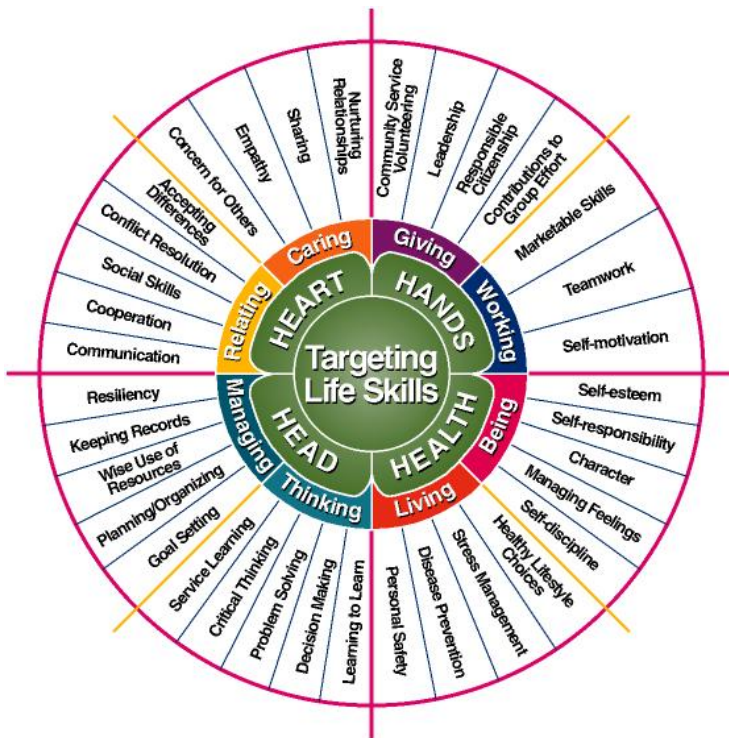


Missouri 4-H Youth Resident Summer Camps



An Evaluation of the Effectiveness of Life Skill Development in Missouri's 4-H Youth Resident Summer Camps

A Survey of 4-H Campers and their Parents

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Executive Summary
Missouri 4-H Resident Camp Evaluation
Summer 2005

Each summer, University of Missouri Extension sponsors several 4-H resident camps throughout the state of Missouri. The curriculum for these camps focuses on the development of a spectrum of life skills relating to Head (managing and thinking), Heart (relating and caring), Hands (giving and working), and Health (living and being). In January 2004, Dr. Jo Turner, Director of Missouri 4-H Youth Development Programs, invited a representative from each of the 4-H Camping programs in Missouri to attend a 4-H "Camp Summit". From this meeting, several Work Groups were formed, with one of those being charged with a statewide evaluation of 4-H Camp outcomes. The objective of this evaluation is to determine the effectiveness of this curriculum in developing one particular life skill in each of these four areas. Those life skills are identified as Learning to Learn, Social Skills, Teamwork, and Self-Responsibility.

In order to evaluate the efficacy of these camp programs, resident campers within the 10–13 year age range were surveyed about their camping experience. Parents of this targeted group were also surveyed to gather their perceptions of the impact of 4-H Camp on their children in the development of life skills areas identified above. Both surveys were divided into two sections. Section one collected quantitative data by asking youth and parents to respond to statements with one of the following: 1=Strongly Agree, 2=Agree, 3=Disagree, 4=Strongly Disagree. Section two collected qualitative information by asking respondents to complete a series of statements in their own words about how they viewed the camp experience. Responses were analyzed and significant themes were identified for each set of life skills. The following is a brief summary of findings, organized by life skill areas. For a side by side comparison of youth and parent responses to the quantitative section of the survey, see Table 1.

Table 1. Comparison of Mean responses from Youth and Parent Quantitative Surveys

Youth Statement	Mean* (# responses)	Parent Statement	Mean* (# responses)
<i>Social Skills</i>			
At Camp, I met new people I'd like to stay in touch with	1.60 (426)	After attending camp, my child my child has talked about the people (s)he met at camp	1.55 (119)
At Camp, I learned new ways to make friends	2.05 (422)	After attending camp, my child is better at meeting new people	1.95 (113)
Camp helped me to show my emotions in good ways	2.15 (424)	After attending camp, my child has better control of negative emotions	2.18 (109)
Camp helped me to respect other people	1.85 (424)	After attending camp, my child has more respect for other people	1.98 (113)
At Camp, I learned that being different is all right	1.80 (420)	After attending camp, my child is more comfortable around people that are not like him/her.	1.96 (115)

*Scale: 1=Strongly Agree; 2=Agree; 3=Disagree; 4=Strongly Disagree

Youth Statement	Mean* (# responses)	Parent Statement	Mean* (# responses)
Learning to Learn Skills			
Because of Camp, I learned the importance of paying attention	1.99 (422)	After attending camp, my child is better at paying attention	2.17 (111)
Because of Camp, I'm better at following directions	2.26 (421)	After attending camp, my child is better at following directions	2.21 (108)
Because of Camp, I feel better able to learn and share what I know	1.99 (422)	After attending camp, my child can share information more easily with other	1.94 (114)
Because of Camp, it is easier to ask questions to learn things	2.16 (421)	After attending camp, my child knows it is alright to ask questions to learn	1.93 (113)
I learned something new at camp that I plan to learn more about	2.01 (424)	After attending camp, my child is more willing to try new things	2.11 (116)
Teamwork Skills			
Camp helped me develop skills I can use to work out my differences with others	2.06 (423)	After attending camp, my child can more easily work in small groups	1.95 (109)
At Camp, I learned that my way is not the only way to be successful	1.71 (425)		
Camp has made it easier for me to talk to others when in a small group	1.85 (422)	After attending camp, my child talks more when in a small group	1.98 (111)
At Camp, I worked with other campers to finish a job we started together	1.70 (425)	After attending camp, my child is better at finishing projects	2.04 (111)
When working with others, I did my share	1.58 (425)	After attending camp, my child is more likely to do his/her part when working with peers or siblings	1.93 (113)
Self-Responsibility			
Because of Camp, I'm better at taking care of myself	1.98 (425)	After attending camp, my child takes more responsibility for caring for him/herself, such as making bed and brushing teeth	2.10 (115)
At Camp, I learned to complete jobs I was responsible for	1.73 (423)	After attending camp, my child is more willing to complete assignments and chores	2.08 (112)
Because of Camp, I'm better at making decisions for myself	1.89 (423)	After attending camp, my child understands the importance of a schedule and more often arrives on time on his/her own	2.01 (114)
At Camp, I learned the importance of being on time	1.73 (423)		
Self-Responsibility			
I want to come back to Camp next year	1.73 (423)	After attending camp, my child is more confident	1.82 (115)
		To me, the benefit of camp to my child outweighs the cost	1.51 (117)
		I am glad I sent my child to camp	1.34 (119)
*Scale: 1=Strongly Agree; 2=Agree; 3=Disagree; 4=Strongly Disagree			

Summary of responses regarding Social Skill development

In the quantitative section of the surveys, all responses from both youth and parents showed a very high number of positive perceptions about the ability of 4-H Camping programs to develop social skills in campers. Youth and parents agreed at approximately the same level on several areas in this section, including making new friends, which received the highest number of positive responses in both surveys, and showing negative emotions in appropriate ways. Youth agreed at a slightly higher level than parents (Youth mean = 1.85 / Parent mean = 1.98) that they had learned greater respect for other people. Youth also agreed at a higher level than parents (Youth mean = 1.80 / Parent mean = 1.96) that they had learned to accept differences and felt more comfortable around people that were not like them.

In the qualitative section of both the youth and parent surveys, issues around social skill development received more positive comments than any other area of life skill development. The ability to make new friends and maintain older friendships was the highlight of many campers' 4-H experience. In addition, youth and parents alike frequently commented on the impact of 4-H Camp in teaching campers that differences are OK and that others deserve their respect regardless of those differences. While the ability to control negative emotions was mentioned the least in this section, several youth and parents did comment that the 4-H Camp experience helped campers to think about and control their behavior and understand how negative behavior affected others.

Summary of responses regarding Learning to Learn skill development

All responses from both youth and parents showed a high level of positive perceptions about the ability of 4-H Camping Programs to develop learning to learn skills in campers. Youth and parents agreed at approximately the same level on two areas in this section, including the improved ability to follow directions and share information with others. Youth agreed at a higher level than parents (Youth mean = 1.99 / Parent mean = 2.17) that they had learned the importance of paying attention. Youth also agreed at a higher level than parents (Youth mean = 2.01 / Parent mean = 2.11) that they had learned new things or were more willing to try new ideas following their camp experience. Parents agreed at a slightly higher level (Youth mean = 1.93 / Parent mean = 1.93) that campers were more willing to ask questions to learn something new.

In the qualitative section of both the youth and parent surveys, issues around learning to learn skill development received many positive comments. Both youth and parents commented on the campers' improved self confidence to try new skills and ideas. There were fewer comments about improved ability to ask and share information, but many respondents from both groups stated that campers were more comfortable talking in groups and sharing what they knew. The lowest number of qualitative responses in this skill section addressed the improved ability to listen and follow directions correctly, although some campers and parents alike commented that campers' skills in this area had improved.

Summary of responses regarding Teamwork skill development

In the quantitative section of the surveys, all responses from both youth and parents showed a very high level of positive perceptions about the ability of 4-H Camping Programs to develop teamwork skills in campers. There were small discrepancies in the levels of agreement between youth and parents on all areas of this life skill section. Parents agreed at a higher rate that youth that campers were better at successfully working out differences with others in small groups and respecting others opinions (Youth mean = 2.06 and 1.71 respectively / Parent mean = 1.95). Youth agreed at a higher level than parents (Youth mean = 1.85 / Parent mean = 1.98) that it was easier for the camper to talk when in a small group. Youth also agreed at a higher rate (Youth mean = 1.70 / Parent mean = 2.04) that campers were better at completing projects. Youth were also more likely to agree than parents (Youth mean = 1.58 / Parent mean = 1.93) that campers were more likely to do their part when working with others.

In the qualitative section of both the youth and parent surveys, respondents frequently commented on campers' improved ability to work with others, including siblings and parents, and to better communicate while working in groups. Campers frequently commented that they had learned how to better get along with others, even if the others were strangers to them. Campers also commented on their ability to do their share of work, and to share with and help others, particularly younger campers.

Summary of responses regarding Self-Responsibility skill development

In the quantitative section of the surveys, all responses from both youth and parents showed a very high level of positive perceptions about the ability of 4-H Camping Programs to develop self-responsibility skills in campers. There were small discrepancies in the levels of agreement between youth and parents on all areas of this life skill section. Youth agreed at a higher rate than parents that 4-H Camp had helped them learn to better take care of themselves (Youth mean = 1.98 / Parent mean = 2.10). Youth also agreed more often than parents that they were better at completing projects for which they were responsible (Youth mean = 1.73 / Parent mean = 2.08). Finally, youth also agreed more often that they were better at being on time and making decisions (Youth mean = 1.89 and 1.73 respectively / Parent mean = 2.01).

In the qualitative section of both the youth and parent surveys, respondents frequently commented on campers' improved ability to care for themselves and their belongings while away from home. Several campers commented that they did not realize how much their parents did for them (cleaning, washing, reminders) until they went to camp and were responsible for these duties themselves. Many youth and parent respondents also commented that campers were more confident and comfortable about making their own decisions. A few youth and parents also said that campers were better at managing their own time because of their 4-H Camp experience.

Summary of Overall Satisfaction responses and other comments

In the quantitative section of the surveys, both youth and parent respondents were highly positive about the overall experience of campers at 4-H Camp. Campers stated overwhelmingly that they want to return to camp next year (Youth mean = 1.73) and Parents felt strongly that their child's self confidence improved (Parent mean = 1.82) and that the benefits their child's attendance at 4-H Camp outweighed the cost (Parent mean = 1.51). Finally, parents overwhelmingly stated that they were glad they had sent their child to 4-H Camp (Parent mean = 1.34). In fact, this single statement by parents showed the most positive response of all questions asked in the parent survey, with approximately 31% agreeing and over 63% in strong agreement.

Evaluation Summary

The overall evaluation of Missouri's 4-H Youth Resident 4-H Camping Programs is incredibly positive. The vast majority of parents and youth alike feel that the 4-H Camp experience provides a wealth of fun and learning experiences for campers.

There were less than ten negative comments throughout the entire qualitative section of the parent survey. Some of these negative comments were mitigated by the parents themselves. Three parents stated that they did not see any improvement in the life skills examined in this survey. However, one parent stated that the developmental stage of their child also mitigated their perception of their child's learning experience. In that parent's words, "*this is not necessarily a negative thing – he's a pre-teen!*" Two other parents said that they felt that the camp experience was too short to have any significant affect on the skills mentioned. However, the vast majority of parents believed their children had enjoyed a valuable experience and learned life skills that will serve them well in the future.

The IHD evaluation team suggests that another round of surveying of both youth and parents be completed at approximately six months after the end of 4-H summer camps to better evaluate the long-term outcomes of the life skill development program by both parents and 4-H campers. At that time, evaluators suggest that the surveys be modified. Currently, some of the questions on the youth survey do not directly correlate with a question on the parent survey. It is suggested that these tools be modified so that the same questions are being asked of both the youth campers and their parents. It is also suggested that the rating scale be modified. The current rating scale (1=Strongly Agree...4=Strongly Disagree) is counter intuitive. Low mean scores usually represent more negative responses, but in this survey they represented more positive responses. This scale should be modified to more clearly illustrate the overwhelmingly positive outcomes of this youth development program.

Survey Validity and Statistical Reliability

The Youth and Parent surveys were developed by University of Missouri Extension Specialists in the field of Youth Development. The questions for both surveys were developed based on the experiences and knowledge of these youth development specialists with the programs of the Missouri 4-H summer youth resident camps. The youth surveys were developed at the 4th grade reading level and piloted with a small test group of 20 youth.

Both survey data sets were analyzed using the Cronbach's Alpha scale for reliability. The youth survey data had a Cronbach's alpha of 0.874 and the parent survey had a Cronbach's alpha of 0.865. Both scores demonstrate high levels of data reliability.

Missouri 4-H Resident Camp Evaluation Summer 2005

INTRODUCTION

Each summer, University of Missouri Extension sponsors several 4-H resident camps throughout the state of Missouri. The curriculum for these camps focuses on the development of a spectrum of life skills relating to Head (managing and thinking), Heart (relating and caring), Hands (giving and working), and Health (living and being). The objective of this evaluation is to determine the effectiveness of this curriculum in developing one particular life skill in each of these four areas. Those life skills are identified as Learning to Learn, Social Skills, Teamwork, and Self-Responsibility.

In order to evaluate the efficacy of these camp programs, resident campers within the 10–13 year age range were surveyed about their camping experience. Parents of this targeted group were also surveyed to gather their perceptions of the impact of 4-H Camp on their children in the development of life skills areas identified above. This report presents a description of the development and implementation of the survey process, an analysis of the data collected, and a summary of findings.

Survey Development

Two surveys were developed by the Evaluation team, consisting of several Extension Specialists including Gerry Snapp, State 4-H Youth Development Specialist; Michelle Klem, Regional 4-H Youth Development Specialist; Don Nicholson, Regional 4-H Youth Development Specialist; Dave Hileman, Regional 4-H Youth Development Specialist; Cara Green, Regional 4-H Youth Development Specialist; and Jan Schwarz of the UMKC Institute for Human Development (IHD). The Youth survey asked campers to respond to a series of statements about their camp experience. The first section asks campers to provide demographic information such as age, the number of years they have participated in 4-H, and the number of years they have attended a 4-H Camp. The second section of the survey asks campers to respond to a series of statements with one of the following responses: Strongly Agree, Agree, Disagree, or Strongly Disagree. The third section of the survey asks campers to state in their own words what they felt were the most important aspects of their camp experience. A copy of the survey is included in the report as Attachment 1.

A Youth Assent form was developed and distributed to the campers participating in this survey process. The Assent form outlined the purpose of the survey and instructed the campers that they were not obligated in any way to complete the survey or identify themselves if they did so. A copy of the Youth Assent form is included here as Attachment 2.

A Parental Consent form allowing the campers to participate in the survey process was also developed. This form was signed by the parents at the beginning of camp and before any survey materials were presented to the campers. This parental consent form is included as Attachment 3.

The second survey tool was developed to collect information from parents about their perceptions of the effectiveness of the 4-H Camp experience with their children. Attached to this Parent Survey was a consent form allowing the evaluation team to use the Parents' responses in this evaluation report. A copy of the Parent Survey/Consent form is included in this report as Attachment

Finally, a protocol document was developed for 4-H Camp supervisors to direct them in collecting parental consent and youth assent and in the implementation of the Youth Survey. A copy of this Protocol is included here as Attachment 5.

Camp supervisors distributed the Youth Assent form and Youth Survey at the end of the camp experience and forwarded all completed surveys and consent and assent forms to IHD, where the data was processed and analyzed. IHD staff then individually mailed Parent Surveys and Consent forms to the parents of campers using the addresses provided by the 4-H Camp supervisors. A self-addressed, postage-paid return envelope was included and completed surveys were mailed back to IHD, where this data was also processed and analyzed.

All documents described above were submitted to and approved by the University of Missouri – Columbia Social Sciences Institutional Review Board. A copy of the SSIRB approval notification is included as Attachment 6 of this report.

Survey Validity and Statistical Reliability

The Youth and Parent surveys were developed by University of Missouri Extension Specialists in the field of Youth Development. The questions for both surveys were developed based on the experiences and knowledge of these youth development specialists with the programs of the Missouri 4-H summer youth resident camps. The youth surveys were developed at the 4th grade reading level and piloted with a small test group of 20 youth.

Both survey data sets were analyzed using the Cronbach's Alpha scale for reliability. The youth survey data had a Cronbach's alpha of 0.874 and the parent survey had a Cronbach's alpha of 0.865. Both scores demonstrate high levels of data reliability.

Camp Participation

The following is a list of 4-H Camp sessions that participated in this evaluation project.

- Cape Girardeau County
- Audrain, Callaway, Crawford, Dent, Phelps Counties
- Camden, Pulaski, Miller, Morgan, Laclede, Gasconade Counties
- Chariton, Carroll, Saline, Howard, Pettis, Benton Counties
- Howell, Oregon, Texas, Douglas, Ozark, Wright, Laclede Counties
- Stoddard, Ripley, Butler, Carter, Bollinger, Wayne Counties
- Jackson, Clay, Platte, Counties
- Andrew, Atchison, Buchanan, Caldwell, Clinton, Daviess, DeKalb, Gentry, Grundy, Harrison, Holt, Livingston, Mercer, Nodaway, Worth Counties (NW Region)
- Marion, Ralls, Shelby, Pike, Lewis, Clark Counties
- Adair, Knox, Macon, Putnam, Randolph, Schuyler, Scotlan, Sullivan Counties
- Marion, Ralls, Shelby, Pike, Lewis, Clark Counties
- Perry, Scott Counties
- St. Charles County
- SW Region - Barry, Barton, Cedar, Christian, Dade, Dallas, Greene, Hickory, Jasper, Lawrence, McDonald, Newton, Polk, Stone, Taney, Webster Counties (3 camp sessions))
- Cass, Ray, Lafayette, Henry, Johnson Counties
- Cole, Osage Counties and Lincoln University
- Jefferson, Washington, St. Francois, Ste. Genevieve Counties
- Lincoln, Warren, Montgomery Counties
- Franklin County

YOUTH SURVEY

A Youth Survey was developed by the 4-H Camp Evaluation team and distributed to all 4-H Camps in Missouri serving campers between the ages of 10 and 13 years old. Surveys were distributed by each Camp Supervisor and completed surveys were mailed to IHD for processing and analysis. A total of 426 completed Youth Surveys were received by IHD from 4-H campers within the targeted age range during the Summer of 2005.

Demographics

Age. Youth respondents were fairly well disbursed throughout the targeted age range, with 11 year olds responding at the highest rate of 30.0% and 13 year olds responding at the lowest rate of 19.7%. Figure 1 illustrates the percentage of each response by age.

Figure 1. Age of Youth respondents

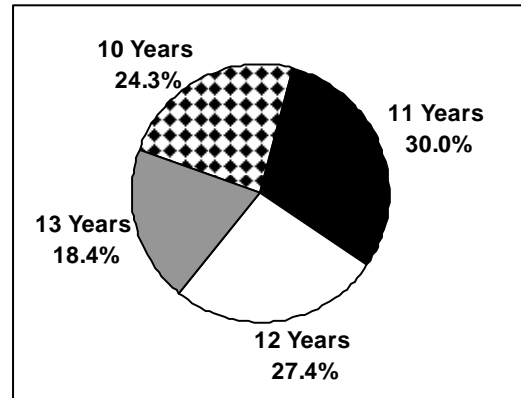
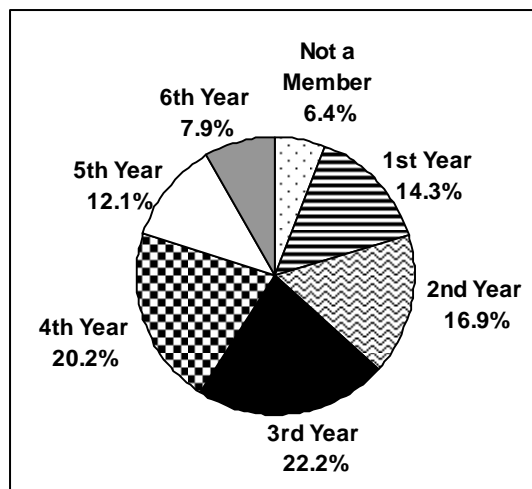


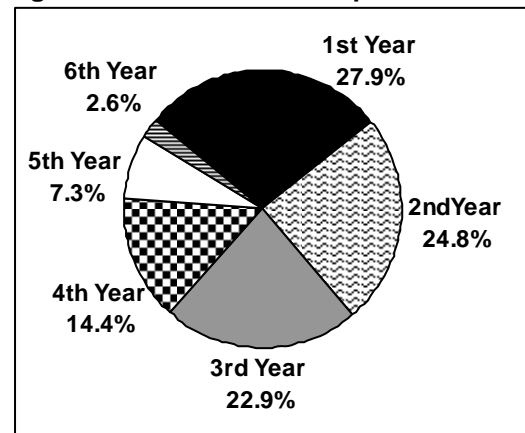
Figure 2. Years of 4-H Membership



4-H Membership, Camp Experience, and Other Youth Group Membership. Youth respondents were asked if and for how long they had been a member of 4-H. The average length of membership was approximately three years (mean=3.04 years). Only 6.5% stated that they were not a 4-H member. Figure 2 illustrates the percentage of each response by years of 4-H membership.

The average respondent had attended camp 2.56 times (including their current camp session). Figure 3 illustrates the number of year youth respondents attended 4-H Camp.

Figure 3. Years of 4-H Camp Attendance



Almost two-thirds (70.9%) of youth respondents stated that they have also belonged to other youth organizations. The majority of those who belonged to other youth groups were or had been members of church youth groups (51.2%), Boy/Girl Scouts (27.2%), or YMCA/YWCA (15.3%).

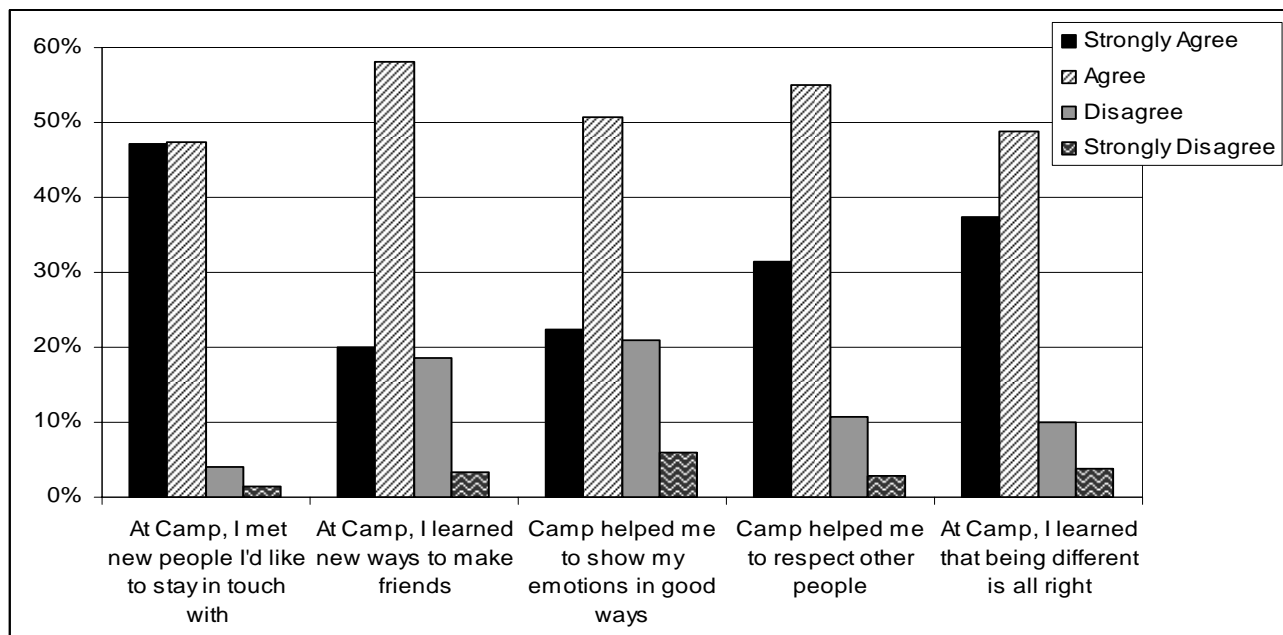
Quantitative Youth Responses

The objective of this evaluation is to determine the effectiveness of 4-H Camp curriculum in developing four particular life skills: Social Skills, Learning to Learn, Teamwork, and Self-Responsibility. Most of the questions in the Youth Survey asked youth respondents about how their camp experience impacted the development of these four life skills. In response to all these questions, the majority of youth respondents either strongly agreed or agreed that their camp experience helped them develop these life skills. The following is a summary of responses categorized by Life Skill area.

Social Skills

This life skill set focuses on making friends and maintaining friendships, appropriate emotional behavior, and respect for others regardless of differences. Responses were rated on a scale of 1-4 (1=Strongly Agree...4= Strongly Disagree). Most youth respondents agreed or strongly agreed that the 4-H Camp experience helped them to develop all these social skills. For a comparison of responses to Social Skill statements, see Figure 4.

Figure 4. Comparison of Youth Responses to Social Skill Development Statements



Detail of Social Skill Responses

The responses to all five questions in this section show a significant perception from youth respondents that 4-H Camp helps develop social skills. Table 1 shows the breakdown of responses to each statement in this category by number of responses, percentage of responses, and the mean response for each statement.

Table 1. Mean and Percentages of Youth Responses to Social Skills Development Statements

Statement	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Mean* (# responses)
At Camp, I met new people I'd like to stay in touch with	201 (47.2)	202 (47.4)	17 (4.0)	6 (1.4)	1.60 (426)
At Camp, I learned new ways to make friends	85 (20.1)	245 (58.1)	78 (18.5)	14 (3.3)	2.05 (422)
Camp helped me to show my emotions in good ways	95 (22.4)	215 (50.8)	88 (20.9)	25 (5.9)	2.15 (424)
Camp helped me to respect other people	133 (31.4)	233 (55.0)	46 (10.8)	12 (2.8)	1.85 (424)
At Camp, I learned that being different is all right	157 (37.4)	205 (48.8)	42 (10.0)	16 (3.8)	1.80 (420)
*Scale: 1=Strongly Agree; 2=Agree; 3=Disagree; 4=Strongly Disagree					

Making Friends and Keeping Friendships. The largest positive response in the Social Skills section pertained to friendships made at 4-H Camp. Nearly all youth respondents (94.6%) agreed or strongly agreed that they had met new people at 4-H Camp with which they would like to keep in touch. Over three-quarters (78.2%) of youth respondents agreed or strongly agreed that they learned new ways to make friends while attending 4-H Camp.

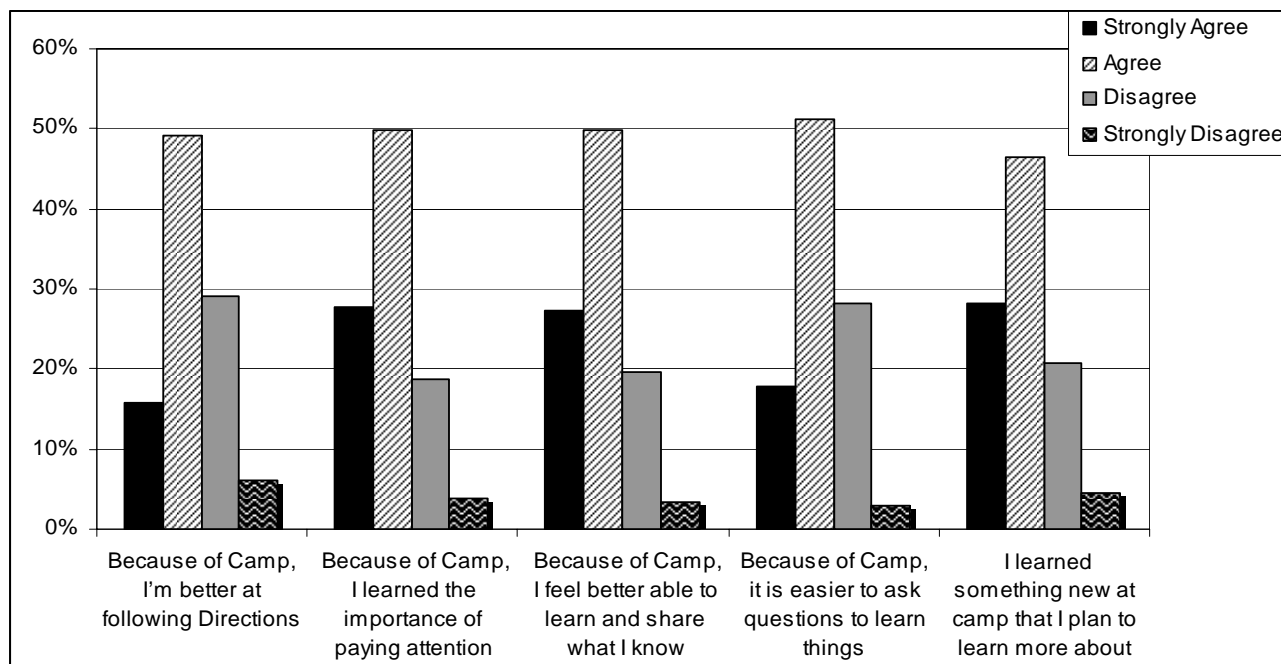
Appropriate Emotional Behavior. The majority of youth respondents (73.1%) believed that Camp had helped them show their emotions in good ways. However, over one-quarter (26.7%) disagreed or strongly disagreed that Camp helped them to show their emotions in an appropriate fashion.

Respect for Others. Most youth respondents (86.4%) agreed or strongly agreed that 4-H Camp helped them to have and show respect for others, while 13.6% disagreed or strongly disagreed. Approximately the same percentage (86.2%) agreed or strongly agreed that Camp had taught them that “being different is all right” while only 13.8% disagreed or strongly disagreed.

Learning to Learn

This life skill set focuses on paying attention and following directions, acquiring knowledge, and asking questions and sharing information. Responses were rated on a scale of 1-4 (1=Strongly Agree...4= Strongly Disagree). Most youth respondents agreed or strongly agreed that their 4-H Camp experience helped them to develop all these learning skills. For a comparison of responses to Learning to Learn statements, see Figure 5.

Figure 5. Comparison of Youth Responses to Learning to Learn Skill Development Statements



Detail of Learning to Learn Responses

The responses to all five questions in this section show a significant perception from youth respondents that 4-H Camp helps develop learning skills. Table 2 shows the breakdown of responses to each statement in this category by number of responses, percentage of responses, and the mean response for each statement.

Table 2. Mean and Percentages of Youth Responses to Learning to Learn Skill Development Statements

Statement	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Mean* (# responses)
Because of Camp, I learned the importance of paying attention	117 (27.7)	210 (49.8)	79 (18.7)	16 (3.8)	1.99 (422)
Because of Camp, I'm better at following directions	66 (15.7)	207 (49.2)	122 (29.0)	26 (6.2)	2.26 (421)
Because of Camp, I feel better able to learn and share what I know	115 (27.3)	210 (49.8)	83 (19.7)	14 (3.3)	1.99 (422)
Because of Camp, it is easier to ask questions to learn things	75 (17.8)	215 (51.1)	119 (28.3)	12 (2.9)	2.16 (421)
I learned something new at camp that I plan to learn more about	120 (28.3)	197 (46.5)	88 (20.8)	19 (4.5)	2.01 (424)

*Scale: 1=Strongly Agree; 2=Agree; 3=Disagree; 4=Strongly Disagree

Paying Attention and Following Directions. The largest number of positive responses in this life skill section pertained to learning the importance of paying attention. A large majority of youth respondents (77.5%) agreed or strongly agreed that 4-H Camp had helped them learn the importance of this learning skill, while only 22.5% disagreed or strongly disagreed. Interestingly, the lowest positive response rate in the Learning to Learn section pertained to learning the importance of following directions at 4-H Camp. Nearly two-thirds (64.8%) agreed or strongly agreed that 4-H Camp helped them learn the importance of that skill. However, a significant percentage of respondents (29.0%) disagreed or strongly disagreed.

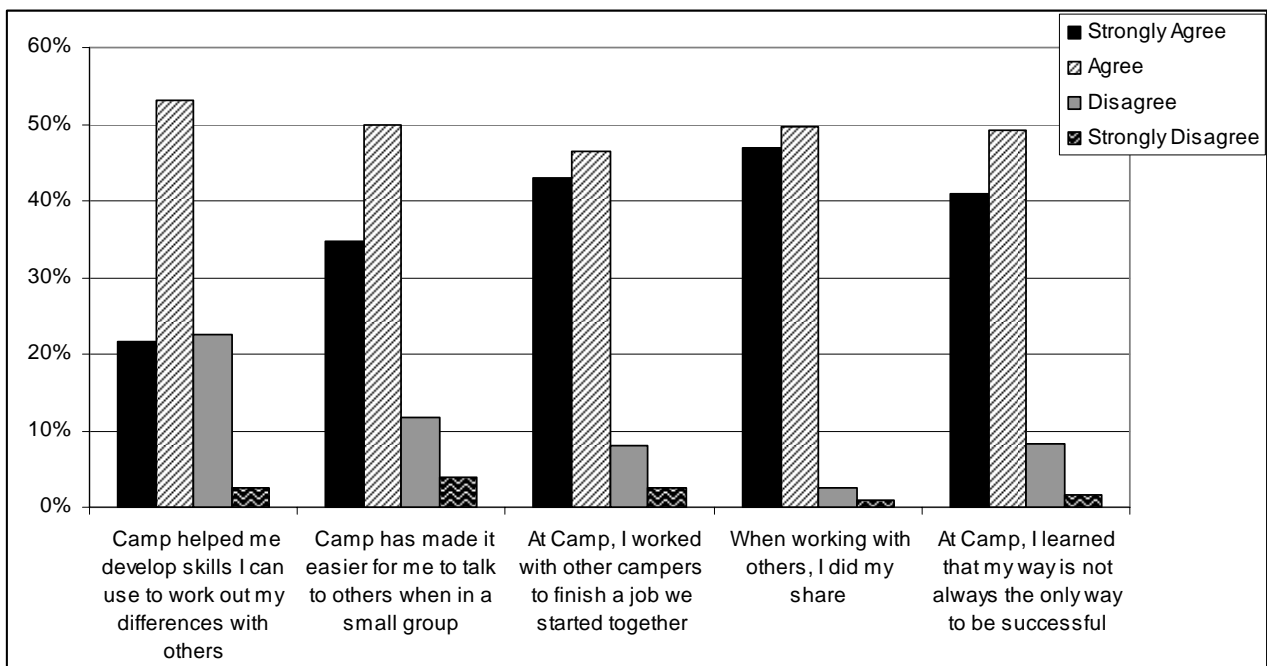
Asking Questions and Sharing Information. A large majority of youth respondents (77.0%) stated that 4-H Camp helped them feel better about learning and sharing information. Twenty-three percent (23.0%) disagreed or strongly disagreed that their 4-H Camp experience helped them feel more comfortable sharing information. A smaller majority (68.9%) agreed or strongly agreed that 4-H Camp experiences made it easier for them to ask questions to learn things, but almost one-third (31.2%) stated that 4-H Camp did not help them feel more comfortable in asking questions.

Acquiring Knowledge. Approximately three-quarters (74.8%) of youth respondents either agreed or strongly agreed that they learned something during their 4-H Camp experience that they plan to learn more about, while 25.3% disagreed or strongly disagreed.

Teamwork

This life skill set focuses on communicating and resolving differences with others, working well with others, and seeing value in other people’s opinions. Responses were rated on a scale of 1-4 (1=Strongly Agree...4= Strongly Disagree). An overwhelming majority of youth respondents agreed or strongly agreed that the 4-H Camp experience helped them to develop all these teamwork skills. In fact, the cumulative positive response to the statements in this section was the highest for any of the life skill sections. For a comparison of responses to teamwork statements, see Figure 6.

Figure 6. Comparison of Youth Responses to Teamwork Skill Development Statements



Detail of Teamwork Responses

The responses to all five questions in this life skill section show a significant perception from youth respondents that 4-H Camp helps develop teamwork skills. Table 3 shows the breakdown of responses to each statement in this category by number of responses, percentage of responses, and the mean response for each statement.

Table 3. Mean and Percentages of Youth Responses to Teamwork Skill Development Statements

Statement	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Mean* (# responses)
Camp helped me develop skills I can use to work out my differences with others	91 (21.5)	225 (53.2)	95 (22.5)	11 (2.6)	2.06 (423)
Camp has made it easier for me to talk to others when in a small group	146 (34.6)	210 (49.8)	50 (11.8)	16 (3.8)	1.85 (422)
At Camp, I worked with other campers to finish a job we started together	183 (43.1)	197 (46.4)	34 (8.0)	11 (2.6)	1.70 (425)
When working with others, I did my share	199 (46.8)	211 (49.6)	11 (2.6)	4 (0.9)	1.58 (425)
At Camp, I learned that my way is not the only way to be successful	174 (40.9)	209 (49.2)	35 (8.2)	7 (1.6)	1.71 (425)
*Scale: 1=Strongly Agree; 2=Agree; 3=Disagree; 4=Strongly Disagree					

Communicating and resolving differences with others. When asked about the impact of the 4-H Camp experience on improving communications, 84.4% agreed or strongly agreed that 4-H Camp made it easier for campers to talk in small groups, while only 15.6% disagreed or strongly disagreed. The smallest number of positive responses in this life skill section pertained to developing conflict resolution skills. Approximately three-quarters of youth respondents (74.7%) agreed or strongly agreed that 4-H Camp had helped them develop skills to work out differences with others. However, one-quarter (25.1%) did not believe that they had developed this skill at 4-H Camp.

Working well with others. Campers were asked two questions about their experiences when working in teams while at 4-H Camp. The preponderance of responses to both statements was quite positive. Almost all (89.4%) of youth respondents stated that they agreed or strongly agreed with the statement, “At Camp, I worked with other campers to finish a job we started”, while only 10.6% disagreed or strongly disagreed. An even higher percentage of youth respondents (96.5%) agreed or strongly agreed that they did their share while working with other campers. Less than four percent (3.5%) stated that they did not do their share of work.

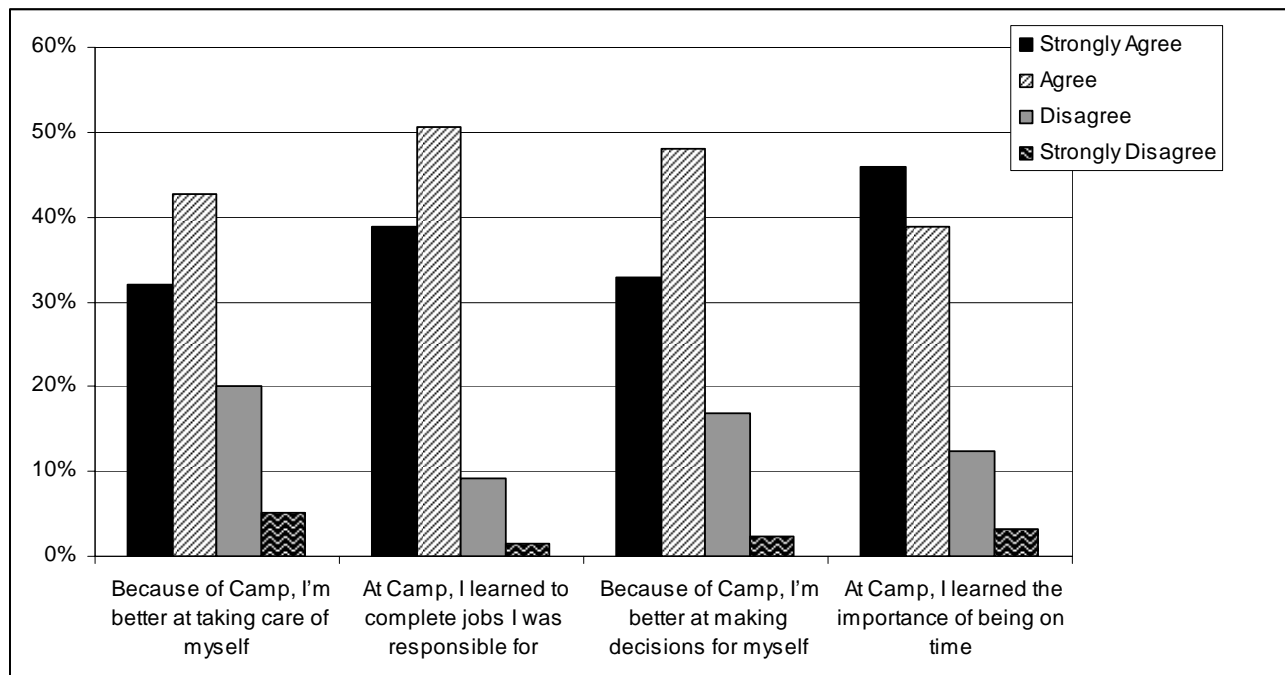
Valuing the opinions of others. Campers were asked if they had learned to value others opinions while at 4-H Camp. Almost all youth respondents (90.1%) agreed or strongly agreed that Camp had taught them that “my way is not the only way to be successful.” Only 9.8% of youth respondents disagreed or strongly disagreed.

Self-Responsibility

This life skill set focuses on living up to responsibilities including taking care of oneself and making one’s own decisions, completing work, and being on time. Responses were rated on a scale of 1-4 (1=Strongly Agree...4= Strongly Disagree). An overwhelming majority of youth respondents agreed or strongly agreed that the 4-H Camp experience helped them to develop self-responsibility. See Figure 7 for a comparison of responses to self-responsibility statements.

Detail of Self-Responsibility Responses

Figure 7. Comparison of Youth Responses to Self-Responsibility Skill Development Statements



The responses to all four questions in this section show a significant perception from youth respondents that 4-H Camp helps develop self-responsibility skills. Table 4 shows the breakdown of responses to each statement in this category by number of responses, percentage of responses, and the mean response for each statement.

Table 4. Mean and Percentages of Youth Responses to Self-Responsibility Skill Development Statements

Statement	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Mean* (# responses)
Because of Camp, I'm better at taking care of myself	136 (32.0)	182 (42.8)	85 (20.0)	22 (5.2)	1.98 (425)
At Camp, I learned to complete jobs I was responsible for	164 (38.8)	214 (50.6)	39 (9.2)	6 (1.4)	1.73 (423)
Because of Camp, I'm better at making decisions for myself	139 (32.9)	203 (48.0)	71 (16.8)	10 (2.4)	1.89 (423)
At Camp, I learned the importance of being on time	194 (45.9)	164 (38.8)	52 (12.3)	13 (3.1)	1.73 (423)

*Scale: 1=Strongly Agree; 2=Agree; 3=Disagree; 4=Strongly Disagree

Self-Care and Decision Making. Campers were asked if they were better able to care for themselves because of their 4-H Camp experience. About three-quarters (74.8%) agreed or strongly agreed that they were able to do so. However, one-quarter (25.2%) stated that Camp did not help them in this life skill area. When asked if they felt that 4-H Camp helped them to be better at making their own decisions, 80.9% agreed or strongly agreed that it had while 19.2% disagreed or strongly disagreed.

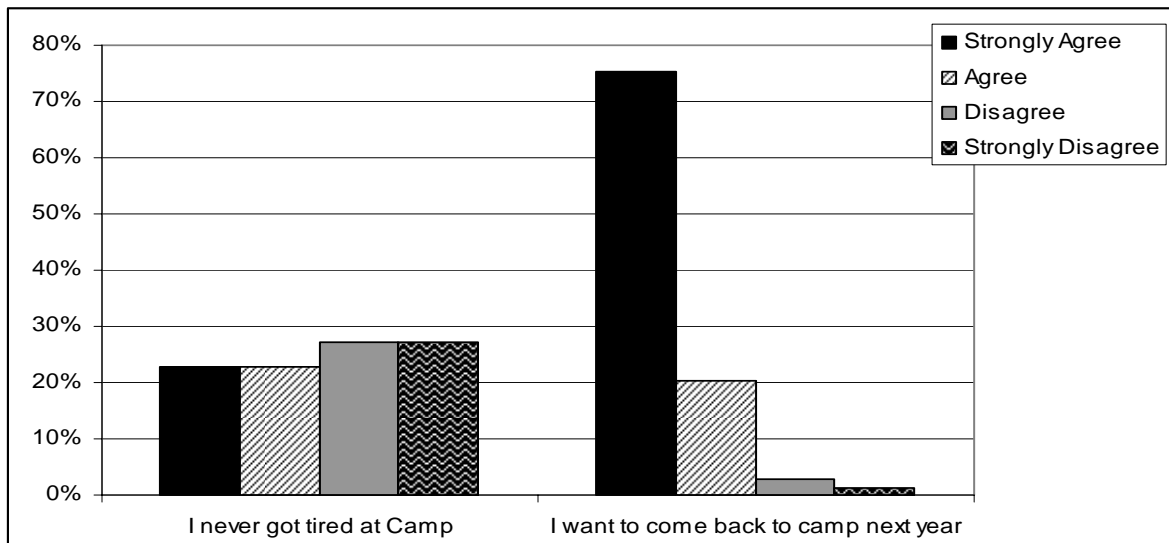
Fulfilling responsibilities. The great majority of youth respondents (89.4%) agreed or strongly agreed that 4-H Camp had helped them learn to complete jobs for which they were responsible, while only 10.6% disagreed or strongly disagreed.

Being on time. Most youth respondents agreed or strongly agreed (84.6%) that 4-H Camp had taught them the importance of being on time. Approximately fifteen percent (15.4%) did not believe that they learned the importance of being on time during their 4-H Camp experience.

Overall Satisfaction

Campers were asked to respond to two additional statements to help determine their overall satisfaction with their 4-H Camp experience. Campers were asked if they ever got tired at camp and if they wanted to return to Camp the next year. Responses were rated on a scale of 1-4 (1=Strongly Agree...4= Strongly Disagree). Responses were evenly mixed about getting tired at camp but almost all youth respondents stated that they wanted to return to 4-H Camp next year. For a comparison of responses to Self-Responsibility statements, see Figure 8.

Figure 8. Comparison of Responses to Satisfaction Statements



Detail of Satisfaction Responses

The responses to the two statements in this section show that although many respondents (54.6%) got tired during 4-H Camp, almost all (95.7%) wanted to return next year. Table 5 shows the breakdown of responses to each statement in this category by number of responses, percentage of responses, and the mean response for each statement.

Table 5. Mean and Percentages of Youth Responses to Satisfaction Statements

Statement	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Mean* (# responses)
I never got tired at Camp	96 (22.7)	96 (22.7)	115 (27.3)	115 (27.3)	2.59 (422)
I want to come back to Camp next year	164 (38.8)	214 (50.6)	39 (9.2)	6 (1.4)	1.73 (423)
*Scale: 1=Strongly Agree; 2=Agree; 3=Disagree; 4=Strongly Disagree					

Qualitative Youth Responses

Campers were given a set of four questions and asked to respond in their own words about their 4-H Camp experience. Campers were asked what they felt were the most important things they had learned about themselves and what were the most important skills they had acquired while at 4-H Camp. Campers were also asked to complete the statement “*Because of 4-H Camp this year I know I can...*” and also what kinds of things happened at 4-H Camp that they wished would also happen in the “real world”. A summary of responses to each question follows. Responses are divided into the four life skill areas of social skills, learning to learn skills, teamwork, and self-responsibility.

The most important thing I learned about myself at 4-H Camp this year is...

The focus of this question is to identify those things campers had learned about themselves through the program that their 4-H Camp offered. Some respondents (6) stated that they “*didn’t know*” what they had learned about themselves or that they had learned “*nothing.*” However, most respondents were very positive about what they had learned. Major themes in each Life Skill area were identified and a summary of those responses follow.

Social Skills

Youth respondents identified several areas of social skill development they experienced, including making and keeping friends, developing respect for others and esteem in themselves, and tolerance and acceptance of differences in themselves and other people. Some specific examples of social skill development follow.

Making friends and maintaining friendships. Approximately 107 responses to this question addressed the experiences campers had in making new friends and maintaining older friendships. One camper stated that they had learned that they could “*make new friends and introduce them to my other friends and we all became friends.*” Several stated that they learned they could “*make new friends by being nice*” or that “*it was easy to make new friends when you are just being your self.*”

Respect and tolerance for others. About 20 campers commented on their ability to be respectful of others. Some campers stated that they learned they were “*open minded*” with others and that they could “*respect all people even if they are different.*” Other campers commented on their understanding that others’ opinions were important, too. One camper stated, “*Not everything revolves around me.*”

Approximately 70 campers said that they learned that *“being different is OK.”* One camper said, *“Sometimes being different is the most important thing to do. Just imagine what the world would be like if we were all alike.”*

Self-Esteem. Almost 30 campers responded to this question with statements about their own self worth and unique abilities. Most of these responses focused on *“being yourself.”* Others said they learned *“to be patient”*, that it was *“OK to make mistakes”*, and that *“being yourself is the best way to make new friends.”*

Learning to Learn

Youth respondents identified several learning skills in themselves. These learning skills focused on listening and following directions and acquiring knowledge. Some specific examples of learning skill development follow.

Listening and following directions. Only three campers stated that they learned they had skills in this area. One stated that they learned they could, *“Always pay attention in order to do things right.”* Another stated that they could *“follow directions.”*

Acquiring knowledge. Most campers responded to this question by giving examples of specific skills they had learned or mastered at 4-H Camp such as crafts, swimming, horse back riding, rocket building, archery, and dancing. They also stated that they had learned to set goals and persevere in difficult tasks to learn new skills. One camper stated that they learned they could *“do everything they want, you just have to set goals.”* Another said they had learned that *“I can do more things to expand my expectations.”* Finally, one camper said that they learned that they *“don’t have to be in first place in games. You just try your hardest.”*

Teamwork

Youth respondents identified several teamwork skills they development during their 4-H Camp experience. Responses focused on working with others in groups, valuing others opinions, doing their share of the work, and providing leadership. Some specific examples of teamwork skill development follow.

Working with others in a group. Approximately 23 campers provided responses that addressed the need to for teamwork in 4-H Camp activities. One camper said that they learned they could *“make a difference in a group.”* Another stated, *“I know that I can work in a team if I try hard, even working with people I don’t know.”*

Valuing others opinions. About five campers commented on their increased ability to listen to and value the opinions of others. One camper stated that they learned they could *“trust others.”* Another said, *“Everybody has great opinions, not just me”* One camper commented on their new ability to value their own opinions. *“The most important thing I learned is I used to think my opinion didn’t matter, but now I know it could help my group.”*

Doing their share of the work. A small number of campers (3) said they had learned they could *“do their share”* of the work in a group.

Leadership. About 12 campers commented on the leadership skills they had observed in themselves during their 4-H Camp experience. Several youth respondents stated that they had learned that *“I am a good leader.”* One camper stated that they were *“not afraid to stand up in front of others”*

Self-Responsibility

Youth respondents identified several self-responsibility skills they developed, including taking care of themselves and their belongings and being on time for activities. Some specific examples of self-responsibility skill development follow.

Self Care. Most of the 56 responses in this life skill area focused on campers caring for themselves and their belongings. One camper stated that they learned they could *“do things for myself and I learned discipline.”* Others learned *“how hard it is to take care of myself and picking up after myself.”* One camper said, *“I am messy. My mom usually cleans up my mess, but here I have to clean up my mess.”* Several campers said that they learned that they can *“keep the cabin clean.”*

Being on time. A few campers said that they had learned *“not to be late.”* While one camper said she had learned that *“I love being fashionably late”* another said they had learned that *“being late really slows things down and slows others too.”*

The most important thing I learned to do at 4-H Camp this year is...

The focus of this question is to identify those skills that campers had learned during their 4-H Camp experience. Only four respondents stated that they *“didn’t know”* what they had learned or that they had learned *“nothing.”* However, most respondents were very positive about what they had learned. Major themes in each Life Skill area were identified and a summary of those responses follow.

Social Skills

Youth respondents identified several areas of social skill development they experienced, including making and keeping friends, being kind to and respectful of others and themselves, and other important camp skills such as *“to have fun no matter what – even if it rains”* and *“If you cream cabins and yours gets creamed you better be ready to clean yours.”* Some other specific examples of social skill development follow.

Making friends and maintaining friendships. Most of the responses related to social skill development focused on making friends and having fun with them. Approximately 80 youth respondents provided answers such as *“Become friends with people you don’t know because they can be really nice.”* and *“to make at least one friend, but you’ll want to make more.”* Several other youth respondents also talked about the importance of *“being yourself”* and *“not to pick your friends just because they are rich and popular.”*

Respect and tolerance for others. About 50 youth respondents commented on the need for respect and tolerance of others. Many youth respondents said that *“you need to be nice”* or *“respect others and yourself.”*

Learning to learn

Youth respondents spoke about several learning skills they developed during their 4-H Camp experience. These learning skills focused on listening and following directions and acquiring knowledge. Some specific examples of learning skill development follow.

Listening and following directions. Many youth respondents (24) said that they had learned the value of listening and following directions. One stated that they learned to *“listen to camp leaders, counselors, and all the other leaders.”* Another added that they had learned to *“always pay attention to what is going on.”*

Acquiring knowledge. Most youth respondents answered this question by giving examples of specific skills they had learned or mastered at 4-H Camp such as crafts, swimming, rocket building, archery, paint ball, dancing, singing, snake handling and identification (*“some snakes look non poisonous but they are not”*), using GPS, learning first aid, and developing wilderness survival skills. Many youth respondents (10) also stated that they had learned to *“set goals and achieve them.”* And about 12 youth respondents spoke about developing patience, or as one camper put it, *“I learned to deal with patience.”*

About 22 youth respondents said that they had learned how to stay healthy and safe. One camper said they had learned *“to keep healthy and fit”* Others said they learned how *“to have fun and be careful while you have fun”* and that they learned *“what to do when I have a sunken canoe or boat.”*

Teamwork

Youth respondents identified several teamwork skills they developed during 4-H Camp. Responses focused on working with others in groups, resolving differences with others, sharing with others, and doing their share of the work. Some specific examples of teamwork skill development follow.

Working with others in a group. Approximately 63 youth respondents provided responses that addressed the need for and value of teamwork in 4-H Camp activities. Several youth respondents said that *“teamwork is important.”* One camper said that *“if you all work together, you can get your work done faster.”* Many also said that they had learned that *“cooperation”* and *“helping others”* were important lessons learned at camp.

Resolving differences with others. Approximately 15 youth respondents said that they had learned skills for getting along with others. One camper said, *“Don’t fight or argue, get along with everyone.”* Others commented on the value of *“sportsmanship.”*

Doing their share of the work. Nine youth respondents said that they had learned to *“do their share of the work”* and to *“help and share with others.”* One said that they learned the importance of *“doing more and not complaining.”* Another respondent stated, *“The most important thing I learned to do at camp is help people.”*

Self-Responsibility

Youth respondents identified several self-responsibility skills they learned while at 4-H Camp. Major themes of self-responsibility included taking care of themselves and their belongings and being on time “*so you don’t have to do the dishes.*” Some specific examples of self-responsibility skill development follow.

Self Care. Fifty-three responses addressed being responsible for themselves and their belongings. Comments included, “*be responsible for myself, like to keep good hygiene and do my job at meals.*” Specific responsibilities cited by respondents included getting up on time, making their beds, keeping themselves and their cabins clean, better organization of belongings and supplies, and drinking lots of water.

Several youth respondents also commented on the need for being responsible to others at camp. Two youth respondents said they had learned “*to be responsible around younger campers*” and “*to set a good example.*”

Being on time. Several Youth respondents (35) remarked on their new abilities to “*manage time and be ready to go.*” One said that they learned to “*be on time and keep track of myself.*” A few youth respondents also said that they had learned the value of “*going to bed early*” and “*getting up early and be on time.*”

Because of 4-H Camp this year I know I can...

The focus of this question is to identify the one skill each camper felt was the most important outcome of their 4-H Camp experience this year. Seven youth respondents said “*I don’t know*” and 13 said “*nothing.*” However, most respondents were very positive about the skills they had developed at camp. Major themes in each Life Skill area were identified and a summary of those responses follow.

Social Skills

Youth respondents identified several areas of social skill development they experienced, including making friends and meeting new people and being kind to and respectful of others and themselves. Some other specific examples of social skill development follow.

Meeting new people and making friends. Most of the responses related to social skill development focused on meeting new people and making friends. Approximately 65 youth respondents said that because of 4-H Camp they knew they could “*just go up to people, talk to them and have a good conversation*” and “*make friends wherever I go.*” Other respondents said that they were more confident that they could be a good friend. One youth respondent said that they knew they could “*be a better friend to others*” and another stated that they could “*trust their friends.*”

Self-Esteem. Many youth respondents felt that 4-H Camp had made them feel more confident in themselves and their relationships with others. One youth respondents stated that they knew they could “*Have fun in new environments*” and another stated they could “*be myself without being embarrassed or afraid.*” Approximately 29 youth respondents completed this statement with “*be myself.*”

Respect and tolerance for others. About 12 youth respondents said that they knew they could “*be respectful with other people*” and “*treat others as I want to be treated.*”

Learning to Learn

Youth respondents spoke about several learning skills they developed during their 4-H Camp experience. Approximately 60 youth respondents mentioned particular skills they learned while at camp, most notable swimming and dancing. One respondent stated “*I know I can swim in really deep water and I can touch the very bottom of the pool.*” another said “*I know I can get back in a lake full of fish and snakes.*” and another stated “*I know I can slow dance and handle snakes.*” Other youth respondents spoke of particular learning skills focused on listening and paying attention, sharing knowledge with others, and many spoke about their new confidence in themselves for learning new skills and acquiring knowledge. Three youth respondents said that because of 4-H Camp, they knew they could “*make a difference.*” Some specific examples of learning skill development follow.

Listening and following directions. A few youth respondents (7) stated that they had learned the value of listening and following directions. One stated that they learned to “*listen a lot better*” and another stated they could “*pay attention.*”

Acquiring knowledge. Many youth respondents (18) stated that they knew they could “*achieve my goals*” and about 71 youth respondents said that they knew they could “*do anything I set my heart on.*” Many also spoke about new-found creativity they developed during 4-H Camp.

Some youth respondents also spoke about their attitudes about learning. One youth respondent said “*I know that I can learn and have fun at the same time*” and another stated, “*I can try things for the first time and not be embarrassed.*”

Asking questions and sharing information. A few youth respondents spoke about their new confidence in sharing information with others and asking questions. One youth respondent stated that they could “*teach others what I know*” and another said they knew they could “*be a public speaker.*” One respondent said they could “*ask questions to find out educational answers.*”

Teamwork

Youth respondents identified several teamwork skills they developed during 4-H Camp. Responses focused on helping others and working in groups, resolving differences with others, and leadership skills. Some specific examples of teamwork skill development follow.

Helping others and Working in a group. Approximately nine youth respondents said that they knew they had become “*a more helpful person to others.*” About 20 responses addressed the ability to work as a team member. One respondent said they had learned they could “*depend on others and they can depend on me.*” One respondent spoke of the leadership skills they had developed, saying “*I learned I could be a leader.*”

Resolving differences with others. Approximately seven youth respondents said that they had learned the value of getting along with others. One youth respondent said they learned they could “*finish projects with other people without arguing*” and another said they could “*be happy weather I win or loose.*”

Self-Responsibility

Youth respondents identified several self-responsibility skills they acquired while at 4-H Camp. Major themes of self responsibility including taking care of themselves and their belongings, being on time, making their own decisions, and completing tasks. Some specific examples of self-responsibility skill development follow.

Self Care. Forty-five youth respondents addressed being responsible for themselves and their belongings. Comments included, *“take care of myself because at home I tend to rely on my family”* and *“take care of my self on my own and be more responsible.”*

Being on time. Several youth respondents (10) remarked on their new abilities to *“manage time and be ready to go.”* One said that they learned to *“make it on my own and organize my time.”* A few youth respondents also said that they had learned the value of *“getting up early.”*

Making good decisions. Several youth respondents (10) said that they were more confident in making decisions for themselves. One youth respondent stated that they could *“trust myself to make good decisions.”* Another said they knew they could *“always make the right choice”*

Youth respondents also said they felt more comfortable seeking the guidance of adults when needed. One stated they knew they could *“talk to a counselor and they will not get mad”* and another said they could *“talk to an adult if there is a problem.”*

Completing tasks. Eight youth respondents said that they were better at completing tasks for which they were responsible. One said they could *“get the job done”* and another added they were able to *“always finish work even if it is difficult.”*

What kind of things happened at 4-H Camp that you wish happened in the real world?

The focus of this question is to identify those activities or attitudes that youth respondents enjoyed or valued the most while at camp. While 21 youth respondents answered *“I don’t know”* or *“nothing”*, most of the 400 plus respondents provided positive answers to this question. The most frequently identified activity was *“swimming twice a day.”* Youth respondents also frequently mentioned the fun, friendly, and respectful atmosphere they experienced at 4-H Camp. Major themes in each life skill area were identified and a summary of those responses follow.

Social Skills

The majority of comments in response to this “real world” question were in the area of social interaction with others. Youth respondents enjoyed the friendships they made and the friendly, respectful atmosphere of the 4-H Camps. Some other specific examples of social skill development follow.

Friendships. Most of the responses (70) related to social skills focused on making friends and having fun with them. One respondent said they wished that in the real world you could *“make friends just by saying what your name is.”* Another said they wished that *“making friends wasn’t so hard in the real world”* and another stated, *“I wish that the friends I made at the 4-H Camp would see each other outside of the camp.”*

Respect and tolerance for others. About 55 youth respondents commented on the respectful atmosphere they experienced at 4-H Camp. One respondent said they *“wished people in the real world would accept you like they do at 4-H Camp.”* One respondent said, *“I didn’t get made fun of!”* and another stated they wished that in the real world people would *“have a lot of fun and not hurt each other”* Finally, one respondent commented on the camp counselors, saying, *“none of the counselors treat the campers any worse or better than the others.”*

Learning to learn

About half of the respondents (11) spoke of specific skills they acquired that they would like to use in the real world, including making leather goods and using GPS. Nine of the comments about learning skills that youth respondents shared addressed the positive learning atmosphere they experienced at 4-H Camp. Some specific learning to learn examples follow.

Positive learning atmosphere. Nine respondents commented specifically on the positive learning atmosphere they enjoyed at camp. One respondent said, *“I wish school was like 4-H camp”* and another said that they wished *“I could have a cool teacher.”* Another respondent stated *“Everyone is nice. I have help with everything I do.”*

Teamwork

Youth respondents identified two teamwork skills that they would like to experience more of in the real world. These skills focused on working together as a team and resolving differences with other people. Some specific examples of teamwork skills follow.

Working with others in a group. Approximately 20 youth respondents said they wished people in the real world worked together better. One respondent said they wished *“people would work together to make a better place.”* Another said that they wished that *“people that are complete strangers to each other could work together.”*

Resolving differences with others. Approximately 16 youth respondents said that they would like people in the real world to *“get along better with each other”* as they had at 4-H Camp. One respondent said that at camp *“we were all helpful. You have someone to help you always. We had fun every day.”*

Self-Responsibility

Youth respondents identified several self-responsibility skills they acquired while at 4-H Camp. The major theme in this section addressed taking care of themselves and overall responsibility. Some specific examples of self-responsibility skills follow.

Self Care. Ten respondents said that they wished people in the real world would show more responsibility for themselves. One youth respondent said that they “*wished people would help themselves sometimes and learn discipline.*” Another said they wished “*we could stop the world and clean up.*” Another stated that they wished people would “*take responsibility seriously.*”

Other comments

Several youth respondents commented on other aspects of life at 4-H Camp that they would like to see in the real world. Major themes in those responses follow.

Food. Several youth respondents commented on meals and food while at 4-H Camp. A few wished that their “*meals were cooked for them like at Camp*” and six others said that they wished they had “*good food*” like they had at camp. One respondent said, “*I wish that everybody could always have food*” in the real world.

Overall Satisfaction. Approximately 28 youth respondents made more general comments about how they wished the real world were more like 4-H Camp. Two youth respondents said they wished they could “*live outdoors*” and “*live by a lake.*” Two said that “*Camp is the real world*” and 21 respondents simply said they wished “*everything*” in the real world was like 4-H Camp. One respondent said “*Everything! I wish 4-H Camp never stopped!*”

PARENT SURVEY

Parents and guardians of 4-H campers within the 10-13 year old age group were also surveyed about their perceptions of the effectiveness of the 4-H Camp experience with their children. Parent surveys were mailed out by IHD staff using mailing lists provided by each 4-H Camp supervisor whose camp participated in the Youth Survey. Parents received a separate survey for each of their children within the targeted age group that participated in a 4-H Camp in the Summer of 2005. A consent form and a self-addressed/postage paid envelop was included. A total of 130 Parent surveys were returned to IHD, where the data was entered and analyzed.

Demographics

Age. Parents were asked to provide the age of their child that participated in the 4-H Camps in the summer of 2005. The ages of children were fairly well disbursed across the target population. Parents of 11 year olds responded at the highest percentage (31.7%) while parents of 13 year olds responded at the lowest rate (17.5%). Figure 9 illustrates the percentage of parent responses by child age.

Gender. A slightly higher number of parents of girls (54.8%) responded than those of boys (44.3%)

Figure 9. Age of Respondents' Child

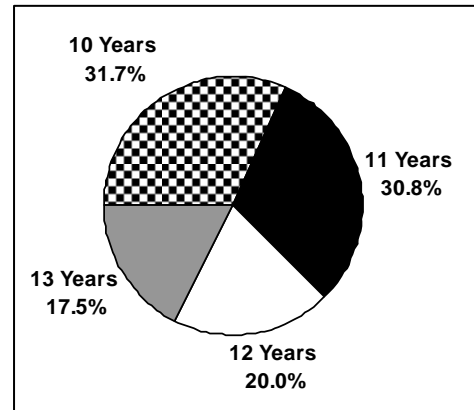
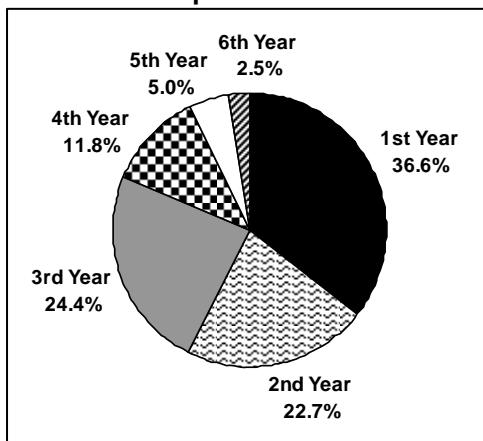
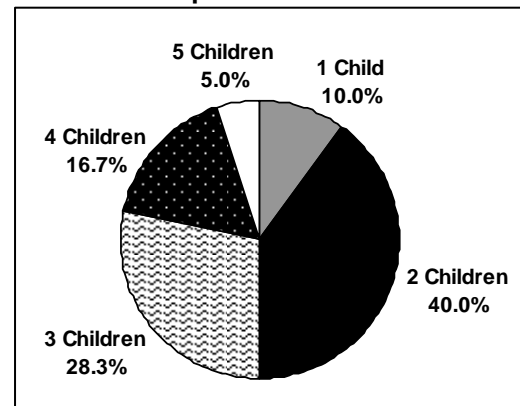


Figure 10. Years of Respondent Child's Camp Attendance



Years of child's camp attendance. Parents were asked how many years their child had attended 4-H Camp. The largest percentage of parents (33.6%) stated that this year, 2005, was the first year their child had attended camp. The average number of years the respondents' children had attended camp was 2.39 years. Figure 10 illustrates the percentage of responses by years of camp attendance.

Figure 11. Number of Children in Respondents' Families



Number of children in family. The average parent respondent had 2.67 children in their family. The highest percentage of parent respondents (40%) reported that they had two children. Figure 11 illustrated the percentage of responses by number of children in families.

Parent's participation in 4-H. A little less than half of the parent respondents (45.8%) stated that they had been a 4-H member themselves. Only 18.5% stated that they had attended 4-H Camp as a child.

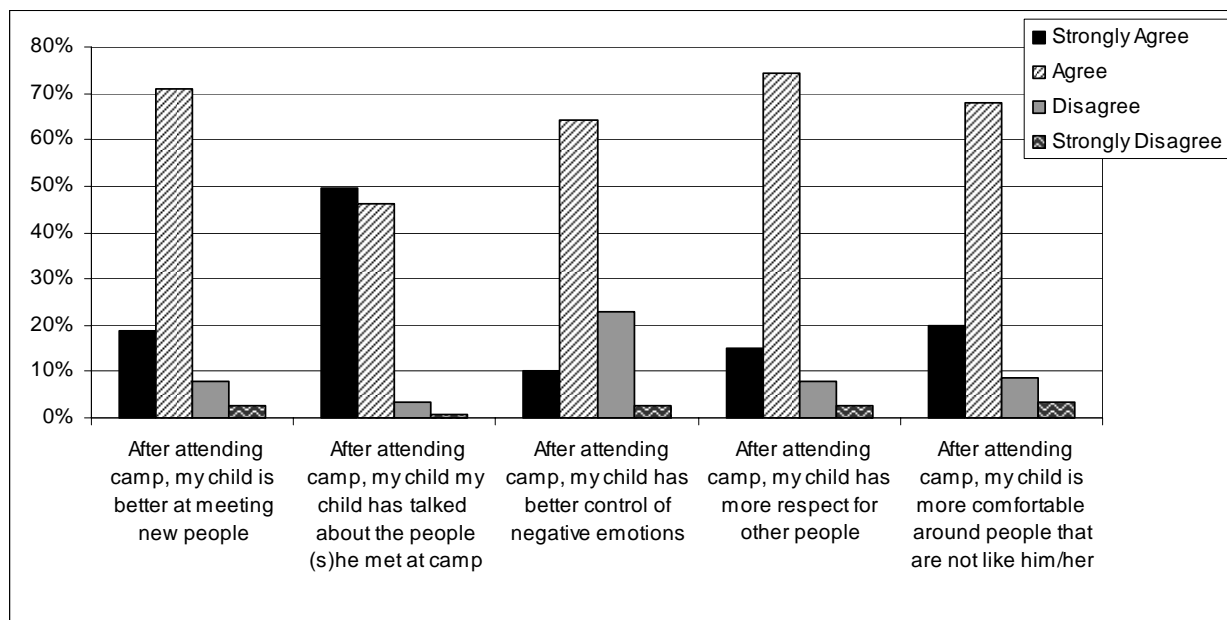
Quantitative Parent Responses

The objective of this evaluation is to determine the effectiveness of 4-H Camp curriculum in developing four particular life skills: Social Skills, Learning to Learn, Teamwork, and Self-Responsibility. Most of the questions in the Parent Survey asked parent respondents how they perceived their child’s camp experience impacted the development of these four life skills. In response to all these questions, the majority of parent respondents either strongly agreed or agreed that their child’s camp experience helped them develop these life skills. The following is a summary of parent responses categorized by Life Skill area.

Social Skills

This life skill set focuses on making and maintaining friends, appropriate emotional behavior, and respect for others regardless of differences. Responses were rated on a scale of 1-4 (1=Strongly Agree...4= Strongly agree). Parent respondents overwhelmingly agreed or strongly agreed that the 4-H Camp experience helped their child develop all these social skills. For a comparison of responses to Social Skill statements, see Figure 12.

Figure 12. Comparison of Parent Responses to Social Skills Development Statements



Detail of Social Skills responses

The responses to all five questions in this section show a significant perception from parent respondents that 4-H Camp helps their child develop social skills. Table 6 shows the breakdown of responses to each statement in this category by number of responses, percentage of responses, and the mean response for each statement.

Table 6. Mean and Percentages of Parent Responses to Social Skills Development Statements

Statement	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Mean* (# responses)
After attending camp, my child is better at meeting new people	21 (18.6)	80 (70.8)	9 (8.0)	3 (2.7)	1.95 (113)
After attending camp, my child my child has talked about the people (s)he met at camp	59 (49.6)	55 (46.2)	4 (3.4)	1 (0.8)	1.55 (119)
After attending camp, my child has better control of negative emotions	11 (10.1)	70 (64.2)	25 (22.9)	3 (2.8)	2.18 (109)
After attending camp, my child has more respect for other people	17 (15.0)	84 (74.3)	9 (8.0)	3 (2.7)	1.98 (113)
After attending camp, my child is more comfortable around people that are not like him/her.	23 (20.0)	78 (67.8)	10 (8.7)	4 (3.5)	1.96 (115)
*Scale: 1=Strongly Agree; 2=Agree; 3=Disagree; 4=Strongly Disagree					

Making and Keeping Friendships. The largest positive response in this life skill section pertained to parents’ perceptions about their child’s ability to make and maintain friendships at 4-H Camp. Nearly all parent respondents (95.8%) agreed or strongly agreed that their child had talked about the people they had met during their 4-H Camp experience. Parents also overwhelmingly agreed or strongly agreed (89.4%) that their children were now better at meeting new people because of the social skills they acquired at 4-H Camp.

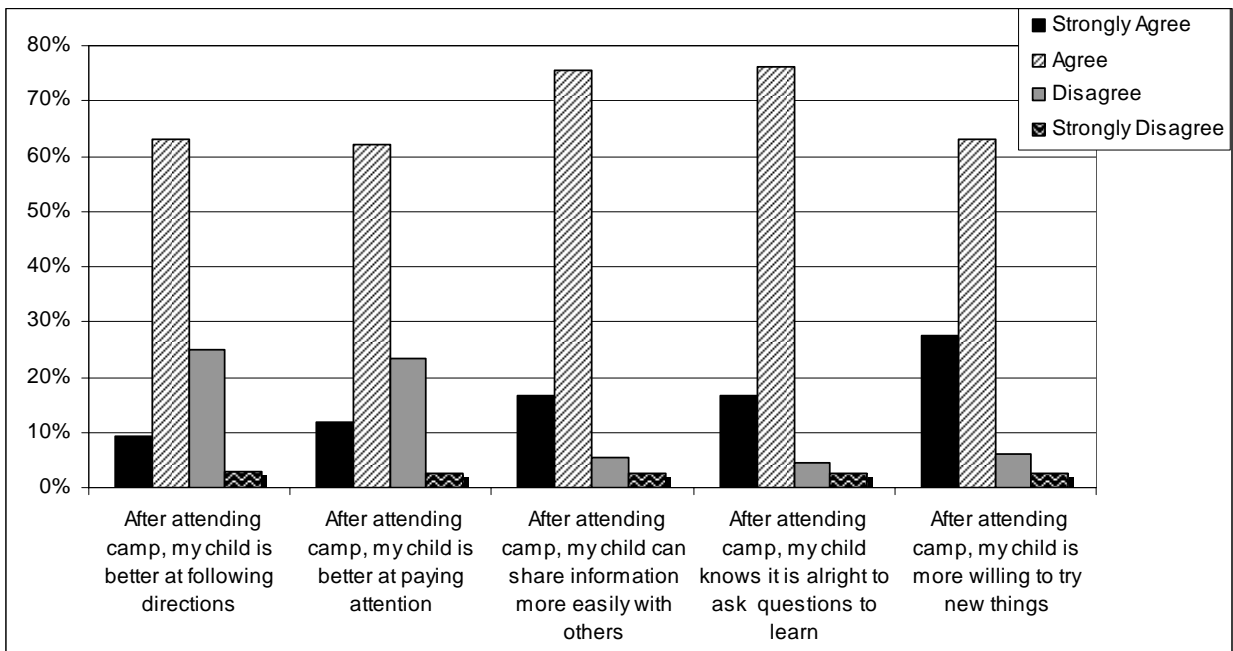
Appropriate Emotional Behavior. The majority of parent respondents (74.3%) believed that Camp had helped their children learn to better control negative emotions. However, one-quarter (25.7%) disagreed or strongly disagreed that Camp helped their child show their negative emotions in an appropriate fashion.

Respect for Others. Most parent respondents (89.4%) agreed or strongly agreed that 4-H Camp helped their child have more respect for other people, while only 10.7% disagreed or strongly disagreed. Approximately the same percentage (87.8%) agreed or strongly agreed that Camp had helped their child become more comfortable around people that were not like him/her while only 12.2% disagreed or strongly disagreed.

Learning to Learn

This life skill set focuses on paying attention and following directions, acquiring knowledge, and asking questions and sharing information. Responses were rated on a scale of 1-4 (1=Strongly Agree...4= Strongly Disagree). Parent respondents overwhelmingly agreed or strongly agreed that the 4-H Camp experience helped their child develop all these learning skills. For a comparison of responses to Learning to Learn statements, see Figure 13.

Figure 13. Comparison of Parent Responses to Learning to Learn Skill Development Statements



Detail of Learning to Learn Responses

The responses to all five questions in this section show a significant perception from parent respondents that 4-H Camp helps their child develop learning skills. Table 7 shows the breakdown of responses to each statement in this category by number of responses, percentage of responses, and the mean response for each statement.

Table 7. Mean and Percentages of Parent Responses to Learning to Learn Skill Development Statements

Statement	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Mean* (# responses)
After attending camp, my child is better at following directions	10 (9.3)	68 (63.0)	27 (25.0)	3 (2.8)	2.21 (108)
After attending camp, my child is better at paying attention	13 (11.7)	69 (62.2)	26 (23.4)	3 (2.7)	2.17 (111)
After attending camp, my child can share information more easily with other	19 (16.7)	86 (75.4)	6 (5.3)	3 (2.6)	1.94 (114)
After attending camp, my child knows it is alright to ask questions to learn	19 (16.8)	86 (76.1)	5 (4.4)	3 (2.7)	1.93 (113)
After attending camp, my child is more willing to try new things	32 (27.6)	73 (62.9)	7 (6.0)	3 (2.6)	2.11 (116)

*Scale: 1=Strongly Agree; 2=Agree; 3=Disagree; 4=Strongly Disagree

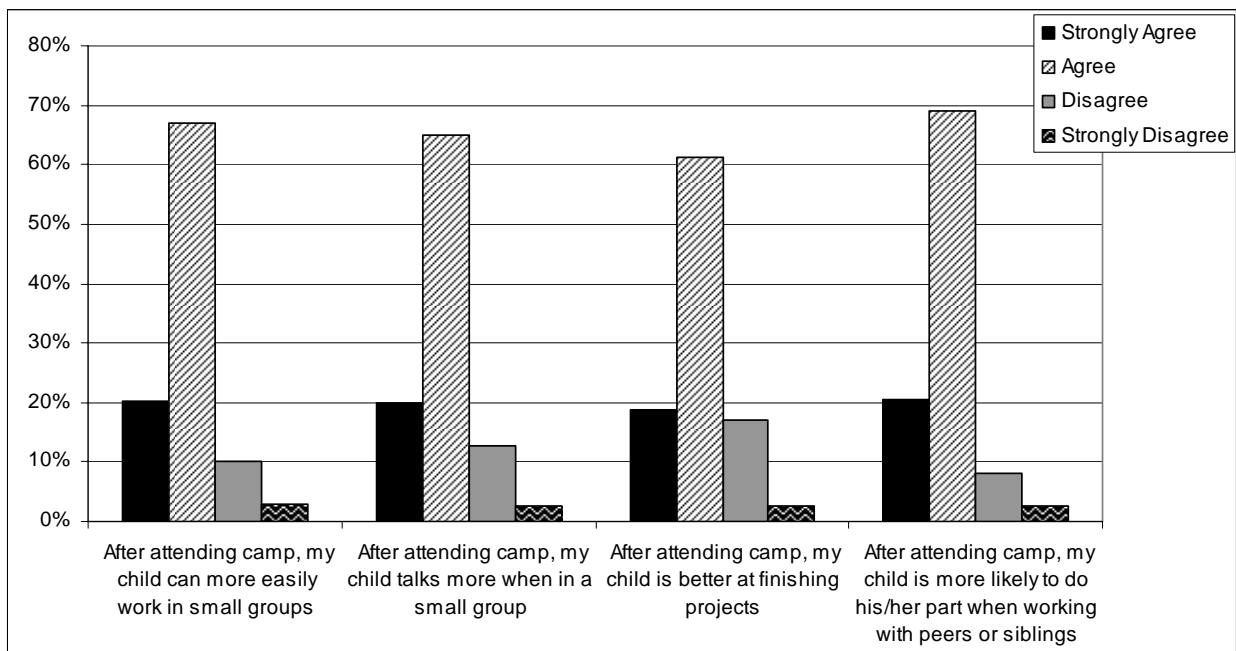
Paying Attention and Following Directions. One of the lowest number of positive responses in this life skill section pertained to learning the importance of paying attention. A majority of parent respondents (73.9%) agreed or strongly agreed that 4-H Camp had helped their child develop this learning skill. However 26.1% disagreed or strongly disagreed. The other lower positive response rate in the Learning to Learn section pertained to following directions. The majority of parent respondents (72.2%) agreed or strongly agreed that their child followed directions better now because of 4-H Camp. However, a significant percentage of parent respondents (27.8%) disagreed.

Asking Questions and Sharing Information. A large majority of parent respondents (92.1%) stated that 4-H Camp helped their child be more at ease when sharing information with others. Only 7.9% disagreed or strongly disagreed that their child’s 4-H Camp experience helped them feel more comfortable sharing information. Almost the same number of parent respondents (92.9%) agreed or strongly agreed that 4-H Camp experiences showed their child that it was alright to ask questions to learn things and only 7.1% stated that 4-H Camp did not help their child feel more comfortable in asking questions.

Acquiring Knowledge. Almost all (90.5%) parent respondents either agreed or strongly agreed that their child is more willing to try new things following their 4-H Camp experience, while only 8.6% disagreed or strongly disagreed.

Teamwork

This life skill set focuses on communicating and resolving differences with others, working well with others, and completing tasks. Responses were rated on a scale of 1-4 (1=Strongly Agree...4= Strongly Disagree). A large majority of parent respondents agreed or strongly agreed that 4-H Camp helped their child develop all these teamwork skills. For a comparison of responses to teamwork statements, see Figure 14.



Detail of Teamwork Responses

The responses to all four questions in this section show a significant perception from parent respondents that 4-H Camp helps develop teamwork skills. Table 8 shows the breakdown of responses to each statement in this category by number of responses, percentage of responses, and the mean response for each statement.

Table 8. Mean and Percentages of Responses to Team Work Skill Development Statements

Statement	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Mean* (# responses)
After attending camp, my child can more easily work in small groups	22 (20.2)	73 (67.0)	11 (10.1)	3 (2.8)	1.95 (109)
After attending camp, my child talks more when in a small group	22 (19.8)	72 (64.9)	14 (12.6)	3 (2.7)	1.98 (111)
After attending camp, my child is better at finishing projects	21 (18.9)	68 (61.3)	19 (17.1)	3 (2.7)	2.04 (111)
After attending camp, my child is more likely to do his/her part when working with peers or siblings	23 (20.4)	78 (69.0)	9 (8.0)	3 (2.7)	1.93 (113)
*Scale: 1=Strongly Agree; 2=Agree; 3=Disagree; 4=Strongly Disagree					

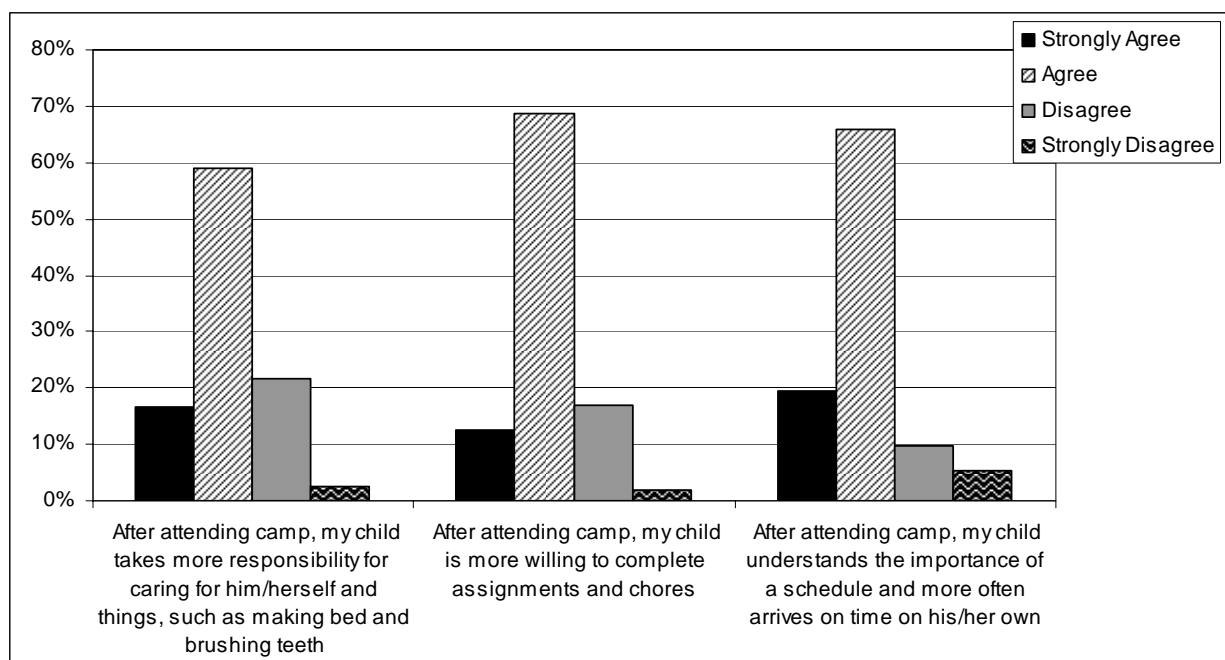
Communicating and working well with others in a group. Parents were asked two questions about their child’s ability to work in groups. The preponderance of responses to both statements was quite positive. When asked about the impact of the 4-H Camp experience on improving communications, 87.2% agreed or strongly agreed that after 4-H Camp, their child talks more when in a small group, while 15.3% disagreed or strongly disagreed. Most parents (87.2%) also agreed or strongly agreed that their child can more easily work in small groups because of their experiences at 4-H Camp. Only 12.9% disagreed or strongly disagreed.

Finishing projects. Parents were asked if their child was better at finishing projects after their 4-H Camp experience. The majority of parent respondents (80.2%) agreed or strongly agreed that their child is more likely to finish projects now than before 4-H Camp, while 19.8% disagreed or strongly disagreed. An even higher percentage of parent respondents (89.4%) agreed or strongly agreed that their child is now more likely to do their part when working with peers or siblings, compared to 10.7% who stated that their children were not more likely do their share of work.

Self-Responsibility

This life skill set focuses on living up to responsibilities including taking care of oneself, completing work, and being on time. Responses were rated on a scale of 1-4 (1=Strongly Agree...4= Strongly Disagree). An overwhelming majority of parent respondents agreed or strongly agreed that the 4-H Camp experience helped their child develop self-responsibility skills. For a comparison of responses to Self-Responsibility statements, see Figure 15.

Figure 15. Comparison of Parent Responses to Self-Responsibility Skill Development Statements



Detail of Self-Responsibility Responses

The responses to all three questions in this life skill section show a significant perception from parent respondents that 4-H Camp helps their child develop self-responsibility skills. Table 9 shows the breakdown of responses to each statement in this category by number of responses, percentage of responses, and the mean response for each statement.

Table 9. Mean and Percentages of Parent Responses to Self-Responsibility Skill Development

Statement	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Mean* (# responses)
After attending camp, my child takes more responsibility for caring for him/herself and things, such as making bed and brushing teeth	19 (16.5)	68 (59.1)	25 (21.7)	3 (2.6)	2.10 (115)
After attending camp, my child is more willing to complete assignments and chores	14 (12.5)	77 (68.8)	19 (17.0)	2 (1.8)	2.08 (112)
After attending camp, my child understands the importance of a schedule and ore often arrives on time on his/her own	22 (19.3)	75 (65.8)	11 (9.6)	6 (5.3)	2.01 (114)

*Scale: 1=Strongly Agree; 2=Agree; 3=Disagree; 4=Strongly Disagree

Self-Care. Parents were asked if their child were better able to care for themselves because of their 4-H Camp experience. About three-quarters (75.7%) agreed or strongly agreed that their child did take more responsibility for their self-care, such as making their bed and brushing their teeth. However, nearly one-quarter (24.3%) stated that Camp did not help their child develop in this life skill area.

Fulfilling responsibilities. The majority of parent respondents (81.3%) agreed or strongly agreed that 4-H Camp had helped their child learn to complete assignments and chores for which they were responsible while 18.8% disagreed or strongly disagreed.

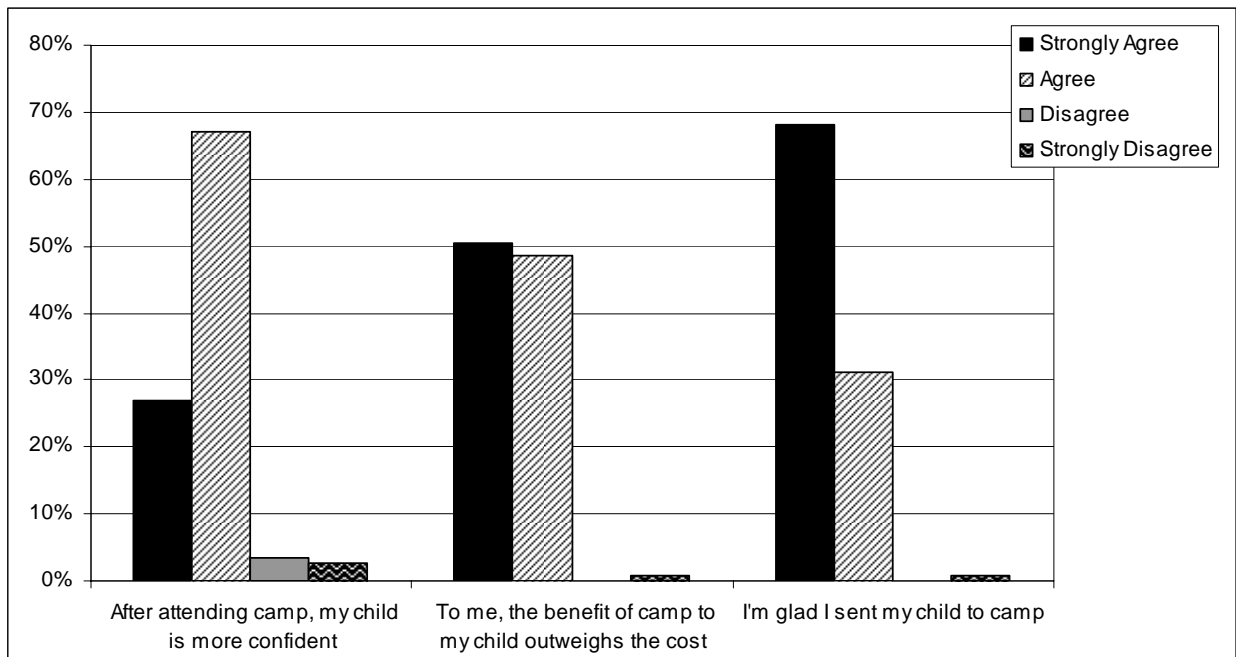
Being on time. Most parents agreed or strongly agreed (85.6%) that since their child attended 4-H Camp, they better understood the importance of a schedule and were more

often on time without reminders from parents. Approximately fifteen percent (14.9%) did not believe that their child was any better at being on time than before their 4-H Camp experience.

Overall Satisfaction

Parents were asked to respond to three additional statements to help determine their overall satisfaction with their child’s 4-H Camp experience. Parents were asked if they felt their child was more confident as a result of the 4-H Camp experience, if they felt 4-H Camp was a good value, and if they were glad they sent their child to camp. Responses to all questions in this section were overwhelmingly positive. Responses were rated on a scale of 1-4 (1=Strongly Agree...4= Strongly Disagree). For a comparison of responses to Self-Responsibility statements, see Figure 16.

Figure 16. Comparison of Parent Responses to Satisfaction Statements



Detail of Satisfaction Responses

The responses to the three statements in this section show that parents were very satisfied with their child’s camp experience. Most parents (94.0%) stated that their child was more confident because of their 4-H Camp experience. All parents except one (99.1%) agreed or strongly agreed that the benefit of camp to their child outweighs the cost. Nearly the same percentage (99.2%) stated that they were glad they had sent their child to camp. Table 10 shows the breakdown of responses to each statement in this category by number of responses, percentage of responses, and the mean response for each statement.

Table 10. Mean and Percentages of Parent Responses to Satisfaction Statements

Statement	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Mean* (# responses)
After attending camp, my child is more confident	31 (27.0)	77 (67.0)	4 (3.5)	3 (2.6)	1.82 (115)
To me, the benefit of camp to my child outweighs the cost	59 (50.4)	57 (48.7)	0 (0.0)	1 (0.9)	1.51 (117)
I am glad I sent my child to camp	81 (68.1)	37 (31.1)	0 (0.0)	1 (0.8)	1.34 (119)
*Scale: 1=Strongly Agree; 2=Agree; 3=Disagree; 4=Strongly Disagree					

Qualitative Parent Responses

Parents were asked to complete three statements, in their own words, about their perceptions of their child’s 4-H Camp experience. Parents were asked what they felt were the most important skills and concepts their child had developed or learned while at 4-H Camp. The responses for each question have been organized by the four life skill areas of social skills, learning to learn, teamwork, and self-responsibility.

“The most important thing my child learned at 4-H Camp is...”

Almost all parents provided positive responses to this statement. While one parent stated, *“They don’t teach the kids much of the above questions”*, another parent stated, *“Camp is very fun and educational for my child. Older siblings have attended many times.”*

Social Skills

The majority of parents who responded to this question stated that the development of social skills were the most important thing their child learned at camp. One parent stated, *“Social Skills, how to meet new people and interact with a group.”* Specific examples of social skills parents felt their child had developed follow here.

Making friends and maintaining friendships. Approximately 24 parent respondents stated that their child learned how to make friends easier and better get along with others. One parents stated, *“Having fun with new people – learning to meet new friends.”* Another parent said that their child learned *“patience, caring, kindness, and being a leader.”*

Respect for others/Respect for diversity. Several parents (10) stated that their children showed a greater level of respect and tolerance for others they did not know or who were different from themselves. One parent stated that the most important thing their child learned at 4-H Camp was *“to have patience and tolerance of others, that being different can be a plus.”* Other parents commented on the acceptance that their child experienced despite their difference from others. One parent stated that their child learned *“that you can be different and other people will accept it.”* And another parent stated that their child experienced *“acceptance of peers and their curiosity about her disability. She has only two fingers on her right hand.”* That parent added that her child also learned *“acceptance of self.”*

Appropriate emotional behavior. A few parents (5) commented that their children had learned to better control their negative behavior when dealing with other people. Two parents stated that the most important thing their children learned at 4-H Camp was “*getting along with other people*” and “*how to cope with peers better on his own.*”

Learning to Learn

Several parents commented that their children had developed learning to learn skills. Parents listed several specific activities at camp that their child enjoyed and some commented on their child’s improved attitude toward learning in general. Specific examples of learning to learn skills follow.

Listening and following directions. One parent stated that the most important thing their children learned at 4-H Camp was to “*follow directions.*”

Asking questions and sharing information. Three parents commented that their children were more open to learning experiences and sharing information with others. One parent stated that their child was “*ready to try new things*” and another added that their child was “*ready to learn new ideas.*” One parent stated that their child’s camp experience helped him to “*share his views and know his views are important also.*”

Acquiring knowledge. Seven parents mentioned activities their child enjoyed learning about at 4-H Camp, including safety tips, Japanese culture, new technology, building rockets, and an increased appreciation of nature.

Teamwork

Several parents stated that their children had developed new teamwork skills while at 4-H Camp. Most believed their children were better at working in groups and a few also commented on improved communication skills. Specific examples of learning to learn skills follow.

Improved communication. One parent stated that the most important thing their child learned was “*how to express himself*” and another stated that their child learned how “*to smile and meet new people!*”

Working with others. Most parents (10) who said their child learned new teamwork skills said that their child was better at working in small groups with peers and adults. One parent said that their child was “*working better in small groups*” and another said that their child learned how to “*work as part of a team.*” Other parents commented on leadership skills their children exhibited. One parent said that because of 4-H, their child was “*learning how to be a leader*” and another said their child had learned to “*lead smaller kids.*”

Self-Responsibility

The second largest number of parent responses to this question addressed the development of self-responsibility skills. Many parents commented on their child's improved ability to care for themselves while away from home. Specific examples of self-responsibility skills follow.

Be on time. One parent stated that the most important thing their child learned was *“to stay on time – there is a lot to do.”*

Complete projects. Two parents stated that their child had become better at completing projects for which they were responsible. One parent stated that the most important thing their child had learned was *“to remind herself to do her own job without being reminded.”*

Care for Self. Most parents (12) who stated that their child had developed self-responsibility skills commented on the child's improved ability to care for themselves while away from home. One parent stated that the most important thing their child developed at 4-H Camp was *“his independence of being away from home, his personal hygiene, and responsibilities of making his own bed and helping with clean up and kitchen duty.”* Another parent stated that their child had *“learned some independence and how to get along without her parents taking care of her needs.”*

Other parents (4) stated that their children had become more self-responsible for their own entertainment while at camp. One parent stated that 4-H Camp had taught their child *“to have fun on their own without their family around.”*

“The most important thing my child learned to do at 4-H Camp is...”

This question focused more on specific skills they perceived their child had developed while at 4-H Camp. One parent stated that they *“had no idea”* what their child had learned and another stated that their son *“didn't mention anything they learned.”* However, all other parent respondents provided examples of new skills they had observed in their children since they returned from 4-H Camp.

Social Skills

The development of specific social skills was one of the largest areas of response from parent respondents. Making friends, respecting differences, and dealing with negative emotions in an appropriate manner were all mentioned as positive improvements in campers' social skill development. Specific examples of social skills parents felt their child had developed follow.

Making friends and maintaining friendships. Six parent respondents commented that their child's ability to meet new friends and/or maintain friendships had improved after their 4-H Camp experience. One parent stated that their child had learned about *“making new friends as well as being with the old ones.”*

Respect for others/Respect for diversity. Eight parent respondents stated that their child showed a greater level of respect for others they did not know or who were different

from themselves. One parent stated that the most important thing their child learned at 4-H Camp was *“making new friends and how to get along with different groups of people.”*

Appropriate emotional behavior. A few parents (6) commented that their children had learned to better control their negative behavior when dealing with other people. One parent respondent stated that their child had learned to *“be herself even when another child criticizes her. She practiced not letting another child’s negative actions bother her.”* Another parent respondent stated that their child had *“realized the need to think about how her words and actions impacted others.”*

Learning to Learn

The development of learning to learn skills also provided a large number of responses from parents. Some parents provided several specific examples of skills acquired through specific activities. Parents also commented on general learning skills they feel were developed at 4-H Camp. Specific examples of learning to learn skills follow.

Listening and following directions. Four parents stated that their children were better listeners and/or followed directions better. One parent stated that the most important thing their child learned to do at 4-H Camp was *“to learn how to follow rules and stay on schedule.”* Another stated, *“in his words – ‘skip and NOT run’.*

Asking questions and sharing information. Two parents commented that their children were more open to learning experiences. Both stated that the most important thing their child learned to do at 4-H Camp was *“to try new things.”* One parent stated that their daughter *“learned a dance she will teach to others”*

Acquiring knowledge. Many Parents (22) provided specific skill development activities their child had particularly enjoyed including fishing with a pop can, archery, songs, working with leather, macramé, using GPS, how to build a campfire and put up a tent, and building rockets, birdhouses, and dream catchers.

Teamwork

A few parents stated that their children had developed new teamwork skills while at 4-H Camp. Most believed their children were better at working in groups. A few also commented on how their child learned to do their fair share. Specific examples of learning to learn skills follow.

Working with others. Most parents (6) who said their child learned new teamwork skills said that their child was better at *“working as a team member.”* Two parents stated that they felt their children had better learned how to do their share when working with a group. One parent stated that their child learned *“to eat disgusting things that tasted terrible for the good of the team (survivor)”*

Self-Responsibility

Many parents felt that their children had learned specific self-responsibility skills while at camp. While most comments pertained to their child's improved ability to care for themselves, two parents commented on their child's improved punctuality. Specific examples of self-responsibility skills follow.

Care for Self. Most parents (19) who stated that their child had developed self-responsibility skills commented on the child's improved ability to care for themselves while away from home. One parent stated that the most important thing their child developed at 4-H Camp was the ability to *"shower, dress, clean-up without mom nagging."* Another parent stated that their child learned that *"when you don't you're your socks with shoes, you get blisters. She learned how to prepare meals for the whole group."* Another stated that their child had *"learned to be responsible for his 9 year old brother, who was also at camp."*

Be on time. Two parents stated that the most important thing their child learned was *"the importance of punctuality"*

"Because of 4-H Camp this year my child..."

This question was designed to garner perceptions from parents about the overall impact of 4-H Camp on their children. Many parents provided a general statement about their child's satisfaction with camp. Nineteen parents stated that their children had fun and want to return next year. Many parents stated that their child *"can't wait to go back next year."* Two parents commented on the impact of 4-H Camp on their child's attitude about the year-long 4-H activities. One parent stated that their child *"is more excited about 4-H."*

Social Skills

Again, the development of social skills was mentioned by a large number of parent respondents when commenting on the overall impact of 4-H Camp on their child. Making new friends and learning tolerance for others were both frequently mentioned as positive improvements in campers' social skill development. Specific examples of social skills parents felt their child had developed follow.

Making friends and maintaining friendships. Approximately 14 parents commented on the friendships that their children had developed and enjoyed during their 4-H Camp experience. One parent stated that their child *"has more new friends from all over and is more confident."*

Other parents commented on their child's attitude since returning from camp. Some parents said that because of camp, their child is *"a better person"* and *"will be more thoughtful"* and *"seems more outgoing."*

Respect for others/Respect for diversity. Six parent respondents stated that their children showed a greater level of respect for others. One parent stated that because of camp their child *"has gotten along better with her sister."* Another stated that their child *"talks to his parents."* Still another parent stated that their child *"is more tolerant of others that are different from him."*

Learning to Learn

The development of specific learning to learn skills was also mentioned by parents when commenting on the overall impact of 4-H Camp on their child. Most parents commented on their child's increased self confidence and more positive attitudes about learning new things. Specific examples of learning to learn skills follow.

Acquiring knowledge. Most of the parents (9) who spoke about learning to learn skills stated that their child was more confident about trying new things. One parent stated that their child *"has become more outgoing and gaining more self-confidence."* One parent stated that their child *"is more well rounded"* because of their 4-H Camp experience.

Teamwork

A few parents who commented on the development of teamwork skills in their children focused on leadership skills they had developed. Specific examples of learning to learn skills follow.

Working with others. Most parents (5) who said their child learned new teamwork skills said that their child was looking forward to being a camp counselor. One parent stated that their child *"looks forward to being a camp counselor in the future, which is great for leadership."* Another stated that their child's camp experience has influenced their professional career plans, *"Can't wait to go back and be a counselor next year. My other child was a counselor and because of it has decided to pursue a career working with children."*

Self-Responsibility

Many parent respondents felt that their child had become more independent and responsible while at camp. They commented on their children's ability to care for themselves and their improved confidence in making their own decisions. Specific examples of self-responsibility skills follow.

Care for Self. Six parents commented on their child's improved ability to care for themselves. One parent stated that their child is *"more responsible for herself and to things."* Another parent commented on their child's increased *"confidence in making her own decisions."* Another parent stated that their child *"is more responsible and understands the concept of hard work=benefit."*

Summary of Findings from Youth and Parent Surveys

The objective of this evaluation is to determine the effectiveness of the 4-H Camp curriculum in developing social skills, learning to learn skills, teamwork skills, and self-responsibility in camp participants. In order to better illustrate the impact of the 4-H Camp experience from both the youth and parent perspectives, Table 11 provides a side by side comparison of the mean responses from similar questions in both the youth and parent surveys.

Table 11. Comparison of Mean Responses from Youth and Parent Quantitative Surveys

Youth Statement	Mean* (# responses)	Parent Statement	Mean* (# responses)
<i>Social Skills</i>			
At Camp, I met new people I'd like to stay in touch with	1.60 (426)	After attending camp, my child my child has talked about the people (s)he met at camp	1.55 (119)
At Camp, I learned new ways to make Friends	2.05 (422)	After attending camp, my child is better at meeting new people	1.95 (113)
Camp helped me to show my emotions in good ways	2.15 (424)	After attending camp, my child has better control of negative emotions	2.18 (109)
Camp helped me to respect other people	1.85 (424)	After attending camp, my child has more respect for other people	1.98 (113)
At Camp, I learned that being different is all right	1.80 (420)	After attending camp, my child is more comfortable around people that are not like him/her.	1.96 (115)
<i>Learning to Learn Skills</i>			
Because of Camp, I learned the importance of paying attention	1.99 (422)	After attending camp, my child is better at paying attention	2.17 (111)
Because of Camp, I'm better at following directions	2.26 (421)	After attending camp, my child is better at following directions	2.21 (108)
Because of Camp, I feel better able to learn and share what I know	1.99 (422)	After attending camp, my child can share information more easily with other	1.94 (114)
Because of Camp, it is easier to ask questions to learn things	2.16 (421)	After attending camp, my child knows it is alright to ask questions to learn	1.93 (113)
I learned something new at camp that I plan to learn more about	2.01 (424)	After attending camp, my child is more willing to try new things	2.11 (116)
<i>Teamwork Skills</i>			
Camp helped me develop skills I can use to work out my differences with others	2.06 (423)	After attending camp, my child can more easily work in small groups	1.95 (109)
At Camp, I learned that my way is not the only way to be successful	1.71 (425)		
Camp has made it easier for me to talk to others when in a small group	1.85 (422)	After attending camp, my child talks more when in a small group	1.98 (111)
At Camp, I worked with other campers to finish a job we started together	1.70 (425)	After attending camp, my child is better at finishing projects	2.04 (111)
When working with others, I did my share	1.58 (425)	After attending camp, my child is more likely to do his/her part when working with peers or siblings	1.93 (113)
*Scale: 1=Strongly Agree; 2=Agree; 3=Disagree; 4=Strongly Disagree			

Youth Statement	Mean* (# responses)	Parent Statement	Mean* (# responses)
Self-Responsibility			
Because of Camp, I'm better at taking care of myself	1.98 (425)	After attending camp, my child takes more responsibility for caring for him/herself, such as making bed and brushing teeth	2.10 (115)
At Camp, I learned to complete jobs I was responsible for	1.73 (423)	After attending camp, my child is more willing to complete assignments and chores	2.08 (112)
Because of Camp, I'm better at making decisions for myself	1.89 (423)	After attending camp, my child understands the importance of a schedule and more often arrives on time on his/her own	2.01 (114)
At Camp, I learned the importance of being on time	1.73 (423)		
Self-Responsibility			
I want to come back to Camp next year	1.73 (423)	After attending camp, my child is more confident	1.82 (115)
		To me, the benefit of camp to my child outweighs the cost	1.51 (117)
		I am glad I sent my child to camp	1.34 (119)
*Scale: 1=Strongly Agree; 2=Agree; 3=Disagree; 4=Strongly Disagree			

Summary of responses regarding Social Skill development

In the quantitative section of the surveys, all responses from both youth and parents showed a very high number of positive perceptions about the ability of 4-H Camping Programs to develop social skills in campers. Youth and parents agreed at approximately the same level on several areas in this section, including making new friends, which received the highest number of positive responses in both surveys, and showing negative emotions in appropriate ways. Youth agreed at a slightly higher level than parents (Youth mean = 1.85 / Parent mean = 1.98) that they had learned greater respect for other people. Youth also agreed at a higher level than parents (Youth mean = 1.80 / Parent mean = 1.96) that they had learned to accept differences and felt more comfortable around people that were not like them.

In the qualitative section of both the youth and parent surveys, issues around social skill development received more positive comments than any other area of life skill development. The ability to make new friends and maintain older friendships was the highlight of many campers' 4-H experience. In addition, youth and parents alike frequently commented on the impact of 4-H Camp in teaching campers that differences are OK and that others deserve their respect regardless of those differences. While the ability to control negative emotions was mentioned the least in this section, several youth and parents did comment that the 4-H Camp experience helped campers to think about and control their behavior and understand how negative behavior affected others.

Summary of responses regarding Learning to Learn skill development

All responses from both youth and parents showed a high level of positive perceptions about the ability of 4-H Camping Programs to develop learning to learn skills in campers. Youth and parents agreed at approximately the same level on two areas in this section, including the improved ability to follow directions and share information with others. Youth agreed at a higher level than parents (Youth mean = 1.99 / Parent mean = 2.17) that they had learned the importance of paying attention. Youth also agreed at a higher level than parents (Youth mean = 2.01 / Parent mean = 2.11) that they had learned new things or were more willing to try new ideas following their camp experience. Parents agreed at a slightly higher level (Youth mean = 2.16 / Parent mean = 1.93) that campers were more willing to ask questions to learn something new.

In the qualitative section of both the youth and parent surveys, issues around learning to learn skill development received many positive comments. Both youth and parents commented on the campers' improved self confidence to try new skills and ideas. There were fewer comments about improved ability to ask and share information, but many respondents from both groups stated that campers were more comfortable talking in groups and sharing what they knew. The lowest number of qualitative responses in this life skill section addressed the improved ability to listen and follow directions correctly, although some campers and parents alike commented that campers' skills in this area had improved.

Summary of responses regarding Teamwork skill development

In the quantitative section of the surveys, all responses from both youth and parents showed a very high level of positive perceptions about the ability of 4-H Camping Programs to develop teamwork skills in campers. There were small discrepancies in the levels of agreement between youth and parents on all areas of this life skill section. Parents agreed at a higher rate than youth that campers were better at successfully working out differences with others in small groups and respecting others opinions (Youth mean = 2.06 and 1.71 respectively / Parent mean = 1.95). Youth agreed at a higher level than parents (Youth mean = 1.85 / Parent mean = 1.98) that it was easier for the camper to talk when in a small group. Youth also agreed at a higher rate (Youth mean = 1.70 / Parent mean = 2.04) that campers were better at completing projects. Youth were also more likely to agree than parents (Youth mean = 1.58 / Parent mean = 1.93) that campers were more likely to do their part when working with others.

In the qualitative section of both the youth and parent surveys, respondents frequently commented on campers' improved ability to work with others, including siblings and parents, and to better communicate while working in groups. Campers frequently commented that they had learned how to better get along with others, even if the others were strangers to them. Campers also commented on their ability to do their share of work, and to share with and help others, particularly younger campers.

Summary of responses regarding Self-Responsibility skill development

In the quantitative section of the surveys, all responses from both youth and parents showed a very high level of positive perceptions about the ability of 4-H Camping Programs to develop self-responsibility skills in campers. There were small discrepancies in the levels of agreement between youth and parents on all areas of this life skill section. Youth agreed at a higher rate than parents that 4-H Camp had helped them learn to better take care of themselves (Youth mean = 1.98 / Parent mean = 2.10). Youth also agreed more often than parents that they

were better at completing projects for which they were responsible (Youth mean = 1.73 / Parent mean = 2.08). Finally, youth also agreed more often that they were better at being on time and making decisions (Youth mean = 1.89 and 1.73 respectively / Parent mean = 2.01).

In the qualitative section of both the youth and parent surveys, respondents frequently commented on campers' improved ability to care for themselves and their belongings while away from home. Several campers commented that they did not realize how much their parents did for them (cleaning, washing, reminders) until they went to camp and were responsible for these duties themselves. Many youth and parent respondents also commented that campers were more confident and comfortable about making their own decisions. A few youth and parents also said that campers were better at managing their own time because of their 4-H Camp experience.

Summary of Overall Satisfaction responses

In the quantitative section of the surveys, both youth and parent respondents were highly positive about the overall experience of campers at 4-H Camp. Campers stated overwhelmingly that they want to return to camp next year (Youth mean = 1.73) and Parents felt strongly that their child's self confidence improved (Parent mean = 1.82) and that the benefits their child's attendance at 4-H Camp outweighed the cost (Parent mean = 1.51). Finally, parents overwhelmingly stated that they were glad they had sent their child to 4-H Camp (Parent mean = 1.34). In fact, this single statement by parents showed the most positive response of all questions asked in the parent survey, with approximately 31% agreeing and over 63% in strong agreement.

Evaluation Summary

The overall evaluation of Missouri's 4-H Youth Resident 4-H Camping Programs is incredibly positive. The vast majority of parents and youth alike feel that the 4-H Camp experience provides a wealth of fun and learning experiences for campers.

There were less than ten negative comments throughout the entire qualitative section of the parent survey. Some of these negative comments were mitigated by the parents themselves. Three parents stated that they did not see any improvement in the life skills examined in this survey. However, one parent stated that the developmental stage of their child also mitigated their perception of their child's learning experience. In that parent's words, "*this is not necessarily a negative thing – he's a pre-teen!*" Two other parents said that they felt that the camp experience was too short to have any significant affect on the skills mentioned. However, the vast majority of parents believed their children had enjoyed a valuable experience and learned life skills that will serve them well in the future.

The IHD evaluation team suggests that another round of surveying of both youth and parents be completed at approximately six months after the end of 4-H summer camps to better evaluate the long-term outcomes of the life skill development program by both parents and 4-H campers. At that time, evaluators suggest that the surveys be modified. Currently, some of the questions on the youth survey do not directly correlate with a question on the parent survey. It is suggested that these tools be modified so that the same questions are being asked of both the youth campers and their parents. It is also suggested that the rating scale be modified. The current rating scale (1=Strongly Agree...4=Strongly Disagree) is counter intuitive. Low mean scores usually represent more negative responses, but in this survey they represented more positive responses. This scale should be modified to more clearly illustrate the overwhelmingly positive outcomes of this youth development program.