Stakeholder Engagement Summary

Eagle's Nest Foundation Centennial Planning
November 30, 2013

Building a resilient foundation that can withstand economic variability and its impact on our community

Program Recommendations

- Fill programs to capacity
- Create sustainable environment for qualified staff, less turnover; leadership opportunities and growth for staff; invest in right people to ensure long-term institutional resiliency
- Define each program's ties to the mission; if wilderness programs (e.g. Hantes) central to mission, improve quality of staff and experience (OB & NOLS standards)
- Consider an Alumni Advisory Board to welcome student voices and foster intergenerational links

Marketing & Recruitment Recommendations

- Develop consistent narrative about value proposition and return on investment over a lifetime; define 'wow' factor, articulate value & explain expense of each program; more transparent with financial numbers
- Foundation align programs; important that interactions between entities occurs less in silos; cohesive, Foundation-wide promotions, recruitment, and marketing
- More engagement with alums, build network including strong internal database and regional groups; want to hear about what OA alumni are doing; develop ENF census, use to promote, "Because of camp/OA ____"
- Think more like a university with more opportunities for ENF community to engage; power in pulling people together, continue to host conversation to drive giving
- Provide toolkits and support: (1) recruitment toolkit for all programs, empower alumni in community; (2) sending school toolkit, reduce administrative burden; (3) fundraising toolkit (modeled after NYC); (4) parent mentors for OA to help navigate sending schools issue

Fundraising Recommendations

- Leverage network better; specific, targeted fundraising (generational, at key times)
- More local fundraising events with travel stipends for staff; make fundraising experiential, not just "here's a letter, send us money;' regional alumni events (square dance, final banquet)
- Diversify opportunities to give to ENF beyond money
- Re-engage older generation of parents via sponsorship opportunities, volunteer opportunities
- Approach like-minded foundations and corporations for seed money
- Opportunities to buy "ENF-made" items (holiday cards with campers' artwork, canning)

Recruiting campers and students who represent a diversity of socioeconomic and cultural backgrounds, and ensuring that those participants feel understood and included

Diversity Recommendations

- Define diversity for ENF and track; need to disaggregate forms of diversity (race vs. economic)
- Increasing diversity will require more money; establish scholarships funded by outside organizations, business, foundations, Fresh Air Fund
- Important to use scholarships to break bias associated with summer camps; concern for classism, important for kids to know all economic levels; not necessarily talking about what you look like, but what you live with each day

Recruitment Recommendations

- Consider locally-sponsored camperships and OA scholarships to encourage community involvement
- Be intentional in approach, what do we want people from different backgrounds to leave with, how support in transition home; needs to be a phased approach; invite teachers (OA) and parents (Camp) to identify potential participants that would benefit from experience
- Make camp "universally appealing" so that diversity happens naturally; proactively recruit participants from varied socio-economic backgrounds and diverse communities; recruiting events and hosts need to be diverse; broaden representative circle to be more diverse
- Seek grant funding to increase diversity for target groups

Inclusivity Recommendations

- Increase staff and board diversity, ethnically/ culturally and geographically
- Provide staff training on working with diverse participants, need staff who understand complex backgrounds; increase pay for staff and provide college credit
- Adapt table families to represent today's families; make clear that all types of sexuality are accepted
- Important to better understand life stories of participants; ensure participants feel included, don't institutionalize "other;" focus on retention of underserved communities
- Concern about unintentional exclusivity, look at program elements; solicit feedback from representative families; ask carefully to avoid pressuring to speak on behalf of culture
- Publicize alumni profiles, range of different people in different settings

Honoring our legacy and traditions while adapting to new understandings of culture

Spiritual Traditions Recommendations

- Emphasized keeping ENF hallmarks of non-denominational forum, spirituality, tradition, recognition of achievement, connection to the natural world and peoples who have come before
- Concern about cultural appropriation, consider nomenclature changes be intentional about what keep and why, and what to adapt and why; importance of intentionality about how changes occur
- Articulate that culture means all indigenous people and their traditions; important to continue respecting the land, who came before, nature and the environment; sense of belonging
- Need to more effectively educate about – and facilitate awareness of – spiritual traditions and Indian connections, how evolved and intentionality; communicate with staff, parents, and participants; clarify that in honoring these cultures have created our own; discuss cultural implications with counselors
- Transition to a "Global Village" or "Village;" focus on elements central to a variety of cultures, but not appropriated from one culture or another; focus on earth-centered cultures; adapt language, keep intentional practices; look to "Medicine Wheel" model at OA as a respectful blend
- Bring local American Indians to campus to consult on traditions; be open to revisions
- Continue to include patterns and rhythms of day that have been ongoing, with central focus on coming together; need more ideological consistency between programs (OA, Camp, Hante)

Technology Recommendations

- Keep technology out of camp & OA
- Concern about Facebook posts and kids' privacy, seems antithetical to low-tech experience of camp; provide kids and families an opportunity to post photos after, opportunity to engage, also serves as promotional
- More effectively frame the way we handle technology and how it supports evidence of the way children learn; what is evidence in 'old' ways of learning and its advantages