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2021
American Camp
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Camp Research Forum

Book of Abstracts

Dear Colleagues:

This book includes 17 abstracts that will be presented at the 2021 American Camp Association (ACA) Research Forum to be held during the ACA annual conference from February 2-5, 2021. This year's Camp Research Forum features a panel session on camp during the COVID-19 pandemic, organized by Dr. Jim Sibthorp, University of Utah. Abstracts have been grouped into similar areas and will be verbally presented in four sessions. All abstracts will be on display as posters.

The Research Forum has grown in quantity and quality over the past decade. ACA's Committee for the Advancement of Research and Evaluation (CARE) has been instrumental in pushing this forum forward. Staff at ACA have been enthusiastically supportive including Dr. Laurie Browne, Amy Katzenberger, and Melany Irvin and have worked tirelessly to transform this year's conference to a virtual platform. Three external reviewers provided peer-reviewed evaluations for the selection of these abstracts.

We look forward to presenting these papers at the 2021 Research Forum, but also recognize that many people cannot attend the annual meeting. We hope these short, three-page abstracts will provide information for those not able to attend. Please contact the authors if you have further questions.

Best wishes,

Ann Gillard, Ph.D.
2021 ACA Research Forum Coordinator

The proper way to cite these abstracts using APA 7th edition is:
Author name(s). (2021, February 2-5). Title of abstract. In A. Gillard (Chair), *ACA Camp Research Forum Book of Abstracts* [Symposium]. American Camp Association's 2021 Camp Research Forum, United States.

Reference list example:
Chevannes, D., Williams, K., & Kleeberger, K. (2021, February 2-5). It takes more than medicine: Building self- efficacy in families of patients with hemophilia and other inherited bleeding disorders. In A. Gillard (Chair), *ACA Camp Research Forum Book of Abstracts* [Symposium]. American Camp Association's 2021 Camp Research Forum, United States.

Parenthetical citation: (Chevannes, Williams, & Kleeberger, 2021)
Narrative citation: Chevannes, Williams, and Kleeberger (2021)

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PANEL SESSION: COVID-19 LESSONS FOR SUMMER CAMPS; FOUR STUDIES

CAMP HEALTH CARE PRACTICES FOLLOWING THE ONSET OF THE COVID-19 PANDEMIC IN THE SUMMER OF 2020

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The onset of COVID-19 has presented camps with significant operational and health care challenges, with documented cases of COVID-19 transmission emerging within out-of-school time settings such as summer camp (Szablewski et al., 2020). Organizational preparedness for communicable disease prevention and management within the camp community is variable, and many camps report no current plan for managing such outbreaks (Association of Camp Nursing, 2020). The social-ecological model, which informed this study, recognizes how individuals are affected by their environment (Davidson et al., 2015). For example, nurses working in camps balance needs of the camp organization with the delivery of appropriate care to staff and campers. Further, nurses use guiding principles reflecting the impact of the environment on the wellness of the camp population and implement infectious disease management strategies to prevent the disease spread during camp sessions.

Little information exists about how camp health care was impacted by the COVID-19 pandemic during the summer of 2020, therefore the purpose of this study was to examine camp health care practices following the onset of COVID-19 to inform future communicable disease response planning. The following research questions were explored: (1) What percentage of camps had an operational communicable disease plan in place prior to the summer of 2020?, (2) What were the rates of suspected/confirmed COVID-19 cases in camps?, (3) What nonpharmacological interventions (NPIs) were most common in camps?, (4) How did camps apply COVID-19 screening procedures to campers and staff?, (5) How was personal protective equipment (PPE) used within camp health services?, and (6) What camp health care practices were identified as most effective in response to COVID-19?

Method

This study was approved by Clemson University's Institutional Review Board. Data were collected in the fall of 2020 from 608 camp health care providers in collaboration with the Association of Camp Nursing (ACN). Of this population, 181 providers (RR = 29.7%) completed an online questionnaire through Qualtrics. Measures were designed to elicit information about respondent demographics; reasons for operating or closing camp in the summer of 2020; suspected and confirmed cases of COVID-19 (yes/no item with an open-ended follow-up); participant screening procedures before, during, and after camp (yes/no items); nonpharmacological interventions (NPIs) applied by the camp (1 [never] to 5 [always] scale); and personal protective equipment (PPE) usage (yes/no item). Open-ended questions included: "What guidance or documents were the most useful to prepare for opening and operating camp health services this year?", "What changes made in the summer of 2020 will likely be permanent?", and "Is there anything you would do differently in summer 2021 if we are still facing the COVID-19 pandemic?" Descriptive statistics were calculated for quantitative items using SPSS version 24. Qualitative data were analyzed using directed content analysis validated through coder triangulation (Creswell & Miller, 2000).

Results

Preliminary analyses indicated more than two-thirds of respondents (69.6%) did not operate an in-person camp in 2020, a decision most influenced by state regulations and expected impacts on camp culture. Nineteen respondents reported 49 suspected cases of COVID-19 among <u>staff</u> (at one camp 15 suspected cases were reported) and 60 suspected cases of COVID-19 among <u>campers</u> (at one camp 10 suspected cases were reported). Twelve respondents reported 17 confirmed cases of COVID-19 among <u>staff</u> (at one camp 6 confirmed cases were reported) and seven respondents reported 20 confirmed cases of COVID-19 among <u>campers</u> (at one camp 10 confirmed cases were reported).

Camps made decisions about screening for campers and staff. The primary intention of screening was for individuals to arrive to camp in a healthy state and remain healthy throughout the experience. Residential camps instituted screening at 3-4 different time points, while days camps used screening at two different times. Camps conducted pre-screening (prior to camp arrival), initial screening (on day of arrival), ongoing screening (during the camp experience, and some camps continued with post-screening (collecting health information after leaving camp). These screenings collected information about temperature, COVID symptoms, recent travel, potential exposure, and status of quarantine. Camps encouraged individuals to self-screen daily (7-14 days) prior to camp arrival in an effort to promote awareness of personal health status.

NPIs and PPE were recommended for camp operation during the summer of 2020. While NPIs most often used by camps included the use of small group cohorts (4.71), scheduled hand hygiene (4.60), and increased cleaning procedures (4.55), face masks for campers (3.31) was a NPI strategy used less often as a result of intentional planning by camps. With regard to PPE usage, cleaning products (100%), face masks (73%), touchless thermometers (66%), hand-hygiene products (62%), and gloves (60%) were most common.

Guidance or documents identified as most useful for operating camp in the summer of 2020 were: CDC guidance, the ACA/EHE Field Guide, the ACN website, and guidance provided by the state. Camp health care services changes made in the summer of 2020 that respondents believed could become permanent included: having more activities outdoors when possible (e.g., camp check-in, food service, triaging campers & staff, mobile health services, drive-thru check-in for campers), emphasis on hand hygiene, and increased cleaning. Themes associated with what respondents would do differently in the summer of 2021 if we are still facing the COVID-19 pandemic included: improve communication, plan and order supplies earlier, more education for the staff and clarification of policies, hire more staff, require staff to stay on-site during camp, ensure that staff working and bunking together decrease their number of contacts, and provide testing when staff and campers arrive at camp.

Discussion and Implications

These findings provide important benchmarks for camp health care practices used in the summer of 2020 following the onset of COVID-19 and suggest opportunities for strengthening camp communicable disease response and prevention plans in the future. It was notable that NPIs implemented in camps in the summer of 2020 were used as a comprehensive approach to care. Camps did not "pick and choose" a particular NPI, but rather used the full spectrum of tools to help minimize risk. NPI use was initiated before camp (e.g., hand hygiene, screening, face masks, physical distancing) and continued through the camp experience.

A key implication of the study findings is the need for all camps to develop a fully operational communicable disease plan (CDP) outlining prevention activities (e.g., NPIs); supplies and resources (e.g., PPE); outbreak management procedures; and communication and debriefing strategies. For example, as camps prepare for the summer of 2021, they should procure infection control supplies early (e.g., cleaning agents, gloves, PPE) and identify support services (e.g., mental health support, health center staffing, out of camp services) in the event additional help might be needed. Additionally, camps need to clearly delineate outbreak management steps for campers and staff (i.e., managing the campers or staff with illness symptoms as well as the cohort that may have been impacted). The study findings also affirmed the importance of good communication with staff, parents, campers, leadership, and healthcare providers in order to manage an evolving community-based camp experience. As camps prepare for the summer of 2021, investments in health care staff education and support will be needed.

This descriptive study provided 2020 benchmarks against which future data could be compared. Additional research is needed to evaluate NPI and PPE usage to determine which may be most efficacious for reducing communicable disease spread within camp settings. Future research should also examine how the onset of the COVID-19 pandemic impacted campers, seasonal staff, and health center staff MESH (i.e., mental, emotional, and social health).

Camp Health Care Practices Following the Onset of the COVID-19 Pandemic in the Summer of 2020

Cohorting was the most common strategy for controlling COVID-19 spread.
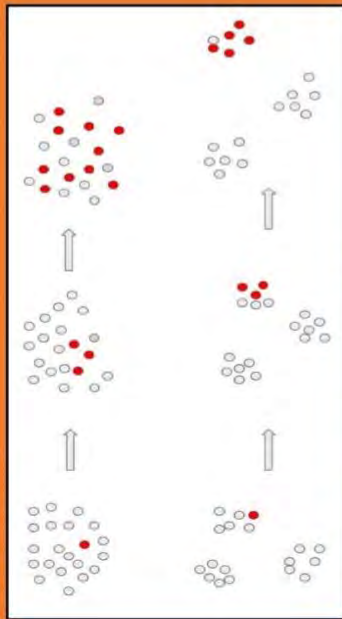
15% of responding camps did not have an operational communicable disease plan

METHODS
- 181 camp healthcare providers and directors (out of 608 who received a Qualtrics survey) provided data (RR = 29.7%)
- Measures developed by the research team
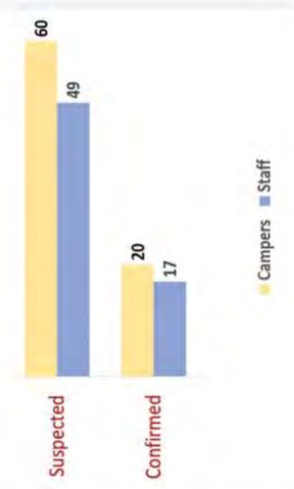
Reasons camps closed in summer 2020

- State regulations 37%
- Significant change in camp culture 34%
- Unable to perform NPIs 18%
- Other 16%
- Financial cost 10%

Personal protective equipment use

- Cleaning products 100%
- Touchless thermometers 73%
- Face masks 66%
- Hand hygiene products 62%
- Gloves 60%
- Other thermometers 55%
- Face shields 36%
- Gowns 27%
- Goggles 13%
- Plexiglass shield barrier 9%
- UV cleaning systems 6%

* Based on responses from 64 camp healthcare professionals in Sept 2020

Suspected and Confirmed Cases of COVID-19

	Campers	Staff
Suspected	60	49
Confirmed	20	17

Frequency of non-pharmacological interventions (Scale=1 "always" to 5 "never")

- Small groups/cohorts 4.71
- Scheduled hand hygiene 4.60
- Increased cleaning procedures 4.55
- Decreased #s of campers 4.40
- Social distancing 4.38
- Staggered activities 4.29
- Face masks- STAFF 4.07
- Staggered meal times 3.52
- Face masks- CAMPERS 3.31

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TRACEY GASLIN, BETH SCHULTZ, & LYNNE RODRIGUES [ASSOCIATION OF CAMP NURSING]

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CAMPS AND COVID-19: EXAMINING SUMMER CAMP OPERATIONAL CHOICES AMIDST A PANDEMIC

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Communicable diseases are not new to the camp industry, and in fact helped lay the foundation for the camping industry. Recognizing the health benefits of time spent outdoors, camps like the Fresh Air Fund (which was founded in 1877 in response to the tuberculosis crisis; TFAF, 2020) emerged offering solace from the crowded, industrial cities of the early U.S. (Paris, 2008). And a quick review of the American Camp Association's (ACA) Communicable Diseases and Infestation information page reveals the ongoing importance of prevention and mitigation of communicable diseases such as measles, H1N1, Zika Virus, West Nile Virus, and Avian Influenza (ACA, 2020).

However, despite this long history of and attention to communicable disease, the COVID-19 pandemic has posed new and significant challenges the world over, and the camp industry is no exception. Understanding how camps navigate the COVID-19 pandemic and the implications of those responses will be key in helping camp professionals prepare for and respond to communicable disease and other challenging landscapes in the future. Therefore, the purpose of this exploratory study was to examine decision making processes via three research questions: firstly, what is the landscape of how camps are responding to COVID-19?; secondly, what are the key factors that shape how camp professionals are responding to COVID-19?; and thirdly, what are the impacts of key response-types on camp operations, staffing, program quality, and participant access and inclusion, and participant outcomes?

Conceptual Foundations

This project is located intellectually in the context of information systems theory, and draws specifically on Weigel and colleagues' Innovation-Adoption Behavior (IAB) model (2014) to interpret themes and inform further inquiry into camp decision-making processes. Grounded in Diffusion of Innovation Theory (DIT; Rogers, 1962) and the Theory of Planned Behavior (TPB; Ajzen, 1991), the IAB model combines eight variables thought to have the most significant effects on both intent to adopt and actual adoption of an innovation: relative advantage, compatibility, complexity, trialability, observability, attitude, subjective norm, and perceived behavioral control. While frequently used to explain technology diffusion, DIT can be used to explain the dispersal of any new idea, practice or object (such as virtual camp, COVID-19-related nonpharmaceutical interventions, and "camp-in-a-box" kits) and TPB is often combined with complementary models to examine adoption of information systems. Additionally, according to DIT, adopters move through five different stages as they determine whether or not they want to adopt an innovation: knowledge, persuasion, decision, implementation, and confirmation. The IAB model thus provides a compelling framework within which we can examine how camps responded to the COVID-19 pandemic (specifically the intended and actual adoption of new or adapted programs, protocols, and procedures) to further inform our understanding of camp decision-making processes amidst challenging and ever-changing social and physical environments.

Method

Participants were camp professionals in leadership positions at American Camp Association member camps who were recruited via a survey in the weekly ACA newsletter on May 26, 2020. Based on their programming plans for summer 2020 they reported in the survey, camps were organized into three categories (offering regular/adapted versions of regular programming, shifting to virtual or other new programming formats, or cancelling all programming). Camps were then randomly selected from within each category and contacted for three 30-minute semi-structured interviews which took place in the beginning, middle, and end of summer 2020. Example questions from each of the three different interviews include: (1) "How is COVID-19 changing your planning" and "Where are you getting your information?"; (2) if camp was open, "How are you managing the various COVID-19 restrictions?" and if camp was closed, "How are you using your time and what are you paying attention to?"; and (3) "What is

your biggest takeaway from summer 2020?" and "How are you thinking about summer 2021?" Initial codes were generated using In Vivo Coding, transformed into second cycle pattern codes, and finally, a third level of inferential analysis was employed as a step of moving towards concepts and theories (Miles et al., 2020). For example, the initial codes, "it's just not camp" and "inconsistent with camp values/mission" were both subsequently categorized as "Camp Culture-loss/change" in the second cycle of pattern coding, which was ultimately associated with the compatibility variable of the IAB model in the third level inferential analysis.

Results

A total of 35 camps participated in this study, representing all five ACA regions and a diversity of programming models (i.e., day camp only; overnight camp only; rental groups only; some combination of day camp, overnight camp, and rental groups). Preliminary analyses of the interview data reveal evidence of all eight IAB model variables suggesting that the five characteristics of an innovation set forth in DIT and the three antecedents to behavior in TPB were indeed related to adoption propensity within the context of this study. Furthermore, delineating and comparing the results across the three distinct programming plan categories facilitates initial insights into the relationship between said variables, the five unique stages of adoption, and innovation adoption propensity more generally within the camp industry.

For example, camps that planned to offer regular or adapted versions of regular programming were more often in the implementation and confirmation stage of adoption and routinely described the complexities of moving forward with new protocols that had to be adhered to ("I tell people all the time now, 'it would be way easier to bow out of this thing, say forget it, this is way too hard, I'm going to the beach this summer.' The harder route is 'let's figure this out, and how do we make this work?'"), but also the numerous opportunities it presented ("This is forcing us to dream up new and different things, not just doing the same thing over and over."). For camps that shifted to virtual or other new programming formats (typically sitting in the persuasion, decision, and implementation phases of adoption), despite a recurring pleasant surprise regarding the success of their new programs ("I didn't think it was possible but I had campers crying on the last day of zoom camp because they didn't want it to end"), most also spoke to "external pressures to reopen and do what we've always done." Camps that cancelled all programming were most likely to still be in the knowledge and persuasion phase of adoption and spoke primarily to compatibility ("It's just not camp."), perceived behavioral control ("I think there's a reality that we can have camp, it's just what is it going to require and cost, etc.? We're on a hamster wheel of not knowing, and some of it was even out of my hands.") and subjective norms ("It's really scary to run camp when most people aren't running camp. I honestly think that, like, right now, people are frowning upon the camps that are going. There's been a lot of pressure to cancel.")

Discussion & Implications

In addition to demonstrating the continued relevance of DIT and TPB in information systems research and adoption propensity, this study lays a foundation for further exploration of the decision-making process within the camp industry utilizing Diffusion of Innovation Theory. Since its inception, the camp industry has faced numerous challenges, from disease outbreaks and natural disasters to economic downturns and dramatic partnership changes, all of which required constant bending and flexing, pivoting and innovating. This study offers preliminary insights into how camps pivot, or innovate, during trying times, and provides an entry point for future research regarding the dispersal and adoption of new and adapted programs. It may also help camp professionals in their own planning approaches when faced with major challenges that require significant pivots by helping them identify which stage(s) of the adoption process they're in and the key variables that are impacting their decisions and adoption propensities. When deciding whether or not to adapt or implement a new program, protocol or practice, practitioners should consider and plan for the five stages of adoption as well as how the eight variables of the IAB model might impact their adoption and implementation process. Key takeaways from this study include an ongoing awareness that camp decision-making is extremely complex and variable, and highlight the need for continued research in this area.

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Camps & COVID-19:
Examining Summer Camp Operational Choices Amidst a Pandemic

Purpose

- To examine decision-making processes regarding Summer 2020 programmatic choices

Methods

- Online survey recruitment in March 2020 identified 3 programming plan categories

- Participants were randomly selected from each category and interviewed at three time points during Summer 2020

Results

Programming Plan	Example Quotes
Regular or Adapted	"It would be way easier to bow out of this thing, say forget it, this is way too hard… the harder route is let's figure this out, and how do we make this work?" "This is forcing us to dream up new and different things, not just doing the same thing over and over."
Virtual or New Format	"I didn't think it was possible but I had campers crying on the last day of zoom camp because they didn't want it to end." "…there's definitely external pressure to reopen and do what we've always done." "Now looking backwards to do it all again, the key to success was making a decision early."
Cancelled	"It's just not camp." "We're on a hamster wheel of not knowing, and some of it was even out of my hands." "We didn't have to have the debate about whether it was ethical medically to have camp because it didn't make sense financially."

Implications

1. Look for ways to integrate new protocols and procedures into your current camp culture! (e.g. sing a camp song while washing your hands)
2. Decide early, and go with it!
3. Determine where you are in the innovation-adoption behavior model and use that to help your camp move through the adoption process!

Taylor Michelle Wycoff | University of Utah
Laurie Browne, PhD | American Camp Association

Wear a mask

6 FT

DIFFERENTIAL IMPACTS OF COVID-19 ON SUMMER EXPERIENCES OF CHILDREN FROM INCOME-STRATIFIED FAMILIES

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The spring of 2020 and the arrival of COVID-19 to the United States brought uncertainty and eventual change to the summers of the more than 7 million children who attend summer camps accredited by the American Camp Association (American Camp Association, 2019). The COVID-19 pandemic forced the closures of schools across the country with lasting effects of the pandemic extending through the summer (Van Lancker & Parolin, 2020). In the United States, there remains a considerable 'opportunity gap' where kids from high-income homes are twice as likely to participate in OST activities than kids from low-income homes (Snellman et al., 2014). Experts expected the COVID-19 pandemic to only widen social inequality, as low-income homes have fewer resources to compensate for a loss of available programming for their children than high-income families (Van Lancker & Parolin, 2020). In this study, we investigated how the COVID-19 pandemic affected the summer plans of families who have sent a child to camp in previous summers and identified ways the pandemic differentially impacted families based on household income.

Method

We collected survey data from a sample of 447 families across the U.S. who sent their children to camp in the summer of 2018. Parents were recruited and enrolled through camps accredited by the American Camp Association (ACA) during the spring of 2018 with an emphasis on building a sample that represented a range of camp types, geographic diversity, racial and ethnic diversity, and a mix of income levels. The enrolled families were associated with 48 different day and residential camps from all regions of the U.S. and included for-profit and non-profit camps, agency-affiliated (e.g., YMCA, Girl Scouts), religiously affiliated, single-gender and co-ed camps.

Parents completed time diaries to document the summer activities of their child in the study. To assess the impact of the COVID-19 pandemic on summer activities, this study compared retrospective summer time diary data collected in the fall of 2019 to comparable reports from the fall of 2020. The surveys also collected demographic information. Following survey data collection periods, the research team conducted interviews with parents and children to learn more about summer activities and family decision-making regarding summer choices while also identifying highlights and any salient challenges from the summer. The authors analyzed quantitative data using descriptive statistics and compared high income and lower-income groups using independent samples t-tests. Families were categorized into high, medium, and lower income groups using a tool from the Pew Research Center that takes into account income, family size, and ZIP code (Fry & Kochhar, 2018). Interviews were coded and analyzed using a systematic multi-step process that identified significant themes within the responses (Miles et al., 2020). In addition, the research team identified interview responses and quotes that were representative of themes within the qualitative data to help explain the quantitative findings (Saldaña, 2013).

Results and Discussion

There were 325 parents who completed retrospective time diaries in fall 2019 and fall 2020. Within this sample, 50 families were classified as lower income, 142 as middle income, and 133 as high income. Within the sample, 80.9% identified as white, 6.8% as Black or African-American, 4.3% as multi-racial, 4% as Latinx, 2.5% as Asian, 0.3% as Native Hawaiian or Pacific Islander, and 0.3% as other. However, the lower income group was 58% white and 28% Black or African-American as compared to 90.2% and 0.8% respectively for the high-income group. Parents in the lower income group were less likely to have a four-year degree or higher (36%) than middle (80.1%) and high-income parents (95.5%) and more likely to be single parents (52%) as compared to middle- and high-income parents (16.9%, 3.8%). Additionally, lower income parents were more likely to be laid-off or furloughed during

the pandemic (20%) than middle (10.6%) and high-income parents (5.3%). Children in the study were between the ages of 10 and 13 in the fall of 2019.

Time diary data on the summer of 2019 reveals significant differences in time use across income groups. Based on a 13-week summer (June 1-August 31), children from high-income homes spent an average of 8.19 weeks of summer participating in a combination of day and overnight summer camps, family vacation, sports, and arts or music as compared to 4.91 weeks for children from lower-income homes, and 6.64 weeks for children from middle-income homes. Based on time diary data for the summer of 2020, children from all income groups saw a significant increase in time spent at home. However, children from middle- and high-income homes spent an average of 3.54 weeks and 3.38 weeks respectively participating in day and overnight summer camps, family vacation, sports, and arts or music while children from lower-income homes spent 2.54 weeks in these activities. While all groups saw reduced participation in camps, high-income children were still able to spend more time on vacation and participating in sports during the pandemic than kids from lower-income homes. See Table 1.

Table 1

Average weeks in activity/setting for summer 2019 and summer 2020 by income group

	Summer 2019			Summer 2020		
	Lower Income	Middle Income	High Income	Lower Income	Middle Income	High Income
Activity	*(n=50)*	*(n=142)*	*(n=133)*	*(n=50)*	*(n=142)*	*(n=133)*
School	1.13	1.16	1.44	1.38	0.61	0.77
Family Vacation	**1.19^**	1.54	1.97	**0.87***	1.16	1.37
Day Camp	1.94	2.56	2.66	0.60	0.53	0.31
Overnight Camp	**1.29^**	1.58	2.44	0.41	0.23	0.37
Sports	**0.21^**	0.81	0.90	**0.44^**	1.18	1.07
Arts or Music	0.28	0.16	0.21	0.22	0.44	0.26
Home	**6.20^**	4.73	2.97	8.34	8.57	8.42
Childcare	0.12	0.24	0.14	0.72	0.24	0.21
Other	0.64	0.23	0.26	0.02	0.04	0.22
Total Weeks	*13.00*	*13.00*	*13.00*	*13.00*	*13.00*	*13.00*
Weeks at Camp, Vacation, Sports, Arts, Music	***4.91^***	*6.64*	*8.19*	*2.54*	*3.54*	*3.38*

Note. * indicates a statistically significant difference in mean weeks between lower-income children and high-income kids ($p < .05$).
^ indicates a statistically significant difference in mean weeks between lower-income children and high-income kids ($p < .01$).

Parents also reported on how activities at home changed during the summer due to the cancelation of other plans. Parents from all income groups reported their child spending less time in normal activities like hanging out with friends in person, sports, arts/music activities, and visiting recreational and cultural sites, and that less time in these activities had a negative impact on their child. Similarly, parents reported that their child spent more time watching shows on TV or online and playing video games and that increased time on these activities had a negative impact. However, parents noted that their child spent more time with family, eating dinner and hanging out, and this had a positive impact on the child.

Interviews provided additional insight on the impact of the COVID-19 pandemic on families and summer activities. Families from all groups lamented the cancelation of day and overnight camps, as parents and kids identified these experiences as important developmental settings. Kids from all income

groups spent more time at home, though kids from high-income homes were still more likely to participate in sports, particularly club sports, and go on family vacation than kids from lower-income homes. Parents from low-income homes were more likely to work in the health care and the service industry whereas parents from high-income homes were more likely to shift to working from home during the pandemic. Differences between those that worked at home and those that could not helped determine if families were financially stressed and if kids from these families were able to participate in activities like family vacation and sports.

Findings from this study show that the COVID-19 pandemic affected the summers of families from all income groups. Camps and other activities were canceled, and kids spent more time at home as a result. However, the opportunity gap that existed between high income and lower-income families remained, even as it seemed that the pandemic might "level the playing field" by taking away high-impact summer experiences from every kid. Though kids from high-income homes spent a lot more time at home in the summer of 2020 compared to 2019, they still had access to more opportunities to go on vacation and participate in sports than their lower-income peers. Families from high-income homes had access to greater resources and were able to maintain their jobs and work remotely, which allowed parents to keep their children involved in available activities. The pandemic put additional stress on lower-income homes as parents with limited resources also were less likely to work remotely, and a significant number of parents in this group lost income due to furloughs and layoffs. The financial disparities between high- and lower-income families remained, and a clear opportunity gap remained. These underlying disparities may lead to even more inequality regarding access to high-impact experiences for youth (Snellman et al., 2014; Van Lancker & Parolin, 2020).

Future research should examine the lasting impact of the COVID-19 pandemic on access to opportunities for children from different income groups. It is not yet clear whether high- and lower-income groups will rebound from the pandemic at a similar rate. It may take longer for children from lower-income homes to have access to the summer opportunities that were available before COVID-19 spread worldwide.

EARLY CAMP PROGRAM PLANNING AMID COVID-19

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Camp directors, program providers, and all those responsible for planning for summer 2020 had to make incredibly difficult decisions about how to best serve their campers, families, staff, and stakeholders in the midst of a global pandemic. Indeed, the widespread stay-at-home orders and school closures occurred at what represents the most intense time for those camp administrators charged with program design, staff recruitment, and marketing.

In late March of 2020, information regarding safe planning and operation of camps during a pandemic was minimal, and virtual camp was only a recently emerging option. Virtual camp had not yet been tested by many camps who were now struggling to decide what their program's operation would look like in summer 2020. The purpose of this study was to explore the recent and rapidly growing concerns of the summer camp industry as the COVID-19 pandemic continued, specifically looking at intentions, challenges, and changes camp directors were facing in planning for summer 2020.

Methods

To establish a baseline of programmatic changes due to COVID-19, we conducted an online questionnaire in late April 2020 directed toward ACA-accredited member camps. The questionnaire for this project was reviewed and approved by the corresponding author's institutional review board. The 134 completed responses serve as one way to capture the ingenuity and challenges facing the camp industry.

A series of questions related to past, present, and future virtual or online programming was asked, followed by a series of open-ended questions regarding modifications made due to the current health crisis. The 134 participants were from primarily from non-profit or agency-affiliated overnight camps, and identified as directors within their organization. Demographic data was not collected as part of this initial exploration. For the open-ended response questions, participant responses were coded using an emergent coding technique, due to the nature of this exploratory project. The research team split up the responses for initial analysis, and then met to discuss and synthesize codebooks before processing themes.

Results

The results of our study indicate three primary findings from a geographically diverse sample of camps (see Figure 1). When asked about virtual programming within the past 30 days, more than 50 percent of respondents indicated their camps had offered virtual programs within that time frame. When compared to only five percent of respondents who indicated their camps had offered virtual programming within the last 90 days, that percentage marks a rapid change in programmatic delivery.

From our preliminary analyses of the data, three categories emerge in how camps were responding to the pandemic. First, the data indicates that by and large camps would continue to offer programming, albeit with a primarily virtual format to potentially replicate the connection offered by in-person camps. Second, the data suggests potent challenges to camp programmers, specifically relating to quality control, as camp-people-turned-virtual-content-creators quickly found themselves out of their comfort zones in producing engaging, original online videos and other forms of content. Third, the data demonstrates serious uncertainty due to unclear guidance from the federal government, leading to a very prevalent theme of "we don't know" of how we are going to deliver programs in the summer of 2020 or in the long-term future.

Figure 1
Map of Participant-Supplied Camp Zip Codes

Table 1
Participant camp model and job type

Camp Model	Model Type	Response (Percentage)
	Agency	38 (28.4%)
(n=134)	Faith-Based	14 (10.4%)
	For-Profit	22 (16.4 %)
	Non-Profit	45 (33.6%)
	University	6 (4.5%)
	Other	9 (6.7%)

Job	Job Type	Response (Percentage)
	Assistant Director	10 (7.5%)
(n=134)	Counselor	3 (2.2%)
	Director	87 (64.9%)
	Medical Staff	1 (0.7%)
	Owner	15 (11.2%)
	Programming	6 (4.5%)
	Other	15 (11.2%)

Discussion and Implications

While this data remains fixed in time, the story we tell from it does not. Camp has irrevocably changed since March 2020, as some programs were able to safely operate while others were not. Some camps chose to deliver their content virtually, serving as moments of connection and community in the midst of a global pandemic. The pivot of the industry as a whole, evident in the over fifty percent leap of camps' virtual programming from the past 90 days to the past 30 days, is truly remarkable. As we move forward with camp research, still in the midst of COVID-19, it is so important to remember the beginning of this challenge as we look towards summer 2021. As a camp research but also practitioner, the pandemic has tested my resolve on all fronts, as we all wondered "What will camp look like?" in summer 2020, and now in summer 2021. While camp looks quite different on the surface, the mission and heart of the industry is unchanged. Virtual camp offers a unique perspective for both providers and participants,

with the possibility to extend beyond the short-term intensive model to a more deliberate an continuous version for the other 9-10 months of the year.

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Early Camp Program Planning Amid COVID-19

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Study Purpose

1. Identify key challenges & changes camps faced at the onset of the COVID-10 pandemic.
2. Explore emergence of virtual programming, and this new method of delivery's impact on programs and practitioners.

Methods

1. 134 participants completed an online questionnaire distributed through the ACA *Now* newsletter.
2. Questionnaire was a combination of multiple-choice questions relating to program planning and virtual program delivery, and then a series of open-ended questions regarding issues participants were currently facing in planning camp.

Camps & COVID-19
The First 60 Days

Preliminary Findings from survey conducted in April 2020 with 134 camps

In the last ...

90 days	60 days	30 days
5%	15%	55%

of respondent camps offered virtual programming

Challenges & Changes
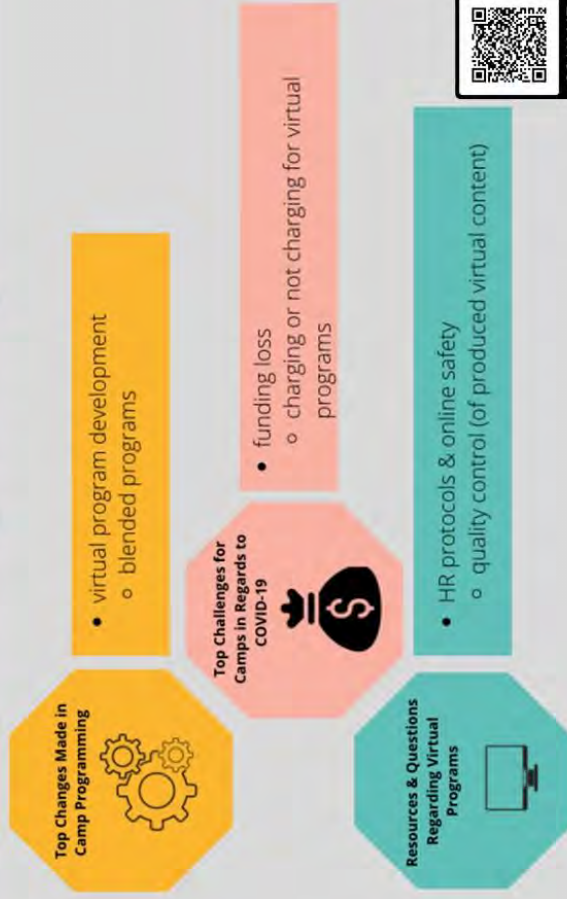
Top Changes Made in Camp Programming
- virtual program development
  - blended programs

Top Challenges for Camps in Regards to COVID-19
- funding loss
  - charging or not charging for virtual programs

Resources & Questions Regarding Virtual Programs
- HR protocols & online safety
  - quality control (of produced virtual content)

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A QUALITATIVE PHENOMENOLOGICAL EXAMINATION OF THE EXPERIENCE OF OVERNIGHT SUMMER CAMP FOR UNDERSERVED YOUTH

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Summer camps are ideal places to help children optimize their psychosocial development. Children are provided the experiences that allow them to increase their range of coping skills. These include the complex challenges of learning to get along with a new group of peers, learning how to ask help from others, and making decisions without a parent's guidance (Borreli, 2013). Furthermore, children develop leadership skills and confidence through engaging in events and trying new activities at summer camp (Monke, 2015).

Extent literature suggests that under-resourced youth face a number of developmental challenges. Children from low-income backgrounds and minority groups may experience more difficulties in achieving positive outcomes because of prejudice, discrimination or barriers to full opportunity for personal growth. A family's socioeconomic status will largely impact a child's social environment, life-style, level of education attained, and occupational aspirations (Gibbs 1989).

Overnight summer camp provides children opportunities that can be particularly valuable for underserved youth by filling in the developmental gaps they may have missed due to social and economic challenges (Crocetti, 2017). There is limited research highlighting the psychological exploration of attending overnight summer camp through a retrospective qualitative study (Creswell, 1998). Therefore, the purpose of this study was to interview adult participants about their camp experience to examine the social and development benefits overnight summer camp provides underserved youth. The following questions guided my investigation: 1) Does attending overnight summer camp positively benefit underserved youth? 2) What factors are most influential to the camp experience?

Methods

In this paper, I report on data collected to examine the experiences of overnight summer camp for underserved youth. I created a flyer that outlined information about the study, purpose of the study, and required criteria to participate in the study. I reached out to summer camp directors requesting they pass along the flyer to individuals that might be interested. Additionally, I posted the flyer on social media accounts to recruit participants. Individuals interested in participating reached out to me via email or social media. I used a brief screener to assess eligibility to participate in the study. Participants must have attended camp as a child for at least two summers and must have received a camp scholarship or through financial funding.

I utilized an open-ended, semi-structured interview. Participants responded to questions about their camp scholarship or funding, shared stories about their experiences at camp and reflected on how this experience has impacted them today. All interviews were recorded for later transcription. The sample consisted of twelve participants between the ages of 20-25 years old. The sample was comprised of five males and seven female and included participants from seven different overnight summer camps in the Midwest and East Coast. Before analyzing the data, I transcribed the interviews. I labeled each interview as Participant 1-12 based on the order the interview was conducted. I used NVivo Data Analysis Software to analyze the transcribed data into main themes.

Results

The study revealed themes including self-confidence, positive peer relationships, leadership skills, nature, and racial and socioeconomic diversity. All participants said they improved their confidence and sense of self at camp. Participant 1 reported, "I found out who I was at camp. I became more comfortable in my own skin and developed my confidence… I was able to bring that [confidence] back with me when I came home after camp each summer." Additionally, all participants indicated developing positive relationships and friendships at camp. Participant 8 reported, "I made some of my closest friends at camp and I am still friends with them today… I think camp taught me the important values I look for in friendships, which is something that continues to be important to me."

In this study, ten participants reported learning specific leadership skills at camp. Participant 9 reported, "One of my favorite memories at camp was being a captain during our camp's Color War… Through that experience I learned how to be a positive role model for the other campers." Additionally, nine participants said they enjoyed the opportunity to be in nature when at camp. Participant 2 reported, "Where I grew up in Chicago, I did not play outside… I remember being surprised when I got to camp, seeing all of the trees and the lake. Every day over the summer I got to breathe fresh air. Most kids from my community did not have that opportunity over the summer."

Lastly, seven participants reported noticing racial and socioeconomic differences between themselves and other campers. Participant 1 said, "I felt like at times we were grouped as the Black campers at camp. Sometimes it bothered me because I felt like there were certain cultural aspects that the other campers and counselors did not understand." Participant 8 reported, "There were not many Black girls at camp and at times that made me feel uncomfortable… I felt like others knew I was on a camp scholarship even if I did not tell them." Participant 11 said, "When I got to camp, I noticed some of the guys brought with them footballs or cool electronics…I did not have as nice of things."

Discussion and Implications

This study reveals evidence that overnight summer camp provides social and developmental benefits for underserved youth. The results of this study suggested that building self-confidence and forming positive friendships were the most important factors influencing participants' experiences at overnight summer camp. Additionally, results suggested that developing leadership skills and being in nature were key factors impacting participants' camp experiences. Camp professionals can use these findings as a way to encourage donors to support camp scholarships by highlighting the social and developmental aspects children gain from attending camp.

Furthermore, results from the study revealed that there is a gap in racial and socioeconomic diversity among campers. Camp directors can address this issue by making an effort to promote camp to families from minority groups that are not equally represented at camp. This includes reaching out to families in the suburbs, inner-city, as well as rural areas. Additionally, staff members would benefit from increased training and workshops that will allow them to better support the needs of their campers. Such trainings will provide staff with the knowledge and skills to be more emotionally attuned to campers from all different backgrounds. Future research should further explore the experience of camp for diverse populations using a larger sample size.

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A Qualitative Phenomenological Examination of the Experience of Overnight Summer Camp for Underserved Youth

Study Aim/Purpose

1. The purpose of this study was to interview adult participants about their past camp experience to explore the social and developmental benefits that overnight summer camp provides underserved youth.
2. The study examined if underserved youth experienced a positive impact from attending overnight summer camp, and what factors were most influential to their camp experience.

Methods

1. The study's sample comprised of twelve participants between the ages of 20-25 years old, five males and seven females, from seven different overnight summer camps in the Midwest and East Coast. All participants attended camp as a child for at least two summers and received a camp scholarship or other financial assistance.
2. Participants completed an interview either over the phone or by video. All interviews were recorded and transcribed. NVivo Data Analysis Software was used to analyze the transcribed data into main themes.

Finding #1 The results of this study suggest that building self-confidence and forming meaningful friendships were the most important factors influencing participants' positive camp experiences.

Finding #2 The results of this study suggest that developing leadership skills and being in nature were key factors impacting participants' positive camp experiences. Participants reported learning specific leadership skills at camp that they later used in educational and work settings. Additionally, participants noted that other children from their communities did not have the opportunity to be outdoors in nature over the summer.

Finding #3 The results from this study reveal that there is a gap in racial and socioeconomic diversity among campers. 58% of participants recalled racial and socioeconomic differences between campers who received financial assistance and those who did not.

Implications for Practitioners

1. Camp professionals can use these findings to encourage donors to support camp scholarship programs by highlighting the social and developmental benefits that children gain from the overnight summer camp experience.
2. Camp directors can use these findings to promote the importance of a diverse staff and camper population. Accordingly, these findings can be used to encourage diversity trainings among staff to enhance the experience for all campers.

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HOW FAMILIES NEGOTIATE ACCESS CONSTRAINTS TO SUMMER CAMP

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Developmentally enriching experiences can positively impact youth and often occur during out-of-school-time (OST; Bean et al., 2016). However, the opportunity gap—resulting from differences in family income, wealth, and neighborhood resources; systemic sources of inequity; and racism, bias, and discrimination (NASEM, 2019)—can constrain access to enriching opportunities for youth from poverty and low SES (Nagaoka et al., 2015). Summer camps are an OST setting that provides developmentally enriching experiences (Garst et al., 2011; Thurber et al., 2007). Demographics reported by the American Camp Association (ACA; 2017) reveal a gap in access to camp; however, research has not examined the constraints families consider when accessing camp or their negotiation strategies.

The Leisure Constraint Negotiation Model (LCNM; Jackson et al., 1993) may provide a foundation for understanding constraints to accessing summer camp. While this model has been critiqued for not being inclusive of cultural factors (Henderson et al., 1988), not providing an understanding of leisure choices and behaviors (Samdahl & Jekubovich, 1997), and the impossibility of fully removing all constraints (Godbey et al., 2010), scholarship examining the LCNM provided the most relevant body of literature given our research questions. To consider how both parents and children negotiate constraints to participating in developmentally enriching activities, we adapted the LCNM and proposed a revised model, the Youth Recreation Program Constraint Negotiation Model (YRPCNM). A better understanding of the YRPCNM may help camp practitioners serve all youth. Therefore, we aimed to answer the following four research questions: RQ1) What constrains access to camp? RQ2) How do constraints vary based on income? RQ3) How do families negotiate these constraints? RQ4) Can the YRPCNM be used by practitioners to help families negotiate constraints to accessing camp?

Methods

We conducted a pilot study in the fall of 2019 and asked parents ($N = 331$) about their top three constraints to accessing camp and how they negotiate these. These findings informed the study's survey questions and interview protocols. In the spring of 2020, we recruited participants for this study from an ongoing national study of how families use summer camps (ACA's Youth Impact Study) and collected data from parent/child dyads. Children were aged 11-13 ($M = 11.5$) at the time of data collection. Eighty percent of families were White; 47% reported a yearly household income of more than $150,000, and 14% reported less than a $50,000 income. Most parents reported at least some college education, full-time employment, and two-parent households.

To inform RQ1, parents and children were asked to rate the 18 constraint questions on a 5-point scale ranging from no concern to the main concern. Table 1 displays the constraints addressed in the survey. In order to control for different backgrounds with summer camp, each family was given a brief description of a potential summer camp to reference when answering the questions. Half of the families were randomly assigned an overnight camp description, and the other half were provided a day camp description. To inform RQ2, we classified families as high, middle, or low income using the PEW Research Center's income criteria, which is based on location, income, and family structure. After classifying each family, the high and low groups were compared using t-tests (p < .05). Middle-income families were omitted for this analysis. To understand the constraints and strategies families use to negotiate them (RQ3) and how well the LCNM might be adapted to summer camps (RQ4), we conducted semi-structured interviews with families ($n = 19$) chosen based on their participation in the Youth Impact Study, their engagement in camps, and demographic information. We used a theoretical thematic analysis to analyze the interview data.

Table 1

Constraints Addressed in Survey

Parent	Child
Parent Intrapersonal Constraints	Child Intrapersonal Constraints
Missing their child	Missing their family
If camp aligns with family values	Being away from home
	If camp would be the right fit
Parent Interpersonal Constraints	Interest in the program
Child's readiness	Food at camp
If camp would be the right fit	Bathroom at camp
Child's interest	Sleep/sleeping arrangements*
Child making friends at camp	Pre-existing health conditions
Child getting along with others	Infectious diseases
Supervision at camp	
Child's pre-existing health conditions	
Infectious diseases	Child Interpersonal Constraints
Adequate medical care at camp	Making friends at camp
Food at camp	Getting along with others
Bathroom at camp	Attending camp with a friend
Sleep/sleeping arrangements*	If there'd be adults around to help
If camp would have an impact on their child	
Parent Structural Constraints	Child Structural Constraints
Cost of camp	Cost of camp
Pre-camp preparation	Pre-camp preparation
Getting to camp	Getting to camp
If camp would fit in family schedule	If camp would fit in family schedule

*The sleep/sleeping arrangement item was removed for families who received the day camp description.

Results

Parents and children experienced constraints when accessing summer camp programs. Interpersonal, or social, constraints—usually relating to their child's social fit ($M = 2.47$) concerned parents most. Intrapersonal constraints, such as their interest ($M = 2.25$), concerned children most. Low-income families reported more intrapersonal, interpersonal, and structural constraints, such as transportation and cost. None of the constraints were significantly more concerning for the high-income families. Parents in this sample strategically negotiated their constraints and often also helped their child negotiate constraints. Parents also discussed weighing camp's value against its cost. Children often got over their constraints, adapted, or negotiated them through conversation. The interview data supported the YRPCNM. After family preference is developed for summer camp, families must consider parent and child intrapersonal and interpersonal constraints and negotiate structural constraints as a family to attend a camp. Parent and child intrapersonal and interpersonal constraint negotiation is often a bidirectional process involving both the parent and the child.

Discussion and Implications

These findings reinforce past research (e.g., McCarville & Smale, 1993; Scott & Munson, 1994). Based on our findings, camp practitioners should recognize how all constraint types—not just structural—limit access. Practitioners striving for accessible and inclusive programs should especially consider the intrapersonal and interpersonal constraints experienced by families in low-income households, which are often given less attention than the structural constraints. Practitioners also should support preference development and work to motivate participation by prospective families. Future

research should examine preference initiation and development for families who have never attended camp, explore how camps may seem less welcoming through perpetuated structural inequities, and should investigate inclusion, cultural responsiveness, and fit as constraints.

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HOW FAMILIES NEGOTIATE ACCESS CONSTRAINTS TO SUMMER CAMP

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PARTICIPANTS

- Parent/Child Dyads to serve as a family proxy

METHODS & ANALYSIS

- SURVEYS (N=359): 5-pt Likert-style questions about attending an average day/overnight camp vignette and open-ended questions; hypothesis coding & comparison analysis

- INTERVIEWS (n=19): Semi-structured; theoretical thematic analysis

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THE YOUTH RECREATION PROGRAM CONSTRAINT NEGOTIATION MODEL
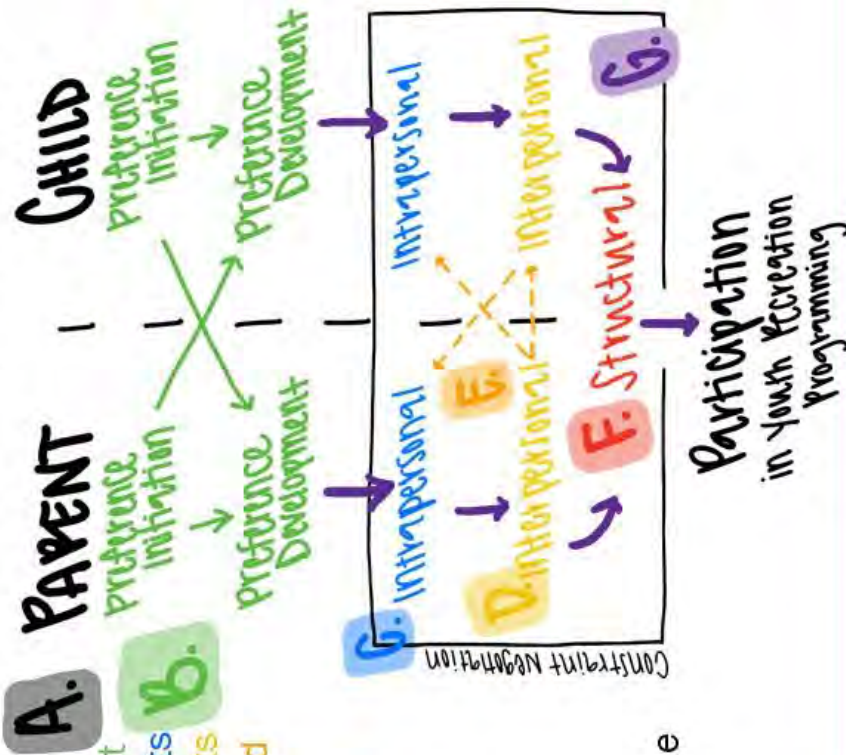

A. Parent & Child
B. Preference Development
C. Intrapersonal Constraints
D. Interpersonal Constraints
E. Interaction of Parent and Child Constraints
F. Structural Constraints
G. Motivation

IMPLICATIONS

- Quality supervision
- Financial cost
- All constraint types
- Constraints for low-income families
- Preference initiation & development

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NOTHING SO PRACTICAL AS A GOOD THEORY: HOW THE THEORY OF STRUCTURED EXPERIENCE MAY BE USED FOR CONTINUOUS QUALITY IMPROVEMENT OF CAMP ACTIVITIES

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The science of human behavior began to take a foot-hold toward its mission of informing human service policy and technique during the middle years of the 20th century. Organizational psychology emerged to apply the growing knowledge about human behavior to effective and efficient management of workforces. Social psychology also emerged, with potential to inform broader social needs, such as education, health, and development of youth. One of the eminent pioneers of both organizational and social psychology was the German-American psychologist, Kurt Lewin. Lewin, the "practical theorist" (Marrow, 1969), recognized the vast potential of psychology to inform human service policy and technique. In 1943, Lewin penned his to-become-famous maxim, "there is nothing so practical as a good theory." Lewin proceeded to outline the philosophy and process of action research (1946; the "Lewinian Spiral"); inquiry directed at solving specific problems, creating efficiencies, or seizing opportunities in professional and applied settings. Lewin's maxim has resonated well across many disciplines, having been repeated 693 times in the applied behavioral science literature between 1945 and 2013 (McCain, 2016). Our study illustrates an application of the Lewinian spiral of action research to the process of evaluating and improving structured camp experiences. We applied experience theory and research to create a *Structured Experience Quality Improvement Process* (SEQIP) (Figure 1).

The Lewinian Spiral begins with theory and proceeds through data collection, analysis, action plan development, and implementation. Accordingly, SEQIP begins with the theory of structured experience (Ellis et al., 2019). We applied that theory's concepts and principles to the challenge of monitoring and continuously improving the quality of camper experience journeys through structured camp activity sessions (e.g., structured kayaking, archery, climbing, and crafts sessions). Monitoring the quality of campers' structured experiences requires using critical-to-quality metrics to gather data, and then analyzing and interpreting the data produced by those metrics. Critical-to-quality metrics indicated by the theory of structured experience include a) the source of motivation (intrinsic, integrated, identified, introjected, extrinsic), b) the extent to which the demands of the activity were "leveled-up" with campers' skills, and c) campers' likelihood of recommending the activity to others. When activities requiring performing a skill follow from intrinsic motivation and are leveled-up to the skills of participants, highly rewarding, immersive experiences occur, and campers are more likely to recommend the activity to other people. Likelihood of recommending the experience to others is a key critical-to-quality metric in tourism and business. In a widely cited *Harvard Business Review* article, Reichheld (2004) argued that likelihood of recommending a product or service is the single metric businesses should monitor to ensure customers' needs and expectations are met or exceeded.

Method

Data were collected at a residential 4-H summer camp. Campers' ($N = 153$) ages ranged from 9-14, and 63% were female. Campers completed brief questionnaires following each of eight structured camp activity sessions: archery, riflery, kayaking, fishing, dancing, swimming, crafts, and climbing. The SEQIP questionnaire includes three questions. These include a question about whether the activities were successfully "leveled-up" (i.e., were the challenges of the activity commensurate with campers' skill levels?), the source of campers' motivation for participating in the activity (intrinsic vs. degree of extrinsic motivation), and campers' likelihood of recommending the structured experience to others. The "level up" question asked campers to indicate the activity was "too easy," "too hard," or "just right" in difficulty. The motivation question included camper-friendly descriptions of intrinsic, integrated, identified, and extrinsic motivation. Campers chose the description that best represented their motivation for participating. The likelihood of recommending the experience to other campers was rated on a scale of 0% (I am certain I would not recommend) to 100% (I am certain I would recommend).

We used an EXCEL spreadsheet to generate two visual displays: a box-and-whisker plot and a "K-Chart" (Figure 2). The box-and-whisker plot shows the level and spread of campers' likelihood of recommending responses. Quality activity experiences yield high levels (medians) and small spreads (interquartile ranges) of responses. A K-Chart is a combination of a line chart and a bar chart. It shows likelihood of recommending levels, along with the two pivotal factors activity leaders may use to increase the probability of high levels of recommendation: success in leveling-up and source of motivation. Thus, the box-and-whisker plot and the K-Chart inform quality improvement, setting the stage for subsequent phases of the Lewinian Spiral.

Results and Discussion

The "Analyze" phase of SEQIP identified key strategies for quality improvement for seven of the eight activities. Swimming produced high recommendation levels and little spread. No changes were needed. Riflery, though, yielded low levels of likelihood of recommending and a large spread of scores. Archery, also a shooting sport, produced higher scores with little spread. Archery is leveled up by moving targets close to novice archers. Perhaps riflery could be structured similarly? Climbing scores were also low. The K Chart revealed the challenge of the activity to be greater than participants' skill levels. Instructors could improve campers' experience by "scaffolding;" setting lower, yet still challenging goals for campers.

As these results demonstrate, after identifying activities that are not performing at desired levels in terms of proclivity to recommend, managers would "diagnose" those activities to identify quality improvement strategies. While leveling-up and the participant's source of motivation are likely candidates for improvement, a manager should not rule out other features of the activity that may be the cause of lower proclivity to recommend. Perhaps, for example, campers wait in long queues to participate, or maybe equipment quality is poor. The monitoring phase identifies priorities for improvement while the diagnose phase identifies improvement strategies. The last two steps of SEQIP are to design and implement improvements and implement procedures to ensure that improvements are sustained. It is notable that SEQIP follows Six Sigma's well-established process improvement process sequence: Define, Measure, Analyze, Improve, Sustain.

The Lewinian Spiral is a continuous application of methods of science to applied problems, such as ensuring quality structured experiences in camp settings. SEQIP is a science-based tool that camp managers can include in their toolboxes of quality improvement resources. By administering a minimally intrusive, three-question survey following structured camp experiences and entering the resulting data into a spreadsheet, a manager can easily acquire informative visual displays pointing to activities most in need of improvement, along with strategies to accomplish those improvements. We will share the SEQIP spreadsheet template with attendees. The spreadsheet contains the questionnaire and all other resources needed for implementation of SEQIP.

Figure 1

The Structured Experience Quality Improvement Process (SEQIP)
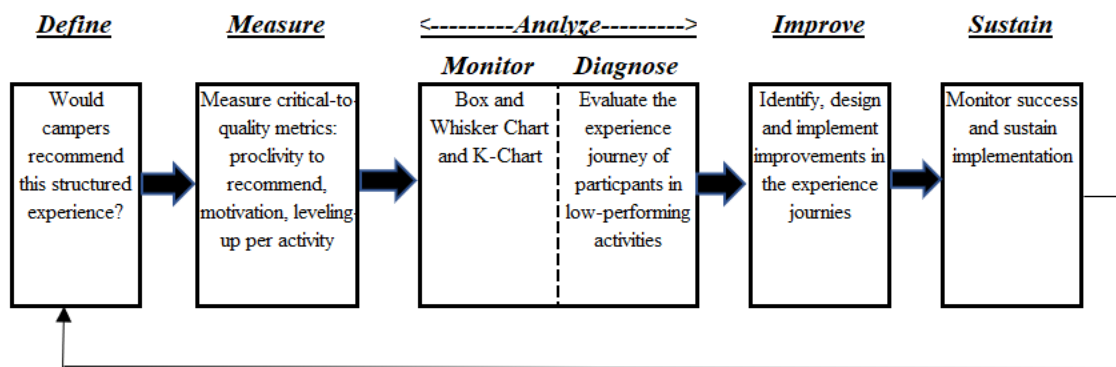
Figure 2
SEQIP Visual Displays

Box and Whisker Plot   K Chart
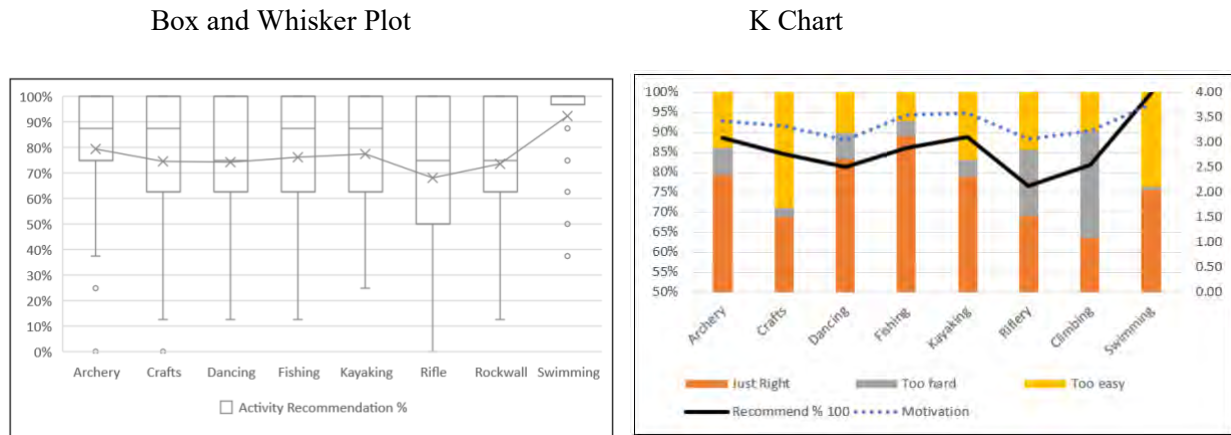
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Nothing so Practical as a Good Theory: How the Theory of Structured Experience May be Used for Continuous Quality Improvement of Structured Camp Activity Sessions

Purpose
Demonstrate an application of the "Lewinian Spiral;" how camp practice can be informed by our Theory of Structured Experience.

Methods

1. 153 youth at a 4-H summer camp completed *brief* measures of their *degree of immersion* during each of 8 structured camp activities. Campers also reported theory-based causes and effects: *degree of intrinsic motivation, leveling-up,* and *proclivity to recommend.*

2. Two charts "tell the story." Managers can evaluate each activity at a glance.

> Activities probably OK: Archery, Dancing, Fishing, Kayaking, Swimming

> Activities for improvement: Riflery and Climbing (consider decreasing challenge); Crafts (consider increasing challenge)

Box and Whisker Plot: Variation

K-Chart: Central Tendencies
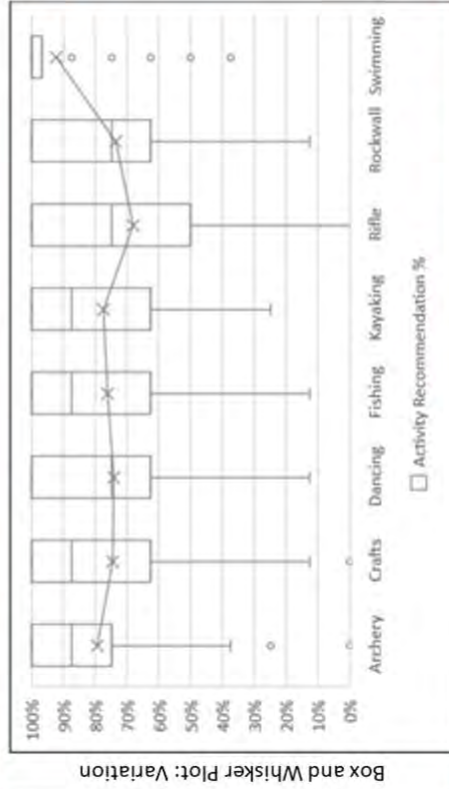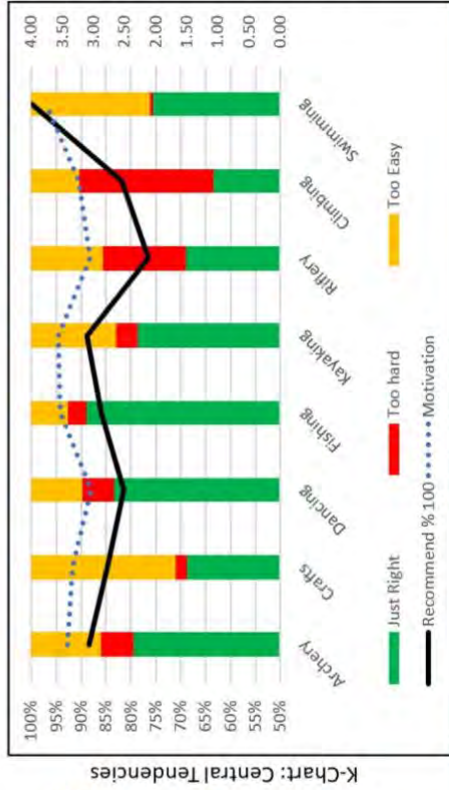
Implications for Practitioners

You can download an EXCEL Spreadsheet that will generate a K-Chart and a Box-and-Whisker Plot for you. Questionnaires are also included. The website is:
https://byedl.tamu.edu/resources/

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THE LANDSCAPE OF MEDICATIONS ADMINISTERED IN CAMPS NATIONALLY – CAN WE BE SAFE?

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The American Camp Association (ACA) identified campers' health and safety, including camp medications, as the number one emerging issue facing camps (*2017 ACA Camp Emerging Issues Survey Summary Report*). Medications at camp are required to treat mental, emotional, and social health (MESH) and the unique, often complex, medical needs of campers. The summer camp environment, while allowing campers a different type of supervision away from their primary caretakers and home routine, may also affect campers' chronic health conditions. Previous studies have demonstrated that although camps may have robust standards and protocols in place, they are not always followed due to campers' taking an active role in self-management of their medication (Rudolf et al., 1993). Further, not all camps follow standardized protocols (Kaufman et al., 2016), though recommendations do exist (*Medication Management for Day and Resident Camps*, 2013). Studies show significant parental anxiety associated with campers' medical needs, with medication inquiries among the most frequent questions posed to camp providers (*2017 ACA Camp Emerging Issues Survey Summary Report*; Garst et al., 2020). A substantial knowledge gap exists regarding the types of medications administered by camp nurses to allow children with mental, emotional, and social health (MESH) issues and chronic health conditions to attend summer camps. This study aimed to retrospectively review and categorize all medications administered in 870 camps nationally in 2019 using a summer camp-specific electronic health records (EHR) database to gain an in-depth understanding of the types of medications being administered in national summer camp settings.

Methods

We partnered with CampDoc.com, an online EHR designed specifically for summer camps to manage health forms, allergies, medications, and illness/injury reports for camps. We used all available deidentified data from CampDoc.com to evaluate and classify medications from 870 U.S. camps during the 2019 calendar year. Only data on campers ages five to seventeen years-of-age were analyzed. Parents input medications required by their camper into the online EHR. Campers could have more than one medication entered into the system, and the family indicated the medication name, route, dose, timing and indication for administration. With a pediatric pharmacist's assistance, we developed a coding book to outline a series of medication classifications centered on multiple medication categories and subcategories based on mechanism and indication (Figure 1). Over three months, three research assistants abstracted and coded all data to categorize medications, with each assistant responsible for coding approximately one-third of the entire data set. Then, the lead author independently reviewed all coded entries. Any uncertainties related to medication categorizations between the initial three coders were reviewed and adjudicated by the lead author and the pediatric pharmacist. Data were analyzed using descriptive statistics.
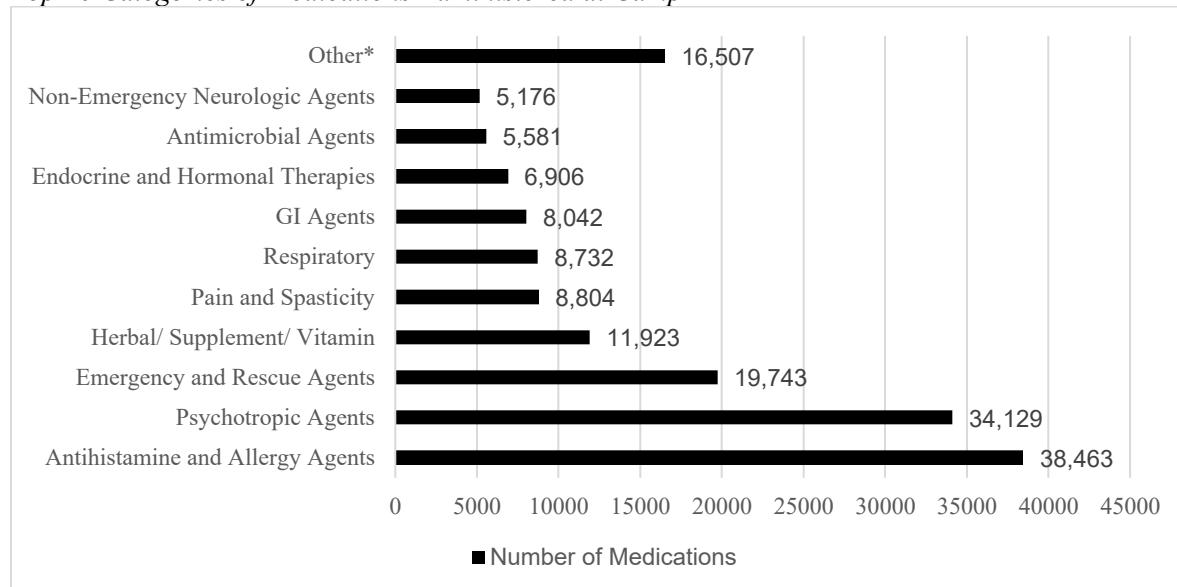
Figure 1

Summer Camp Medication Coding Book

Main Category	Sub-categories/ Indications			
Prescription Medications				
Antimicrobial Agents	Antibiotic	Antiviral	Antifungal	Topical
Antihistamines and Allergy Agents (including PO and intranasal agents such as steroids)				
Non-emergent Neurologic Agents (Anti-seizure, migraine, MS)	Anti-Epileptic Drugs	Migraine		
GI Agents (H2RAs, PPIs, laxatives, carafate, etc)	Reflux (PPI, H2)	Miralax)	Motility	
Emergency/rescue agents (Epi autoinjector, Diastat, intranasal midazolam, glucagon pens, albuterol inhaler, etc)	Status epilepticus	Anaphylaxis	Asthma Rescue Inhalers	
Psychotropics (antidepressants, antipsychotics, stimulants, anxiolytic/hypnotics), ADHD	Stimulants	Antidepressants	Anti-psychotics	
Endocrine/Hormonal therapies (OCPs, estrogen, testosterone, growth hormone, thyroid agents, antidiabetics, etc)	Antidiabetics	Steroids	Contraception	Other Hormone Replacement
Respiratory (asthma (controller meds), CF, etc)				
Cardiovascular (antihypertensives, lipid therapies, anticoagulants, antiplatelets, antiarrythmics...)	Anticoagulants	Blood pressure agents	Antihyperlipidemic agents	Antiarrythmics
Antineoplastic agents				
Immunosuppressants (generalized including tacrolimus, azathioprine, etc)				
Factor products/hemostatics				
Dermatologic	Anti-acne	prevention)		
Urologic	Anti-enuresis			
Pain & Spasticity (baclofen, opioids, CBD, etc)	Controlled Substance	Medications	CBD products	
Biologics (other)				
Sleep Agents				
Renal	Diuretics			
Musculoskeletal	Gout Medications			
Misc/other				
Oral/ Mouthwashes (OTC vs Rx)				
OVER-THE-COUNTER				
Herbal/supplements/ Vitamins				
OTC cough/cold				
Pain OTC (Tylenol, NSAIDs)				
Sleep OTC				
Dermatologic OTC	Sunscreen	Acne	Rash	Eczema
Additional Analyses				
Controlled substances/opioids				
Medication route (PO, topical, parenteral)				
Most prevalent medication(s), most prevalent medication classes				
Most prevalent parent reported medication indications				

Results

Overall, data were available on 75,072 individual campers from 870 summer camps encompassing 164,006 medications. Campers with medication entries included youth ages five to seventeen with the following distribution: ages 5-9 ($n = 24,611$; 15%); ages 10-12 ($n = 59,288$, 36%) and ages 13-17 ($n = 80,106$, 49%) with one entry of unreported age. Mean age was 12.42 years with a standard deviation of 2.74 years. Gender distribution was as follows: male ($n = 68,378$, 42%); female ($n = 91,750$, 57%); unknown ($n = 1$, 0.001%), other gender identity ($n = 17$, 0.011%) and 3,860 entries had no gender listed. Medications were given in the following forms: Oral ($n = 114,839$, 70.0%); Inhalation ($n = 20,940$, 12.8%); Topical ($n = 14,946$, 9.1%); Injection ($n = 7,467$, 4.6%) and Other/Units ($n = 5,628$, 3.4%). Figure 2 shows the top ten general medication classifications from the summer camps as well as an 'other' category. Antihistamines/Allergy Agents represented the highest proportion of medications at 23.45% ($n = 38,463$), followed by Psychotropic Agents at 20.81% ($n = 34,129$) and then Emergency and Rescue Agents at 12.04% ($n = 19,743$).

Figure 2

Top 10 Categories of Medications Administered at Camp

Category	Number of Medications
Other*	16,507
Non-Emergency Neurologic Agents	5,176
Antimicrobial Agents	5,581
Endocrine and Hormonal Therapies	6,906
GI Agents	8,042
Respiratory	8,732
Pain and Spasticity	8,804
Herbal/ Supplement/ Vitamin	11,923
Emergency and Rescue Agents	19,743
Psychotropic Agents	34,129
Antihistamine and Allergy Agents	38,463

* "Other" includes the following categories in order of most frequent to least frequent that fell outside of the top ten categories: Sleep Agents, Dermatologic, Cardiovascular, Urologic Agents, Cough and Cold, Heme Agents and Factor Products, Ophthalmologic, Immunosuppressants, Unknown, ENT Therapies, Antineoplastic Agents, Biologics, Oral Preps and Mouthwashes, Renal Agents and Musculoskeletal Agents.

Discussion

Our findings demonstrate the vast quantity and extensive variety of medications administered to campers at summer camps nationally. These medications include a substantial number of emergency rescue agents, neurologic and psychiatric medications, all of which are required to maintain campers' health and MESH needs. Additionally, there were numerous specialty medications (e.g., coagulation factor products for hemophilia or chemotherapy agents for oncology patients) required for children with chronic health diagnoses. Given the sheer volume of medications and the vast numbers of campers on multiple medications in camp settings, the potential for medication-related errors is substantial. While a missed dose of a vitamin may not impact a camper's health, a missed dose of an immunosuppressant may have significant ramifications. Our findings highlight the importance of having safety protocols and quality improvement processes in place to ensure safe medication administration to campers. The American Academy of Pediatrics recommends that summer camps have written policies reviewed by physicians regarding how to address campers' health needs, have an appropriately trained staff, and use an EMR or other standardized method for obtaining and storing medical history (Ambrose & Walton, 2019). Additionally, the Association of Camp Nursing (ACN) has medication practice guideline recommendations to promote camper safety (*Medication Management for Day and Resident Camps*, 2013). However, practices are not universal due to different states' regulations (Erceg, 2010) and some chronic illnesses require both specialized preventative and emergency care, such as sickle cell patients (Narcisse, Walton, & Hsu, 2018).

Overall, the breadth of our data illustrates the immense amount of time and effort required by camps to receive, store, dispense, and triage medications and the significant workload placed on camp healthcare staff to ensure needs are met for both routine health care and also for emergencies. There is a strong need for camp industry leaders (e.g., ACA, ACN) to advocate for robust safety and quality improvement measures to provide appropriate safeguards to minimize risk for adverse medication-related events while optimizing campers' health and safety while attending camp.

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The Landscape of Medications Administered in Camps Nationally – Can We Be Safe?

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Background

- Over 14 million children attend camps yearly
- Camper health and safety, including medications, was identified by the ACA as the number one emerging issue facing camps
- Many campers require access to daily and/or emergency medications
- Significant parental anxiety regarding campers' medical needs
- Knowledge gap exists regarding what kinds of medications are being administered to kids at camp

Aim: Use a camp-specific electronic health records system to categorize all medications recorded across 870 camps nationally in 2019.

Methods

- De-identified medication data for campers ages 5 to 17 were obtained from CampDoc.com
- Medications were coded in collaboration with a pediatric pharmacist and data were analyzed using descriptive statistics

Results

- Data were available on 75,072 campers across 870 camps and encompassing 164,006 medications
- Demographics: Average camper age was 12.42 (SD=2.74). Gender distribution was male (42%); female (56%); other gender/unknown (2%)
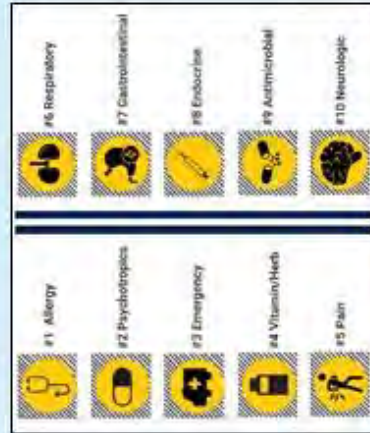
Medication Administration Routes in National Summer Camps (N=164,006)

Discussion

- A wide spectrum of medications are used by campers nationally with a significant workload placed on camp healthcare staff
- The volume and complexity of medication regimens leads to a considerable risk for medication-related errors
- Practice guidelines exist from the American Academy of Pediatrics and the Association of Camp Nursing (ACN) but are not universally followed

Next Steps: The ACA, ACN and pediatricians must work together to advocate for robust safety and quality improvement measures to provide appropriate safeguards for campers.

Scan QR Code for Abstract and References:

THE ROLE OF SUMMER CAMPS AND PARKS & RECREATION AGENCIES IN ADDRESSING FOOD INSECURITY: A BENCHMARKING STUDY IN SOUTH CAROLINA

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More than 11% of U.S. households face food insecurity, where they lack "consistent, dependable access to enough food for active, healthy living" (Coleman-Jensen et al., 2019, p. v). During the summer months, food insecurity increases for some children because many who receive meals during the academic year do not receive meals during the summer (Gordon et al., 2017). Federal summer feeding program data suggest that recreation providers play a role in addressing summertime food insecurity, but few targeted studies have been conducted (Popkin et al., 2019). This study was informed by food system resilience theory (Tendall et al., 2015), which considers the capacity of a food system to provide appropriate and accessible food to all. Through this lens, recreation providers (i.e., summer camps and parks & recreation agencies) are recognized as critical community-based intermediaries within food systems (see Weiser et al.'s, 2015 discussion of community factors impacting food insecurity).

To better understand recreation providers' role in addressing food insecurity, this study assessed South Carolina recreation provider participation in summer feeding programs and challenges associated with summer feeding program implementation. Research questions included (1) How are South Carolina recreation providers addressing summertime food insecurity?, (2) What challenges do South Carolina recreation providers experience when implementing summer feeding programs?, and (3) What geographic areas of South Carolina are served by recreation providers involved in summer feeding programs?

Method

This study was approved by the Institutional Review Board at the researchers' university. Data were collected in late 2019 and early 2020 from 133 South Carolina recreation providers (i.e., summer camps and parks & recreation agencies) via an online Qualtrics questionnaire distributed through a collaboration with the American Camp Association and the South Carolina Recreation and Parks Association. Of the 133 recreation providers recruited, 58 respondents provided usable data (response rate = 43.6%). Respondents self-identified as Directors ($n = 34$, 58.6%), Executive Directors ($n = 7$, 12.1%), Program Directors ($n = 8$, 13.8%), or "Other" (15.5%).

Provider-reported quantitative (e.g., organizational characteristics and priorities, summer feeding program involvement and implementation challenges), qualitative (e.g., summer feeding program involvement and implementation challenges), and spatial data (i.e., geographic service area represented by zip codes) were collected. Organizational priorities (e.g., enhancing quality of life, skill development, providing a safe space) were measured on a 1-10 scale (i.e., "least priority" to "top priority"). Summer feeding program involvement was measured with the yes/no item, "Does your organization currently participate in a summer feeding program (i.e., offering free meals to youth through one or more sites)?" "Yes" responses prompted other questions (informed by Molaison & Carr, 2006) such as "How many years has your organization participated in a summer feeding program?" and "Describe how your organization is involved in summer feeding programs, from formal summer food service programs to informal strategies like community gardens." Program implementation challenges were measured using a 12-item Likert-type scale ranging from 1-5 (i.e., "strongly disagree" to "strongly agree") adapted from Molaison and Carr (2006). Respondents were also asked, "Explain your primary barrier to implementing a summer feeding program." Anonymized zip code data were collected through the questionnaire to identify organizational summer feeding service areas.

Quantitative data were analyzed using non-parametric tests in SPSS version 24 due to the small sample size and non-normality of the data. An independent coder and auditor analyzed the qualitative data as a process using concept mapping (Jackson & Trochim, 2002). Spatial data were visualized using ArcGIS Pro mapping (Environmental Systems Research Institute, 2019).

Results

Twenty-three of the 58 (39.6%) responding organizations participated in a summer feeding program. Funding sources for summer feeding programs varied and were intermingled, with providers receiving funding from multiple sources most often channeled through federal and state governmental entities. Visualization of the qualitative data associated with how organizations were involved in addressing food insecurity produced a concept map that confirmed the role of summer camps and parks & recreation agencies as community-based intermediaries (Figure 1). While the most salient barriers to summer feeding program implementation included transporting youth to the feeding sites, paperwork volume, government regulations, and insufficient staffing (consistent with findings by Molaise & Carr, 2006), respondent ratings were 2.86 or lower on the 1-5 scale, and when given the opportunity to share additional feedback through an open-ended question, almost one-third of respondents (who were offering a summer feeding program) identified no barriers.

Analysis of the state-level organizational service area zip code data found that the thirteen respondents cover 53% of SC zip codes. Further analyses examined how well respondents served the I-95 Corridor (i.e., an underdeveloped region lagging other areas of the state in "key indicators of social and economic well-being"; Moore & Lawrence, 2009, p. 17) compared to the rest of the state. Removing the I-95 Corridor zip codes from the analysis found that respondents reported activity in 81% of those SC zip codes, while respondents served only 32% of the total zip codes in the I-95 Corridor. Thus, the spatial analyses suggest that communities with the most significant economic needs (i.e., those in the I-95 Corridor) are underserved by the summer camps and park & recreation agencies in this study sample concerning their food security needs.

Discussion and Implications

Recreation providers are important community-based intermediaries between federal, state, and local food suppliers and youth/families experiencing food insecurity. Food distribution via recreation providers occurs through diverse youth program mechanisms (i.e., camp sessions, parks, recreation centers, and after-school program sites). Our findings indicate that while approximately 40% of South Carolina recreation providers are involved in formal federal and state summer feeding programs (e.g., USDA Summer Food Service Program, South Carolina Child and Adult Care Food Program), many are not participating in these programs. Therefore, more recreation providers can be engaged as summer feeding sponsors or sites. However, the limited and inconsistent findings associated with barriers to summer feeding program implementation suggests the significance of the local context in which programs were implemented. In other words, summer feeding program implementation barriers may be unique to the specific context in which recreation providers implement summer food service programs. Although contextually bound, these barriers indicate where additional resources may be needed (e.g., transportation) to enhance the reach of existing summer feeding programs.

This study can help camp practitioners consider potential involvement in summer feeding programs to better address food insecurity in the communities they serve. Specifically, the findings affirm the need for new sponsors to enroll in summer feeding programs, for existing sponsors to consider new summer feeding sites, and for existing summer feeding sites to remain open for more days and longer hours (Miller, 2016), particularly in underserved areas within the state. Future research examining summertime food insecurity following the onset of the COVID-19 pandemic, as well as how summer feeding program recipients are engaging with recreation providers, is needed. Study limitations include the inability to generalize the findings to recreation providers outside of South Carolina, and the incomplete nature of the spatial data may not accurately reflect the work of some South Carolina recreation providers.

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~60% of responding summer camps and parks & rec agencies were not involved in programs addressing food insecurity
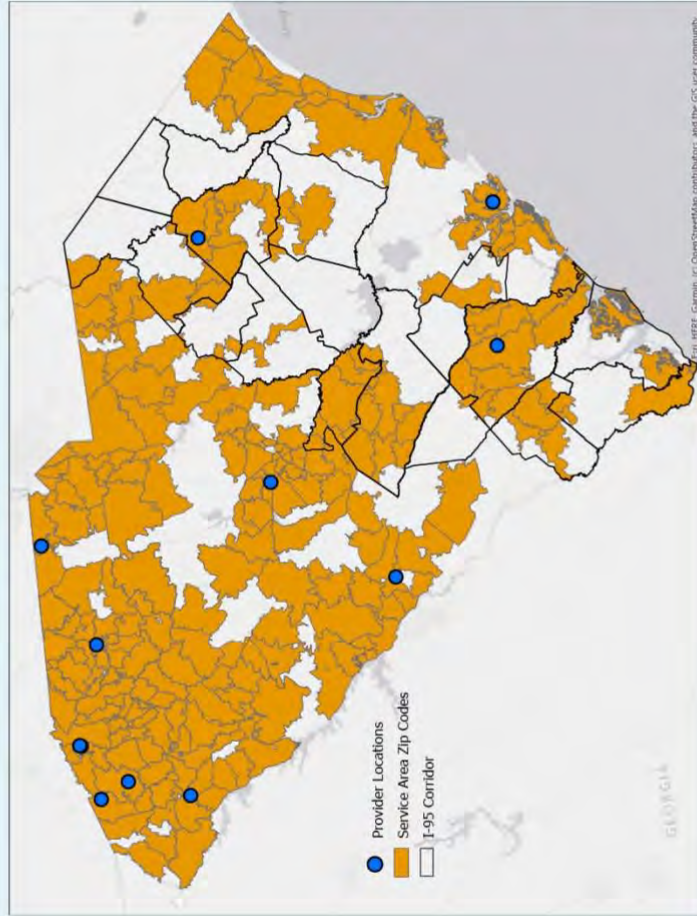
Common Barriers

- **Regulations and paperwork**
- **Insufficient staffing**
- **Feeding site location relative to families**
- **Program continuity**

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Legend:
- ● Provider Locations
- ▉ Service Area Zip Codes
- ▢ I-95 Corridor

GEORGIA

Esri, HERE, Garmin, (c) OpenStreetMap contributors, and the GIS user community

📱 **Take a picture** to **download the abstract**

The Role of Summer Camps and Parks & Recreation Agencies in Addressing Food Insecurity: *A Benchmarking Study in South Carolina*

Background

During the summer months, food insecurity increases for some children because **many who receive meals during the school year do not receive meals during the summer** (Gordon et al., 2017).

1 in 6 South Carolina children reside in a home that experiences food insecurity (Feeding America, 2020)

Methods

58 out of 133 (RR=43.6%)
-Camp and P&R administrators recruited through ACA SE and SCRPA

Qualtrics Survey
-Organizational Characteristics
-Summer Feeding Program Involvement
-Summer Feeding Program Challenges
-Summer Feeding Program Collaborations
-Geographic Service Area

Data Sources
-Likert-type scales
-Yes/no items
-Process mapping
-Spatial data

IMPACTS OF A RESIDENT CAMP EXPERIENCE ON THE LIVES OF MILITARY-CONNECTED YOUTH

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Children and adolescents in US military families experience a number of challenges such as multiple relocations, being separated from a service member parent, the deployment of a service member parent to a war zone, changing peer groups, and fear of death/injury of a service member parent. While some families or family members struggle, most military families cope well with challenges such as relocation and deployment (Milburn & Lightfoot, 2013). It is more difficult for children to deal with such stressors, however, as they also face frequent changes in schools, loss of friends, and a lack of understanding of non-military people about their lives (McGuinness & McGuinness, 2014). Because of this, having a parent in the military can often make a child feel different from everyone else (particularly for adolescents) at a time when they want to fit in. Many of them feel alone and believe that no one understands what it is like to have a parent in the military (Boice, 2018).

Richardson, Mallette, O'Neal, and Mancini (2016) examined youth development programs for children of military members and found that the programs generally serve as a place for military youth to gather in an environment where military life is the norm, relationships are developed, and isolation is lessened. Military-connected youth participation in these programs has resulted in positive outcomes for adolescents including increased mental health, strong social connections, and adaptive coping (Chawla & MacDermid Wadsworth, 2012; Griffiths & Townsend, 2018). Also noting the positive outcomes of camp participation, Griffiths (2019) and Wilson and Sibthorp (2019) found that intentionally designed youth camps have been associated with an increase in positive youth development (PYD), which can include resilience, confidence, coping skills, social skills, self-awareness, physical activity, and leadership. Research demonstrates that a result of participation in military-related youth camps includes learning many of the same skills (Griffiths, 2019; Richardson et al., 2016). The purpose of this study was to investigate the underlying impacts of a resident camp experience on the lives of military-connected youth with injured, ill, or fallen service member parents.

Methods

In this study I analyzed secondary survey data, which had been collected using an end- of-camp survey distributed to 3,248 youth who had attended a free week-long camp for children of injured, ill, or fallen service members. Twenty-six different camps in 17 different states held a Camp Corral program. Demographic items on the survey and, thus, the type of data collected, were limited to gender and age. The number of boys and girls who completed the survey was approximately even. There were 1,534 boys who completed the survey (47.2%) while 1,714 girls (52.8%) participated. The age range was 8 to 15 years old ($M = 11.5$, $SD = 2.05$). The instrument consisted of 28 scaled items and one open-ended question.

Results

While the survey was designed to elicit changes in camper coping skills, confidence, and connections to others, no statistical examination of the instrument had been conducted. I ran an exploratory factor analysis on the instrument and a four-factor solution was determined. It accounted for 64% of the variance with factor 1 making up 41.5%, factor 2 contributing 8.9%, factor 3 added 7.9%, and factor 4 constituted 5.7% of the variance. The four factors were labeled Connection to Peers (CNXP), Self-Confidence (SLFC), Perceived Counselor Support (PCNS), and Coping Skills (COPS). The Cronbach's α of the overall instrument was .93; the reliability for each factor was CNXP = .87, SLFC = .82, PCNS = .87, and COPS = .81.

I conducted an independent t-test to compare the four factors based on gender. I found significant differences (at the .001 level) for all factors with the mean score for girls being greater than that of boys. Girls had stronger connections to peers ($M = 4.42$, $SD = .64$) than did boys ($M = 4.15$, $SD = .77$) and a stronger sense of confidence (girls $M = 4.30$, $SD = .63$; boys ($M = 4.25$, $SD = .68$). Girls also perceived

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more staff support (M = 4.59, SD = .58) than did boys (M = 4.42, SD = .67) and girls demonstrated higher coping skills (M = 3.87, SD = .96) than did boys (M = 3.49, SD = 1.13).

Using an ANOVA I examined differences among age groups; participants were divided into four groups. Group 1 was comprised of the 8-9 year olds (n = 671, 20.4%); Group 2 included those aged 10-11 years (n = 983, 29.9%); Group 3 was constituted by 12-13 year olds (n = 979, 29.6%); and Group 4 was comprised of those 14-15 years (n = 650, 19.7%). Statistical significance was found for the four age groups and each of the factors: Connection to Peers F(3, 3277) = 17.04; Self-Confidence F(3, 3275) = 4.55; Perceived Counselor Support F(3, 3276) = 7.23; and Coping Skills F(3, 3245) = 13.39.

Post hoc tests using the Tukey HSD found differences in Connection to Peers between Group 1 (M = 4.23, SD = .75) and Group 4 (M = 4.46, SD = .65; p = 001). Further, Group 2 (M = 4.21, SD = .74) differed from Groups 3 (M = 4.32, SD = .72) and 4 (M = 4.45, SD = .65, p = .007); and, Group 3 (M = 4.32, SD = .72) differed from Group 4 (M = 4.45, SD = .65, p = 001). In terms of Self-Confidence, Group 1 (M = 4.34, SD = .63) differed from Group 3 (M = 4.22, SD = .68, p = 002). No other statistically significant differences were found for this factor. For the construct, Perceived Counselor Support, Group 1 (M = 4.46, SD = .63) differed from Group 4 (M = 4.61, SD = .56, P = .001); Group 2 differed from Group 4 (M = 4.61, SD = .56, p = .001); and Group 3 (M = 4.50, SD = .66) differed from Group 4 (M = 4.61, SD = .56, p = 005). In addition, differences in Coping Skills were found between Group 1 (M = 3.70, SD = 1.06) and Group 4 (M = 3.89, SD = 1.01, p = .01). Group 2 (M = 3.54, SD = 1.10) differed from both Group 3 (M = 3.71, SD = 1.05) and Group 4 (M = 3.89, SD = 1.01, p = .002). Lastly, Group 3 differed from Group 4 (M = 3.89, SD = 1.01, p = .006).

Discussion/Implications

Findings indicate that camps specifically designed for military-connected youth make a difference for youth in peer connections, self-confidence, coping skills, and in perceived counselor support (adult/child relationships). Girls scored higher on all constructs than did boys – this could be explained by the social pressure and training of girls into relationship-oriented characteristics. The findings reflect opportunities for camp staff to impact boys in developing relationships and bonds with other campers and to pay closer attention to the emotional support they provide to boys. Further, camp programs for military-connected youth could implement programs that target boys with active programming and intentional down-time activities (e.g., informal conversations and interactions) to help the boys create and develop deeper friendships.

Not surprisingly, older campers felt more connected to peers than did younger children. Older campers tended to have attended a Camp Corral program previously and had established the beginnings of relationships in prior years. In addition, older youth (14-15 years old) may be more focused on establishing friendships than younger children (who were more interested in having fun) as the development and maintenance of friendships are crucial for this age group.

Findings suggested that younger campers struggled with positive coping skills. In the family-style living in a camp setting, staff have an opportunity to engage the youngsters in conversations about and demonstrations of different ways of coping; they can also provide affirmative corrective actions to help young campers develop and practice positive coping strategies.

Some of the most powerful impacts of attending a military-related youth camp is in the ability for young people to meet others who are like them, make friends, and experience supportive adults in a consistent and structured environment. By continuing to provide opportunities that are novel and challenging to campers, staff can help young people develop a sense of competence and confidence in their ability to participate in new activities. In addition, through their interactions with campers, camp staff can help campers recognize their successes and overcoming of personal obstacles. Clearly, staff have an impact on the delivery of camp programs and services, which have unspoken positive impacts on the children involved.

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IMPACTS OF A RESIDENT CAMP EXPERIENCE ON THE LIVES OF MILITARY-CONNECTED YOUTH

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STUDY PURPOSE

To investigate the underlying impacts of a resident camp experience on the lives of military-connected youth with injured, ill, or fallen service member parents.

METHODS

Analyzed secondary data collected at the end of a free week-long camp for military-connected youth with injured, ill, or fallen service member parents – Camp Corral.

Data were collected from 3,248 campers (1,714 girls; 1,534 boys) at 26 different camps in 17 different states.

The instrument included 28 scaled items and one open-ended question.

DATA ANALYSES

An exploratory factor analysis was applied to the items on the instrument. Four constructs were elicited: connection to peers, self-confidence, perceived counselor support, and coping skills.

Independent t-tests were applied to gender and age with the four constructs.

An ANOVA with a Tukey HSD post hoc test was run comparing age groups with each of the four constructs.

FINDINGS

RESPONDENTS

Total number of camper surveys: 3,248
- 1,714 girls
- 1,534 boys

Age range: 8 to 15 years old ($M = 11.5$, $SD = 2.05$)

INSTRUMENT

The instrument measured four-factors, which accounted for 64% of the variance with factor 1 making up 41.5%, factor 2 contributing 8.9%, factor 3 added 7.9% and factor 4 constituting 5.7% of the variance. The four factors were labeled Connection to Peers (CNXP), Self-Confidence (SLFC), Perceived Counselor Support (PCNS), and Coping Skills (COPS). The Cronbach's α of the overall instrument was .93; the reliability for each factor was CNXP = .87, SLFC = .82, PCNS = .87, and COPS = .81

GENDER DIFFERENCES*

(1) Girls had stronger connections to peers ($M = 4.42$, $SD = .64$) than did boys ($M = 4.15$, $SD = .77$)
(2) Girls had a stronger sense of confidence ($M = 4.30$, $SD = .63$) than did boys ($M = 4.25$, $SD = .68$)
(3) Girls felt more staff support ($M = 4.59$, $SD = .58$) than did boys ($M = 4.42$, $SD = .67$)
(4) Girls demonstrated higher coping skills ($M = 3.87$, $SD = .96$) than did boys ($M = 3.49$, $SD = 1.13$).

*All significant at the .001 level

AGE GROUP DIFFERENCES*

(1) Older youth were more peer connected than other age groups
(2) Older youth perceived more counselor support than other age groups
(3) The youngest age group (8-9 yrs) had the highest self-confidence score
(4) The youngest age group had the lowest coping skills score

DISCUSSION

Some of the most powerful impacts of attending a military-related youth camp is in the ability for young people to meet others who are like them, make friends, and experience supportive adults in a consistent and structured environment. By continuing to provide opportunities that are novel and challenging to campers, staff can help young people develop a sense of competence and confidence in their ability to participate in new activities. In addition, through their interactions with campers, camp staff can help the youth to recognize their successes and overcoming of personal obstacles. Clearly, staff have an impact on the delivery of camp programs and services, which have unspoken positive impacts on the children involved.

IMPLICATIONS FOR PROFESSIONALS

(1) Provide a camp environment for youth with a military connection where they can feel like the norm, find people who understand their family situation, and create friends with similarly-situated youth
(2) Create intentional programming to help boys grow in self-confidence, coping skills, and connections to others
(3) Be alert to potential over-confidence of younger campers
(4) Facilitate friend-making among younger campers
(5) Help the youngest campers to understand the [emotional] support that is provided by staff.

"The healing that Camp Corral brings to kids is amazing. They all have their different experiences - but it's shared together since they have all grown up in the military. It's a great way for them to heal. It's also a great way for them to build a support network around themselves."

—Todd Desgrosseilliers,
Camp Corral Board Officer

OCCUPATIONAL SOLAR EXPOSURE AT SUMMER CAMP: THE FAILURE TO PROTECT FROM A KNOWN WORKPLACE HAZARD

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Outdoor workers, including many summer camp counselors, are at an increased risk of solar exposure, with up to six to eight times more exposure than indoor workers (Holman et al., 1983). Skin cancer is the most common cancer in the United States (Guy et al., 2015), with an estimated 9,500 cases of skin cancer are diagnosed in America daily (Rogers et al., 2015). One in five American's will develop skin cancer by the age of 70 (Stern, 2007). Skin cancer has an annual treatment cost of $8.1 billion in the U.S. (Guy et al., 2017).

Multiple studies and medical organizations have concluded that UV radiation is the main risk factor for developing skin cancer (Craythorne & Al-Niami, 2017). Skin cancer rates are also rising throughout the world, and a review of skin cancer research suggests it is "obvious that there is a rigorous need to control (the) increasing incidence" of skin cancer (Apalla et al., 2017, p. 4). Research has conclusively demonstrated the association of workplace sun exposure and higher rates of certain forms of skin cancer (Fartasch et al., 2012).

Camp counselors who work outdoors are exposed to UV radiation, but there is lack of research on this group of employees. The purpose of the current study is to understand camp counselors' knowledge about the hazards of solar radiation, usage characteristics of protective measures, attitudes towards sun protection behaviors for themselves and their campers. This information can help improve sun protection at summer camps, and consequently reduce the risk of solar related skin damage and skin cancer among camp counselors. The following research questions guided the study: 1. What are the solar protection behaviors of camp counselors? 2. What reasons motivate camp counselors' solar protection behaviors? 3. How responsible do camp counselors feel for the solar protection of their campers and themselves?

Methods

This paper reports on the results of data collected from 260 survey responses of camp counselors from the summer of 2019. Contacts were gathered from the American Camp Association website and summer camps were emailed directly. Survey participants came from nine different summer camp programs, including residential and day camp programs, from California, Florida, Indiana, Minnesota, Nevada, New York, and Wisconsin. Camp administrators that agreed to participate were responsible for sharing it with their camp counselors. Quantitative data were organized and cleaned using Microsoft Excel 2016. ANOVAs were conducted using IBM SPSS 25. About half (52.52%) of the 260 respondents were female (45.38% male, 1.68% preferred not to answer, and 0.42% were outside of the binary). Most respondents (72.81%) were between the ages of 18 and 25. Racially, 89.08% of respondents were White, 7.86% Asian, 2.26% Black or African American, and 0.44% Native Hawaiian or other Pacific Islander. No respondents identified as American Indian or Alaska Native. Ethnically, 9.70% of respondents reported they were of Hispanic, Latino, or Spanish origin.

Results

Respondents were asked if they had applied sunscreen before, during, or at any time during the most recent day they worked at summer camp. Slightly more than half (54.44%) of camp counselors reported they had not applied sunscreen at all, while only 6% reported applying it four or more times that day. One-third (33.59%) of respondents indicated they applied sunscreen before work and one-third (34.36%) reported applying sunscreen during their day of work. Of the counselors who had worked at least 6 hours outdoors on the last day they worked ($N = 103$), only 10.67% reported having followed American Academy of Dermatology recommendations and applied sunscreen at least 3 times and used a sunscreen that offered both broad-spectrum protection and an SPF of at least 30. The remaining 89.32% of staff did not follow all of the American Academy of Dermatology recommendations for proper sunscreen use.

Counselors were asked to provide their level of agreement to a series of statements about responsibility for sun protection. The 5-point Likert scale was anchored from 1=*strongly agree* to 5=*strongly disagree.*

Table 1
Significant Factors of Camp Counselors' Attitudes of Sun Protection Measures by Gender

Factor	Female	Male	Significance
"It is my responsibility to remind campers to use sun protection measures"	$\overline{x}$=1.36	$\overline{x}$=1.71	p<.01
"It is my responsibility to use sun protection measures"	$\overline{x}$=1.27	$\overline{x}$=1.76	p<.001
"I consistently remind campers to use sun protection measures"	$\overline{x}$=1.64	$\overline{x}$=2.23	p<.01
"I consistently use sun protection measures at camp"	$\overline{x}$=2.23	$\overline{x}$=2.89	p<.01
"Campers may become injured if they do not use sun protection measures"	$\overline{x}$=1.24	$\overline{x}$=1.51	p<.01
"I may become injured if I do not use sun protection measures"	$\overline{x}$=1.49	$\overline{x}$=2.03	p<.0001

Note. 1 = Strongly Agree

Table 1
Significant Factors of Camp Counselors Attitudes of Sun Protection Measures by Personal Use of Sunscreen

Factor	Applied Sunscreen	Did Not Apply	Significance
"It is my responsibility to remind campers to use sun protection measures"	$\overline{x}$=1.25	$\overline{x}$=1.80	p<.0001
"It is my responsibility to use sun protection measures"	$\overline{x}$=1.14	$\overline{x}$=1.86	p<.0001
"I consistently remind campers to use sun protection measures"	$\overline{x}$=1.50	$\overline{x}$=2.28	p<.0001
"I consistently use sun protection measures at camp"	$\overline{x}$=2.72	$\overline{x}$=3.25	p<.0001
"Campers may become injured if they do not use sun protection measures"	$\overline{x}$=1.26	$\overline{x}$=1.52	p<.05
"I may become injured if I do not use sun protection measures"	$\overline{x}$=1.44	$\overline{x}$=2.06	p<.0001

Note. 1 = Strongly Agree

Discussion and Implications

The results provide evidence that camp counselors are not adequately using solar protection measures while at work. Fewer than half (45.56%) of counselors applied sunscreen at any point throughout the day. The rates of usage for sun protective clothing reported in this survey were not enough to make up for the lack of sunscreen use. Few respondents were concerned about the less immediate consequences of solar injury of skin cancer (14.98%) and skin aging (2.89%). Only 32.36% of counselors wanted to avoid a sunburn. A disappointing 0.96% of counselors reported that they use sun protection measures themselves to set an example for their campers, further illustrating the lack of seriousness surrounding solar damage and the need for workplace protection. Female counselors and counselors who applied sunscreen themselves were found to be significantly more likely to have stronger attitudes towards sun protection for themselves and the campers in their care. The current study is the only known study focusing on the solar protection behaviors and attitudes of camp counselors. These findings strongly suggest that summer camps must take the risks of occupational solar exposure seriously and support the safety of their employees and, in turn, their campers. Camps can address this by properly training staff about the hazards of UV exposure and protection measures, providing UV protection (e.g., sunscreen, protective uniform options), and ensuring employee adherence to workplace safety policies requiring staff to use solar protection measures and enforcing them for the youth in their care. By adopting these

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practices, summer camps would both educate their staff on the hazards of working outdoors and provide options for staff to protect themselves. These actions would provide a safer working environment for camp counselors and campers by reducing sunburns and long-term UV damage.

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Occupational Solar Exposure at Summer Camp: The Failure to Protect From a Known Hazard

CLEMS*N
UNIVERSITY

Purpose

1. To understand camp counselors' knowledge, usage, and attitudes towards sun protection.

2. Research questions:
   1. What are the solar protection behaviors of camp counselors?
   2. What reasons motivate camp counselors' solar protection behaviors?
   3. How responsible do camp counselors feel for the solar protection of their campers and themselves?

Methods

1. This paper reports on the results of data collected from 260 survey responses of camp counselors from the summer of 2019 at nine different programs in several states.

2. Quantitative data were organized and cleaned using Microsoft Excel 2016. ANOVAs were conducted using IBM SPSS 25.

Findings

1. Counselors are not protected.
   - Less than half (45%) of counselors applied sunscreen at any point throughout the day.
   - 11% followed American Academy of Dermatology Association recommendations.
   - Only 32% of counselors wanted to avoid a sunburn.

2. Females feel more responsible.
   - Stronger feelings of protection for themselves and the campers in their care.

3. Sunscreen wearers feel more responsible.
   - Stronger feelings of protection for themselves and the campers in their care.

Implications for Practitioners

1. We need to protect camp counselors!

2. Thankfully, it's easy:
   - Train counselors on the risks and how to protect themselves,
   - Offer sunscreen and protective clothing as PPE,
   - Create policy, programming, and a positive workplace culture towards sun protection.

3. Protecting camp counselors' health protects the summer camp industry.

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BUILDING CAMP COMMUNITY IN ONLINE CAMP PROGRAMS

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Camp organizations faced an unprecedented summer, as programs designed for social interaction and developmentally-appropriate growth experiences (Sibthorp et al., 2020) shifted from in-person to online. Organizations identified creative methods to deliver programs and connect with campers. Tech-based, online camp programs already exist, yet, most summer camps remain grounded in high-quality *in-person* experiences (Sibthorp et al., 2020). The shift to online camp programs signaled an opportunity to connect to camp from anywhere, which prompted a question: how might the feeling of community exist in online camp programs?

Theoretical Framework

The theoretical framework of communitas (Turner, 1982) grounded the exploration of camp community in online camp programs. Communitas are metaphorical communities established when individuals step outside societal structures and into a "world of ambiguity and possibility" (Sharpe, 2005, p. 256) such as the camp "bubble" that many campers and staff experience (Baker, 2018, p. 26). Communitas at camp may emerge when all individuals are in the same physical space or through the feeling of togetherness during group experiences. Utilizing communitas may reveal nuances to developing camp community across delivery modes. The purpose of this study was to explore the presence of camp community in newly established online programs.

Methodology

A mixed-methodology utilizing in-depth interviews with camp directors and self-administered online surveys with campers explored the presence of camp community. Participants represented various organizational affiliations with a diverse scope of programming, target population, and had no prior experience designing online programs. Six ($n = 6$) camps participated with the directors completing three semi-structured interviews, via video conference, lasting 30-60 minutes at the pre-, mid-, and post-camp stages during Summer 2020. Semi-structured interviews elicited directors' conceptualization and development of camp community. Interviews were transcribed verbatim. Thirty-one ($n = 31$) campers, aged 10-13 from participating camps, completed an online survey inquiring about their feelings of connection to peers, staff, and camp during prior and current summers. Parental consent and camper assent were obtained at the time of survey completion. University IRB approval was obtained and directors provided consent prior to the first interview. Interview data analysis followed the phenomenological approach of listening and watching interviews multiple times noting verbal and nonverbal cues, thorough reading of transcripts, identification of meaning units, and clustering central themes, which were compared across interviews (Hycner, 1985). Using SPSS (v27), camper data was analyzed for descriptive statistics.

Results

The results describe the directors' perception of creating and experiencing community through their online camp programs alongside the campers' perceived feelings of connection. Directors defined a camp community during each interview to identify any changes in their conceptualization of the concept. Consistently, a sense of belonging and being able to be yourself were the key elements identified for a camp community. Between the pre- and post-interviews, directors shifted their focus from a "place" where these elements occur to the "group of people" that foster the experience. This shift from place-based elements may relate to the new online platform that has no physical boundaries, as noted by Camp C's director "this is hard because now I'm like, I have to think about Zoom©."

The campers ($M_{age} = 11.82$ years) feelings of connection declined from their 2019 in-person camp experience to their 2020 online camp experience as noted in Table 1.

Table 1

Campers Feeling of Connection Descriptive Statistics

	Last Summer Mean Score	Current Summer Mean Score
Connection to Campers	2.71	1.94
Connection to Counselors	2.71	2.16
Connection to Camp	2.68	2.19

Note: Likert Scale (1=Not Connected at all, 2=Kind of Connected, 3=Very Connected)

The campers reduced feelings of connection correlate with the challenges described by directors as they tried to foster a camp community. Two primary challenges centered on logistics and program design. The directors recognized "barriers of access" that impeded the camp community. These barriers related to lack of internet, equipment/supplies, or consistent adult assistance, which led the camp programs to engage only a percentage of the actual registered camper population. Initially, all the camp programs established smaller, pre-assigned cabin groups to facilitate peer and camper-staff connections. Inconsistent attendance by campers and volunteer staff, led to either randomly-sorted groups or dropping cabin groups altogether. The most significant challenge identified by the directors centered on the loss of spontaneous interactions and conversations that occur when campers talk while making a craft or walking between activities during in-person camp. Internet safety procedures necessitated camp programs to eliminate communication features (e.g., camper-to-camper private chats) that may have facilitated personal connections.

Potential Community-Building Experiences

While several challenges occurred, the directors felt opportunities to create connection and build feelings of community were present during the online camp. Each camp program provided content through multiple delivery modes (livestreaming, recorded content, asynchronous spaces, or activity boxes). The multitude of modes was important for addressing the barriers to access. One method used to connect campers regardless of platform focused on campers' parents submitting photos of their child doing the activities. Directors posted those photos on social media or used the photos for the closing camp video. These moments appeared to link individual activity experiences together. A second method to build community related to livestreaming activities that were intentionally, highly interactive. The staff primarily facilitated these activities, which appeared to create greater camper-staff connection rather camper-peer connection unless the staff directly posed discussion topics for campers to discuss among themselves. For instance, Camp E's director was surprised when campers stated, "hey that's my *counselor*" while watching a video from a previous summer or when the campers began talking about their hopes for the coming school year during a livestream session. A third method occurred that shifted the community focus from peers and staff to individuals within the household. Some activity boxes appeared to provide opportunities for campers to complete the activity with family members while other camps specifically facilitated family events.

Discussion

This study explored the presence of camp community in online camp programs and three elements of communitas are connected here: equality of individuals, human bond, and depth of experience (Olaveson, 2001). Equality of individuals suggests that individuals are on similar levels (Turner, 1982). Barriers were omnipresent, as some campers could not engage, while other campers benefited from parental involvement. The lack of a neutral camp space may have limited engagement since camp sites can be an equalizer for economic differences (Baker, 2018). Human bond suggests that individuals seek opportunities to engage with one another (Turner, 1982). Camp programs maintain a social design where campers connect within cabin groups, then branch out to broader interactions.

Campers connected with some staff, particularly the staff consistently engaged with the program. Some campers connected with peers, but they had a more challenging time maintaining that connection outside the short, structured sessions. Depth of experience suggests that individuals immerse themselves in the situation (Turner, 1982). The multiple delivery modes allowed campers to pick and choose their level of engagement, which may have limited the full immersive experience common when everyone is together in one physical place. Despite the absence of the "camp bubble" (Baker, 2018), staff attempted to create the feeling of connection and community for their campers.

Implications

This study suggests that building camp community in online camps is possible, but challenging. Three recommendations are offered:

1. Utilize a consistent group of "camp-trained" staff throughout the program, as they are capable of identifying and engaging campers on the periphery.
2. Engage youth in planning or leadership opportunities rather than all staff-led activities, as online camp programs present opportunities to engage youth in creative ways.
3. Create an unstructured setting where youth can communicate with peers without direct adult facilitation, such as using a group texting app that is monitored by staff.

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Building Camp Community in Online Camp Programs

Study Purpose

1. To explore the presence of camp community in newly established online programs

Methods

- Mixed methodology study during Summer 2020 ● 6 camp directors interviewed ● 31 campers (age 10-13 years) surveyed ● Analysis: Interview data analyzed using phenomenological approach, camper data analyzed for descriptive statistics using SPSS (v27)

Western Illinois University

Finding #1

Campers feeling of connection declined from previous in-person experience

Finding #2

Challenging to replicate spontaneous interactions & conversations

Finding #3

Possible camper-staff connection with highly interactive activities

Implications for Practitioners

1. Engage consistent group of "camp-trained" staff
2. Engage youth in planning or leadership opportunities
3. Identify/create opportunities for camper-peer interactions

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YOUTH SPARK: FINDINGS FROM A NATIONAL SUMMER CAMP STUDY

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Thriving has been linked to academic, social, psychological, well-being, and prosocial outcomes for youth (Scales et al., 2011). Identifying, supporting, and nurturing youth's *sparks*—talents or interests that give youth joy and energy—is critical to thriving (Benson & Scales, 2009; Scales et al., 2011). Activities aligned with a spark that allow for continued participation over time and discovery of new skills and confidence can help youth thrive (Ben-Eliyahu et al., 2014; Benson & Scales, 2009). Schoolyear out-of-school time (OST) activities and summer programs, such as summer camp, may contribute to thriving as they may be settings where youth develop sparks (Scales et al., 2011) and often with support from non-familial adults (Ben-Eliyahu et al., 2014). The purpose of our study was to explore parent and child perspectives of a child's spark, how sparks change over time, and how children's sparks impact out-of-school time activity participation and camp attendance.

Methods

As part of the National Youth Impact Study, we collected data in the Fall of 2018 and 2019 through surveys sent to parent-child dyads with a child aged 9-12 who were enrolled in summer camp in 2018. Overall, the larger study seeks to understand parent and child perspectives on the impact of summer camp, as well as other summertime and schoolyear activity participation; however, this study focuses specifically on data related to children's sparks. Four-hundred and two dyads responded in 2018 and 361 in 2019. In our initial sample, 51% of children identified as female; 68% were White, 12% Multi-racial, 8% African American, 5% Hispanic/Latinx, 4% Asian, and 3% other. On the surveys, parents were told: "When people are really happy, energized, and passionate about their talents, interests, or hobbies, we say they have a "spark" in their life" (Benson & Scales, 2009) and then asked to identify any sparks their child might have; children were asked a similar question. Participants were able to list multiple sparks if they chose. In the Fall 2019 survey, we also asked parents how their child's spark influenced schoolyear and summer program choices.

The second author inductively coded open-ended survey responses about children's sparks to create a codebook (Saldaña, 2016), which once finalized through discussion, the first author used to code all responses for parent and child responses. We used a similar process for the questions about spark's influence on schoolyear and summer program choices. Responses were also analyzed to identify if there was at least one common spark reported between parent and child at each timepoint. Child responses were analyzed to see if different sparks were listed in Fall 2018 and Fall 2019; the same was done for parent responses. If none of the sparks listed remained the same from year to year, the spark was coded as changing; however, if any of the sparks listed were the same, it was coded as remaining the same. After coding each question, we discussed disagreements and reached consensus on all codes.

Results

Thirteen spark categories were reported, including activities, interests, and general child characteristics (i.e., positive traits coded as "positivity"; see Table 1). Most commonly reported sparks are presented in Figure 1. As participants were able to list more than one spark, percentages do not total 100.

Table 1

Spark Categories

Spark code	Example responses
Academics	School, science, math, history
Animals	Horses, cats, dogs, other pets
Arts and crafts	Creating or building things, knitting, crafts
Arts and music	Drawing, painting, playing an instrument, singing, dance
Cooking and baking	Cooking, trying new recipes, baking treats
Games and toys	Video games, dolls, Rubik's cube, Beyblades
Other	Adventure and exploration, cars, YouTube, camp
Outdoors	Hiking, camping, hunting
Positivity	Happiness, energy, optimism, positivity
Reading and writing	Reading, Harry Potter, Toby's Story, mythology, writing stories
Social	Spending time or playing with friends, playing jokes or pranking others
Sports	Soccer, basketball, football, swimming
Technology	Robots, computer coding, technology in general

Figure 1

Most Common Spark Themes Identified by Parents and Children 2018 and 2019
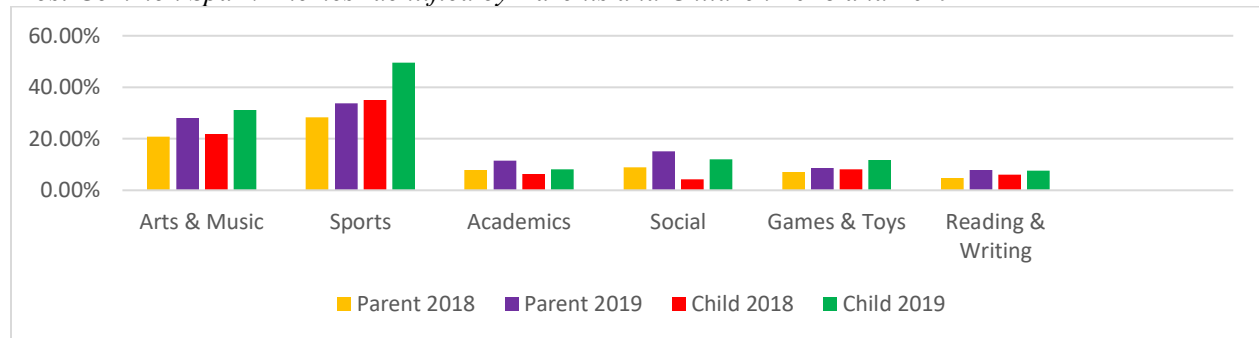
Parents and children identified at least one spark in common in 67.18% (Fall 2018) and 64.41% (Fall 2019) of the dyads, indicating that parents and children typically have the same, or similar understanding of the child's spark. Although parents and children most often reported that spark was discovered at home or in sports, they also said the discovery occurred in other OST activities (9.75% and 7.32% respectively) and camp (4.43% and 6.65% respectively). Comparing responses across the time points, the majority of parents and children (78.67% and 75.62% respectively) reported different child sparks from 2018 to 2019, suggesting that children's passions and interests change as youth age. About 27% of parents said their child's spark impacted their summer camp selection and 6.37% chose summertime activities to provide their child with a variety of activities.

Implications

Summer is a time away from school-year OST activities and offers children opportunities to explore and develop new talents, interests, and hobbies. Our findings suggest that children's common sparks are sports and arts/music; however, the dyads also reported other sparks (e.g., technology, academics, outdoors, animals, and social activities). Some parents and children did not identify the same child spark, indicating that in these families, greater discussion about child interests and passions may be

warranted. Few families reported sparks were developed at camp; however, some parents selected summer camps based on their child's spark and a desire for variety. These findings should encourage camps to consider how they approach children's sparks through programming and indicate opportunity to support youth spark development and thriving.

Some camps cater to families who want children to explore activities and identify new passions and interests. Participants in our study—like many children—sampled a variety of recreational activities during ages 6-12 (Cote et al., 2007). Youth reported changing sparks and, some discovered new sparks at camp, which has been described as a setting where children can try new things in a safe and supportive social environment (Wilson et al., 2019). Thus, camp may be an important summer OST setting for families who want to "spark a new spark" and provide youth opportunities to explore. Other camps may cater to youth who have identified their spark but have not committed to developing it. In these cases, on application forms, camp professionals could ask parents "what activities are your child interested in?" to help align programming with campers' sparks and offer them opportunities for exploration. In this case, parents and children may benefit from an explicit discussion of child sparks and further focus on developing a spark. Finally, some camps cater to youth who consistently identify the same spark and are committed to developing spark-related skills. In these cases, camps may consider partnering with local youth-serving organizations specializing in specific activities. Such partnerships may help families more easily find summer and schoolyear OST programming to support their children's spark development.

Our findings highlight summer camp's role and opportunity to support youth spark development. By helping youth identify their spark through OST activities, they are more likely to experience a range of positive outcomes (Ben-Eliyahu et al., 2014) on their journey towards thriving (Scales et al., 2011).

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Youth spark: Findings from a national summer camp study

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Methods

- Spark: "When people are really happy, energized, and passionate about their talents, interests, or hobbies, we say they have a "spark" in their life" (Benson & Scales, 2009)

- Part of the National Youth Impact Study, survey data from parent-child dyads in Fall 2018 ($n = 402$) and Fall 2019 ($n = 361$)

- Inductive coding of parents' Fall 2018 open-ended spark identification responses to create codebook

Results

Legend:
- Parent 2018 (n = 402)
- Child 2018 (n = 402)
- Parent 2019 (n = 361)
- Child 2019 (n = 361)

Categories: Reading & Writing, Games & Toys, Social, Academics, Sports, Arts & Music

Implications

Camps can assist parents and youth in cultivating, developing, and identifying sparks:

1. Partnerships with local organizations geared towards specific activities may assist camps in recruiting youth with specialized sparks

2. On application forms camps can ask: "what activities are your child interested in?" and provide specific programming tailored to youth's spark development

3. For youth that are still exploring sparks: camp may "spark a new spark" and offer opportunities to try new things and explore in a safe and supportive space

"HERE I CAN JUST BE MYSELF": HOW YOUTH AND ADULTS COLLABORATIVELY DEVELOP AN IDENTITY-SAFE COMMUNITY ACROSS DIFFERENCE

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Camps often try to create inclusive environments, especially for young people belonging to underrepresented groups. Yet, it is challenging to create an inclusive camp where youth feel safe and connected. For youth whose identities have been historically invalidated, camps can question: How will the camp community affirm youth's lived experience?

One way that camp communities achieve this is by creating an identity-safe environment — a setting that acknowledges differences in social identity (e.g., race/ethnicity, gender, sexual orientation) and treats those differences as valuable (Davies et al., 2005; Purdie-Vaughns et al., 2008). Underrepresented youth may choose to conceal their authentic selves due to fear of social rejection in environments they perceive as threatening (Gamarel et al., 2014; Steele & Cohn-Vargas, 2013). Identity-safe environments signal that a young person "can function in a setting without fear that [her] social identity will evoke devaluation" (Steele et al., 2002, p. 425). In the current research, we explore how youth and adults collaboratively built an identity-safe community at Y-WE Create— a residential creative design camp primarily for adolescent girls of color who are from low-income backgrounds. The research questions guiding this study were the following: (1) How do youth and adults engage in the process of developing an identity-safe community? (2) How do youth and adults sustain an identity-safe community? and (3) How does experiencing identity safety facilitate personal growth?

Methods

Researchers conducted daily interviews with three youth of color (M_{age} = 15.33, SD_{age} = 2.52) and two mentors of color (M_{age} = 26.5, SD_{age} = 2.52) about their experiences developing identity safety at camp (32 interviews in total). We interviewed the same participants daily throughout this study. Interviews covered topics about community-building, peer relationships, mentor support, and challenges at camp.

All interviews were video-recorded and transcribed verbatim. We used an inductive thematic analysis to explore participants' descriptions of building community at camp (Braun & Clarke, 2006). This analytical approach is in contrast to methods that aim to test predetermined hypotheses or to explore data for insight into specific predetermined categories. Coding and analysis followed a three-step process. First, the authors grouped participants' responses and identified potential emergent themes. We collectively discussed the data and sorted them into more refined emergent themes. Second, we organized data within these categories into subcategories. Themes were created from subcategory codes. The third stage involved refining themes to ensure that each theme had sufficient supporting data. In the third stage, we focused on interpreting the meanings associated with each theme.

Results

Three themes emerged from the coding process. Participants discussed developing identity safety through engaging in authentic interactions and open communication. Youth and adults sustained identity safety through trust-building activities, social support channels, and informal roles. Ultimately, these processes set the foundation for participants to engage in personal growth through positive risk-taking (Figure 1).

Figure 1
A Conceptual Model of How Youth and Adults Develop, Sustain, and Experience Identity Safety in a Community-Based Youth Program.
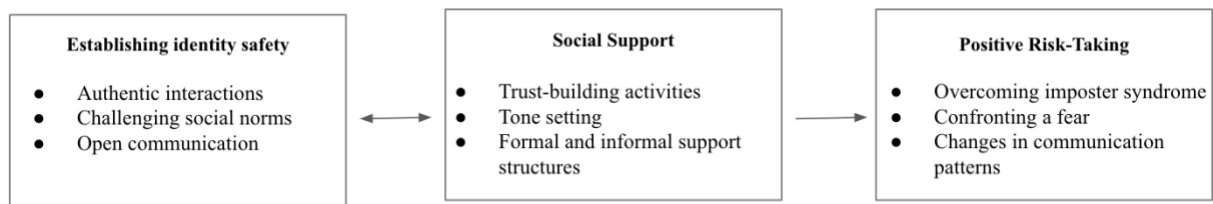
Note. We do not imply that this model is casual; rather, we created this model to provide structure for the qualitative results. Arrows represent relationships between the three themes. We found that establishing identity safety and giving/receiving social support often happened together (represented by the double arrow). Additionally, we found that giving/receiving social support was an important foundation for youth to engage in positive risk-taking behaviors (represented by a single arrow).

Developing identity safety: Co-creating community across differences

       Participants described building community across intergenerational differences as an important aspect of developing identity safety at camp. For adults, this process often meant practicing authenticity with youth by openly sharing their backgrounds and life histories. Adults also discussed developing identity safety through challenging traditional social structures — such as the hierarchy between youth and adults— and how they broke down boundaries through centering youth experiences in programming. One adult mentor stated, "[mentors] have such beautiful ways of talking about their lives...which co-creates that sense of belonging." Ultimately, modeling of authentic interactions and open communication helped youth re-evaluate norms about friendships (e.g., cliques) and in turn, encouraged them to widen their friendship networks across differences.

Sustaining identity safety: Giving and receiving social support

       Participants described sustaining identity safety through giving and receiving social support. Adults established an environment that acknowledged differences in identities and beliefs through trust-building activities (e.g., group discussions), and these activities helped youth form social support channels. As one camper stated, "I like how [mentors] are telling everyone that they should accept themselves. I'm just like 'hey, I can actually be myself here.'" Some youth sought more formalized support structures through one-on-one meetings with mentors. They described these meetings as providing a safe space to address trauma and other challenges that underrepresented youth encounter (e.g., disbelief of experiences). Finally, youth reported that peer social support was integral in bolstering their own feelings of acceptance and safety at camp (e.g., bonding over shared life experiences).

Consequences of identity safety: Taking positive risks

       Given the creation of inclusion at camp, participants described feeling safe to take positive risks. One way that youth took positive risks was through interrogating self-limiting beliefs about themselves. Youth experiences ranged from reframing negative thoughts to overcoming fears about being away from home. For example, one camper expressed, "[A belief] I have toward myself is that my body is not worthy of love...I'm actually addressing that in a workshop coming up at camp." Another way that youth engaged in positive risk-taking was by challenging themselves to conquer a fear, such as performing at the camp talent show. These experiences often helped participants address and revise negative self-perceptions.

Discussion and Implications

       Results provide information that is not only beneficial for researchers, but also developers who are looking to create (or improve) a youth program, especially those seeking to serve underrepresented youth. First, this study revealed that developing identity safety at camp is an important component for

psychological health. Participants described their interactions in the community as characterized by mutual respect and reciprocal support, which allowed them to fully explore their frustrations and strengths. Developing identity safety at camp offered youth the opportunity to interrogate larger sociocultural messages about different social identities and to grow their sense of feeling validated by others.

A second implication for practice is that the intergenerational mentoring model worked to challenge power dynamics inherent in youth-adult partnerships by having mentors participate in activities alongside youth. By capitalizing on differing life perspectives across age, youth were able to explore their own values with mentors and build their sense of self-worth.

Finally, this research showcased that some youth need additional support through formal social support channels. Acknowledging individual needs may help youth to meet the challenges of adolescence by providing supports that contribute to their development. We believe that considering these areas in programming can help build safe communities for all youth.

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foundry10

"Here I can just be myself": How youth and adults collaboratively develop an identity-safe community across difference

Jennifer D. Rubin, Mike Scanlon, Anna Cechony, and Kat Chen, foundry10

Introduction

HOW CAN THE CAMP COMMUNITY AFFIRM YOUTH'S LIVED EXPERIENCES?

- When underrepresented youth perceive an environment as threatening rather than safe, they may expect that their social identities will evoke rejection and choose to conceal their authentic selves. [1]

- Research has found that **identity-safe environments** are important for development among underrepresented youth. [2]

IDENTITY SAFE ENVIRONMENTS

Settings that acknowledge differences in social identities and treat those differences as valuable

- When adult allies and identity-safe environments come together, underrepresented youth may be more likely to speak up because they feel supported. [3]

Current Study

We explored how adolescent youth and adults **collaboratively developed** an identity-safe community at Y-WE Create— a residential creative design camp primarily for adolescent girls of color who are from low-income backgrounds.

1. How do youth and adults engage in the process of developing an identity-safe community?

2. How do youth and adults sustain an identity-safe community?

3. How does experiencing identity safety facilitate personal growth?

Methods

We conducted daily interviews with three youth of color and two mentors of color (32 interviews in total; age range 13-28).

We used an inductive thematic analysis to explore participants' descriptions of building identity safety at camp. [4]

Results

Developing Identity Safety

"I feel like when I first talk to a person, they're going to judge me, so I don't usually talk to new people. I feel like the first thing is communication. We have to communicate with each other, respect each other, so we can be a good community." -15-year-old Latinx youth

Participants discussed developing identity safety through engaging in authentic interactions between youth and adults, challenging norms around friendships, and practicing open communication.

Sustaining Identity Safety

"You're really in a safe space completely. Going into the sanctuary, I just felt so relaxed and in my body. I didn't have to adjust, at all, what I was feeling or looking like, because I felt so safe." -18-year-old multiracial youth

Participants discussed sustaining identity safety through adult mentors' support strategies (formal support structures, mutual support) as well as youth's role in building social support channels (peer support, informal roles).

Effects of Identity Safety

"I generally struggle with imposter syndrome... I feel like something shifted and I feel more comfortable being here. Way more confident, way more ready to step into whatever role that I might be called into." -28-year-old multiracial social worker

Participants took positive risk-taking though internal risks (overcoming imposter syndrome, communication patterns) and external risks (attending camp, playing a musical instrument).

Implications

1. Identity-safe communities have the potential to encourage underrepresented youth to interrogate different histories that impact one's experiences.

2. The intergenerational mentoring model worked to challenge power dynamics by having mentors participate in activities alongside youth.

3. Some youth need additional help through formal social support channels.

4. Developing identity safety is important for psychological health.

Youth at Y-WE Create.

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"WE HAD THIS EXPERIENCE TOGETHER": REIMAGINING YOUTH-ADULT PARTNERSHIPS IN ONLINE CAMPS DURING THE TIME OF COVID-19

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As in-person camps transition to online programming due to the COVID-19 pandemic, it is crucial for camps to continue supporting youth remotely. At camp, youth can form trusting, supportive relationships with nonfamilial adults. Recent research has investigated youth-adult partnerships, which are characterized by supportive adult relationships and youth voice in decision making (Zeldin et al., 2014). Youth-adult partnerships are associated with positive youth development, including empowerment and community connectedness (Krauss et al., 2014; Weybright et al., 2017). Although previous research has studied mentorship in online settings, there is limited research about youth-adult partnerships in remote environments (Kaufman, 2017).

Given this gap in research, the current study investigates whether summer camps can foster youth-adult partnerships remotely. We examine two summer camps: Y-WE Create—a four-week creative design camp— and Y-WE Write—a week-long writing camp. Although both camps are usually residential, they transitioned to virtual programming due to the pandemic. Y-WE camps serve primarily low-income young women of color and employ an intergenerational mentoring model. We end our discussion by offering three strategies for how future online camps can build supportive relationships between youth and adults.

Methods

Youth ages 12-18 and adults (facilitators and mentors) completed surveys (Create: $n = 37$; Write: $n = 28$) to determine if youth-adult partnerships formed during online camp. The survey response rate was 67.8% for Create and 75.57% for Write. The survey contained adapted Youth Voice in Decision Making and Supportive Adult Relationships subscales, which had previously been validated for racially and ethnically diverse youth ages 11-24 (Zeldin et al., 2014). Items ranged from 1 (strongly disagree) to 7 (strongly agree). We analyzed survey responses using descriptive statistics. Three members of our research team also participated in the camps as mentors and ethnographers to observe the impact of these programs for participants. They interviewed 6 youth and 7 adults at Create and 5 youth at Write. Participants were interviewed at the start (Create: $n = 13$; Write: $n = 5$) and end (Create: $n = 8$; Write: $n = 5$) of the program, for 31 interviews total. Interviews asked participants to reflect on their experience of youth-adult partnerships at camp. All interviews were transcribed verbatim using Rev, an online transcription service (https://www.rev.com). We used deductive thematic analysis strategies to explore participants' descriptions, as well as identify, analyze, and report patterns within the data (Braun & Clarke, 2006). We used the two factors defined in the youth-adult partnership scale— supportive adult relationships and youth voice in decision making— to guide our qualitative analysis.

Results

We organized our findings around the two main elements of youth-adult partnerships: (1) supportive adult relationships and (2) youth voice in decision making (see Table 1). Quantitative and qualitative findings are reported for each theme.

The survey data indicated that youth at both camps developed supportive relationships with adults. All survey respondents agreed that youth and adults learned a lot from working together (Create: $M = 6.73$, $SD = 0.55$; Write: $M = 6.73$, $SD = 0.45$) and that youth and adults respected each other at camp (Create: $M = 6.92$, $SD = 0.25$; Write: $M = 6.85$, $SD = 0.46$). The qualitative data supported these findings. One youth reported, "With [the facilitator] doing check-ins and our mentors checking in with us after camp… I definitely felt supported." Another youth referenced the respect between participants: "It wasn't the adults doing everything and then telling everybody to be quiet while they're talking. I feel like the respect was mutual between everybody."

Survey responses also suggested that adults at camp included youths' voices in decision making. Respondents reported that youth were encouraged to express their ideas and opinions (Create: $M = 6.77$,

SD = 0.53; Write: *M* = 6.81, *SD* = 0.40) and that adults took youths' ideas seriously (Create: *M* = 6.81, *SD* = 0.45; Write: *M* = 6.88, *SD* = 0.43) in both online camps. Interview participants similarly expressed that youth felt empowered to speak out: "I felt more and more comfortable asking questions," one youth said. "[The facilitator] was always like, 'Yes, stop the entire thing and ask your questions.'" Youth also reported that adults valued their ideas: "You can tell that the leadership isn't only with adults and that the youth had a big role in leadershi[p]," one youth said.

Table 1
Survey responses for youth-adult partnership scale

Survey item	Create			Write		
	% Agree	*M*	*SD*	% Agree	*M*	*SD*
Supportive adult relationships subscale						
Youth and staff trust each other	97.5	6.65	.75	100	6.62	.50
There is a good balance of power between youth and adults	97.5	6.54	.97	100	6.62	.70
Youth and adults learn a lot from working together	100	6.73	.53	100	6.73	.45
Youth and adults respect each other	100	6.94	.20	100	6.85	.46
Adults learn a lot from youth	94.9	6.48	.80	96.1	6.54	.76
Youth voice in decision making subscale						
Adults take youths' ideas seriously	100	6.84	.41	100	6.88	.43
Youth are expected to voice their concerns	100	6.73	.45	96.1	6.58	.95
Youth are encouraged to express their ideas and opinions	100	6.80	.50	100	6.81	.40

Discussion and Implications

These results provide evidence that supportive adult relationships and youth voice in decision making can be incorporated into online camp communities. From this study, we identified three practices that can help foster youth-adult partnerships in online camps: (1) encouraging adults to take part in virtual activities alongside youth allows for connection and shared camp experiences; (2) when adults provide multiple opportunities for youth to share their work, it empowers them to be active online participants; (3) utilizing features of online platforms can help youth and adults co-create a culture of support online.

Y-WE's online camp format allowed adults to participate in program activities alongside youth, which became an important way for youth and adults to build relationships online. "[The mentors] were working with us. They weren't just watching us work by ourselves," one youth noted. "We had this experience together." Previous research shows that youth-adult partnerships are most successful when youth and adults work together as a collective group (Camino, 2005). Our study in online camp settings aligns with this past work and suggests that this is an effective practice for other camps transitioning to remote programming.

Although some youth at Y-WE found it difficult to learn new skills online, like sewing or jewelry making, having opportunities to share their work with others helped cultivate a sense of communal learning. By providing multiple opportunities for sharing, including regular check-ins and a virtual showcase, adults helped youth feel more confident about their skills and empowered in their creativity. Adults in future online camps can build-in regular times for youth to share their progress and receive feedback and encouragement.

Despite the challenges of a remote format, Y-WE camp participants utilized digital features in Zoom and other online platforms to give and receive support. Participants took advantage of the Zoom chat box to share words of support, and facilitators used the breakout room feature to allow youth and adults to connect in small groups. Adults can use these strategies to encourage youth participation in online camps; as one youth said, "In the breakout room…[the mentor] wanted us all to share...if she wasn't as encouraging about it, then I wouldn't have shared." Although camp participants may be physically isolated, youth and adults can still find creative ways to build relationships, learn new skills, and co-create a culture of support online.

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"We had this experience together": Reimagining youth-adult partnerships in online camps during COVID-19

Allie Tung, Kat Chen, Mike Scanlon, & Anna Cechony, foundry10

Introduction

CAN SUMMER CAMPS FOSTER YOUTH-ADULT PARTNERSHIPS REMOTELY?

- At camp, youth can form trusting, supportive relationships with nonfamilial adults.

- Youth-adult partnerships are characterized by **supportive adult relationships** and **youth voice in decision making**.[1]

- Youth-adult partnerships are associated with positive youth development, including empowerment and community connectedness.[2]

Current Study

We investigate whether summer camps can foster **youth-adult partnerships remotely**. We examine two summer camps that transitioned to online programming due to the COVID-19 pandemic: Y-WE Create—a four-week creative design camp—and Y-WE Write—a week-long writing camp.

Methods

Youth ages 12-18 and adults (facilitators and mentors) completed surveys (Create: $n = 37$; Write: $n = 28$) with adapted Youth Voice in Decision Making and Supportive Adult Relationships subscales.[1]

We conducted interviews with 6 youth and 7 adults at Create and 5 youth at Write at the start and end of each program (31 interviews in total).

Results

Survey Item	Create M	Create SD	Write M	Write SD
Supportive Adult Relationships				
Youth and staff trust each other	6.65	.75	6.62	.50
There is a good balance of power between youth and adults	6.54	.97	6.62	.70
Youth and adults learn a lot from working together	6.73	.53	6.73	.45
Youth and adults respect each other	6.94	.20	6.85	.46
Adults learn a lot from youth	6.48	.80	6.54	.76
Youth Voice in Decision Making				
Adults take youths' ideas seriously	6.84	.41	6.88	.43
Youth are expected to voice their concerns	6.73	.45	6.58	.95
Youth are encouraged to express their ideas and opinions	6.80	.50	6.81	.40

Items ranged from 1 (strongly disagree) to 7 (strongly agree)

Supportive adult relationships

100% of survey respondents agreed that youth and adults learned a lot from working together and that youth and adults respected each other at camp.

"It wasn't the adults doing everything and then telling everybody to be quiet while they're talking. I feel like the respect was mutual between everybody." -Youth

Youth voice in decision making

100% of survey respondents reported that youth were encouraged to express their ideas and opinions and that adults took youths' ideas seriously in both online camps.

"You can tell that the leadership isn't only with adults and that the youth had a big role in leadership[]" -Youth

Implications

We identify **three practices** that can help foster youth-adult partnerships in online camps:

1. Encouraging adults to take part in virtual activities alongside youth allows for connection and shared camp experiences.

2. When adults provide multiple opportunities for youth to share their work, it empowers them to be active online participants.

3. Utilizing features of online platforms (e.g., breakout rooms, chat features) can help youth and adults co-create a culture of support online.

Y-WE Write participants on Zoom

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BEYOND FUN AND SKILL DEVELOPMENT: HOW SEASONAL SUMMER CAMP WORK IMPACTS EMERGING ADULTS' WORK VALUES

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Summer camp is a popular seasonal work setting for emerging adults (American Camp Association, 2016). Scholars have linked camp work to varied intrapersonal and interpersonal outcomes (e.g., Duerden et al., 2014; Garst et al., 2009; Povilaitis et al., in press; Warner et al., in press). Despite an increasing understanding of the outcomes of working at a summer camp, little is known about the effects of camp work on aspects of career development, such as work values.

Work values are beliefs about the desirability of qualities of work (Dawis & Lofquist, 1984), and focus on characteristics such as social interactions, tasks, and the work environment, as well as the outcomes of work, such as a sense of purpose, benefits, or prestige (Leuty & Hansen, 2011). For example, some people value clear work-life boundaries and good benefits, while others value workplace relationships and feeling like their work makes a difference. Work values often influence career-related behaviors such as the evaluation of current and future employment (Dawis & Lofquist, 1984), which is a critical process for emerging adults (Super, 1990). Researchers have examined how work experiences influence emerging adults' work values (e.g., Johnson, 2001) and certain characteristics of jobs influence work values (e.g., Cheung & Tang, 2012); however, little is known about the role of the seasonal work context in work value development.

Given the prevalence of summer camp work among emerging adults and the importance of work values to career development, there is a need to better understand how camp work might influence emerging adults' work values. Therefore, we aimed to answer two questions: 1) What work values do emerging adults attribute to their summer camp work? 2) What characteristics of seasonal summer camp work influence emerging adults' work values?

Methods

We used a qualitative approach to understand how camp work influenced emerging adults' work values. We recruited our sample ($n = 76$) from a pool of 18–25-year-olds who had worked at camp for at least one summer. Participants identified as 63% women, 36% men, and 1% gender non-conforming; 3% Asian American, 9% Black, 3% Latinx, 8% multiracial, and 78% White. About 54% of participants worked at a camp for two summer seasons.

Prior to participating in semi-structured interviews (30–45 minutes), participants completed an online survey about camp and other topics, including ideal job characteristics. During the interview, we asked participants to tell us about their ideal job characteristics survey responses (i.e., *Please tell me more about each one of the top characteristics of your ideal job you listed on the survey and how you came to realize they were important to you*). We also asked participants if working at camp influenced the development these values (*i.e., In what ways did your experiences working at camp influence your understanding of what you want and do not want in future work?*).

We used both deductive and inductive methods to understand the work values attributed to camp work and the characteristics of the work influencing these values. First, we created a codebook using Leuty and Hansen's (2011) model of work values (i.e., environment, competence, status, autonomy, organizational culture, relationships) and deductively coded the interviews. Simultaneously, we inductively coded the interview notes using open-coding (Patton, 2002) to identify any additional work values not included in Leuty and Hansen's (2011) model and characteristics of the work influencing work values. Once the codebook was created, both authors coded a random selection of interview transcripts ($n = 20$) which resulted in acceptable inter-rater reliability (overall $\kappa = .70$; $\kappa = .44$–$.94$ for individual codes). The first author then deductively coded all of the interview transcripts. Afterward, we met to

discuss emerging themes about how camp work characteristics influenced work values and to compare emergent themes to the literature to refine our interpretation and ensure theoretical relevance.

Findings

Emerging adults in our study said working at camp was important to their development and understanding of specific work values. Camp work helped participants understand their desire for a supportive social environment with adequate work-life balance. For example, one participant said, "Camp helped me realize that I need support in my job. At camp I got a lot of support." Another participant said, "Camp helped me realize I don't want to be working all the time." We also found that working at camp helped participants realize they wanted meaningful relationships with their coworkers and wanted to do work that makes a difference. For example, one participant said, "I think that [camp] definitely impacted the way that I see myself working with others and just how important it is for me to have strong working relationships." Another participant said, "Camp has definitely played a role in it being important for me to make a difference." Many participants also said they wanted work that offered variety and was active. For example, one participant said, "Camp helped me realize that I need to have an active job."

Our findings suggest that the tasks and work environment of camp influenced their work values. Many participants said working at camp allowed them to see the impact of their actions which helped them discover or reaffirm their desire to do work helping others. For example, one participant said, "I could immediately see the change in [the kids] from the start of the week to the end of the week," and that seeing the impact was critical to understanding their value for helping others. The intense, embedded nature of camp led many participants to identify their value for work-life balance, as well as their desire for close relationships with coworkers. When put in a position of constantly working and living with coworkers, many participants in our study realized the importance of having time to themselves. Some participants thought the intense social nature of camp employment would be a good fit, until once immersed in the experience, they realized their limits regarding constant social contact. Finally, many participants said the dynamic nature of working at camp helped them realize they wanted to pursue work that was active, had variety in daily tasks, and that was not the same each day. Participants said camp employment involved doing different types of activities with varying levels of responsibility each day and across the days and weeks. For example, one participant said, "having the opportunity to go with the flow was a big eye-opener for me and it made me understand that I don't want a job that is the same thing every day."

Discussion

We found that camp work helped the emerging adults in our study understand their desire for dynamic work that makes a difference and that offers a supportive social environment with adequate work-life balance. Our findings demonstrate the value of camp work for emerging adults' career development and highlight the characteristics of camp work that make it a fertile setting where staff discover and affirm their work values. Our findings echo what is known about the characteristics of camp work (e.g., Duerden et al., 2014; Garst et al., 2009; Johnson et al., 2011) and align with literature identifying contemporary conceptualizations of work values (e.g., Leuty & Hansen, 2011), as well as the role of job characteristics in work value development (Dawis & Lofquist, 1984).

Although our participants suggested that camp was important to understanding their work values, several staff explicitly cited our interviews as impactful to their meaning-making. This suggests that camp staff may not always view their camp work experiences as being that developmental, but through conversation with others, they may come to see camp work as being influential. Thus, administrators may consider using similar strategies, such as exit interviews, to help staff make meaning of their camp work by identifying how camp developed new work values or reinforced or challenged existing values. Helping staff become aware of camp's influence in their career development extends camp's value beyond fun and work-related skill development by becoming a work setting for self-awareness and positive emerging adult development. Future research should continue unpacking how emerging adults integrate camp work into their careers and life.

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BEYOND FUN AND SKILL DEVELOPMENT: HOW SEASONAL SUMMER CAMP WORK IMPACTS EMERGING ADULTS' WORK VALUES

HEALTH — UNIVERSITY OF UTAH

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What are work values?

Work values are beliefs about the desirability of qualities of work (e.g., characteristics and outcomes; Dawis & Lofquist, 1984).

What Did We Want to Know?

1. What work values do emerging adults attribute to their summer camp work?
2. What characteristics of seasonal summer camp work influence emerging adults' work values?

What Did We Do?

Data Collection

- Semi-structured interviews
- Example Question: *In what ways did your experiences working at camp influence your understanding of what you want and do not want in future work?*
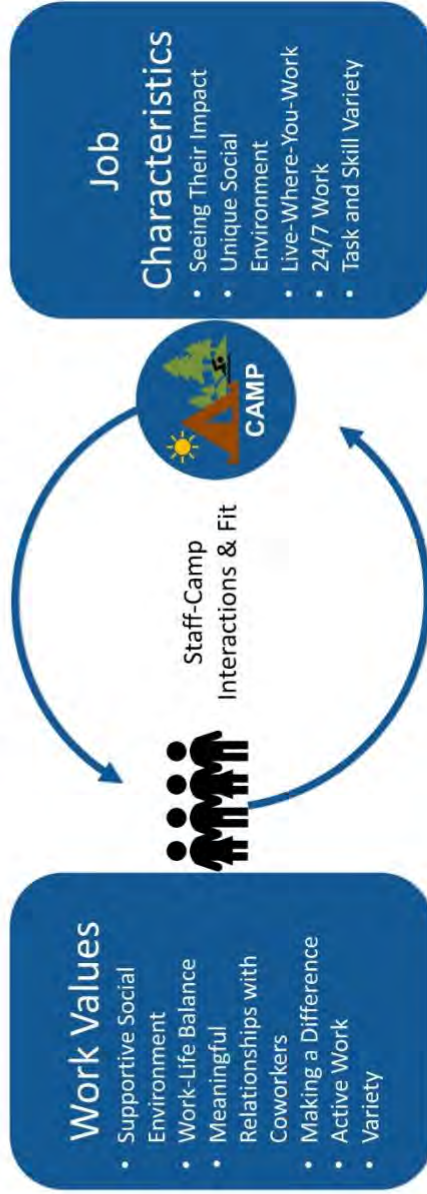
Data Analysis

1. Codebook: Leuty and Hansen's (2011) model of work values and inductive coding of the interview notes
2. After reaching acceptable inter-rater reliability, the first author deductively coded all interview transcripts.
3. We discussed emerging themes and compared them to the literature to refine our interpretation.

Who Participated?

- Seventy-six 18–25 year-olds who had worked at camp for at least 1 summer.
- 63% women, 36% men, and 1% gender non-conforming
- 3% Asian American, 9% Black, 3% Latinx, 8% multiracial, and 78% White
- About half of the participants worked at a camp for two summers.

What Did We Learn?

Work Values

- Supportive Social Environment
- Work-Life Balance
- Meaningful Relationships with Coworkers
- Making a Difference
- Active Work
- Variety

Staff-Camp Interactions & Fit

CAMP

Job Characteristics

- Seeing Their Impact
- Unique Social Environment
- Live-Where-You-Work
- 24/7 Work
- Task and Skill Variety

What Does It Mean?

- Working at camp can help emerging adults understand their work values.
- Camp work may contribute to emerging adults' career development, even for those with un-related career goals.
- Our findings align with what we know about the characteristics of camp work (e.g., Duerden et al., 2014; Garst et al., 2009; Johnson et al., 2011), contemporary conceptualizations of work values (e.g., Leuty & Hansen, 2011), and the role of job characteristics in work value development (Dawis & Lofquist, 1984).

What You Can Do!

- Help staff become aware of camp's influence in their career development.
- Use check-ins or exit interviews to help staff make meaning of their camp work and understand the qualities they want in future work.
- Highlight the value of camp as a setting for career development during recruiting and retention efforts.

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2021 American Camp Association Research Symposium – Virtual

WHY FIRST-YEAR SUMMER CAMP STAFF RETURN AND DO NOT RETURN TO WORK AT CAMP

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Summer can be a time of endless possibilities for many emerging adults. However, as colleges and future employers increasingly emphasize career-related work and internships over other opportunities, many emerging adults must make difficult decisions about how to spend their summers (Hora et al., 2020). These changes may cause first-year staff to reconsider returning to work at camp, leaving many camps struggling with retention (Browne, 2019).

People stay at their jobs or decide to leave for a variety of reasons, both related and unrelated to the actual jobs (Judge & Kammeyer-Mueller, 2012; Smith, 2005). Given the consistent concerns regarding year-to-year retention of camp staff, researchers have sought to understand why staff return, suggesting the importance of making a difference, engagement (e.g., interesting, enjoyable), connecting with friends (e.g., McCole et al., 2012; Richmond et al., 2020; Whitacre & Farmer, 2013), and changing life scripts (e.g., education and career goals; Richmond et al., 2020; Warner et al., 2020). Others have tested interventions to increase retention (e.g., Ellis et al., 2020).

Despite increasing knowledge about summer camp staff retention, most research has focused on staff's intentions to return or has retrospectively examined why staff returned to camp. As a result, little is known about how staff's experiences at camp one year predict their *actual* retention the following year, and further, the reasons why former staff said they did not return. Both research about retention broadly and camp staff retention specifically suggest that interesting and engaging work, feelings of belonging and community, and educational and professional relevance can be important to retention (e.g., Judge & Kammeyer-Mueller, 2012; Richmond et al., 2020). Therefore, in this study, we sought to answer the following questions: 1) Does engagement, sense of belonging, and college-career orientation predict actual staff retention? 2) Why do former staff not return to camp?

Methods

We used survey data collected from a sample of first-year staff ($n = 254$) participating in a longitudinal study about the impact of camp work to answer our research questions. In the fall of 2018, we asked participants to tell us about their experiences working at a camp during the summer of 2018 by providing responses to items of three established survey instruments: college-career orientation (Hanson & Larson, 2005), sense of belonging (Panorama Education, 2015), and engagement (Panorama Education, 2015). Participants responded on five-point Likert-type scales for each measure. In the fall of 2019, we asked participants if they worked at a summer camp during the summer of 2019, and if so, if they returned to the same camp that they worked at in 2018. For participants who did not return to camp, we asked them to list the top three reasons they did not return.

Although 202 participants provided responses in the fall of 2018, only 182 also provided responses in the fall of 2019. Participants who provided responses at both time points were 18–25 years old and identified as: 70% women, 28% men, and 2% gender non-conforming; 75% White, 8% multiracial, 7% Black, 6% Latinx, 4% Asian American, and < 1% Native Hawaiian, Pacific Islander, or other. One hundred and two participants worked at a camp in the summer of 2019; however, only 89 participants worked at the same camp as they did in 2018.

To analyze our data, we first cleaned the data and then created composite variables for each of the three measures collected in the fall of 2018. We used a logistic regression to determine if the composite scores for college-career direction, sense of belonging, and engagement at camp in 2018 predicted staff's return to the same camp in 2019. To analyze the qualitative open-response data, we first open-coded the data and created a codebook. We then coded all open-ended responses and examined the frequencies of non-returning participants' open-ended fall 2019 responses about why they did not return in 2019.

Results

Our results suggested the factors important to first-year staff's retention at the same camp for a second year. Staff's reported sense of belonging and engagement during 2018 camp employment predicted their return to the same camp in 2019 (See Table 1). Staff who reported high sense of belonging at camp in 2018 were nearly three times as likely to return in 2019. Staff who reported high engagement at camp in 2018 were nearly twice as likely to return in 2019. College-career orientation did not predict retention. Our analysis of participants' open-ended responses, the top three reasons former staff did not return in 2019 were pay ($n = 33$), different work ($n = 32$), and educational opportunities ($n = 31$).

Table 1

Logistic Regression of Factors Predicting Retention

Predictor	*M*	*SD*	α	*B*	SE	Wald	e^b
Sense of belonging	3.90	.757	.910	1.087	.346	9.888*	2.965
Engagement	3.81	.774	.853	.684	.335	4.171*	1.982
College-career orientation	1.99	.643	.806	.199	.304	.428	1.220

*Note. $n = 173$; * = $p < .05$, ** = $p < .01$; $R^2 = .317$**.*

Discussion

By examining how staff's experiences working at camp their first summer influenced their return to the same camp for a second year, this study fills a gap in the cross-sectional studies explaining intentions to return instead of actual retention. Understanding actual retention rather than intention to return is important because of potential intention and behavior incongruencies (Ajzen, 1991). Our results add stronger support for past explanations of camp staff retention, suggesting the importance of sense of belonging, engagement, pay, and life scripts (e.g., other work and school) to actual year-to-year retention. (e.g., McCole, 2012; Richmond et al., 2020; Warner et al., 2020).

Our results also offer camp administrators strategies for improving retention. First, our quantitative results suggest that administrators should develop supportive staff cultures in which everyone feels like they belong. Similarly, our quantitative results also suggest that administrators should help staff maintain high levels of engagement. This might entail proactively matching staff responsibilities to their stated interests to the degree that this is reasonable. Finally, our qualitative findings that former staff leave camp for more lucrative educational and career opportunities should motivate administrators to help staff see the non-monetary value of camp work and its potential influence on career development. Offering advancement and career tailored jobs may entice staff to return. Camp administrators and researchers should consider our findings when designing interventions to increase staff retention.

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WHY FIRST-YEAR SUMMER CAMP STAFF RETURN AND DO NOT RETURN TO WORK AT CAMP

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What Did We Want to Know?

1. Does engagement, sense of belonging, and college-career orientation predict actual staff retention?
2. Why do former staff not return to camp?

What Did We Do?

Fall 2018

- We asked 1st year staff (n = 202) about their experiences working at a camp during the summer of 2018. They answered questions about college-career orientation, sense of belonging, and engagement on 5-pt. Likert-type scales.

Fall 2019

- We asked participants (n = 182) if they worked at the same camp during the summer of 2019. We asked participants who did not return to camp to list the top 3 reasons they did not return.
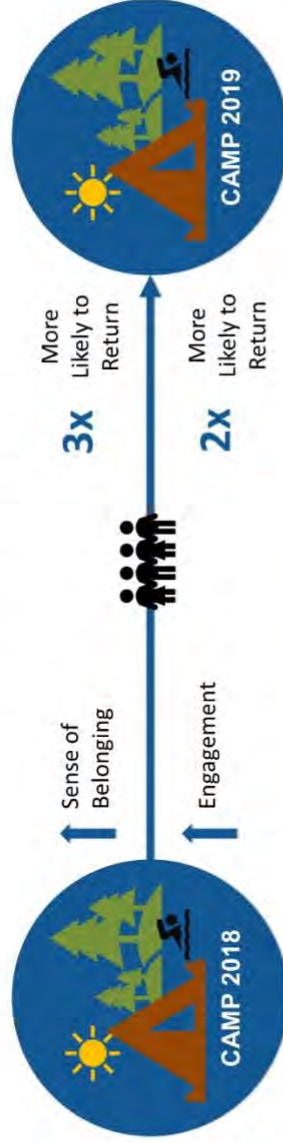
Data Analysis

- We used a logistic regression to see if college-career orientation, sense of belonging, and engagement at camp in 2018 predicted staff's return to the same camp in 2019.
- We created a codebook based open-coding and then deductively coded all open-ended responses and examined the frequencies of non-returning participants' fall 2019 responses about why they did not return in 2019.

Who Participated?

- 18–25 years old 1st year camp staff (n = 182)
- 70% women, 28% men, and 2% gender non-conforming
- 75% White, 8% multiracial, 7% Black, 6% Latinx, 4% Asian American, and < 1% Native Hawaiian, Pacific Islander, or other.
- 102 participants worked at a camp in the summer of 2019; however, only 89 participants worked at the same camp as they did in 2018.

What Did We Learn?

CAMP 2018 → CAMP 2019

↑ Sense of Belonging — **3x** More Likely to Return

↑ Engagement — **2x** More Likely to Return

Top 3 reasons staff did not return in 2019 were pay, different work, and educational opportunities.

What You Can Do!

1. Develop supportive staff cultures in which everyone feels like they belong. Helping staff appreciate their differences, public recognition of success, and team-building can help staff feel like they belong.
2. Help staff maintain high levels of engagement. Matching staff responsibilities to their interests can help staff stay engaged.
3. Help staff see the non-monetary value of camp work and its potential influence on career development. Offering advancement opportunities, career-tailored jobs, and internships may motivate staff to return.

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