



CAMP HOPE AMERICA AS A PATHWAY OF HOPE
FOR CHILDREN EXPOSED TO DOMESTIC VIOLENCE:
AN IMPACT EVALUATION OF HOPE, RESILIENCE, AND CHARACTER STRENGTHS AMONG PARTICIPATING CAMPERS

2024 NATIONAL IMPACT EVALUATION

CAMP HOPE AMERICA IS A PROGRAM OF



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The 2024 data report was prepared and updated by Cynthia Fraga Rizo, PH.D., Nicollette Violante, LCW, and Christine E. Murray, PH.D. Camp HOPE America would like to acknowledge the following researchers for their contributions to prior-year versions of this data report: Evie M. Muilenburg-Trevino, PhD; and Rick Bunch, PhD.

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EXECUTIVE SUMMARY

This report provides the results of the 2024 Annual Impact Evaluation of Camp HOPE America's summer overnight camp programming. Camp HOPE America is a program of Alliance for HOPE International, and the first camping and mentoring program in the United States focused on children impacted by domestic violence.

Data for this evaluation comes from 40 Camp HOPE America Programs from Alabama, Arkansas, California, Colorado, Connecticut, Florida, Georgia, Idaho, Illinois, Louisiana, Maryland, North Carolina, New Hampshire, Nevada, New York, Ohio, Oklahoma, Oregon, Tennessee, Texas, Utah, Virginia, and Wisconsin (see [Appendix A](#)).

To evaluate the impact of Camp HOPE America's overnight summer camp program on children's hope, resilience, and character strengths, data was collected from campers and counselors. Campers provided self-report data on hope and resilience at three assessment time-points (i.e., pre-camp, post-camp, 30-day follow-up). Counselors provided observational assessments of hope and character strengths at two timepoints, the first day of camp (i.e., pre-camp) and the last day of camp (i.e., post-camp).

In 2024, a total of 1,471 campers responded to the self-report survey for at least one assessment timepoint. The average age was 11.60 years ($SD = 2.67$) with ages ranging from 6 to 18 years; 52.7% identified as female, 46.3% identified as male, and 1.0% identified as another gender identity.

Of the 1,471 campers, 1,216 provided complete pre-camp data, 1,277 provided complete post-camp data, and 799 provided complete 30-day follow-up data.

Matched comparisons across all three self-report assessment timepoints (i.e., pre-camp, post-camp, and follow-up) were available for 656 campers.

In terms of counselors' observational assessments, pre-camp data were available for 1,249 campers, post-camp data were available for 1,211 campers, and matched comparisons across these two timepoints (i.e., pre-camp and post-camp) were available for 1,144 campers.

Data analysis consisted of conducting repeated measures ANOVAs to examine changes in campers' self-reported hope and resilience and using paired-samples t-tests to examine changes in counselors' observational assessments of hope and character strengths (i.e., zest, grit, optimism, self-control, gratitude, curiosity, and social intelligence).

KEY OUTCOMES DEFINED:

- **HOPE:** Belief that the future can improve and that one has the ability to create this change.
- **RESILIENCE:** Ability to adapt and recover from adversity.
- **ZEST:** Excitement and energy toward goals.
- **GRIT:** Persevering toward long-term goals.
- **OPTIMISM:** Expecting positive future outcomes.
- **SELF-CONTROL:** Managing thoughts, feelings, and behavior when in conflict.
- **GRATITUDE:** Appreciating help from others and giving back.
- **CURIOSITY:** Desiring to learn and seek out new information.
- **SOCIAL INTELLIGENCE:** Understanding others' feelings and motivations.

KEY FINDINGS:

- **Statistically significant increases in campers' reports of both hope and resilience.**
- **Statistically significant increases in counselors' ratings of campers' hope, zest, grit, self-control, gratitude, curiosity, and social intelligence.**

Overall, the 2024 National Impact Evaluation of Camp HOPE America suggests that this camp **supports campers in the areas of hope, resilience, and character strengths.**



INTRODUCTION

Each year, millions of children in the United States are exposed to domestic violence, often facing serious and enduring consequences. ^{Carlson, 1984; Straus, 1992} However, supportive interventions can help children exposed to domestic violence build hope, resilience, and character strengths. Camp HOPE America (allianceforhope.org/camp-hope) is a pioneering national intervention designed to support these children in healing and recovery, with the ultimate goal of disrupting cycles of trauma and abuse across generations.

CHA - One Place Metro Alabama Family Justice Center, Birmingham, AL



ABOUT CAMP HOPE AMERICA

Camp HOPE America was founded in 2003 by Casey Gwinn, President of Alliance for HOPE International. **In 2024, there were 45 Camp HOPE America Affiliate programs in 23 states across the United States.** The mission of Camp HOPE America is to “help children who have been exposed to trauma find pathways to hope and healing.”

Camp HOPE America is a program of [Alliance for HOPE International](https://allianceforhope.org), the umbrella organization for all [Family Justice Centers](#) and similar multi-agency center models serving victims of domestic violence and their children throughout the United States. Family Justice Centers provide wraparound services under one roof. In addition to on-site services, Family Justice Centers foster greater collaboration and coordination with other community-based services and supports.

Camp HOPE America is a valuable extension of the Family Justice Center model because it aims to expand even more supportive wraparound services to victims, survivors, and their children. Camp HOPE America blends trauma experts and safety resources with camping, mentoring, and after-school professionals to create community, connection, and a safety net for families and children. In addition, Camp HOPE America establishes long-term relationships with children, moving beyond crisis response to thriving and well-being.

THE CAMP HOPE AMERICA OVERNIGHT CAMPING MODEL

One primary intervention within the Camp HOPE America model is a strength and character-based, six-day, overnight summer camp experience. The summer camp experience is further enhanced by a year-round Pathways mentoring program that provides ongoing engagement, follow-up activities, and support to participants and their caregivers. Camp HOPE America offers two types of camps: Classic and High Adventure. Classic camps are geared to younger children ages 7 to 11, and High Adventure camps are for adolescents ages 12 to 17. High Adventure camps include more rigorous, developmentally appropriate activities for adolescents, such as whitewater rafting and zip lining.

FACILITY, COUNSELORS, AND SAFETY

Each Camp HOPE America Affiliate partners with an existing camp facility, such as an overnight camp operated by a local or regional YMCA. A distinctive feature of the Camp HOPE America model is the collaboration between the traditional camp staff and specially trained Camp HOPE America staff and volunteers, known as the Hope Team. The camp facility staff manage all recreational activities, while the Hope Counselors are primarily responsible for overseeing the program's trauma-informed components, including core elements.

Camp HOPE America emphasizes a child-centered approach by maintaining a 1-to-3 ratio of counselors to campers. There are two counselors (i.e., one traditional camp facility staff and one Hope Counselor) per each 6-camper cabin group—referred to as Hope Circles. All Hope Counselors involved in Camp HOPE America programs receive specialized training in trauma-informed, hope-centered mentoring and support strategies.

This “Hope Team” training provides practical strategies to encourage and support trauma-impacted youth during the camping week and in the follow-up, year-round monthly programs and mentoring activities. Traditional camp facility staff members also receive training in trauma-informed, hope-centered work with trauma-impacted youth before the start of camp.

The safety and well-being of campers is a top priority. To maintain a safe environment, everyone is required to adhere to established safety and group protocols. For example, campers must remain with the group at all times and are not permitted to be alone, except when using the restroom or showering. Upon arrival, campers are asked to hand in their phones and other electronic devices to help minimize distractions and encourage meaningful connections with their peers and counselors. These items are returned at the end of the camp session.

CHA - Harbor House of Central Florida, Apopka, FL



KEY ELEMENTS AND ACTIVITIES

Camp HOPE America focuses on three key elements: (1) Challenge by Choice activities, (2) affirmation and praise for observed and developing character strengths in campers, and (3) themed, small group discussions and activities focused on helping children set and pursue their goals by identifying pathways to success.

CAMP HOPE AMERICA: KEY ELEMENTS



CHALLENGE BY CHOICE refers to challenging children to set daily achievement goals by pursuing activities that have perceived risks and/or are outside of the campers' comfort zones (e.g., canoeing, zipline). Campers always have the choice to opt out of those activities if the challenge creates unmanageable stress or fear for them. Campers are positively encouraged to engage in the personal challenges presented throughout the camp week. Campers are never coerced, negatively pressured, or unconstructively persuaded to take part in activities.

All activities are designed to promote creative thinking, decision-making, problem-solving, teamwork and mutual support, reasoning, self-esteem, competency, self-management, group trust, organization, and goal setting. Even if campers do not participate in challenging activities, they are expected to cheer on and support their campmates and participate in other daily camp activities.

Camp HOPE America program activities are site-specific and tailored to the age groups of campers, examples include river rafting, wakeboarding, tubing, high and low ropes challenge courses, horseback riding, arts and crafts, kayaking and canoeing, recreational hiking, field games, skits, camp songs, nightly campfire songs, journaling, KBAR (Kick Back and Relax) time in the cabins/tents with counselors and campers, eating three family-style meals each day, and other relationship-oriented activities.

Camp HOPE America focuses on affirming, encouraging, and helping children set and work toward personal goals through a variety of structured, curriculum-based activities. Several examples include:

- During evening campfires, Hope Counselors present **Character Trait Awards** to recognize each camper's strengths.
- Group discussions at campfire gatherings include the reflective question, "**Where did you see hope today?**"
- Campers memorize **positive truth statements**, such as "Be the light," "My light sparks healing," "My voice is my spark," and "In darkness my light shines."
- Campers learn about **Hope Heroes**—real people who have overcome similar traumas or adversities as those faced by campers—through the telling of real-life stories. By associating a truth statement with a Hope Hero, campers can recognize their uniqueness, personal growth, need for others, future-oriented focus, and resilience. The activity is intended to help campers see reflections of their own experiences in the lives of others who have triumphed over adversity, offering both inspiration and a sense of connection.

Over the course of the week, alongside large group activities, each Hope Circle engages in a variety of camp activities as a unit, focusing on strengthening bonds within the smaller group. This small-group structure creates opportunities for more meaningful interactions and deeper conversations than would be possible in a large group format. Gwinn, 2015; Gwinn & Hellman, 2018

EVIDENCE AND ONGOING EVALUATION

Prior evaluations and national recognitions support the positive influence of Camp HOPE America on participating youth. Hellman and Gwinn published the first formal evaluation of Camp HOPE America in 2017, finding an increase in hope among campers from pre- to post-camp assessments.

Camp HOPE America has also received notable national recognition, including being named the **2022 Outstanding Youth Initiative of the Year** by [DomesticShelters.org](https://www.DomesticShelters.org) and being recognized as a **2022 Summer Learning Champion** by the [National Summer Learning Association](https://www.NationalSummerLearningAssociation.org).



CHA - Harbor House of Central Florida, Apopka, FL



CHA - Irving Family Advocacy, Irving, TX

Despite existing evidence of impact and national recognition, Camp HOPE America remains committed to continuous improvement. To ensure the program continues to meet the evolving needs of children exposed to domestic violence, Camp HOPE America conducts an annual impact evaluation in which data is collected from campers and counselors from participating sites across the United States. This report summarizes findings from the 2024 impact evaluation. The following section offers a brief overview of research on the effects of domestic violence on children and the importance of interventions—like Camp HOPE America—that promote hope, resilience, and character strengths. The report then details the methods and results of the 2024 impact evaluation.

THE IMPACTS OF EXPOSURE TO DOMESTIC VIOLENCE ON CHILDREN

Domestic violence—emotional, psychological, verbal, physical, and sexual abuse between current or former intimate partners—affects millions of individuals in the United States each year. ^{Centers for Disease Control and Prevention, 2018}

In addition to negatively impacting those directly victimized, domestic violence also significantly affects the emotional, social, and behavioral well-being of children in families experiencing domestic violence.

^{Evans et al., 2008; Walker-Descartes et al., 2021; Wolfe et al., 2003}

Children’s exposure to domestic violence is associated with a plethora of negative consequences, including (a) mental health concerns (e.g., anxiety, depression, posttraumatic stress disorder); (b) physical health concerns; (c) substance use; (d) bullying victimization and perpetration; (e) problems in school (e.g., truancy, declining grades); and (f) reduced self-esteem. ^{American}

^{Academy of Child and Adolescent Psychiatry, 2019; Carlson, 1990; Dodaj, 2020;}

^{Lichter & McClosky, 2004; Litrownik et al., 2003; National Child Traumatic Stress}

^{Network, 2024; US DHHS Office on Women’s Health, 2024; Sharratt et al., 2022}

These challenges are often made worse by additional stressors such as parental separation, contentious custody disputes, and lack of social support from extended family.

CHA - One Safe Place, Fort Worth, TX



In addition to research on children’s exposure to domestic violence, broader research on Adverse Childhood Experiences (ACEs)—which include witnessing domestic violence—has linked early trauma to long-term health and behavioral outcomes across the lifespan. Landmark studies revealed that individuals with higher ACE scores were significantly more likely to face issues such as mental health challenges (e.g., depression and suicide), substance use, negative health behaviors, chronic illness, and early mortality. ^{Anda et al., 2007; Bellis et al., 2013; Briggs et al., 2021;}

^{Currie & Wisdom, 2010; Dube et al., 2001a; Dube et al., 2001b; Felitti et al., 1998; Giano et al., 2020; Gwinn, 2015; Hillis et al., 2001; Reavis et al., 2013}

Notably, those with four or more ACEs face the highest levels of risk.

CHA - Women & Children First, Little Rock, AR



HOPE, RESILIENCE, AND CHARACTER STRENGTHS

Despite the potential for negative outcomes, many children exposed to domestic violence demonstrate strength, growth, and the capacity to lead fulfilling lives. At Camp HOPE America, three central protective factors guide our approach to supporting these children: **hope, resilience, and character strengths.**

HOPE—defined as the belief that the future can improve and that one has the ability to create this change—is conceptualized as involving three components: (1) setting meaningful goals, (2) finding pathways to achieve goals, and (3) maintaining motivation to follow these pathways. Hope Research Center at the University of Oklahoma, 2024 Research links higher levels of hope with better mental health, well-being, and academic outcomes. Hellman & Gwinn, 2017; Snyder, 2002

For example, an integrative review Esteves et al., 2013 on hope among adolescents found hope to be associated with:

INCREASES IN:	DECREASES IN:
<ul style="list-style-type: none">Academic achievementHealth practicesLife satisfactionPositive affectSense of purposeWell-being	<ul style="list-style-type: none">Externalizing behaviorsInternalizing behaviorsNegative affectSubstance use

Studies show that hopeful youth tend to thrive academically and socially. Marques and Lopez, 2014
Among children exposed to domestic violence, hope is especially important. A systematic review of research on children exposed to domestic violence found that these children often express a strong desire and belief in a safer and more positive future. Arai et al., 2019
Fortunately, research suggests that hope can be cultivated through positive relationships with supportive and caring adults (e.g., parents, teachers, mentors) and interventions designed to enhance children’s character strengths.



RESILIENCE is the ability to adapt and recover from adversity—is shaped by the interplay of both risk and protective factors. American Psychological Association, 2024; Martinez-Torteya et al., 2009

A meta-analysis by Yule and colleagues in 2019 identified several protective factors shown to foster resilience among children exposed to domestic violence, including self-regulation, family and school support, peer relationships, and community connection. Supportive relationships were particularly powerful in helping children manage stress and build a strong sense of self-worth. Taken together, existing research underscores that even in the face of trauma, many children exposed to domestic violence show remarkable resilience, especially when supported by nurturing environments. Howell, 2011; Martinez-Torteya et al., 2009; Yule et al., 2019

CHARACTER STRENGTHS

Positive psychology—an area of research and practice within the broader field of psychology—focuses on helping individuals flourish by building strengths and fostering meaningful experiences. ^{Park et al., 2014; Seligman & Csikszentmihalyi, 2000} A central element of this field is the development of character strengths—positive traits like curiosity, gratitude, and perseverance. Character strengths have been identified as important for managing adversity, building resilience, and fostering well-being. ^{Mayerson, 2020} To advance the cultivation of character strengths, the VIA Institute on Character developed an assessment of 24-character strengths taken by over 35 million people to date, as well as extensive summary of research showing the impacts of character strengths among children, adolescents, and schools. ^{VIA Impact on Character, 2025}

Camp HOPE America integrates character strengths into its programming to support children’s healing and growth. Seven specific character strengths that are emphasized at Camp HOPE America ^{Hellman & Gwinn, 2017} are:

ZEST

Approaching life with energy and enthusiasm.

GRIT

Persevering toward long-term goals.

OPTIMISM

Expecting positive future outcomes.

SELF-CONTROL

Managing thoughts, feelings, and behaviors when in conflict.

GRATITUDE

Appreciating help from others and giving back.

CURIOSITY

Desiring to learn and seek out new information.

SOCIAL INTELLIGENCE

Understanding others’ feelings and motivations.

SUMMARY

Research on hope, resilience, and character strengths highlight the important role of these factors in supporting the healing and well-being of children exposed to domestic violence.

Informed by this research, these concepts are deeply embedded in the philosophy and practices of Camp HOPE America and guide both the program’s day-to-day operations and ongoing evaluation efforts.

CHA - One Safe Place, Fort Worth, TX



METHODS

ASSESSMENT PROCEDURE

Across the Camp HOPE America Affiliate programs that hosted an overnight camp in 2024 ([see Appendix A](#)), survey instruments were used to collect data from both campers and their Hope Counselors ([see Appendix B](#)). For campers, a pre-camp, post-camp, and 30-day follow-up survey design was utilized. Campers received the pre-camp survey 30 days before attending camp. Post-camp surveys were collected the last morning before departing from the camp, and follow-up surveys were collected approximately 30 days after the camp ended. For Hope Counselors, a pre-camp (i.e., at the end of the first full day of camp) and post-camp (i.e., on the last day of camp) survey design was used. Hope Counselors filled out the respective surveys for each camper who was part of their Hope Circles during the camp week.



CHA - Women & Children First, Little Rock, AR



CHA - The Heights Ellis County Family Resources, Midlothian, TX

Individual Camp HOPE America Affiliate programs were responsible for recruiting, selecting, and securing consent to participate in the evaluation from participating children and guardians. Affiliate programs also were responsible for overseeing data collection from the campers and Hope Counselors at their sites. Once all data was collected, staff from each Camp HOPE America Affiliate program securely shared the completed surveys with Alliance for Hope International staff members. Alliance for Hope International then contracted two researchers to help with data entry, management, analysis, and reporting: A lead evaluator (Dr. Cynthia Fraga Rizo) and a doctoral research assistant (Nicollette Violante).

CAMPER-REPORTED ASSESSMENT MEASURES: CHILDREN'S HOPE AND RESILIENCE

CHILDREN'S HOPE

The Children's Hope Scale ^{Snyder et al., 1997} was used to examine campers' hopeful thinking, and in particular, their perceived ability to set meaningful goals, to develop strategies or pathways to achieving their goals, and to stay motivated despite challenges. This scale consists of six self-report items rated using a Likert-type scale ranging from 1 (none of the time) to 6 (all of the time). Possible scores range from 6 to 36, with higher scores reflecting higher levels of hope. The Children's Hope Scale has shown good psychometric properties across a variety of child and adolescent populations. ^{Bean, 2020; Dixon, 2017; Hellman, et al., 2018}



CHILDREN'S RESILIENCE

The Camp HOPE America (CHA) Resilience Scale was developed by the Oklahoma University (OU) Hope Research Center for prior-year evaluations of Camp HOPE America (Camp HOPE America, 2023). The CHA Resilience Scale is grounded in Camp HOPE American's focus on supporting campers in believing in themselves, others, and their dreams. The CHA Resilience Scale consists of six items rated on a Likert-type scale from 1 (none of the time) to 6 (all of the time), yielding possible scores ranging from 6 to 36. Higher scores indicate greater self-reported resilience. The CHA Resilience Scale has demonstrated internal consistency reliability across multiple test administrations. ^{Camp HOPE America, 2023}

COUNSELOR-REPORTED ASSESSMENT MEASURES: CHILDREN'S HOPE AND CHARACTER STRENGTHS

COUNSELORS' OBSERVATIONS OF CAMPERS' HOPE

An adapted version of the Children's Hope Scale ^{Snyder et al., 1997} was used to measure counselors' observations of hope for the campers in their Hope Circles. The scale was modified by rephrasing items to reflect the change in respondent (e.g., the item "I think I am doing pretty well" was reworded to "The camper is doing pretty well"). The counselor version of the Children's Hope Scale includes six items rated on a Likert-type scale ranging from 1 (none of the time) to 6 (all of the time). Possible scores range from 6 to 36, with higher scores reflecting greater observed hope. The counselor version of the Children's Hope Scale has demonstrated internal consistency reliability across multiple test administrations. ^{Camp HOPE America, 2023}

COUNSELORS' OBSERVATIONS OF CAMPERS' CHARACTER STRENGTHS

An adapted version of the KIPP (Knowledge is Power Program) Character Report Card (newer version referred to as the KIPP Character Growth Card ^{Great Schools Partnership, 2025}) was used to measure counselors' observations of seven character strengths—zest, grit, optimism, self-control, gratitude, curiosity, and social intelligence—for the campers in their Hope Circles. This assessment tool was developed around 2014 by the Character Lab at the University of Pennsylvania in partnership with the KIPP charter school network to assess children's characteristics that lead to positive outcomes in schools. ^{Sparks, 2014}

The adapted version completed by counselors was comprised of 20 items rated on a Likert-type scale ranging from 1 (very much unlike the camper) to 5 (very much like the camper). Seven subscales were used in the current evaluation: **(1) zest** (3 items, possible range from 3 to 15); **(2) grit** (3 items, possible range from 3 to 15), **(3) optimism** (2 items, possible range from 2 to 10), **(4) self-control** (4 items, possible range from 4 to 20), **(5) gratitude** (2 items, possible range from 2 to 10), **(6) curiosity** (3 items, possible range from 3 to 15), and **(7) social intelligence** (3 items, possible range from 3 to 15). The specific items that made up each character strength subscale are outlined in [Appendix C](#). Across the various subscales, higher scores reflect higher levels of the respective character strength. Limited psychometric evidence is available for the KIPP Character Report Card; however, this assessment has been used in previous Camp HOPE America impact evaluations and was used in the current evaluation for consistency.



DATA AND CAMPER CHARACTERISTICS

DATA CHARACTERISTICS

Nationally, a total of 1,471 campers responded to the self-report survey for at least one assessment timepoint.

Of these 1,471 campers:

- 1,216 provided complete data at the pre-camp assessment
- 1,277 provided complete data on the final day of camp assessment
- 799 provided complete data at the 30-day follow-up assessment

Matched comparisons across the pre-camp, post-camp, and 30-day follow-up self-report assessment periods were available for 656 campers.

For the counselor reported data, 1,249 campers had complete counselor ratings at the pre-camp assessment, 1,211 campers had complete counselor ratings at the post-camp assessment, and matched comparisons across these two assessment periods were available for 1,144 campers.

Table 1

Camper Demographic Characteristics (N = 1,471)

CHARACTERISTIC	n (%) or M (SD, Range)
AGE (in years) ¹	11.60 (2.67, 6-18)
GENDER ²	
Female	756 (52.7%)
Male	664 (46.3%)
Other	15 (1.0%)
CAMP FORMAT ³	
Classic	854 (58.1%)
High Adventure	615 (41.9%)

¹ Age information was missing for 34 campers.

² Gender information was missing for 36 campers.

³ Camp format information was missing for 2 campers.

CAMPER CHARACTERISTICS

To describe the campers who participated in the 2024 Camp HOPE America national impact evaluation, information is presented on campers’ demographic characteristics and prior exposure to ACEs.

Of the 1,471 campers who provided responses to the self-report survey, 1,437 had data on age, 1,435 had data on gender, and 1,469 had data on camp format (see Table 1). Campers ranged in age from 6 to 18 years old, with an average age of 11.60 years (SD = 2.67). Approximately 52.7% (n = 756) of campers identified their gender as female, 46.3% (n = 664) identified their gender as male, and 1.0% (n = 15) identified their gender as other than female or male. Among the campers with available data, 58.1% (n = 854) participated in the Classic camp format and 41.9% (n = 615) participated in the High Adventure camp.

CHA - Harbor House of Central Florida, Apopka, FL



Complete ACE score data were available for 404 older campers who attended High Adventure camps across the United States. The prevalence of ACE scores reported by High Adventure campers in 2024 as compared to participants in the ACE Study sample (Centers for Disease Control & Prevention, 2021) is presented in Table 2. Notably, 6.4% of campers reported experiencing no prior ACEs. Given that Camp HOPE America is specifically for children exposed to domestic violence, theoretically, all campers should have an ACE score of at least one. It is possible that this under-reporting of ACEs reflects campers either not feeling comfortable disclosing their prior experiences of adversities or not conceptualizing their experiences in the same way as worded on the ACE questionnaire. Nonetheless, despite this under-reporting, almost half of the 2024 Camp HOPE America High Adventure campers with ACE data (47.5%, n = 192), reported an ACE score of 4 or higher.

Table 2
Prevalence of Adverse Childhood Experiences for 2024 High Adventure Campers (n = 404)

ACE SCORE	CDC Findings ¹	Camp HOPE 2024 Findings
0	36.1%	26 (6.44%)
1	26.0%	81 (20.05%)
2	15.9%	59 (14.60%)
3	9.5%	46 (11.39%)
4+	12.5%	192 (47.52%)

Note: Based on campers with complete ACE data:
¹ Centers for Disease Control & Prevention, 2021

As presented in Table 3, 2024 Camp HOPE America High Adventure campers had an average ACE score of 3.65 (SD = 2.59). **The most frequently experienced Adverse Childhood Experiences were parental divorce, parental incarceration, verbal abuse, parental substance use, emotional abuse, parental mental illness, and witnessing domestic violence.**

Table 3
Prevalence of Adverse Childhood Experiences for 2024 High Adventure Campers by Type (n = 404)

CHARACTERISTIC	n (%) or M (SD, Range)
ACEs	3.65 (2.59, 0-10)
Verbal abuse	159 (39.4%)
Physical abuse	102 (25.3%)
Sexual abuse	71 (17.6%)
Emotional abuse	147 (36.4%)
Physical neglect	76 (18.8%)
Parental divorce	337 (83.4%)
Witnessing domestic violence	122 (30.2%)
Parental substance use/abuse	154 (38.1%)
Parental mental illness	145 (35.9%)
Parental incarceration	163 (40.4%)

Note. Based on campers with complete ACE data.



Overall, High Adventure campers who participated in the 2024 Camp HOPE America national impact evaluation and provided complete ACE data had experienced a high level of childhood adversity. These findings highlight and echo prior research on the polyvictimization experiences and needs of children exposed to domestic violence.
Lamers-Winkelmann et al., 2012

DATA ANALYSES

Descriptive statistics—including frequencies, percentages, means, and standard deviations—were used to summarize camper characteristics as well as self-reported hope, self-reported resilience, counselor-rated hope, and counselor-rated character strengths for each assessment period.

Repeated measures ANOVAs were used to examine changes in campers' self-reported hope and resilience over time, whereas paired-samples t-tests assessed changes in counselors' ratings of hope and character strengths (i.e., zest, grit, optimism, self-control, gratitude, curiosity, and social intelligence). All analyses were conducted using Stata.



CHA: Partnership for Families, Children and Adults, Chattanooga, TN

RESULTS

CHILDREN'S HOPE

Findings on children's hope based on campers' and counselors' assessments are presented separately in the next two pages.

Table 4

Campers' Self-Reported Children's Hope Scale Scores

Sample	n	Pre-Camp M & SD	Post-Camp M & SD	30-day Follow-Up M & SD	Statistical Significance Analysis (Repeated Measures ANOVA)
Overall	676	25.20 (5.54)	25.52 (5.74)	27.12 (5.44)	$F(2, 1350) = 60.28, p < .001$; Statistically significant increase
Classic	388	25.40 (5.33)	25.63 (5.74)	27.14 (5.52)	$F(2, 774) = 27.37, p < .001$; Statistically significant increase
High Adventure	288	24.94 (5.80)	25.37 (5.74)	27.08 (5.33)	$F(2, 574) = 34.97, p < .001$; Statistically significant increase

CAMPERS' SELF-REPORTED HOPE

Table 4 presents changes in Children's Hope Scale scores as self-reported by **(1)** all campers, **(2)** Classic campers, and **(3)** High Adventure campers. Across all three groups, hope scores increased from pre-camp to post-camp and again from post-camp to 30-day follow-up. Repeated measures ANOVA results indicated that these increases in campers' self-reported Children's Hope Scale scores were statistically significant for all campers combined [$F(2, 1350) = 60.28; p < .001$], for Classic campers [$F(2, 774) = 27.37; p < .001$], and for High Adventure campers [$F(2, 574) = 34.97; p < .001$].

Follow-up contrasts comparing time points showed a similar trend for all three groups: hope scores significantly increased from pre-camp to 30-day follow-up and from post-camp to 30-day follow-up, whereas changes from pre-camp to post-camp were not statistically significant. **Overall, these findings suggest that regardless of camp format, participation in Camp HOPE America is associated with meaningful improvements in self-reported hope, particularly evident at the 30-day follow-up assessment period.**



CHA - The Center for Family Justice, Bridgeport, CT

Table 5
Counselors' Observational Ratings for Children's Hope Scale Scores

Sample	n	Pre-Camp M & SD	Post-Camp M & SD	Statistical Significance Analysis (Paired-Samples t-test)
Overall	1,181	24.93 (5.82)	27.49 (5.77)	$t(1180) = -14.93, p < .001$; Statistically significant increase
Classic	677	24.70 (5.83)	27.00 (5.74)	$t(676) = -10.48, p < .001$; Statistically significant increase
High Adventure	503	25.27 (5.78)	28.15 (5.74)	$t(502) = -10.63, p < .001$; Statistically significant increase

COUNSELORS' OBSERVATIONS OF CAMPERs' HOPE

Table 5 presents changes in Children's Hope Scale scores as rated by the campers' counselors for (1) all campers, (2) Classic campers, and (3) High Adventure campers. Across all three groups, counselors' observational ratings of hope increased from pre-camp to post-camp. Paired-samples t-tests indicated that these increases in counselors' ratings on the Children's Hope Scale were statistically significant for all campers combined [$t(1180) = -14.93, p < .001$], for Classic campers [$t(676) = -10.48, p < .001$], and for High Adventure campers [$t(502) = -10.63, p < .001$].

SUMMARY

Overall, analyses of both campers' self-reported and counselors' observer-rated Children's Hope Scale scores revealed statistically significant increases in campers' hope. These improvements were evident when examining all campers combined, as well as when separating campers based on camp format.



CHA - Rose Andom Center, Denver, CO

CHILDREN'S RESILIENCE

Table 6
Campers' Self-Reported Camp HOPE Resilience Scale Scores

Sample	n	Pre-Camp M & SD	Post-Camp M & SD	30-day Follow-Up M & SD	Statistical Significance Analysis (Repeated Measures ANOVA)
Overall	666	27.83 (5.74)	28.06 (5.76)	29.46 (5.29)	$F(2, 1330) = 42.64, p < .001$; Statistically significant increase
Classic	380	28.23 (5.71)	28.27 (5.85)	29.79 (5.27)	$F(2, 758) = 21.71, p < .001$; Statistically significant increase
High Adventure	286	27.29 (5.75)	27.78 (5.64)	29.03 (5.30)	$F(2, 570) = 22.68, p < .001$; Statistically significant increase



CHA - The Heights Ellis County Family Resources, Midlothian, TX

CAMPERS' SELF-REPORTED RESILIENCE

Table 6 presents changes in CHA Resilience Scale scores as self-reported by (1) all campers, (2) Classic campers, and (3) High Adventure campers. Across all three groups, repeated measures ANOVA results indicated statistically significant increases in self-reported CHA Resilience Scale scores for all campers combined [$F(2, 1330) = 42.64; p < .001$], for Classic campers [$F(2, 758) = 21.71; p < .001$], and for High Adventure campers [$F(2, 570) = 22.68; p < .001$]. Follow-up contrasts comparing time points for all three groups showed the same trend as camper-reported hope: resilience scores significantly increased from pre-camp to 30-day follow-up and from post-camp to 30-day follow-up, but changes from pre-camp to post-camp were not statistically significant. **These findings suggest that, regardless of camp format, participation in Camp HOPE America is associated with increased levels of self-reported resilience at the 30-day follow-up assessment period.**

CHILDREN'S CHARACTER STRENGTHS

Table 7
Counselors' Observational Ratings of Campers' Character Strengths

Sample	n	Pre-Camp M & SD	Post-Camp M & SD	30-day Follow-Up M & SD	Statistical Significance Analysis (Repeated Measures ANOVA)
Zest ¹	1,218	3-15; 4-15	11.06 (2.65)	12.41 (2.36)	t (1217) = -18.39; p < .001; Statistically significant increase
Grit ¹	1,209	4-15; 3-15	11.07 (2.47)	12.15 (2.41)	t (1208) = -15.23; p < .001; Statistically significant increase
Optimism ²	1,216	2-10; 2-10	7.33 (2.02)	7.81 (2.06)	t (1215) = -9.20; p < .001; Statistically significant increase
Self-control ³	1,212	4-20; 6-20	15.65 (2.94)	16.57 (3.01)	t (1211) = -11.50; p < .001; Statistically significant increase
Gratitude ²	1,218	2-10; 3-10	7.53 (1.69)	8.35 (1.59)	t (1217) = -16.29; p < 0.001; Statistically significant increase
Curiosity ¹	1,214	3-15; 3-15	10.98 (2.49)	11.95 (2.57)	t (1213) = -13.38; p < .001; Statistically significant increase
Social intelligence ¹	1,212	3-15; 3-15	11.06 (2.40)	12.21 (2.29)	t (1211) = -16.03; p < .001; Statistically significant increase

¹ Possible range from 3 to 15. ² Possible range from 2 to 10. ³ Possible range from 4 to 20.

COUNSELORS' OBSERVATIONS
OF CAMPERS' CHARACTER STRENGTHS

Table 7 presents changes in KIPP Character Report Card subscale scores based on counselors' observations of seven character strengths: zest, grit, optimism, self-control, gratitude, curiosity, and social intelligence. Counselors' ratings of all seven character strengths increased from pre-camp to post-camp. Paired samples t-tests indicated that these increases were statistically significant across all subscales (see Table 7 for details). These findings suggest that campers demonstrated significantly higher levels of observable character strengths after participating in Camp HOPE America.



CONCLUSION

The 2024 Camp HOPE America national impact evaluation collected data about 1,471 campers across the United States to examine changes in hope, resilience, and character strengths. Matched comparisons were available for 656 of these campers on camper-reported outcomes and 1,144 of the campers based on counselor-reported outcomes. **Overall, the results of the evaluation provide continued support for Camp HOPE America and its' promising impact on the lives of children exposed to domestic violence.**

The evaluation found that campers experienced statistically significant increases in camper-reported resilience and hope as well as counselors' observational assessments of hope following participation in Camp HOPE America, regardless of camp format. Notably, although the increases in camper-reported hope and resilience were statistically significant from pre-camp to 30-day follow-up and from post-camp to 30-day follow-up, the increases in camper-reported hope and resilience from pre-camp to post-camp were not statistically significant. **These findings suggest that gains in campers' perceptions of their hope and resilience may emerge after the camp experience, rather than immediately during camp. This delayed effect points to the possibility that Camp HOPE America initiates processes (e.g., confidence, connection, coping skills) that continue to develop once campers return home.**

The evaluation also found statistically significant improvements in counselors' observational ratings of all seven measured character strengths—zest, grit, optimism, self-control, gratitude, curiosity, and social intelligence—by the end of camp. These strengths are foundational to positive youth development and long-term success in school, relationships, and life.



Building on the promising findings from this and prior-year impact evaluations, there are several ways that future research and evaluation of Camp HOPE America could expand to capture a more comprehensive picture of the program's impact. For example, collecting data from caregivers could provide valuable insights into how changes in campers' hope, resilience, and character strengths are perceived at home and in daily life. Additionally, incorporating qualitative methods—such as interviews or focus groups with campers, caregivers, and staff—would allow for a deeper understanding of the nuanced ways Camp HOPE America shapes the lives of campers and their families. Finally, longer-term longitudinal evaluations that follow campers beyond the 30-day follow-up and attend to whether campers also engage in the Pathways year-round mentoring program are essential to assessing the durability of improved outcomes and understanding how these two Camp HOPE America programs work together to influence youth outcomes over time.

As Camp HOPE America continues to grow, these findings reinforce its role as a meaningful, trauma-informed and hope-centered intervention for children exposed to domestic violence. By fostering improvements in hope, resilience, and character strengths, Camp HOPE America offers a critical foundation for healing and growth.

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APPENDICES

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APPENDIX A: 2024 CAMP HOPE AMERICA AFFILIATED PROGRAMS

In 2024, there were forty-five Camp HOPE America Affiliate programs across twenty-three states. Forty-one of the Affiliate programs hosted an overnight camp. Of these forty-one Affiliate programs, one program held camp but did not have 2024 data and another held camp and merged their data with another Affiliate program.



STATE	CAMP HOPE AMERICA AFFILIATE PROGRAM
AL	One Place Metro Alabama Family Justice Center
AR	Women & Children First
CA	Crisis House Empower Tehama County* Family Justice Center of Stanislaus Family Justice Center Sonoma County* One Safe Place North County Family Justice Center Raising Shasta* Sacramento Regional Family Justice Center SAFE Family Justice Centers Ventura County Family Justice Center
CO	Rose Andom Center
CT	Safe Futures The Center for Family Justice
FL	Harbor House of Central Florida Help Now Sunrise of Pasco County, Inc. The Spring of Tampa Bay CASA Pinellas
GA	Crisis Line & Safe House of Central Georgia, Inc.
ID	Nampa Family Justice Center
IL	YMCA of Rock River Valley
LO	New Orleans Family Justice Center
MD	Prince George's County Family Justice Center

STATE	CAMP HOPE AMERICA AFFILIATE PROGRAM
NV	SafeNest
NH	Haven NH
NY	Sanctuary for Families
NC	Alamance County Family Justice Center Guilford County Family Justice Center InterAct Safe Alliance Safelight, Inc.
OH	Cuyahoga County Family Justice Center
OK	Gary E. Miller Canadian County Children's Justice Center Family Safety Center* Palomar: Oklahoma City's Family Justice Center
OR	Clackamas Women's Services
TN	Family Safety Center of Memphis & Shelby County Partnership for Families, Children & Adults
TX	Denton County Friends of the Family Irving Family Advocacy Center, Inc. One Safe Place The Heights Ellis County Family Resources
UT	Salt Lake County District Attorney's Office
VA	Norfolk Sheriff's Office
WI	Sojourner Family Peace Center

*Denotes programs that did not host overnight camp in 2024 but maintained affiliation.

APPENDIX B: **2024 ASSESSMENT INSTRUMENTATION****CAMPER: PRE-CAMP HOPE INDEX**
☐ HIGH ADVENTURE
☐ CLASSIC

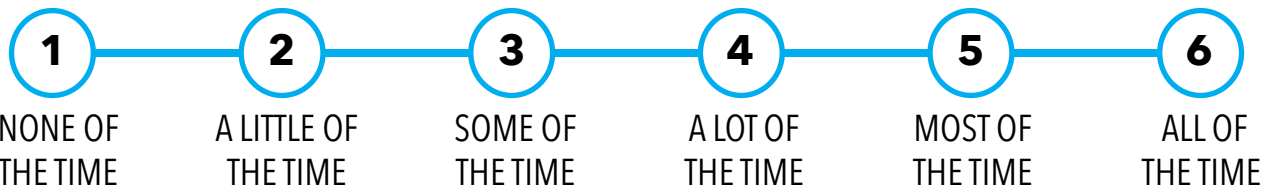
First Name: _____ Last Name: _____

Gender: Male Female Other _____ How old are you? _____

What month were you born? _____ What year were you born? _____

DIRECTIONS: Read each sentence carefully. For each sentence, please think about how you are in most situations. Using the scale below, please choose the number that best describes YOU, and put that number in the blank provided.

There are no right or wrong answers.



_____ 1. I think I am doing pretty well.

_____ 2. I can think of many ways to get the things in life that are most important to me.

_____ 3. I am doing just as well as other kids my age.

_____ 4. When I have a problem, I can come up with lots of ways to solve it.

_____ 5. I think the things I have done in the past will help me in the future.

_____ 6. Even when others want to quit, I know that I can find ways to solve the problem.

_____ 7. I have friends that really care about me.

_____ 8. I feel like I'm part of a group of people that care about each other.

_____ 9. I like to encourage and support others.

_____ 10. Others like me just the way I am.

_____ 11. Even when bad things happen to me, I still feel hopeful about the future.

_____ 12. I think I will achieve my dreams.

APPENDIX B: **2024 ASSESSMENT INSTRUMENTATION****CAMPER: AT-CAMP HOPE INDEX**
☐ HIGH ADVENTURE
☐ CLASSIC

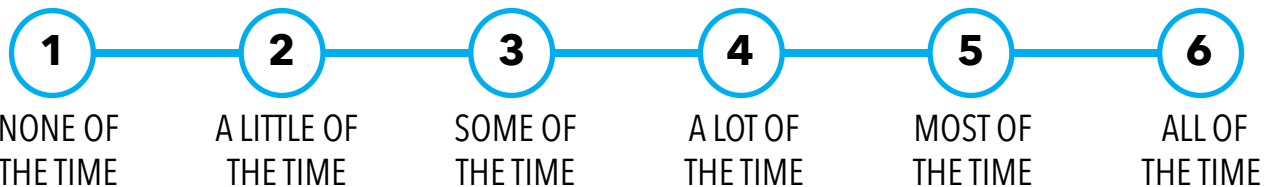
First Name: _____ Last Name: _____

Gender: Male Female Other _____ How old are you? _____

What month were you born? _____ What year were you born? _____

DIRECTIONS: Read each sentence carefully. For each sentence, please think about how you are in most situations. Using the scale below, please choose the number that best describes YOU, and put that number in the blank provided.

There are no right or wrong answers.



_____ 1. I think I am doing pretty well.

_____ 2. I can think of many ways to get the things in life that are most important to me.

_____ 3. I am doing just as well as other kids my age.

_____ 4. When I have a problem, I can come up with lots of ways to solve it.

_____ 5. I think the things I have done in the past will help me in the future.

_____ 6. Even when others want to quit, I know that I can find ways to solve the problem.

_____ 7. I have friends that really care about me.

_____ 8. I feel like I'm part of a group of people that care about each other.

_____ 9. I like to encourage and support others.

_____ 10. Others like me just the way I am.

_____ 11. Even when bad things happen to me, I still feel hopeful about the future.

_____ 12. I think I will achieve my dreams.

APPENDIX B: **2024 ASSESSMENT INSTRUMENTATION****CAMPER: 30-DAY HOPE INDEX**
☐ HIGH ADVENTURE
☐ CLASSIC

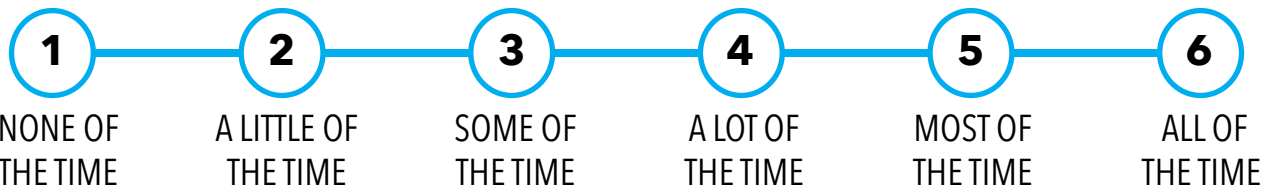
First Name: _____ Last Name: _____

Gender: Male Female Other _____ How old are you? _____

What month were you born? _____ What year were you born? _____

DIRECTIONS: Read each sentence carefully. For each sentence, please think about how you are in most situations. Using the scale below, please choose the number that best describes YOU, and put that number in the blank provided.

There are no right or wrong answers.



_____ 1. I think I am doing pretty well.

_____ 2. I can think of many ways to get the things in life that are most important to me.

_____ 3. I am doing just as well as other kids my age.

_____ 4. When I have a problem, I can come up with lots of ways to solve it.

_____ 5. I think the things I have done in the past will help me in the future.

_____ 6. Even when others want to quit, I know that I can find ways to solve the problem.

_____ 7. I have friends that really care about me.

_____ 8. I feel like I'm part of a group of people that care about each other.

_____ 9. I like to encourage and support others.

_____ 10. Others like me just the way I am.

_____ 11. Even when bad things happen to me, I still feel hopeful about the future.

_____ 12. I think I will achieve my dreams.

APPENDIX B: **2024 ASSESSMENT INSTRUMENTATION****COUNSELOR: FIRST DAY EVALUATION**

Camper First Name: _____ Camper Last Name: _____ Today's Date: _____

DIRECTIONS FOR FIRST SECTION: Using only whole numbers (i.e. do not use 4.5), rate the camper using the following 5-point scale.

1	2	3	4	5
VERY MUCH UNLIKE THE CAMPER	UNLIKE THE CAMPER	SOMEWHAT LIKE THE CAMPER	LIKE THE CAMPER	VERY MUCH LIKE THE CAMPER
_____ 1. Actively participates.				_____ 12. Believes that effort will improve his/her future.
_____ 2. Shows enthusiasm.				_____ 13. Recognizes and shows appreciation for others.
_____ 3. Encourages others.				_____ 14. Recognizes and shows appreciation for his/her opportunities.
_____ 4. Finishes whatever he/she begins.				_____ 15. Is able to find solutions during conflicts with others.
_____ 5. Tries very hard even after experiencing failure.				_____ 16. Demonstrates respect for feelings of others.
_____ 6. Works independently with focus.				_____ 17. Knows when and how to include others.
_____ 7. Remains calm even when criticized or otherwise provoked.				_____ 18. Is eager to explore new things.
_____ 8. Allows others to speak without interruption.				_____ 19. Asks and answers questions to deeper understanding.
_____ 9. Is polite to adults and peers.				_____ 20. Actively listens to others.
_____ 10. Keeps his/her temper in check.				
_____ 11. Gets over setbacks and frustrations quickly.				

DIRECTIONS FOR LAST SECTION: Please rate the camper based upon your observations using the 6-point scale below.

1	2	3	4	5	6
NONE OF THE TIME	A LITTLE OF THE TIME	SOME OF THE TIME	A LOT OF THE TIME	MOST OF THE TIME	ALL OF THE TIME
_____ 1. The camper is doing pretty well.					_____ 4. When the camper faces a problem, he/she can find lots of ways to solve it.
_____ 2. The camper can find many ways to get the things important to him/her.					_____ 5. The past seems to have helped the camper pursue their goals.
_____ 3. The camper seems to be doing just as well as the other kids.					_____ 6. Even when others want to quit, the camper seems confident in solving the problem.

APPENDIX B: **2023 CAMP HOPE AMERICA AFFILIATED PROGRAMS****COUNSELOR: LAST DAY EVALUATION**

Camper First Name: _____ Camper Last Name: _____ Today's Date: _____

DIRECTIONS FOR FIRST SECTION: Using only whole numbers (i.e. do not use 4.5), rate the camper using the following 5-point scale.

1	2	3	4	5
VERY MUCH UNLIKE THE CAMPER	UNLIKE THE CAMPER	SOMEWHAT LIKE THE CAMPER	LIKE THE CAMPER	VERY MUCH LIKE THE CAMPER
_____ 1. Actively participates.				_____ 12. Believes that effort will improve his/her future.
_____ 2. Shows enthusiasm.				_____ 13. Recognizes and shows appreciation for others.
_____ 3. Encourages others.				_____ 14. Recognizes and shows appreciation for his/her opportunities.
_____ 4. Finishes whatever he/she begins.				_____ 15. Is able to find solutions during conflicts with others.
_____ 5. Tries very hard even after experiencing failure.				_____ 16. Demonstrates respect for feelings of others.
_____ 6. Works independently with focus.				_____ 17. Knows when and how to include others.
_____ 7. Remains calm even when criticized or otherwise provoked.				_____ 18. Is eager to explore new things.
_____ 8. Allows others to speak without interruption.				_____ 19. Asks and answers questions to deeper understanding.
_____ 9. Is polite to adults and peers.				_____ 20. Actively listens to others.
_____ 10. Keeps his/her temper in check.				
_____ 11. Gets over setbacks and frustrations quickly.				

DIRECTIONS FOR LAST SECTION: Please rate the camper based upon your observations using the 6-point scale below.

1	2	3	4	5	6
NONE OF THE TIME	A LITTLE OF THE TIME	SOME OF THE TIME	A LOT OF THE TIME	MOST OF THE TIME	ALL OF THE TIME
_____ 1. The camper is doing pretty well.					_____ 4. When the camper faces a problem, he/she can find lots of ways to solve it.
_____ 2. The camper can find many ways to get the things important to him/her.					_____ 5. The past seems to have helped the camper pursue their goals.
_____ 3. The camper seems to be doing just as well as the other kids.					_____ 6. Even when others want to quit, the camper seems confident in solving the problem.

APPENDIX B: **2024 ASSESSMENT INSTRUMENTATION****CAMPER: ACE QUESTIONNAIRE**

CAMP HOPE AMERICA SITE: _____

While you were growing up, during your first 18 years of life:

- | | | | | |
|----|--|---|---|---------------------------|
| 1 | Did a parent or other adult in the household often or very often...swear at you, insult you, put you down or humiliate you? | or Act in a way that made you afraid that you might be physically hurt? | (Circle one)
YES or NO | |
| 2 | Did a parent or other adult in the household often or very often...push, grab, slap, or throw something at you? | or Ever hit you so hard that you had marks or were injured? | (Circle one)
YES or NO | |
| 3 | Did an adult or person at least 5 years older than you ever... touch or fondle you or have you touch their body in a sexual way? | or Attempt or actually have oral, anal, or vaginal intercourse with you? | (Circle one)
YES or NO | |
| 4 | Did you often or very often feel that...no one in your family loved you or thought you were important or special? | or Your family didn't look out for each other, feel close to each other, or support each other? | (Circle one)
YES or NO | |
| 5 | Did you often or very often feel that...you didn't have enough to eat, had to wear dirty clothes, and had no one to protect you? | or Your parents were too drunk or high to take care of you or take you to the doctor if you needed it? | (Circle one)
YES or NO | |
| 6 | Were your parents ever separated? | or Divorced? | (Circle one)
YES or NO | |
| 7 | Was your mother or stepmother...often or very often pushed, grabbed, slapped or had something thrown at her? | or Sometimes, often or very often kicked, bitten, hit with a fist, or hit with something hard? | or Ever repeatedly hit for at least a few minutes or threatened with a gun or knife? | (Circle one)
YES or NO |
| 8 | Did you live with anyone who was a problem drinker? | or alcoholic or who used street drugs? | (Circle one)
YES or NO | |
| 9 | Was a household member depressed or mentally ill? | or did a household member attempt suicide? | (Circle one)
YES or NO | |
| 10 | Did a household member go to prison? | | (Circle one)
YES or NO | |

APPENDIX C: KIPP CHARACTER REPORT CARD

SUBSCALE ITEMS MEASURING EACH CHARACTER STRENGTH

ZEST 3 ITEMS	1. Actively participates 2. Shows enthusiasm 3. Encourages others ¹
GRIT 3 ITEMS	4. Finishes whatever he or she begins 5. Tries very hard even after experiencing failure 6. Works independently with focus
OPTIMISM 2 ITEMS	7. Gets over frustrations and setbacks quickly 8. Believes that effort will improve his or her future
SELF-CONTROL ² 4 ITEMS	9. Remains calm even when criticized or otherwise provoked 10. Allows others to speak without interruption 11. Is polite to adults and peers 12. Keeps his/her temper in check
GRATITUDE 2 ITEMS	13. Recognizes and shows appreciation for others 14. Recognizes and shows appreciation for his/her opportunities
CURIOSITY 3 ITEMS	15. Is eager to explore new things 16. Asks and answers questions to deepen understanding 17. Actively listens to others
SOCIAL INTELLIGENCE: 3 ITEMS	18. Is able to find solutions during conflicts with others 19. Demonstrates respect for feelings of others 20. Knows when and how to include others

¹ The original tool uses the wording "Invigorates others," whereas the Camp HOPE America assessment uses the "Encourages others."

² These items represent the Self-Control-Interpersonal items from the original tool. The school-focused self-control items are not included in the Camp HOPE America assessment.

APPENDIX D: BRIEF BIOS FOR RESEARCH CONSULTANTS

Cynthia Fraga Rizo, Ph.D.,MSW is an associate professor at the UNC-Chapel Hill School of Social Work and a Thomas Willis Lambeth Distinguished Chair in Public Policy. Dr. Rizo has practice experience providing services to survivors of intimate partner violence and their children.

Dr. Rizo has worked on a number of projects in the area of interpersonal violence, including intimate partner violence, human trafficking, and sexual assault. Her primary research focus consists of developing and evaluating interventions for particularly vulnerable survivors of interpersonal violence, including Latinx survivors and youth.

Nicollette Violante, LCSW-S, is a Ph.D. student and doctoral research assistant at the School of Social Work at UNC-Chapel Hill. Her research interests focus broadly on parenting, early childhood mental health, harnessing the power of early intervention, toxic stress, and resiliency among refugee/immigrant survivors of intimate partner violence and human trafficking. She's also interested in interprofessional education in healthcare, social work interventions in pediatric primary

care and women's health, trauma-informed care, health equity, and integrated behavioral health. Nicollette worked as a bilingual medical social worker at an integrated, federally qualified health center in Central Texas. She also worked as an affiliate faculty at the University of Texas' medical and social work schools. While practicing, she specialized in perinatal mental health, parenting interventions, and the effectiveness of interdisciplinary health care teams.

Christine E. Murray, Ph.D., is the Founder of Start Here Counseling & Consulting, PLLC, as well as a Professor of Counseling in the Townsend Institute at Concordia University Irvine. Christine has over two decades of experience working in the mental health field. Based in Greensboro, North Carolina, Christine is a Licensed Marriage and Family Therapist (LMFT) and Licensed Clinical Mental Health Counselor (LCMHC) in North Carolina, as well as a Licensed Marriage

and Family Therapist (LMFT) and Licensed Professional Counselor (LPC) in her home state of Pennsylvania. Christine is also Professor Emerita at The University of North Carolina at Greensboro (UNCG). She retired from UNCG during the summer of 2024 after 19 years of service as a faculty member in the Department of Counseling and Educational Development. From 2019 to 2023, she also served as the Director of the UNCG Center for Youth, Family, and Community Partnerships.