



2008 Revision

Measuring Camp Impacts:

The National 4-H Camp Tool Kit for Program Planning and Evaluation

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Design Team Members

Barry Garst, Ph.D.
Director of Research Application
American Camp Association
5000 State Road 67 North
Martinsville, IN 46151-7902
765-349-3312
bgarst@ACAamps.org

Martha Garton
Extension 4-H Agent
West Virginia University
115 ½ Virginia Avenue
Petersburg, WV 26847
304-257-4688
mgarton2@wvu.edu

Jill Martz, Ph.D.
Associate Professor and State Leader
4-H Center for Youth Development
Montana State University
203 Taylor Hall
Bozeman, MT 59717-3580
406-994-3099
jmartz@montana.edu

Suzanne LeMenestral, Ph.D.
Program Leader, Youth Development Research
National 4-H Headquarters
CSREES Families, 4-H, and Nutrition
1400 Independence Ave., S.W. Stop 2225
Washington, DC 20250-2225
202-720-2297
slemenestral@csrees.usda.gov

Niki Nestor McNeely, Ph.D.
Assistant Professor and Extension Specialist,
4-H Youth Development and Camping
Extension Center at Lima
The Ohio State University
1219 West Main Cross Street, Suite 202
Findlay, OH 45840-0702
419-422-6106
mcneely.1@osu.edu

Allison Nichols, Ed.D.
Extension Specialist
West Virginia University
603 Knapp Hall
PO Box 6031
Morgantown, WV 26506
304-293-2694
ahnichols@mail.wvu.edu

Laura Bovitz
County 4-H Agent
Rutgers University
42 Riva Ave.
North Brunswick, NJ 08901
bovitz@aesop.rutgers.edu

Jill Walahoski
Assistant Extension Educator
4-H Youth Development
114 AGH University of Nebraska - Lincoln
8583-0700
402-472-1710
jwalahoski2@unl.edu

Denise Frebertshauer
Coordinator, 4-H Camping and
Environmental Sciences
Maryland 4-H Youth Development Program
Maryland 4-H Center
8020 Greenmead Drive
College Park, Maryland 20740-4000
301-314-7819
dfrebert@umd.edu

Why Do I Need a Tool Kit for Camp Evaluation?

The relaxed and carefree atmosphere of the typical camp environment gives the illusion of things “just happening” and campers having a great time as part of a nurturing and fun-filled adventure. After returning home, campers usually tell parents they had fun and parents are relieved that it was a good experience. Few are aware of the countless hours spent in planning and training staff to deliver a quality experience that creates a positive environment and enhances life skill development. Measuring the impact of this experience is a challenge for the many states offering a 4-H camping experience for youth.

Camping is one of the four primary 4-H delivery modes and an important way that youth may be exposed to the essential elements that are necessary for positive youth development. Although many states conduct regular, ongoing 4-H camp evaluations, systematic evaluations across multiple states are practically non-existent. Because 4-H camping emphasizes and targets positive youth development, 4-H camping may differ from the camping outcomes targeted by other youth serving organizations. To meet or address this need for resources that are applicable nationwide, the National 4-H Camping Research Consortium has developed this tool kit specifically geared towards planning for and evaluating the 4-H camping program.

What Tools Does the Kit Include?

This tool kit serves as a resource for Extension faculty, camp directors, and other paid and volunteer staff who are responsible for implementing and/or evaluating 4-H camping programs. Because an understanding of the program evaluation process will be helpful in the utilization of this toolkit, the following resources for 4-H program camp planning and evaluation have been included:

- (1) Recommended practices for 4-H camp evaluation
(see appendix pages 19-21)
- (2) Logic models and applications for 4-H camp evaluation
- (3) Questionnaire that measures the extent to which 4-H camp creates an environment or is a context for positive youth development
- (4) Questionnaire that measures youth life skill outcomes of 4-H camp participation
- (5) Program Planning Recommendations and Outcomes Guide

Each section of the toolkit includes a description of the resource tool and key points related to their design and utilization

Why Do I Need a Logic Model for Camp?

The three logic models included in this tool kit are designed to provide a framework for describing the relationships between the investments made in camping programs, the activities or programs planned and implemented, and the results or outcomes achieved. These logic models guided the development of the tool kit and provided a common approach for integrating the planning, implementation, evaluation and reporting functions. The models are tools to assess your current program as you prepare to plan and evaluate your summer camps for the intentional outcomes you hope to achieve.

The ***4-H Camp Evaluation Logic Model*** is an overview for the camp program planning and evaluation process. The process is designed to provide focus to the work already being done at 4-H camps nationwide and expose the outcomes that are specific to the success of 4-H camping. Exposing these outcomes will provide validity for 4-H camping and serve as a foundation for building a consistent program model, which will enable 4-H camping to serve as a model for “best practices.”

The ***4-H Camp Context Logic Model and the 4-H Camp Life Skills Outcomes Logic Model*** further explain the framework for the specific outcomes related to the enhancement of camper skills and the context of the camp environment. Survey instruments are tailored to assess the camp environment and practice of life skills and provide benchmarks for success. The logic models illustrate the relationship between the work done at 4-H camps, the domain (context or life skill) levels that are achieving success in providing a quality environment and the skills practiced by participants. These logic models, focused on camp, provide specific examples for the inputs and outputs necessary to achieve outcomes. The examples reflect camping best practices and are based on research, experience in conducting camping programs, and standards of the camping industry as espoused by the American Camp Association. You may elect to focus on one logic model or the other depending on the one that best corresponds to your program planning and evaluation efforts. This may also change from year to year to reflect the aspects of the camp program that decision makers wish to concentrate or have an increased impact on.

This tool kit is not meant to provide an exhaustive review of logic models. Users of this tool kit may want to explore other logic modeling resources and ways to incorporate logic models into 4-H camp planning and evaluation.

4-H Camp Evaluation Logic Model

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Situation	Inputs	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term Outcomes
<p>Youth camping has a long history, and within Extension/4-H, camping is recognized as an important delivery mode for youth development and experience-based, non-formal education</p> <p>Parents and community members expect camp to be a high-quality experience in a safe environment</p> <p>Camp Directors strive to provide a high quality experience in a safe environment</p> <p>Because "best practices" for 4-H camp programming and evaluation did not exist, a series of tools were needed to assist paid and volunteer staff with the provision of high-quality camping experiences.</p>	<p>Curriculum (CSREES, ACA, 4-H, etc.)</p> <p>Youth camping industry standards (ACA)</p> <p>Human resources (youth and adult volunteers, paid staff, instructors, specialists, industry leaders)</p> <p>Published and unpublished research (4-H, ACA, youth and child development, education, etc.)</p> <p>Literature on youth development (essential elements, life skills, camping, non-formal education)</p> <p>Funding (financial support)</p> <p>Relationships with parents/guardians</p>	<p>Camping opportunities for youth, teens, and adults working with those youth that intentionally provide the 8 essential elements and opportunities to build life skills</p> <p>Training for volunteers and staff (internal camp staff, professional Extension staff)</p> <p>Meeting ACA accreditation (or re-accreditation)</p> <p>Curriculum developed to meet specific camping needs</p> <p>Physical plant that is maintained and safe for participants</p> <p>Campers, teens, volunteers, and paid staff are satisfied with camp (participation, ratings, etc.)</p> <p>Knowledgeable camp directors, staff, and volunteers</p> <p>Engaged and satisfied parents/guardians</p> <p>Engaged and satisfied community members</p>	<p>The camp experience provides the 8 essential elements</p> <p>Campers become aware of and/or learn subject matter</p> <p>Campers become aware of and/or learn life skills</p> <p>Staff become aware of and learn appropriate skills and camp performance standards to strive to achieve</p> <p>Parents/guardians are more aware of camp and potential benefits of the camp experience and/or develop a more favorable attitude towards camp</p> <p>Community stakeholders are more aware of camp and potential benefits of the camp experience and/or develop a more favorable attitude towards camp</p> <p>Camps receive ACA accreditation</p> <p>Camp Directors become more aware of camping industry standards</p>	<p>Campers demonstrate subject-matter skills (including marketable skills)</p> <p>Campers demonstrate healthy life skill behaviors (self-responsibility, decision making, social skills, etc.)</p> <p>Campers get involved in community and volunteer activities in and outside of camp</p> <p>Staff are more engaged in developing camp policies and practices</p> <p>Staff behavior and performance improves with better staff retention</p> <p>Camp Directors and staff seek out (and participate in) additional professional development opportunities (training, certification, conferences, etc.)</p> <p>Parents/guardians become more involved in camp promotion, programs, fundraisers, special events, etc.</p> <p>Community stakeholders become more involved in camp promotion, programs, fundraisers, special events, etc.</p>	<p>Youth are successful, healthy, productive, contributing members of their communities (leadership, citizenship, life skills; academic success; workforce preparation)</p> <p>Stakeholders (parents/guardians, community members, etc.) recognize camp as an environment for positive youth development (camper retention rates, funding, parent/guardian involvement, community support)</p> <p>Camps are models for best practice in youth development (community of practice)</p> <p>Camp Directors and staff are recognized as camping and youth development professionals</p>

4-H Camp Context Logic Model

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Situation	Inputs	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term Outcomes
<p>Youth camping has a long history, and within Extension/4-H, camping is recognized as an important delivery mode for youth development and experience-based, non-formal education</p> <p>The following "essential elements" of youth development are the building blocks to planning and implementing quality youth camping programs</p> <p>BELONGING --Positive relationships with caring adults --An inclusive environment --A safe environment</p> <p>INDEPENDENCE --Opportunity to see oneself as an active participant in the future --Opportunity for self-determination</p> <p>MASTERY --Engagement in learning --Opportunity for mastery</p> <p>GENEROSITY --Opportunity to value and practice service</p> <p>There are different strategies for reaching youth. Individual states determine how the camping program will be conducted</p>	<p>(See Overall Camping Logic Model)</p> <p>Properly screened and trained adult and youth staff, paid and volunteer, conscientiously and deliberately work to form meaningful and caring relationships with campers</p> <p>Resources focused in the areas of teambuilding, diversity/tolerance, character education, and other positive citizenship values</p> <p>ADA (American Disabilities Act) compliant facilities</p> <p>Camper applications and registration procedures</p> <p>Non-discriminatory practices</p> <p>Camp philosophy that values providing a physically and emotionally safe environment</p> <p>Opportunity for campers to make personal choices in activities and other aspects of camp</p> <p>Camp philosophy that allows campers to practice decision-making</p> <p>Curriculum and experiential learning strategies that engage campers in fun, educational activities</p> <p>Camper leadership/transition structure for campers to later serve as counselors</p> <p>Opportunities to practice service to the camp and surrounding community</p>	<p>(See Overall Camping Logic Model)</p> <p>Camp staff training that includes practical strategies for fully integrating the essential elements of positive youth development into every aspect of camp and the camp program</p> <p>Staff who are actively engaged with youth</p> <p>Camper/staff ratings of physical and emotional safety</p> <p>Programs and staff that promote inclusiveness, teamwork, tolerance, character education, and other positive citizenship values</p> <p>Programs and staff that engage the campers in fun, educational activities while utilizing the outdoor environment and other assets that the camp setting provides</p> <p>Programs and staff that utilize experiential learning strategies</p> <p>Programs that provide a variety of activities for campers to make personal choices beginning with registration through camp activities</p> <p>Programs that create an environment that encourages campers to try new things</p> <p>Programs that provide the opportunity for progressive skill development</p> <p>Programs that provide opportunities for group problem solving</p>	<p>Increased knowledge of subject matter areas presented at camp</p> <p>Change in attitudes about adult relationships, service to others, respecting different cultures, including others, working with a team, planning for the future, healthy lifestyles, practicing safety, etc.</p> <p>Campers exhibit a positive self-concept and gain skills in decision making, forming positive relationships with campers and caring adults, goal setting, practicing outdoor environmental safety and other procedures, social empathy teamwork, citizenship etc.</p> <p>Increased motivation for service, trying new things, learning, joining a team, planning for the future, improving the environment, and developing higher levels of skills</p> <p>Campers indicate that they feel emotionally and physically safe during camp</p>	<p>Campers engage in healthy relationships with positive adults in their community</p> <p>Campers share and/or teach knowledge and skills learned to others</p> <p>Campers make decisions that display tolerance when interacting with others</p> <p>Campers exhibit inclusive behaviors toward others</p> <p>Campers return to camp as camp staff members</p> <p>Camp alumni make employment decisions as a result of camp experience</p> <p>Paid and volunteer staff model "eight essential element" strategies when programming</p> <p>Campers engage in safe, healthy initiatives and activities</p> <p>Youth practice community service</p>	<p>Effective practices for incorporating the essential elements within camping programs are adopted by camps</p> <p>Youth are successful, healthy, productive, contributing members of their communities (leadership, citizenship, life skills; academic success; workforce preparation, and environmental stewardship)</p> <p>Stakeholders (parents/guardians, community members, etc.) recognize camp as an environment for positive youth development (camper retention rates, funding, parent/guardian involvement, community support)</p> <p>Camps are models for best practice in youth development (community of practice)</p> <p>Camp Directors and staff are recognized as camping and youth development professionals</p>

4-H Camp Life Skill Outcomes Logic Model

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Situation	Inputs	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term Outcomes
<p>Youth camping has a long history, and within Extension / 4-H, camping is recognized as an important delivery mode for youth development and experience-based, non-formal education.</p> <p>Camp environment provides opportunities for life skill enhancement in six or more life skill areas including:</p> <p>Self responsibility and decision making</p> <p>Social skills and building relationships</p> <p>Self-concept</p> <p>Teamwork and cooperation</p> <p>Responsible citizenship</p> <p>Healthy lifestyle choices</p>	<p>(See Overall Camping Logic Model)</p> <p>CSREES, Cooperative Extension, and 4-H resources including curriculum materials, research studies, websites, conference presentations, journal articles</p> <p>American Camp Association resources including standards, curriculum materials, research studies, websites, conference presentations, journal articles</p> <p>Assessment materials made available by the National 4-H Camping Research Consortium</p> <p>Literature on youth development and camping</p> <p>4-H Youth Development Professionals, Camp Program and Facility Directors</p> <p>4-H Leaders and Adult and Youth Volunteers</p> <p>Financial support</p>	<p>(See Overall Camping Logic Model)</p> <p>Training of camp personnel (ages and stages, experiential learning, life skill model terminology, distinguishing between subject-matter skills and life skills)</p> <p>Camp philosophies, values, activities and curriculum pieces that target each specific life skill</p> <p>Camp curriculum that incorporates life skills into subject matter and other educational activities</p> <p>Camp strategies for providing opportunities to practice life skills</p>	<p>Campers take responsibility for their person and belongings</p> <p>Campers make decisions in a safe environment</p> <p>Campers learn to communicate effectively</p> <p>Campers learn conflict resolution techniques</p> <p>Campers appreciate diversity and individual differences</p> <p>Campers learn respect and consideration for others</p> <p>Campers become aware of personal talents and limitations</p> <p>Campers learn coping mechanisms</p> <p>Campers learn problem-solving skills</p> <p>Campers learn to set individual and group goals</p> <p>Campers learn responsible citizenship</p> <p>Campers learn to make healthy lifestyle choices (physical activity, food choice, personal hygiene, rest)</p>	<p><u>After Camp, youth:</u></p> <p>Accept responsibility for their person and belongings</p> <p>Use good decision making skills</p> <p>Communicate appropriately with others</p> <p>Resolve conflicts appropriately</p> <p>Create positive relationships with people different from themselves</p> <p>Demonstrate respect and consideration for others</p> <p>Utilize personal talents and accept personal limitations</p> <p>Cope with real-life situations</p> <p>Set and accomplish individual goals</p> <p>Work with others to accomplish a goal</p> <p>Demonstrate responsible citizenship</p> <p>Make healthy lifestyle choices.</p>	<p>Youth will utilize knowledge and experiences gained at camp later in life by putting life skills into practice in their families, schools, communities, and careers</p> <p>Youth are successful, healthy, productive, contributing members of their communities (leadership, citizenship, life skills; academic success; workforce preparation, and environmental stewardship)</p> <p>Stakeholders (parents/guardians, community members, etc.) recognize camp as an environment for positive youth development (camper retention rates, funding, parent/guardian involvement, community support)</p> <p>Camps are models for best practice in youth development (community of practice)</p> <p>Camp Directors and staff are recognized as camping and youth development professionals</p>

Why Measure the 4-H Camp Context?

Certain characteristics or features are necessary in youth programs in order for a particular experiential context to provide positive youth development. Based upon the work on the National 4-H Impact Design Implementation Team (1999), these eight essential elements are defined as:

- *a positive relationship with a caring adult,*
- *emotionally and physically safe environment,*
- *an inclusive environment,*
- *engagement in learning,*
- *opportunity for skill building and mastery,*
- *opportunity to see oneself as an active participant in the future,*
- *opportunity for self-determination, and*
- *opportunity to value and practice service for others.*

Dr. Cathann Kress, former Director of Youth Development, CSREES, has combined these eight elements into four core areas, identified as belonging, independence, mastery, and generosity.

The “4-H Camp Context Questionnaire” was designed to measure whether or not a specific 4-H camp environment includes each of the eight essential elements throughout the course of the camp experience during a residential camp for youth ages 9-13. Although a camping program may choose to focus on one or more of the essential elements, it is highly recommended that the complete questionnaire be used. With this concept in mind, programs may choose to report only those elements selected for emphasis. Elements which received less than favorable results may be targeted for future program direction.

This questionnaire is meant to be descriptive. Camp Directors will need to utilize the results provided through the use of this questionnaire, in comparison with their camp mission, goals, and objectives, to determine whether specific components of the camp program should be strengthened in order to increase the perceived presence of the elements.

Administration

This questionnaire should be administered at the end of camp (within the final few hours of the program). Participants should be placed in a quiet, well-lit area. Pencils should be provided. A staff member should read each question aloud as participants complete the questionnaire. Other staff should be available to answer questions about specific items. The “Definition Sheet for 4-H Camp Evaluation Questionnaires” provided on page 22 of this tool kit should be used to clarify the meanings of specific words that may be difficult for some campers or different from the terminology commonly employed at that camp.

4-H Camp Questionnaire

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Instructions: Please read each statement and then circle a number from 1-4 based upon how much you agree or disagree. *Ask a leader for help if you have any questions. Don't forget to complete BOTH pages.*

1. At camp this summer. . .	Strongly Disagree	Disagree	Agree	Strongly Agree
Campers accomplished something they couldn't do the first day.	1	2	3	4
Campers build friendships that will last after camp.	1	2	3	4
Campers could be a part of making group decisions.	1	2	3	4
Campers had the opportunity to learn about different careers.	1	2	3	4
Campers messed with other campers' belongings.	1	2	3	4
Campers picked on one another.	1	2	3	4
Campers taught each other.	1	2	3	4
Campers were expected to be honest.	1	2	3	4
Leaders helped campers be successful.	1	2	3	4
Leaders liked being around campers.	1	2	3	4
Leaders thought that helping others is important.	1	2	3	4
Leaders tried to make homesick campers feel better.	1	2	3	4
Leaders understood campers' problems.	1	2	3	4
Leaders were people I could trust.	1	2	3	4
Mean jokes were played on campers.	1	2	3	4
My classes were interesting.	1	2	3	4
My skills in some activities improved.	1	2	3	4
Other kids did not like me.	1	2	3	4
Other kids made fun of me.	1	2	3	4
I could go to a leader if I had a problem.	1	2	3	4
I could make choices about how I spent my free time.	1	2	3	4
I could make choices for recreation activities.	1	2	3	4
I felt free to express my opinion.	1	2	3	4
I felt good about something that I accomplished at camp	1	2	3	4
I felt like I had a choice in my camp classes.	1	2	3	4
I felt safe at night.	1	2	3	4
I felt safe during free time.	1	2	3	4
I felt safe in classes and activities.	1	2	3	4
I felt safe in my cottage/cabin.	1	2	3	4
I learned things that will be useful in the future.	1	2	3	4
I pushed myself to try harder because of challenging activities.	1	2	3	4
I was teased.	1	2	3	4

Please turn the page over and answer the questions on the back.

2. What is the name of the camp you attended _____

3. What state is it in? _____

4. What is your age? _____ years old

5. What is your sex? male female

6. Which of these words best describes your race and ethnicity?

Check one.

- White
- Black or African American
- American Indian of Alaska Native
- Asian
- Native Hawaiian or other Pacific Islander
- Other _____

Are you Hispanic or Latino? Yes

7. For how many years have you been a 4-H member?

- I am not a member
- Less than one year
- 1 - 3 years
- 4 - 6 years
- 7 years or more

8. For how many years have you been attending camp?

- This is my first year
- 2 - 3 years
- 4 - 6 years
- 7 years of more

Why Measure 4-H Camp Life Skills?

Description and Utilization

The goal of any 4-H camping experience should be to provide opportunities to enhance life skill development. While it would be very difficult to credit a youth camping program solely with the development of any life skill, experience tells us that the more youth have the opportunity to practice specific life skills, the more likely they are to retain and practice them in adulthood.

The National 4-H Camping Research Consortium has identified the following life skills as applicable to the 4-H camp environment and most targeted through 4-H camping programs:

- *self-responsibility and decision-making,*
- *social skills,*
- *self-concept,*
- *teamwork and cooperation,*
- *responsible citizenship, and*
- *healthy lifestyle choices.*

The “4-H Camp Life Skills Questionnaire” was designed to measure the acquisition of these life skills during a residential 4-H camping program for youth ages 9-13. Although a camping program may choose to focus on one or more of the life skills, it is recommended that the complete questionnaire be used.

As with the camp context questionnaire, this questionnaire is also meant to be descriptive. Camp Directors will need to utilize the results provided through the use of this questionnaire, in comparison with their camp mission, goals, and objectives, to determine whether specific components of their camp program should be strengthened in order to enhance life skill development.

Administration

This questionnaire should be administered at the end of camp (within the final few hours of the program). Participants should be placed in a quiet, well-lit area. Pencils should be provided. A staff member should read each question aloud as participants complete the questionnaire. Other staff should be available to answer questions about specific items. The “Definition Sheet for 4-H Camp Evaluation Questionnaires” provided on page 22 of this tool kit should be used to clarify the meanings of specific words that may be difficult for some campers or different from the terminology commonly employed at that camp.

4-H Camp Life Skills Questionnaire

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Instructions: Please read each statement and then circle a number from 1-4 based upon how much you agree that the statement describes your 4-H camp experience this year. *Ask a leader for help if you have any questions. Don't forget to complete BOTH pages.*

1. At camp . . .	Strongly Disagree	Disagree	Agree	Strongly Agree
I washed my hands before eating.	1	2	3	4
I was usually where I was supposed to be.	1	2	3	4
I was responsible for my own behavior.	1	2	3	4
I was proud of my camp groups.	1	2	3	4
I was concerned about the well-being of others.	1	2	3	4
I was a good listener.	1	2	3	4
I learned that others' ideas were as important as mine.	1	2	3	4
I tried to solve problems without being violent.	1	2	3	4
I tried to do what was expected of me.	1	2	3	4
I treated others fairly.	1	2	3	4
I thought carefully before making decisions.	1	2	3	4
I thought about a problem before trying to solve it.	1	2	3	4
I showered every day.	1	2	3	4
I respected others who were different than me.	1	2	3	4
I respected other campers.	1	2	3	4
I accepted people who thought or acted differently.	1	2	3	4
I made new friends.	1	2	3	4
I learned that some decisions are better than others.	1	2	3	4
I learned about my strengths and weaknesses.	1	2	3	4
I felt comfortable asking for help on a project.	1	2	3	4
I contributed to the success of the team.	1	2	3	4
I cleaned up after myself.	1	2	3	4
I chose to try new activities.	1	2	3	4
I brushed my teeth every day.	1	2	3	4
I asked for help when I needed it.	1	2	3	4
I was proud of projects that I completed.	1	2	3	4
I always tried to do my best.	1	2	3	4

Please turn the page over and answer the questions on the back.

2. What is the name of the camp you attended? _____

3. What state is it in? _____

4. What is your age? _____ years old

5. What is your sex? male female

6. Which of these words best describes your race and ethnicity?

Check one.

- White
- Black or African American
- American Indian or Alaska Native
- Asian
- Native Hawaiian or other Pacific Islander
- Other _____

Are you Hispanic or Latino? Yes

7. For how many years have you been a 4-H member?

- I am not a member
- Less than one year
- 1 - 3 years
- 4 -- 6 years
- 7 years or more

8. For how many years have you been attending camp?

- This is my first year
- 2 - 3 years
- 4 - 6 years
- 7 years or more

Best Practices for Camp

The reality of the camp experience is that positive youth outcomes directly relate to intentional processes and procedures designed to maximize the benefits of the camp experience for the youth participants. The “Essential Elements of Youth Development” and best practices promoting life skill development are as important in the camp setting as they are with any other 4-H program methodology. Staff (paid and volunteer) training and program planning are key components in creating a quality camp environment where all youth are accepted and have the opportunity to thrive. Now that you have evaluated your camp or have made plans to do so, use the following tips to guide your future programming. These tips, related to the camp context and life skills enhanced through participation, may be helpful as you plan your next 4-H camping program and work towards creating a camp environment that contributes to positive youth development.

Positive Relationships with Caring Adults: Do you.....?

- Conduct a mandatory camp planning, training and orientation program for all youth and adult volunteers working with the camp program
- Include camp volunteers and staff in the design and implementation of the camp program
- Hold a pre-camp orientation where parents and campers meet camp volunteers
- Introduce paid camp staff, adults and teen volunteers during the first camp session
- Plan for regular reflection time where adults and staff/teen counselors can informally interact and inquire about the well-being of campers
- Establish a tone for interactions (no put-downs, sarcasm)
- Eliminate demeaning initiations, hazing, teasing or bullying among counselors and campers
- Encourage adult involvement and ownership rather than sideline observation
- Encourage adults and other staff to sit with campers at meals and participate in other activities

An Inclusive Environment: Do you.....?

- Clearly establish that discrimination of any type will not be tolerated
- Promote working out conflicts and teach conflict resolution rather than allowing ostracism or exclusion
- Include processes and strategies for conflict resolution between campers and between “leaders” during training for leaders/staff
- Conduct age-appropriate activities that help campers get to know each other and feel comfortable in a “new” environment

- Assign campers to different groups for some activities so that campers have an opportunity and are encouraged to work with people they may not already know
- Offer diverse program activities where children of different abilities can excel
- Apply the National 4-H Recognition Model in designing the total camp program
- Hold a daily vesper/reflection program where youth and adults can reflect on their experiences as part of the unique camp family and camp experience
- Have camp traditions, songs, and rituals that make a lasting impression, form the camp identity, and set it apart from the school or community environment

A Safe Environment (Physically and Emotionally): Do you.....?

- Set clear guidelines for expectations and acceptable behavior/interactions of campers and leaders
- Encourage good personal hygiene
- Make sure campers know who they can ask and where they can find help
- Actively prevent and discourage bullying (physical and emotional)
- Make sure campers are adequately supervised, including free time, after activity hours and during lights out.
- Determine living group rules and boundaries
- Practice appropriate methods of behavior management – no hazing or extreme punishments non-related to the infraction
- Stop dangerous behavior immediately
- Make sure those individuals leading activities are trained and competent according to youth camp industry standards – especially in skill-related areas
- Have established procedures for health care and first aid
- Make sure your camp facility meets appropriate local, state or national health and safety standards including those of the American Camp Association

Opportunity to See Oneself as an Active Participant in the Future: Do you.....?

- Summarize educational activities with a closure that makes a connection between the present and future
- Structure program activities so that youth feel they can succeed and contribute in a meaningful way
- Include youth in planning and decision-making when appropriate
- Offer educational sessions/activities and teach skills they can apply in other settings

- Allow opportunities for unique skills and abilities of campers to be valued and utilized
- Provide campers a chance to hear about opportunities to be involved as teen or adult camp volunteers in the future
- Promote social skill development (empathy, communication, responsibility, teamwork, cooperation) that foster successful interactions

Opportunity for Self-Determination: Do you.....?

- Provide some time in the schedule where campers can determine their own activities (usually with several but not unlimited options)
- Encourage campers to set group and individual goals for participation and achievement
- Include activities where campers can make decisions to plan and carry out activities including skits, group challenges, and team building endeavors which require group decisions
- Hold campers accountable for the decisions they make
- Help campers learn and practice the process of decision-making as they select activities and interact with others

Engagement in Learning: Do you.....?

- Provide educational opportunities that practice the experiential learning model
- Provide training to volunteer and paid staff on how to use experiential learning strategies in formal and informal teaching opportunities
- Plan for a quality program with stated developmental/educational objectives rather than random last minute things to take up time
- Make learning activities age appropriate, interesting and fun

Opportunity for Mastery: Do you.....?

- Provide activities at different skill levels so that youth can progress upwards
- Vary the program so that some new things are offered each year
- Use older campers in a support/mentor role for younger campers
- Use former campers as camp counselors/teen leaders

Opportunity to Value and Practice Service: Do you.....?

- Create a “camp family” where service (participating in dining hall duty etc.) is a shared experience
- Create responsibility for environmental stewardship in the camp setting
- Offer group activities or challenges where campers work together to be successful
- Promote a camp service project benefiting the larger community

- Plan and implement a camp service project that beautifies or improves the camp facilities for other groups, animal habitat, or for the future
- Tie flag ceremonies in with patriotism and civic responsibility
- Impress upon camp counselors/ teen leaders their responsibility as a role model

Appendix 1

Recommended Practices for 4-H Camp Evaluation

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Description and Utilization

The “recommended practices” for 4-H camp evaluation identified here are meant to serve as a guide to Extension faculty, staff, camp directors, and volunteers who engage in 4-H camp evaluation and research, and to inform 4-H camp stakeholders about the practices they can expect to be upheld by persons conducting 4-H camp evaluation and research. These recommended practices are meant to purposefully guide the decision-making processes involved in 4-H camp evaluation and research. The “recommended practices” draw heavily from the guiding principles and program standards of the American Evaluation Association (AEA). (See “References” for more information.)

I. Evaluation Procedures

- Make evaluation intentional and purposeful**
Why? Begin with the end in mind. Camp evaluation should not be an afterthought that you try to “fit in” at the very end of the camp planning or delivery process. 4-H camp evaluation and research should reflect purposeful, systematic, data-based inquiries.
- Identify your 4-H camping mission**
Why? 4-H camp evaluators should be familiar with the mission and vision of the program that is being evaluated.
- Identify what you want youth to learn or gain through participation in your camp**
Why? 4-H camp evaluation should be purposeful, and should be an integral part of program planning and implementation. Evaluation should be planned when the goals and objectives of the 4-H camp are first identified.
- Be an honest evaluator of camp**
Why? 4-H camp evaluators should “display honesty and integrity in their own behavior, and attempt to ensure the honesty and integrity of the entire evaluation process” (AEA, 2004).
- Consider different ways to collect camp information**
Why? Many different camp evaluation methods exist, such as surveys, interviews, focus groups, observations, etc. Some are quantitative and some are qualitative. Some methods may be more appropriate than others based upon the questions that you are asking in your evaluation.
- Ask for help with the camp evaluation if needed**
Why? 4-H camp evaluators should be competent and trustworthy and should “practice within the limits of their professional training and competence” (AEA, 2004) and should consult other colleagues (internal and external to Extension) when necessary for additional expertise. Extension faculty/staff are encouraged to ask for help with evaluation when needed.
- Respect confidentiality and the human rights of your camp evaluation participants**
Why? 4-H camp evaluators should “abide by current professional ethics, standards, and regulations regarding risks, harms, and burdens that might befall those participating in the evaluation; informed consent for participation in evaluation; and informing participants and clients about the scope and limits of confidentiality” (AEA, 2004). Furthermore, 4-H camp evaluation should be “designed and conducted to respect and protect the rights and welfare of human subjects” (AEA, 2005). All “human-subjects” and “institutional review board” (IRB) requirements of each participating university or youth-serving agency should be understood and followed for all 4-H camp evaluation projects.
- Use good selection procedures to identify evaluation participants**
Why? 4-H camp evaluators should adhere to the “highest technical standards appropriate to the methods they use” (AEA, 2004). Failure to follow procedures can compromise the results. For example, improper sampling methods—the selection of participants—can impact whether or not the results can be broadly generalized and thus might decrease the value of the results. Be sure to select your participants in the correct manner, and select an evaluation method that is consistent with the questions that you want to answer
- Avoid conflicts of interest when conducting camp evaluation**
Why? Conflicts of interest related to 4-H camp evaluations should be addressed “openly and honestly, so that [they do] not compromise the evaluation processes and results” (AEA, 2005). For example, if you are the camp operator, is there a conflict of interest if you are the only one involved in camp evaluation? You may want to involve other outside stakeholders to help you with the evaluation process.

II. Evaluation Focus

- Identify the questions that you want to answer in your camp evaluation
Why? 4-H camp evaluation should begin by reviewing the main questions that need to be answered. All camp evaluation projects begin with basic questions regarding the purpose of the evaluation.
- Focus your evaluation on the needs of your camp and the needs of your youth
Why? The information collected during a 4-H camp evaluation should be “broadly selected to address pertinent questions about the program and be responsive to the needs and interests of clients and other specified stakeholders” (AEA, 2005). In other words, 4-H camp evaluation should be based upon the needs of youth, and the desired outcomes that Extension faculty/staff are attempting to influence, enhance, or change.
- Describe the context of your camp
Why? The 4-H camping context in which the program exists should be “examined in enough detail, so that its likely influences on the program can be identified” (AEA, 2005). In other words, are there particular elements of your camp (residential, non-residential, use of paid staff, use of volunteers, nature-based, indoor-based, etc.) that can influence how the program will impact youth? If so, then you need to be able to fully describe and explore these elements, as they may be contributing to your camp’s impacts.
- Write down your camp evaluation procedures
Why? 4-H camping programs being evaluated should be “described and documented clearly and accurately, so that the program is clearly identified” (AEA, 2005). Have a process to describe and document the 4-H camp experience and the 4-H camp evaluation procedures and methods that you utilize. This information may be critical in the evaluation process.
- Be familiar with current “youth development” research and literature
Why? 4-H camp evaluators should have at least a basic understanding of the youth development literature and previous camp studies that might be related and relevant to the camp evaluation study being conducted.

III. Evaluation Process

- Think about the bigger picture of what’s happening in the world and in your community
Why? 4-H camp evaluators should attempt to understand the “contextual elements of the evaluation. Contextual factors that may influence the results of a study include geographic location, timing, political and social climate, economic conditions, and other relevant activities in progress at the same time” (AEA, 2004). For example, events such as the 9/11 terrorist attacks can sensitize camp participants to issues of safety and security. If you were studying perceptions of safety in 4-H camp then your results might be influenced by the larger social/political events that were taking place outside of camp.
- Before camp, include stakeholders in your camp evaluation plans
Why? 4-H camp evaluators should “explore with [stakeholders] the shortcomings and strengths of both the various evaluation questions and the various approaches that might be used for answering those questions” (AEA, 2004). Explain why you chose a particular approach.
- Treat evaluation participants with a great deal of care and respect
Why? 4-H camp evaluation should reflect a respect for diversity and cultural sensitivity. Evaluators should demonstrate and “respect the security, dignity and self-worth of respondents, program participants, clients, and other stakeholders” (AEA, 2004). Their participation in your evaluation project enables you to answer your research questions.
- Conduct a camp evaluation that others could duplicate at a later date
Why? The purposes, procedures, and sources of information used in 4-H camp evaluation should be “monitored and described in enough detail, so that they can be identified and assessed” (AEA, 2005). A good evaluation project can be replicated by others.
- Use appropriate evaluation procedures so that your results can be treated as accurate and reliable for the group that you evaluated.
Why? The data collection procedures used with 4-H camp evaluation should be chosen or developed and then implemented so that they will assure that the interpretation arrived at is sufficiently reliable and valid for the intended use (Adapted from AEA, 2005).
- Analyze your data appropriately
Why? Quantitative and qualitative information in a 4-H camp evaluation should be “appropriately and systematically analyzed so that evaluation questions are effectively answered” (AEA, 2005).
- Identify what worked and what didn’t work in your camp evaluation
Why? 4-H camp evaluation should be “complete and fair in its examination and recording of strengths and weaknesses of the program being evaluated, so that strengths can be built upon and problem areas addressed” (AEA, 2005).
- Share the results of your camp evaluation with your stakeholders
Why? 4-H camp evaluators should “make clear the limitations of an evaluation and its results. Evaluators should discuss in a contextually appropriate way those values, assumptions, theories, methods, results, and analyses significantly affecting the interpretation of the evaluative findings. These statements apply to all aspects of the evaluation, from its initial conceptualization to the eventual use of findings” (AEA, 2004). All evaluation projects have strengths and

limitations. Don't be afraid to share the limitations of your camp evaluations. This is how we learn from each other. Stakeholders may bring a unique perspective to the interpretation of evaluation results.

- Identify how the participants in your camp evaluation are similar and different (e.g., demographics, prior experience, etc.)

Why? 4-H camp evaluators should attempt to "understand and respect differences among participants, such as differences in their culture, religion, gender, disability, age, sexual orientation and ethnicity, and to account for potential implications of these differences when planning, conducting, analyzing, and reporting evaluations" (AEA, 2004). These differences might influence the results of your evaluation.

IV. Evaluation Reporting and Communication

- Report the results of your camp evaluation accurately

Why? 4-H camp evaluators should not "misrepresent their procedures, data or findings. Within reasonable limits, they should attempt to prevent or correct misuse of their work by others" (AEA, 2004). The conclusions reached in a 4-H camp evaluation should be "explicitly justified, so that stakeholders can assess them" (AEA, 2005). Avoid the tendency to over-generalize, overemphasize, or "beef-up" your findings.

- Report results so that your camp evaluation can be interpreted by others

Why? 4-H camp evaluators should "communicate their methods and approaches accurately and in sufficient detail to allow others to understand, interpret and critique their work." (AEA, 2004). Again, you want others to be able to replicate your study. This is only possible if they understand, through your reporting, how your study was conducted.

- Report your camp evaluation procedures

Why? 4-H camp evaluation reports should "clearly describe the program being evaluated, including its context, and the purposes, procedures, and findings of the evaluation, so that essential information is provided and easily understood" (AEA, 2005).

- Thank any donors that contributed to your camp evaluation

Why? 4-H camp evaluators should recognize research donors and other sources of financial support for specific evaluation and research projects. Help donors to understand how their contributions of resources helped to make your evaluation possible. Help them to understand—if applicable—the impact that your 4-H camping program has on youth and/or other camp stakeholders.

- Share your camp evaluation results with your peers

Why? 4-H camp evaluation should be usable, relevant, and timely. Therefore, all efforts should be made, at the appropriate local, state, and national levels, to communicate the significant results of 4-H camp evaluation and research and to articulate the practical applications and implications of the results. When reporting evaluations, evaluators should "include relevant perspectives and interests of the full range of stakeholders" (AEA, 2004).

- When reporting evaluation results, try to avoid complicated language and statistics

Why? 4-H camp evaluation should provide appropriate stakeholders with "access to evaluative information in ways that respect people and honor promises of confidentiality" and should "disseminate information to stakeholders as resources allow" in a way that "stakeholders can easily understand the evaluation process and results" (AEA, 2004). When necessary, explain more complicated concepts and statistical approaches in words that your audience can understand.

- Review the results of your evaluation for decision-making regarding future camps

Why? 4-H camp evaluation should be practical and usable and should not collect dust on a shelf. 4-H camp evaluation "should be planned, conducted, and reported in ways that encourage follow-through by stakeholders, so that the likelihood that the evaluation will be used is increased" (AEA, 2005). Plan a follow-up meeting with your camp directors, or if you are the camp director, with other camp stakeholders. Discuss how the evaluation results should be incorporated in future camp planning.

- Be aware of your personal biases when reporting camp evaluation results.

Why? Reporting procedures for 4-H camp evaluation should "guard against distortion caused by personal feelings and biases of any party to the evaluation, so that evaluation reports fairly reflect the evaluation findings" (AEA, 2005). Everybody has personal biases. Be aware of your own and of the biases of other members of the evaluation team, and make a conscious effort not to allow biases to influence the evaluation process, results, and reporting.

Appendix 2

Definitions for 4-H Camp Evaluation Questionnaires

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The following terms included on the questionnaires may be difficult for younger campers. Administrators of the questionnaires should use the following definitions when explaining these terms.

- **Compromise** - When two people solve a disagreement by giving something up or by sharing.
- **Patriotism** - Feelings of love and loyalty towards your country, your state, and the camp community
- **Confident** - Feeling that you can be successful
- **Multicultural** - You identify with more than one racial group (for example, Caucasian and African American, Caucasian and Hispanic, Caucasian and American Indian, African American and Hispanic, etc.)
- **Leader** – Any adult or teen, who is paid or volunteers, to assist with camp activities

Appendix 3

History and Background of NCRC

The National 4-H Camping Research Consortium (NCRC) is a multi-state initiative of Extension educators, specialists, and researchers whose purpose is to better understand and disseminate the impact of the 4-H camping experience through the development and implementation of 4-H camp evaluation and program planning strategies.

At its' inception, members of the consortium were aware that multi-state partnerships for 4-H camp evaluation had not been developed and thus the methods and instruments for such an assessment were unavailable. To respond to this need, the formation of a National 4-H Camping Research Consortium group was initiated by Dr. Barry Garst, Assistant Professor and Extension Specialist in 4-H youth development at Virginia Tech who is now Director of Research Application at the American Camp Association.

Seven universities currently participate in the NCRC, including University of Maryland, Montana State University, University of Nebraska-Lincoln, The Ohio State University, Rutgers University, Virginia Tech, and West Virginia University. Support for the NCRC is provided by the National 4-H Headquarters through the involvement of Suzanne LeMenestrel, National Program Leader for Youth Development Research.

As the need for additional projects are identified and undertaken, individuals will have an opportunity to join the consortium to focus on expanding the available resources and impact of the multi-state initiative. Anyone interested in becoming a working group member should contact one of the Design Team members as identified on page 3.

Appendix 4 - Pilot and Field Testing

In the summer of 2006, several states were involved in pilot testing the tool kit resources. The primary purpose of the pilot test was to improve the instrument and tool kit materials and not to report context or life skill outcomes results. In field testing of the Context Questionnaire and Life Skills Questionnaire, they were administered to more than 2,000 male and female youth ages 9-13 at the end of a one-week residential camp experience across four states (Virginia, Ohio, Nebraska, and Kentucky). The resulting factor analysis and reliability and validity analyses indicated the following:

- Although the context questionnaire items were originally conceptualized around the essential elements as shown in the camp context logic model, the statistical analysis suggested the domains of caring adults, personal safety, learning engagement and mastery, belonging and self determination as most salient to this project
- In this first analysis, four of the Context Questionnaire domains, including caring adults, personal safety, learning engagement and mastery, and belonging, exhibited good internal consistency with alpha scores from .73 to .87. Self-Determination, an additional domain, had a lower alpha of .542.
- Although the life skill questionnaire items were originally conceptualized around the life skills listed in the camp life skill logic model, the first statistical analysis showed slightly different domains of respecting and accepting others, self-responsibility, social empathy, and decision-making.
- Statistical analysis of the Life Skills Questionnaire consisted of four domains: respecting and accepting others, self-responsibility, social empathy, and decision-making. This measure exhibited good internal consistency with alpha scores from .72 to .84. Two additional domains, self-awareness and personal hygiene, had lower alphas of .67 and .61.
- Additional pilot testing and statistical analysis in 2007 resulted in very similar results and in minor changes to the titles and items on the sub scales that served to strengthen the alphas. The resulting analysis on pages 26 and 27 reflect the two years of pilot testing.
- The NCRC is currently working on additional questionnaire items to measure healthy lifestyle practices and other concepts applicable to the camp environment and life skills practiced. These domains will be shared as they are tested and become available.

In 2007, the revised questionnaires and tool kits resources were disseminated nationwide for the purpose of collecting data regarding the context and outcomes of 4-H camping. This data has the potential to be pooled and shared nationally. Extension representatives who have questions regarding the Tool Kit should feel free to contact any member of the design team as listed on page 3 of this tool kit.

NCRC Context Questionnaire with Subscales and Alphas

(December 1, 2006 and December 1, 2007)

Subscale	Factor Loading	Alpha
Caring Adults		.846
Leaders were people I could trust	.669	
I could go to a leader if I had a problem	.640	
Leaders understood campers' problems.	.636	
Leaders thought that helping others is important	.634	
Leaders tried to make homesick campers feel better	.633	
Leaders liked being around campers.	.607	
Leaders helped campers be successful	.579	
Personal Safety		.772
Other kids did not like me.	.789	
Other kids made fun of me.	.769	
Campers messed with other campers' belongings.	.767	
Campers picked on one another	.766	
Mean jokes were played on campers	.660	
I was teased at camp.	.535	
Physical Safety		.847
I felt safe in my cottage/cabin.	.658	
I felt safe at night.	.607	
I felt safe in classes and activities		
I felt safe during free time.		
Learning Engagement, Mastery, Self-Determination		.816
My skills in some camp activities improved.	.678	
My classes were interesting.	.645	
I could make choices about how I spent my free time	.584	
I pushed myself to try harder because of challenging camp activities	.577	
I learned things that will be useful in the future	.541	
I felt that I had a choice in my camp classes.	.514	
I felt good about something that I accomplished at camp.	.481	
I could make choices for recreation activities	.452	
Building Relationships and Belonging		.658
Campers taught each other.	.617	
Campers could be a part of making group	.569	
Campers build friendships that last after camp	.545	
Campers accomplished something they couldn't do the first day	.473	
Campers were expected to be honest	.467	
Campers had the opportunity to learn about different careers	.429	
Independence		.8251
I felt free to express my opinion	.877	
I felt safe during free time	.907	

NCRC Life Skills Questionnaire with Subscales and Alphas

(December 1, 2006 and December 1, 2007)

Subscale	Factor Loading	Alpha
Accepting Self and Others		.848
I was proud of my camp groups	.666	
I respected others who were different than me.	.625	
I accepted people who thought or acted differently than me.	.578	
I learned that other ideas may be just as important as mine.	.556	
I made new friends	.554	
I respected other campers.	.530	
I learned my strengths my weaknesses	.494	
I treated others fairly	.479	
I was concerned about the well-being of others	.429	
Self-Responsibility		.775
I was usually where I was supposed to be.	.704	
I tried to do what was expected of me.	.661	
I was a good listener	.516	
I was responsible for my own behavior.	.511	
Self Awareness and Working with Others		.863
I was proud of projects that I completed	.690	
I asked for help when I needed it.	.636	
I chose to try new activities.	.594	
I felt comfortable asking for help on a project.	.566	
I always tried to do my best	.562	
I contributed to the success of the team	.488	
I cleaned up after myself.	.470	
Decision Making and Conflict Resolution		.729
I thought carefully before making decisions	.589	
I tried to solve problems without being violent toward others	.572	
I thought about a problem before trying to solve it.	.552	
I learned that some decisions are better than others.	.538	
Personal Hygiene		.617
I brushed my teeth every day.	.719	
I showered every day.	.667	
I washed my hands before eating.	.528	

Appendix 5

2007 Site Study Agreement and Recommended Procedures Form

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The NCRC (National Camping Research Consortium) is distributing to Extension 4-H camp programs an unpublished document titled "Measuring Camp Impacts: The National 4-H Camp Tool Kit for Program Planning and Evaluation." Users of this Tool Kit may elect to contribute the results of their questionnaires to the collection of baseline data. The purpose for collection of baseline data is to establish benchmarks for comparison as programs are changed to adapt "best practices" in 4-H camping. Participating states will agree to follow the following procedures as part of the data collection process.

1. Communicate with Allison Nichols, member of the National 4-H Camping Research Consortium and Evaluation Specialist at West Virginia University Extension regarding your interest in serving as a collection site in the summer of 2007 (ahnichols@mail.wvu.edu).
2. Read and sign this "NCRC Site Agreement and Recommended Procedures Form." Make a copy of the form, keep the copy for your records, and send the original to Allison Nichols, 603 Knapp Hall, Morgantown, WV 26506-6031.
3. Review and follow your university IRB/Human Subject requirements. Seek approval if necessary.
4. Select one or more residential camps scheduled for the summer of 2007 in your state that teach a general camp curriculum (not a subject-matter specific curriculum)
5. Identify a sample of youth that meets the following criteria:
 - a. 9-13 years old,
 - b. representative of the overall camper population (gender, ethnicity, age),
 - c. randomly selected (each state can identify its own selection process), and
 - d. large enough so that a random sample of **250** individuals can be selected from it. (Smaller samples are accepted if the entire group is surveyed)
6. Administer the "4-H Camp Questionnaire" and/or the "4-H Camp Life Skills Questionnaire" on the last day of 4-H camp that you selected (in #4 above). [Note: Due to the length of administering the questionnaires (approximately 20-30 minutes each), it is not recommended that campers complete both questionnaires. Questionnaires can be split, with one questionnaire administered to one sample of 250 and the other questionnaire administered to a second sample of 250. Or, one sample of 250 can be administered both questionnaires.] **Questionnaires must be completed in their entirety.**
7. Provide staff who will read the questionnaires aloud as participants complete them.
8. Collect questionnaires and make a copy of questionnaires for your records and as a "back up."
9. Complete an "NCRC Site Questionnaire Cover Sheet" and attach it to the questionnaires.
10. Mail questionnaires to Allison Nichols, WVU Extension, 603 Knapp Hall, Morgantown, WV within 2 weeks following the administration of the surveys. All must be received by September 1, 2007. Questionnaires received after September 1 will not be included in the analysis.
11. Agree not to publish data from the study without NCRC agreement and approval (and the appropriate IRB approval). [Note: State-level data can be used internally (at the state-level) for program improvement. Data compilation will be conducted at West Virginia University. Each state will receive an SPSS data file for their state. The NCRC will not conduct individual state data analysis.]
12. Complete an evaluation of the "Measuring Camp Impacts: The National 4-H Camp Tool Kit for Program Planning and Evaluation" document. At summer's end, it will be sent to each site requesting the Tool Kit.

My signature on this agreement indicates that I understand the terms of the agreement and that I will follow the conditions of this agreement as an NCRC Study site.

Printed Name

Date

State and University

Title

Signature

NCRC Site Questionnaire Cover Sheet

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1. State and University: _____
2. Camp Name: _____
3. Camp Dates: _____
4. Camp Type: (check one) ___ County Camp
 ___ Multi-County Camp
 ___ State Camp
5. Total number of campers in camp: _____
6. Number of surveys submitted with this cover sheet: _____
7. Was IRB approval obtained for this pilot in your state? _____ *(Note: Most states do not require IRB approval for pilot.)*
8. Describe how you selected campers.

9. Is this sample different in any way from the general population of campers in your residential 4-H camp program? If so, then how?

10. Did a staff member read the surveys aloud as they were completed? _____

11. Provide a brief summary of the survey administration procedures that were used. Explain any extenuating circumstances that may have affected your results.

12. What feedback do you have regarding the evaluation process and the questionnaires?
(for example, challenges with the administration, confusing questions, etc.)

Appendix 6

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