



## **AREA IMPLEMENTATION GUIDE**



BOY SCOUTS  
OF AMERICA®

# FOREWORD

The purpose of the National Camp Accreditation Program (NCAP) is to help councils elevate camps to new levels of excellence in delivering Scouting's promise to youth. The NCAP uses an interwoven process of application, analysis, authorization, assessment, and accreditation to achieve this purpose.

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# OVERVIEW OF THE AREA ROLE

## NCAP PROCESS AT-A-GLANCE

Task or Document	Responsible Group	Target Time	Multi-Year	Every Year	Starts (Required By)
Application for Authorization (with initial analysis and commitments)	Council → Region	Late fall	✓		2013** (2016)
Authorization to Operate	Region → area/council	Winter	✓		2014** (2016)
Intent to Operate	Council → area/region	Late fall		✓	2013 (Fall 2012)
Declaration of Readiness	Council → area/region	Late spring		✓	2013
On-site assessment	Area or council* (see below)	Camp season		✓	2013
Accreditation	Area → council	Camp season		✓	2013
Reports and surveys	Participants → national Area → council/ region/national Council → national	End of season		✓	2013

\* Note that councils will conduct self-assessments for day camps, family camps, and selected other camping programs.

\*\* The application/authorization will be phased in, with the first group of councils completing this step in 2013. Authorization takes effect in 2014. (Implementation of the application/authorization steps will be preceded by implementation of the steps in the yearly process, which begins in 2012–13 for everyone.)

## NCAP RESOURCES FOR COUNCILS

Introduction to NCAP

Standards At-a-Glance

*National Camp Standards*, No. 430-056

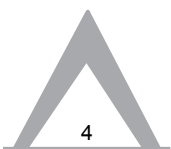
*Council Implementation Guide*, No. 430-073

*Guide to the Continuous Camp Improvement Program*, No. 430-075

Council Application for Authorization to Operate, No. 430-079

Instructions for Council Application for Authorization to Operate, No. 430-080

**All resources are available online at [www.scouting.org/NCAP](http://www.scouting.org/NCAP).**



## MATERIAL TO BE TAILORED TO COUNCIL AND CAMP

Document	Applicability	Description (Development)
Standards At-a-Glance for Camp X	Specific resident or trek camp	Council and camp-specific standards (prepared initially by the area in consultation with the council; final by the region in authorization)
Authorization to Operate	Each council operating a camp	Council and camp-specific authorization and commitments (prepared by the region based on application information and consultation with council)

### INTRODUCTION TO THE NATIONAL CAMP ACCREDITATION PROGRAM

In late 2012 and 2013, the Boy Scouts of America will begin transitioning to the new National Camp Accreditation Program (NCAP) to accredit long-term camps for Cub Scouts, Boy Scouts, Varsity Scouts, and Venturers and day camps and family camps for Cub Scouts. Scouting's goal in this transition is summarized in the purpose of the NCAP:

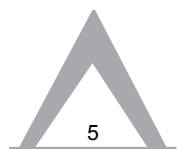
***The purpose of the Boy Scouts of America's National Camp Accreditation Program is to help councils elevate camps to new levels of excellence in delivering Scouting's promise to youth. Councils will engage in a rigorous review of camps and properties, continuous improvement, and correction or elimination of substandard practices.***

This introduction to the NCAP outlines the major elements of the NCAP and the critical role that the council, the area, and the region will play in raising BSA camping to an ever higher level of quality and performance.

#### Elements of the NCAP

The NCAP consists of the following elements:

- The **national camp standards** provide for a consistently safe and quality camping and outdoor program for youth. They represent the minimum program that Scouting will deliver to youth who choose to participate in our program.
- The **Application for Authorization to Operate** challenges the council to convert the consistently safe and quality program required by the national camp standards to a good or great dynamic and relevant program by committing to concrete steps for quality and improvement.
- The **application review** by a team of trained region and area specialists provides a "reality check" that the council's camping program has evident quality and is viable and sustainable.
- The **Camp Strategic Analysis** is a process that the region may require a council to undertake to develop a detailed understanding of the impact of the camp upon its operations and to plan steps to reduce the burden of the camp upon the council. It looks at quality program, staffing, facilities, and financial sustainability.
- The **Authorization to Operate** issued by the region provides clarity, consistency, and accountability in the application of the national camp standards to each camp and sets forth the program quality, facility quality, and financial sustainability commitments the council has made to operate a safe, high-quality, and dynamic program for youth.



- The **Continuous Camp Improvement Program** provides a series of tools that, if used well, will help the council continuously improve the safety, quality, and relevance of its camping program by focusing on its customers and meeting their expectations for what a Scouting camp should deliver.
- The **camp assessment process** conducted by the area provides annual verification that the camp meets the national camp standards and commitments made in the council's Authorization to Operate and provides valuable feedback to councils on improving program implementation and program design.
- The **accreditation or accreditation with Silver or Gold Recognition** awarded by the area at the conclusion of the camp assessment provides recognition that a council's camp is delivering Scouting's promise to youth and is an important assurance to parents and interested parties of the safety and quality of the council's camping program.
- The **questionnaire and reporting program** provide the council, area, region, and BSA nationally objective measures of the council's camping success. These measures will assist the council in improving its program and the BSA in identifying dynamic and relevant programs that will attract and retain youth in Scouting.

As can be seen from this description, the NCAP is more than just a repackaging of the BSA's traditional camp standards; it is a process designed to help councils, with the assistance of the area and region, to develop a safe, high-quality, dynamic, and relevant program that appeals to youth, encouraging membership growth and retention. In short, the purpose of the NCAP is to ensure that we deliver Scouting's promise to youth everywhere.

To achieve this purpose, the NCAP operates on two cycles: a multi-year Application and Authorization to Operate cycle, where the council focuses on developing the safest and highest possible quality program while assuring sustainability; and an annual assessment, continuous improvement, and accreditation cycle, where the council works to continuously improve its program, and the area verifies that the council is implementing its program as planned, provides feedback on strengths and possible improvements, and grants accreditation to deserving camps.

### **The NCAP Multi-Year Cycle**

The NCAP process starts with the council submitting an application to its BSA region. The application contains a description of all the council's camps for which it is seeking an Authorization to Operate and ultimately accreditation. For each camp, the application will describe the program goals, the facilities, how the council will meet the national camp standards, identify any recommended practices that the council intends to adopt, and set forth additional quality commitments that the council intends to meet to provide the safest and highest possible quality program to participants. The application should be developed/ reviewed by the council's camping committee and requires approval by the council's executive board or executive committee.

As part of the application process, some councils may be requested to complete a Camp Strategic Analysis, which is a detailed set of worksheets developed by National Council experts to help local councils assess the impact of year-round camp operations upon their budgets, to ascertain the causes of low utilization of camps, and to develop methods to improve camp utilization, camp program quality, and reduce the burden on the council. Typically, the improvement plans will be developed as part of this process and included in the Authorization to Operate issued to the council.

The Authorization to Operate represents a determination by the National Council, through its region or appropriate national committee, that the council has demonstrated that its camp(s) meet(s) the requirements for accreditation or accreditation with recognition. The Authorization to Operate identifies additional commitments, if any, made by the council concerning the operation of its camp(s). The terms and conditions of the Authorization to Operate are treated in the same fashion as standards. Authorizations to Operate remain valid for a definite term (up to five years), unless the region determines that there is a basis to revoke the Authorization to Operate or to issue an Authorization to Operate for fewer than five years.

In addition, the Authorization to Operate may clarify how a particular standard applies to a camp or may include a variance or waiver from a standard. If questions arise on the application of a standard to a camp, the authorization should be consulted to determine if it provides resolution. The Authorization to Operate is binding on both the council and the camp assessment team. Effective May 1, 2016, a council must have an Authorization to Operate. In addition to authorization, the council must file both the Intent to Operate and Declaration of Readiness for its camp to be accredited. The Intent to Operate and Declaration of Readiness are discussed below.

### **The NCAP Annual Cycle**

The NCAP annual cycle involves the following elements: postcamp/precamp inspection, Intent to Operate, Declaration of Readiness, developing and implementing the Continuous Camp Improvement Program during camp operation, assessment and accreditation, and annual reporting. The steps in the typical annual cycle are discussed further below.

The NCAP annual cycle starts with the Intent to Operate, which will typically be completed in the fall of the year. In the Intent to Operate, the council lists all of the camps that it intends to operate during the next program year. This may include day camps, family camps, resident camps, trek camps, specialty-adventure and high-adventure camps, COPE and/or climbing courses, and camp properties. The Intent to Operate is used by the area to coordinate local council self-assessment of day and family camps and an area assessment of resident, trek, specialty-adventure, and high-adventure camps, as well as camp properties and COPE and/or climbing courses.

The Declaration of Readiness is the next element in the annual cycle. It is filed typically 30 to 60 days before camp is ready to open, typically after the post/precamp inspection is completed. In it, the council declares that the camp is ready to open and will offer a program that meets the requirements of the national camp standards and its Authorization to Operate. Any exceptions are noted. In addition, councils are encouraged to submit as much as possible of the administrative material covered during camp assessment with the declaration to free up time during the assessment for visiting program areas.

The camp assessment typically will occur within the first weeks of camp operation. A team led by trained area volunteers will come to the camp and assess its operations. The team will evaluate how well the camp complies with the national camp standards and the camp's Authorization to Operate. Equally importantly, the assessment team will evaluate how well the program design approved in the Authorization to Operate is actually implemented and will make recommendations to the council on possible improvements. Similarly, the assessment team will make non-mandatory recommendations on possible improvements in program design, all consistent with Scouting's commitment to continuously improving its camping program quality.

Finally, if the camp meets all applicable standards, the assessment team will issue the camp's accreditation letter or, for camps that meet additional criteria, starting in 2014 an accreditation with Silver or Gold Recognition, which recognizes program excellence above and beyond. If there are issues at the camp, the assessment team will work with the council to address them. A camp that promptly corrects items that are not serious will maintain its accredited status. A camp that cannot correct promptly or that has a history of shortcomings may, after the assessment team's consultation with area officers, be recommended to the region authorization review team for placement into conditional accreditation or, in serious cases, reopening or revocation of its Authorization to Operate. In cases of possible threat to life or health, the camp assessment team may direct that the program causing such threat be closed until the threat is removed as part of the BSA's commitment to the safety of its participants. Area leadership will be notified immediately and provide oversight in this situation.

Local councils will conduct a similar self-assessment process at each day camp and family camp and report the results to the National Council and the area. Each council is encouraged to appoint a council assessment chair to work with the area camp assessment chair and help facilitate area assessments of resident, trek, and similar camps and ensure that the council conducts all required assessments of day and family camps. Councils are encouraged to conduct similar assessment on other council organized activities under the direction of their council assessment chair with the assistance of the council camping and enterprise risk management committees. These assessments are not reported as part of the NCAP.

At the conclusion of camp, the council will file its annual camping report that provides information on its successes. The National Council will design and provide some specific questions to assist in nationwide efforts to improve BSA camping and build its excitement, dynamism, and relevance for youth.

### **Transitioning to the NCAP**

In summer and fall 2012, 13 councils piloted the new national camp standards and the application and authorization process. Additional selected councils will increase this number so that there is at least one council per area participating in NCAP. Based on the results of the pilots, any necessary changes will be made prior to general implementation in 2013.

The regions have begun recruiting and training authorization review teams. Similarly, the areas are recruiting area camp assessment chairs, who have begun training new camp assessment teams and are offering training to local councils.



In late 2012, each council will be required to file its Intent to Operate for camps offered in 2013. This process will use the new form.

In late 2012 and early 2013, area camp assessment personnel will contact councils to assist in evaluating which national camp standards will apply to each camp.

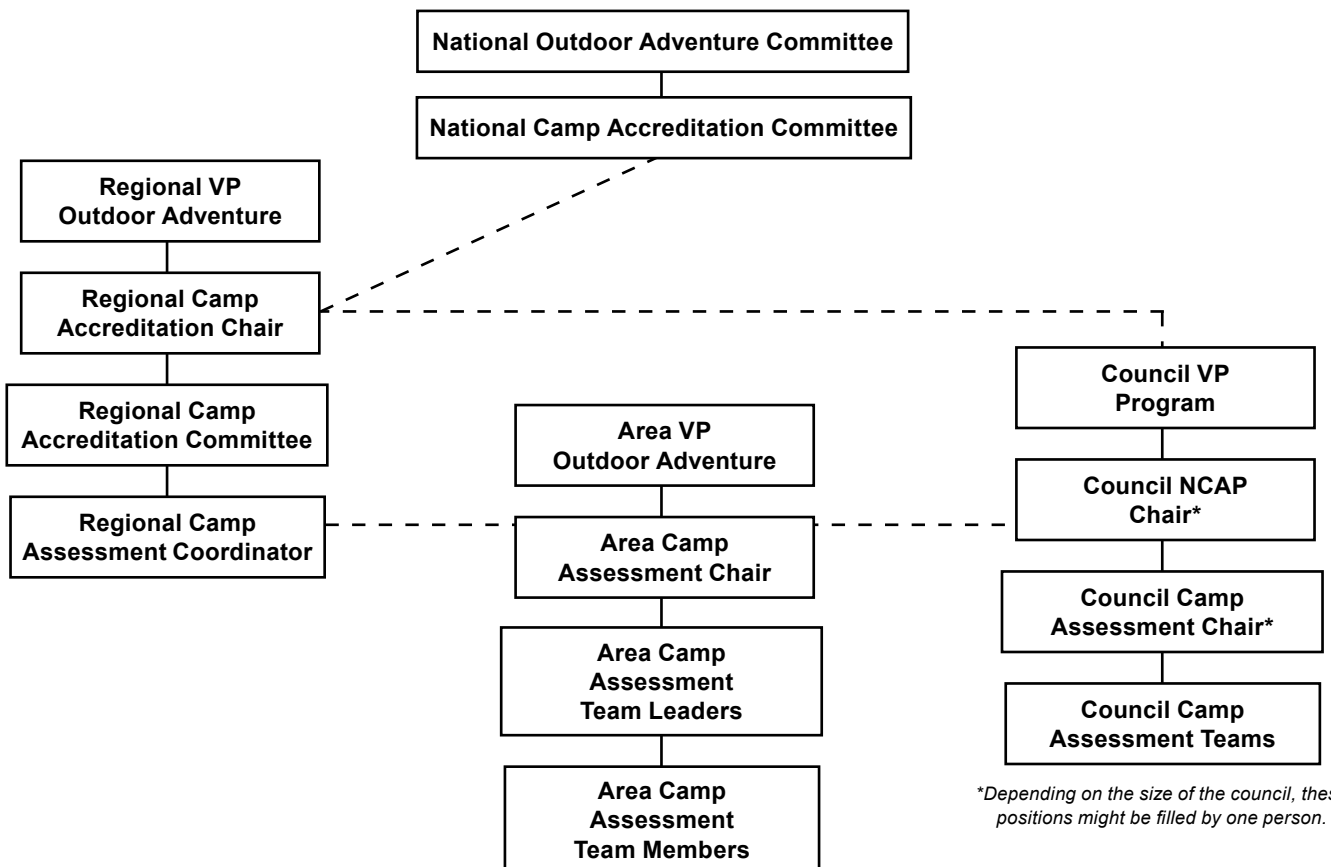
Beginning in early 2013, all camps will be required to meet the new national camp standards, except that the requirement to have an Authorization to Operate is waived until the region requests the council to submit its application.

Councils will file the Declaration of Readiness starting in 2013, typically by May 15 or as directed by their area.

Councils will be required to file their applications with their respective region by the date specified by the region. Approximately 80 councils will file their applications in the last half of 2013, 2014, and 2015. Any council interested in filing an application earlier, such as in 2013, is encouraged to contact its area and region. Early application is encouraged.

Accreditation with Silver or Gold Recognition will be introduced for all councils beginning in 2014. See the pamphlet Requirements for Accreditation With Silver or Gold Recognition on the NCAP website for full information. The NCAP website is available at [www.scouting.org/NCAP](http://www.scouting.org/NCAP).

## ORGANIZATION OF NCAP



Note that the council communicates directly with the area and the region in parts of the NCAP process.

## **JOB DESCRIPTIONS OF AREA NCAP PERSONNEL**

All national, regional, area, and council volunteer accreditation personnel must meet qualifications and will be supplied with job descriptions outlining appointment/support information and responsibilities.

### **Qualifications for Appointments at All Levels:**

Uniform requirements for each of the positions described below include the following.

1. Is a registered adult member of the Boy Scouts of America.
2. Knows and practices Scouting ideals.
3. Completes required training for the position to which appointed.
4. Meets any special qualifications required for the particular position.

### **Area Camp Assessment Chair**

**Position Summary:** Coordinates and oversees implementation of the area camp assessment process, primarily the camp assessment visits.

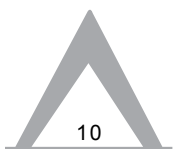
**Appointment and Support:** Appointed by area Key 3 in accordance with area procedures. Reports to the area vice president of outdoor adventure. Works with the area director as staff adviser. Communicates with and is supported by the regional camp assessment coordinator.

### **Specific Qualifications:**

1. Shows leadership and management skills in working with people and data, including use of the latest electronic communication resources.
2. Has in-depth understanding of the BSA camp standards and the camp assessment program.
3. Is able to use good common-sense judgment in implementing assessment processes.
4. Has council operations experience.

### **Responsibilities:**

1. Develops and oversees a well-prepared group of area camp assessment team (CAT) personnel.
  - A. Appoints assistant chairs, team leaders, and administrative assistants as needed and assigns their designated responsibilities.
  - B. Coordinates the process of recruiting and appointing qualified camp assessment team members, based primarily on recommendations from councils.
  - C. Ensures appropriate training for all area camp assessment personnel.
2. Working closely with the area director, develops ongoing relationships with local council personnel throughout the area, including Scout executives, council camping chairs, council NCAP chairs, council camp assessment chairs, and camp directors.
  - A. Ensures understandings of the camp assessment process and the roles of all involved.
  - B. Requests recommendations/approvals for council volunteers to serve on area camp assessment teams.



- C. Trains local council personnel responsible for conducting self-assessments, including day camps and family camps.
  - D. Oversees the arrangements for precamp meetings and on-site assessments.
3. Schedules and oversees annual on-site assessments.
- A. Develops the schedule of on-site visits using information from council authorizations and annual accreditation paperwork as well as knowledge of specific camp situations.
  - B. Assigns camp assessment team leaders for assessment of each council's camps and works closely with team leaders throughout the process.
  - C. Accepts and assigns qualified volunteers to serve as team members for each assessment visit.
  - D. Works with the area COPE/climbing advocate to coordinate assessment and follow-up.
  - E. Coordinates materials needed from BSA for each assessment visit.
  - F. Reviews submissions for Declaration of Readiness and shares information with team leaders.
  - G. Participates in selected assessment visits, serving as a resource and supporting the process.
  - H. Serves as the "first responder" for any standards- or process-related questions from camp assessment team leaders or others involved in the on-site assessment.
  - I. Communicates with the area director and, when needed, the regional camp accreditation chair and the regional camp assessment coordinator regarding any on-site situations raising serious concerns, such as the potential closing of a camp or program area.
4. Follows up on the annual camp assessment process.
- A. Ensures that all camp assessment reports (to region and national) and letters (to councils) are completed and submitted in a timely manner.
  - B. Communicates with camp directors and/or Scout executives as to how the assessment visit went and requests any suggestions for improvement to the assessment process.
  - C. Conducts debriefing with all team leaders to discuss notable situations at specific camps, trends and general concerns about camps, evaluation and suggested improvements of the process, any standards that raised questions, and team member evaluation.
  - D. Evaluates team leaders and begins planning of team leader placement moving forward.
  - E. Sends thank-you messages to all involved.
  - F. Prepares an overview of the area's annual camp assessment to be shared with the area and the region.
5. Participates in the regional accreditation process and serves as a member of the regional accreditation committee.
- A. May assist with preparation of Authorizations to Operate.
  - B. May assist with communication, including meetings, with councils to address any Authorization to Operate or accreditation issues.

6. Supports council self-assessment. Helps to provide training for councils and provides advice/counsel as requested.
7. Responds to requests for information from the region on any waivers or variances.

### **Area Camp Assessment Team (CAT) Leader**

**Position Summary:** Guides and manages an annual on-site assessment of how well each assigned council/camp meets national camp standards.

**Appointment and Support:** Appointed by and reports to the area camp assessment chair, after recommendation and/or approval by the local council executive.

#### **Specific Qualifications:**

1. Shows leadership and organizational skills in working with people and data (including electronic).
2. Has in-depth understanding of the BSA camp standards and the camp assessment process.
3. Has completed camp assessment online orientation.

#### **Responsibilities:**

1. Represents the Boy Scouts of America in the accreditation process.
2. Participates in annual camp assessment team leader training.
3. Reviews information about each council's camp operations.
  - A. Multi-year Authorization to Operate and related commitments.
  - B. Annual Intent to Operate.
  - C. Assessment results of prior year(s).
  - D. Declaration of Readiness.
4. Conducts a precamp discussion with council personnel, through a face-to-face or electronic meeting.
  - A. To review council planning, commitments, and precamp follow-through.
  - B. To determine which standards already have verification.
5. Makes final arrangements for each camp on-site assessment.
  - A. Contacting camp director to confirm.
  - B. Planning observation and discussion arrangements to maximize verification opportunities and efficient use of camp staff and team member time.
  - C. Contacting team members to answer questions and share the general organizational plan for the on-site assessment, including which team members will likely assess which areas of camp operation.

6. Sets an example of positive leadership and good judgment in conducting the on-site assessment.
  - A. Chairs an opening gathering in which team members and council representatives are introduced and assigned responsibilities.
  - B. Coordinates and participates in gathering information.
    - i. Determining whether each applicable camp standard is met.
    - ii. Identifying areas of best practice and potential improvement.
    - iii. Serving as a resource and decision-maker when consulted by team members.
  - C. Concludes the on-site assessment by conducting a debriefing to review highlights of the assessment and then presenting accreditation recognitions to the camp.
7. Assists in resolving situations where standards are missed.
  - A. Contacts the area camp accreditation chair and/or area director in any case where issues occur.
    - i. Immediate contact for any major safety issue or any thought of closing a camp or area.
    - ii. Follow-up contact regarding issues that are less serious or urgent.
    - iii. Helps the council to develop a written corrective action plan and schedule to meet any missed standards.
8. Completes follow-up written communications related to the assessment.
  - A. Promptly submitting the score sheet and other required materials electronically.
  - B. Preparing and sending an assessment review letter to the council president, Scout executive, region, and team members.
    - i. Indicating the extent to which applicable standards were met.
    - ii. Identifying areas of best practice.
    - iii. Providing recommendations for potential improvement.
9. Participates in an end-of-season team leader meeting (in-person or online) to review the season's assessments and prepare for next year's process.

### **Area Camp Assessment Team (CAT) Member**

**Position Summary:** Participates in the on-site assessment.

**Appointment and Support:** Is appointed by and reports to the area camp assessment chair, after recommendation and/or approval by the local council executive.

#### **Specific Qualifications:**

1. Has good observation and listening skills.
2. Has knowledge of the BSA camp standards and the camp assessment process.
3. Has completed camp assessment online orientation.

**Responsibilities:**

1. Represents the Boy Scouts of America in the accreditation process.
2. Participates in annual camp assessment team training.
3. Assists with the on-site assessment, focusing on observing and listening, while asking questions and taking notes as necessary.
4. Maintains an attitude of courtesy and respect, avoiding any disruption of camp program.
5. Functions as a team player, using good judgment in sharing impressions and concerns with the team leader and other team members.
6. Reports to the team leader on standards the camp has met (or failed to meet), noting best practices and areas where improvement is recommended.
7. Immediately notifies the team leader in any situation where there is a serious safety concern.
8. If requested, submits written notes on the assessment of the assigned areas of the camp.
9. Maintains good judgment in any follow-up discussions of the camp assessment.

**Area Camp Assessment Team Observer (optional)**

**Position Summary:** Goes along on a camp assessment visit to observe.

**Appointment and Support:** Is appointed by and reports to the area camp assessment chair, after recommendation and/or approval by the local council executive.

**Specific Qualifications:**

1. Has good observation and listening skills.
2. Is learning about the BSA camp standards and the camp assessment process.
3. Has completed camp assessment online orientation.

**Responsibilities:**

1. Represents the Boy Scouts of America in the accreditation process.
2. Maintains an attitude of courtesy and respect, avoiding any disruption of camp program.
3. Observes the assessment process in preparation for future participation in camp assessment.
4. Does not materially participate in the assessment but responds to questions and presents experience-based opinions if requested.
5. Maintains good judgment in any follow-up discussions of the camp assessment.

## **Area Camp Assessment Registrar (optional)**

**Position Summary:** Handles communications and records for area NCAP.

**Appointment and Support:** Is appointed by and reports to the area camp assessment chair, after approval by the local council executive.

### **Specific Qualifications:**

1. Has good organizational and communication skills.

### **Responsibilities:**

1. Assists as requested in collection of application and maintains area records of authorizations.
2. Receives Intent to Operate information and assists in setting schedule of assessment visits.
3. Sends communication to councils to request nominees/approval for camp assessors.
4. Sends invitation letter to nominees to training; serves as registrar for training and issues training cards.
5. Maintains database of camp assessor contact information, training records, and assignments.
6. Maintains schedule of camp assessments and listing of team members for each assessment.
7. Sends requests to assessors to volunteer for on-site visits as needed.
8. Distributes information regarding on-site assessments to assessors and to camps.
9. Receives Declaration of Readiness and contacts councils if declaration is not submitted on time.
10. Ensures score sheets and reports are submitted and maintains copies for area records.
11. Sends thank-you letters and other follow-up communication needed after on-site assessments.
12. Maintains an area file on each camp that is made available each year to the team leaders.

# NCAP ORIENTATION FOR COUNCIL AND AREA VOLUNTEERS AND STAFF

The area has an important role in helping council and area volunteers and staff members learn about the NCAP process and the new BSA camp standards.

**Each area will be responsible for coordinating and/or presenting NCAP orientation to area and council volunteers and staff in the fall of 2012/spring of 2013 and thereafter as needed.**

The orientation may be included as part of area leadership conferences, may be conducted as a stand-alone workshop, or may be facilitated through an interactive webinar or other electronic meeting. It is important that the presentation allow for sharing of questions and answers.

PowerPoint presentations and suggested handouts will be made available to area camp assessment chairs to use for the orientations.

The following agenda is designed for a general audience that includes both area and council personnel. For more specific plans for council assessment leaders, see the *Council Implementation Guide* and review the Support for Council Self-Assessment section in this *Area Implementation Guide*.

## Sample Orientation Agenda for a General Audience

### NCAP Orientation for Area Assessment Volunteers

- I. Purpose of the NCAP
- II. What Stays the Same and What the NCAP Seeks to Improve
- III. Overview of Changes
- IV. NCAP Process At-a-Glance
  - Multi-Year • Annual
- V. National Camp Standards and Standards At-a-Glance
  - Format • Utilization
- VI. Application/Analysis/Authorization
- VII. Assessment
  - Area Procedures • Council Self-Assessment
- VIII. Job Descriptions and Action Plans
- IX. Q and A and Review



# ORIENTATION FOR COUNCIL SELF-ASSESSMENT LEADERSHIP

**When:** October or November of 2012, then annually as determined by area

**Purpose:** To train key council leadership in the council's role in NCAP

**Preparation:** Participants should be asked to complete the online NCAP orientation and review materials and come to the training with their questions.

1. Welcome and Introductions, Review of Purpose
2. Overview
3. Job Description—Council NCAP Chair
4. Council Implementation PowerPoint Presentation

5. Split Sessions:

**A—Day/Family/Weekend Camps**

Review of implementation guide  
Organizing/conducting assessment  
Review of resource material  
Cub Scout visitation team training  
Questions about standards

**B—Resident Camps**

Review of implementation guide  
Continuous Camp  
Improvement Program  
Questions about standards

**C—Authorization**

Authorization PowerPoint  
Review application, instructions  
Worksheets

6. Wrap-up and closing

# ANNUAL AREA ACTION STEPS

## EXAMPLE OF ANNUAL ACTION PLAN FOR AREA CAMP ACCREDITATION

Area Action or Communication	Expected Timing
Area appoints area camp assessment chair. Obtains training from regional camp accreditation committee.	Early fall
1. Receive Intent to Operate from each council. Review and compare to authorization, if in place.	Late fall
2. Ensure councils contacted requesting recommendation for new assessment team members and verification of information for continuing assessors (attach existing list).	Fall/early winter
3. Verify camp operation dates and confirm dates of on-site assessments.	Early winter
4. Finalize arrangements for date/site for camp assessment training.	Early winter
5. Appoint camp assessment team leaders for each council and confirm dates of on-site visits with them.	Early winter
6. Prepare camp assessment training agenda and send invitation to team chairs, team members, council NCAP chairs, camp directors, Scout executives, council camping chairs (letter, agenda, registration, map/directions).	Mid-winter
7. Order national materials for training and on-site assessments and arrange for delivery.	Mid-winter
8. Prepare Standards At-a-Glance sheet for each camp, referring to authorization if in place, in consultation with each council (2013 only).	Early spring
9. Prepare drafts of on-site assessment calendar and on-site assessment assignments schedule and send to team leaders for review.	Early spring
10. Finalize preparation for camp assessment training, including communication with participants, development of local handouts and presentations, camp sign-up sheets.	Spring
11. Conduct training for day camp assessment coordinators, new camp assessment team members, experienced camp assessment team members, assessment team leaders. (Attendees sign up for camps/dates.)	Spring
12. Email draft of on-site assignments—first to team leaders, then to all team members who have signed up (recruiting assessors for additional camps as needed).	Spring
13. Contact Scout executives or designee to update process and discuss precamp conferences (may be face-to-face, phone, or electronic meeting).	Late spring
14. Receive and review Declaration of Readiness from each council.	Late spring
15. Support council precamp conferencing process.	Late spring
16. Conduct camp assessments at all area resident, trek, specialty-adventure, and high-adventure camps, and at stand-alone COPE/climbing courses.	Summer
17. Send score sheets and management letters for all on-site assessments to councils, regions, and national. Confirm that all reports are received.	Summer/late summer
18. Email team chairs with agenda for end-of-season debrief/planning meeting.	Late summer
19. Send thank-you to all team members.	Late summer
20. Meet with team leaders to debrief for current year, plan for next year.	Early fall

Note that this list is supplemented with ongoing communication between area camp assessment chair and area director and between area camp assessment chair and area camp assessment team leaders.

## EXAMPLE OF ANNUAL ACTION PLAN FOR AREA CAMP ASSESSMENT TEAM LEADERS

✓	Action Steps	Target Date
	1. Receive assignment from area camp assessment chair and confirm dates of on-site assessments.	Early winter
	2. Participate in camp assessment online training and annual camp assessment training.	Spring
	3. Check to be sure that you have all the paperwork and presentation materials for the councils/camps you will visit.	Spring
	4. For each council/camp assigned, review: <ul style="list-style-type: none"> <li>• Authorization (if in place)</li> <li>• Intent to Operate</li> <li>• Camp-specific Standards At-a-Glance</li> <li>• Last year's assessment</li> </ul>	Spring
	5. Review Declaration of Readiness for each camp.	Late spring
	6. Review precamp conference suggested agenda and set up precamp conference (face-to-face, phone, or electronic) with the council. Send FYI note to area camp assessment chair and area director.	Late spring
	7. Conduct precamp conference with council representatives in accordance with new standards and processes.	
	8. Check to be sure that you have all needed materials for each camp visit—camp-specific Standards At-a-Glance, score sheets, certificates, pennants. Ensure you have correct recognition items for the camp(s).	Three weeks before on-site assessment
	9. Contact the camp director and team members to confirm arrangements for each on-site assessment.	10 days before on-site assessment
	FOR EACH CAMP: 10. Conduct the on-site assessment and presentation in accordance with guidelines. _____ _____ _____	(Scheduled dates)  _____ _____ _____
	10A. Notify the area camp assessment chair and area director in any case where "issues" occur. _____	Immediately
	10B. Submit the score sheet and preliminary report on the assessment.	Within 48 hours
	11. Prepare management letter(s) in accordance with guidelines. Send copies of the rating score sheet and management letter to the council president, Scout executive, region/national, and team members.  11A. For any conditionally accredited camp: Include detailed information about the situation and attach corrective action agreements developed in consultation with area/region and council.	Within 30 days
	12. Participate in the team leader follow-up meeting to review this year's visitations and prepare for next year's process.	Early fall

# BUILDING CAMP ASSESSMENT TEAMS

## AREA APPOINTMENT PROCESS

### Team Leader Designation

In selecting and appointing team leaders, the following recommendations may be helpful:

- Start by reviewing the job description for area camp assessment team leaders.
- Ensure that the prospective team leader is a respected volunteer who fits the job description and is not regarded as having a notable conflict of interest with the assigned council.
- Communicate with prospective team leaders early in the program year to confirm responsibilities and availability.
- Develop a rotation schedule so that team leaders establish some continuity in working with a council but shift council assignments every two or three years to provide fresh perspectives. Prepare assistants to take over to ensure continuity.
- Keep in close touch with team leaders throughout the precamp/camp/postcamp seasons, encouraging strong and prompt communication throughout the assessment process.

### Council Nomination/Approval of Team Members

**Sample email to councils for assessor names (to be sent with copy of job descriptions):**

To: Area X Scout Executives, Directors of Camping, Council Camping Chairs, Council NCAP Chairs

Date: XXXX

Re: Approval of 20XX Area Camp Assessors for Your Council

Although winter is still with us, it's time to think about summer camp! We need your assistance with a few items.

#### 1. Camp assessors' names and training

In order to provide trained qualified camp assessors for your camp, we need your help to provide assessors from your council for other camps. We ask that small councils provide four to five and bigger councils eight to 10 area assessors. Attached for your approval is the list of last year's qualified appraisers from your council. Please review for any changes and suggest new additional names and contact information. Please refer to the attached job descriptions and use the standard: Would I want this person to assess my camp?

All will be invited to a training [date] at Camp \_\_\_\_\_. All new assessors are on a team of three to eight and may serve a secondary role their first time, or may serve as an observer if unable to attend training. Council NCAP chairs, camp directors, council camping committee chairs, and other council representatives are most welcome to attend.

2. COPE/climbing inspectors: If you are operating a COPE or climbing program, we need your council to provide two inspectors for other councils.
3. On behalf of the approximately X,000 youth who will attend summer camp in Area X this summer, THANK YOU.

Questions? [Provide name, contact info for area camp accreditation chair.]

ACTION REQUIRED: Submit by [date]. Email to \_\_\_\_\_ [Name, email address].

ATTACHMENTS: Job description, current list of assessors from council

## **AREA CAMP ASSESSMENT TRAINING**

### **Methods**

#### **1. Online National Orientation**

- A general introduction to the National Camp Accreditation Program intended to be a basic introduction of the program to new assessors, camp directors and council staff, council volunteers, or anyone associated with the program. Required for all camp assessors or observers.

#### **2. Self Study**

- Each assessor's in-depth review of the national camp standards. Required of all assessors prior to in-person training.

#### **3. In-Person Area NCAP Training**

- Four- to six-hour training that communicates the big picture of camp assessment, focuses on best practices for on-site procedures, and clarifies standards as needed. Training is required every two years, and is recommended annually through 2017 during program startup.
- May be taken in any area/region, but assessors are encouraged to attend in their own areas in order to participate in sign-ups for particular camps' on-site assessments.

#### **4. Observer-in-Training (optional)**

- Accompanying an assessment team for the purpose of learning firsthand how the process works. Primarily for council-approved Scouters unable to attend in-person training. Not required (although available) for those who attended in-person training.

## Sample Letter of Invitation to In-Person Camp Assessment Training

Dear \_\_\_\_\_:

Upon the recommendation of your local council, we are pleased to invite you to serve as an area camp assessor or council day camp/family camp assessment chair for the 20\_\_ camping season. This year's camp assessment training, which is required for all assessors, will be presented on \_\_\_\_ [give details of time and place]. Please submit your registration (see attached) as soon as possible.

Area \_\_ now encompasses \_\_\_\_ [describe geography and councils]. During the 20\_\_ camping season, area \_\_ will be responsible for on-site assessments at \_\_ [number of] properties, with \_\_ Cub Scout resident camps, \_\_ Boy Scout resident camps, \_\_ high-adventure or trek programs, \_\_ COPE programs, and \_\_ climbing/rappelling programs. In addition, each council will be responsible for training day camp and family camp assessors and conducting those assessments.

The annual on-site assessment at each camp is extremely important for the safe and successful operation of the camping programs in the councils within our area. This is a major undertaking and is successful only through the dedication of volunteers who give generously of their time and efforts to fully understand national camp standards and the National Camp Accreditation Program as well as to participate in on-site assessments. Your work is appreciated.

The day's agenda (see attached) begins and ends with general sessions and features concurrent breakout programs for day camp and family camp council assessment chairs, new area camp assessment team members, [supply ID for each breakout session to be offered—see below for suggestions].

Training prerequisites are online for the national orientation and self-study of NCAP standards, available at [www.scouting.org/NCAP](http://www.scouting.org/NCAP). Attendees should already have some knowledge of the NCAP process and standards.

The 20\_\_ schedule of on-site camp assessments will be posted, and there will be time for everyone to sign up as a member of one or more teams. Please bring your personal calendars.

The registration fee of \$\_\_\_\_ includes all materials plus lunch and morning refreshments. Please return the enclosed registration form via email to \_\_\_\_\_. Payments may be made at the door.

We look forward to seeing you on \_\_\_\_\_.



## **Presentation of Area Training for Camp Assessment**

The four- to six-hour, in-person area NCAP assessment training prepares area and council personnel for the on-site assessment process. It should be conducted several months before the summer camp season begins. A variety of venues may be chosen, depending on area preference as well as geographic convenience and accessibility. It is not necessary to conduct the training at a camp, although that is an option. It is helpful if the venue allows for use of equipment for electronic presentations and provides Internet access so that website resources can be used.

Area training should present an overview of the National Camp Accreditation Program and specific guidance for area assessment. The following components should be included, and the content priority should be discussion of best practices for on-site assessment. Ask participants to review standards and plans before the training. The first sample below presents a generic agenda.

### **Sample Generic Training Agenda for Area Camp Assessment**

#### **Preparing for Area On-Site Camp Assessment**

- I. Welcome and Introductions
- II. Purpose of NCAP
- III. The Role of Assessment in the NCAP process
- IV. NCAP Standards and Standards At-a-Glance
- V. Lunch
- VI. Assessment Team Structure and Responsibilities
- VII. Best Practices for On-Site Assessment
- VIII. Review

Depending on the number and mix of participants, it is usually helpful to include breakout sessions targeted to specific groups of people. For example, conducting separate sessions for new team members and veteran team members meets the different needs of the two groups. High-adventure, COPE/climbing, and similar breakouts can highlight specific responsibilities. Team leaders need mentoring specific to their leadership role and a checklist of tasks for which they take responsibility. Council representatives such as NCAP chairs, camp directors, council staff, and key council volunteers benefit from specific guidance in preparation and expectations for the on-site assessment.

Separate BSA guidelines are provided for training of COPE inspectors. In most cases, that training would be conducted independently from the area assessment training. The area in-person training would give COPE inspectors an opportunity for review and collaborative planning as well as communication with other assessors.

Since the area has the responsibility for training council camp assessment chairs as well as area assessment teams, it is recommended that the in-person training **include a separate focus on council self-assessment**.

The sample comprehensive agenda below features division into area and council assessment emphasis early in the plan. The area assessment group would then subdivide into breakout groups to focus on the particular needs of the subgroups of assessors.

**Sample Comprehensive Training Agenda** *(to be adapted to local situations)*

**Area National Camp Accreditation Program Assessment Training**

8:00 Registration

9:00 Opening and Welcome

9:10 Purpose and Overview of Camp Assessment

9:30 Break into:

**Area Assessment**

9:35 On-site assessment process

10:00 Standards: at-a-glance/full format

10:30 Best-practice breakout sessions:

New Team Members	Veteran Members	High-Adventure	COPE and Climbing	Team Leaders	Camp Directors and Council Reps
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12:00 Lunch and sign-up sheets

12:45 Return to breakout sessions

2:00 Reassemble—area on-site teams

Review of sign-ups

Questions

**Council Assessment:**

**Day Camp and Family Camp**

9:35 Introductions and discussion of roles

9:45 Position descriptions

10:10 Standards at-a-glance

10:30 Process overview at-a-glance

11:00 Assessment best practices

11:45 Lunch

12:25 Standards review: day camp

2:30 Closing and Recognitions

**Sample Breakout Training Agendas** *(to be selected and adapted based on local situations)*

**Breakout: New Team Members**

- I. Roles of the Team Member and Team Leader
- II. Close Look at the Job Description
- III. Expectations for Representing the BSA
- IV. Understanding and Using the Standards
- V. The Step-by-Step On-Site Process
- VI. "Oh, No!"—What Not to Do ☺
- VII. Recap: Leaving with Mission Accomplished

**Breakout: Veteran Members**

- I. Roles of the Team Member and Team Leader
- II. Close Look at the Job Description
- III. Expectations for Representing the BSA
- IV. Understanding and Using the Standards
- V. The Step-by-Step On-Site Process
- VI. "Oh, No!"—What Not to Do ☺
- VII. Recap: Leaving with Mission Accomplished

**Breakout: High Adventure**

- I. Role of the High-Adventure Assessment Team
- II. Interpreting the Job Descriptions
- III. Expectations
- IV. Understanding/Using the Standards With Emphasis on High Adventure
- V. The Step-by-Step On-Site Process
- VI. "Oh, No!"—What Not to Do ☺
- VII. Recap: Leaving with Mission Accomplished

**Breakout: COPE and Climbing**

- I. Role of the COPE/Climbing Team and Interface With Assessment Team Leader
- II. Interpreting the Job Descriptions
- III. Expectations
- IV. Understanding/Using the COPE and/or Climbing Standards
- V. The Step-by-Step On-Site Process
- VI. "Oh, No!"—What Not to Do ☺
- VII. Recap: Leaving with Mission Accomplished

**Breakout: Team Leaders**

- I. Role of the Team Leader
- II. Close Look at the New Job Description
- III. Review of the Team Leader Checklist
- IV. Understanding and Using the New Standards
- V. Scoring and Reporting Processes and Expectations
- VI. The Step-by-Step On-Site Process
- VII. How Assessment Fits Into the "Big Picture" of the NCAP
- VIII. Recap: Accomplishing the Mission

**Breakout: Council Reps**

- I. Role of the Camp Director, Council Staff, and Council Committees
- II. Responsibilities of the Assessment Team (Job Descriptions)
- III. Preparation/Expectations
- IV. Understanding/Using the Standards
- V. The Step-by-Step On-Site Process
- VI. How Assessment Fits Into the "Big Picture" of the NCAP
- VII. Recap: Working Together to Accomplish the Mission



It is suggested that each participant be given the following in both hardcopy and CD form.

**For Area Assessment:**

- Introduction to NCAP
- NCAP Process At-a-Glance
- *National Camp Standards*
- NCAP Standards At-a-Glance ALL
- Sample Standards At-a-Glance for Camp X

**For Council Self-Assessment:**

- Introduction to NCAP
- NCAP Process At-a-Glance
- *National Camp Standards*
- NCAP Standards At-a-Glance DAY CAMP
- NCAP Standards At-a-Glance FAMILY CAMP

Assessment training webinars and PowerPoint presentations may be accessed at [www.scouting.org/NCAP](http://www.scouting.org/NCAP).

## **SUPPORT FOR COUNCIL SELF-ASSESSMENT**

See the **Council Implementation Guide** for detailed information to support council self-assessment.

### **Training for Council Volunteer Responsible for Training Council Self-Assessment Teams**

Council volunteers responsible for training the council self-assessment are expected to take NCAP online orientation, conduct NCAP self-study, and participate in area NCAP assessment training. The above Sample Comprehensive Training Agenda includes agenda items to guide the discussion with council camp assessment trainers if council self-assessment training is presented at the same date and location as area assessment training.

# AREA ON-SITE CAMP ASSESSMENT SCHEDULING AND ASSIGNMENTS

## PROCESS AND SAMPLE CALENDAR

The council's annual Intent to Operate provides information about the dates and locations of all camp programs. The area will establish on-site assessment dates during the first week of camp operation whenever possible. Never schedule on opening day of camp—the camp is busy attending to the needs of Scouts. Dates will be confirmed in consultation with council representatives.

The area will then develop a calendar showing the dates and locations of all scheduled on-site assessments. For camps offering COPE, COPE inspections should be scheduled before or during the team on-site assessments. The COPE program must be in operation to conduct inspection.

Areas are encouraged to develop camp accreditation websites, which could include the schedule of camp assessment dates and allow assessors to sign up online to help with particular assessments.

### Sample calendar for a summer month:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Council A— Camp A-A Scout and COPE/Climbing	2	3	4
5	6 Council B— Camp B-A Scout and Climbing Council C— Camp C-A Scout and COPE/Climbing	7	8 Council C— Camps C-B, C-C Scout and Climbing, High Adventure Council D— Camp D-A Scout and COPE/Climbing Council A— Council A-B Scout and COPE/Climbing	9 Council C— Camp C-D Cub and Bouldering Council E— Camp E-A Scout and COPE/ Climbing	10 Council F— Camps F-A, F-B, F-C, F-D Scout (2), COPE, Climbing, High Adventure, Web	11
12	13	14 Council C— Camp C-E Cub	15 Council G— Camp G-A Scout and COPE/Climbing	16 Council G— Camp G-B Scout and COPE, High Adventure	17	18
19 Council G— Camp G-C Cub Webelos	20	21	22	23 Council E— Camp E-B Scout and COPE/ Climbing	24	25
26 Council C— Camp C-F Cub	27	28	29	30	31	

## ON-SITE ASSIGNMENT SCHEDULE

Based on the calendar overview, the on-site assignment schedule is developed to provide more detail, including programs to be assessed and contact information for each camp and all assessment team members. Providing all team members and camp directors access to an assignment schedule with detailed contact information makes the communication process easier.

The first steps in developing the assignment schedule include identifying the team leader, recording the identified information about each camp, and noting the dates and programs to be assessed. The area camp assessment chair and the team leader should jointly discuss the personnel needs for each camp/program assessment.

Sign-ups for assessment teams may be handled electronically through a dedicated area camp assessment website or may involve on-paper sign-ups and follow-up email communication. The area camp assessment chair should make the final determination of appropriate assigned personnel before publishing the assignment schedule (either on a website or through email).

### Sample Assignment Schedule Entry for One Council

Note the following example of an assessment schedule for one council's camps.

Council	Team Leader	Precamp Conference	Follow-Up Notes
<b>Council G—No. 123</b> Scout City, State, ZIP Office: 100-002-0003 <a href="http://www.councilabsa.org/">www.councilabsa.org/</a>	<b>Bob Leader, h: 100-200-3000,</b> <b>bleader@aol.com</b>	June 1	

Camp	Program	Date	Day/Time	Area Officer	Team Members
<b>Camp G-A</b> 1 Pleasant Drive Hometown, State, ZIP Office— 100-600-7800	<b>Cub Scout</b> <b>Webelos</b>	<b>7/19</b>	Mon., 9 a.m.	Ed Director c: 900-200-3000 EDirector@scouting. org	Joe Member, c: 400-500-0006, jmem@nycap.rr.com Dan Member, c: 400-500-5000, danmem@grsd.org Rita Member, c: 100-600-7000, Memb@VCC.edu
<b>Camp G-B</b> 2 Lake Lane Friendship, State, ZIP Office— 100-200-4700	<b>Boy Scout</b> COPE/ Climbing	<b>7/14</b>	Wed., 9 a.m.	John Co-Chair c: 200-400-7000 JCC@gmail.com	Joe Member, c: 400-500-0006, jmem@nycap.rr.com Dave Member, c: 300-400-5000, DGM@gmail.com Dan Member, c: 400-500-5000, danmem@grsd.org  COPE—Chris Inspector, c: 500-700- 8000 Cliff Inspector, c: 500-600-9000, cli@gmail.com
<b>Camp G-C</b> 3 River Road Serenity, State, ZIP Office— 100-300-9400	<b>Boy Scout</b> High Adventure  COPE/ Climbing	<b>7/15</b>	Thurs., 10 a.m.	[Ed + John on call]	Barry Member, Member100@yahoo.com Dan Member, c: 400-500-5000, danmem@grsd.org Joe Member, c: 400-500-0006, jmem@nycap.rr.com Rita Member, c: 100-600-7000, Memb@VCC.edu  High Adv.—Lisa Member, c: 500-500-6000 Jon Member, c: 400-003-0004, jlm@aol.com  COPE—Chris Inspector, c: 500-700-8000 Cliff Inspector, c: 500-600-9000, cli@gmail.com
	<b>Cub Scout*</b>	<b>8/16*</b>	Sat., 11 a.m.	[Ed + John on call]	Barry Member, Member100@yahoo.com Rita Member, c: 100-600-7000, Memb@VCC.edu

\*Indicates a second visit to a camp where facilities and some paperwork have already been reviewed. The assessment team conducting the second assessment will not need to invest time in re-reviewing standards that have already been met.

The area might also have a reserve team of individuals who could be called upon to help if needed with very short notice.

# PRECAMP COMMUNICATION WITH COUNCILS

## INTENT TO OPERATE

The Intent to Operate will be completed each fall of the year prior. In the Intent to Operate, the council lists all of the camps that it intends to operate during the next program year, including day camps, family camps, resident camps, trek camps, specialty-adventure and high-adventure camps, COPE and/or climbing courses, and camp properties. Expected dates of operation are listed for each camp.

The Intent to Operate is used by the area to coordinate area assessment of resident, trek, specialty-adventure, and high-adventure camps, camp properties, and COPE and/or climbing courses and to establish communication regarding local council self-assessment of day and family camps. Since many camps open during the same short window, all visits may not be able to be done at the time requested. The area camp assessment chair may have to consider resources and ask camps to adjust dates as needed.

## REVIEW OF AUTHORIZATION

As the application/authorization process is phased in, councils will be required to submit a detailed Application for Authorization. The application contains a description of all the council's camps for which it is seeking an Authorization to Operate and ultimately accreditation.

For each camp, the application

- Describes the program goals, the facilities, and how the council will meet the national camp standards;
- Identifies any recommended practices that the council intends to adopt;
- Sets forth additional quality commitments that the council intends to meet to provide the safest and highest possible quality program to participants.

Once the region issues a multi-year authorization for the council's camps, it will be the responsibility of the area to review that authorization each year to be reminded of the commitments the council has made.

The At-a-Glance standards specific to each camp will eventually be developed based on the application/authorization (although initially they will be developed through consultation of area and council personnel).

## DECLARATION OF READINESS

The Declaration of Readiness is the council's assurance that a particular camp is ready to open and prepared to offer a program meeting the requirements of the national camp standards and its Authorization to Operate.

For each camp, the council checks all of the following that apply:

- The council has obtained any necessary governmental permits or approvals to operate the camp and its facilities, or such permits or approvals have been requested and are anticipated to be received prior to the opening of camp.
- The council has addressed any corrective actions or deviations from the prior camp assessment. Those responses are attached (may include copies of previous submittals). If the council is participating in the Camp Strategic Analysis process, the council is progressing in accordance to its improvement plan and any required submittals are attached.
- The council has completed the required postcamp/precamp inspection and the Scout executive certifies that any issues identified that would preclude the opening or operation of this camp in compliance with the national camp standards have been addressed.
- All items required by the Authorization to Operate (if any) or by variances or waivers issued to this camp to be submitted with this Declaration of Readiness are attached.

The following must be attached if applicable:

- Exceptions page(s).
- Deviation and noncompliant response(s) from prior camp assessment.
- Improvement plan report (under Camp Strategic Analysis process, if required).
- Any materials required by the Authorization to Operate or a variance or waiver.
- Continuous Camp Improvement Program prior year top/bottom areas, goals and results achieved, and current year top/bottom areas and goals.

The council is encouraged to submit all available required documents and certifications (see chart on the next page) with the Declaration of Readiness. Any documentation not available at that time may be submitted later. Material submitted with the declaration will be reviewed by the assigned area camp assessment team leader and will not have to be re-checked during the on-site assessment.

The Declaration of Readiness should be filed by May 15 of each year, unless a different filing date is agreed upon in consultation between the council and the area.

## WRITTEN MATERIALS FOR NCAP ASSESSMENT

Type	Required of All	Required for Some Programs
Procedures	<ul style="list-style-type: none"> <li><input type="checkbox"/> Medical screening protocol [HS-504]</li> <li><input type="checkbox"/> Medical and treatment policies [HS-505-507]</li> <li><input type="checkbox"/> Camper security procedures [AO-804]</li> <li><input type="checkbox"/> Emergency procedures/support agreement [AO-805]</li> <li><input type="checkbox"/> Written procedures for communication [AO-807]</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> BSA Program Hazard Narrative Form for each new activity. [PD-111]</li> <li><input type="checkbox"/> Aquatics emergency action plan [PS-201]</li> <li><input type="checkbox"/> Chartered/live-aboard written rules [PS-202]</li> <li><input type="checkbox"/> Written approval of camp medical and treatment policies and standing orders by council health supervisor [HS-505-507]</li> <li><input type="checkbox"/> Veterinarian instructions [PS-209]</li> <li><input type="checkbox"/> Conservation plan [FA-704]</li> </ul>
Agreements and Approvals	<ul style="list-style-type: none"> <li><input type="checkbox"/> Written agreements with any outside providers [PD-109]</li> <li><input type="checkbox"/> Statement of response time from EMS provider or online printout showing time to nearest EMS [SQ-405]</li> <li><input type="checkbox"/> Menu approvals by dietician [FS-601]</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Written approval by council advancement committee of camp merit badge program and personnel [PD-106]</li> <li><input type="checkbox"/> Personal watercraft National Council approval [PD-101]</li> <li><input type="checkbox"/> Enterprise risk management committee approvals, particularly of pioneering over shoulder [PS-203]</li> <li><input type="checkbox"/> ATV approval by the National Council using Form 430-044 [PS-205]</li> <li><input type="checkbox"/> Transportation services contract [PS-216]</li> </ul>
Staff Appointments, Credentials, and Training	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff application and letter of agreement [SQ-401]</li> <li><input type="checkbox"/> Position descriptions and org chart [SQ-401]</li> <li><input type="checkbox"/> Staffing policies [SQ-401]</li> <li><input type="checkbox"/> Staff manual [SQ-401]</li> <li><input type="checkbox"/> Camp staff training plan [SQ-402]</li> <li><input type="checkbox"/> Training rosters [SQ-402]</li> <li><input type="checkbox"/> Staff age validations [SQ-403]</li> <li><input type="checkbox"/> National Camping School certifications and other licensing and training credentials [SQ-403-412]</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Scuba instructor certification and example health form [PS-201]</li> <li><input type="checkbox"/> Chartered Captain's USCG license [PS-202]</li> <li><input type="checkbox"/> All-Terrain Vehicle Safety Institute training program [PS-205]</li> <li><input type="checkbox"/> Trek camp staff training program, staff ratio, certifications, skill test, shakedown, and other preparatory activities [PT-301]</li> <li><input type="checkbox"/> Horseback and stock program staff training plan [PS-209]</li> </ul>
Permits, Licenses, Tests, and Insurance	<ul style="list-style-type: none"> <li><input type="checkbox"/> List of permits, certificates, and licenses required for camp operation [AO-801]</li> <li><input type="checkbox"/> Each such permit, certificate, or license [AO-801]</li> <li><input type="checkbox"/> Drinking water certificate [FA-702]</li> <li><input type="checkbox"/> Insurance information [AO-803]</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Watercraft licenses, if applicable [PS-201]</li> <li><input type="checkbox"/> Vessel coast-wide trade certificate or registration and insurance [PS-202]</li> <li><input type="checkbox"/> Documentation of current required general or commercial drivers' licenses for transportation services [PS-216]</li> </ul>
Inspections	<ul style="list-style-type: none"> <li><input type="checkbox"/> Camp Facility Evaluation Tool [FA-701]</li> <li><input type="checkbox"/> Postcamp/precamp inspection [FA-701]</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> COPE course annual inspection [PS-206]</li> <li><input type="checkbox"/> COPE course professional challenge course builder inspection [PS-206]</li> <li><input type="checkbox"/> Mountain bike/board annual inspection form [PS-210]</li> </ul>
Communication with Customers	<ul style="list-style-type: none"> <li><input type="checkbox"/> Description of camp program [PD-101]</li> <li><input type="checkbox"/> Leaders' guide (or URL for online access) [PD-101-108]</li> <li><input type="checkbox"/> Customer survey [AO-809]</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review of trek program literature [PT-302]</li> </ul>

## AREA PRECAMP CONFERENCE WITH COUNCIL

The camp assessment team leader assigned to each council's camps should contact the council leadership during the spring to make preliminary arrangements for a precamp conference. How the conference is conducted will be determined by what the area feels is needed in each council. The precamp conference can take place in person, by phone, or through an electronic meeting site. An in-person conference will likely be needed for a new camp or a conditionally accredited camp seeking to return to fully accredited status. The conference should be scheduled to take place after the Declaration of Readiness has been submitted and before the opening of camp. Area officers should be informed of potential conference dates, so that they can participate if needed.

The precamp conference has three purposes:

- To clarify the camp accreditation standards and process as necessary and note council progress toward accreditation, including the At-a-Glance standards for each camp and the authorization (if developed).
- To review standards-related paperwork and note meeting of associated standards.
- To confirm arrangements for on-site assessments.

It is expected that the team leader would facilitate the discussion, with participation from appropriate council and area representatives.

The team leader should review all available documents related to the camp prior to the meeting, including the authorization (if in place), the Intent to Operate, and the Declaration of Readiness. The team leader should review/record any advance standards documentation submitted with the declaration.

The following is a suggested agenda for the meeting.

### Precamp Conference Agenda

**PRECAMP CONFERENCE:** \_\_\_\_\_ **COUNCIL**

**DATE:** \_\_\_\_\_ **PLACE:** \_\_\_\_\_

- I. Opening comments and introductions
- II. Review of how each camp fits into the council's big picture of camp plans
- III. Review of standards/accreditation process and council progress toward accreditation
  - A. Clarification of standards and/or process
  - B. At-a-Glance standards for each camp
  - C. Council readiness for the camp season
- IV. Review of completion of appropriate standards (with record of information and standards met)
- V. Confirmation of plans for on-site assessment(s)

**PARTICIPANTS:**



# CONDUCTING ON-SITE ASSESSMENTS

## BEST PRACTICES: TEAM LEADER

### One week before

1. Review camp-specific information:
  - A. NCAP standards applicable to the camp—Standards At-a-Glance
  - B. Specifics of the authorization (if in place) and any waivers or variances
  - C. Information from previous assessments
  - D. The council/camp website
2. Confirm and finalize on-site assessment plans.
  - A. Communicate with the camp director to discuss team representation, timing, check-in procedures, and the general plan for conducting the assessment (including COPE assessment, if applicable).
  - B. Contact team members to review expectations (see below) and arrangements (including COPE, if applicable).

### That day

1. Set a positive example in representing the Boy Scouts of America.
2. Meet the team off-site and arrive together or be punctual if meeting on-site.
3. Follow camp visitor control procedures (sign in, show Youth Protection and camp assessment cards and any other identification requested).
4. Meet briefly (10–15 minutes) with camp director, council/camp personnel, and assessment team members.
  - A. Set a positive tone by briefly explaining the purpose of the visit and the intent to observe the camp in action and ask questions without disrupting program.
  - B. Ask all council/camp representatives and assessment team members to introduce themselves.
  - C. Assign subgroup members and areas of responsibility (for example, waterfront, kitchen/dining, health facilities), based on organization of standards, physical location, and team member expertise.
  - D. Arrange for a time and place to meet back together to share notes on assessment.
  - E. Review assignments and move out to areas to be assessed.

5. Coordinate team assessment of all aspects of the camp governed by standards.
  - A. Observe program, procedures, and facilities in assigned areas.
  - B. Talk with staff and participants about what they are doing/learning (without disrupting program).
  - C. Refer to the interpretations and verifications in the full text of the standards as needed.
  - D. Check off standards met and record notable observations.
6. Deal effectively with any situations requiring immediate attention.
  - A. Allow camp staff to correct any safety problem that can be promptly fixed.
  - B. Notify and consult with the area camp assessment chair and/or area director in any case where serious issues occur.
7. Review the assessment findings.
  - A. With assessment team members:
    - Note which standards were met or not met.
    - Discuss team member impressions about general camp program, procedures, and facilities.
  - B. With camp director, Scout executive, and other staff members invited by the camp leadership:
    - Discuss overall impressions.
    - Identify standards that were met or not met.
    - For unmet standards:
      - Explain how the team arrived at that conclusion.
      - Reach a written agreement about any corrective actions to be taken and in what time frame.
      - For situations not easily corrected, arrange consultation with area/region to work with the council to develop a written plan and time frame for addressing the problem.
    - Determine what recognition, if any, the camp has earned.
8. After consultation with the camp director, present any earned recognition (perhaps at lunch).
9. Ensure that team members leave camp promptly after the assessment and recognition (and perhaps lunch).

**Soon after**

1. Send/submit camp assessment results to appropriate places (area, region, national).

## BEST PRACTICES: ASSESSMENT TEAM MEMBERS

(to be shared with team members at training and again just before the assessment visit)

### Do

- Represent the Boy Scouts of America to the best of your ability.
- Wear the field uniform properly.
- Be knowledgeable about the applicable camp standards.
- Understand the purposes of on-site assessment.
- Be prepared for walking long distances over rough terrain.
- Bring your own BSA Annual Health and Medical Record, parts A and B.
- Listen and observe.
- Be a team player—share impressions and concerns with the team leader.
- Keep careful notes about standards met or situations needing further discussion.
- Immediately notify the team leader in any situation where there is a serious safety concern.
- Think about “best practice” camp program ideas you might share with your council.

### Don't

- Expect extra hospitality such as overnight accommodation, camp tours before or after the assessment, etc.
- Disrupt program or distract staff members overseeing campers.
- Be disrespectful to anyone.
- Criticize camp operations in front of campers or staff.
- Discuss how the camp compares to others.
- Talk too much or seek too much attention.
- Act alone or make decisions without consultation.
- Forget to enjoy the experience of watching summer camp fun and learning.
- Discuss the details of the camp assessment later unless requested by the team leader.

## SCORING: THE OBJECTIVE REVIEW OF COMPLIANCE

The first task the assessment team will undertake is scoring whether the camp property or camp is complying with the national camp standards, the terms and commitments of its Authorization to Operate, if issued, and any variances or waivers. This is an objective assessment with the goal of treating similarly situated camps similarly. Careful adherence to the standards, interpretation, and verification provisions is needed.

**Assessment After an Authorization to Operate Is Issued.** If an Authorization to Operate has been issued, the assessment team will be guided by the score sheet, which will list the standards and recommended practices and the authorization terms, conditions, and commitments applicable to the camp property or camp, and whether there are any Gold or Silver Recognition items that need assessment. The assessment team will also need to ask the camp representatives whether any variances or waivers have been granted since the authorization.

**Assessment if the Authorization to Operate Has Not Yet Been Issued.** If an authorization has not yet been issued, then the assessment team will only assess the standards, recommended practices, and Gold and Silver Recognition items (if applicable). The team will also need to ask the camp representatives whether any variances or waivers have been granted.

**Scoring Options.** The following scoring options are available for scoring standards, recommended practices, variances, and waivers. Authorization terms, conditions, and commitments, if the authorization has been issued, are scored the same way.

### **Passing Scores**

**Compliant.** A standard, authorization term, conditions, or commitment, variance, or waiver is scored as “compliant” if the facility meets the terms and intent of the standard, authorization term, conditions, or commitment, variance, or waiver.

**Deviation.** A standard, authorization term, conditions, or commitment, variance, or waiver is scored as a “deviation” if the exact terms are not met, but the facility has met the substantial intent of the standard, authorization term, conditions, or commitment, variance, or waiver with adequate levels of safety and quality. Deviations are particularly appropriate where the camp property or camp has incidentally missed an item, but other aspects of the camp suggest that the camp’s program is generally in good shape. An example might be a single incidence of a dead battery or a single missing utility cut-off drawing. Multiple instances, which suggest a systemic problem, should be scored noncompliant. The score sheet should reflect the nature of the deviation and any comments from the camp assessment team on how the deviation could be remedied.

### **Failing Scores**

**Noncompliant.** A standard, authorization term, conditions, or commitment, variance, or waiver is scored as “noncompliant” if the facility does not meet the requirement and does not meet the criteria for a deviation (discussed above). The score sheet should reflect the nature of the noncompliance and any comments from the camp assessment team on how the noncompliance could be remedied.

### **Other**

**Not Applicable.** A standard is scored as “not applicable” if it does not apply to the camp property or camp program. A standard that is “not applicable” does not affect accreditation status.

### **Examples**

This section provides guidance on frequently asked questions concerning whether a practice that does not conform to a standard constitutes a noncompliant (failing) or a deviation (passing) score.

- Failure to have a required certification (e.g., National Camping School card, approved lifeguard status, etc.), or an approved alternate (listed in the standard, authorization, or a variance or waiver) warrants a noncompliant finding.
- Failure to meet an age standard, without a waiver, is a noncompliant finding.
- A single instance of not having a first-aid kit prominently marked in an otherwise well-marked camp is at most a deviation.
- Failure to have a certificate of insurance, when other proof of insurance is available, is a deviation.
- Minor changes from the approved training plan, but where the material elements were met, is a deviation.

Any standard, authorization term, conditions, or commitment, variance, or waiver that is not met at the time of assessment, but which is corrected during the assessment to the satisfaction of the assessment team, should be scored as a deviation and not as noncompliant. This is to assist the National Council in tracking standards of concern and the local council in reviewing its camp procedures to ensure that the issue is not repeated in the future.

**Scoring Recommended Practices.** The following scoring options are available for scoring recommended practices:

- Compliant
- Not applicable

A recommended practice is either met or it is not. The camp's authorization will identify the recommended practices that the camp has stated it will meet (particularly if it is seeking accreditation with Silver or Gold Recognition). In addition, the camp may meet additional recommended practices. So long as the camp meets the required minimum number of recommended practices, it may be accredited with recognition status, assuming all other requirements are met.

### **The Narrative: The Subjective Assessment and Recommendations to Improve Program**

The second part of the camp assessment process consists of the narrative assessment, which includes both a narrative review of how well the camp delivers its promised program and recommendations for possible improvements. This part of the assessment is more subjective and is where the camp assessment team should do its best to provide constructive comments to improve the camp's program. The assessment team should remember that it has seen the camp and its program only briefly and should couch its recommendations in a respectful, helpful tone. It is important for the camp assessment team to recognize that the narrative assessment and recommendations are there to be considered and acted upon by the camp staff and local council. A camp or council's disagreement concerning a recommendation is not a basis for denying or conditioning accreditation. **A camp's accreditation status is determined solely by the objective scoring portion of the assessment.**

### **The Narrative Assessment**

The narrative assessment should address the following:

1. How well the program delivers the promise included in its written descriptive materials, advertising, and leaders' guide
2. How well the camp is implementing the Continuous Camp Improvement Program
3. How well the program delivers the promise of Scouting to participants

In order to prepare for the narrative assessment, the camp assessment team should review written descriptive materials, such as the camp's website (if any) and leaders' guide (if any). Any divergence between the described program and the delivered program should be noted to assist the council in ensuring that it is delivering on the promises it made. Similarly, it is appropriate for the team to note whether, in the team's view, the camp is delivering the promise of Scouting to its participants. If the team concludes that there may be an issue, concrete examples of specific problems should be identified for the council's consideration. Careful, constructive comments that are respectful of the council's and staff's role as the primary developers of the camp program are likely to be thoughtfully received.

The narrative assessment should also review the camp's implementation of the Continuous Camp Improvement Program. The description should include a note of the results of the prior year program (not applicable during the first year), number of goals selected, some representative goals, how they are being tracked, and whether the camp seems to have integrated continuous improvement into its program or if additional support may be needed.

### **The Recommendations**

The recommendations should address the following:

1. Specific recommendations for improving the quality of the existing programs and activities
2. Specific recommendations for improving the quality of facilities provided
3. Recommendations for improved program design or additional programs or activities that would enhance the camp program

This part of the assessment is where the camp assessment team can provide recommendations to the camp on how to improve its program based on the assessment team's experience and knowledge. Recommendations should be constructive and made in the spirit of improving the particular camp's programs in light of the physical and other restrictions imposed by its environment. Recommendations should be made with the knowledge that it is the camp and council's role to decide whether they should be implemented, and not the assessment team's role. The assessment team's role is to provide a third-party review to assist the council in implementing its program. Careful, constructive comments will likely be well received.

### **Camp Response to Noncompliant and Deviation Findings**

The purpose of the national camp standards and National Camp Accreditation Program is to ensure that all youth receive a safe, high-quality camping experience and that the quality and safety of the experience continuously improves. Findings of "noncompliant" reflect a departure from the standard established by the BSA for a Scout facility and must be promptly redressed. Findings of "deviation" reflect a weakness in meeting the standard that should be addressed prior to the next season. This section discusses the camp assessment team's options upon making a finding of noncompliant or deviation.

***Noncompliant finding.*** If the camp assessment team finds a standard that is scored "noncompliant," the team leader shall promptly notify the camp director and Scout executive or designee. The team leader should encourage the camp to correct the noncompliant finding before the assessment team completes its assessment. If the noncompliant finding is remedied to the camp assessment team's

satisfaction, the standard should be scored as a “deviation” and the issue noted in the score sheet. If the noncompliant finding cannot be remedied to the camp assessment team’s satisfaction, the area camp assessment chair should be notified and a corrective action plan or plan schedule drawn up to address the noncompliant finding as expeditiously as possible. If the corrective action plan can be completed promptly, the camp will be conditionally accredited while the corrective action plan is in place and the camp cannot be restored to accredited status until it demonstrates that it has completed the corrective action plan to the area camp assessment chair’s satisfaction. The report of the successful implementation of the corrective action plan shall be submitted in accordance with the schedule developed in conjunction with the area camp assessment chair, and in no event later than the declaration of readiness for the following season.

In the rare event the camp assessment team finds a situation that constitutes an imminent danger to life or health, the team leader should close that activity or area in consultation with the camp director and council leadership. The area director and area camp assessment chair shall be notified immediately. If there is disagreement, the area director and area camp assessment chair will provide leadership. A camp in this situation must immediately resolve the situation to the satisfaction of the area director in accordance with the terms and time schedule set forth in a corrective action plan developed in consultation with the area director and area camp assessment chair. The report of the successful implementation of the corrective action plan shall be submitted in accordance with the schedule developed in conjunction with the area camp assessment chair.

***Deviation finding.*** A camp that receives a deviation is on notice that there is a weakness in its program. The camp should correct the deviation prior to the start of the next camping season. Second and subsequent deviations for the same standard may be scored as a noncompliant at the discretion of the assessment team. The report of the successful implementation of the corrective action plan shall be submitted in accordance with the schedule developed in conjunction with the area camp assessment chair.

If a camp exceeds 20 percent deviation findings in any assessment, then the camp must prepare a timely corrective action plan and submit it to the area camp assessment chair. If the corrective action plan can be completed promptly, the camp will be conditionally accredited while the plan is in place, but may be restored to accredited status upon demonstrating that it has completed the plan to the area camp assessment chair’s satisfaction. The report of the successful implementation of the corrective action plan must be submitted no later than the Declaration of Readiness for the subsequent year.

### **Multiple Programs at the Same Camp Property**

Many councils operate multiple camps at a single camp property. For example, a camp property is used for Boy Scout resident camp followed by a Cub Scout resident camp with a Cub Scout family camp offered some other time during the year. In general, each of these programs needs a separate assessment. However, if two camps share a substantially similar staff and substantially similar program and it is possible to conduct a single assessment that meaningfully addresses both camps, the area camp assessment chair has discretion, after discussion with the council and/or camp director,



to determine that an assessment of the second camp is not necessary or that only a shortened assessment is necessary. An example of when the area could exercise this discretion is where the Cub Scout resident camp immediately follows the Boy Scout resident camp, uses the same staff with the same program, except that BB guns are used in lieu of .22-caliber rifles. In this case, if the range program was safe for .22s and the initial assessment covered any differences in the use of BB guns, the area could reasonably conclude that a second assessment is not needed.

Similarly, a council NCAP chair may determine that day camps or family camps that are offered at different locations, but which share a common staff and program, do not require a separate assessment, although the council must have a process for ensuring that each program location is assessed for safety.

### **Compiling Score Sheet Notations**

The camp assessment team leader is responsible for completing the final scoring summary (Part I of the score sheet) and compiling accompanying notations (Part II).

Part II provides a brief review of how well the camp delivers its promised program and includes recommendations for possible improvements. This part of the assessment is more subjective and is where the camp assessment team should do its best to provide constructive comments to improve the program. (Note that a camp's accreditation status is determined solely by the scoring. A camp or council's disagreement concerning a recommendation is not a basis for denying or conditioning accreditation.)

The notations in Part II may be presented in bullet or outline form. They are not intended to substitute for the comprehensive assessment letter (see below). Instead, they should briefly indicate areas of discussion at the debriefing and pave the way for the more detailed narrative in the letter.

The assessment notations (and, later, the letter) should

- Provide an overview of how well:
  1. The program delivers the promise in its written descriptive materials, advertising, and leaders' guide
  2. The camp is implementing the Continuous Camp Improvement Program
  3. The program delivers the promise of Scouting to participants
- Clarify reasons for scores of deviation or noncompliant, providing
  1. Standards number references, with notes on how/why the standard was not fully met
  2. Indication of corrective action needed, with reference to written plans as appropriate (corrective action plans—or procedures for developing such plans—should be attached)
- Summarize recommendations for improving:
  1. The quality of the existing programs and activities
  2. The quality of facilities
  3. Program design or additional programs or activities to enhance the camp program



## **Collaborative Decision-Making**

Members of the assessment team are responsible for consulting with the team leader about any instance of non-compliance, and should **contact the team leader immediately in any situation in which health or safety appears to be at risk.**

The team leader is responsible for contacting the area camp assessment chair and/or area director in any case where serious issues occur. A (rare) decision to close a camp or a program element should be made only in consultation with area and council officials.

The accreditation decision is based upon the results of the scoring of the standards, Authorization to Operate, and any variances or waivers.

## **CAMP ACCREDITATION**

The accreditation decision is based upon the results of the scoring of the standards, authorization terms and commitments, variances, and waivers. If the camp is seeking Gold or Silver Recognition, the camp assessment team must also consider whether the requirements for recognition are met.

### **Accredited**

A camp is accredited if it meets all of the following conditions:

1. All applicable standards are scored “compliant” or “deviation.”
2. If issued, all terms, conditions, and commitments of the Authorization to Operate listed on the score sheet are scored “compliant” or “deviation.”
3. The conditions of any variance or waiver are scored “compliant” or “deviation.” The team should review any waivers to ensure they do not specify conditional accreditation.
4. Twenty percent or fewer of the total scores are “deviations.”

If these conditions are met, the camp is accredited and the camp assessment team should present the accreditation certificate and pennant in an appropriate fashion unless the camp indicates it is seeking Silver or Gold Recognition, in which case the accreditation team should proceed on to the next part of the accreditation decision.

### **Accredited With Silver or Gold Recognition**

Camps may seek accreditation with Silver or Gold Recognition, which represents an acknowledgement by the National Council of superior program design and implementation. The current criteria for Gold and Silver Recognition are published on the NCAP website and are subject to periodic revision as camps elevate their level of performance. The NCAP website can be found at: [www.scouting.org/NCAP](http://www.scouting.org/NCAP).

A camp is accredited with Silver or Gold Recognition if it meets all of the following conditions:

1. It meets the accreditation criteria (paragraph above).
2. If its Authorization to Operate is issued, the authorization provides for accreditation with recognition (if the Authorization to Operate is not yet issued, the condition does not apply).
3. The additional requirements set forth in the current Requirements for Accreditation With Recognition pamphlet are met.

The area camp assessment chair will provide the camp assessment team leader with a worksheet to assist in determining whether a camp is eligible for accreditation with Silver or Gold Recognition and, if it is, will also provide the appropriate recognition items. If the accreditation with recognition requirements are met, the camp is accredited with the appropriate recognition and the camp assessment team should present the accreditation with recognition in an appropriate fashion and with its hearty congratulations for a job well done.

### **Conditionally Accredited**

A camp is conditionally accredited if any of the following conditions are met:

1. Any applicable standard is scored “noncompliant.”
2. If issued, any terms, conditions, and commitments of the Authorization to Operate listed on the score sheet are scored “noncompliant.”
3. The conditions of any waiver state that the camp must be “conditionally accredited,” which may occur if the waiver addresses a substantial deficiency.
4. The conditions of any variance or waiver are scored “noncompliant.”
5. More than 20 percent of the total scores are “deviations.”

As noted under the subsection “Camp Response to Noncompliant and Deviation Findings,” if the camp corrects a noncompliant finding while the assessment team is present, the finding should be scored as a deviation and not noncompliant. If this is not possible, but the findings are relatively minor and the camp’s program and corrective action plan is strong, the assessment team may request that the area camp assessment chair obtain a waiver of mandatory conditional accreditation from the region camp assessment coordinator or designee. If the waiver is granted, the camp may be accredited, but not with recognition until such time as the corrective action plan is completed.

As discussed above in “Camp Response to Noncompliant and Deviation Findings,” the council and camp leadership should develop a corrective action plan with the camp assessment team to correct any noncompliant findings or excessive number of deviations. Most non-compliant findings should be addressed within a week or two, unless the council demonstrates that more time is needed and the additional time will not adversely affect the health and safety of the campers or result in an unacceptable level of program delivery. If a mutually agreed schedule cannot be developed while the assessment team is on-site, the assessment team should consult with area leadership. Once the schedule is established, or upon direction from area leadership granting more time to develop the corrective action plan, conditionally accredited credentials should be granted.

A camp may terminate its conditionally accredited status by submitting to the area camp assessment chair proof of completion of its corrective action plan. The area camp assessment chair will schedule a reinspection, if necessary, restore accredited status, restore accredited status with the same or reduced recognition status, or deny the request.

## **Denial of Accreditation**

A camp may be denied accreditation if:

1. Any applicable standard, term, or commitment of its Authorization to Operate on its score sheet, or the conditions of any variance or waiver is scored “noncompliant”; and
2. Either
  - A. the camp is already conditionally accredited; or
  - B. the camp poses an imminent danger to life or health, and this danger cannot be eliminated by closing parts of the camp or program.

If the camp assessment team believes that denial of accreditation may be appropriate, it must consult immediately with area leadership. Area leadership will work with council leadership to develop a corrective action plan to restore either conditionally accredited or fully accredited status.

A camp that is denied accreditation is not required to close during its current season, unless there is imminent danger to life or health, but it may not reopen the following season using the name, trademarks, or trade dress of the Boy Scouts of America without approval from the area and region.

Any denial of accreditation is subject to automatic review by the regional camp accreditation committee.

## **Request for Review of Authorization**

If a camp assessment team determines that there are pervasive problems at a camp that draw into question whether its program delivers the promise of Scouting or may injure the Scouting brand, whether or not the camp meets the criteria for accreditation or conditional accreditation, the camp assessment team shall document those findings in the narrative assessment and request that the region review the authorization. **A camp assessment team is not authorized to issue a conditional accreditation or denial of accreditation unless the conditions outlined in the section on “Camp Accreditation” are met.**

## **REOPENING AND REVOCATION OF ACCREDITATION OR AUTHORIZATION**

### **Revocation of Accreditation**

A camp that has been conditionally accredited and fails to comply with the terms of the conditional accreditation may have its accreditation status revoked at any time by the area president, area director, and area vice president of outdoor adventure or by the regional camp accreditation committee. The area or region will provide written notice of such revocation.

A camp that has been conditionally accredited for three years in a row, regardless of the reason, may have its accreditation status revoked at any time by the area president, area director, and area vice president of outdoor adventure or by the regional camp accreditation committee. The area or region will provide written notice of such revocation.

Appeal of any such revocation shall be to the regional camp accreditation committee.

Accreditation is automatically lost if the council loses its charter as a local council of the Boy Scouts of America. Automatic loss of accreditation in this circumstance is not appealable under NCAP.

## Submission of Score Sheets

At the completion of the on-site assessment, the team leader should finalize both parts of the NCAP score sheet and submit it electronically—through email or uploading it to a designated website. COPE and climbing score sheets are to be included. Where several distinct camps are operated on the same property and assessed separately, separate score sheets for each must be submitted. When possible, the camp director may assist in submitting the score sheet(s) before the assessment team leaves camp. Otherwise, the team leader must submit the score sheet(s) electronically within 48 hours.

The NCAP score sheet (Parts I and II) should be emailed to (or electronically accessible to) the area camp accreditation chair, the area director, the regional assessment chair, and the national office. The team leader and the camp director should each keep a copy. A copy is also kept in the area camp accreditation file.

## FOLLOW-UP COMMUNICATIONS

### Comprehensive Assessment Letter

A thoughtful, comprehensive follow-up letter from the team leader to the council provides valuable feedback to help the council's board of directors recognize the council's camping strengths and challenges and to provide support for improvement.

The team leader should prepare the required letter immediately, based on the findings and recommendations of team members, including COPE, climbing, and high-adventure specialists. It should be sent to the council within a week of the camp assessment. In the case of assessments of multiple camps, the letter may combine sections for each camp and may be sent following the final assessment. The letter should be addressed to the council president, with copies to the Scout executive, the area camp assessment chair, the area director, the regional camp accreditation chair, and the regional camp assessment coordinator. The letter may be sent electronically. The area is responsible for providing all needed addresses to the team leader.

The letter should point out positive findings and possible improvements. If there are unmet standards, these must all be addressed. Deficiencies must be stated, and written, time-based action plans for correcting deficiencies must be referenced, included or attached.

The letter should include adaptations of the following sections, written to fit the camp/council situation:

#### 1. Introductory thanks, congratulations, and recap of assessment date, visitors, etc.

Example: "Congratulations to \_\_\_ Council and Camp \_\_\_ on attaining 20xx camp accreditation with Gold Recognition. On \_\_\_, 20\_\_ a camp assessment team from Area \_\_\_ of the \_\_\_ Region observed the outstanding camp program and praiseworthy attention to safety, facilities, and procedures.

... The area assessment team (composed of \_\_\_, \_\_\_, \_\_\_, \_\_\_, and \_\_\_) was joined by council representatives \_\_\_, \_\_\_, and \_\_\_."

Example: "On behalf of Area \_\_\_ of the \_\_\_ Region, I commend the \_\_\_ Council on its successful camp programs this summer. I had the pleasure of being the team leader for assessments at \_\_\_ on \_\_\_, \_\_\_ on \_\_\_, and \_\_\_ on \_\_\_ and found all to be 'delivering the promise' of dynamic outdoor Scouting adventure. ..."

[If more than one camp was assessed, present a section for each camp, identifying team members and council representatives present at each assessment and continuing with the outline below for each.]

## **2. General positive impressions and highlights**

Example: “Overall, camp assessors were pleased with what they saw: a safe environment and excellent staff, program, and food—all of the elements essential for success. ...”

Example: “I am happy to report that no standards were missed, and Camp \_\_ was awarded BSA national accreditation with Silver Recognition. The visionary and hard-working volunteers, camp staff, and professional team of \_\_ Council are to be saluted for this achievement. The evidence of your focus on continuing improvement was evident throughout the camp.”

Example: “Improvements to camp facilities were notable. A new Scoutcraft pavilion, a transformed campfire assembly area, and redesign of the shooting sports area all contributed to the positive experience of Scouts at Camp \_\_ this summer. ...”

Example: “\_\_ High Adventure Camp not only provides exciting and dynamic programming, but also uses state-of-the-art procedures related to health and safety. Notably, the camp ...”

## **3. Any unusual circumstances**

Example: “Two days before our visit, there was significant flooding at the camp and surrounding areas. While the flooding did not cause the cancellation of camp, it did impact some programming. Staff members showed outstanding leadership as they responded to the flooding by changing program locales and adapting activities to minimize safety concerns.”

## **4. Overview of how well the camp is meeting its commitments, delivering its promises**

Example: “Visiting Camp \_\_ showed our team members exactly how a council’s promotional promise of dynamic program can be brought to life. As a Scoutmaster said, ‘For these kids, it’s a “dream-to-reality” experience.’ ...”

Example: “We commend Camp \_\_ for following through so well on its commitments to continuous camp improvement. We saw substantial evidence of ...”

Example: “Camp \_\_ is making steady progress in improving both program and facilities. Areas in which we saw notable enhancement or upgrading included ... As we discussed at the time of the on-site assessment, camp and council leaders are aware of the need for added attention to ...”

[This part of the narrative assessment should also review the camp’s implementation of the Continuous Camp Improvement Program. The description should include a note of the results of the prior year program (not applicable during the first year), number of goals selected, some representative goals, how they are being tracked, and whether the camp seems to have integrated continuous improvement into its program or if additional support may be needed.]

## 5. Review of standards not met plus corrective action for deficiencies

Example: “Camp \_\_\_ initially met all except one of the required standards for Boy Scout resident camps and met all of the recommended practices identified as commitments in its authorization. The camp was initially deficient in meeting Standard HS-510—First-Aid Kits in that first-aid kits were not identifiable/ accessible at the handicraft and archery areas. The agreement with camp staff was that easily identifiable, accessible, appropriately stocked first-aid kits would be supplied to those areas before the end of the assessment visit. They were in place by that time, and the standard was scored as a deviation (passing). The final scoring showed that all standards were met.”

Example: “After consultation with the area camp assessment chair and area director, the camp assessment team leader and the council executive made the decision to suspend the archery program until physical improvements can be made to better ensure the safety of participants. A preliminary, signed statement of agreed-upon improvements is attached, with the understanding that the detailed plan will be developed using BSA resources and will be implemented within two weeks so that the area can reopen as soon as possible. Representatives of the assessment team have agreed to return to camp to look at the redesign.”

## 6. Notes from supplementary camp programs such as COPE or climbing

Example: “Camp \_\_\_ now features a mobile climbing tower that can be raised and lowered each time a particular training session is planned. Staff members were clearly familiar with the operation of the tower and were overseeing safe and challenging climbing experiences for the Scouts we observed. All applicable climbing standards were met. ...”

## 7. Recommendations

Example: “There are several minor physical improvements that the team recommends.

- The ramps leading into the dining hall could use railings—the height is enough to cause injury if a Scout was accidentally bumped off the edge.
- On the rifle range, Scouts were struggling with paper targets blowing in the wind—a second 2 x 6 across the target line would allow the targets to be secured.
- The handicraft area was popular, especially for basket-making—it would be enhanced by providing running water needed in the process. ...”

Example: “While there are no serious issues to address, I would like to share a few observations and suggestions from the assessment team that might help to aid these great programs to become even better. ...”

## 8. Closing

Example: “Camp \_\_\_ remains a premier summer camp destination, thanks to its quality and variety of program, its well-maintained facilities, and the outstanding caliber of its leadership and staff. The \_\_\_ Council has reason to be proud, and should be congratulated.”

Example: “It is a pleasure to commend Camp \_\_\_ and the \_\_\_ Council on the enthusiasm and energy which contribute so greatly to your outstanding camp program. ... On behalf of the area assessment team, I would like to thank all of the staff and council leadership for your generous hospitality and for making it such a pleasure to work with you toward our common goal of camp improvement.”



## Evaluation

- Each camp director will be asked to complete a survey evaluating the assessment team's visit.
- The team leader will evaluate each team member, advise the area camp assessment chair of any concerns, and recommend any to be considered for team leaders.
- The area chair will evaluate each team leader for his/her potential use as a team leader in the future.
- Evaluations of team leaders and team members are shared with the regional camp accreditation committee.

## APPEALS PROCEDURE

***Informal resolution of a camp assessment disagreement.*** If a council disagrees with the decision of the camp assessment team, it should contact the area camp assessment chair for informal resolution. If informal resolution is not successful, an appeal should be filed.

***Appeal of a camp assessment team accreditation decision.*** An appeal of a camp assessment team accreditation decision must be filed in writing with the area director within two weeks of the camp assessment and should set forth the basis for the council's argument for why the findings of the camp assessment team should be set aside or its accreditation decision changed. The appeal will be decided by the area president, area director, and area vice president of outdoor adventure after consultation with the area camp assessment chair or, at the area's discretion, the appeal may be referred to the regional camp accreditation committee. The area or region, as appropriate, will determine whether any additional conference or submittals are needed and will communicate its decision to the council and the area camp assessment chair.

***Appeal of an area accreditation decision to the region.*** If the area president, area director, and area vice president of outdoor adventure uphold the action of a camp assessment team to conditionally accredit or the area determines to revoke an accreditation, this action may be appealed to the regional camp accreditation committee. The appeal must be filed in writing with the area director within two weeks of the decision of the area and should set forth the basis for the council's argument for why the decision of the area should be set aside or its accreditation decision changed.

***Appeal of an accreditation decision referred to the region.*** If a panel of the regional camp accreditation committee upholds a camp assessment team action conditionally accrediting a camp upon referral from the area, or if a panel of the regional camp accreditation committee reopens, conditions, or revokes an Authorization to Operate, this action may be appealed to the regional camp accreditation committee. An appeal to the regional camp accreditation committee must be filed in writing with the area director within two weeks of the initial decision and should set forth the basis for the council's argument for why the findings of the region should be set aside or its accreditation decision changed. The appeals will be heard by a different panel of the regional camp accreditation committee.

***Discretionary review of the decision of the regional camp accreditation committee.*** The decision of the regional camp accreditation committee is final unless a discretionary review by the regional board is allowed by the region director or region president. There is no appeal from the decision of the regional board.

# NCAP RESOURCES

Available on the NCAP website: [www.scouting.org/NCAP](http://www.scouting.org/NCAP)

## Standards

- *National Camp Standards*, No. 430-056
- Standards At-a-Glance
- Standards At-a-Glance Excel templates

## Forms

- Intent to Operate
- Declaration of Readiness
- Application for Authorization (with related instructions and worksheets)

## Guides

- Introduction to the National Camp Accreditation Program
- *Guide to the Continuous Camp Improvement Program*, No. 430-075
- *Council Implementation Guide*, No. 430-073
- *Area Implementation Guide*, No. 430-074
- *Region Implementation Guide*

## Presentations (PowerPoint)

- NCAP Orientation and Overview

