Explore 30
Camp Reading Program

2011 Explore 30 Camp Reading Program Impact Report

american CAMP association®

EXECUTIVE SUMMARY

The Explore 30 Camp Reading Program is a national initiative created by the American Camp Association (ACA) to target youth literacy in camps. The specific goal of Explore 30 was to build organizational capacity (and align advocacy efforts) around summer reading and literacy. In the summer of 2011, 218 day and resident camps across thirty-six states signed up to participate in Explore 30 — serving more than 360,000 youth. Camps integrated Explore 30 into their camp sessions through either structured or unstructured reading opportunities supported by Explore 30 reading materials. A formal summative evaluation was conducted through a paper-pencil camper survey with 591 youth (out of 741 total youth primarily between the ages of three and thirteen) from seven camps that received specific grant support and an online director/staff survey of forty-seven directors (out of 218 total directors) to identify program outcomes.

Key Findings

- ☐ Explore 30 was a successful model for providing youth with reading opportunities in day and resident camps. Data from both campers and staff supported that approximately 70% of youth participating in the program read for thirty minutes or more each day of their one- to two-week camp session.

- ☐ Explore 30 increased campers' feelings of reading enjoyment. There was a significant difference (in the positive direction) in the mean scores of camper measures of "feelings about reading" from pretest (M = 2.09, SD = 1.21) to posttest (M = 1.89, SD = 1.08). Almost half of all participants (49%) shared that what they liked best about the program was "reading by myself" followed by 33% who enjoyed "reading with counselors."

- ☐ The top three camper perceptions of a "good reader" included someone who "understands what they read" (45%), "finds time to read each day" (44%), and "likes to read" (42%).

- ☐ On a scale of 1–5, where 1 = false and 5 = true, camp directors indicated that campers were more likely to read during free time (3.90), and more interested in reading (3.78) because of Explore 30.

- ☐ More than 91% of camp directors shared that the books provided by Explore 30 partners were the most important resource they received through the program.

- ☐ Camps reported growth in organizational capacity for the provision of camp-based reading programs and identified a number of promising practices, including:
  - ○ create a camp library / partner with library,
  - ○ utilize a variety of reading materials,
  - ○ integrate reading into other camp activities,
  - ○ incorporate writing and/or journaling, and
  - ○ consider camper preferences for reading.

PROGRAM OVERVIEW :

Explore 30 is a national initiative created by the American Camp Association (ACA) in 2011 to target youth literacy in camps. The specific goal of Explore 30 was to build organizational capacity (and align advocacy efforts) around summer reading and literacy. The program was free to camps that signed up by an identified deadline and that completed a program profile survey. Participating camps had to agree to (a) integrate Explore 30 either formally or informally into their camp program, and (b) provide youth with at least 30 minutes of reading time per day for each day of the camp session. Camp session length varied from one to two weeks. ACA provided the following benefits and resources to participating camps:

- Promotion of camp reading through alignment with the Explore 30 brand.
- Free online reading resources, children's magazine, and books.
- Reading activity ideas and resources for staff support of reading.
- Advocacy information regarding the impact of camp on literacy and the reversal of summer learning loss.
- Reading support materials like reading logs, reading certificates, and incentives.

Research Base

Many children experience "summer learning loss" during the summer months, which means they forget the equivalent of up to two months of academic instruction as measured by grade level equivalents on standardized tests. Because of summer learning loss, children's test scores are lower when they return to school in the fall than when they left school in the spring. Summer learning loss impacts youth, regardless of gender, ethnicity, or IQ; however, disadvantaged children are even more at risk for summer learning loss with regard to reading scores. Summertime engagement in high-quality programs such as camp is important for addressing the negative impacts of summer learning loss.

Reading is critical for academic success and the development of ongoing reading interest can positively impact career success (Taylor, 2005). Unfortunately, research conducted by the National Endowment for the Arts (2004, 2010) found that Americans are spending less time reading, that reading comprehension skills are eroding, and that these declines are having serious civic, social, cultural, and economic implications. While advanced readers may accrue personal, professional, and social advantages, deficient readers run a higher risk of failure in all three of these areas (National Endowment for the Arts, 2010).

Lifelong readers are more likely to be successful adults through the acquisition of critical 21st century skills. The number of minutes spent reading during out-of-school-time, even if only a small amount, correlate positively with reading achievement (Anderson, Fielding, & Wilson, 1988). In fact, students who scored at the 90th percentile on reading tests spent five times as many minutes as children at the 50th percentile, and more than 200 times as many minutes per day reading books as children at the 10th percentile.

Reading books is the best predictor of reading achievement, reading comprehension, vocabulary, and reading speed (Anderson, Fielding, & Wilson, 1988; Stanovich & Cunningham 1993). Research on reading programs suggests that common features of effective programs designed to promote reading in schools, homes, and libraries include access to varied material that appeals to all ages and tastes, active parent involvement, partnerships among community institutions, and collaboration among significant adults in students' lives (Cullinan, 2000).

> *Reading books is the best predictor of measures of reading achievement, reading comprehension, vocabulary, and reading speed.*

Integrating sufficient amounts of reading time into out-of-school-time programs, like camp, is important. A review of scientifically-based reading research conducted by the Ohio Department of Education Center for Students, Families, and Communities found that thirty minutes of reading time was effective in producing positive outcomes in reading proficiency (Ohio Department of Education, 2000). In addition, a British "Reading Recovery Programme" found that thirty minutes of reading each day helped children improve reading by up to two years (Wright, 1992).

Organizational Capacity Building Through Explore 30

The primary goal of Explore 30 was to build the capacity of day and resident camps to successfully implement formal and/or informal reading programs during each day of camp. Capacity-building support was provided through the Explore 30 Web page portal (Figure 1), where a wide variety of reading resources were provided

Figure 1. The Explore 30 Camp Reading Program Web Portal

Reading resources provided through Explore 30 included:

- ○ Camper Reading Log
- ○ Group Reading Log
- ○ Certificate of Achievement
- ○ Ideas for Integrating Reading in Camp
- ○ Staff Checklist for Camper Reading Aloud
- ○ Reading Scaffolding: A Guide for Staff
- ○ Camper Survey
- ○ Excel Analysis Template for the Camper Survey
- ○ Letter of Request for Donations
- ○ Sample Press Release
- ○ Sample Parent Letter

EXPLORE 30 PROGRAM EVALUATION DESIGN ::::::::::::::::::::

Logic Model

A logic model was designed to illustrate the goals, inputs, output, and short- and long-term goals for Explore 30 (Table 1). This model was the framework for the evaluation plan.

Goals	Inputs	Outputs	Short-term Outcomes	Long-term Outcomes
☐ Increased organizational capacity to provide camp-based reading programs. ☐ Increased reading enjoyment and engagement among youth campers participating in Explore 30.	☐ Camps enrolled in Explore 30 and advocating for summer reading. ☐ Access to Explore 30 web portal reading resources. ☐ Youth involved in the program. ☐ Staff trained to support reading experiences. ☐ Books and other reading materials. ☐ Partners that provide research support materials.	☐ Number of camps participating in Explore 30. ☐ Number of camps advocating for the importance of reading to address summer learning loss. ☐ Number of youth participating at each camp. ☐ Number of books and other reading materials available to youth. ☐ Number of partners who provided reading support materials. ☐ Promising practices learned or adopted at each camp.	☐ Camps will experience increased capacity to deliver a camp-based reading program. ☐ Camps will learn or adopt promising practices for youth literacy and reading. ☐ Youth will report greater interest in, and enjoyment with, reading.	☐ Camps will be positioned as youth literacy advocates. ☐ Campers will be better prepared to enter school with lower levels of summer learning loss after participating in reading through Explore 30.

Table 1. Explore 30 Program Evaluation Logic Model

Design

The design was a mixed methods approach that resulted in qualitative and quantitative data from campers primarily between the ages of three and twelve and staff that focused on camper reading outcomes related to reading engagement and reading enjoyment, as well as a camp's capacity to implement Explore 30. Specific expectations related to growth included:

☐ participating youth would show gains in specified outcomes related to reading enjoyment and reading engagement, and
☐ participating organizations would experience enhanced capacity in their ability to deliver a quality camp reading program.

## Data Collection and Measures

Data were collected using a mixed methods approach across three surveys. First, camp directors completed an **"Explore 30 Organizational Profile Survey"** when they enrolled in the program. Second, youth campers completed an **"Explore 30 Camper Survey"** on the last day of camp. Third, camp directors and/or staff completed an **"Explore 30 Director/Staff Survey"** after the end of the camp session.

- ❑ **Explore 30 Organizational Profile** — The online organizational profile survey was designed in SurveyMonkey. Each camp that was interested in joining Explore 30 was required to complete the organizational profile survey in order to officially join the program. The survey asked questions related to: camp name, camp type, number of campers expected to be served, demographics of campers served, description of reading programs currently provided at the camp (if applicable), and reading program needs of the camp.
- ❑ **Explore 30 Camper Survey** — The camper survey was a one-page printed self-report survey that was distributed to campers on the last day of camp. Questions targeted number of minutes read, perceptions of reading (reading interest, reading enjoyment), components of the program that campers enjoyed the most/least, and favorite books read (see Appendix A).
- ❑ **Explore 30 Director/Staff Survey** — The online directors/staff survey was designed in SurveyMonkey, and directors or staff responsible for implementing Explore 30 were asked to complete the survey at the end of the camp session(s) in which the program was offered. The survey included both quantitative and qualitative questions related to the number of minutes read, the number and demographics of youth served, perceptions of camper change attributed to Explore 30, perceptions of the impact of Explore 30 on achievement of the camp's mission/goals, and perceptions of the most important resources that were received by the camp through the program (see Appendix B).

Data Analysis

The quantitative data from both the staff and camper surveys were analyzed with IBM SPSS Statistics while the qualitative data were coded and grouped by emergent themes. These themes were further analyzed to determine patterns and conceptual consistency in the responses. This section provides an analysis of both staff and camper surveys collected in the summer of 2011.

The purpose of this analysis is twofold. First, one of the primary goals of this study was to identify Explore 30 program outcomes at both organizational and camper levels. Secondly, as this was a pilot program, the latter part of this discussion is focused on analyzing program challenges and highlighting promising practices for implementing Explore 30. This section is organized by first providing an overview of participating camps and campers, followed by a discussion of program outcomes from both staff and camper surveys. The final part of this section reports on the findings from the qualitative analysis of staff's open-ended responses regarding their recommendations for program implementation. Collectively, the results in this report offer a broad perspective on the impact, challenges, and promise of implementing Explore 30 in camps.

Explore 30 Organizational Profile

In the summer of 2011, using the Explore 30 Organizational Profile, ACA identified 218 camps that were interested in providing reading programs to youth using the Explore 30 model. These camps were expected to reach over 360,000 youth across 36 states. Furthermore, these camps served a diverse group of campers. One percent were identified as Native American/Alaskan Native, 4% Asian, 20% Black/African-American, 57% Caucasian/White, 11% Hispanic/Latino, less than 1% Native Hawaiian/Pacific Islander, and 6% identified as Bi-racial/Multi-racial.

Explore 30 Director/Staff Survey

Camp directors (or program staff) from 49 (N = 49) of the 218 camps completed the Explore 30 Director/Staff Survey (22% response rate). The majority of staff who completed the survey were administrators/directors (59.1%), followed by program managers/directors (34.1%) and instructional staff (6.8%). A large percentage (45.6%) of camps were affiliated with some agency (e.g., 4H, BSA, CFUSA, JCCA, YMCA, etc.),

followed by Independent for-profit camps (24.6%), independent not-for-profit camps (14%), religious camps (8.8 %), municipal or government camps (7%), and 1.6% identified as other.

These directors identified that they served 13,000 youth through Explore 30 from a range of economic levels. Just over 12% of participants were reported at a poverty economic level, 24% were low income, with the majority (59.09%) of participants of a middle-income status. The remaining 23% were considered high-income.

Explore 30 Camper Survey

A small sample of seven camps were asked to have campers complete the Explore 30 Camper Survey (N = 741). Due to incomplete data sets, data from six of the camps were retained (N = 591). A total of 591 campers, male (N = 278, 47%) and female (N = 313, 53%) completed the survey. Campers' ages ranged from three to eighteen years old (mean age = 9.68)(Table 2). Campers were in grades between preschool and twelfth grade. Nearly 12% were in Pre-K to Kindergarten, 58 % of the campers were in elementary school, 18.6% were in middle school and 11.5% were in high school.

	Camper Profile (N= 591) Percentage	Camp Profile (N= 58) Percentage
Sex		
Male	N = 278 (47%)	
Female	N = 313 (53%)	
Age	Average = 9.68	
Grade		
Pre-K-Kindergarten	12%	
Elementary School	58%	
Middle School	18.6%	
High School	11.5%	
Ethnicity		
Native American/Alaskan Native		1%
Asian		4 %
Black		20%
Caucasian		57%
Hispanic		11%
Native Hawaiian		< 1%
Multi-Racial		6%
Income Level		
Poverty		12%
Low Income		24%
Middle Income		59%
High Income		23%

Table 2. Explore 30 Camper and Camp/Organization Profiles

Both camp staff and campers were asked to report on a number of program outcomes. Quantitative results from the staff survey are presented first, followed by camper data. Analyses of staff's open-ended responses are offered last and discussed in terms of organizational- and camper-level impacts.

Director/Staff Perceptions of Camper Reading

Directors and/or Explore 30 staff were asked to report how long campers read while at camp. Directors/ staff reported that just over 30% of campers read for fifteen minutes each day. Nearly 50% reported that campers' read approximately for thirty minutes each day, (whereas campers' self-report was slightly smaller at 42%). Additionally, staff reported 11% of campers read for forty-five minutes daily, whereas campers' self-report was slightly higher at 15%. Over 7% of staff, compared with 13% from the camper survey, reported reading for one hour or more each day (see Figure 2). Together, data from both campers and staff supported that approximately 70% of youth participating in Explore 30 read for at least thirty minutes or more each day of their camp session.

> *Data from both campers and staff supported that approximately 70% of youth participating in Explore 30 read for at least thirty minutes or more each day of their camp session.*

Figure 2. Daily Number of Minutes Read at Camp
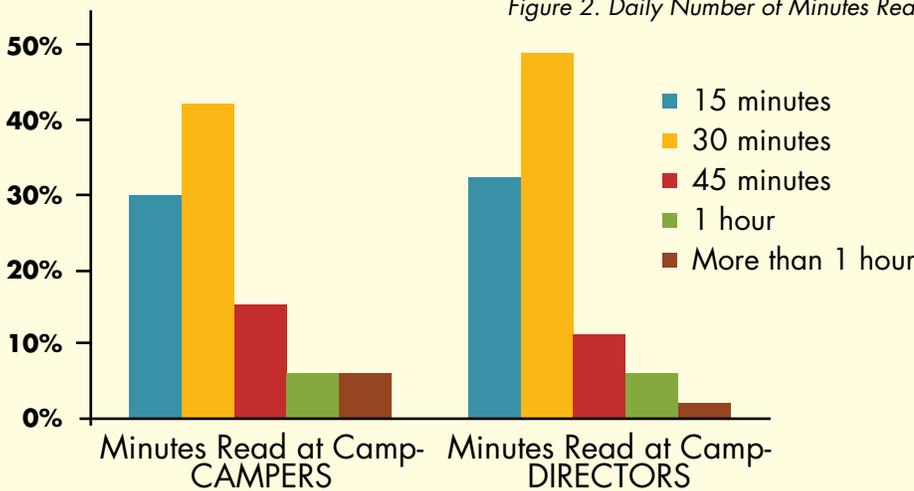
Next, staff were asked to identify how they perceived campers benefited from Explore 30. They were asked to respond to the question: "Since participating in Explore 30, campers seem . . . " followed by one of the eight items listed in Table 3. Each of the items were ranked on a scale from 1–6 (1 = False, 6 = True). The average for each of the items ranged between 3.18–3.90, which was in the "somewhat true" category (see Table 3).

Since participating in Explore 30, campers seem . . .	Mean
More likely to read during free time	**3.90**
More interested in reading	3.78
More skilled at reading	3.71
More likely to go outside to read	3.69
More interested in other reading activities (e.g., reading theater, reading aloud to others)	3.66
More interested in talking with friends/family about books/magazines they read	3.63
More interested in talking with friends/family about reading	3.53
More interested in getting friends/family involved in reading	3.18

Table 3. Staff Survey: Camper Benefits of Participating in Explore 30

Camper Perceptions of Reading

Campers were asked about how they felt about reading before and after participating in Explore 30; what they liked most/least about Explore 30; what they thought makes someone a good reader; and what type of support they needed to continue reading. In addition, campers were asked to list their favorite book.

Campers were asked about their feelings about reading prior to and after participating in Explore 30. A paired samples t-test was used to compare the means on campers' feelings about reading. There was a significant difference in feelings about reading before participating in Explore 30 (M = 2.09, SD = 1.20) and feelings about reading after Explore 30 (M = 1.89, SD = 1.08; $t(590) = 5.96$ $p < .001$). These results suggest that campers' feelings about reading improved following their participation in Explore 30 (see Figure 3).

Figure 3. Campers' Feelings About Reading

- Feelings about reading (before camp)
- Feelings about reading (after camp)
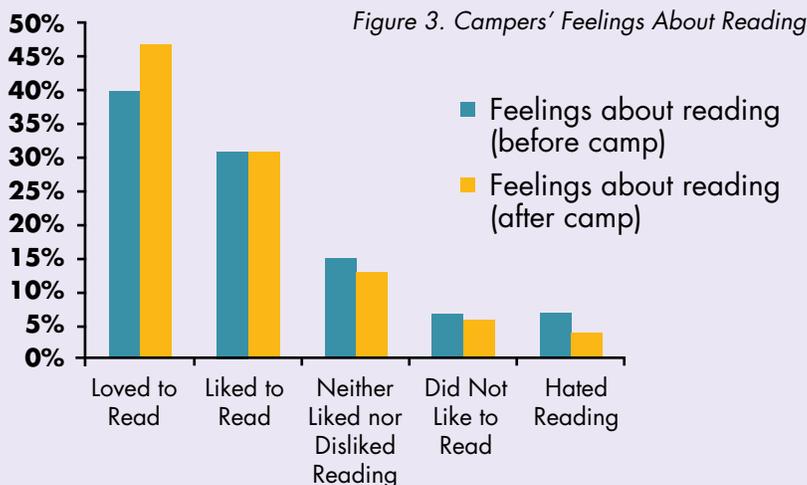
Camper Perceptions of Explore 30

When campers were asked what they like the most and least about Explore 30, 50% of the campers reported that what they enjoyed most was time reading by themselves. On the other hand, nearly 55% of campers reported not knowing what they liked least, while an additional 20% reported that what they like least was reading aloud to others (see Table 4). Table 5 lists the top ten favorite books or types of reading material identified by campers participating in Explore 30.

Table 4. What Campers Liked Best/Least about Explore 30

	What campers liked best	What campers liked least
Reading by myself	49.6%	11.2%
Reading aloud to others	17.3%	20.6%
Reading with other campers	18.4%	8.5%
Reading with counselors	32.8%	8.6%
I don't know what I like best/least	16.8%	54.7%

Table 5. Campers' Top Ten Favorite Books to Read

1. Harry Potter
2. Diary of a Wimpy Kid
3. Junie B. Jones
4. Dr. Seuss Books
5. Magazines (Seventeen, ESPN, Sports Illustrated)
6. Twilight Series
7. Hunger Games
8. Justin Bieber
9. Wayside School
10. Sports Books

Campers shared that a good reader is someone who…

- Understands what they read (45%)
- Finds time to read each day (44%)
- Likes to read (42%)
- Reads a lot of different books (37%)
- Reads aloud (16%)
- Reads with friends or part of a group (13%)
- Reads really fast (12%)

When asked how they felt about their reading abilities, the majority of campers reported that they were a good reader. However, even after participating in Explore 30, over 10% of the campers reported that they were not a good reader.

To further examine program outcomes, staff were asked open-ended questions regarding the benefits of Explore 30 for their organization and for their campers. A full discussion of all of the results is beyond the scope of this report; however, relevant to this discussion are major themes tied to organization and camper level impacts. Each of the major themes is discussed along with quotes that capture staff responses.

Organizational Impacts of Explore 30

Increased Interest in Reading by Campers

One of the key ideas that staff repeatedly discussed was that Explore 30 encouraged campers to see reading as a fun activity. Staff commented that campers were excited about reading and would pursue opportunities to read on their own.

> "They realized reading was actually fun."
> "Reading became more a part of our culture and something the kids were excited about."
> "They seemed to enjoy their time reading. During free time, many of them would choose to read over playing during the day, which is different from past years."

Provided Valuable Learning Opportunities

Many of the staff said that Explore 30 helped support various learning opportunities at camp and that they were able to integrate the program into other activities and programs. Some staff commented that the program promoted continued learning while at camp and reduced summer learning loss.

> "One of our camp goals is to expose campers to the arts, and the books and reading time were a great way to lead in to our art activities (resources for drawing and painting, ideas for skits, etc.)."
> "Some of the children that were beginner readers had the opportunity to continue what they had been doing in Kindergarten, which was great for them."
> "It helped with our goal of preventing summer learning loss."

Promoted a Sense of Community in Camp

Although some staff thought Explore 30 did not support social interactions, many staff found that it made their camp community stronger. In fact, numerous camps implemented the program in ways that intentionally encouraged campers and staff to read together.

> "Campers and staff sought out literacy activities more this summer and we witnessed a stronger community and campers learning more about themselves through reading and sharing."
> "The campers enjoyed reading the same book as their fellow campers. They read together and talked about their books with their counselors."
> "We provided time each afternoon to read and with a variety of books. Staff read to children. Older children read to younger children."

Camper Impacts of Explore 30

Developmental Outcomes

Several staff commented on a range of developmental outcomes associated with camper participation in Explore 30. Outcomes ranged from gains in important life-skills to promoting confidence and a sense of accomplishment. Staff found that it also helped to foster a sense of diversity and offered an activity that everyone felt that they could participate in equally.

> "Our campers had the opportunity not only to read silently, but to read to one another. This built their confidence and helped them feel as if they were making an accomplishment."
> "Campers seemed calmer and more respectful throughout the rest of the day."
> "It helped build life skills in the children and staff involved."

Academic Outcomes

A prominent theme in the data was the support that staff found in the program to serve the academic needs of campers. Some staff explained that Explore 30 directly and indirectly enhanced campers' academic abilities and achievement. Some staff tied Explore 30 directly to classroom learning, whereas others saw it as a positive alternative to video games and a mechanism to inspire creativity through reading.

> "Reading was the worse overall score for our school district last year . . . . We feel that providing them with this opportunity to read every day will hopefully interest them in reading more on their own and boost up our reading scores."
> "They became aware of reading opportunities."
> "It was able to support the academic portion of camp."

Because Explore 30 was a new program, Staff were asked to share their experiences and provide feedback on what worked and offer recommendations for future program development. Each response was analyzed and categorized into similar themes. Discussed below are some of the key themes along with direct quotes that came from staff feedback.

Challenges

○ Failure to Create Program Buy-In. The idea of creating buy-in applies to both staff and campers. A number of comments indicated that there were challenges associated with implementing a new program and getting campers and staff excited about reading. For example, one staff member wrote, "They [campers] felt like they were back at school and wanted no part of it." Similarly, "It would have been better to have pre-selected a few staff to kick this reading initiative off with some enthusiasm . . . .We did not have this and our efforts fell flat as a result." Other staff noted that over time, enthusiasm for the program waned and that staff got bored.

○ Improper Planning and Organization. One of the most consistent points of feedback from staff was to have a plan about designing and implementing Explore 30. Staff suggested that intentionality about when campers read, where they read, and identifying how reading ties into other camp activities was critical to success. Other staff recommended starting simple and progressively expanding into other program areas of camp. One staff member suggested, ". . . spend the time to very purposefully plan reading time in the day . . . and make it so that EVERYONE, even the directors, reads at that time." Another staff said, "Spend a lot of time planning! We didn't start early enough."

○ Insufficient Program Resources and Support. The camps that reported some of the least amount of benefits commented that they lacked the resources to adequately implement the program. The most commonly cited recommendation was the need for more reading materials. For some, the lack of materials made it difficult to promote the program and build enthusiasm. One administrator's response highlights the challenging dilemma to provide easy access to materials, but not having enough resources: "We needed a great deal more books. Our goal was to create libraries in each cabin, but we did not have enough [books]."

Promising Practices

In analyzing the results from camps who reported some of the most significant outcomes, a number of key practices seemed tied to their success. These practices included the following:

- Create and/or Partner with a Library. Many directors/staff suggested the development of a camp library or partnering with a local library. One staff person suggested, "Create a camp library. Ask older/oldest campers to run the library, so other kids view it as 'cool.'" Another staff recommended that camps "Get involved with your local library — they might have a program that you can take advantage of at the same time. They are also a great resource for books."

- Utilize a Variety of Reading Materials. An important theme that emerged from the data was utilizing a wide range of materials to inspire interest and a sense of accessibility. Recognizing that a reading program can be subsidized by materials other than just books, one staff member suggested to "offer a variety of reading material as a fun activity." Another idea was to make magazines available in cabins or to have campers bring their own reading materials to camp. Staff found that one of the keys to inspiring motivation was to make sure that the reading materials were interesting and always changing.

- Integrate Reading into Other Camp Activities. Some staff found it helpful to integrate the reading into other pre-existing programs and activities, as opposed to having a stand-alone reading program. One staff person stated, "Be creative! Start with the structure of your existing programs and then think about ways you can incorporate more literacy-based activities." Some camps found unique ways to tie reading to a range of other activities. For example, one camp had campers read up on an upcoming field trip site to prepare them for the experience.

- Incorporate Writing and/or Journaling. Camps that were successful implementers of Explore 30 often incorporated writing and/or journaling into the program. One camp piloted a creative writing class and a poetry class in conjunction with Explore 30. Another camp ". . . held a 'Summer Slam!' each session where campers were given three specific topics to write about and the best in each category was read to the entire camp."

- Consider Camper Preferences for Reading. Offering further insight into some promising practices were the resources that campers suggested would help them to continue reading. Campers reported that having more time to read (45.9%), being able to read with friends (15.9%), having grown-up help with reading (21.5%) having more books to choose from (31.5%) and earning prizes (17.3 %) were helpful resources. Additionally, staff suggested that having books that are age appropriate, culturally relevant, and exciting were key to creating a "buzz" about reading at camp.
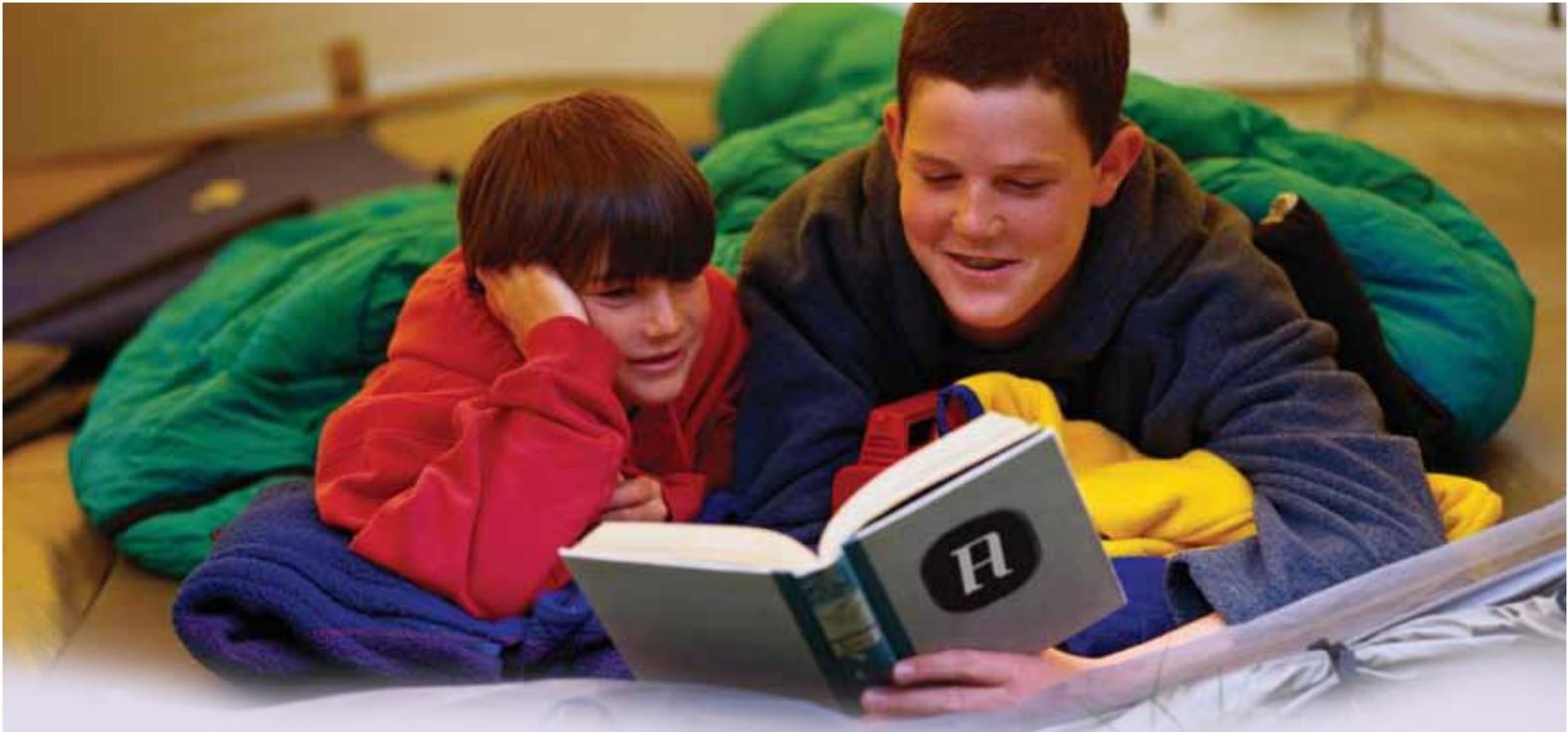
Conclusions and Recommendations

The evaluation results from the 2011 Explore 30 Camp Reading Program pilot suggest that the program was an appropriate model for enhancing organizational capacity for summer reading. Data from both campers and staff supported that approximately 70% of youth participating in the program read for thirty minutes or more each day of their camp session. Camps also reported a number of promising practices that were learned about incorporating reading into camp programs, including: create a camp library / partner with library, utilize a variety of reading materials, integrate reading into other camp activities, and incorporate writing and/or journaling.

Explore 30 was also an effective model for enhancing youth outcomes in the areas of reading enjoyment and engagement. There was a significant difference (in the positive direction) in the mean scores of campers' self-report measures of "feelings about reading" from pretest to posttest. Camp directors indicated that campers were more likely to read during free time and more interested in reading because of Explore 30.

Reading resources provided through Explore 30 were critical. More than 91% of camp directors shared that the books provided by Explore 30 partners were the most important resource they received through the program. Camps that provide reading programs are encouraged to provide a wide range of reading resources, integrate reading into existing programs, and consider youth reading preferences when populating reading materials for camps. Camps might also consider providing a book for each camper to take home at the end of camp to encourage post-camp reading, particularly in low-resourced communities.

The challenges that some camps experienced in their attempts to integrate Explore 30 in camp highlight several strategies that camps need to consider before planning a camp-based reading program. *Proper planning, securing staff buy-in, and incorporating sufficient resources and support were found to be critical factors separating those camps that successfully implemented Explore 30 and those that did not.*

Reading experiences like ACA's Explore 30 Camp Reading Program offer one solution to the negative impacts of summer learning loss and the general deterioration of reading interest among children. Programs like Explore 30 also offer valuable information about promising practices for engaging youth in reading through informal educational experiences such as camps. With appropriate resources and staff training, camps are in a position to implement programs that are innovative, fun, and meet important 21st century developmental outcomes. Thus, the camp experience not only has immediate influence on developmental outcomes, skills, and positive attitudes instilled through camp involvement, but it can also serve as a transformative experience with lasting benefits.

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Explore 30
Camp Reading Program

Camper Survey

1. About how many minutes did you read most days at camp? (circle ONE)

About 15 minutes	About 30 minutes	About 45 minutes	About an hour	About 15 minutes

2. How did you feel about reading BEFORE attending camp? (circle ONE)

Loved to read	Liked to read	Neither liked nor disliked to read	Did not like to read	Hated reading

3. How do you feel about reading NOW after completing Explore 30 at camp? (circle ONE)

Love to read	Like to read	Neither like nor dislike to read	Do not like to read	Hate to read

4. What did you like best about reading at camp? (circle as many options as you'd like)

I liked reading by myself	I liked reading aloud to others	I liked reading by myself but with other campers	I liked reading with or being read to by my counselor	I don't know what I like best

5. What did you like least about reading at camp? (circle as many options as you'd like)

I didn't like the books	i didn't like reading aloud to other	I didn't like reading with other campers	i didn't like reading with or being read to by my counselor	i don't know what I liked least

6. A good reader is someone who... (circle as many options as you'd like)

Likes to read	Finds time to read each day	Understands what they read	Read really fast	Reads aloud	Reads with a friend or part of a group	Reads a lot of different books

7. Do you feel like you are a good reader? (circle ONE)

Yes, a very good reader	Yes, a sort of good reader	Not a good or a bad reader	No, not that good of a reader	No, not a good reader at all

8. What will help you keep reading books once you go back home? (circle as many options as you'd like)

Having more time to read	Being able to read with friends	Having a grown-up help me read	Having more books to choose from	A reading contest with prizes

9. What book or magazine was your favorite?_____

10. How old are you? _____

11. Are you a girl or a boy?   Girl   Boy

12. What grade will you be in school this fall?_____

APPENDIX B: Explore 30 Director/Staff Survey: : : : : : : : : : : : : : : : : :

This summer your camp/organization participated in a reading program called the Explore 30 Camp Reading Program (Explore 30). We would like to better understand your camp's experience with Explore 30 and any changes in your campers that you attribute to the Explore 30 program.

1. Which of the following best describes the ownership/sponsorship of your camp?

agency (e.g., 4H, BSA, CFUSA, JCCA, YMCA, etc.)
religious organization (e.g., Catholic, Lutheran, etc.)
independent for profit
municipal or government
independent not for profit
Other (please specify) _____

2. How many youth did your camp involve in Explore 30 this summer? (The number of male and female youth should equal the total number of youth you involved in Explore 30. Estimates are fine.)

\# of male youth involved in Explore 30   _____
\# of female youth involved in Explore 30   _____

3. Approximately what percentage of the youth you served through Explore 30 this summer came from each of the following economic levels? (Please fill in a percentage on each line; in none, fill in "0"; total should sum to 100%)

Poverty   _____
Low Income   _____
Middle Income   _____
High Income   _____

Please answer the following set of questions about your perceptions of the campers that participated in the Explore 30 Camp Reading Program (explore 30). THink about your campers at the beginning of the camp session compared with what you noticed by the end of camp. There are no "right answers" so just respond based on your own observation.

4. Since participating in Explore 30, campers seem...

	False	Somewhat False	A Little True	Somewhat True	Mostly True	True
...more interested in reading.	○	○	○	○	○	○
...more likely to read during free time.	○	○	○	○	○	○
...more interested in talking with friends/family about reading.	○	○	○	○	○	○
...more interested in talking with friends/family about books/magazines they read.	○	○	○	○	○	○
...more skilled at reading.	○	○	○	○	○	○
more interested in getting friends/family involved in reading.	○	○	○	○	○	○
...more interested in other reading activities (reading theater, reading aloud to others, etc.)	○	○		○	○	○
...more likely to go outside to read.	○	○	○	○	○	○

5. Approximately how many minutes did each camper read on most days at camp?

_____ About 15 minutes
_____ About 30 minutes
_____ About 45 minutes
_____ About an hour
_____ More than an hour

6. How do you think your campers were influenced by their participation in the Explore 30 Camp Reading Program this summer?

_____
_____

7. How did your camp's involvement in Explore 30 help you achieve your camp's mission/goals?

_____
_____

8. Which Explore 30 resources were most helpful to you for program implementation?

_____ Books that my camp received from Explore 30 partners
_____ Online reading resources available on the Explore 30 webpage
_____ Ideas for implementing Reading in Camp
_____ Online reading resources provided by Sesame Workshop/Electric Company
_____ Reading advocacy information
_____ Suggested book lists
_____ Explore 30 patch
_____ Explore 30 certificates
_____ Explore 30 camper survey
_____ Information about author visits

9. What recommendations do you have for camps (and other youth organizations) implementing a summer reading program like Explore 30?

_____
_____

10. If you implemented Explore 30 for more than one session, then what differences did you see throughout the summer (across sessions)?

_____
_____

11. What Explore 30 resources would you like to see available in the future?

_____
_____

12. Please share any other comments about your camp's experience with Explore 30.

_____
_____
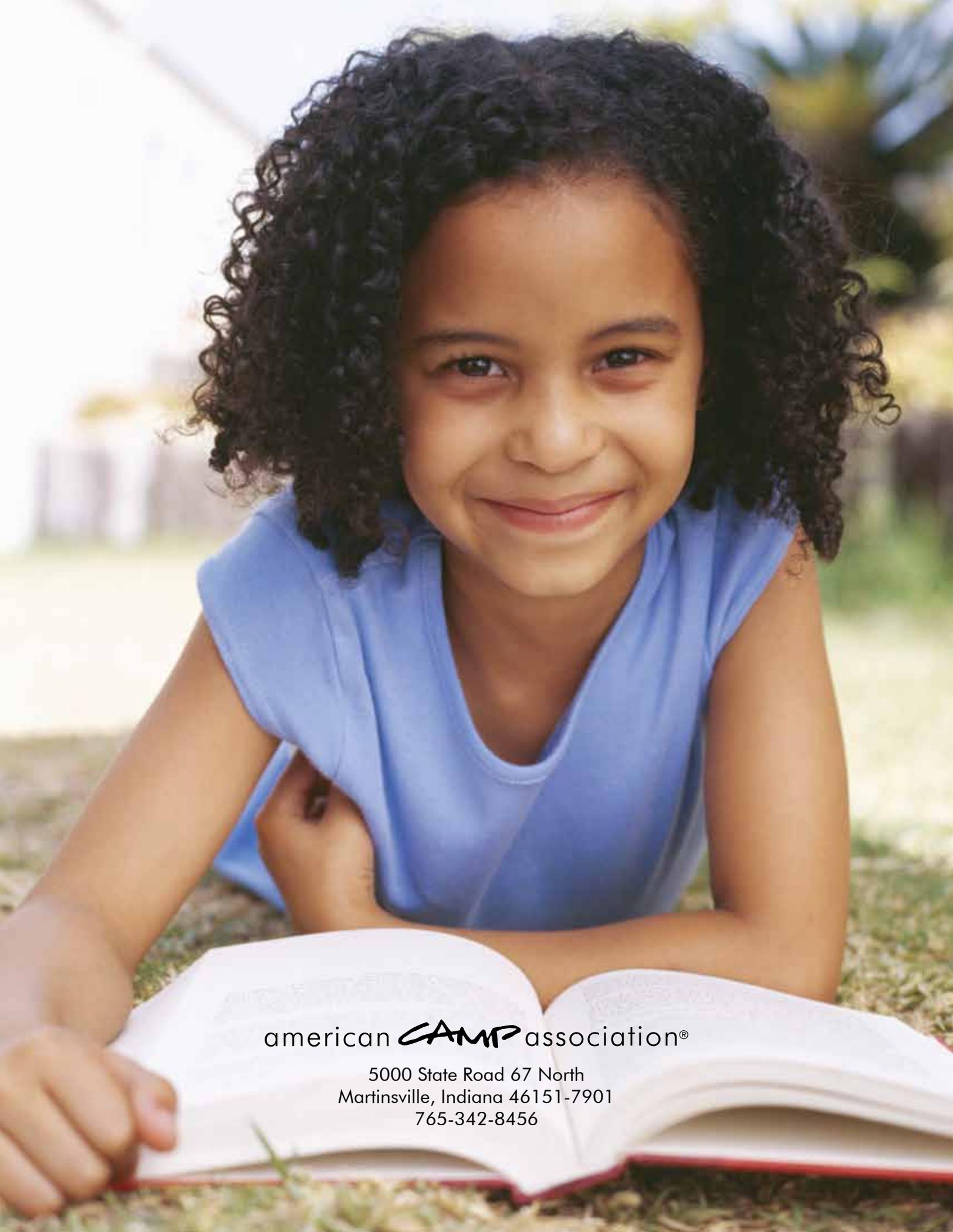
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