

# CAMP ATTAWAY, INC.

## ANNUAL REPORT FISCAL YEAR 2009



*“Great job Camp Attaway! Enough cannot be said about the program. All of the staff at Camp Attaway have given our children a satisfying and positive experience which allows them to feel and experience success.”*

A Camp Attaway Parent

The following report summarizes the accomplishments of Camp Attaway during the 2009 fiscal year. Included are summaries of outcomes and a brief financial statement.

### **OUTCOMES RELATED TO SPECIFIC OBJECTIVES**

In this section we will summarize accomplishments of Camp Attaway in reference to each of the objectives for the 2009 season. Objectives will be re-stated here and accompanied by evidence of results.

**“Objective 1. 20 children between the ages of 7-13 years, all of whom have been identified as having emotional and/or behavioral disorders, will attend a three-week, therapeutic summer day camp.”**

Twenty-two children, ages 7 to 13 years, attended the Camp. All had received qualifying diagnoses either through their school district’s procedures or from community therapists. Campers’ families resided in Howard and surrounding counties. Referrals to camp came from schools, therapists, social service agencies, pediatricians, local resource directories, and our website.

As in previous years, prospective campers presented with a variety of severe behavioral and emotional problems. Among these problems were verbal

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and physical aggressive behavior toward peers and adults, defiant resistance to school and other authority figures, withdrawal from social interactions, low self-esteem, pervasive sadness, frequent and intense emotional outbursts, distractibility, and severe anxieties manifested by rigid thinking and controlling behaviors, expressive communication deficits, verbal impulsivity, low frustration tolerance with academics and interpersonal situations, separation/individuation from mother, running away, difficulty with transitions and adjustments, suicidal ideation and gestures, deficient social skills, no friendships, and blaming others.

Our intake interviews revealed that our campers came to Camp Attaway with the following clinical diagnoses: bi-polar disorder, anxiety disorder, major depression, mood disorder, Asperger's Syndrome, high-functioning Autism, oppositional defiant disorder, obsessive compulsive disorder, conduct disorder, attention deficit/hyperactive disorder, pervasive developmental disorder, specific learning and language disabilities, nocturnal enuresis, reactive attachment disorder, executive functioning disorder, and sensory integrative disorder.

Ten highly competent and energetic staff members returned from previous seasons, and were joined by seven new members who brought high levels of enthusiasm, motivation, and varied experiences to programming for the children.

Staff members represented the following disciplines: special education, elementary education, secondary education, clinical social work, clinical psychology, and secondary counseling. Staff were pursuing degrees at all levels from bachelors to doctorate. Staff members' talents were evidenced in a wide variety of camp activities, including crafts, art, nature, photography, drama, games, swimming, singing, rock climbing, and sports.

Continuing for the twelfth year was our partnership with Earth Treks of Columbia, where campers received four hours of expert rock climbing instruction in a safe and supportive environment. Campers were challenged with tasks involving cooperation and communication in order to achieve success not only for themselves but also for others. Great strides were made in self-esteem and confidence as they set high goals and with help, reached them.

Our daily swim at the Bryant Woods pool continued to be a highlight for campers and staff, thanks to the cooperation of the Columbia Association, and specifically Jean Marlow.

We were pleased by the return for an eighth year of Artist in Residence, Cathy Vass, who offered twice-a-week art instruction program. Cathy comes to us on leave from the National Endowment for the Arts. Campers received instruction and guidance in the creation of numerous projects using a variety of media. Projects were structured in such a way as to require a high degree

of interaction among campers and staff.

With our continuing themes each camp season of helping campers connect with the world they live in, this season we incorporated, for the first time, a nature component. Led by Julia Lieberman, who has her degree in environmental science/education, activities were developed and implemented to promote responsibility in following through on tasks (planted seeds and took ownership of nurturing throughout the camp season), promote trust, group cooperation and problem solving in a number of nature-related activities .

Another addition to the 2009 camp season was the production of our first camper-run newsletter (two editions). The newsletters included CITs interviewing campers about aspects of their respective experiences, camper-generated brain teasers and games and a brief calendar of upcoming activities. The newsletter also included photographs of the campers taken by the CITs.

In its fourteenth year, Camp Attaway continued to emphasize giving campers many opportunities to work on their ability to assess their own behavior, make better choices, and to start and sustain friendships all in the context of the varied activities listed above. Positive behavioral support systems facilitated campers gaining recognition of their behavioral goals and their daily progress toward those goals as measured by accumulation of positive reinforcers. Social skills, group cooperation (team work) and coping skills were the overall focus for all the campers. Individually-tailored goals from these categories for campers were elicited from parents, staff, and campers themselves. Daily programming and accountability for progress were derived directly from these goals.

**“Objective 2. Parents of campers will actively participate in the following ways:**

- **Pre-camp intake interview and assessment**
- **Parent-Counselor Mid-point Evaluation Conference**
- **Parent Education and Support Group (weekly)**
- **Family Potluck Dinner with Staff**
- **Post-camp feedback and evaluation conference**
- **Completion of assessment and evaluation forms”**

All parent-related objectives were met. Pre-camp intake conferences and home visits were held with each of the twelve new families. The format of the intake parent conference and home visit included gathering current information about the camper’s needs both in school, home and community settings. Additionally, a developmental and social history as well as reinforcement inventory



were taken. Finally, parents of all campers identified goals that they would like to see addressed in the camp program. School and other therapists' reports were shared at that time.

Our registration night was held two days before Camp opened. At that time, we received from parents all necessary permissions (e.g., for photography, fields trips, medications, release of information), as well as parent-completed standardized behavioral assessment forms (i.e., the Behavioral Assessment System for Children), and tuition payments according to agreed upon scales based on families' ability to pay.

Our two family events were very well attended. The Parent-Counselor Mid-point Evaluation Conference provided an opportunity for parents and staff to share and exchange ideas about management of difficult behavior. On the day of our Family Pot Luck Dinner, campers helped with the preparation and cooking, and parents, siblings, friends, and grandparents enjoyed the opportunity to meet with one another and with camp staff in an informal setting.

We continued our partnership with Larry Smith, LCSW, who provided classes in parenting education and parent support exclusively for our Camp Attaway families. The parent training program consisted of four weekly meetings, two hours in length. Meetings were a mixture of didactic presentation, skill modeling, sharing of information by parents, role play, and question/answer. An average of 18 out of 26 families was represented in the parent support group each week. In the final evaluations of the parent group, parents agreed that the meetings provided new and useful information. The overall goals of the parent education and support component were:

1. provide emotional support for parents
2. teach parents new ways to think about and understand their children
3. teach parents new skills and strategies for working with their children at home

The objectives of the parent group sessions included: preventative strategies for keeping problems "small or not at all"; various motivations that underlie oppositional behavior and learning strategies for managing oppositional behavior; learning about the complexity of factors that influence oppositional and other emotional and behavioral disorders; learn skills of managing ADHD behavior on a daily basis; learning to identify the factors that escalate behavior into an explosion, along with skills for reducing explosive outbursts; and, the impact of technology on children.

Examples of parents' comments include:

*"Larry Smith always provides insightful, smart, useful knowledge – looking at what's underneath anger, how to view elec-*

*tronic time, questions/responses for interacting with children who voice negative things about self, how to view homework..."*

*"We learned how to not waste emotional energy but to learn the positive behavior that helps both the child and parent grow."*

*"I've tried saying "no" just twice and then stopped the conversation on the topic. It effectively short-circuited the argument."*

*\*I have limited TV and have thoroughly enjoyed using the "one-liners" given out at our last meeting. Works wonders!*

*"These meetings are so very necessary for the newcomers and it is also a validating process for the returning parents."*

At the close of the Camp season, twenty-three families took advantage of the opportunity to attend our post-camp feedback conferences. Staff reports were reviewed, and parents assessed children's progress during Camp in relation to goals. Recommendations were provided for each family with regard to child management strategies both in the home and in school. Consultation and recommendations have been shared with community therapists as well as to schools.

**"Objective 3. Campers will most importantly, have fun, and also will demonstrate improved social/behavioral skills in the areas of compliance, tasks, peer interactions, and management of feelings, as indicated by:**

- **Standardized assessment instruments**
- **Clinical staff notes**
- **Therapists' summary reports**
- **Parent reports**
- **Self reports**
- **School follow up**
- **Community therapists' reports."**

Camp was successful in providing activities and behavioral support so that children with histories of failure, feelings of mistrust and abandonment, low self-esteem, inappropriate expression of feelings, aggression, poor coping skills,

anxiety, depression, inattentiveness, impulsivity, social isolation and skill deficits, emotional lability, learning disabilities, and defiance were able to:

(a) have fun, (b) demonstrate behavioral self-control, (c) make new friends, (d) express feelings appropriately, (e) cope with fears and frustrations, (f) conform to structure, (g) sustain attention to activities, (h) take pride in accomplishments, (i) handle increased independence, (j) show leadership, (k) participate in new and sometimes very challenging activities, (l) respond to constructive feedback from staff and peers, (m) initiate interpersonal coping strategies, (n) self-reflect on behavior and how it affects others, (o) use appropriate outlets for expression of feelings (e.g., art, writing, physical activity), (p) use the Camp staff for problem-solving challenging or upsetting family situations, (q) make successful transitions between home and Camp, (r) recognize and value the positive feelings associated with Camp, (s) develop and sustain trusting relationships with adults, and (t) use strategies learned at Camp Attaway in subsequent summer camp experiences.

We continued to see emphasis on campers' reflection, discussion and processing of their behavior within each group as well as individually with staff. The objective was to teach campers new skills in examining their own behaviors and their effect on peer relations, group development and accomplishment of fun. This was achieved in part by pre-camp staff training as well as the expertise and previous Camp Attaway experience that the staff brought with them. Continued emphasis this year was on functional behavioral assessment and crisis prevention, two approaches to understanding children's behavior which were continuing topics of staff training by the Program Director.

In 2009, Program Director Dana Rothermel continued to receive training and trainer recertification through the Crisis Prevention Institute (CPI). This allowed her to provide CPI certification training to the entire Camp Attaway staff over a four-day period. Two major components of the training were de-escalation of crises and reduction of the need for therapeutic physical restraint. Staff members' competencies were assessed at the completion of training and 100% of staff passed the CPI evaluation and received certification.

Staff members maintained daily observation notes for each camper, and used these daily notes to prepare summary reports at the end of camp. School and community therapists' follow-up consultation was made available for all campers, and is currently in process for ten campers.

The evaluation process is a vital part of assuring that campers make progress and that the program can continue to grow. Feedback is received from

campers, their parents, their community therapists, and staff. We collect formal evaluation statements from parents, and meet individually with campers and parents to hear all about their Camp Attaway experiences. All these evaluation activities point out the parts of the program that are effective as well as highlighting components which need improvement. Overall, the evaluation results tell us that we continue to be on the right track.

In the 2009, twenty of the twenty-two parents completed and turned in the evaluations. Parents indicated general satisfaction with their experience with Camp Attaway. They expressed the highest level of satisfaction in the following areas: organization of program, activities, creativity/innovation of staff, and leadership and abilities of staff. Parents indicated that they felt supported, that their child was in a safe environment, that their child was provided opportunities for fun and growth. High numbers of parents felt that the value of the program was worth the cost, both monetarily, and in terms of energy, geographic distance to travel to and from Camp, and effort.

In terms of noticeable skill development, parents generally indicated good to excellent levels of progress and success in goal areas. In the area of self-determination (confidence, esteem, identity), 83% of parents saw good or excellent progress and success. 78% of parents noted good or excellent progress and success for attention to task/focus and in the area of social skills. In terms of expressing emotions and coping skills, 72% of parents noted good or excellent progress and success. The same number of parents (72%) noticed a good or excellent increase in their child's positivity. The area of most widespread improvement was that of teamwork, with 89% of parents observing an excellent or good amount of progress.

Following are excerpts from the 2009 parent evaluations:

*“Great job, Camp Attaway! Enough cannot be said about the program.”*

*“I think it’s hard to find a great place for these kids and if the expense is what it takes to deliver such a camp, it’s not an unreasonable expense for what we get from the camp.”*

*“I found the home visit prior to the beginning of camp extremely helpful to both the parent and camper.”*

*“Activities are fun, creative, closely monitored and directed by staff. The modifications in the programs from last year provided some newness and excitement.”*



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*“Loved the nature program! Art continues to be a favorite.”*

*“Excels at finding ways to bring out the best in children.”*

*“Interactions between the staff and campers is extraordinary in maintaining professional and positive standards of care sustained over 3 weeks.”*

*“All of the staff at Camp Attaway have given our children a satisfying and positive experience which allows them to feel and experience success.”*

*“It is such a relief knowing my daughter is in good hands... with people who will be able to handle even her difficult moments.”*

*“Can I adopt one of you?”*

*“I have never seen my son so happy and pleased with himself as he is today! Thank you!”*

*“I appreciate the efforts to get kids to talk, identify feelings and issues. In fact, I think my son will ultimately be particularly good at this because of this work.”*

*“He has learned to make verbal requests for anything he wants instead of pouting, whining and crying as well as express verbally his anger and not to blow up instantly.”*

*“He has made a new friend on the second day of camp and they enjoy each other. It is a wonderful thing to see after so many bad past attempts.”*

*“She seems to have blossomed – at drop off, I saw her initiating lots of greetings and introducing me to her new friends. “*

*“The only time she was negative about camp was because there was no camp on the 4th (of July).”*

*“Camp Attaway continues to be affirming, positive and powerful for our son. I see him grow every summer.”*

*“Camp Attaway is the best thing that has happened to me and my son. He prepares, fixes his own lunch and looks forward to the next day. He has mentioned becoming a CIT – wow!”*

**Objective 4. “Five (5) campers, ages 14-16, with previous Camp Attaway experience will be selected to participate in a CIT program. Under supervision and mentoring from camp staff, the CITs will assist in all aspects of program activities, modeling goal-setting and self-determination for younger campers, and developing good work habits in preparation for future employment.”**

### **The Mission of the CIT Program**

The mission of the Camp Attaway CIT program is to allow adolescents who had attended Camp Attaway during their childhood years to continue to benefit from the Camp Attaway experience, keeping in mind the developmental psychology unique to the adolescent stage of life. In doing so, they work within the context of their peer group, engage in cross-age tutoring, and benefit from transitional planning for future jobs.

The Counselors in Training (CIT) Program at Camp Attaway was held for its ninth year in 2009. Under supervision and mentoring from the CIT coordinator (part-time), CIT counselor and camp staff, four adolescent males assumed various responsibilities within a structured program in an attempt to prepare themselves for basic camp counseling and the workforce by (a) improving self-esteem and confidence, (b) practicing professional courtesy and collaboration, (c) developing and practicing leadership skills and (d) effectively establishing personal goals for themselves. One CIT did not complete the program due to unexpected health issues in his family.

#### **I. Roles of the CIT Coordinator and Counselor**

- Floating staff member
- Supervising CITs
  - Creating and monitoring goals
  - Monitoring behavior
  - Positive supports and interventions
  - Scheduling
  - Assigning jobs and ensuring implementation
- Planning and evaluating overall CIT program

- Communication CIT program to staff and camp

### II. Roles of the CITs

Prior to camp, the CIT coordinator and counselor created a list of roles for the CITs. On the last day of staff training, the coordinator helped the CITs create a list of roles that mirrored the roles they created. The most crucial roles included:

- Acting as an assistant to counselors
- Helping set up activities
- Helping campers who are having trouble (by explaining rules, modeling, etc.)
- Maintaining focus among campers
- Cleaning up activities
- Helping and supporting campers during swimming and Earth Treks
- Engaging campers in positive behaviors
- Setting up/breaking down Attaway Café
- Setting up/cleaning up games and puzzles in morning and afternoon
- Encouraging campers to be safe at camp
- Modeling appropriate and safe behaviors
- Supporting each other in making good decisions

### III. Goals and Daily Objectives

Using the goals of the program as well as from school records, the Clinical Director, the CITs' parents, the CITs and the CITs themselves, the CIT counselors identified three overall goals. The first week, the CITs worked on social skills, the second week professional and job related skills and the third week they worked on leadership skills. These were written on the white board in the CIT office.



During daily morning chat, the CIT counselor helped the CITs create a daily objective related to the goal for that week. They discussed how they could work towards that objective in the different activities of that day. The counselor listed on the board what the CIT would do during each activity to help them meet their respective goal. When indicated, the CIT and counselor role-played specific situations.

### IV. Evaluation of the CITs

Progress was monitored by: 1) CIT self-reports (daily reflections); 2) point system – how the CIT achieved his individual and program goals; 3) staff evaluation of the CITs and the CIT program; and 4) post camp conferences with the CITs and their parents.

CITs and their counselors identified goals in the areas of social skills, coping skills and teamwork. All three CITs made progress towards their respective goals. For one CIT, progress was noted in his increased social interactions with new campers and staff. He also helped campers adjust to difficult situations by acknowledgement of their anxiety and encouragement throughout the challenging activities. A second CIT worked hard at confronting his own feelings of anxiety and upset regarding a social challenge outside of the camp setting. He talked to staff and fellow CITs about the ways to cope with his feelings so he could successfully complete the activity, which he did. For the third CIT, compliance and coping with feelings of agitation and frustration were his biggest challenges during activities he was not invested in. Progress was made, with lots of staff support and guidance to help him recognize these signals early enough so he could be proactive in taking care of these feelings.

## **OUTSTANDING PROGRAM ASPECTS**

Dana Rothermel, a seven-year veteran of Camp Attaway, completed her second season as program director as well as her second year as a certified special education resource teacher in Howard County. Dana continued to bring enthusiasm as well as share a wealth of knowledge and expertise to staff training. During camp, she also worked closely with staff in a supervisory role. Dana was joined again this year by Assistant Program Director Shannon Speake, a special educational crisis intervention specialist in Howard County with six years experience at Camp Attaway whose work continued to focus on daily program operations.

### **Art**

We were fortunate again this year to have the services of a gifted artist in residence. Cathy Vass brought her unique blend of personality, knowledge of art, and skills and sensitivity to children in order to provide an outstanding and creative art experience during Camp. Cathy has worked closely with the Program Directors and staff to enhance the art curriculum to expand the activities to assure that returning campers were able to explore new ways of artistic expression. The pride with which the children viewed their work and the process by which they worked together provided excellent opportunities for children to experience success, feeling of accomplishment, and connection to peers and adults.

### **Exciting Additions**

From the previous year's evaluation, campers and parents gave feedback regarding the need to 'freshen up' our programming menu. With our continuing themes each camp season of helping campers connect with the world they live in, this season we incorporated a nature component. Led by a counselor who has her degree in environmental science/education, activities were developed and implemented to promote responsibility in following through on tasks (planted seeds and took ownership of nurturing throughout the camp season), promote trust, group cooperation and problem solving in a number of nature-related activities. A second accomplishment was the production of our first camper-run newsletter (two editions). The newsletters included CITs interviewing campers about aspects of their respective experiences, camper-generated brain teasers and games and a brief calendar of upcoming activities. The newsletter also included photographs of the campers taken by the CITs. A third accomplishment arose out of parents' requests for more daily feedback about their children and the activities. With the adage, every picture tells a story, at the end of each camp day, we utilized a digital photo frame for parents to see pictures of their children's participation. Additionally, staff accompanied campers to their respective parents and talked briefly about the camper's highlights (and/or challenges) of the day.

### **Evaluation**

Our monitoring and assessment system continues to be a vital part of assuring that campers make progress and that the program continues to grow. Campers' behavioral goals were developed with parental input and were more tightly coordinated with their Individual Education Plans (IEPs). Progress toward their behavioral goals was frequently monitored. In addition, staff performance was assessed formatively as well as summatively, allowing mid-camp adjustments to be made. Retention of experienced staff, recruitment of new staff, and increased staff training all contributed to program continuity from previous years, consistency of response to children's behaviors, and an overall atmosphere of fun and collaboration.

### **Community Collaboration**

We continued to enjoy a unique partnership with Howard County Recreation and Parks (HCRP). This agency, in recognition of Camp Attaway's ability to provide a needed service in the community, contributed administrative support, registration, personnel services, payroll, CPR and First Aid training, salary for staff positions and transportation for our CITs to go Earth Treks for their training. A very special thanks to Phil Bryant, Susan Potts and Amy

Patton who head up the HCRP Division of Therapeutic Recreation and Inclusion Services. We were also pleased with our continuing relationship with Chuck Parvis of Howard County Public Schools, who finds a home for Camp Attaway each summer. We want to express our appreciation again to Principal Sean Martin and his staff for hosting Camp Attaway for a second successful season at Bryant Woods Elementary School.

## AND THEN SOME...

Camp Attaway's services to children and families do not end on the last day of Camp. Rather, we view our program as providing year-round support and direct services to children's and families' mental health and education on an as-needed basis. For example, we continue to:

- initiate contact with mental health service providers for exchange of treatment information
- attend school special education committee meetings for individualized education plan (IEP) development and assessment
- provide consultation to teachers and counselors in schools attended by Campers
- make referrals to appropriate therapists
- make presentations to community organizations to raise awareness of children's year-round mental health needs.



## Staff

We were pleased to have a number of staff members returning from previous years. These counselors formed the foundation of the 2009 staff, which by all accounts turned into one of the most effective groups to date. Coming from a wide array of backgrounds and academic disciplines, counselors quickly grew into a highly communicative staff, who enjoyed the work, built bonds of collegiality, and met the daily challenges of Camp Attaway with good humor and professionalism.

Campers benefited from the pervasive and positive approach of staff to the management of emotions and behaviors throughout the camp day. Consequently, campers received constructive feedback about their behaviors and feelings in supportive and educational ways.

## Parents.

Once again, parents' initial and sustained commitment resulted in 99% camper attendance, as well as follow-through on completion of numerous camp forms, payment of tuition, preparation of campers each day with swimsuit and lunch,

and cooperation with all camp policies.

### **Affordability.**

Due to the generous support of foundations, corporations, and individuals, our scholarship program was once again able to keep costs down to a reasonable level for all parents. The average scholarship for the 11 campers and CITs who received any support was \$1,568, bringing our fourteen-year total of \$180,000 in scholarships awarded.

### **Diversity.**

Our efforts to serve a diverse population have continued to be successful, in that we have consistently over fourteen years served 30% minority children and families. Our staff includes members of minority groups (12%). We anticipate these efforts and results to continue to improve as we are strongly committed to serving the increasingly diverse population.

## **THE FUTURE OF CAMP ATTAWAY**

We look forward to our fifteenth season of Camp Attaway. We propose the following objectives for 2010:

1. 25 children between the ages of 7-13 years, all of whom have been identified as having emotional and/or behavioral disorders, will attend a three-week, therapeutic summer day camp.
2. Parents of 25 campers will actively participate in the following ways:
  - Pre-camp intake interview and assessment
  - Parent Night Meeting with Staff
  - Parent-Counselor Mid-point Evaluation Conference
  - Parent Education and Support Group (weekly)
  - Family Potluck Dinner with Staff
  - Post-camp feedback and evaluation conference
  - Completion of assessment and evaluation forms
3. Campers will most importantly, have fun. They also will demonstrate improved skills in the areas of compliance, tasks, peer interactions, management of feelings, and self-reflection as indicated by:
  - Standardized assessment instruments
  - Clinical staff notes
  - Therapists' summary reports
  - Parent reports

- Self reports
- School follow-up
- Community therapists' reports

4. Campers, ages 14-17, with previous Camp Attaway experience, and who meet all eligibility criteria, will be selected to participate in a Counselor-in-Training (CIT) program. Under supervision and mentoring from camp staff, the CITs will assist in all aspects of program activities, model goal-setting and self-determination for younger campers, and develop good work habits in preparation for future employment. In 2010, we plan to resume the community-based work apprenticeships in regular camps in Howard County. The CIT Program of Camp Attaway allows older children with disabilities to explore community service and internship experiences in his or her area of interest. With 'coaching' from counselors, the CITs have the opportunity to take responsibility and experience success in their new role.

### **Long-term Strategic Planning**

The Co-Directors held an Officers Retreat November 17, 2006 out of which came a recommendation to the Board that we initiate a strategic planning process for the purpose of assuring Camp Attaway's success over the long-term. The 2021 Mission Statement now reads as follows:

1. The Summer Camp: conduct two 3-week day camp sessions, serving 100 children.
2. Expand services to families to include providing school liaison functions, collaborating on IEP development, and providing advocacy services.
3. Continue to provide training for staff but also expand to offer professional development for mental health and educational professionals in the region.
4. Continue to conduct high quality evaluation of Camp Attaway's programs and disseminate reports to the professional community.

The Mission Statement of Camp Attaway is elaborated on by the Vision of Camp Attaway 2021 that includes the following elements: land, lake and pool, community activity space, offices, activity rooms, wooded areas, future cabin areas, buses. two 3-week sessions of camp, year-round therapeutic offerings to families, professionals & kids, year-round caretaker, University of Maryland

connection, location - within 1-hour drive of Silver Spring, 25-50 campers per session, ages 6-14 plus CITs. Program components & eligibility criteria similar to current program.

In May 2007, a sub-committee of the Board developed a draft Strategic Plan designed to achieve the 2021 Mission and Vision. In 2008 a new member was added to the board. Current members of the Board will be invited to continue and new members will be invited to fill specific roles as specified in the Strategic Plan. A top agenda item in FY09 will be to formally approve and implement the Strategic Plan.

Starting in 2008, Drs. Lieberman and Cooper began to handoff the day-to-day operations of the summer camp program to qualified professionals who will be prepared to serve in the role of Executive Directors. As the Board is re-constituted, new officers will be elected and standing committees will be formed. Drs. Lieberman and Cooper will eventually shift from their status as employees to become members of the newly constituted board, and will co-chair the long-term development project committee of the board, while also being paid as consultants to the Corporation rather than as Executive Directors of the program.

This year was one of major change and challenge for Camp Attaway. Co-founder and co-director Dr. David Cooper has followed a new career path as Dean of the College of Education at Elon University. Thus, for Camp Attaway, making the successful transition and adjustment included hiring Brent Stewart, as a part-time office manager for a second year, who stepped in and carried out many of Dr. Cooper's responsibilities. Additionally, as Board Members complete their respective terms on the Board, we will be filling these vacancies, including the Treasurer position, previously held by Dr. Cooper. Over the next year, we will need to revisit the Vision of Camp Attaway 2021 and reassess where we are and where we are heading in the strategic plan process.

### **Funding**

Parent tuition payments covered approximately 33% in 2009 of Camp operating expenses, and the balance was provided by in-kind support from HCRP, donations and grants. These data reflect the more challenging financial times for both families (an increase in the average scholarship this past summer) and nonprofit organizations. Thus, external support is necessary in order to meet our costs and to provide services to families regardless of their ability to pay.

Camp Attaway, Inc. has raised revenue through a variety of efforts. Private donations have been received in response to the Friends of Attaway Campaign, a direct mail solicitation. The members of the Board of Directors have each made financial as well as in-kind contributions to the corporation.

Major grant support in FY09 was received from:

- The Joseph E. & Marjorie B. Jones Foundation
- Susquehanna Bank
- Dart Group II Foundation
- The Rotary Club of Columbia
- The Columbia Foundation
- The Holly and George Stone Family Foundation

Future funding sources have been and will continue to be identified for the 2010 camp season. We are also exploring the possibility of utilizing the resources of a grant writer who has expressed interest in becoming a member of the Camp Attaway Board of Directors.

### **Interagency collaboration**

Camp Attaway has a strong commitment to and record of interagency collaboration. Our primary partner is the Howard County Recreation and Parks (HCRP) department, which contracts with Camp Attaway, Inc. to operate the Camp as one component in their array of community recreation programs for persons with disabilities. HCRP provides support for staff positions, registration, publicity, personnel services, administrative support services, materials, evaluation, and licensing.

### **Financial Statement**

Funds were requested to support tuition assistance so that children can attend based on their need rather than their family's ability to pay. A total of \$17,250 was provided to families in the form of tuition scholarships. Parents paid a total of \$34,950.

A brief financial statement is attached. A full financial statement is available on request.

The FY09 Annual Report was approved by the Board of Directors by electronic ballot on October 1, 2009.

### **The Board of Directors:**

Saul N. Lieberman, Ph.D., President

Bob Cantor

Herb Moltzan

Catherine Savich

Felecia McLarin

Cheryl Duvall

Cindy Sandler, Ph.D.

Ken Williams, Treasurer