—with a value of 5, 4, or 3—any exceptional, innovative, or





extraordinary programs that might be encountered. Do not feel compelled to use this category in all cases. It is intended to call out programs that are unique.

To make comparisons between camps, we suggest using the following list of program areas. (These comparisons will be discussed in more detail later in the guide.)

Suggested Program Areas	
Aquatics—Lake	Small ponds should not be included.
Aquatics—River	Consider only if navigable by small to large watercraft.
Aquatics—Pool	
Biking	May include BMX, mountain, or trail biking.
COPE and Climbing	
First Year/Outdoor Skills/Scoutcraft	Not the same program, but lumped together for simplicity. Excellence in program depth would include all three.
Handicrafts	
Nature/Ecology/Conservation	Distinct programs, but lumped together for simplicity. Excellence in depth might include these plus STEM.
Shooting Sports—Archery	For Cub Scouts and/or Scouts. Do not penalize a Cub Scout shooting program that is not on a range IF the area is well-marked and incorporated into a themed area.
Shooting Sports—Cub Scouting Program	BB range—Note the comment above.
Shooting Sports—Rifle/Pistol	Includes pellet guns. Target paintball would be an “Other” score.
Shooting Sports—Shotgun	
Field Sports	There should be evidence of an active program. A field with rarely used equipment should not be scored.
Additional Program Areas	No single list can capture the imagination and creativity of our camp staffs. This is where you capture that element.





is something that the council might want to explore to round out the entire program. Alternately, the council might decide to abandon areas that have low variety in order to focus more on other areas. There is no formula to this, only informed decisions.

You can perform the same analysis within Aquatics and compare Fishing to Swimming and Boating.

Keep in mind that this is solely a tabulation exercise. Capacity (how many participants?) and condition (how good?) are measured elsewhere. Up to this point we have only considered data.

This part of the process will tell you how much variety there is in one program area.

The picture changes when you evaluate multiple camps and have the ability to compare camps. The analysis of multiple camps across multiple variables is fairly complex and should be relegated to the Outdoor Programs and Properties Team at the National Service Center.

STEP 5: COMMUNICATE AND INTEGRATE

When the analysis is complete, share the report and all relevant data with the project initiator. This could be the Scout executive, council camping director, council president, or area director. Treat your findings as confidential until released by council management. Ideally the information will find its way into the NCAP application process through the Continuous Camp Improvement Program requirement.

OPTION 2: EVALUATING THE PROGRAM IN MULTIPLE CAMPS

The basic process described in Option 1 lends itself to analysis within the larger context of a *market*, defined as a fixed geographic area with a collection of camps located not far from each other. A four- to six-hour drive from one camp to the next makes sense, but it can be longer depending upon the area of the country. Population centers and physical boundaries such as mountain ranges, lakes, and rivers may also define the limits of a market. Another factor to consider is where troops actually go to camp.

Looking at a collection of camps within a defined market adds another dimension to the process. Accessibility opens the opportunity for collaborating with area camps to provide a wider variety of high-quality outdoor experiences.





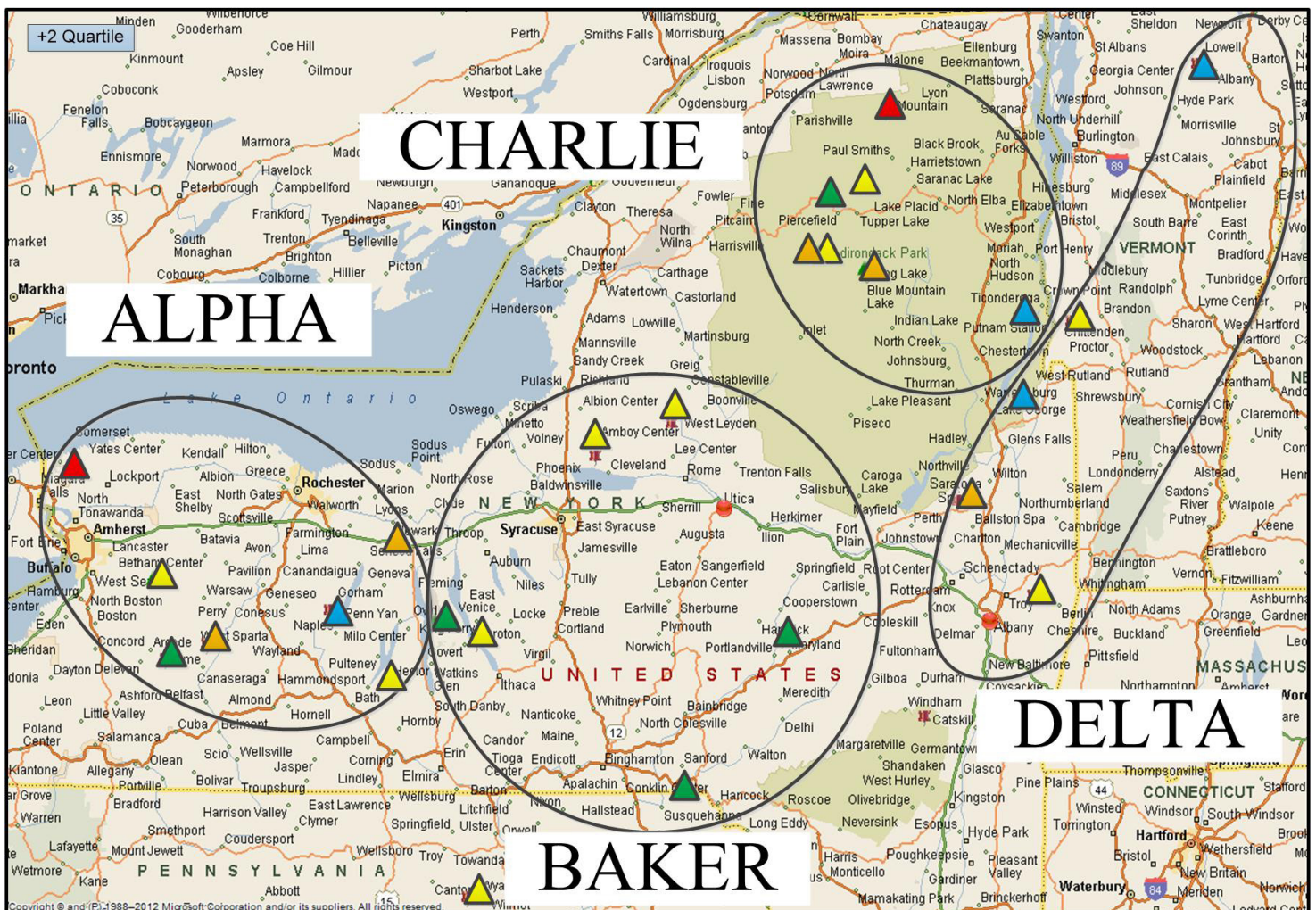
The illustration below shows what a market might look like. There is no right or wrong answer in defining the market as long as there is justification for the selected boundaries.

STEP 1: DEFINE THE MARKET TO BE STUDIED

Collect data on active camps that you wish to examine within the context of a market. Note the councils involved. Get the consent and approval of the area director or directors to undertake this project. Obtain names of potential team members from the area directors and Scout executives, and include a mix of volunteers and professionals in the team.

STEP 2: FORM YOUR TEAM

Building the team is the most important step, and it can be the most difficult. Rely on outside resources; if members are diverse in their backgrounds, they're less likely to be focused on protecting territory.





You will need assistants to help with conducting field research and writing the final report. Be sure to align people's talents and temperaments with their expected duties. Be clear on the time commitment. Once the team is formed, train on the methodology (as suggested previously in Option 1, Step 3) until everyone understands the process and its benefits.

STEP 3: PLAN THE LOGISTICS

This process is essentially the same as the one defined in Option 1 but a little more complex with the addition of personnel and properties. Map out routes and teams in a way that avoids, as much as possible, individuals assessing their own camp properties. Many software applications are available that will help calculate travel time between camps. Area maps with camps and councils can be downloaded from the Outdoor Programs and Properties Team at www.scouting.org/properties/.

Downloading information from each council's website related to its camp properties will help with locating the property in the short term and writing the report in the long term. Separate physical files should be set up for each property. Color-coding the files by team also helps to keep them organized.

Create a schedule and distribute it to all of the stakeholders. Be sure they all understand the benefits of the exercise—this cannot be overstressed. Once you have determined who will be collecting the field data—and how and when—communication with all stakeholders becomes paramount.

STEP 4: COLLECT AND ANALYZE THE DATA

Collecting the data is the same process as in Option 1 except there is more data to collect, and there will be more calibration needed. Analysis becomes more complex as it spans all of the camps in the study.





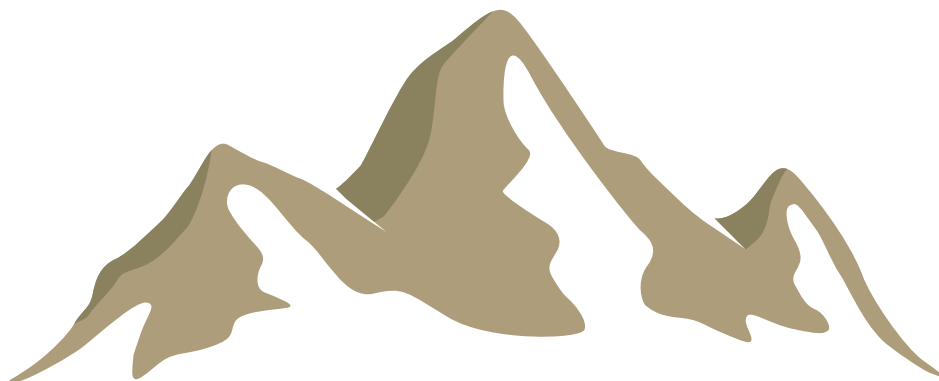
Program quality scores are determined exactly as in Option 1, but the results are displayed in a number of ways:

1. **BY PROGRAM AREA ACROSS ALL OF THE STUDY CAMPS.** This will show strengths and weaknesses by program within the market. This is useful in determining program redundancies or niches that could be filled.
2. **BY PROGRAM ELEMENT (STAFF, EQUIPMENT, FACILITIES, DEPTH) ACROSS ALL OF THE STUDY CAMPS.** This will show relative strengths and weaknesses in the program elements, providing an opportunity to share information and to build on strengths within the market.
3. **ALL PROGRAMS BY CAMP.** These results show a camp's overall strengths and weaknesses.

STEP 5: COMMUNICATE AND INTEGRATE

When the analysis is complete, share the report and all relevant data with the project initiator. This could be the Scout executive, council camping director, council president, or area director. Treat your findings as confidential until released by council management. Ideally the information will find its way into the NCAP application process through the Continuous Camp Improvement Program requirement.





PART 2

THE QUALITY STANDARDS GUIDELINES



QUALITY STAFF

In addition to embodying the qualities and attributes of the Scout Oath and Scout Law, a quality staff member is experienced, has a firm grasp of the subject matter, communicates well, understands and is responsive to diversity, including the developmental stage of each Scout, and understands the importance of customer service. High-quality staff goes beyond the basic curriculum outline to bring the program to life for participants. It's important to understand that one root cause of problems is often a lack of staff training and retention.

INTERVIEW TOPICS AND OBSERVATIONS

The advice provided here is intended as general guidance, not to suggest a checklist of specific questions. The interviews should be more of a dialogue in which the interviewer can form an opinion or impression about the person, program, or activity. These impressions are recorded in the field notes and then translated into a quality assessment.

CAMP MANAGEMENT—Consider the following questions:

- Ask the camp director, program director, commissioner, and camp ranger separately about their relationships. Successful camps have healthy, respectful, and functional relationships between these staff members.
- Ask the staff what their typical days are like. A camp manager who is on top of things generally gets out frequently into the camp and does not stay in the office more than necessary.
- Ask how customer feedback is collected. Dig deeply into this. Ask for the details of how, who, when, and what. Get a sample of the evaluation tool.
- Ask the staff how customer care is handled and how it is reflected in camp operations.
- Ask about input to the budget development process and staffing and program decisions.
- Ask what improvements are planned.





PROGRAM STAFF—Consider the following to help you evaluate the quality of the program staff:

- **SCOUT OATH AND SCOUT LAW:** Inquire about each individual's rank and rank objectives. Ask them to tell you their feelings about Scouting, what difference it makes in their lives, and what they see as the impact of Scouting on the lives of the Scouts they work with.
- **EXPERIENCE:** Ask about experience on the staff, jobs and duties performed, likes and dislikes, and related outside experiences.
- **COMMUNICATION SKILLS:** Observe how the individual communicates with the Scouts, with other staff, and with you. Is the communication appropriate, clear, and instructive? Does it inspire confidence and trust?
- **UNDERSTANDING OF YOUTH DEVELOPMENT:** Ask them about how they work with youth of differing ages. "Tell me about ..." or "What do you do when ..." questions can be very effective here.
- **CUSTOMER SERVICE:** Questions about what "customer service" means in a camp or program setting are appropriate. Also, answers to open-ended questions about their own assessment of excellence in customer care can be revealing. Ask for examples.
- Observe uniforming, neatness, and attitude.

QUALITY PROGRAM EQUIPMENT

Quality program equipment is assured through a system of clear standards, inventory, repair, and replacement. If a program area cannot demonstrate that these elements are in place, a high-quality program is unlikely to be sustainable. Without this system, new equipment will become old and nonfunctional over time.

While a system is necessary, it does not guarantee quality equipment. Look at the equipment. If the equipment is damaged, malfunctioning, or not maintained, the problem could be a shortfall in the standards, the inventory system, or the delivery of replacement equipment.

Written plans are important as they ensure consistency and sustainability across camps and over the years. Today the equipment may be in great condition due to the exceptional efforts of a staff member. That's good, but how do you assure that you can maintain that level through the inevitable rotation of staff? By having written procedures.





SUGGESTED RATINGS

“A” RATING—The equipment used by the Scouts is in functional and competent condition. There is sufficient equipment for Scouts to participate in the activity without waiting more than 10 minutes to start. The equipment is stored in an accessible and orderly manner. There are written performance and/or appearance standards for each class of equipment. There is an inventory of equipment listing quantities and condition. Quantities are sufficient to last the duration of the program or there is a reorder process for replacement when inventories are low. Repairable equipment is set aside and resources are available for repairs. Non-repairable equipment is promptly discarded.

Here is an example of an “A” condition standard for bows and arrows:

- Bows flex as designed.
- Strings are competent and not frayed.
- There are both compound (field archery) and recurve bows (for training) available. Having longbows would add to the variety of the program.
- Fletching on arrows is not damaged.
- The shaft is straight, smooth, and solid.
- The tip is undamaged and appropriate for the intended use.
- Target stands are sturdy and safe. Target face is readable with less than 30 percent of the surface damaged due to surface hits.
- The straw boss is competent, not “leaking filler,” and free of water damage.

QUALITY FACILITIES

Traditional Scouters may willingly put up with a lot because they understand the value of the program and, perhaps, their expectations are low based on experience. However, as we seek to recruit new families, expectations are *not* set and poor facilities can be a very real barrier.

The CFET used by our accreditation program is a good place to start, but it only addresses appearance. While this is important, we must also look at functionality. In other words, “It may





look good, but how well does it meet its intended use?" A fresh coat of paint does not make up for a rifle range that must be frequently shut down because of unprotected downrange activities.

Are there bottlenecks in the program area? Are the Scouts getting enough time on an activity to earn their merit badges *and* have fun? Just as in the Quality Equipment assessment, facilities don't have to be brand new or overly embellished. Facilities do have to be functional and in good repair to earn an A.

Nearby resources are another factor. Are there comfort facilities and clean, fresh water nearby? Is it a long walk (usually defined as more than half a mile) between the facility and the dining hall and campsite?

Is the area clearly identified with brand-positive signage? Is it easily found?

Are safety areas clearly marked and signed?

PROGRAM DEPTH OR ENRICHMENT

Program depth is achieved when the staff is organizing or leading the Scouts to develop in new, creative, or interesting ways. The primary means of assessment is through observation. It can involve methods such as learning games, sharing historical stories, and role-playing.

The method does not preempt the Training EDGE but is used to enrich it.

For years, councils have worked to increase the breadth of their camp programs. While new programs are usually popular, they can also be costly. New equipment, facilities, staff, training, certifications, and insurance are some of the possible added expenses to the camp budget.

Program depth provides opportunities for Scouts to become more engaged in available programming through a variety of channels, methods, and media. We think of it as going beyond the basic requirements and providing enrichment that sparks Scouts' imagination and provides lasting memories. And if a Scout's imagination is sparked and he takes an interest in a program or activity, eventually he will ask, "What's next? What else have you got?" He doesn't want another program; he wants more of the program you are offering.





Our experience is that program depth is the most inconsistent quality standard because it relies heavily on the individuals staffing the program area. Young staff can teach the basics. Older staff are more likely to have the skills and confidence to take the program to a higher level. Sometimes it requires a true subject matter expert in the area to provide real depth to a program. But often, just some enthusiasm, imagination, and preparation can take a basic program to new heights.

The best way of assessing a camp's program depth is through observation. To the young Scout, everything there is new; but watch the second, third, and fourth year campers to see if they are engaged and excited. Coaching and using some new resources can turn a program area into a popular destination at camp.

Reflect on approaches that can bring a lesson to life for a Scout. Could a rowing and safety lesson be transformed to help develop a love of history and patriotism? A depth of knowledge can make the difference between a CIT reading aloud the requirements in the *Canoeing* merit badge pamphlet or a knowledgeable staff member starting the merit badge session by sharing the story of a great naval battle.



Courtesy: Shutterstock/lithograph
by Currier & Ives, 1864

Courtesy: Shutterstock/Leene



As another example, a camp might have a basic astronomy program with a map of the heavens tacked to the wall and a few reference books placed nearby. An astronomy program with depth might have those things as well as telescopes, computers and astronomy software, related geometry tools, and an instructor who is knowledgeable about astronomy and enthusiastic about sharing his passion with Scouts attending camp. There are many avenues through which Scouts visiting the camp might become excited about experiencing the program and even developing that learning beyond the camp borders.



Courtesy: Shutterstock/paulista





Techniques for achieving program depth include:

- Using stories or “tall tales” to accompany the lesson
- Bringing in outside resources
- Using audio and/or visual supplements
- Using mnemonics to help with memory
- Incorporating role-playing
- Using games
- Instructing “in character”
- Making advanced skills or opportunities available

USE OF STORIES—When told well, a good story can grab a youth’s attention and help the Scout remember important parts of the lesson. Many boys have learned how to tie a tie by hearing about a bunny that got away from a fox by running around a tree and going down into a rabbit hole. A story like this can also be illustrated with hand movements.

OUTSIDE RESOURCES—Local troops always have interesting people who are experts in different areas. Use them!

AUDIO AND/OR VISUAL SUPPLEMENTS—Youth are conditioned to watch TV. Short, entertaining videos can bridge a knowledge gap. Learning songs makes memories and can help with retaining information.

MNEMONICS are a creative technique for remembering something, especially when they’re funny. They’re also great for memory retention.

ROLE-PLAYING helps a youth understand context and adds dynamics to any activity.

GAMES are fun and can be very instructive for tactile learners.

Staff who act “**IN CHARACTER**” will immediately get the youths’ attention. This can create a memorable event and be fun, exciting, or startling.

Opportunities for **ADVANCED SKILLS** in an area may keep a Scout engaged.





The very best instructors know how to “institutionalize” the process of learning and sharing methods inside and outside the camp. Exploring this factor is a critical part of evaluating program depth.

Finally, observe the Scouts. Has an activity sparked their imagination or made a lasting impression? In the simplest sense, did the activity INSPIRE?

CRITERIA GRADES

“A”—Successfully uses enrichment techniques to provide depth to the program. Interest, alertness, or excitement observed in the Scouts.

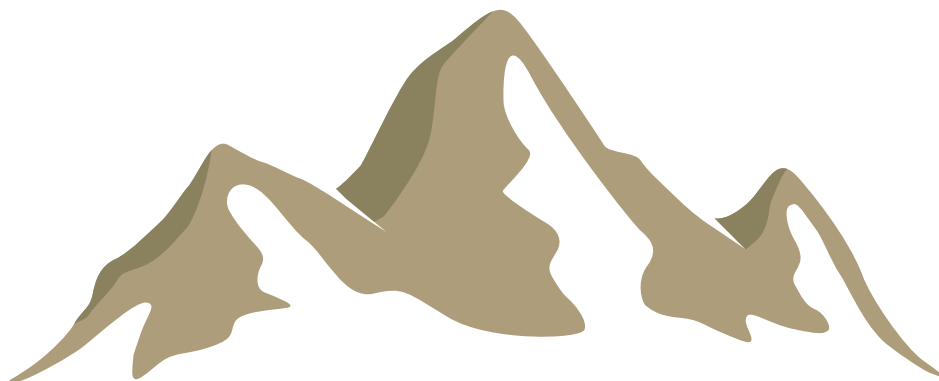
“B”—Enrichment techniques applied with some success. Some but not all of the Scouts showed evidence of interest, alertness, or excitement.

“C”—Enrichment techniques applied with limited success. A few of the Scouts showed evidence of interest, alertness, or excitement.

“D”—No evidence of enrichment techniques observed.

“F”—Enrichment techniques applied poorly. “Bluster” without content observed (in-character technique, role-playing). Games with no purpose. Learning not happening. Scouts not connected and inattentive.



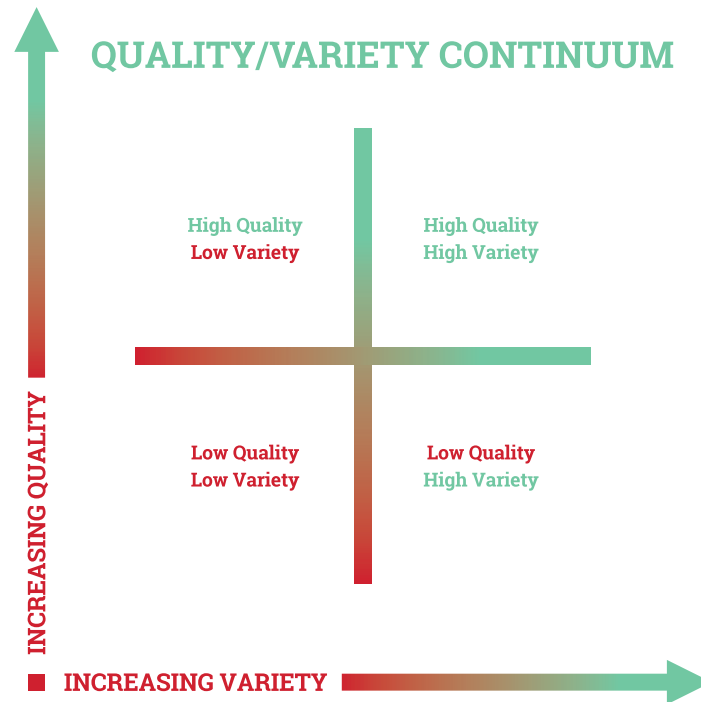


PART 3

COMBINING QUALITY AND VARIETY



Looking at quality and variety together creates a dynamic that reveals much about the program offered. The analysis begins when you look at the combined scores for quality and variety, of which there are four possible combinations as illustrated in the figure below. The best combination is a camp that offers high-quality, high-variety programming. In that case, the camp offers a lot of “stuff” and does it all well. An example outside of Scouting would be Disneyland.



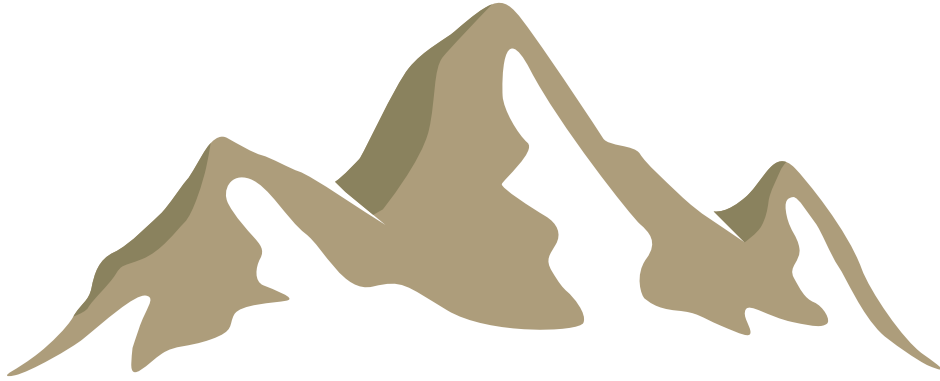
The worst scenario would be low quality and low variety. Camps with this characteristic require serious attention. These camps do Scouts a disservice and reflect poorly on the Boy Scouts of America.

Between these extremes lie high quality and low variety. This might be a specialty camp or a camp that has no aquatics but does an exemplary job at shooting sports. Low variety with high quality is not bad if the camp is financially sustainable and if the Scouts have easy access to other quality camps to experience the full range of quality outdoor activities.

Finally, a low-quality, high-variety ranking is a case where the council is perhaps overreaching and needs to re-evaluate its program offerings.

The continuum between high and low is large. As a practical matter, we want to be sure that whatever we do, it is financially sustainable and it is done with quality.





APPENDIX



PROPERTY SELF-ASSESSMENT TOOL

(Complete one sheet per camp if property is a reservation.)

Property Name:			
Camp Name: <i>(if property is a reservation)</i>			
Council Name:		Council City, No.:	
Property Address:			
Lat/Long: <i>(for mapping)</i>		Camp Capacity:	
Capacity Basis: <i>(what is capacity based on?)</i>			
Camp Director's Name:			
Program Director's Name:			
Program: <i>(include Scout/ non-Scout/ training)</i>	Weeks of Camp:	Start-End	Comment:
Cub Scout			
Webelos Scout			
Boy Scout			
Venturer			
Other			
Other			
Other			
Other			
Other			
Other			
Food Service:			
Dining Hall Cafeteria		Dining Hall Family Style	
Jamboree or Patrol Method		Interior or Exterior Seating	
Seating Capacity:		Seating Air Conditioned? (Y/N)	

Housing:		
Billeting	Number	Capacity
No. Camp Sites and Capacity		
Troop Cabins		
Staff Cabins		
Other		
Other		
Other		
Other		
Other		

Public Water or Water Well?	
Public Waste Treatment or Septic Field/ Owned Treatment Plant	

Date:		Analyst:	
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VARIETY OF PROGRAM OFFERINGS WORKSHEETS

Variety of Program Offerings				
CAMP NAME				
EVALUATOR			DATE:	
10 Points for each validated program.			Score	Comment
Aquatics	Boating	Canoe		
Aquatics	Boating	Kayak		
Aquatics	Boating	Rowboat		
Aquatics	Boating	Powerboat		
Aquatics	Boating	Sailboat < 14'		
Aquatics	Boating	Sailboat > 14' < 24'		
Aquatics	Boating	Sailboat > 24'		
Aquatics	Boating	PWC		
Aquatics	Boating	Paddleboard		
Aquatics	Boating	Ship		
Aquatics	Boating	Water Ski		
Aquatics	Boating	Whitewater—Raft		
Aquatics	Boating	Whitewater—Canoe		
Aquatics	Boating	Whitewater—Kayak		
Aquatics	Boating	Tubing		
Aquatics	Swimming	Pool		
Aquatics	Swimming	Lake		
Aquatics	Swimming	Blob		
Aquatics	Swimming	Snorkeling		
Aquatics	Fishing	Standard		
Aquatics	Fishing	Deep Sea		
Aquatics	Other			
Aquatics	Other			
Aquatics	Other			
Aquatics	Other			
Aquatics	Other			
Aquatics	Other			
Aquatics	Other			
Aquatics	Other			
Aquatics	Other			
Aquatics	Other			
Aquatics	Other			
Aquatics	Other			
Total Aquatics			0	

Notes:





Variety of Program Offerings				
CAMP NAME				
EVALUATOR			DATE:	
10 Points for each validated program.			Score	Comment
Biking	Mountain Biking			
Biking	Trail Riding			
Biking	BMX			
Biking	Cyclo-cross			
Biking	Motocross			
Biking	Bike Trek			
Biking	Mountain Board			
Biking	Other			
Biking	Other			
Biking	Other			
Biking	Other			
Biking	Other			
Biking	Other			
Biking	Other			
Biking	Other			
Biking	Other			
Biking	Other			
Biking	Other			
Biking	Other			
Biking	Other			
Biking	Other			
Biking	Other			
Biking	Other			
Biking	Other			
Biking	Other			
Biking	Other			
Biking	Other			
Total Biking			0	

Notes:





Variety of Program Offerings			
CAMP NAME			
EVALUATOR			DATE:
10 Points for each validated program.		Score	Comment
C, N & E	Conservation		
C, N & E	Astronomy (if no STEM)		
C, N & E	Nature and Ecology		
C, N & E	Nature Trail		
C, N & E	Leave No Trace		
C, N & E	Other		
C, N & E	Other		
C, N & E	Other		
C, N & E	Other		
C, N & E	Other		
C, N & E	Other		
C, N & E	Other		
C, N & E	Other		
C, N & E	Other		
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C, N & E	Other		
C, N & E	Other		
C, N & E	Other		
C, N & E	Other		
C, N & E	Other		
C, N & E	Other		
C, N & E	Other		
C, N & E	Other		
C, N & E	Other		
Total Nature		0	

Notes:





Variety of Program Offerings			
CAMP NAME			
EVALUATOR			DATE:
10 Points for each validated program.		Score	Comment
Field Sports	Soccer		
Field Sports	Football		
Field Sports	Baseball/Softball		
Field Sports	Lacrosse		
Field Sports	Basketball		
Field Sports	Volleyball		
Field Sports	Foosball		
Field Sports	Tetherball		
Field Sports			
Field Sports	Badminton		
Field Sports	Golf		
Field Sports	Skateboard		
Field Sports	Laser Tag		
Field Sports	Frisbee Golf		
Field Sports	Other		
Field Sports	Other		
Field Sports	Other		
Field Sports	Other		
Field Sports	Other		
Field Sports	Other		
Field Sports	Other		
Field Sports	Other		
Field Sports	Other		
Field Sports	Other		
Field Sports	Other		
Field Sports	Other		
Field Sports	Other		
Field Sports	Other		
Field Sports	Other		
Field Sports	Other		
Field Sports	Other		
Field Sports	Other		
Total Field Sports		0	

Notes:





Variety of Program Offerings				
CAMP NAME				
EVALUATOR			DATE:	
10 Points for each validated program.			Score	Comment
STEM	Math			
STEM	Chemistry			
STEM	Biology			
STEM	Physics			
STEM	Astronomy			
STEM	Robotics			
STEM	Avionics			
STEM	Rocketry			
STEM	Combustion Engines			
STEM	Other			
STEM	Other			
STEM	Other			
STEM	Other			
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STEM	Other			
STEM	Other			
STEM	Other			
STEM	Other			
STEM	Other			
STEM	Other			
STEM	Other			
STEM	Other			
STEM	Other			
Total STEM			0	

Notes:





Variety of Program Offerings				
CAMP NAME				
EVALUATOR				DATE:
10 Points for each validated program.			Score	Comment
Shooting Sports	Rifle	Rifle .22		
Shooting Sports	Rifle	Rifle Other		
Shooting Sports	Rifle	Black Powder		
Shooting Sports	Shotgun	Skeet		
Shooting Sports	Shotgun	Trap		
Shooting Sports	Shotgun	5 Stand		
Shooting Sports	Pistol			
Shooting Sports	Archery	Stationary		
Shooting Sports	Archery	Action		
Shooting Sports	Archery	Sporting Arrows		
Shooting Sports	BB			
Shooting Sports	Pellet			
Shooting Sports	Slingshot			
Shooting Sports	Tomahawk			
Shooting Sports	Trebuchet			
Shooting Sports	Other			
Shooting Sports	Other			
Shooting Sports	Other			
Shooting Sports	Other			
Shooting Sports	Other			
Shooting Sports	Other			
Shooting Sports	Other			
Shooting Sports	Other			
Shooting Sports	Other			
Shooting Sports	Other			
Shooting Sports	Other			
Total Shooting Sports			0	

Notes:





Variety of Program Offerings				
CAMP NAME				
EVALUATOR			DATE:	
10 Points for each validated program.			Score	Comment
Skills	1st-yr camper	Designated Area		
Skills	1st-yr camper	Ax Yard		
Skills	1st-yr camper	Knots		
Skills	1st-yr camper	Cooking		
Skills	1st-yr camper	Map and Compass		
Skills	1st-yr camper	Wood Tools		
Skills	1st-yr camper	Pioneering		
Skills	1st-yr camper	Nature		
Skills	Handicraft			
Skills	Handicraft			
Skills	Handicraft			
Skills	Handicraft			
Skills	Handicraft			
Skills				
Skills	Hiking	Day Hike		
Skills	Hiking	Overnight Hike		
Skills	Hiking	Trek		
Skills	Hiking	Spelunking		
Skills	Overnight Canoe or Kayak			
Other	Climbing	Tower		
Other	Climbing	Boulder Wall		
Other	Climbing	Rock		
Other	Climbing	Boulder		
Other				
Other	Team Building			
Other	Geocaching			
Other				
Other				
Other				
Total Skills			0	

Notes:





Variety of Program Offerings			
CAMP NAME			
EVALUATOR			DATE:
10 Points for each validated program.		Score	Comment
Winter Program	Okpik		
Winter Program	Camping		
Winter Program	Cross-Country Skiing		
Winter Program	Skating		
Winter Program	Snowshoe		
Winter Program	Ice Sailing		
Winter Program	Tubing/Sledding		
Winter Program	Ice Fishing		
Winter Program	Other		
Winter Program	Other		
Winter Program	Other		
Winter Program	Other		
Winter Program	Other		
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Winter Program	Other		
Winter Program	Other		
Winter Program	Other		
Winter Program	Other		
Winter Program	Other		
Winter Program	Other		
Winter Program	Other		
Winter Program	Other		
Winter Program	Other		
Winter Program	Other		
Total Winter Program		0	

Notes:





TRANSFER THE TOTALS FROM THE PREVIOUS VARIETY OF PROGRAM OFFERINGS WORKSHEETS TO THIS FORM TO CALCULATE THE TOTAL CAMP VARIETY SCORE.

Variety of Program Offerings	
CAMP NAME	
EVALUATOR	
DATE:	
Program	Score
Aquatics	
Shooting Sports	
Skills	
Field Sports	
Conservation, Nature, Ecology	
Biking	
Winter Programs	
STEM	
Total Camp Variety	





PROGRAM QUALITY EVALUATION

DATE: _____ EVALUATION TEAM: _____

CAMP PROPERTY: _____

PROGRAM AREA: _____

CRITERIA: A = Fully meets the definition criteria. B = Mostly meets the definition criteria.
C = Meets some of the definition criteria. D = Meets few of the definition criteria. F = Fails to meet the definition criteria.

STAFF

WHAT I OBSERVED:

RATING _____

PROGRAM EQUIPMENT

WHAT I OBSERVED:

RATING _____

FACILITIES

WHAT I OBSERVED:

RATING _____





PROGRAM DEPTH CRITERIA—A = Successfully uses enrichment techniques to provide depth to the program. Interest, alertness, or excitement observed in the Scouts. B = Enrichment techniques applied with some success. Some but not all of the Scouts showed evidence of interest, alertness, or excitement. C = Enrichment techniques applied with limited success. A few of the Scouts showed evidence of interest, alertness, or excitement. D = No evidence of enrichment techniques observed. F = Enrichment techniques applied poorly. “Bluster” without content observed (in-character technique, role-playing). Games with no purpose. Learning not happening. Scouts not connected and inattentive.

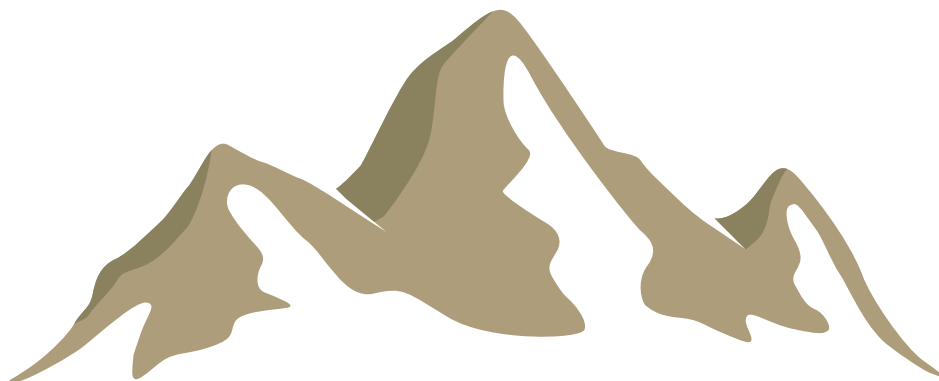
PROGRAM DEPTH

WHAT I OBSERVED:

RATING _____

OTHER COMMENTS





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