



FROM TRAUMA TO HOPE

Evidence of Healing Through Camp HOPE America

2025 NATIONAL IMPACT EVALUATION

Cover Photo: CHA - SAFE Family Justice Centers, California

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EXECUTIVE SUMMARY

This report summarizes findings from the 2025 national impact evaluation of Camp HOPE America's overnight summer camp program. 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 46 Camp Hope America Affiliate 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 timepoints (i.e., pre-camp, at-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., at-camp).

In 2025, a total of 1,568 campers responded to the self-report survey for at least one assessment timepoint. The average age was 11.63 years ($SD = 2.55$) with ages ranging from 6 to 18 years; approximately 52.75% identified as female, 46.45% identified as male, and 0.80% identified as another gender identity.

Of the 1,568 campers, 1,300 provided complete pre-camp data, 1,362 provided complete at-camp data, and 910 provided complete 30-day follow-up data. **Matched comparisons across all three self-report assessment timepoints (i.e., pre-camp, at-camp, and follow-up) were available for 738 campers.** In terms of counselors' observational assessments, pre-camp data were available for 1,362 campers, at-camp data were available for 1,404 campers, and matched comparisons across these two timepoints (i.e., pre-camp and at-camp) were available for 1,267 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 create pathways and dedicate energy toward goals.
- **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 2025 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](#) is a pioneering large-scale intervention designed to support these children in healing and recovery, with the ultimate goal of disrupting cycles of trauma and abuse across generations.



CHA - Crisis House, California

ABOUT CAMP HOPE AMERICA

Camp HOPE America was founded in 2003 by Casey Gwinn, Founder of Alliance for HOPE International. **In 2025, Camp HOPE America supported 50 Affiliated programs across two countries, 24 U.S. states, and Northern Ireland.**

Three of the affiliated sites include communities in their planning year of program development. **This data report represents results from the 46 Affiliated programs in 23 U.S. states that held overnight camp during the summer of 2025.**

[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](#), the umbrella organization for all Family Justice Centers and similar multi-agency center models serving victims of domestic violence and their children. 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, and mentoring 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. Not all year-round Camp HOPE America participants attend the overnight camp experience. 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

Camp HOPE America emphasizes a child-centered approach by maintaining a 1-to-3 camp counselor-to-camper ratio. 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.

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 then pursue their goals and the pathways to their goals.



CHA - Crisis Line & Safe House of Central Georgia, Inc.



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, zip line, rafting). However, 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. However, campers are never coerced, negatively pressured, or unconstructively persuaded to take part in any 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, but 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 and camp songs, nightly campfire talks, journaling, KBAR (kick back and relax) time in the cabins/tents each day 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 "Every step forward counts," "Your journey matters," "Hope is never lost," and "Hope fuels my every step."
- 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 (2017) published the first formal evaluation of Camp HOPE America, finding an increase in hope among campers from pre- to at-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).



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. This report summarizes findings from the 2025 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 2025 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, 2025; US DHHS Office on Women’s Health, 2025; 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 - Sojourner Family Peace Center, Wisconsin

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 - Irving Family Advocacy Center, Inc, Texas

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, 2025

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 on hope among adolescents found hope to be associated with:

Esteves et al., 2013

INCREASES IN:	DECREASES IN:
<ul style="list-style-type: none"> Academic achievement Health practices Life satisfaction Positive affect Sense of purpose Well-being 	<ul style="list-style-type: none"> Externalizing behaviors Internalizing behaviors Negative affect Substance 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.



CHA - One Safe Place, Texas

RESILIENCE is the ability to adapt and recover from adversity—shaped by the interplay of both risk and protective factors.

American Psychological Association, 2025; 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. ^{Hellman & Gwinn, 2017} Seven specific character strengths that are emphasized at Camp HOPE America 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 - Palomar: Oklahoma City's Family Justice Center, Oklahoma



METHODS

ASSESSMENT PROCEDURE

Across the Camp HOPE America Affiliate programs that hosted an overnight camp in 2025 (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, at-camp, and 30-day follow-up survey design was utilized. Campers received the pre-camp survey prior to attending camp. At-camp surveys were collected on the final morning before departure, and follow-up surveys were collected 30 days after the camp experience. For Hope Counselors, a pre-camp (i.e., at the end of the first full day of camp) and at-camp (i.e., on the last day of camp) survey design was used. Hope Counselors completed surveys for each camper in their Hope Circles.



CHA - Foyle Women's Aid / Family Justice Centre, Northern Ireland

In 2025, Camp HOPE America piloted the use of electronic data collection and entry procedures to enhance data quality and streamline processes across sites. The evaluation team uploaded all camper and counselor surveys into Qualtrics. Affiliate sites participated in the pilot using a range of approaches:

- One site used the Qualtrics survey links to collect data directly from campers,
- Twenty sites collected data using paper-and-pencil surveys and subsequently entered the responses into Qualtrics, and
- Twenty-four sites collected data using paper-and-pencil surveys and mailed the completed surveys to the evaluation team for centralized data entry into Qualtrics.

As in prior years, individual Camp HOPE America Affiliate programs were responsible for recruiting participants, obtaining consent from caregivers and assent from youth, and overseeing data collection at their respective sites. Following data collection, all survey data—whether collected electronically or entered from paper forms—were compiled within Qualtrics and exported into Excel spreadsheets by the evaluation team for data management, cleaning, and analysis using Stata.



CHA - Prince George's County Family Justice Center, Maryland

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

CHILDREN'S HOPE

The Children's Hope Scale 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. ^{Snyder et al., 1997} 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; Dixson, 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 America'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}



CHA - Guilford County Family Justice Center, North Carolina

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

COUNSELORS' OBSERVATIONS OF CAMPERS' HOPE

An adapted version of the Children's Hope Scale was used to measure counselors' observations of hope for the campers in their Hope Circles. Snyder et al., 1997 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) 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. Great Schools Partnership, 2025

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.



CHA - SAFE Family Justice Centers, California

DATA AND CAMPER CHARACTERISTICS

DATA CHARACTERISTICS

Nationally, a total of 1,568 campers responded to the self-report survey for at least one assessment timepoint.

Of these 1,568 campers:

- 1,300 provided complete data at the pre-camp assessment
- 1,362 provided complete data on the final day of camp assessment
- 910 provided complete data at the 30-day follow-up assessment

Matched comparisons across the pre-camp, at-camp, and 30-day follow-up self-report assessment periods were available for 738 campers.

For the counselor reported data, 1,362 campers had complete counselor ratings at the pre-camp assessment, 1,404 campers had complete counselor ratings at the at-camp assessment, and matched comparisons across these two assessment periods were available for 1,267 campers.

Table 1

Camper Demographic Characteristics (N = 1,568)

CHARACTERISTIC	N	n (%) or M (SD, Range)
AGE (in years)¹	1,291	11.63 (2.55, 6-18)
GENDER	1,509	
Female		796 (52.75%)
Male		701 (46.45%)
Other		12 (0.80%)
CAMP FORMAT	1,568	
Classic		842 (58.1%)
High Adventure		726 (41.9%)

¹ Based on camper pre-camp data



CAMPER CHARACTERISTICS

To describe the campers who participated in the 2025 Camp HOPE America national impact evaluation, information is presented on campers’ demographic characteristics and prior exposure to ACEs.

Of the 1,568 campers who provided responses to the self-report survey, 1,291 had data on age, 1,509 had data on gender, and all 1,568 had data on camp format (see Table 1). Campers ranged in age from 6 to 18 years old, with an average age of 11.63 years (SD = 2.55). Approximately 52.75% (n = 796) of campers identified their gender as female, 46.45% (n = 701) identified their gender as male, and 0.80% (n = 12) identified their gender as other, typically non-binary. Approximately 53.70% (n = 842) participated in the Classic camp format and 46.30% (n = 726) participated in the High Adventure camp format.

Complete ACE score data were available for 500 older campers who attended High Adventure camps. The prevalence of ACE scores reported by High Adventure campers in 2025 as compared to participants in the ACE Study sample is presented in Table 2. Centers for Disease Control & Prevention, 2021 Notably, 9.80% 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, 43.80% (n = 219) of the 2025 Camp Hope America High Adventure campers with ACE data reported an ACE score of 4 or higher.

Table 2
Prevalence of Adverse Childhood Experiences for 2025 High Adventure Campers (n = 404)

ACE SCORE	CDC Findings ¹	Camp HOPE 2025 Findings
0	36.1%	49 (9.80%)
1	26.0%	95 (19.00%)
2	15.9%	67 (13.40%)
3	9.5%	70 (14.00%)
4+	12.5%	219 (43.80%)

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



As presented in Table 3, 2025 Camp HOPE America High Adventure campers had an average ACE score of 3.54 (SD = 2.65). **The most frequently experienced ACEs were parental divorce, parental substance use, parental incarceration, verbal abuse, witnessing domestic violence, parental mental illness, and emotional abuse.**

Table 3
Prevalence of Adverse Childhood Experiences for 2025 High Adventure Campers by Type (n = 500)

CHARACTERISTIC	n (%) or M (SD, Range)
Verbal abuse	193 (38.60%)
Physical abuse	122 (24.40%)
Sexual abuse	93 (18.60%)
Emotional abuse	159 (31.80%)
Physical neglect	78 (15.60%)
Parental divorce	405 (81.00%)
Witnessing domestic violence	163 (32.60%)
Parental substance use/abuse	198 (39.60%)
Parental mental illness	161 (32.20%)
Parental incarceration	197 (39.40%)
Average ACEs	3.54 (2.65, 0-10)

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

Overall, High Adventure campers who participated in the 2025 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-Winkelman 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.



RESULTS

CHILDREN'S HOPE

Findings on children's hope based on campers' and counselors' assessments are presented separately below.

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, mean hope scores increased from pre-camp to at-camp and again from at-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 [$F(2, 1,520) = 45.34; p < .001$], for Classic campers [$F(2, 850) = 27.47; p < .001$], and for High Adventure campers [$F(2, 668) = 18.41; p < .001$]. Follow-up contrasts revealed slightly different patterns across groups. For the overall sample and Classic campers, hope scores increased significantly across all time points, including from pre-camp to at-camp, at-camp to 30-day follow-up, and pre-camp to 30-day follow-up. In contrast, for High Adventure campers, significant increases were observed from at-camp to 30-day follow-up and from pre-camp to 30-day follow-up, while the change from pre-camp to at-camp was not statistically significant. Overall, these findings suggest that participation in Camp HOPE America is associated with meaningful improvements in self-reported hope across program formats, with the most consistent gains evident by the 30-day follow-up.



Table 4

Campers' Self-Reported Children's Hope Scale Scores

Sample	n	Pre-camp M & SD	At-camp M & SD	30-day follow-up M & SD	Statistical Significance Analysis (Repeated Measures ANOVA)
Overall	761	25.40 (5.79)	26.01 (5.94)	27.08 (5.63)	$F(2, 1520) = 45.34, p < .001$; Statistically significant increase
Classic	426	25.18 (5.67)	25.96 (5.95)	27.12 (5.60)	$F(2, 850) = 27.47, p < .001$; Statistically significant increase
High Adventure	335	25.68 (5.94)	26.08 (5.92)	27.03 (5.69)	$F(2, 668) = 18.41, p < .001$; 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 at-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 [$t(1,321) = -14.80, p < .001$], for Classic campers [$t(743) = -9.23, p < .001$], and for High Adventure campers [$t(577) = -12.07, p < .001$].

Table 5

Counselors’ Observational Ratings for Children’s Hope Scale Scores

Sample	n	Pre-camp M & SD	At-camp M & SD	Statistical Significance Analysis (Repeated Measures ANOVA)
Overall	1322	25.62 (5.87)	27.74 (5.80)	$t(1321) = -14.80, p < .001$; Statistically significant increase
Classic	744	25.44 (6.00)	27.23 (6.05)	$t(743) = -9.23, p < .001$; Statistically significant increase
High Adventure	578	25.86 (5.71)	28.41 (5.40)	$t(577) = -12.07, p < .001$; Statistically significant increase

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.



CHILDREN'S 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 [$F(2, 1,512) = 20.41; p < .001$], for Classic campers [$F(2, 842) = 12.42; p < .001$], and for High Adventure campers [$F(2, 668) = 8.75; p < .001$].

Follow-up contrasts revealed a consistent pattern across all three groups: resilience scores significantly increased from pre-camp to 30-day follow-up and from at-camp to 30-day follow-up, but changes from pre-camp to at-camp were not statistically significant. Overall, these findings suggest that, regardless of camp format, participation in Camp HOPE America is associated with improvements in self-reported resilience, with gains emerging over time and becoming most evident at the 30-day follow-up assessment period.

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

Sample	n	Pre-camp M & SD	At-camp M & SD	30-Day follow-up M & SD	Statistical Significance Analysis (Repeated Measures ANOVA)
Overall	757	28.12 (5.92)	28.23 (5.87)	29.22 (5.44)	$F(2, 1512) = 20.41; p < .001$; Statistically significant increase
Classic	422	27.96 (5.83)	28.26 (5.94)	29.28 (5.33)	$F(2, 842) = 12.42; p < .001$; Statistically significant increase
High Adventure	335	28.33 (6.03)	28.20 (5.78)	29.15 (5.58)	$F(2, 668) = 8.75; p < .001$; Statistically significant increase



CHA - Guilford County Family Justice Center, North Carolina

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 at-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.

Table 7

Counselors' Observations of Campers' Character Strengths

Sample	n	Observed Range (Pre-camp; At-camp)	Pre-camp M & SD	At-camp M & SD	Statistical Significance Analysis (Repeated Measures ANOVA)
Zest ¹	1,332	3-15; 3-15	11.37 (2.65)	12.51 (2.33)	$t(1,331) = -17.64; p < .001$; Statistically significant increase
Grit ¹	1,333	3-15; 3-15	11.23 (2.45)	12.13 (2.40)	$t(1,332) = -14.39; p < .001$; Statistically significant increase
Optimism ²	1,329	2-10; 2-10	7.43 (2.03)	7.83 (2.00)	$t(1,328) = -8.01; p < .001$; Statistically significant increase
Self-control ³	1,325	4-20; 4-20	15.93 (3.06)	16.63 (3.16)	$t(1,324) = -8.87; p < .001$; Statistically significant increase
Gratitude ²	1,333	2-10; 2-10	7.65 (1.75)	8.37 (1.66)	$t(1,332) = -15.47; p < .001$; Statistically significant increase
Curiosity ¹	1,324	3-15; 3-15	11.16 (2.51)	11.99 (2.60)	$t(1,323) = -12.28; p < .001$; Statistically significant increase
Social intelligence ¹	1,323	3-15; 3-15	11.21 (2.44)	12.28 (2.24)	$t(1,322) = -16.51; p < .001$; Statistically significant increase

¹ Possible range from 3 to 15.

² Possible range from 2 to 10.

³ Possible range from 4 to 20.

CONCLUSION



The 2025 Camp HOPE America national impact evaluation included data from 1,568 campers, examining changes in hope, resilience, and character strengths. Matched comparisons were available for 738 campers on self-reported outcomes and 1,267 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.**

Results indicated statistically significant improvements in campers' self-reported hope and resilience across both Classic and High Adventure camp formats. Increases in hope were observed across all time points for the overall sample and Classic campers, with more gradual gains for High Adventure campers. In contrast, improvements in resilience followed a consistent pattern across all groups, with statistically significant increases emerging from at-camp to the 30-day follow-up and from pre-camp to 30-day follow-up, but not immediately from pre-camp to at-camp. This pattern suggests that, while some aspects of hope may begin to shift during the camp experience, broader changes in resilience—and, for some groups, hope—continue to develop after campers return home. These findings point to a delayed or sustained impact, in which Camp HOPE America may initiate critical processes such as increased self-efficacy, connection, and adaptive coping that strengthen over time beyond the camp setting.

In addition to these self-reported outcomes, counselors observed statistically significant increases in hope and all seven measured character strengths—zest, grit, optimism, self-control, gratitude, curiosity, and social intelligence—by the end of camp. These observed gains underscore the program's role in fostering key social-emotional competencies that support positive youth development and long-term well-being.

Building on these findings, future research could further strengthen understanding of Camp HOPE America's impact by incorporating additional perspectives and methods. For example, collecting data from caregivers may provide important insight into how changes in campers' hope, resilience, and character strengths are reflected in home and community contexts. Qualitative approaches, such as interviews or focus groups with campers, caregivers, and staff, could also deepen understanding of the mechanisms through which the program influences youth outcomes. Finally, extending evaluation efforts beyond the 30-day follow-up and examining participation in ongoing programming such as Pathways will be essential for assessing the durability of outcomes and understanding how different components of Camp HOPE America work together to support long-term growth.

As Camp HOPE America continues to expand, the 2025 findings reinforce its value as a trauma-informed, strengths-based intervention for children impacted by domestic violence. By promoting growth in hope, resilience, and character strengths, the program provides a meaningful foundation for healing, development, and future success.

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APPENDICES

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CHA - Salt Lake County District Attorney's Office, Utah

APPENDIX A: 2025 CAMP HOPE AMERICA AFFILIATED PROGRAMS

In 2025, there were forty-six Camp HOPE America Affiliate programs across twenty-three states that hosted overnight camp. Of these forty-six Affiliate programs, one program held camp but did not have 2025 data and another held camp and merged their data with another Affiliate program.



CHA - Sanctuary for Families, New York

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 Palomar Health Raising Shasta* Sacramento Regional Family Justice Center SAFE Family Justice Centers Ventura County Family Justice Center
CO	Rose Andom Center
CT	Safe Futures, Inc. - The Center for 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
GA	Crisis Line & Safe House of Central Georgia, Inc.
ID	Nampa Family Justice Center
IL	YMCA of Rock River Valley
LA	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	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 Family Youth Initiative and Page Alliance for Community Action
WI	Sojourner Family Peace Center

*Denotes programs that did not have summer 2025 data.

APPENDIX B: 2025 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
NONE OF
THE TIME2
A LITTLE OF
THE TIME3
SOME OF
THE TIME4
A LOT OF
THE TIME5
MOST OF
THE TIME6
ALL OF
THE TIME

_____ 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: 2025 ASSESSMENT INSTRUMENTATION

CAMPER: AT-CAMP HOPE INDEX

 HIGH ADVENTURE
 CLASSIC

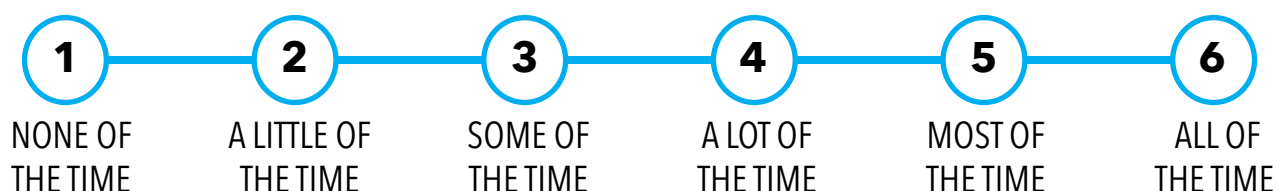
First Name: _____ Last Name: _____

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: 2025 ASSESSMENT INSTRUMENTATION

CAMPER: 30-DAY HOPE INDEX

 HIGH ADVENTURE
 CLASSIC

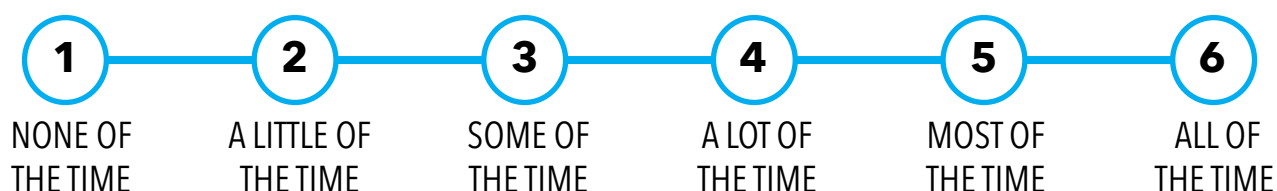
First Name: _____ Last Name: _____

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: 2025 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**
VERY MUCH UNLIKE
THE CAMPER**2**
UNLIKE
THE CAMPER**3**
SOMEWHAT LIKE
THE CAMPER**4**
LIKE
THE CAMPER**5**
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**
NONE
OF THE TIME**2**
A LITTLE
OF THE TIME**3**
SOME
OF THE TIME**4**
A LOT
OF THE TIME**5**
MOST
OF THE TIME**6**
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: 2025 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**
VERY MUCH UNLIKE
THE CAMPER**2**
UNLIKE
THE CAMPER**3**
SOMEWHAT LIKE
THE CAMPER**4**
LIKE
THE CAMPER**5**
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**
NONE
OF THE TIME**2**
A LITTLE
OF THE TIME**3**
SOME
OF THE TIME**4**
A LOT
OF THE TIME**5**
MOST
OF THE TIME**6**
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: 2025 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? | <i>(Circle one)</i>
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? | <i>(Circle one)</i>
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? | <i>(Circle one)</i>
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? | <i>(Circle one)</i>
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? | <i>(Circle one)</i>
YES or NO |
| 6 | Were your parents ever separated? | or Divorced? | <i>(Circle one)</i>
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? |
| 8 | Did you live with anyone who was a problem drinker? | or alcoholic or who used street drugs? | <i>(Circle one)</i>
YES or NO |
| 9 | Was a household member depressed or mentally ill? | or did a household member attempt suicide? | <i>(Circle one)</i>
YES or NO |
| 10 | Did a household member go to prison? | | <i>(Circle one)</i>
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 focuses on how stress, interpersonal violence, and cultural contexts shape early relational health among young children and their caregivers. She is particularly interested in the relational processes, such as co-regulation, caregiver sensitivity, and emotional connection, that support healing and resilience in the face of adversity. Her

work uses mixed methods and community-based participatory approaches to examine how caregiver-child relationships can be strengthened in communities, and how early interventions can be adapted to be more trauma-informed and culturally grounded. Across her research, she aims to identify modifiable relational mechanisms that promote resilience and to translate these insights into practices that better support families navigating stress and violence.

Christine E. Murray, Ph.D., is the Founder of Start Here Counseling & Consulting, PLLC. She is also a Professor of Counseling in the Townsend Institute at Concordia University Irvine, as well as 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. 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.