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Recommended Citation

Belinfante, A. (2015). When Bunks Become Closets and How to Open Them: Making Room for Queer and Trans Safe Space in Residential Summer Camps. *New York : Bank Street College of Education*. Retrieved from <https://educate.bankstreet.edu/independent-studies/244>

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When Bunks Become Closets and How to Open Them: Making Room for Queer and Trans
Safe Space in Residential Summer Camps

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Submitted in partial fulfillment of the requirements of the degree of

Master of Science in Education

Bank Street College of Education 2015

Abstract

This is a qualitative study which examines the current climate of experiential and immersive educational communities--mainly residential summer camps--and how they deal with youth and young adults who identify as queer and/or transgender. The paper itself looks at development of the sexual being and uses common areas of research around homophobia, queer and trans safe space creation, youth development, and religion to think about the ways to ensure all people spending their time in summer camp are treated fairly and equally regardless of sexual orientation or gender identity. Through a series of findings, data, and conversations, the paper thinks about the four most common areas where this type of work has, or has not, been done and how to design spaces for youth and young adults that are non-judgemental and allow for healthy exploration and discovery of the self while maintaining integrity around an institution's values and practice.

When Bunks Become Closets and How to Open Them: Making Room for Queer and Trans
Safe Space in Residential Summer Camps

A brief note about language: Throughout this paper, I use two descriptors when referring to members of the queer and transgender community; and I use them interchangeably. When I write “Queer and Trans” or the acronym “LGBTQ+” I am attempting to be inclusive of all people who in some way identify as queer and to not limit that language to one word or acronym (hence the plus sign in the second example). Such words may be important in specific circumstances, but when I refer to the whole of the community, I will use one of these two descriptors.

Youth from all over the country attend American summer camps each summer looking to fully immerse in an experience that can be transformative. Summer camps provide both recreational and educational opportunities for campers and staff. Camps range from outdoor adventure camps to religious camps, camps that specialize in theater arts and camps that specialize in culinary arts. The range of summer options available to youth in America are extraordinary. What all of these camps have in common is the fact that the range of identities of those entering the campgrounds in a single summer is vast. Children come from different backgrounds and with different belief systems, from different cultural heritages, ethnicities, religions, and sexual orientation--the list goes on. A crucial consideration to creating a summer camp is to accommodate all of those backgrounds and allow them to co-exist in a single residential space for anywhere between two days and eight weeks.

I spent every summer from age ten through age twenty five in summer camp. I attended camp for five summers as a camper and worked in camp for nine summers, having jobs ranging from Counselor to Program Coordinator. I am a believer that camp can be a transformative and powerful experience and that it can build social skills, teamwork skills, empathy, and much more in people. I also know that when the space is opened up for people to develop in those ways, their vulnerabilities are often exposed and when this is not handled with care, it can be damaging and detrimental. In the same ways camps can create more well-rounded and emotionally intelligent individuals, they can also cause great pain to people if the camp is not set up to handle diversity and healthy expressions of individuality with care. As a cisgender gay male, growing up in camp was special to me for a variety reasons, not least of which had to do with how I developed and was accepted by my peers and counselors. Looking back, although my experience was largely positive, my camp was not entirely set up to hold space for people who were exploring that part of their identity. This study (and the following recommendations) are an effort to encourage camps to not only be more sensitive to the realities facing queer and trans youth and young adults today, but to be active agents who bring sensitivity and compassion into camps proactively so they can hold space for queer and trans youth without the often harsh realities of queerphobia and transphobia. This project is a call for a paradigm shift in immersive educational environments.

According to the American Camp Association's (ACA) 2014 *Sites, Facilities, and Program Study of Overnight Camps*, the number of ACA accredited camps in America is over 2,400 and the number of children served by those camps is over 5 million (Appendix A).

What one may encounter entering a camp facility are children who can color the landscape with their wide-ranging diversity. In an effort to diversify the space and accommodate the different personalities present, camps sometimes develop protocols and practices that help both the camp and the people living in these camps to foster and sustain an environment in which growth is possible.

This paper notes some of the ways in which camps endeavor to meet the needs of all their members and it suggests specific ways in which these can expand their commitment to include queer and trans people in that process. Through an examination of the current climate of residential summer camps, and of models for safe LGBTQ+ space creation, this paper will review, analyze, and discuss actions plans and policies for camps to assume in order to run camps that are inclusive. The main areas examined here are the physical space, the mission (or values) statement, the verbal and nonverbal communications models, and the programmatic elements of camp. Through each of these lenses, this research seeks to move those existing elements of camp toward a more comprehensive and proactive approach to designing spaces that are open and welcoming for all campers and staff members.

In many (if not all) cases the diversity of the population is what makes the experience unique and desirable. Diversity can provide the impetus for dialogue that fosters understanding and seeks connection, deepens compassion, and ensures creative and new collaborations. These camp spaces are fertile for teaching and learning as campers explore their multiple identities and that of their peers. Often, the word “diversity” is seen as simply different and it positions those who are “different” as the

other; thus, the term purposefully defines and creates binaries from a socially and individually constructed norm. Difference is normal or abnormal, typical or atypical. That which can profoundly unify often becomes something that separates us from one another. Within the camp world, *diversity* can be a facet of the environment that parents, camp staff and potentially practitioners in youth development are not entirely prepared for-- and if these individual values are dismissed and unexplored, the behaviors of those in camp communities can be detrimental. Personal identifications and understandings of diversity, especially in an environment that is incredibly intimate and insular, can create tension if left unattended. It is ultimately the responsibility of the camp staff and caregivers to provide safe spaces for all living in camp, oftentimes causing avoidance and discomfort in dialoguing about difference. One such example that prevails in the summer camp world relates to LGBTQ+ campers. Camp leaders have recently made efforts to acknowledge and create space for LGBTQ+ campers and staff in healthy and appropriate ways.

Of the social issues in the last twenty-five years, that of understanding and inclusion of LGBTQ+ individuals has undergone the most dramatic changes. Whereas at a certain point in time queer and transgender people were seen as having a medical disorder or psychological condition, research has shown that the thinking has moved away from such misconceived notions (Solomon, 2012, p. 601). When it comes to issues of sexual orientation, or gender identity, it is not yet clear that camps have the ability to approach this topic in ways that create such spaces. It is the case that camps exist which are designed solely for LGBTQ+ youth and it is the case that certain camps have shown accepting and inclusive environments are possible. To even approach the need to create space further

implies that otherness, or difference, is a pervasive and complex issue--one which will be discussed here thoroughly. It is not clear, though, if all camps can and are willing to provide a safe summer home for LGBTQ+ individuals.

In the case of LGBTQ+ youth in residential camps specifically, it can be difficult to approach situations like showering, bathroom facilities, sleeping arrangements, and more. Each camp needs to be able to have open and constructive dialogue in order to build a community where each person is cared for equally. Although camps offer a lot in the way of recreation and exposure to cultural activities, the camp's ultimate responsibility is the health and safety of each and every camper. In an article titled *Don't Assume I'm Straight...* (2003), written for the American Camp Association, authors Rob Alexander and Christa Kriesel provide a framework for how to approach LGBTQ+ inclusiveness in camps. They begin by sharing that

...what it means for a camp to take the position that providing safe environments for all children, youth, and adults — regardless of sexual orientation — is foundational to its reason for being. Agree or disagree. But do so based on a thoughtful exploration of how we can work together to find support and positive development for youth as they transition to adulthood. (Alexander and Kriesel, 2003, p. 1)

Certainly outside of camp environments there are a plethora of examples where queerphobia is taught and exists in America. Children from all backgrounds come in with their own belief systems and understandings and, quite frankly, are entitled to think and feel however they see fit. That should not, though, come at the expense of any other individual. When working with youth in camp, camp staff need to be conscious of their

words and behaviors to create the safe environment necessary for a healthy summer. If it is the case that this cannot be accomplished in a healthy and/or successful way, the question then becomes whose interests are being served by the camp community? When camps commit themselves to safety and inclusion, while acknowledging and respecting varying perspectives campers come in with, they can then best serve their entire communities.

In designing environments that create inclusion it is important to think about the ways in which those environments may not be particularly safe. Research on homophobia suggests that there are specific ways homophobia bleeds into our culture. Warren J. Blumenfeld (1992) collected essays on the various ways homophobia impacts society. In his introduction, he writes, "Homophobia operates on four distinct but interrelated levels: the personal, the interpersonal, the institutional, and the cultural (also called the collective or societal) (Campaign to End Homophobia 1989)" (Blumenfeld, 1992, p. 3). This model can be an important tool in building sensitivity toward difference and reversing queerphobia and transphobia. Through my findings, my hope is to find camps that are attempting to reverse these phobias and create resources for how to build healthy models of inclusion more broadly.

Literature Review

Queer Identity and Behavior

In much of the literature about queer sexuality, distinctions are made between sexual identity and sexual behavior. Three different aspects of human sexuality speak to the totality of the sexual experience. Sexual orientation, sexual identity, and sexual behavior are separated to provide a clear and distinct understanding of the way human

beings both identify and behave. Someone's sexual orientation is simply where they fall on the sexuality spectrum. Common words used here are homosexual, bisexual, pansexual, and heterosexual (for a complete list of terminology and definitions, see Appendix B). A person's sexual identity is how they identify themselves. A person can be a homosexual without knowing or acknowledging that fact (i.e., a closeted gay man). A person's behavior is how they perform their sexual orientation. Having a desire toward a gender and engaging in sexual behavior with that gender are separate and often become conflated with queerphobic rhetoric.

It has been common for queerphobic language to link sexual identity and sexual behavior as if to suggest that public sexual behavior that is queer in nature (homosexual sex for example) is, in some way, more perverse than any other form of sexual behavior. When it comes to working with youth, the arguments made by those against allowing queer and trans people to work with children are amplified. It is the case, though, that sexual behavior in any way with youth present is inappropriate and should not be tolerated--queer sexual expression has no distinctive qualifier in this argument. By way of explicating the language used, a journal called the *HIV Counselor Perspectives*, laid out some definitions helpful in navigating this conversation. According to the journal,

Sexual [i]dentity [is]...closely linked to sexual orientation...Whereas sexual orientation refers to a person's inherent sexual desires in relation to a particular gender or genders, sexual identity refers to the ways in which people incorporate those desires into their sense of self as sexual beings. (Tracy and Cataldo, 2001, p. 2)

A person could possess certain feelings without ever acting on them and it would be wrong to assume that someone would behave inappropriately simply because of their sexual orientation or the way they identify themselves on the sexual orientation continuum.

The continuum of sexual orientation is a concept developed by Alfred Kinsey in the mid-twentieth century. Kinsey found that sexual orientation has two distinct forms, heterosexuality and homosexuality, which exist on two opposite sides from one another. Everything in between, he argued, is marked by some level of desire toward both genders. He believed that most people fall in between the two extremes. His model

challenged the earlier assumption that people fit into one of three discrete categories of sexual orientation and that homosexuality and bisexuality are not natural. The model also changed the ways in which researchers and the public consider sexuality in general and sexual orientation in particular. (Tracy and Cataldo, 2001, p. 2)

These definitions and clarifications have allowed us, and can continue to allow us, to understand the nuances of the sexual experience. They can propel us toward a worldview that does not limit the ways in which we support or confirm heteronormative behavior. When our understandings only support two or three aspects of an experience, as opposed to having a continuum which reflects an unlimited number of possibilities, we build a world based on those two or three experiences. Remembering that we all fall somewhere on the continuum and that we all have a sexual identity is key to reversing both queerphobic and heteronormative rhetoric.

Where the rhetoric becomes an animated issue is around people believing and supporting the idea that queer and trans people are more likely to behave in ways that are sexually explicit. The HIV Counselor Perspectives (2001) explains that, "People may have a certain sexual identity without ever having engaged in any of the corresponding sexual behaviors" (p. 2). To say that someone who is heterosexual does not have the same capability of behaving inappropriately in a setting with youth, or adults for that matter, is to ignore sexuality altogether. To blame perverse acts on queer and trans people alone is a propagandistic tactic used to discourage society from accepting and integrating the queer experience into the entirety of the human experience. When we erase the desire to uphold the heterosexual/homosexual binary, or the gender binary, we can begin to access the continuum in a more realistic way. Medical and psychological research can help to create logical and sustainable data for society to use in this effort.

What is written, and what has been widely accepted by doctors and psychologists, is the fact that homosexuality is not a disease or condition of any kind and it does not propel someone to lewd, or illegal, acts more than any other sexual human being. Eve Kosofsky Sedgwick who authored arguably the most important piece of queer theory for our time, has written a great deal about sexual identity politics in her seminal text *Epistemology of the Closet*. Sedgwick (1990) writes that,

The (relatively new) emphasis on the 'homo-' on the dimension of sameness, built into modern understandings of relations of sexual desire within a given gender, has had a sustained and active power to expose that factitiousness, to show how close may be the slippage or even the melding between identification and desire. (p. 62)

This important sentence from Sedgwick reminds that these two qualifiers need to be separated even when that is a wholly difficult task. A gay man, for example, can live without ever engaging in sex with other men. Our societal understandings of how closely these two items are linked need to be redefined so as to understand better how we all identify sexually and what, or how, our desires propel us to behave. Healthy sexual behavior is what needs to be encouraged and modeled for youth.

Adolescents' bodies are constantly changing and growing. Self discovery and exploration are innate in the adolescent experience. That exploration is essential to nurturing a healthy sexual identity. The ways educators and youth workers approach and respond to this growth can have significant impact on the behavior that follows it. Ann Dohrenwend, who wrote *Coming Around* (2012), a book on parenting gay youth, devotes a large part of her text to child and adolescent development and specifically focuses some of her thoughts and research on both trust and intimacy. She argues that open, honest, and genuine conversations between adults and children, are essential to healthy sexual growth. The way children feel about their sexual selves can speak volumes to how they behave sexually. In setting up this argument, she first explains that

Maturation cannot... move forward without the child having first secured a hopeful view of others and the world, the will to engage in that world, the confidence to take on challenges and the discipline to work through difficulties. These skills and attitudes lay the groundwork for a productive and exciting future... (Dohrenwend, 2012, p. 89)

In referring to LGBTQ+ youth specifically, this argument becomes integral to the conversation as it allows the adult to explore with the child or adolescent. Adults need to maintain responsibility for showing youth that facing challenges is a natural part of life and that they take strength and resilience to overcome. If our youth can understand the possibility of working through difficulties, they will be better prepared for what comes their way.

The challenges facing youth when it comes to identity are broad, yet universal. Where Dohrenwend's (2012) reflections and research intersect most with her comments about development are in her discussion on sexual minorities. In a simple yet powerful statement, she writes how "It takes emotional awareness and confidence to come to terms with being a sexual minority" (Dohrenwend, 2012, p. 91). This statement holds so much weight and needs to be thought through in significant ways. There are multiple levels of how this impacts both the individual and the society. On the one hand, making a statement about sexual minorities at all suggests a hierarchy exists. The pervasive heteronormativity of our world permeates into all aspects of our culture and creates space for the type of difference which is not accepted. When youth and adolescents are raised in a culture which allows them to identify as any type of minority--especially in an identity that requires a strength and willingness to be intimate with another person--said society has groomed them to automatically be lower than, or less than, other people. Rather than creating minorities and majorities, what Dohrenwend (2012) is attempting to reach is a world in which we can provide all youth with the emotional awareness they need to have a healthy sexual identity at all.

In allowing youth to enter a space in the world where hierarchy, sexual norms, heteronormativity, and lack of acceptance are unfamiliar we need to take active steps toward erasing the narrative of queerphobia and the construction of the closet. It is important that educators and youth workers create a new world, a world in which the norms of the past do not exist. This work takes both time and effort and also a deep understanding of the history we are coming into. A deep and thorough analysis of queerphobia and its history and development in contemporary society can serve as an integral way of accessing change and the ways in which we can work toward change.

Cultural norms in summer camps are a significant part of daily life. From camp cheers and songs to traditions around sneaking out of the bunk at night, the rituals that exist are significant and everlasting. This makes it very difficult to reverse, or challenge, tradition. People take on these practices as part of their identity in relation to the camp environment. Camp and personal identity are sometimes not mutually exclusive for people. When those practices are harmless and create a safe and fun living environment, they can be powerful and long lasting--people hold onto them when they share camp stories years after they have even been in camp for the summer. When those traditions fall under an antiquated, and potentially unsafe, model, they can have similar long-lasting yet negative impact. It is important that in reading the research on healthy sexual development, we consider how deeply ingrained cultural norms are in an immersive setting like camp.

The Construction of the Closet in Society

The closet seems to be the most vivid symbol of the current secretive gay experience. It exists in a way to provide a silent way for people to come to terms with their

own sexual identity. It is a dark place that can be incredibly lonely and unfulfilling. The various manifestations of the closeted life that play themselves out are nuanced and specific to each person's experience. One aspect across the board, though, seems to remain true. The sexual identity, behavior, and orientation of an individual (heterosexual, pansexual, homosexual, bisexual, etc) must remain aligned for a holistic and healthy sexual experience. The closet provides barriers to fully acknowledging one's sexual identity and expressing that identity through intimate behavior.

In an effort to understand the complexities of the closet, we must explore its effect on queer individuals. To do this, it seems important to discover how it can be confining to anyone's hidden identities and expand that thinking toward the LGBTQ+ experience. Eve Kosofsky Sedgwick (1990) uses sexuality theory to bring the closet to the forefront of the discourse. She writes that,

'Closetedness' itself is a performance initiated as such by the speech act of a silence--not a particular silence, but a silence that accrues particularity by fits and starts, in relation to the discourse that surrounds and differentially constitutes it. The speech acts that coming out, in turn, can comprise are as strangely specific. And they may have nothing to do with the acquisition of new information. (Sedgwick, 1990, p. 3)

This understanding lays a groundwork for how we can envision a world wherein the permeating silence of the closeted experience can be erased. When people do not feel like they need to hide, they don't hide. The courage it would take for someone to speak up in a culture where they may believe they will not be met with acceptance and understanding is

enormous. The closet is clearly a dangerous place, but when it is the only safe place for a person coming to terms with their identity, we must challenge the world outside of it to redesign its conceptions of the sexual minority.

That closet is born from a world in which queerphobia is pervasive. An analysis of Warren J. Blumenfeld's (1992) four levels on which homophobia operates allows for a deeper understanding of how in fact to reverse queer and transphobia. Blumenfeld (1992) shows how homophobia moves from internal through interpersonal and then to both institutional and cultural existence. By combining understandings of the module through which homophobia and transphobia affects our society and the construction of the closet, it becomes clear what steps can be taken toward reversing the existence of deeply rooted misconceptions and indifference. Traveling backward through those four levels may serve as a model under which queerphobia can be eliminated.

The assumptions and prejudices that lead to a world in which heteronormativity is perpetuated can be highly dangerous and alienating for a queer person. A comprehensive look at the moments that lead to closet constructions, can illuminate the ways in which those closets may be successfully broken down. Again, Sedgwick (1990) has provided us with language which provides a continued deepening of the world as it sees sexual identity issues. She writes,

...the deadly elasticity of heterosexist presumption means that...people find new walls springing up around them even as they drowse: every encounter with a new classful of students, to say nothing of a new boss, social worker, loan officer, landlord, doctor, erects new closets whose fraught and characteristic laws of optics

and physics exact from at least gay people new surveys, new calculations, new draughts and requisitions of secrecy or disclosure. (Sedgwick, 1990, p. 68)

The poignant argument being made here further deepens the conversation. What Sedgwick is suggesting is not only a world in which the closet exists and where people erect them, but a world where those closets are upheld and perpetuated, and appropriated by people who identify as queer. The choice to not appropriate that does not exist for the queer person. By attempting to deepen the understand of the queer experience, new closets are sometimes erected. It is important to be careful in the way we approach LGBTQ+ studies and queer and trans people in order to break down the closet walls--not build new ones or support existing ones.

In order to ensure closets are virtually nonexistent, youth need to know they are entering a world that is safe and full of the possibility of acceptance and integration. They have to trust and appreciate the adults who care for them. When that trust is broken down, the system can fail. It seems important here to make a point which can feel trite. There is no physical difference between homosexual individuals and those who identify as heterosexual. As Carmen Vásquez (1992) writes in "Appearances," an essay that appeared in *Homophobia: How We All Pay the Price*, "...gay men look like all men and all men look like gay men. There is no guaranteed method for identifying sexual orientation" (p. 162). Naming this fact provides access to the deeply emotional non-physical level on which people feel both the pull toward homophobia and the effects of homophobia. These ideas and principles can be applied to genderqueer people of all kinds. Homophobia is simply one example being used here to explain the point being made. By reaching that

non-physical space, an attempt to work toward accessing the first level of Homophobia noted here can be made; the personal and internal homophobia. The ways in which this level contributes to the construction of closets is significant. One word, statement, or action can lay a brick which builds the walls of society's closets. Naming the ways in which closet deconstruction can be acknowledged and supported is integral to the process. Allowing youth to know that coming out can be safe is key.

There are many writers, thinkers, theologians, and others who have provided ways to think about designing spaces where youth can "come out" into. Anne Dohrenwend (2012) explores opportunities for youth to come out in a way that does not suggest some type of magical event or fantasized moment--she seeks a world in which coming out doesn't even necessarily have to exist. She writes, "Coming out aligns the internal experience with the external experience--that's fundamental to living with integrity" (Dohrenwend, 2012, p. 96). For Dohrenwend, it is impossible to live with integrity without acknowledging one's sexual identity. She sees the coming out moment as self-actualizing, but knows and sees the current necessity for a moment like that. Aligning those internal experiences with the external experiences will at some point down the road, she hopes, be unnecessary as the world moves toward a place of understanding that any person at any time can name their orientation without it needing to be named publicly. If parents, educators, youth workers, camp counselors, and more do not assume that youth will be one way, we can then move toward waiting for them to express sexual desires and orientation in any direction. Again, it is imperative that the closet is removed from our society in order to reach a goal like that.

Dohrenwend's (2012) audience is parents who are coming to terms with, or seeking knowledge and information about their queer children. Her basic principles, of building trust and intimacy, and creating safe spaces are applicable to all adults, educators, youth workers, and others in the professional world. Her advice begins with an understanding of what coming out of a closet can look like. She explains that "coming out as a homosexual is like finding one's way out of the darkness and into the light. Whatever dangers await, at least they are real dangers, faced head-on, and not imagined dangers from which one recoils" (Dohrenwend, 2012, p. 96). This piece of the narrative holds a tremendous amount of weight. On the one hand, we have a construction which provides some type of safe haven from the world which in many communities supports and reinforces queerphobia. On the other hand, remaining in the closet has proven in too many cases that that type of secrecy and anxiety around being persecuted for one's secret becoming uncovered can cause emotional despair and depression among many other mental health issues. In an effort to tear down the walls of the closet in youth dominated spaces, actions can be taken and will be explored in the context of summer camps.

Camps by design are environments where youth and young adults have an opportunity to explore and live without many of the societal pressures of their year-round lives. Academics are not a stressor to be dealt with, daily schedules are often more focused on recreation as opposed to numerous extracurricular activities, and the opportunity for youth to relish in their freedom without parents, sibling dynamics, and more can be an important release. This opportunity not only to gain independence and self-reliance but to also test out varying identities proves there is space for youth to be themselves without

judgement or restrictions. Yes, camps have rules and policies in place, but the freedom of summer camp provides a different type of opportunity for exploration. Again, camp can be vulnerable space and if handled with care it can be a powerful and transformative identity building resource for youth and young adults. Safe space, then, should specifically be modeled and upheld in an environment like this as people are most open to it when they are already in the mindset where they can explore themselves without limitations. The walls of a closet in camp, by the very nature of the environment, are already down. To keep them down and leverage the power of that for good is imperative.

Making Youth-Dominated Cultures Safe

The focus and attention here will be paid mostly to summer camp environments as they provide opportunities for intense intimacy, closeness and as a result safe and unsafe scenarios to be played out in. Much has been written, though, about educational culture and policy as well as developmental needs of youth and these values and principles need to be explored so as to better define what a space like a summer camp can look like. Andrew Solomon (2012), in *Far From the Tree*, explores identity in such a way that allows for an important framework to this discussion. He allows readers to understand a fundamental principle in working with youth. That is to say, he reminds families and educators that we must interact with children and treat them for who they are--not who we hoped they would be (Solomon, 2012, pp. 26-27). In order to ensure that summer camp environments are safe, we must use this guiding principle.

In an effort to design safe spaces, it is imperative we remain intentional and constantly questioning of how to move forward while new situations present themselves.

Whereas twenty years ago, gay inclusion may have been the new challenge facing camps, we are now encountering transgender people (and definitions of queers more broadly) in camps and must also include them in the process of thinking about designing safe spaces. It is critical we continually remind ourselves of Anne Dohrenwend's (2012) words in dealing with LGBTQ+ youth. She writes, "The greatest injuries are incurred when we are wounded by those we trust in the places we feel most safe" (Dohrenwend, 2012, p. 65). Furthermore, she continues by explaining that trust is learned from parents. Counselors are not parents, but are the adult role models in camp and are the people to whom campers go when they need assistance. Campers may also go to counselors to express to what extent they do or do not trust other staff members. Dohrenwend (2012) continues by explaining that

Trust, learned from parents, can be defined as having faith in the fidelity of certain people, institutions or a spiritual entity. People are selective about whom they trust. Intimacy requires the individual to be comfortable with and accepting of [his/her] sexual identity. (p. 90)

The structure of the camp environment is one where youth feel most safe and where they can feel most brought down. While the disappointment of never feeling safe in a specific environment is real and live for many, feeling betrayed by an environment one already loves and trusts--or feels comfortable in--can be incredibly detrimental. One way we can move toward an intentional design of safe spaces in camp is in teaching and working with our staff in order to prepare them for approaching scenarios which may feel different, and how to prevent those scenarios from reaching trust-breaking moments.

It is not particularly easy to ensure these spaces are comfortable for everyone. The American Camp Association (ACA) published an article in 2003 with the intention of shedding light on LGBTQ+ inclusion in camps. The ACA, though, does not take a specific stance on the issue and provides a perspective outside of what a specific camp should do. They see this as an area each camp needs to make their own decisions around, but argue that the most important piece of this is how to ensure that regardless of opinion or belief the camps ensure safety first and foremost. As was also quoted above, their introduction to the article shares the following ideal. "...camp[s must] take the position that providing safe environments for all children, youth, and adults — regardless of sexual orientation — is foundational to its reason for being" (Alexander and Kriesel, 2003, p. 1). What the authors suggest throughout the article is taking action based on the best interest of the child. It is a harrowing dilemma which I explored in many of my conversations with people (shared below). In short, according to these authors, it is not the position of the camp to agree or disagree with a child's desire or feeling toward another group of people, etc., but rather to acknowledge that camp can remain a place for them to live in. Certainly, if the camp space presents itself as one that is not safe, other actions can be taken, but the guiding principle here is that a counselor, or camp administrator, does not help the situation by taking sides. This plays out in a number of ways, and each scenario is different from the next, but it is an important point to note in maintaining the role of the caregiver. In creating communities wherein caregiving is a priority, staff need to be trained to behave in certain ways.

In training staff to apply the principles of the camp, much has to be taken into consideration. Other than the needs of the community, the camp administration, the

parents, the campers, and more, the training of staff (often people who are between ages 17 and 22) has proven to be a top priority. Because the bunk staff is young, considering where they are developmentally is a key part of this process. Researchers have argued that, "...the prefrontal cortex and interconnected systems provide some of the neural bases for acquisition and maturation of cooperation, reciprocity, empathy, self–other considerations in agreeing on rules, fair play, and consequences of actions." (Eslinger, 2009, p. 160). Camp staff are often below age twenty and because their frontal lobes (or prefrontal cortex) are not fully developed, the ability to make moral decisions is not only difficult but in some cases impossible. Decision-making then becomes a factor in how a bunk is run and the types of support offered to campers by staff members. Additionally, it is believed that "Prefrontal systems have also been implicated in perception of intentionality, theory of mind, emotion, and self–other representations that provide further mechanisms crucial for understanding others and linking to moral knowledge and development" (Eslinger, 2009, p. 160). With these understandings, we can begin to understand the various developments going on inside our young adults and counselors in camp and we can build systems around these ideas that will best support their success in camp--and more importantly the successful systems/environments they can create for their campers. Campers for whom identity around sexual orientation and gender is being developed need to be held by responsible adults who are trained, educated, and coached by the camp administration. Ensuring that young staff members who may not yet themselves have the tools to be able to make good decisions need to have support by camp administrators so they can best care for campers struggling, or even coming to terms, with their sexual identities.

What we need most from our counselors, and where we need to be specific in our training techniques, is for them to have the ability to both design bunks and communities that support campers and for them to be able to respond to difficult situations with well thought out and planned actions. By giving them training in camper-specific scenarios, they can begin to build skills that will enable them to react in safe and smart ways. The authors of the camper growth index article (2006) provide a framework within their research for how best to approach this. They write that, “Youth development encompasses efforts to create organizations and communities for youth that supply supports and opportunities necessary to go beyond problem prevention and move youth toward adulthood” (Henderson, 2006, p. 3). If this is true, then what we need in camping are strong role models who can behave in ways that show younger campers what is appropriate versus what is inappropriate--this mostly so those campers grow to be the types of leaders, role models, and counselors we expect in camps, the types of people who will advocate for and create safe space for LGBTQ+ individuals. In situations where campers may feel, for example, like a sexual minority, counselors must model the type of behavior they expect their campers to exhibit. Hopefully, camps are set up in a way that communicates to counselors what type of behavior is expected and accepted. In the context of this study, one of the ways we are defining appropriate behavior is according to Appendix C, a form titled, “Evaluating Staff.” This document needs updating to include sexual and gender identity, but it is a strong model for how to evaluate staff from one of the camps I spoke with. It outlines three major areas of performance expected by the administration from camp employees. The areas covered are not all applicable to every single staff member in every single camp,

but it provides an understanding for the model counselor or specialist. A simple technique employed here, and applicable to any camping environment, is the creation of a rubric or set of guidelines/expectations, then teaching that rubric to the staff and providing them with training and support to carry out that vision. If it is clear to staff members that queerphobia will not be tolerated institutionally, then queerphobia will have a better chance at failing culturally. Camps must work to support diversity of thought and mind, and begin to support the staff members who live in and work in camp so to create the type of environment that is ultimately positive and nurturing for campers.

The ability for camp staff to be healthy decision makers and the social, and emotional behaviors of campers are two topics explored greatly within research on experiential education. The effect of those staff members' decisions on the behavior of campers is not. Eric Rofes (1995) wrote a chapter in a text called *The Gay Teen* in which he explores through personal narrative what the experience of being labeled a sissy was for him. He takes that narrative and applies it by encouraging readers to think through how to make schools safe. Many of his ideas are easily transferrable to the camp setting. Rofes (1995) demands that

If schools intend to address the pain of sissy boys and its impact on mental health distress, low self-esteem, and poor academic performance, significant teacher training must occur to root out the prejudices and sexist assumptions which are widespread among American educators. *In the long run*, an examination of the roots of power abuses between children (boy to boy, boy to girl, and girl to girl) must take place if we are going to end violence and harassment in our schools. (p. 83)

These exact behaviors must be put into play if we are to generate and sustain an environment where staff both feel supported and able to implement policy around safety and inclusion of difference. In order to do this, camp administrators must model the type of behavior they expect will be modeled in turn to their campers.

In a 2005 article, Shayne Galloway discusses what is referred to as hierarchical linear modeling. The discussion includes how camp leadership and administration model appropriate decision making for their counselors. I am curious to know how that modeling trickles down through to camper behavior in relation specifically to acts of discrimination and bullying with LGBTQ+ youth. The article outlines a study conducted by Galloway (2005) and explains that

Implications of the study include indications for training and development of outdoor leaders...The decision-making process of less experienced outdoor leaders may benefit from additional training for coping in isolated environments, as well as methods for using the group to help problem-solve. (p. 342)

An element of the camp environment not intuitive to other educational spaces is that of group support and communal identity. How people behave in the space is reflective of that which has come before and indicates that which is to come. The space is inherently made up of the people in it--not just physically, but emotionally and behaviorally. How social behaviors come into play here require questioning around why camp settings have been so successful as transformative thinking spaces. I am inclined to believe that when a group is supportive of an individual, the cultural philosophy and thinking of that space takes on a different form or ethos. How powerful it seems to imagine a summer camp environment

that people feel both safe entering and communally responsible for creating. To empower our campers and staff to make the types of decisions that will ultimately be what characterizes the space seems like a perfect fusion of the principles just laid out--healthy decision making, educational vision, proper staff training, compassion and respect of difference, and building of trust and intimacy.

Sexual Orientation and Religion

Master narratives and religion have played an important role in the development of American summer camp culture. The *Sites, Facilities, and Program Study of Overnight Camps* (2014) shows that 15 percent of American overnight camps are owned/operated by religious organizations. That number does not include the non-profit camps who run religious programming. Religious programming is offered at 18 percent of North American overnight camps. (This information can be found in Appendix A.) The religious narratives people subscribe to impact cultures and societies--and no doubt camps when a camp characterizes itself as religious. LGBTQ+ issues are discussed widely in religious circles and most of those conversations are either affirmations of the prohibitions of sodomy according to the master text, or they are discussions on how to live in a more progressive world where people take into account a changing society while still remaining true to the tradition's scripture and the prohibition. This is not an easy thing to do and scholars, educators, and clergy grapple with this problem at length. Rabbi Steven Greenberg, whose text *Wrestling with God & Men: Homosexuality in the Jewish Tradition* (2004) is considered one of the most thorough and comprehensive books on the topic of homosexuality in Orthodox Jewish communities, comments that

the proper Halakhah [Jewish legal literature, Jewish law], the one that treats this phenomenon responsibly, honestly, and intelligently, is not the present one. In fact, I believe that avoiding the issue of sexuality and gender at this moment of history will prove disastrous. (p. 13).

His words resonate deeply in that they share a sentiment about the world in which we live and how we have not fully developed a system of beliefs responsibly that creates space for queer and transgender people to be full and equal members of religious life. How these master narratives, and the cultures they create, impact the people in them is of the utmost importance to examine--especially in considering what microcosms of these cultures look like (camps, afterschool programs, religious day schools, and more).

There is a lot of research on scripture and values and less focused specifically on queer and transgender youth and the programming available (or not available) to them. Because of this, this section will be largely focused on bigger picture items society is dealing with that may be relevant or worthwhile to the discussion about youth. Hopefully, some of the work on child and adolescent development compounded with the discussion on religious societies can affect thinking or change around this. In Rabbi Greenberg's (2004) assessment, he claims we need to access religious texts in a way that allows us to build lives from and within them. He writes: "For classical Judaism and Christianity these verses are a blueprint. From them it is concluded that heterosexuality is the fundamental and original intention of the Creator" (Greenberg, 2004, p. 42). This is important, especially for religious fundamentalists as it provides them with an unchangeable argument. If someone lives according to scripture in the truest sense of the word, they would not be

able to have a debate about heterosexuality versus homosexuality. The discussion is rather black and white. Moreover, as Rabbi Greenberg (2004) writes, "Once a master story is embedded in a culture, those living in the culture, even those who have actively rejected its authority, cannot help but share in its constant repetition. Master narratives, even contested ones, are deeper than conscious thought" (Greenberg, 2004, p. 42). The idea that we can live according to set of predetermined and unchanging texts is problematic for a lot of people. Those people, presumably, would not subscribe to religion at all. For the people who do want religion but believe deeply that homosexuality is not a sin, a separate set of concerns comes into play about balancing those two systems of belief and identity.

Religious fundamentalists often focus their attention on youth in an effort to "get them early" for lack of a better way of explaining their actions. An example of this took place in February 2009 when a television program called *Speechless* almost aired nationwide. Bernadette Barton discusses this in her book *Pray the Gay Away: The Extraordinary Lives of Bible Belt Gays* (2012). Barton (2012) writes that

for the Bible Belt gays... the ominous tone [people take], and the faux arguments [presented are], and continue to be, the background noise of their lives... by repeatedly constructing gay people as inferior and an abomination to God, conservative Christian organizations... enable and encourage abusive behavior toward sexual minorities. (p. 49)

For people who grow up hearing this time and again, they may not help but believe the rhetoric. All the more so for closeted young people, this can create an incredibly unsafe space to come out into--one where people may not feel they even can come out. Again, it is

the responsibility of the progressive and religious communities today to try and find ways of making sense of these seemingly disparate value systems and beliefs. By way of bridging a connection between two pieces of research shared here, the master narratives of religion and the master narratives of camps (the mission statement) can have incredible impact on open and vulnerable, and impressionable, youth. Spaces like camp in their design blueprints, need to think about the cultures they are creating and thus how the people who inhabit those spaces will interpret and play those basic values out.

Jewish religious language comes from two main categories. The way the system is divided is in what's called written law and oral law. These two systems work together to ensure that what was written and what has been interpreted from that writing remains in constant dialogue. The tradition of rabbis has been to make sense of and codify the written and oral traditions that have been passed down. Those dialogues are well documented and can be accessed quite easily. Rabbi Greenberg (2004) looks at this tradition through a queer lens and comments that

What emerges from these materials is the difference between various social worlds in regard to same-sex contact in general. In Sephardic contexts the rules were more suspicious of men, in Eastern Europe much less so. When temptations were deemed high, legal fences were created to limit opportunities. When temptations were deemed relatively low, the legal fences, if any were erected, were low. (p. 125)

From this we find that there always existed a tradition of dialogue amongst religious leaders--even after the master narrative and its rulings. The rabbis in this example had opportunities to decide where and how to build those legal fences.

Using that basic tenet of Jewish faith, we should continue to have those dialogues as, like Rabbi Greenberg shares, legal fences were created in response to societal happenings. This value is present in the Mormon faith as well. In *The Mormonizing of America* (2012), Stephen Mansfield (2012) writes the following:

'A living prophet trumps a dead prophet.' Joseph Smith may have a revelation that marriage to more than one wife is essential to reaching the highest heavens, but there is revelation to come. A later president--and all presidents are regarded by the faithful as prophets--claims a revelation that polygamy is sin. Soon, the Church prosecutes and even helps to imprison polygamist offenders. Initially in Mormon history, blacks are declared cursed, ugly, demonic, and barred from the Temple. This lasts for grinding generations. Yet, in 1978, it all goes away. And so it continues. Gays were once excommunicated, but now a gay man may assume his place in the Church as long as he remains celibate. More revelations are coming. (p. 44)

These three examples illustrate a very specific world wherein religion is developing and dialoguing at every turn. It is important to remember that religious frameworks at their core reflected the language and culture of their societies. With these tenets of varying faiths, we can continue that work. Of course, this can become a slippery slope and in an age where information is so widely and easily accessed, religion in the wrong hands can provide language that is potentially dangerous--similar to the sentiments that Barton (2012) shares in her book. Rabbi Greenberg (2004) focuses on the need to advance the language though for good. He understands that

...there are leaps of judgement that the Halakhah [Jewish law] cannot make by its own internal mechanisms. It is a system that must at times depend on those who breach it in order to play out its fullest possibilities. Sometimes it takes the audacious rebellion of breachers to get the machinery moving, to challenge the system to do the work of building bridges toward new horizons. (Greenberg, 2004, p. 243)

In an effort to impact culture and design safe spaces for all people--including youth in camps--we must allow ourselves to evolve in this exact way. By following tradition similar to how Jewish and Mormon contemporaries use the language of religion to advance it in our current world, we can begin to design spaces that adhere to the blueprint and work within it to build a healthier and more socially conscious house for sexual minorities.

Andrew Solomon (2012), in one of the sections from his book *Far From the Tree*, comments on the use of canonical texts and the ways in which we build narratives and identity culture out of those texts. He specifically makes note of the fact that we have chosen certain texts to be at the center of the way we build those cultures. He writes that

In the gnostic gospel of St. Thomas, Jesus says, 'If you bring forth what is within you, what is within you will save you. If you do not bring forth what is within you, what is within you will destroy you.' When I run up against the anti-gay positions of modern religious bodies, I often wish that St. Thomas's words were canonical because his message embraces many of us with horizontal identities. Keeping the homosexuality locked away within me nearly destroyed me and bringing it forth has nearly saved me. (Solomon, 2012, p. 19)

In addition to Rabbi Greenberg and the Mormon culture described, here again we have an example of a contemporary thinker who is interested in advancing the conversation through continued dialogue in an effort to evolve scripture to reflect the societies in which we are living and the people who are living in them. An ancient Jewish text from the book of Psalms reads, “The stone that the builders rejected has become the chief cornerstone” (Psalm 118:22). Although this is an old text and, arguably, the authors may not have thought it could be used to advance the points being made here, I think it calls on contemporary religious leaders to allow for what may have not been understood in the past to be noticed and included in the conversation. This sentiment is certainly echoed by the traditions outlined above and creates a nice bridge between ancient religious life and contemporary studies around religion.

To call upon Eve Kosofsky Sedgwick here seems to be important as the *Literature Review* is rounded out. One of the ideas Sedgwick (1990) suggests in her writing is the idea that what people don’t say reinforces the walls of the closet just as much as the negative comments they do make. In order to help people feel safe and ready to come out, adults need to verbally identify that they can provide safe spaces for youth. Silence can be more damaging than people may even be aware of. When youth feel safe, they become much more able to share. By not saying anything, or making the excuse that adults can wait until the child is ready, we are perpetuating the need for closets. As Sedgwick (1990) explains, the closet functions as a dark place. Often words such as skeletons are used to reference what lives inside of the closet. It can afford someone a certain amount of privacy and isolation. In this way, she examines the closet as a “devil you know” type character and

suggests that when the discrimination of the world seems prevalent and public, why would someone not remain closeted? She then takes the time to explain the binaries of public and private relationships and continues to create an argument for designing safe spaces for closeted queer men and women. This argument compounded with how we are now reading religious texts and pushing religious leaders to advance their thinking, writing, and speaking can create a major shift in the religious world. Sedgwick references Philip Bockman (1986) and quotes him saying,

What can you do--alone? The answer is obvious. You're *not* alone, and you can't afford to try to be. That closet door--never very secure as protection--is even more dangerous now. You must come out, for your own sake and for the sake of all of us...
(as cited in Sedgwick, 1990, p. 71)

This call to action, while incredibly relevant and important, does not--and will not--hold weight unless the adult role models and leaders in our various communities, those who are running our institutions, can allow for the safe spaces referenced here time and time again. To complete the second part of this study, I incorporated conversations and reflections from camp colleagues and those in leadership positions in camps to explore what the current state of queer and trans safe space is and how it can be further developed.

Process

The research conducted is based on personal summer experiences at two different summer camps where I was either a camper or a staff person and personal conversations with various members of the camping community. The study itself was conducted in the Spring and Summer of 2015 and is based on personal conversations with various people

who attend or have attended camp in the past and a parent who sends her children to camp. The conversations cover five residential (sleepaway) camps across North America. Each camp had a population of anywhere between 500 and 1,000 campers per summer season. Campers in these camps, depending on their age, can attend camp for anywhere from one week to eight weeks. Most staff attend camp in the summer for all eight weeks. Campers can begin attending camp when they are entering third grade and can be campers through their summer entering eleventh grade. Staff members on average are 72% made up of alumni and can begin working at camp when they are entering their freshman year in college.

The study will aggregate data I have collected over eight months. I am the former year-round Program Coordinator of one of the five camps and I have previously attended and worked in camping for a total of fifteen years. I attended a camp for five summers and worked as both a seasonal employee and a year-round employee for a total of nine summers. My responsibilities included managing the calendar for the summer, the daily schedule, all major program areas, staff training and development, and working with staff to develop individual bunk activities and/or activities for their age division.

I have conducted the study over a period of eight months, and will be using data from summer staff training manuals, camp data from a report by the American Camp Association as well as personal conversations with various people in the community who either work in camps, attended camps, serve on the board of a camp, or are a parent of a current or past camper.

My sample for the work includes people who are all a part of a North American

residential summer camp community. The reflections from conversations below are three former summer staff members, a camp parent, a board member, a religious educator and rabbi, and two camp directors. In some cases, the conversations fell into two or more of these categories. I have chosen to focus on these categories of people because ultimately each one affects the other in a serious way when it comes to the design of camp and the social and emotional behaviors of both camp staff and campers. The camp directors are involved in the design and structure of the day in a way to help ensure campers enjoy camp and thrive in the community. They are also invested in the day to day life of the program and the physical space set up of camp. Parents are invested in making sure their children have a safe, fun, and successful summer and have also invested money in a program for their child. They expect a certain level of quality. Parents also have a perspective of their child that can best explain their actions. Board members offer a level of professionalism from a volunteer based point of view and, in this case, the board member I spoke with also donates to the camp of the board they serve on. Staff can speak about their experiences most directly and can share intimate examples of why and how something worked, or didn't work, for them inside the bunk and for any specific camper or for the bunk as a whole.

In selecting this sample, I thought about how integral staff and camper behavior is in making camp an emotionally healthy and a sexually safe place. The major influencers of that are the year-round employees of the camps as they serve as leaders and role models for campers. Analyzing camper behavior through an employee's eyes seems relevant to how staff experience those relationships. It is important for all parties to be involved and

invested in the process to ensure the best outcome for each.

From the parent, I will be looking mainly at her perspectives of her own children. I want to know what it is parents expect the camp to do for, and in the best interest of, their children. I will ask her what are non-negotiables when sending your children away for one to eight weeks in terms of what the camp provides. Do parents expect their children to have a diversity of programming? Do they expect them to have access to a twenty-four hour a day health facility? Do they expect anti-bullying workshops? Do they think sexual minorities should shower in or out of the bunk? I also want to know from her how her children behave according to youth development norms. Are they sexually developing at an appropriate pace? Does camp inhibit or encourage this? How do their children deal with stress and frustrations, and ultimately how their feelings color their behavior? I think this will give a clear view into how parents prepare their children for camp and how they see change by the end of the summer experience. To be clear, and this is a note I am adding in after careful review of my conversations, I spoke with more than one parent, but sometimes the character of those conversations did not focus on that role in their lives and so in compiling the data, I am using one's perspective and bringing in others where appropriate or where the themes of that conversation overlapped with their parenting role. I did not ask parents whether their children identify as LGBTQ+. This information, I believe, would skew the study in a direction not in line with my thinking around what's best for all campers--not just children who identify as queer and/or transgender.

When speaking with staff members, my hope is to find out how they experience staff preparation and training for working with children as well as support throughout the

summer. I want to know how they feel camp is either successful or not successful in allowing campers to receive the best experience possible. And what happens when I think these stories will help explain what camp looks like on the ground.

With the camp directors, I hope to gain a sense of the process of choosing activities for campers based on previous feedback, based on youth development, sexual health and development, and based on how best they can support counselors in building appropriate relationships with campers. I am also curious from camp directors what it means for them to design safe space and what they think that looks like. How they can think about safe space in regards to the mission of camp, the programmatic elements of camp, the shower spaces, the language people use. I am going to ask them also to tell stories of campers and staff members who identify as LGBTQ+ to elucidate some of the ways the camps have dealt with these issues and whether or not they have been successful. I discussed with these categories of people the various intricacies of camp programming and how it supports certain social and emotional behaviors, and youth development, and how relevant and thorough staff training helps support seasonal employees to model said behavior for the campers.

Data Collection

Data collection includes personal reflections and conversations with the aforementioned parties. The questions for each participant in the study will vary based on their role in their camp. The questions have been designed to create an understanding of each person's place in camp and how they relate to the other people included. An example of a question to a parent might include how they see a change in their camper from when

they send him/her to Camp versus how they come home from Camp. This question seemed to get to the heart of how a camper's identity and behavior may evolve over the summer season and what factors influence and/or nurture that change. Other examples of questions for parents have been included above. An example of a question directed to a staff person might be asking them to explain how they were prepared and trained around youth development and LGBTQ+ issues, asking them to cite specific examples and what the direct application of those training resources looked like, or how it played out in camper care situations. This can provide insight into both how the camps divide up their staff training time and the ways they support those training materials throughout the summer.

I also used various pieces of camp resources as important elements of my research. I included a sheet used in setting out goals and expectations for staff training purposes, a sample staff week program on LGBTQ+ issues, and a document from an organization called Keshet which works to advance LGBTQ+ equality in Jewish spaces. I also gathered hard data from an American Camp Association survey conducted in 2014 that outlines different elements of the Camp environment, including demographics, and how it affects camper and staff member behavior. The survey was not specifically designed to retrieve this data. I analyzed it to see how the responses would shed light on my questions about camper staff behaviors and experiences. Additionally, there are training manuals being used to inform the data as well as reports generated on behalf of the camps and the American Camp Association that provide thorough feedback on camper trends. These reports track any camper and staff member who has come through a North American residential summer camp.

All conversations were recorded on an iPhone and were transcribed for record-keeping. Some of the conversations were used as direct quotations in the paper and some were used to make connections between different ideas and thoughts that emerged from a thorough look at the data holistically. After collecting and reviewing all the data relevant to the research questions, I broke up various pieces of the conversations into categories and matched various themes to one another regardless of who shared that information or gave certain answers. Once I did this, I organized the data according to the categories I came up with that were most common and relevant to the study.

Ethics

My motives in conducting this study were multi-faceted. For one, I believe they informed my own practice and provided me with better training and supervisory skills so I could do my work around queer and trans issues better. This study created a space for me to explore relevant topics in LGBTQ+ education and how I could bring that into my personal and my professional life. This study is being used for personal use in my reflections on my work and may potentially be something shared with other organizations working on LGBTQ+ issues and residential summer camping. I plan on sharing it with the American Camp Association, the Foundation for Jewish Camp, and Keshet in order to gain feedback and share findings.

Secondly, I think this will help us create a better and safer environment for all who reside in camps over the summer. Staff members who are trained better can ultimately perform better and thus will be better able to serve campers. In the same vein, campers will benefit greatly from this thorough evaluation of our practices and how they currently

help support other campers in their bunk environments--this is related to the work staff can do on building positive relationships in the bunk and greater education around the nuanced experience of a queer and/or trans person. We enroll campers each summer with a range of backgrounds and experiences, This study will hopefully shed light on how we design surveys and applications to collect that data as well as provide a clear picture of how we are working toward speaking to those experiences in camp. For example, if we can respond to a diversity of campers with a program on how to live successfully with people who are different from you, perhaps the behaviors in the bunk environment could improve.

The respondents in this study will be given pseudonyms and will remain anonymous. In speaking with various people with diverse backgrounds, their identities can remain a secret. I am also not including any identifying information in the study. All names of individuals and camps have been changed.

I am apprehensive about my personal opinions and beliefs about camp , and my own experiences, coloring the study in a way that may be biased. I have a lot of feelings surrounding my experiences at camp both on the personal side and on the professional side. I also have a great deal of investment in my life as a cisgender gay male and how that has been a significant part of my identity inside and outside of camp. Having grown up in camp, and having worked there for nine years, many of my memories are positive and bring up positive feelings for me based on the friendships I created and sustained throughout the years. I would not want to shy away from being critical about camp simply because of those positive feelings. I would not want for any negative or positive feelings to take shape in the study because I feel strongly about it versus it being someone else's

words from an conversation or piece of data. My awareness of my own biases has helped me in framing this study as one that should exist outside of my personal agenda or feelings.

Conversations and Reflections

From the conversations, I was able to pull out key elements of how the research and theory meets daily life in a highly intimate and immersive setting like camps. What emerged mostly were important areas for deeper focus on the problem in an effort to change it. For example, summer camps deal with mostly teenagers and preteens. Because of this, it also means they are inherently dealing with parents. The parent community, while they do not live in camp, must be taken into account in order to best serve the needs of the campers and staff. There are certainly times where the camps and the parents live in conflict, and decisions may have to be made which do not satisfy both parties. The following excerpts from the conversations are broken down into the specific areas I feel need the most change compounded with how reasonable I think the change is for the camp community. The areas I focused in on include mission statement and written language about queer and trans issues in camp, physical space of camp, verbal communication by counselors, and programmatic elements of the camp.

As has been mentioned, I sought out different groups of people to speak with for the conversations. They were camp directors, counselors, a parent, a board member, and educators or religious leaders. What emerged from speaking with these people was that this is a relevant and important topic right now, but it has always been. Camps are now simply better equipped to take on the potential challenge of designing safer spaces. One director shares that

there is probably no other social/religious issue that's changed so much in the last quarter century as the LGBTQ issue and the conversation just among Camp Directors about how to grapple with and deal with the issue in 1990 or 1995 versus 2010 or 2015 is just a sea change.

He wants to make it clear that it has been the issue of the last quarter century and society at large has changed so much on this topic that camps have to have been affected. Each person in the conversations shares a similar sentiment. For everyone, this seems to be the civil rights issue of the last twenty-five years.

The camp director mentioned above, who will be referred to as David of Camp Kayak, begins with a story from around 1990. He says:

We had a counselor who wanted to put together a panel of parents, for staff to get an opportunity to hear what parents expect from their child's staff person when they send their child to Camp. One of the questions that came up was how would they react to their child's counselor being openly gay and I remember it was fascinating, it was honest, it was heart-wrenching for some. There weren't fights but there was a lot of tears and there was a lot of struggle. There was really a tremendous amount of struggle. I remember one mom saying very clearly, 'I am as liberal as you get. I really am. And I have complete respect. I have gay friends, I have complete respect, but if you ask me do I want my ten or twelve year old son to have a gay counselor...I am going to clearly say no because there is role modeling going on.' And I reached out to a friend of mine after that program and asked him what he thought about what she said and he said very clearly, 'yeah there is role modeling going on and what an

important opportunity for a young person struggling with his/her sexual identity to have someone to look up to...especially someone you hired who you feel is a good example for the mission and values of the camp you are building.'

Keeping in mind this story takes place twenty-five years ago, here is a mother who self describes as liberal progressive person and who is someone who presumably wants the best for her child, and who believes camp is a place where her child can get that. Yet, she is wholly resistant to any situation in which her child shares a bunk with a gay person.

Possibly because she is conflating sexual orientation with sexual promiscuity and/or sexual deviance. That is slightly hard to believe based on herself described respect for gay people, but perhaps even if she sees herself as liberal, she is a potential victim of the time in which she lives. Further education around LGBTQ+ equality seems to have developed beyond this thinking in the last twenty five years. Based on this conversation, the sentiments shared toward the end about positive role modeling coupled with LGBTQ+ education, should operate thinking around how camps that are healthy and safe for all people of all sexual identities are designed.

One of the ways that healthy role modeling can be built and sustained is by engaging deeply in conversations with people for whom the experience of being a sexual minority is real. A staff member at Camp Longwoods shared with Joshua, the Director, that she would be out at camp for the first time over the summer. When he told her he welcomed that and he also thought it could potentially be difficult, she said, "yeah I totally know it's going to be challenging but I also know that had there been an out trans staff member when I was a camper, it would have made all the difference in the world to me." Role models who can

share experiences in smart and safe ways must be utilized. A camp counselor who was in the process of coming out during his teen years shares that he did not officially come out at camp, but spent many summers as a camper thinking about and struggling with that part of his identity. He shares the following story:

During the year it had occurred to me that I was attracted to other men and it became more of an issue once I made it to camp. One of the things that especially my counselors did not handle well, on a number of different levels, was around the sports enthusiasm in the camp. I don't think that is directly tied to my attraction to men because one has nothing to do with the other, but I do think in general camp as a whole wasn't great at figuring out what to do with the campers who weren't there to do, or who didn't enjoy, the main activities at camp. I ended up very unhappy in this camp for four years.

From this conversation, and something that is highlighted in its own section below, is how the programmatic elements of camp allow for safe space. This counselor, referred to here as Brian, came to be a role model for campers at another camp later in his camp career, but at the time knew (and shares here) how hard it was to be in a place where the camp's programmatic design and the counselors facilitating those elements could not support him during his time in camp. They were not able to offer alternative programming and they were not able to work within the confines of the camp's design. Clearly these are two separate issues--role modeling and programming--but when even the counselors who want to or try to be appropriate role models aren't able to, the camp is held back from its ability to be successful.

To begin this conversation, I think it is important to focus on how the mission of camp is crafted and disseminated. The program, physical space, communication, and more often reflect the values of a camp. One of the ways camps share what is central to their belief system is through a mission statement. It provides people with an opportunity to see into the space before completely committing to spending a summer there. In religious camps, often these values--and thus the mission--reflect the values of the religion. They are infused with the values the religion subscribes to based on scriptures and liturgy. This can be a beautiful way to align people in community and it can also sometimes separate people. As has been discussed above, sometimes the master narratives that direct religious practice can be hurtful or divisive. Below are conversations with religious leaders and some of the ways that comes into play in addition to conversations held generally about mission statements and their impact on the camp community and camp culture.

Camps' Written Mission Statements and Their Effect on Camp Culture

Each person was asked a related version of essentially the same question. The basic question asked people to provide an articulation of the mission statement of the camp the person was affiliated with. From this conversation grew further questions about whether language around protection of minorities is included, how explicit that language is, and more. For the two Camp Directors, it is clear that first and foremost the safety of the campers needs to be taken into account no matter what. They each express this in different ways. David runs and manages a network of camps across the country and is clear to explain that every camp is a community of progressive educators with the director having a lot of autonomy. He specifically says, "I do not know if there is an articulated written

statement about LGBT issues from our movement.” He also shares that each camp has a lot of autonomy and can make individual decisions about policies like these. He clarifies also that the movement of which they are a part has a solidified position of acceptance of LGBT+ people even if the camps are autonomous. He says the camps are strongly encouraged to follow that position even if it is not articulated in writing.

The other camp director, referred to here as Joshua of Camp Longwoods, is quite clear in his articulations around his camp’s mission statement and its inclusion of safety policies for LGBTQ+ individuals. He makes the following statement:

Our feeling in general is that we want to be inclusive across the board and that includes LGBT kids and kids from LGBT families, and it includes kids of color, and it includes kids from interfaith families, and it includes kids with a variety of special needs. We can’t be inclusive of just one group and not inclusive of all and our Jewish values tell us that our job is to be inclusive. It comes to us from a no-brainer kind of place and we have worked really hard over the years to make sure that in terms of LGBT inclusion that we’ve worked to be as much as we can on the forefront and being really thoughtful about it in the work we are doing.

This communicates a direct and clear articulation of not only what the camp’s values are but also reflects the camp’s desire to work hard to ensure their values are fully realized day to day. He comments on the camp’s ability to work toward realizing the full potential of their values.

In addition to design of the mission statement, taking the community’s feelings into account when creating a mission statement presents itself throughout the conversations.

This seems to be a key part of designing and building best practices around LGBTQ+ people, their families, and loved ones. Two parents share that their only interest is that their children remain safe and healthy while in camp. As has been mentioned, parents were not asked if their child identifies as queer and/or trans. These parents share, though, that they would share the same answer whether or not their child did identify that way--their main request of staff members is to keep their children both safe and healthy in camp. Laura, a parent, shares the following when prompted about how she chooses the safest camp for her children:

It's sort of like a school... you plan for a school and a camp based on family values and what you want. I want them to make friends for life. I want them to be surrounded by love and nurturing and a safe place to grow and stretch, physically and spiritually and skills-wise.

There are a lot of variables here and Laura adds that parents have to choose what is right and what is wrong based on a mixture of those family values and what the child's personality is. There is no one right or wrong answer, she says. The mission and values of the camp, though, are important to Laura and are considered when deciding where her children will go.

Camps design mission statements that reflect their values and the values of the people in their communities. Laura also serves on the board of the camp where she sends her children and comments on the camp's mission statement and her involvement in its design. She says she was not necessarily involved in its creation but knows some board

members were. She also comments on its language around LGBTQ+ individuals and their families. She elaborates on this point:

I think the word safe and inclusive are both in our mission statement. Now, what does that mean and how does that manifest is potentially open for discussion. Um...I don't know either as a parent or as a board member what camp policy is around LGBTQ issues. I know there have been some trainings for staff around these things. I don't know what that entailed. I think camp has intentions, the best intentions, for inclusivity. I don't know that in practice they really have all the tools in the toolkit to turn that intention into a really solid reality.

Laura's comment reflects a lack of knowledge and an awareness that even if those words were to exist, they may not be handled correctly in camp. For someone who puts safety and health first on her list of things she wants from a camp, it would seem that person may make sure those values are present before sending her child to camp. The camp also does not seem to make it explicitly clear to its community what the core mission and values statements are. It is entirely possible the camp provides this information and a parent could receive and ignore it, but Laura serves on the board of the camp, as she mentions. Could it be possible the camp does not make their mission statement and their values clear enough to its community?

The mission statement of the camp where Laura sends her children can be easily found on the camp's website. Including it here seems important so as to clarify how it characterizes itself and what is important to them. It is included here from the thought that

it may not be easy to recall a full statement like this when asked. The name of the camp here has been changed to Camp Highline. The mission statement reads:

[Camp Highline] is a vibrant summer camp community, where children grow in a beautiful and safe setting, surrounded by life-long friends and nurtured by spirited role models. From sports to the arts, swimming to outdoor adventure, camp is infused with the best of our traditions and values...[these include] love of [good deeds]... commitment to inclusion... and the joy of learning...[Highline] is a transformative... experience for its campers, staff, families, and the communities of the [geographic area we serve] — a place where...every moment is elevated.

Camp Highline's mission statement reflects all the qualities of a camp that is committed to celebration of diversity and inclusion of difference. It also mentions tradition and values as well as positive role modeling for their campers. Highline seems to be a place that is open and welcoming for all campers. To be fair to both Laura and the camp, the words *safe* and *inclusion* are both in the mission statement--even if not in direct relation to LGBTQ+ individuals.

Laura's pride in Camp Highline runs deep. She shares that she attended camp in the 1980s as a camper and also that she worked on staff in camp in the 1990s. Sending her children to camp is two-fold. It is a way to carry on the legacy of the camp and to pass along her own camp traditions to her children. She shares, though, that she chooses Camp Highline each summer because she believes in the mission and values. She is also willing to be critical of camp, as has been shown, and tries to analyze the Camp Highline's strengths and weaknesses when need be. She shares the following in a clear, honest, critical way:

I think we are getting to a point in our society where we do need to know more about how to create safe spaces. I think some camps are ahead of the curve and some camps are behind and I think that [Highline] is somewhere to the middle to behind.

She honestly and poignantly shares a reflection on the fact that the camp, simply, has work to do. She is also the Admissions Director for a school and notes that the mission statement of her school is much clearer on its inclusion policies. She claims terms like inclusion and safety are front and center. They do not mention LGBTQ+ issues specifically, but they do pride themselves on welcoming and accepting LGBTQ+ individuals and families. She says,

We teach this sort of unwritten third curriculum. We teach values and behaviors that are kind and respectful and even if people have their stereotypical roles, that doesn't mean they can't be nice to people who don't have similar interests or opinions. We model that behavior for them. That's what I love about our school.

Again, role modeling is imperative to people in building a safe community. From what Laura says here it seems like both written statements and behavior are important pieces of how a safe community is designed, built, and sustained. According to the model of Laura's school, in order to guide behaviors and teach appropriate role modeling, educational institutions need a foundation on which to stand. That can often manifest itself in an explicit and detailed mission statement that outlines how said institutions, camps for our purposes, seek to be inclusive.

Master Narratives as Mission Statements for Religion

As mentioned above, in religious communities master narratives often play a critical role in designing the culture and intentionality of a camp. Religious camps are quite popular in America. Documents like the mission statement are reflective of a sometimes deeply historical narrative of the religion the camp affiliates with. In thinking about a mission statement, or camp policies, as the entryway to the culture of the camp, it becomes clear how one that either includes religious values can shape the society the camp builds. When a religion has not itself thought through LGBTQ+ issues, or has actively followed an anti-LGBTQ+ narrative, the camp can be affected negatively. A rabbi, referred to here as Rabbi Leven, shares insights into how more observant religious people think about anti-LGBTQ+ scriptures and the ways those scriptures impact the daily lives of people who subscribe to them.

This rabbi, who admittedly knows a great deal more about Jewish religious language versus other religions, does have a good working vocabulary and understanding of religious narratives in general. For most of the conversation he speaks about Jews, but he notes that conceptions of religion in general are thought about in strikingly similar ways--even if the literature is different. Furthermore, he shares that the ways scripture (regardless of the religion) affects people and culture often play out in similar ways characteristically, even if the behaviors (or the way they are observed) are different. In response to the following question: "Do different understandings, interpretations, and/or beliefs about scripture have an impact culturally on the societies in which people behave?" Leven responds with a detailed analysis and almost reinterpretation of the way the

question was posed. He first mentions that he is "...skeptical that deep down it does." He continues by stating the following:

I think in a culture that uses 'god fearing' language all the time, it instills a certain kind of fear of what it is to [actually] violate God's word [behaviorally]. However, I think there are a lot of [people] for whom that notion of 'this is God's word verbatim' is not necessarily looming large in the same way. But the notion of 'but the [Bible] says it still looms very large even without the this is the word of God narrative.

In other words, Rabbi Leven is commenting here on the sacredness of the religious texts as opposed to a direct fear of the author. It is as if the fact that documents exist that outline what religious behavior should look like is enough of a reason to support the outlined behaviors--having little to do with authorship or content of the literature. This line of thinking maps on quite well to the conversations about missions statements with the camp directors because a mission statement is such a document in some ways. It outlines the underlying values of the institution and people are expected to behave according to what it says.

For contemporary Jews, this issues animates around interpretation of a long and rich historical context. Not only do people have ancient biblical texts, but they also have written interpretations of those texts. In addition to access to more of those texts at faster rates. That is to say, what may have been passed on communally, and through tradition, in the past is now a combination of self interpretation of original documents and communal behavior. Rabbi Leven continues this thought in the following way:

I think you have a lot of modern Jews whose entire exposure to and experience with the Torah is basically [religious leaders] communicating some message to them like, 'this is very nice, this is an important document, we have this scroll that's very sacred, but you have to understand this is the best shot some people a long time ago could come up with but that's quote unquote all it is.' and that I think puts you in one whole camp. People who are raised in that environment can't even believe or understand that anyone would be like, 'but the Torah says x' because they could respond by saying, 'but the Torah says all kinds of things we don't do and that we see as outmoded.' In that sense they live in a deeply deconstructionist environment around the Torah. I think those people, who are maybe even most Jews today in America, they live in a different camp from people who are willing without deconstructionism, and often even without irony to say, 'well the Torah says x.' I think in that group of people, there's a lot of nuance as to what people think it means that the Torah says x and where God is in there and the role of the text and the history, but they are still fundamentally acculturated to not just go against something that is said in the Torah and the Torah's fright terms.

Essentially, what Leven points out is that there are two categories of Bible interpreters. The people who are unwilling to deviate from the original and the people for whom that deviation is necessary for living in community around Bible. His claim is that even people in the second category are aware (in a way that affects their behavior) of the Bible's language so much so that they do not entirely move away from it.. This statement can be used to guide the rest of this discussion. His comments and ideas reflect that design of mission

statement, construction of cultural camp values, redesigning of physical space, etc can actually be approached with this framing of religious life and its verbiage. Rabbi Leven is essentially zeroing in on a specific aspect of religion which highlights a cultural divide of people and their reactions to religious language. An example of this would be someone who vehemently opposes homosexual relationships because the Bible says they are forbidden and cannot hear that the Bible says a number of things (as Rabbi Leven mentions) that are outdated--not because that person can't see that to be true, but rather because he/she is unwilling to deconstruct the Bible in any real way. Deconstruction is not a necessary process for those people. Furthermore, Rabbi Leven's claim here is that this comes from a cultural environment in which that deconstruction is not possible. Many Jews, as he notes, live in the complete opposite camp, which is to say they have found ways of adapting the Bible to have meaning in their lives even if they don't fully subscribe to every letter of the law. Once that possibility is present in a community, conversations around that can flourish in meaningful ways. For camps that live in the space where that deconstruction is possible, LGBTQ+ campers and staff will certainly feel much safer (assuming the camp designs policies that reflect an interest in that safety). For camps that are unable to deconstruct religious narratives in any way, the safety of campers of any minority can be compromised.

Taking Leven's comments into account required seeking out a staff person who grew up in and worked in a more religious camp. A camp that falls into the category of people for whom deconstruction of religious texts is not possible. This staff person shares what his experience was like and answered direct questions about the religious landscape of the camp. The goal here is to understand in a deeper way what it would mean for a camp

that characterises itself as more religious to confront issues around LGBTQ+ identity. Here is an excerpt from our conversation:

Counselor: People in more religiously observant camps of that type are definitely at the point of complete unwillingness to talk about LGBTQ issues. There is an almost general disbelief...or it's mostly brushed under the rug...but like in a negative way.

Andrew: Is there any acknowledgment that gay people exist?

Counselor: Probably on the most macro scale and on the most micro scale but there is no space in between. They might acknowledge that their cousin is but we won't talk about him or they might acknowledge that gay people exist in general. Though they think that that's weird.

Andrew: Is being gay a choice to them?

Counselor: I think that probably varies by person. I think the party line is that it's an uncomfortable thing enough that people don't want to talk about it.

Andrew: Aren't there places in the orthodox world where even if heteronormativity is perpetuated, and wouldn't not be, they acknowledge that gay people exist and it is not a choice?

Counselor: Yeah, but that's also a relative minority.

To not only grow up in a camp like this, but to know that camps are designed under this type of narrative seems counterintuitive to what the camp directors share. Both of them are quick to note that safety comes first--physical and emotional--and what this counselor describes doesn't allow for the kind of safety they were referring to simply because the

camp this counselor attended does not account for the broad identities that could come into their space. They are in effect ignoring certain campers' needs--perhaps all campers.

The counselor from this conversation describes the camp he attended as having a consistent mindset of separating genders so they wouldn't tempt each other. Here a clear acknowledgement is built in that teenagers have hormones that can potentially lead to sexual acts, but there is no real awareness that not all campers are heterosexual. According to this counselor, the camp would not even consider this to be an issue because of how much silence there is around LGBTQ+ narratives. He comments that

They would say they understand there are guy specific issues at this point in life, for 12, 13, 14 year old campers and there are girl specific issues and those should get dealt with in their own ways. If anything, camp is very attuned to how they should be dealing with issues of gender but at the same time it is still an extremely heteronormative space...Because more observant religious people haven't quite figured out the LGBTQ thing yet, it has affected the camp. Yes, I agree that if the camp were to drop some of the gender stringencies, fewer people who label themselves religious would sign up or feel as comfortable sending their children there.

His comment is twofold. One, that camp is unprepared to deal with gender-specific issues other than their acknowledgment that males and females are different. And two, that religion here provides a framework for how people live their lives. When that system breaks down, or changes its outlook on an issue, people for whom that is not comfortable, disassociate. This statement seems very telling of some deeper political issue that nobody

else aside from this counselor mentions. The political issue here being that people won't change their stringencies for fear of losing members. The camp is willing to maintain certain prohibitions, even if it doesn't subscribe to them, because it needs campers. It is unknown whether they would want to or not, but they do not have the option according to this counselor.

The shaping of the camp culture by its leadership is a clear indicator of its ability to create safe space. In these conversations, that most often started with some bigger picture messaging or values (most often disseminated through the mission statement). The framing and the attitudes about religion on behalf of the camps and their communities, play a large role in what the day-to-day life and rituals of the camp look like. Those larger values and ideas also consistently comment on the way people treated each other and the way the camp is designed physically and programmatically. In other words, texts that explicitly outline certain types of behavior and that are shared with a community--with the expectation that the community will create some type of unity through those shared values--matter. The next section of these personal conversations focuses on the physical layout of camps and how they contribute to safe space creation, and/or how they limit a camp's ability to hold safe space. Recommendations for the camps will be offered at the end of all the categories. Here, is an examination of how the setup of a physical space can contribute to a certain messaging around what that space communicates.

Physical Structures

Physical space often communicates a great deal about the values embedded in an institution and how people encounter it. This can happen through signage (how people

often can identify which restroom to use for example) or by infrastructure (if a ramp exists, people in wheelchairs know they have greater access). In an immersive setting like camp, the value of physical space and what it communicates can be heightened because it is a shared living space as opposed to a place you may spend a few hours or a day in. The camp directors, speak about how and why their spaces were designed the ways they were and what types of structures are in place to support LGBTQ+ safety. They also comment on what modifications they would make if they could in taking LGBTQ+ issues into consideration.

Joshua, of Camp Longwood, starts with the following story and comments on what it means to alter or modify physical space in camp to allow for safety of all people. Part of this conversation includes what it means to communicate nonverbally. That will be explored in a later section, but the conversation is picked up here briefly. Here is what Joshua shares:

A couple of years ago, we changed the bathroom signs in our dining hall so instead of it being male or female, it has a picture of a half male/half female and it says something like, 'this is a non-gendered bathroom available for people with any gender expression and identity.' It got included in a *Forward* article on trans issues in camp and part of what we said at that moment was that the bathrooms haven't changed--the sign has. It was for us at the beginning of doing some really thoughtful work around inclusion and it was about what face we're putting forward in how we're talking about issues and what we're saying without having to open our mouths. We did that so when someone walks into camp and the first thing they need to do is use the bathroom and you walk into a bathroom that has this sign on it, it

says right from the get-go that here's a camp that is thinking about these issues and that is committed to being inclusive.

Altering the physical closets erected by signs that denote an adherence to the gender binary is a significant change to make and one that shares with members of the community that camp can be a safe space for a sexual minority. This type of physical change in a camp or school setting does not come up in any of the other conversations. The practice for the camp is about how people communicate verbally and nonverbally, and what people might say by not speaking, but simply by seeing or reading a sign. Here is an example of not marginalizing anyone, or making anyone feel different, and reaching an important goal for the camp.

Similar to bathrooms, shower spaces are often packed with a great deal of meaning in camps. In each conversation something related to showers comes up. Some camps have separate gender shower houses and some camps have showers inside the bunks. Co-ed shower spaces did not come up in the research or conversations at all. Although all campers may have issues showering in public, which is most common in camps, for campers who identify as transgender this can be a particularly uncomfortable situation. This is true of trans campers who have and have not had gender affirmation surgery.

Joshua shares that last summer Camp Longwoods had a transmale camper who showered in the health center. His bunks had showers in them but he felt more comfortable showering in the health center. Joshua adds that that would have been the camp's recommendation even before the camper made that choice, but that it was important to give him some agency over the decision. He notes that he doesn't feel "there is a real

delicate way he would have been comfortable getting in and out of the shower, but otherwise changed in the bunk.” He also says, “I wasn’t living in the bunk so he could have very well gone in the bathroom to change and come out of the toilet stall changed which frankly a lot of kids do trans or not trans.” Joshua is noting here that this can be a conflation of gender and sexuality issues in that, as has been noted, campers regardless of gender identity or sexual orientation may be developing sexually and may not yet be entirely comfortable exposing their bodies in public. In his story, he also says that had the campers asked why this camper showered in the health center, the official camp language was simply that “he needs to shower in the health center.” There was no reason given nor does the camp think one needed to be given.

David, of Camp Kayak, discusses where someone would live in camp who is a transmale but has not yet had a gender affirmation surgery. He shares there was a 10-year old girl at one of his camps “who had attended a mini session at camp and [was] now coming back at 12 with no anatomical changes.” He says,

I remember the director being very very uncomfortable with the situation because he would have had to put an anatomical female into a boy’s cabin and was very concerned. A lot of it had to do with the fragile psychology of this child. This child had a lot of difficult issues. [The mom] wasn’t sure what was right for the child. I know the director counseled the mom not to send the kid to camp because he didn’t think it was the right place for the child. Mom was very accepting and very appreciative in this case.

The camp in this case was not able to accommodate the child and his needs. This is the clearest picture of the story David shares so it could be the case that the situation is far more nuanced. It doesn't seem to be the case, though, that the policy stated earlier (about safety in this camp) was being followed through on. It could be that the camp was unable to create a safe space for this child and thus decided the safest option was for the child not to be allowed to come to camp. In this way, the camp does not seem to be set up physically to support transgender campers.

Laura, the parent, says in a very straightforward manner simply that when it comes to issues of physical safe space and how it affects emotional well being in camp: "I think [a trans]child needs a private place to change and shower and bathe. I don't think it's appropriate or safe for that child to just have their body be out and about for everyone to view." Clearly this is not a specific example so the details around where that child is transition-wise is not fully being considered. There is a sensitivity Laura shares here, though, on the part of a parent who wants the child to be in the most comfortable situation possible and who thinks privacy will help alleviate any stress. This calls back on the idea Joshua shares about showering in the health center, and using that as an appropriate private space. This is not exclusive to trans campers--it can apply to all campers. To the extent camp structures can be modified to ensure safety for all campers, the leadership of those camps should be actively pursuing that goal.

The details around each specific camper case present becomes increasingly important for designing spaces that would most help any given camper. Laura comments on how her feelings or reactions to a trans camper would change based on whether the

child was pre or post pubescent. She reflects on her own children and takes long pauses while she formulates her answer:

I mean look, if a kid gets to be twelve/thirteen, the kid's going to develop boobs so what does that look like for swim? I don't know...I wonder if the kids even need to know [that the trans child is trans]. Maybe it is just the kid that changes privately, I actually think my son changes privately in the bathroom. I think a lot of them still change privately in the bathroom. I do not think a lot of them are running around naked. At some point they are. I don't know when that changes and when it doesn't.

The safety and sacredness of the human body and the sensitivity around that does not seem to be entirely present in camps according to Laura. She calls upon another area of camp where body issues come into play. In addition to the shower and bathroom spaces, a pool or lake can also be a place where that sensitivity needs to be more intentionally designed.

The conversations present a varied view, and set of beliefs, about how physical spaces should be designed. Brian, a camp staff person, recalls experiences in two more religious camps he attended. He says the following:

Showers in both camps are two stalls inside of each bunk with a curtain. In both camps, there's a certain amount of bullying that inherently ends up happening. There is a shower hour during each day and depending on the age of the kids that time is either supervised or not. In the first camp, more than the second, shower bullying was a problem. It wasn't necessarily homophobic in any way, but it was

standard shower bullying. Because of that a lot of campers would still shower in bathing suits.

Brian's account suggests that bullying is unavoidable in camp settings--especially in places where the body can be examined openly. Vulnerability becomes a much more sensitive issue to deal with when exposure of parts of the self that are typically private are revealed. Brian also makes a point here of saying he does not know whether that bullying is homophobic in nature or not. It seems, though, that if someone were to identify as queer or trans, that may be a more sensitive situation to navigate. It is important to remember that all campers have bodily needs and camps need to build in ways of teaching respect for the body and the bodies of others--whether they are queer, trans, or not.

Another aspect of physical space in camp is when the campus is gendered, as in when camps have different sides of camp reserved for each gender. In one of Brian's camps, there is "a girls' side and a guys' side of camp" and they are separated by half a mile. In discussing this aspect of that camp, Brian shares the following:

I don't think it was gendered thing. I know of some camps where the guys' and girls' sides are much closer physically but they still keep them separate. In most observant modern orthodox camps, everything is kept pretty much completely separate--including meals--and of interest especially once kids get to that age, maybe middle school and high school, where they are having "real camp relationships." Those are always fraught with tons of extra layers of meaning because of the separation. For example, when there was a coed night activity, it was

a big deal and all the guys dressed up because they knew it was an opportunity to show off to the girls.

Here, already built into the camp culture is an idea that male and female campers need to be separate--for any number of reasons. This is a heteronormative line of thinking around sexual development of teenagers. There is some sexualized energy that is trying to be avoided altogether. There is no real thought that two men or two women could be attracted to one another. By making the physical space one in which male and female campers cannot necessarily interact regularly (or with simplicity), the camp has in effect actually hypersexualized the times where male and female campers come together because the campers recognize it as "special time" so to speak. Again, regardless of the topic at hand--queer and trans campers and staff--the camp has created an unsafe space for campers to express any type of sexual energy in a healthy way. The physical layout (for all campers) has become one where the values of the institution are clearly apparent before any discussion on programmatic elements of the environment and institution is explored.

Programmatic Change

Arguably, the main piece of camp that drives its success is its program. Each camp has its own focus and set of activities, many of which overlap with other camps. From theater arts programs to sports camps and camps that have a diversity of programmatic offerings, the way those activities are carried out day-to-day reflect the culture and systems the camp wants to promote. Camps that specialize in performance art, for example, offer activities that reflect that mission. These can include dance, acting, singing, and more. In thinking about how the actual set of activities impacts both queer and trans culture as well

as attitudes about queer and trans people, each person shared a varied perspective. For Brian, the counselor, these conversations were nonexistent. For others, programs happen regularly. For some, there is a struggle for how best to implement an activity that builds sensitivity around LGBTQ+ issues. One camp runs a workshop during staff week specifically about queer and trans issues and educating their staff on how to have these conversations with campers. (This program can be found attached as Appendix D.)

One of the camp directors struggles with the question of how to run effective programming that is safe and not alienating for LGBTQ+ individuals. In his camp, they run programs around lifecycle events in the Jewish community. They do simulations of baby namings, bar-mitzvahs, and weddings to teach about Jewish rituals for life-cycle moments. He says,

How far do we have to go to make everything feel balanced? Are we ready for a mock wedding of two women? First of all, what do we think about that in terms of role modeling for kids and comfort level? And second, we always have to be concerned with the public relations aspect of how do parents feel about that. We may feel completely comfortable with it, but if it's going to make parents whose kids we are caring for really uncomfortable, then maybe we have to be concerned about it. Now, to use a ridiculous analogy: if parents are racist, we aren't going to be concerned about that. We are not going to shy away from placing a person of color in the bunks. I think, though, that the LGBTQ issue has resonance with some families that might make them feel uncomfortable.

Here, is an example where again sexuality and sexual orientation/gender identity are being conflated. David explains how clear he is on race issues and seems to be comfortable comparing race issues with LGBTQ+ issues, but cannot see them as having similar impacts. For the LGBTQ+ issues, he is trying to be more sensitive to the topic for people who think queer and trans identity issues are equated with sexual deviance or promiscuity. The last statement he makes is about such people or families. Why, though, would camps shy away from a program on LGBTQ+ inclusion if they would not shy away from one on race? Parents do not seem to me to be a good enough reason to not run a program that does not put their child in any danger. To David's credit, there are not good examples yet of how to do this in the way that makes most sense and he seems to be lacking in guidance on how to effectively cross that bridge. Perhaps using examples from how racism is combatted in camps could be useful here.

Laura, one of the parents, is incredibly sensitive to this issue. She thinks David's position would not hold water--even with parents. Parents, for Laura, want their children to stretch and grow at camp. Limiting their exposure does not encourage that. She says,

...it is no different around other expressions of sexuality. Stuff that's appropriate or not appropriate. We are not jerking off in front of one another. We are not peeing on one another. We are not having sword fights with our dicks. I am not sure if boys do that, but I think they do. I'm not sure. They certainly talk about it.

Laura's point here is that people too often conflate issues that have nothing to do with one another, as has been stated here in regards to sexuality and sexual orientation/gender identity. Her comment and further discussion about this with her is to point out that if a

camp wants to work on creating safe space, they should focus their energies on both issues, but they should not necessarily be working on them in the same way. For one, safe space around programming should include examples of two women in a marriage ceremony in order to educate on what that can look like. The other side of that sexual expression is eliminating situations in which campers are “not jerking off in front of one another...not peeing on one another...[, and] not having sword fights with [their] dicks.” Using these examples is a way for her to say that the camp must accept responsibility for running programs focused on LGBTQ+ issues so they are teaching campers appropriate forms of sexual expression--not allowing them to conjure up what that situation may look like on their own. Adults, for Laura, need to role model and teach that appropriate behavior, not prevent it from happening or hold back because they don't know how parents will react. Laura asks why, “if we wouldn't tolerate racism, would we tolerate homophobia or transphobia?” The camp has an opportunity here to have these conversations in healthy ways and monitor the dialogue in the way they feel is safest.

Laura tries to create a parallel between sexual orientation and gender identity and special needs programming in camps--something she feels her child's camp does well. She shares,

...the only thing that keeps coming back to me is around how our camp has addressed special needs in a really systemized and thoughtful way over the years. In some ways, they've made a special center for campers with special needs to have down time if they need it. Those kids, and every kid, is normed into the bunk, but they have a place to go for support. I don't even know what all of that looks like to be

honest with you. I don't know what happens for a special needs kid, but I know there is a program designed for all kids with all different kinds of special needs and they're integrated into the regular part of camp. I don't know what kind of training happens for all the staff. I hope that there's some other kinds of training and communication and openness. To me this is a similar sort of issue and maybe that's the model you base it under. These people are part of our community. They need some extra support and they need some extra things to make their camp experience more comfortable and fulfilling.

Here, she is deepening her call to camp directors. She is asking them to figure out ways to design specific programmatic space for LGBTQ+ individuals to live in camp in the same way her camp has done around special needs. In this way, she sees queer and trans campers and staff as being normed into the environment and thus removing a stigma around them. For Laura, this is essential to creating a safe space community. There are clear distinctions and differences to be made between special needs campers and queer and trans campers, but the idea that camps have any number of people who have any number of needs to be considered is a powerful one in designing safe spaces for people who have been long thought of as the minority.

One of Laura's suggestions intersects with two areas of the research. She shares an idea that could be a change to the physical makeup of camp and to the programmatic makeup of camp. She thinks it would be interesting to explore having different centers or houses that are devoted to the different needs of the population. She lists a number of differences (OCD, stomach issues, LGBTQ+, physical disabilities, food issues, kids dealing

with grief and loss, and more) and comments that if each house or center could help campers work through these things that could be really powerful. For Laura, that comments publicly on the camps openness and willingness to help campers through whatever they are dealing with. Laura says, "Maybe then everything is normalized in some way. I would like to see that. That would be cool." This could be an incredibly powerful tool for camps if it does not cross the line into pointing out or perpetuating difference. Perhaps a model of this could include language like, *This is the house for visual stimulation* or *This is the house where we read and listen to music calmly*. In this way camps would not be making a spectacle of any individual special needs campers but rather saying anyone who needs quiet space--special needs or not--can be here together in community.

In reaction to this potentially being a way to perpetuate difference, Laura pushes back. She says,

Is something wrong with perpetuating difference? I think there is so much hidden in our world. Infertility is one example. There is so much people feel like they need to hide about humanity. And this is like...humanity! And I feel like we can teach the next generation that things just don't need to be hidden and we are going there, right? People are out of the closet!

Her comments are direct and full of passion. She asks that we not shy away from advancing the conversation but rather that we open it up and allow people to interact with it, to experience it, to grapple with it, and to celebrate it. In this way, people can begin to understand how they too may have things they are hiding, and they do not need to. It is important, though, to ensure we can be sensitive to all campers and their families, and our

communities at large. It is clear that this type of change could be significant and the programmatic opportunities that could come out of this may create a healthier and safer environment for everyone in camp.

Verbal and Nonverbal Communication

One of the themes explored in these conversations is how people communicate. The discussion about mission statements above, while certainly its own elaborate and nuanced discussion, falls very much in line with how communities and camps communicate. From the mission of, and application form to, a camp through the way staff are educated, trained, and prepared to speak to campers, the way people communicate matters a great deal. What comes up repeatedly is what people don't say as well. For everything people are saying there is something they are not saying as well and digging through that to find out how silence is interpreted and how it affects the camp community becomes a central part of the discussions. Beginning with the application form to camp, people are already getting a sense of what types of questions are being asked and what is not being asked.

One piece of data that comes up in almost every conversation has to do with the application process to camp--both for staff and for campers. Each person thinks this is an important first introduction to camp that can communicate a lot of different ideas or values. Parents, for example, are looking for what type of questions the camp asks and how that information is either relevant or irrelevant to helping their child succeed in camp. Staff members mostly want to know if they would be able to be successful in camp and how their talents would be used. Each person expresses in some way that the application, from the time the user logs in to view it online through the end of the questions asked, is an integral

entry point into camp and it communicates a significant message about the camp and its values.

The camper application has a couple of key places where this becomes relevant. A main issue comes into play on the application where the gender of the camper is asked. David, the Camp Director from Camp Kayak, finds this to be important but brand new information. He has not yet considered that that question would need to be modified in any way, but is certainly open to the idea and wants to think about the best way to make that happen. He reacts positively to the suggestion that the word “Gender” and a line, sort of as a fill in the blank, could be useful so people could self identify. Joshua, from Camp Longwoods, also likes this idea but has an interesting obstacle to making this happen. He shares that the camp’s,

paper application says gender with a line, but our online application has checkboxes... unfortunately. It’s just a problem with the online registration system we use. We’ve pushed them to change a handful of things which they were very willing to do. This was one that we weren’t sure that, in our conversation with them, they’d be able to change and so we didn’t push harder than we thought we could.

In this example, the camp seems to have made a change where they can and is being held back in other ways. Perhaps this is an example of how people outside of the camp community need to advance their systems as well. Joshua continues this thought by saying it is really ultimately a technical issue and it would be too hard to change, but the camp is interested in making that change in the future.

In processing why this is an important issue to the camp, Joshua begins to veer slightly from what the initial question by saying that at Camp Longwoods they are interested in

being as open as we possibly can and to letting kids and families know that. We are open to hearing who they are and in working together to meet them where they are.

We also want to hear when we screw something up.

He continues by saying the way this links to their camper application is in that making changes to the application is a way to communicate to campers what type of space the camp can provide. He shares that it can be confusing that they have to different forms and that being open is compromised in that way. Here he is expressing, again, general values of the camp and the community they are trying to build. He follows this up by sharing the following;

I wouldn't really want to have a checkbox on our paper application because I think we will never be able to put enough options and frankly I think the more options we put there's a point where...um...I am trying to think of how to say this. There's a political statement that you start to make at some point where families for whom this is an issue look at it and say wow, here's a camp that's really open and families for whom this is not on their radar screen, they get really confused right off the bat and we want to make a statement but we also want to be welcoming and inclusive of everybody and we want to push people at the rate that they're able to be pushed.

This is a common theme throughout the conversations with Joshua where he stops and pauses for reflection, asks questions about his thinking, or generally pauses to be

thoughtful about how he articulates something. In this particular example, he is trying his best to make sure all people are comfortable--not just the campers and families the camp is used to serving. The goal for Joshua and the camp is to not marginalize or alienate any family just because camp wants to be more inclusive of a certain type of typically marginalized group. Their goal is rather to welcome them into the community and meet them where they are at and educate them from that place. He says he feels, "sometimes pushing too far is not productive because it cuts off the conversation before it even begins." He seems wholly invested in allowing campers to define who they are and making sure they do not fall into a predetermined box the camp might choose for them.

In conversations with David's, he is not sure if the staff application has any sensitivities built in to protect LGBTQ+ individuals. Many employers have lines on their applications that say some variation of: *We are an equal opportunity employer and do not discriminate based on race, religion, gender, age, sexuality, gender identification, or physical ability.* David says his best guess is that some camps have a line like that and some don't. He says he hasn't really thought about putting it in, but he makes sure to tell me his camp does not discriminate in hiring because of sexual orientation. This can be read as a way of not creating safe space as the camp should have a clear indicator that they are open to having a diversity of staff members in them. Campers, staff, and families are looking for clues at every step of the way and need to know that camp will be a safe place for them and their children.

Communication with Parents

Joshua seems to struggle, like David, with the piece about catering to parents' needs. Again, what is being said and what is not being said becomes a central piece of the discussion. In being thoughtful about every step of the conversation, camp directors need to consider how they communicate and who they are communicating that to. One parent shares that if he were to find out a transgender child who had not yet had gender affirmation surgery was in his child's bunk, he would pull his child out of camp. His reasoning is not because he has anything against transgender children (according to his own prescription of himself), but rather because he does not yet think camp is setup to deal with integrating trans campers safely and he wouldn't want his own child exposed to someone else's anatomy when the camp cannot safely handle those conversations. This can be a controversial position to take considering many of the people in these conversations share how camps need more exposure to trans youth so they can better think about how to accommodate their needs. On this topic, Laura says,

I was wondering if I would want camp to let me know in advance [that a trans camper was in my son's bunk]. I wouldn't but I am also on the left end of it. I think there are parents that would want to know and might not be comfortable with it. I think there's a huge amount of consciousness raising that needs to be done around transgender kids and it's just beginning in the mainstream world. It's all new.

Her comments reflect a need to move conversations like these to the center and not keep them on the sidelines. She is asking for an increase in consciousness around trans issues so parents feel more comfortable. She thinks camp has a responsibility to communicate with

families who might be nervous about making changes around policies for queer and trans campers and staff. Her suggestions for how to make that happen are as follows:

...I wouldn't overplay it if I were the camp. My perspective would be this is our camp. These are the things we are going to be doing. Every child will be safe. Every child is going to be safe emotionally and safe physically. We assure you of that. This is the inclusive environment we wanted to create. Inclusivity gets wider and wider and has different definitions. Maybe it's not the right camp for you. That's what I would like them to do.

Even though she is a progressive and "lefty" parent, she is also struggling with how to do this in the best way possible. What is clear from her answers is that the camps do need to make sure they are communicating at all levels and not letting obscurities enter the conversation. If camps are interested in truly making their environments safe--in all senses of that word--they need to be explicit and communicate at every step of the way about what is going on. In addition to figuring out how to have these conversations, transparency is key in making the safest situation for campers possible.

Communication with Staff and Campers

In addition to transparency with the parent community, camp seems to have a responsibility to communicate openly with staff. This could play itself out in any scenario from staff training to conversations on best practices in camp. Brian recalls from his time as a camper that he

didn't have the tools or awareness to speak to a counselor about same sex attractions. The system was just not built in. I don't think if the situation presented

itself, they would even know how to deal with it. If a camper wanted to talk to someone, I don't think that anyone at camp would have the language with which to handle that.

He follows up by explaining that although he may not at the time have been able to articulate that sentiment, that his experience as a closeted camper and his time on staff led him to this thinking. He shares that if a counselor had opened up the conversation, he would have at least been more aware of the possibility that a safe space existed. Again, not training the staff properly on how to communicate openly about camper care issues becomes a limiting factor when trying to create safe space. Brian comments on if there were any resources for having these conversations and he explains that his camp had a camp parent assigned to each age division, but they wouldn't have wanted to deal with this because they are obligated to call parents with all camper issues and that was not something the camp knew how to deal with properly so the situation was avoided. When even a staff person, let alone the camp parent, cannot help a camper, it speaks to a much larger issue within the camp.

In continuing the exploration about open conversation around LGBTQ+ issues with campers and staff, Brian says in both camps he attended there were never any counselors or campers who openly identified that way. He even said, "In my first camp, they wouldn't have even let an openly identified LGBTQ kid into camp, then and now. In my second camp, there are many many other factors that would change that, but it's still a probable no." The silence around this issue compounded with active rejection of campers or staff who

identify this way does not make for a safe environment. Brian provides further explanation of this:

Those kids might be in camp but are not identifying that way. They are both for sure in camp and for sure not openly identifying that way. Those things are not mutually exclusive for LGBTQ kids in these two camps. Probably, with very minimal exception, they are not even identifying to a peer and talking about it with them just out of sheer interest in it not 'becoming a thing'. Once you don't recognize something like that as an issue, it just becomes one of those unspoken things. It is an unspoken thing that just nobody talks about and it's over.

His comment suggests that silence comes into play when an issue is difficult to talk about and once it is present, it is hard to remove. In response to why this silence may exist, he shares that "even if campers shared with their friends, there was a fear a counselor or camp parent may find out and that was worse than being silent around this." He is essentially commenting here how both of his camps quite simply didn't have the tools or language to be able to approach this in any real way. He says,

knowing what to do with gay and lesbian kids is something that people are better equipped to deal with now. The same cannot be said for transgender campers.

Knowing how to deal with trans issues, it's just too much. Especially because so many things are still so gendered.

This becomes a jumping off point for how camp is gendered (and deviations from that) and how that is communicated--or if there is silence around it as well.

Brian was in a camp as a camper and staff person in which campers and staff lived on opposite sides of the camp by gender. He describes them as not being well equipped nor willing to have conversations about queer and trans people in camp. When discussing transgender youth, Brian simply states, "Nobody in camp performs as a gender that does not match their anatomy. This parent population would be hesitant to send their kids to a camp if a kid was transgender." Brian is calling upon a common way of speech in the queer community where gender is referred to as a performance. He is pointing out here an idea that people perform their genders and that anatomy (sex) is not an indicator of gender--that gender is a social construct. In this quote, he is saying that in the camps he grew up in, gender and sex are not mutually exclusive and nobody would push that boundary in any way. The camps Brian attended are much less liberal around policies for LGBTQ+ youth. The different camps included in this study show a lot of variance in their level of awareness and capacity to address issues relevant to LGBTQ+ youth. On the topic of language and communication, Joshua and David also share stories about their camps.

David explains they have a significant issue with language in their camp and "fag," for example, is not a word they can remove from the camp culture. When the question around why this may be comes up, he comments that it seems like there is a real alpha male heavy culture in his camp that contributes to this. He says,

I think it is a little bit less now that more athletes are coming out publicly, but the use of the word seems to be related to asserting some type of male macho behavior. Society has a long way to go there. I am concerned about how it makes young men feel if they are struggling with a queer identity, but I am also concerned with what

message it teaches all the heterosexual developing boys about how they treat women and how they look at their own sexuality. I don't think there is a direct connection between the word and its meaning. I think the twelve year old using it has no idea what it means. If you asked them if they were in favor of gay rights, they would probably say yes, but in the moment, in front of his friends, it's a word that just comes out of their mouths...probably because they think it gets them some type of clout in their peer group.

The points David is making revolve around popularity and gaining that popularity from peers. He suggests here that the word "fag" itself does not carry much meaning to the person saying it, but rather is a verbal indicator that someone thinks it may be a way to look cool in front of friends. As he points out, the same camper who may be using the word, may tell someone they are in favor of gay rights. This seems to make sense to David. He understands the nuance here and is trying to work to remove the word because of its meaning and to help campers see that saying it comes with that meaning, even if they do not intend it that way.

Joshua built into his camp a culture where language is used for positive interactions. So not only do they not have silence but language is an empowering tool for them to celebrate diversity and difference. He says,

Although the language we use is not grammatically correct, we talk about 'how we be' in camp. It's this idea of how we behave, how we be a part of a community and we use it really as shorthand. We have a little bumblebee picture that we named Howie and it is a shorthand for kids and staff to say in a potentially negative

conversation or interaction. For example if someone were to say something negative about a trans camper, someone else might respond by saying, 'you know...that's not how we be.' So, gossip isn't how we be and talking negatively about people isn't how we be. Look, I would be lying to you if I were to say there is never a point where kids are gossiping and never a point where kids are saying things we don't want them to say. Kids are kids and what we do is jump in as quickly as we can and have the conversation about how we be. If something negative occurs, we say this isn't how we talk, this isn't how we act, and what we find is that over the years we have seen on a number of occasions where kids do that regulating for themselves. Where a kid will stop another kid and say, 'hey this isn't how we be' and so it might happen but a moment or two later, another kid is going to stop and think, wait a second...that isn't how we are going to talk here or act here. This has been a conscious and intentional decision on our part and it has impacted our culture significantly.

That type of verbal culture building seems incredibly significant from Joshua's recounting. What he shares is that what began as a tool for helping people be kinder, has now become a cultural norm in camp to the point that not only staff use it, but campers do too. It seems to have had a large impact on everyone in that way. Where this comes into conversation with the transgender conversation above based on Brian's experiences is when Joshua's camp has transgender campers to actually welcome in.

Joshua shares that last summer his camp had two people who identified as transgender--one counselor and one camper. He notes,

it was the first time we had either a camper or a staff member who were out, who identified as trans, and who shared that with us. We had questions about what it would mean in terms of living and showering and those kinds of things--all of which was very easy to figure out--and then the longest conversation we had was about how we talk with our campers and families about it.

He says they had conversations over the course of a few months with LGBTQ+ organizations, families, campers, staff and more to devise a plan. Where they ended up was with an email that went out to their entire community before camp that outlined some of the important aspects of inclusion the camp is committed to. This is an example of clear and transparent communication on behalf of the camp letting its community know what it stands for and what types of safety it is committed to. Joshua states:

We knew that for many families trans issues would be new and so we wanted to give people the language to use and also give them some questions to be able to have conversations with their kids and so we couched it in a conversation about inclusion in general and in how to talk to your kids about trans issues but nowhere in the letter did we say 'and this summer we'll have a trans camper who is going to be in bunk whatever and a trans staff member who is going to be working in this division in camp.' Saying it even more broadly as we are going to have trans camper in bunk whatever turns the summer into a guessing game. Who's the trans kid? And that's not particularly productive for anybody or the environment that we particularly want to create so not naming, or outing, the person was intentional and I think that turned this into what we have talked about with other folks after a lot of

thinking and conversations and planning and a lot of, worrying isn't quite the right word, but did a lot of real questioning. Like, are we making sure we are thinking about everything? Are we taking care of the kid? Are we taking care of the other kids? Are we setting this up in the right way?

This took a lot of planning, thinking, and conversation, and intentional design on the part of the camp. All of this to a point where they came to a place where they shared this in a specific way--without outing anyone or making a spectacle out of the situation at hand. The reaction to that email was overwhelmingly positive according to Joshua, He says they had one or two parents with questions, but those questions were about how the parents could use camp as a resource in having those conversations with their kids. Joshua's feeling is that "this was a great opportunity to talk and then [the parents] just wanted to move on. The attitude was, this is a kid like any other kid." This seems to be a clear marker of success for the camp and Joshua is proud of the work the camp has done here. Based on the conversations with the more stringent camps, not all communities would react the same way, but this seems like the right way to move the needle forward. What is important, again, is the willingness to have conversation and to open up dialogue and to not be silent.

It is important that that dialogue happen so that progress can be possible. One step further, that progress cannot happen without support from the community, organizations that do related work, campers, staff, educators, social workers, and more. Laura shares a similar sentiment. She comments:

I think with the gender and sexuality piece at first, you have to pave the road. Right now, there is no road to be paved. You almost can't pave the road until you have the

scenario to present itself. Otherwise, it is sort of artificial and arbitrary and my experience working in a school of 400 and some odd kids, every kid is different. No ADHD case is the same. No spectrum case is the same. No speech and language case is the same. No physical disability is the same. No social anxiety is the same. A kid may have the same diagnosis. A kid may be LGBT or gender transitioning or whatever it is and there's no one cookie cutter model so I think what educational institutions can do, camps and schools, is make it work for that kid. I think as time goes on and more and more come through, this will be more routinized but I think you have to start somewhere and you have to start with a particular child and then you can go from there.

For Laura, and in her experience working with youth, it takes real people to talk about their real experiences in order to create the safest space possible based on the actual needs of the people affected. This is an interesting angle to pursue because it provides a perspective not yet fully explored. For people to feel comfortable, they need to know that space exists, but this is suggesting we need them to create space for their real and lived experiences. In any case, what this comment shows is that open communication and dialogue around having these conversations needs to begin.

Discussion

From all of my conversations, the four most common areas for further focus, as has been stated, were mission statement and written language about LGBTQ+ issues in camp, physical space of camp, verbal communication, and the programmatic elements of the camp. I am using these four main themes as a guide for discussion of how the conversatoins

intersect with the literature review and the current research we have around education, youth development, and queer and trans issues. The physical and programmatic makeup of a camp, the mission and values of the institution, and the ways people communicate inside of the camps seemed to all contribute in significant ways to the culture building and the environment. From these areas, there are certainly ways to grow and action items to create and build on, and all of those action items seem to come back to impact these four areas of focus.

When the conversations focused on culture of camp, often the discussion came back to the ways in which behaviors are modeled by the camp administration and the staff and how that is guided by a set of principles or values--found in the mission statement of the camp. What became increasingly clear when it came to this discussion was that camps communicate a very specific message when they put out a document outlining their goals, ideas, programs, and more. This reminded me in significant ways of the research that presented itself on religion. For example, when Rabbi Steve Greenberg (2004) notes how master narratives are a blueprint for the religion and how they guide and structure the behaviors of the people who subscribe to that religion. Connecting this with the way camp directors and parents spoke about the mission statement, it is easy to see how written values statements can guide a culture.

Camp Culture and Written Values

When speaking about the camp directors more specifically, they each articulated their missions in ways that I felt reflected their values. This came into play in the ways they spoke and in the language they used. One in my opinion presented a more sensitive and

thoughtful approach, or at least an intentional and delicately planned approach, about how to live out the on-paper mission. For example, David of Camp Kayak expressed a deep sensitivity toward ensuring that all campers in camp feel safe, but never explicitly mentioned having specific and targeted policies around queer and/or trans campers. Joshua on the other hand was able to articulate how and in what ways his mission statement has been designed and modified throughout the years in order to include these issues, which may not have been on the camp's radar until recently. As a reminder, Joshua made the following statement about his camp's mission:

It comes to us from a no-brainer kind of place and we have worked really hard over the years to make sure that in terms of LGBT inclusion that we've worked to be as much as we can on the forefront and being really thoughtful about it in the work we are doing.

When he made this statement, it seemed to be the case that this was a simple response for him, one he seems to have given an incredible amount of thought to, yet it did not seem rehearsed in any way. His articulation was strong and clear but felt genuine, fresh, and powerful. By way of connecting this to something he shared later about language in camp (the who we be conversation), it was clear to me they not only have these values written and articulated, but that they live them out in real and live ways. They model the behavior for their campers and they follow through on that written commitment.

When it comes to David, of Longwoods, I wondered if it needed to be the case that the community is made more aware of the mission of the camp earlier on so they can get similar results. As a reminder, Anne Dohrenwend (2012) shares that, "The greatest injuries

are incurred when we are wounded by those we trust in the places we feel most safe” (Dohrenwend, 2012, p. 65). Camps must take responsibility for ensuring the safe places remain safe for campers. In the conversations, when Laura speaks, for example, about not knowing what terms are necessarily included in the mission, this seemed concerning to me. How is it that we can ask people to follow a set of rules and structures, or live by a certain set of values, if we are not clear with people about what those values are. To borrow Rabbi Greenberg’s (2004) blueprint language, without the blueprint, the house cannot necessarily be built. By way of tying in queer and trans safety policies into this, it seems to be the case that naming up front that queer and trans campers and staff will be safe in camp, and that the camp is committed to creating that type of safe space, camps could really go a long way. The silence referred to in the Literature Review in discussing Eve Kosofsky Sedgwick (1990) is played out here in the camp’s mission statement--arguably its most important and telling document.

I wondered if written statements mattered more or less than the behaviors and actions people take. I am not clear on whether one is more important than the other, as both add tremendous value to a community, but I do think based on my conversations with people that there need to be guiding principles and values in order to effect behavior. One of the ways this has played out in Camp Kayak is that the use of the word “fag” is common and, according to David the director, something they are unable to remove. It seems like if they borrowed Camp Longwoods’ strategy of using “who we be” language, that could go a long way toward removing negative and hurtful words. At Longwoods, the camp leadership and administration modeled appropriate uses of language in their community and were

active about removing negative language. That modeling very clearly trickled down through to camper behavior in relation specifically to acts of discrimination and bullying with LGBTQ+ youth.

Physical Safe Space

The other place where discrimination and bullying seemed to be present was in shower spaces. As Brian shared, standard shower bullying was consistently present in his camps. That was really hard for me to listen to repeatedly and it made me think of all the people who are modeling appropriate or inappropriate behavior in camp settings and how the value of caring for the human body and the modesty that should be embedded in those did not seem entirely present. In all of my other conversations, showers bullying was not mentioned which made me wonder whether those bullying situations do not exist or if they simply did not want to share them. With Joshua, for example, he spoke about finding appropriate ways for his campers to shower. In that way, those conversations seemed to be more about proactive solutions to the shower dialogues. Clearly, preventing bullying is a part of making sure camp spaces are safe, but Brian seemed to mention this outside of queer and trans conversations. I imagine it is related significantly though.

Showers are exposing and vulnerable situations for people--especially youth living in communal spaces. Anne Dohrenwend (2012) brought to the discussion the idea that creating that safe space in potentially vulnerable situations, is of the utmost importance for positive sexual development in youth. She said, specifically about coming out, that that process "aligns the internal experience with the external experience--that's fundamental to living with integrity" (Dohrenwend, 2012, p. 96). I want to make a linkage here between

the words “integrity” and “integral.” These words so clearly share an etymology and yet are culturally understood in remarkably different ways. Possessing, or behaving with, integrity means creating a wholeness within yourself and for the world. This requires strength and honesty. When something is integral, we believe we cannot live without it. It is essential to our nature and our being and functioning without the integral object, feeling, or personality trait is unnatural and is not accepted. We reject that which is unnatural. In creating spaces for our youth to come out into, we cannot ignore that each of these words shares a history wherein what is integral to our being means being fully honest and genuine--living with integrity. People for whom coming out is not an option, for whatever reason, are not living a life in which integrity of practice is integral to their being. A world where people cannot afford to do what is essential and to be honest is an imagined fiction that creates spaces of prejudice, judgement, and depression. It is simply not an option to live a whole and honest life where what is integral to living includes a denial of who a person is. Again, Andrew Solomon’s (2012) words have important and potentially long lasting positive repercussion here:

In the gnostic gospel of St. Thomas, Jesus says, ‘If you bring forth what is within you, what is within you will save you. If you do not bring forth what is within you, what is within you will destroy you.’ When I run up against the anti-gay positions of modern religious bodies, I often wish that St. Thomas’s words were canonical because his message embraces many of us with horizontal identities. Keeping the homosexuality locked away within me nearly destroyed me and bringing it forth has nearly saved me. (Solomon, 2012, p. 19)

In an effort to allow people to live with that full integrity, camps must remove situations like the shower situation Brian describes. That type of bullying limits people's ability to be honest. It pushes people further into the closet.

Something that stuck out to me from the conversations was when Joshua shared how he dealt with the showering trans camper. He told the camper they could shower in the health center. This felt to me like an appropriate way of managing this situation in order to not put any one person in danger. It is sad that it has to be the case that camps need to remove a camper from visibility in order to have safe space, but based on these conversations it is clear that the current climate in camps is not one in which that camper could shower in public spaces yet.

Programmatic Elements of Camp

In thinking about the camp programs and activities offered, it seemed like there were opposing opinions. David shared that he was afraid of crossing a certain boundary when it came to queer-specific programs, but that he would not be afraid of running a program opposing racism. He said this not because he is queerphobic, but because he is afraid of the optics to parents. As was noted, Laura, completely rejected this idea and felt like if a camp believes in something, they cannot exclude it from their programming. The ways in which behavior is modeled through programming can be incredibly important. When camps provide staff members with the tools to be able to do this well, the changes can go a long way. As Eric Rofes reminds:

If schools intend to address the pain of sissy boys and its impact on mental health distress, low self-esteem, and poor academic performance, significant teacher

training must occur to root out the prejudices and sexist assumptions which are widespread among American educators. *In the long run*, an examination of the roots of power abuses between children (boy to boy, boy to girl, and girl to girl) must take place if we are going to end violence and harassment in our schools. (p. 83)

Although about boys specifically and an example based on his research in schools, these principles must be taken and applied in the camp setting and for all campers--especially considering nobody in the conversations shared what their procedures and protocols are around training and educating their staff members.

Furthermore, staff week programs for example (like the one found in Appendix D), can create space for staff to have open and clear dialogue around issues they are attempting to potentially deal with themselves. As the research in the Literature Review states, staff are often not fully developed and their abilities to make healthy and smart choices need to be guided by the camp administration. In training them in this way, and by showing them that they can have conversations about LGBTQ+ issues openly, camps can both model the appropriate behavior and open space for staff communities to be safer.

Language and Communication

The other point that came up for me in general through many of my conversations with people was a consistent transphobic language. I mention that with some hesitancy as I think it is less about hateful or fearful language and more about lack of clarity on what is appropriate. I truly believe people are simply unaware of how to talk about trans individuals. This is new for many people and I think part of the work that needs to be done

here is simply educating people and providing people with a vocabulary. Here is a good example from David:

I know another case of a fourteen year old boy, boy from birth, who most of his friends thought he was gay by thirteen or fourteen and it didn't really affect the relationship. At fifteen already he started dressing at times in Camp as a female, and that created a big big stir. They got through the summer and it was not that big of a deal but by his last summer in Camp, now her last summer in camp, she had changed her name to a girl's name and she was in school with many of the same kids from their Jewish day school now as a girl.

The basic clarification to make here is that someone who identifies as a transfemale was not ever a boy. This person always was, and always will be, a female. She was simply not born in an anatomically female body. I do not think David knows the difference here so I am not saying this to place blame. When one refers to someone as being a girl when they identify as a boy, that person is not honoring, validating, or respecting that person's identity, their truth, or their integrity. Again, this happened throughout my conversations and I think is worth mentioning simply to bring more awareness to the topic.

One of the conversations I had with Joshua, which I thought highlighted an important and related point. was about how to bring in new people to a community like camp. He said,

When we've talked about trans issues, we've known it's not a one size fits all. We started talking about trans issues three or four years ago knowing we would have to deal with this and at some point we stopped the conversation and said, we are going

to have to deal with this when we meet the kid because the kid is going to dictate about how things are going to go.

I thought this was particularly sensitive and poignant. In creating intentional communities of safety, care, and love, we must be open to considering how people from the margins will be included in ways that make the most sense to them and their identities. We cannot create policy or action out of hypothetical situations. This is not to say, we should not work to make changes before a minority arrives, we should certainly be prepared, but each person deserves to be handled with care and respect of who they are. In order to do that fully, we have to actually have conversations with them in shaping policy and procedure. We also have to be able to bring those conversations back to the people running camps with ideas for proactively solving any day-to-day issues that arise.

Along that same line of thinking, the best example of how to create and build communication around queer and trans issues was by Joshua who shared about the email his camp sent. It was not important for them to out anyone in particular but to deconstruct closets for the community--to open up a door where people may not have felt comfortable before. By doing that, Camp Longwoods removed closet walls for their community and communicated that LGBTQ+ inclusion is important to them. This model calls upon Sedgwick's (1990) ideas about the closet and Dohrenwend's (2012) research on adults needing to be the people who open up those doors for youth. It shows how it is a camp's responsibility to begin conversations so they can prepare and be ready for anybody who comes into their spaces.

Action Plan and Recommendations

My action plan for camps, in an effort to make a safer space for people who identify as queer and transgender, is multi-faceted. There is a lot of work to be done and it would involve camps investing themselves in ongoing growth and development. We have new information emerging in the field constantly and the camp administration needs to continuously invest in learning and responding to the needs of the community. I would also add that this is not a one size fits all model. To echo my sentiments from above, people need to enlist in the help of their communities to ensure that the policies, trainings, etc they are putting into action are serving their populations. This will be key to the success of any individualized action plan. In addition to recommendations I am making here, Appendices E, F, and G (respectively titled *What to Do When a Teen Comes Out to You*, *Ten Things: Creating Inclusive Healthcare Environments for LGBT People*, *Queer Youth Advice for Educators: How to Respect and Protect Your Lesbian, Gay, Bisexual, and Transgender Students*) are useful resources for people working with queer and trans individuals. They may be referenced here, but serve as comprehensive and helpful resources on their own.

My hope is that camps will be able to take the resources and tools from this study and put them into action in ways that make the most sense to them and their communities. My recommendation is that each camp start by putting together a task force of people who can meet regularly during the year to engage in conversation about policy and procedure of the camp as well as physical and programmatic elements of the camp that could be changed in an effort to encourage safety for LGBTQ+ individuals. The people on the task force should be intentionally diverse. It will be important to have administrators, parents, educators, social workers, campers, summer staff members, and more who can all offer

varying perspectives and expertise on the topic. The task force has to be comprised of people with camp and experience and of people who can understand best practices and implement them successfully. I would also suggest the people on the task force include people who identify as queer and or trans. Additionally, if camps want to educate and empower people to come on board with an organization's mission they have to have been a part of that experience in a comprehensive way. Everyone from camp counselors who are on the ground doing the work to practitioners in youth development who can understand developmentally what the campers' needs are should be included in the conversation.

Mission Statements and Written Communication

My recommendation is that the task force look at a few key areas of camp in an effort to make change. The first of these areas would begin with a significant review of the mission statement and strategic plan in order to clarify its meaning and how people interpret it, as well as how it affects culture and behavior in camp. A specific set of policies needs to be created that protect the rights of queer and trans people in camp. An additional line in the mission statement would have to be added according to the values of the camp. An example of this could be, *We are committed to equality in every sense of the word, including ensuring the safety and health of members of our community who identify as LGBTQ.* I would also recommend the task force take time to design a set of non discrimination policies to protect queer and transgender people legally in camp. Insurance companies have written policies that can be used as an example. This document should be reviewed and signed by all staff members in camp. Hopefully by beginning this process with written policies and procedures, the understanding of where the camp stands and

how it operates will be clear. This would allow camps to potentially bring the values of their mission statement to life and would encourage community members to get on board with the mission in deeper, meaningful, and perhaps more significant ways.

Staff Education and Development

Another recommendation I would make is in regards to staff education and training. Staff members should be required to be trained in key areas that would help them perform their jobs better. These include, but are not limited to, education on LGBTQ appropriate terminology, how to listen and respond to a camper who has come out (Appendix E), and what it would mean to design programming to teach inclusion. If staff members were given space to be more thoughtful about their work, they would ultimately be trained better overall. Ways of doing this include having staff members think about how their bunks are set up and design the ways they could make changes so their bunks are most inclusive. Some of this, understandably is hard, because staff members do not really have a say in the infrastructure of camp, but they can certainly create signs and bunk decorations that do not alienate LGBTQ+ individuals. Part of the important work that needs to happen here has to do with the environment built. That process includes revising mission statements, but it also includes turning that into action.

I would also recommend that during staff training an organization be hired to come in and educate on this topic in particular. There are organizations that can help build an environment that is safe for LGBTQ+ individuals. Some common training organizations include GLSEN, Keshet, The Ackerman Institute, Think Again, and The Trevor Project. These organizations can help define terms that people may be confused about, they can help the

counselors respond to vulnerable scenarios, they can answer staff questions about what to do in any given situation, and they can encourage staff to design programs that are not heteronormative, queerphobic, or transphobic. Between revising the mission statement and making sure staff are educated properly in ways that advance their development on these topics, the camp will already start the summer off on the right foot.

I think an important note to make here is the capabilities of staff members in ushering in and sustaining this type of change. As was mentioned above, younger staff members (often 75% of the entire staff of a camp), are not fully developed or able to make decisions in the smartest ways possible. Their pre-frontal cortexes is simply not fully developed. We are simultaneously asking them, though, to be responsible for the social and emotional well being of the campers and thus the social and emotional climate of the camp. We must make it our responsibility to tell our eighteen and nineteen year olds that they are not in the business of being a professional mental health worker. We don't want a nineteen year old coming to camp as a counselor thinking their job is to search for all those kids who are going to have sexual identity issues and really make them feel comfortable because they are not trained. Camps should hire professionals who are in camp to deal with these types of tougher situations and who the counselors know are available to help them work through tougher and more vulnerable moments. We need to give our counselors practical and realistic tools for working through safety and health issues and that includes preparing them for asking people for help when they themselves need it.

What counselors could use educating in specifically is in how to deal with the type of immersive and socially/emotionally charged environment camp is and what it looks like

when identity issues are raised in that type of vulnerable environment. Camp is a high-energy, fast-paced social situation--one in which, even if a child is incredibly social typically, he or she may be uncomfortable because of the nature of the program. To be more explicit, we all need time to recharge our batteries, collect our thoughts, read, or do any number of tasks that help us care for ourselves and camp is a twenty-four hour a day, seven day a week environment wherein even the most extroverted child may act out. This can be from exhaustion, nervousness, anxiety, hunger, the list goes on. Counselors need to be attuned to the needs of children both as a bunk and as individuals. If a child is exploring legitimate issues of growing up through his/her behaviors, that child may be trying to make sense of a new and potentially uncomfortable situation. For children that already may feel like they do not fit in, this can become worse. Our conventional understandings of the ways gender identity and sexual orientation are divided can be damaging to a child who is exploring new terrain. Part of counselor education and development must include both making counselors aware of social situations that may arise and how to approach them with a sensitive ear, by showing trust and by allowing the child's thoughts and feelings to be affirmed (where appropriate).

If a male child is struggling with the fact that he does not like sports and only wants to spend time with girls, we may need to help that child feel more comfortable and unpack that situation. If we do not, the behaviors that child in turn exhibits can be detrimental to the bunk and the overall camp community. The fact that the child does not like sports should not be considered abnormal. We each have different personalities and that child may need to be reminded that even though he's not into many of the activities that the

other boys gravitate toward, there are other ways to connect with kids and make friends. This also requires a commitment on the camp's part to broaden the range of its programs. Camp activities often set the tone for the community. Special LGBTQ+ programs should be incorporated into the camp culture. This is key to creating safe spaces for all children. If we can communicate to our youth that the options available to them are in fact available to all of them, then we have designed an environment of equality and non-judgement. When campers do not know they have multiple opportunities to engage with other children, they misbehave and/or they retreat.

Important here for counselors to remember is that these situations are highly sensitive and need to be dealt with in ways that reflect compassion and discretion. While educated, open-minded, liberal adults may jump to validate the sexual identities some youth seem to be flaunting because we know that is healthier than squashing them, we may be encouraging our youth in antics, rather than true self-expression. The suggestion being made here is not that a male child who behaves in stereotypically female ways is or is not gay, transgender, etc...but rather that we need to be really cautious in potentially sensitive situations. A counselor may not know if a child is or isn't gay or straight, but it is not that counselor's job to hold that information. The role of the counselor is to care for the child in ways that are healthy and safe regardless of sexual orientation or gender identity.

A few years ago, I was working in a camp where we were dealing with a young male camper who was misbehaving in a way that was detrimental to the camp environment. He continually exclaimed publicly that he was gay (he may still say this, I am using past tense because I only interacted with him that summer) and would often inappropriately explore

his sexual identity through crude and public acts. To clarify, the public declarations of his sexual orientation are not what I am calling misbehavior. Worth mentioning here is that the crude and public sexual acts, if performed in private and with someone with whom he was intimate, are not inherently inappropriate. They were simply inappropriate in a public camp space and at his adolescent age of twelve. We had a number of conversations in camp that summer about how best to approach this. We did not in fact know if he was or was not gay, we simply knew that his crude sexual expression and lack of appropriate behavior (whether sexual in nature or not) was not allowing him to live in camp in a healthy and/or safe way.

A side note I want to make here is about sexual identity versus sexual expression or behavior. If he in fact was gay, a term and identity I believe he was still exploring, my desire would have been to have open and honest conversations with him about that and I would encourage him to think about appropriate ways of sharing that information. Sexual expression in camp, for straight campers and for gay campers, is not and should not be encouraged by camp staff. What I do know about this young man from that summer is the following:

1. His friends were, for the most part, girls his age or older. He had virtually no male friends in camp and he continually gravitated toward girls.
2. He rejected stereotypically male activities like sports.
3. He proclaimed publicly that he identified as gay.
4. He would often expose himself in public settings or mimic physical sexual behavior on fellow campers or objects in the bunk.

In my opinion, the most important piece here is the fact that most of his actions needed to be acknowledged, discussed, and responded to regardless of his sexual identity. He seemed to have been very uncomfortable in social situations that are as intimate as camps are. This was seemingly amplified by his feelings of being gay. It was not ultimately our concern whether he was gay or not. Ironically, this point seems critical because of just how unimportant it was to us whether he was in fact gay or not--we just wanted him to do well in camp and we wanted the people around him to be comfortable and safe as well.

For this young man, what he ended, or ends, up being does not really matter. The main issue animating the conversation (because of the environment and the players responsible for his care) was that in order to be successful in camp, he needed to learn how to connect with people in healthier ways. The campers spend so much time with their same gender (sleeping, showering, eating, etc.) and not as much with the opposite gender. Because he had difficulty building close friendships with boys in his bunk, and he was more isolated from girls than he wanted to be, he may have been feeling lonely and his behaviors were potential reactions to that isolation. This strikes me as oddly similar to the isolation of being closeted. When a person feels like she/he cannot connect comfortably, possible outcomes (as have been mentioned here) are retreating and isolating, or behaving in ways that are inappropriate. I am not sure this young man even realized how isolated he may have felt, but he was certainly vying for attention not being made available to him easily or in a way he was used to. In this scenario, while his behavior is still not acceptable, I believe the camp is ultimately responsible for the design of an environment that proactively prevents situations where campers have opportunities to react negatively to the camp. If

campers do not have healthy options to express themselves, we cannot expect them to simply fall into the prevailing ideological norms of the space created.

The environments we design for our youth reflect and communicate the values of our institutions. This can be camps, schools, and extracurricular programs among others. It is my hope that institutional policy and/or mission statements communicate language that in turn is reflected in the behaviors of people who inhabit those spaces. In an essay called *Making Our Schools Safe for Sissies*, Eric Rofes explains that “[b]oys who do not enjoy or wish to participate in activities focused solely on boys should be given a range of alternative options... A wide range of academic and extracurricular activities should be offered to both boys and girls, and public honoring of achievement must mesh traditional and nontraditional pursuits with commensurate attention” (Rofes, 1995, p. 83). When adults honor achievement publicly, as Rofes describes, we are reinforcing certain behaviors. In the same way we train ourselves to allow a hot drink to cool down after we have burned our tongues, behaviors are constantly reinforced. If we both veer from the path of designing spaces that are accommodating for all youth and we congratulate those who align with our antiquated patterns of behavior, we are only perpetuating space where nontraditional behaviors are criticized and seen as shameful.

As has been mentioned, integral to creating this space includes involving parents, camp staff, campers, and practitioners in youth development in the process of designing the environment that will be best for that community. There can be specific methods for approaching issues of building positive identity and healthy communities of difference. The balance between affirming the varying identities that walk into camp and making sure

those difference do not separate and isolate people needs to be thought about deeply. Campers cannot make other campers feel uncomfortable in any way. This while knowing that it is ok to be who they are, within limits, and at the appropriate times, with the right people.

For counselors, this can be about looking for signs in behavior. When kids aren't eating well, they aren't going to the bathroom, when they are not clean, if they are not socializing well, etc. Those are all the signs we must train our counselors to look for. That when those things aren't happening, that's when we know there is a problem. This is why one of the greatest emphases in staff training must include teaching staff to look at the campers as individuals. They need to learn to talk to their campers one-on-one. A successful staff person is someone whose campers feel comfortable talking to them about their personal issues and who builds a sense of trust and openness--a sense of listening. If we create that kind of environment, then the other things will flow more naturally. That's when we really create safe spaces for kids when it comes to their sexuality, identity, or any number of personal behaviors.

When this trust is broken down, staff members are not successfully creating safe environments an campers will not know they can speak with that staff person about anything going on. One way that trust can be broken down is through negative role modeling. Positive role models can have a large impact on a camper's experience. An effective way of eliminating anti-LGBTQ+ sentiments in camp is to consistently behave in ways that appreciate all people and actively reject discrimination. By using respectful language and actively combatting LGBTQ+ harassment, camp staff can create safer

environments for queer and trans people. When it comes to coming out, camp staff can also hold safe or unsafe space for people. If a staff person, for example, does not feel comfortable with queer or trans campers, they must remove their personal opinion from their interactions. Their opinion is not relevant when the goal is to ensure campers have a safe summer. Some things staff people can do are:

1. Thank the camper for trusting you enough to share sensitive information.
2. Ask the camper how you can be helpful or supportive to them so they have a good summer.
3. Get other people who are more accepting to be involved with that camper
4. Make the kid feel as comfortable as they can be and remind them that your job is to make sure they have a safe and fun summer

These are simple and straightforward ways of not compromising a staff person's own identity, or crossing any inappropriate boundaries and supporting the camper at the same time (*What to Do When a Teen Comes Out to You* can be found in Appendix E).

Physical Layout

As was also mentioned above, and what will be my last main recommendation to camps is related to the physical layout of camp. This is mostly related to bathrooms and showering spaces, but can also become relevant when discussing fitting rooms in a camp theater, or auditorium, and when discussing bunking. Private bathrooms should certainly be unisex. There is no real reason why this would not be the case. Certainly in bunks, this becomes more complicated, but transgender campers whose anatomy matches their gender identity should be fully integrated into their gender's bunk. When a camper does

not have anatomy that matches their gender identity, camps should consult that camper's parents about what they have done at school and what would work best for their child. I agree with Joshua that campers should probably shower in a health center to ensure his/her safety. In fitting rooms, my recommendation would be to build individual spaces for campers to change in alone or to come up with a system where their changing would not expose them in inappropriate ways.

Conclusion

There is a famous Jewish text that explains the process around people bringing their harvest fruits to the Temple in Jerusalem. There is a blessing people would read when they brought their fruits to the Temple and offered them up. The Rabbis at one point asked about what illiterate people would do when they offered their fruits. People who didn't know how to read stopped coming because they were shamed by the literate people. The Rabbis felt this was wrong and they made a declaration that the High Priests could read the blessings on behalf of everyone--literate and illiterate people. For the Rabbis, it was more important for everyone to be able to fulfill this commandment than to have only part of the population be able to participate. This is what creating safe space is all about to me. Instead of alienating people who are unable to participate based on any number of reasons, we must work to modify our practices so nobody feels left out or different. That could include highlighting differences so there is no "normal" and it can include, as I have recommended, any number of practices that open up the doors for LGBTQ people in camps. Everyone should have an opportunity to be an equal participant in camp, and everyone should have the experience that--for too long--only a few people were able to have.

I think each of the recommendations I have outlined works toward accomplishing goals that ensure campers and staff will be able to live in camp without having to worry about feeling unsafe or unwelcome. There is opportunity here to grow this list of recommendations and to modify it as camp communities grow and become more diverse. As I mentioned, there is no one size fits all model and people need to be willing to invest in their communities' support and feedback so they will receive that in return. The initial need, though, seems to be on improving camper care, involving advisors in some of the more vulnerable issues that arise, helping camps to modify their mission statements and values, improving staff training procedures, and transforming the physical space. I expect these areas for further exploration and planning will produce outcomes that allow staff members and campers to live in camp without worry or stress about not being accepted. As Philip Bockman (1986) shares with us:

What can you do--alone? The answer is obvious. You're *not* alone, and you can't afford to try to be. That closet door--never very secure as protection--is even more dangerous now. You must come out, for your own sake and for the sake of all of us...
(as cited in Sedgwick, 1990, p. 71)

In building camp communities that are safe and inclusive, we must remember that they are just that--communities. We must work together to enact change. We must live in community and work toward communal goals for the sake of all of our lives. We must remember that we cannot do these things alone and that relying on each other will move us toward safer spaces.

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This mail survey was conducted on behalf of the American Camp Association (ACA) to better understand the nature of member camps' sites, facilities, and programs. It was conducted as part of ACA's ongoing business research program and it was administered by Readex Research, an independent research firm.

PURPOSE

The survey sample of 1,350 was selected in systematic fashion by ACA and Readex Research from a list of all ACA-Accredited and affiliated camps, representing 2,692 total camps at the time of sample selection.

Data was collected via mail survey from October 28 to December 12, 2013. The survey was closed for tabulation with 448 usable responses—a 33% response rate. As with any research, the results should be interpreted with the potential of non-response bias in mind. It is unknown how those who responded to the survey may be different from those who did not respond. In general, the higher the response rate, the lower the probability of estimation errors due to non-response and thus, the more stable the results.

These Findings are based on the 228 respondents who indicated their operations are targeted more to the overnight camp audience (versus day camp or rental groups). Percentages based on all 228 responses are subject to a margin of error of ± 5.9 percentage points at the 95% confidence level. The margin of error for percentages based on smaller sample sizes—for example, results by camp sponsorship type—will be larger.

(Please refer to the Appendix for details of the survey method.)

METHOD

Readex Research is a nationally recognized independent research company located in Stillwater, Minnesota. Its roots are in survey research for the magazine publishing industry, but specialization in conducting high-quality survey research (by mail and/or the Internet) has brought clients from many other markets, including associations, corporate marketers and communicators, and government agencies. Since its founding in 1947, Readex has completed thousands of surveys for a lengthy and diverse list of clients.

As a full-service survey research supplier, Readex provides in-house processing of all phases of each project (traditional mailing, broadcast emailing, and data processing) to ensure complete control over project quality and schedule. Analytical capabilities include a range of multivariate statistics and modeling techniques, in addition to the more traditional stub-and-banner tabulations.

This survey was conducted and this report was prepared by Readex in accordance with accepted research standards and practices.

ABOUT READEX

FINDINGS

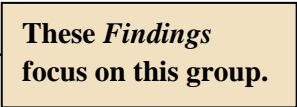
Camp Operations by Targeted Audience

ACA member camps are more likely to be targeted at the overnight camp audience than day camps or rental groups. The average camp targeted nearly half (46.5%) of its programs/services to overnight camp in 2013, compared with 34.8% targeted to day camp and 18.8% to rental groups. One in three (33%) member camps had no overnight camp programs/services in 2013; one in six (17%) targeted overnight camp only.

Results are similar when restricted to the 2013 summer season only, with just a slight decrease in the average proportion of programs/services targeting rental groups and an increase in the proportion of overnight camping.

For analysis, respondents were segmented into three groups based on the audience to which the highest proportion of programs/services were targeted in 2013. As a result, 51% of ACA member camps are in the overnight camp segment, 33% in the day camp segment, and 16% in rental groups.

Primary Camp Operation: Segmentation for Reporting ¹	
overnight camp	51%
day camp	33%
rental groups	16%



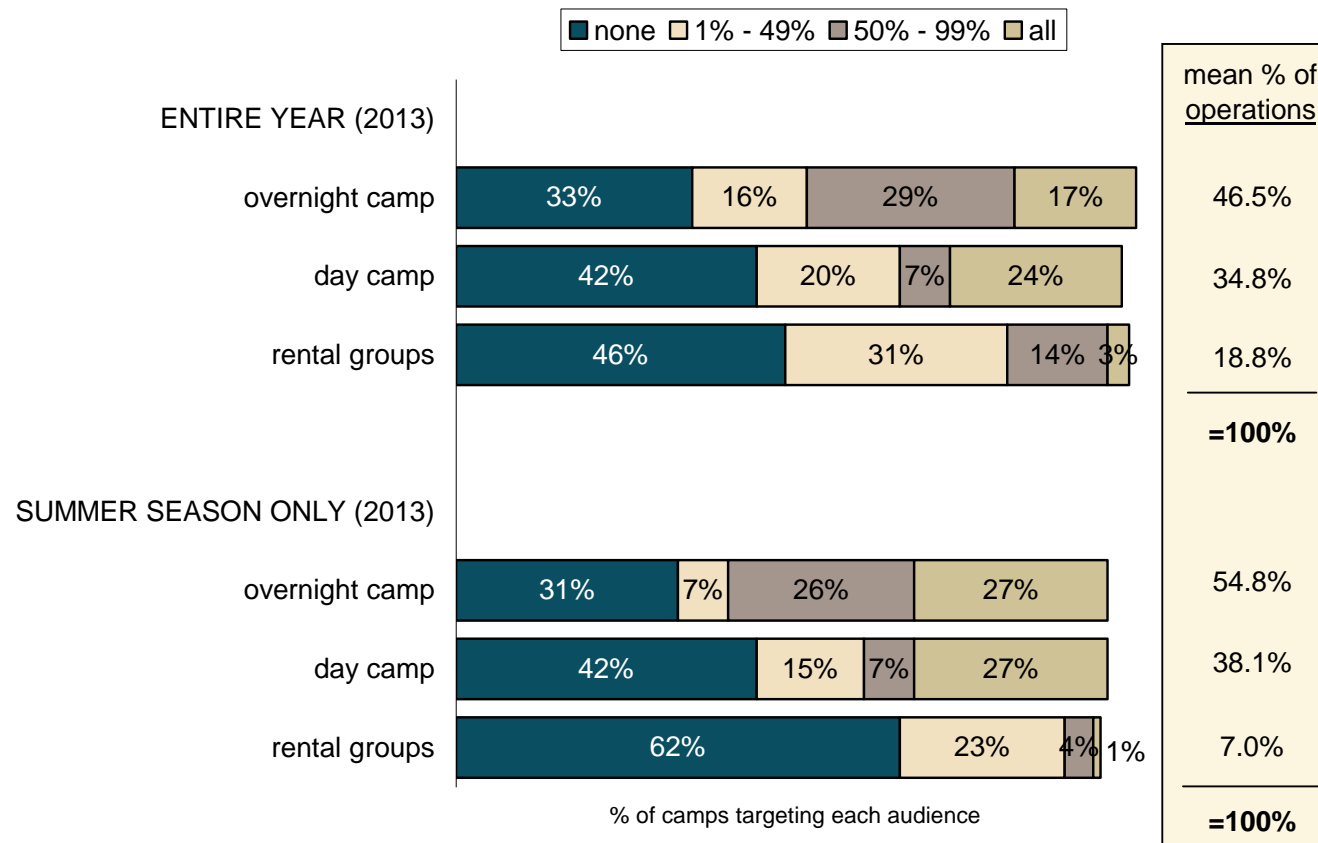
base: all 448 respondents

¹ A camp's primary operation is based on the answer to question #3 (Camp Operations by Targeted Audience). For those who did not answer about the entire year (2013), primary camp operation was determined by their response for the summer season. If that survey question was also not answered, classification was determined by ACA based on their knowledge of their membership.

Camp Operations by Targeted Audience ALL RESPONDENTS

Considering all of the programs and services that your camp did/will offer in 2013, what percentage of its operations targeted each of the following audiences?

FINDINGS



base: all 448 respondents (fill-in answers)

Percentages do not add to 100% due to non-response.

Camp Operations by Targeted Audience

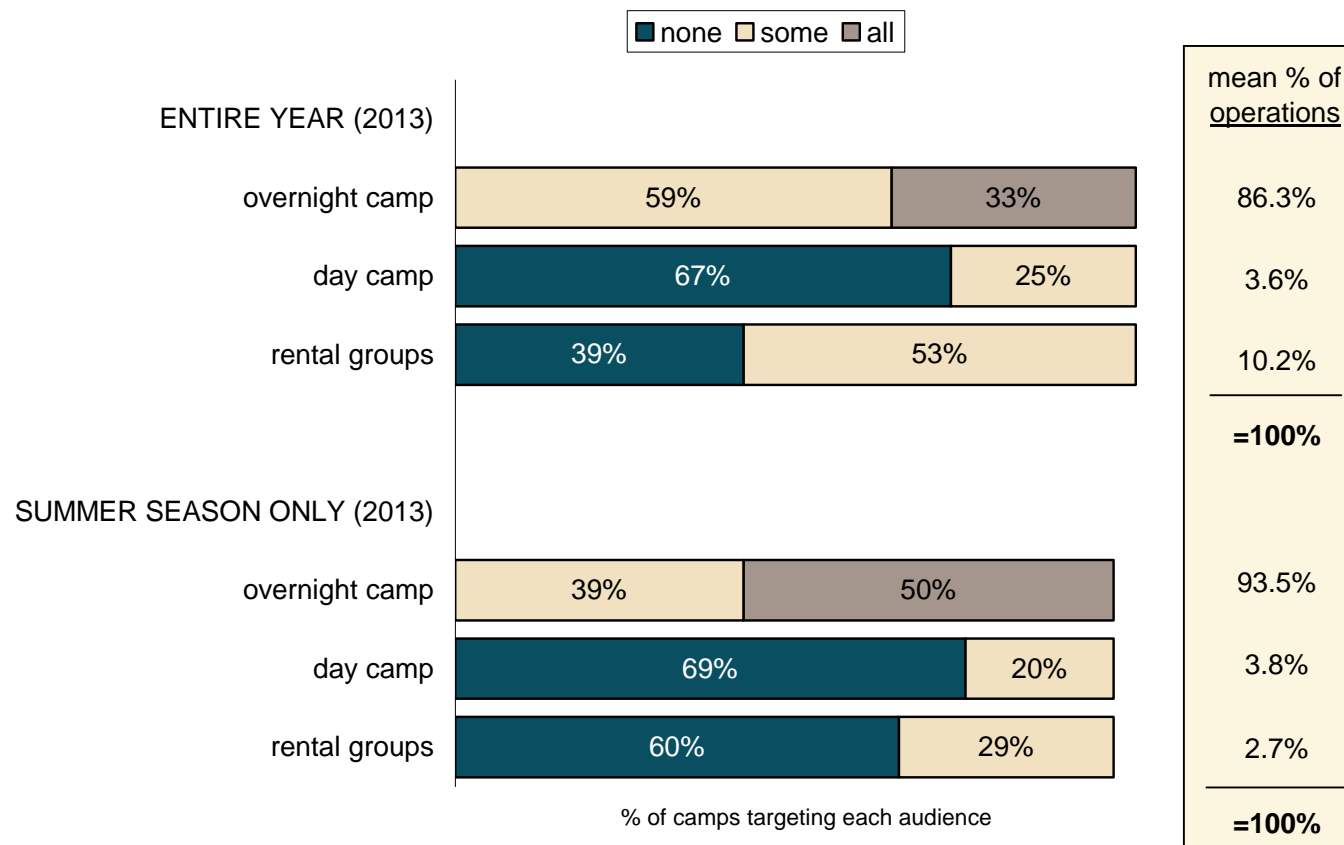
Day camp and rental group operations play a very minor role for those classified as overnight camps. The average percentage of 2013 operations devoted to overnight camp programs/services among overnight camps was 86.3%, rental groups 10.2%, and day camp 3.6%.

Only 25% of overnight camps had any day camp programs/services in 2013, while a higher proportion (53%) had rental groups. Results for day camp programs/services were similar for overnight camps during the 2013 summer season (20%), while rental groups were less targeted during the summer season compared with the entire year (29%).

Camp Operations by Targeted Audience OVERNIGHT CAMPS

Considering all of the programs and services that your camp did/will offer in 2013, what percentage of its operations targeted each of the following audiences?

FINDINGS



base: 228 overnight camps (fill-in answers)

Percentages do not add to 100 due to non-response.

Camp Owner/Sponsor & Facility Ownership

Independent not-for-profit camps comprise the largest proportion of overnight camps (36%), though still less than half of the total. Another 23% are independent for-profit camps, and another 23% are owned/sponsored by agencies (e.g. 4H, BSA, CFUSA, JCCA, YMCA, etc.). Fewer are affiliated with religious organizations (15%), and virtually none with municipal/government institutions (<0.5%).

Results are segmented in the *Data Tables* by four categories of ownership/sponsorship: agency, religious, independent not-for-profit, and independent for-profit.

In terms of the facilities, about four in five (81%) camps are on a camp owned (or sponsored) site. 12% are leased/rented from a private party, and another 5% are on lands owned by the federal government.

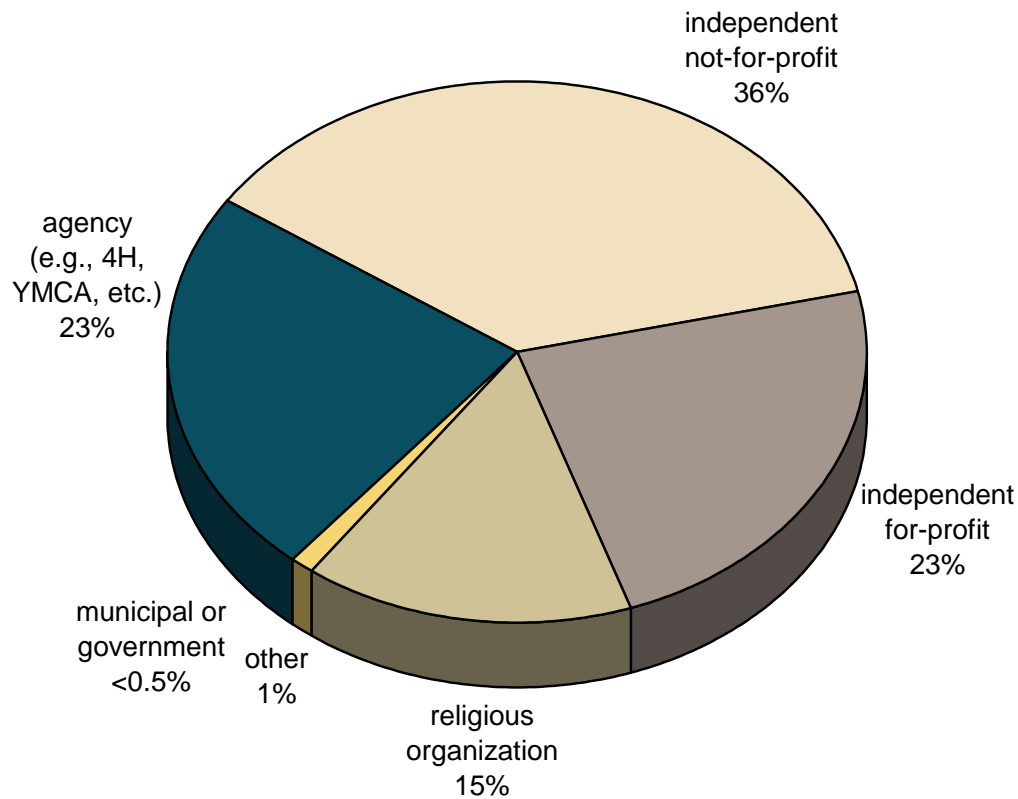
Nature of Property Ownership OVERNIGHT CAMPS	
camp owned (or sponsored) site	81%
leased/rented from private party	12%
lands owned by federal government	5%
public park land (city, county, state)	1%
other	1%

base: 228 overnight camps

Camp Owner/Sponsor OVERNIGHT CAMPS

FINDINGS

Which one of the following best describes who owns/sponsors your camp?



base: 228 overnight camps

Geographic Distribution

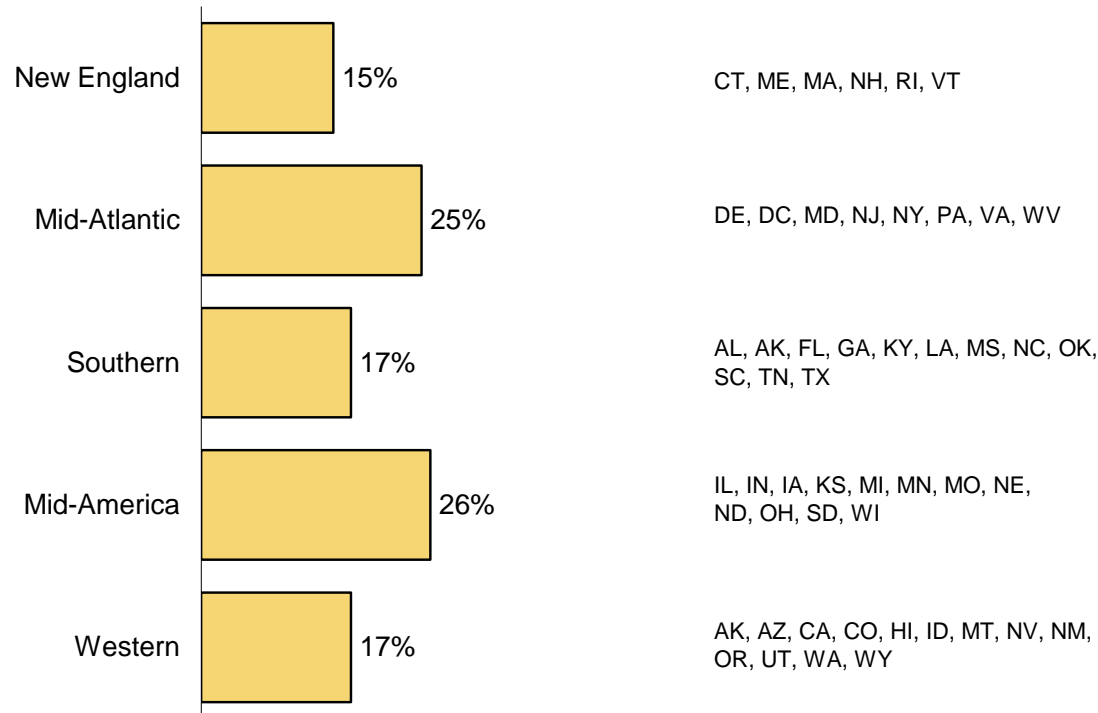
The national scope of the ACA membership is demonstrated in their geographic distribution. Each of the five ACA regions have at least 15% of the total overnight camp audience. The largest proportions of overnight camps are in the Mid-America (26%) and Mid-Atlantic (25%) regions.

Approximately one in five overnight camps is in either New York (11%) or California (8%). No other single state represents more than 5% of the total overnight camp audience.

Geographic Distribution OVERNIGHT CAMPS

by ACA Region²

FINDINGS



base: 228 overnight camps

² Regions are defined by ACA according to state groupings as shown; the state code was pulled from the member database for each respondent.

Gross Revenues

Including all fees, store revenues, contributions, and other revenues, overnight camps reported median gross revenues in 2013 of \$770,000. Due to the presence of some large reports, the mean is substantially higher at \$1,200,000.

Overnight camps in the independent for-profit sector and those in Southern and New England states report the highest median totals.

All survey results are segmented by annual revenue categories in the *Data Tables*.

2013 Gross Revenues OVERNIGHT CAMPS	
\$5.0 million or more	3%
\$3.0 – \$4.99 million	6%
\$2.0 – \$2.99 million	7%
\$1.0 – \$1.99 million	24%
\$500,000 – \$999,999	18%
\$250,000 – \$499,999	16%
\$100,000 – \$249,999	15%
less than \$100,000	8%

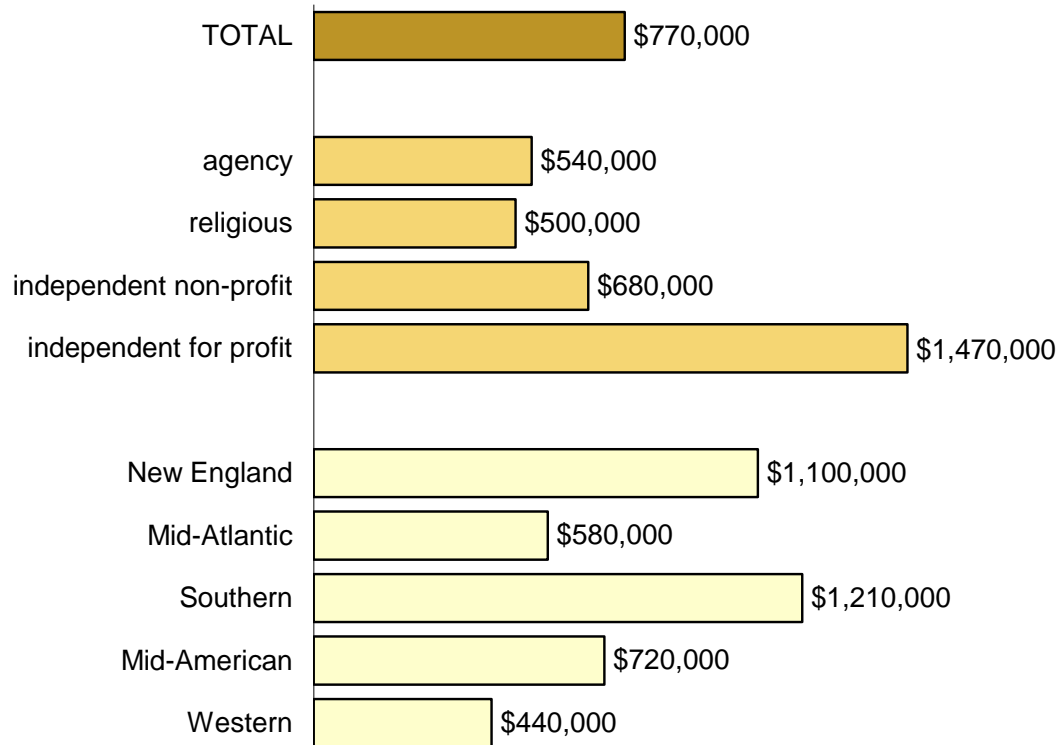
base: 228 overnight camps

mean: \$1.2 million
median: \$770,000

Median 2013 Gross Revenues OVERNIGHT CAMPS

FINDINGS

Approximately, what will your camp's total gross revenues be in 2013?
Please include all fees, store revenues, contributions, and other revenues.



base: 228 overnight camps; those in each segment

Annual Camper/Person Days

To provide another measurement of the scope of their camp’s operations, respondents were asked to report the number of camper/person days experienced at their camps in 2013. A “camper/person day” is defined as each day an individual camper/guest/client spends on site at their camps, even if it is just for part of the day. Individuals spending multiple days at the camp are counted multiple times. Respondent reports are the cumulative body count of campers/guests/clients hosted in 2013.

The typical (median) overnight camp reported 8,100 camper/person days in 2013. The average (mean) was marginally higher at 11,500.

While there was little variation in the median number of camper/person days by camp owner/sponsor, the median number of camper/person days in the Southern states was nearly double the median of those in the Western states (10,000 vs. 5,300).

Annual Camper/Person Days OVERNIGHT CAMPS	
30,000 or more	8%
20,000 – 29,999	8%
15,000 – 19,999	9%
10,000 – 14,999	12%
5,000 – 9,999	27%
2,500 – 4,999	15%
1,000 – 2,499	11%
less than 1,000	5%

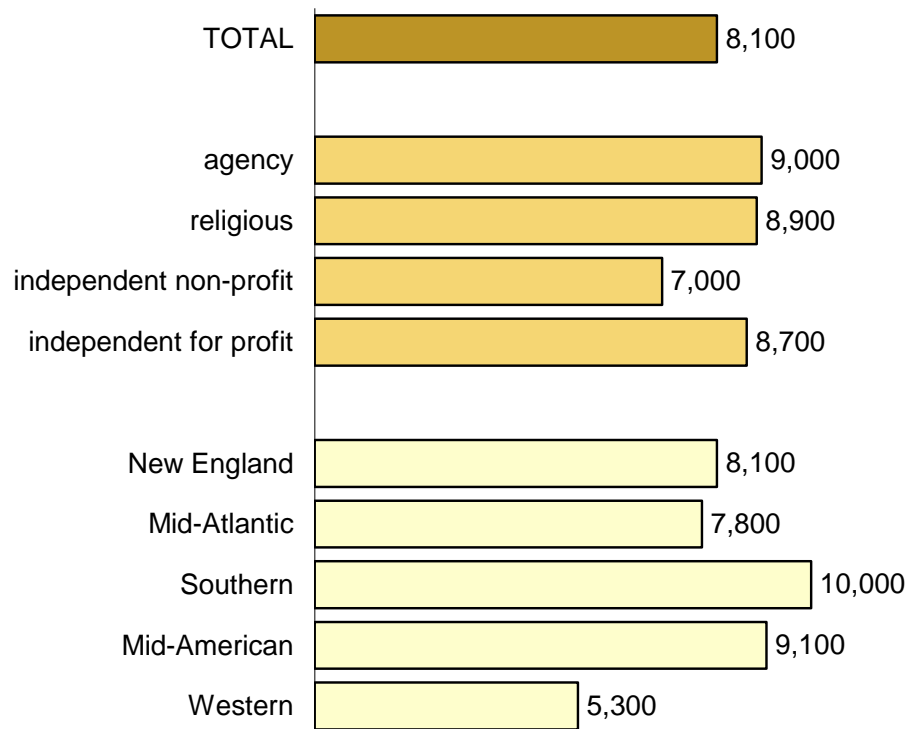
mean: 11,500
median: 8,100

base: 228 overnight camps

Median Camper/Person Days in 2013 OVERNIGHT CAMPS

FINDINGS

How many annual camper/person days did/will your camp experience in 2013?



base: 228 overnight camps; those in each segment

RESPONDENT INSTRUCTION: A "camper/person day" is defined as each day each individual camper/guest/client spends on site at your camp, even if it is for only part of a day. This number is not the number of days in the year that you had programs, it is the CUMULATIVE body count of campers/guests/clients hosted in 2013. Please count individuals multiple times if they spent multiple days at your camp. For example, 100 campers x 5 days = 500 camper days.

Number of Camp Acres & Lodging Capacity

The average overnight camp that is on an owned/sponsored site consists of approximately 355 total acres, 157 (44%) of which are conserved (not for development or program use).

Camps owned/sponsored by agencies and those on owned/sponsored properties in Mid-American and Western states have the most total acres, on average.

On average, overnight camps have 257 beds for their on-site lodging.

Lodging Capacity OVERNIGHT CAMPS	
350 or more beds	19%
250 – 349	17%
200 – 249	19%
150 – 199	13%
100 – 149	19%
fewer than 100	9%

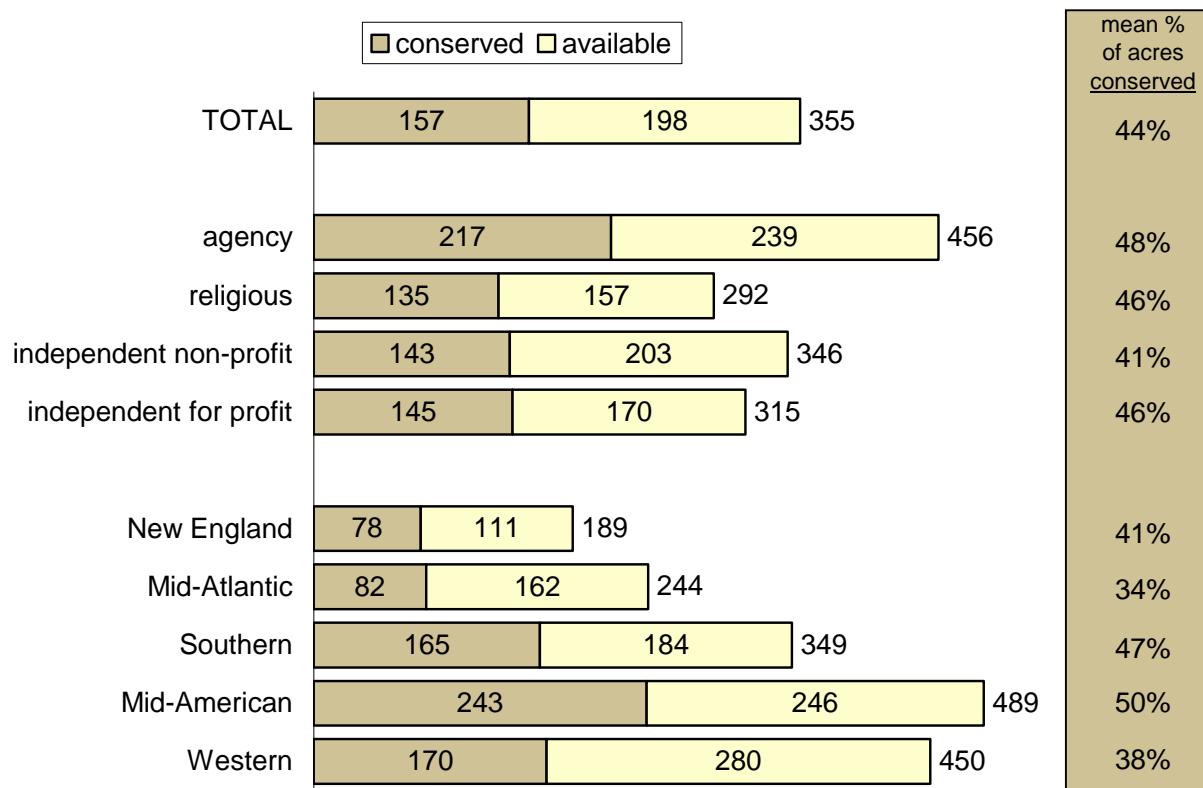
base: 228 overnight camps

mean: 257
median: 200

Mean Number of Camp Acres for Camp Owned Sites OVERNIGHT CAMPS

FINDINGS

If your camp's property is on a camp owned (or sponsored) site, approximately how many of its total acres are conserved?



base: 184 overnight camps with camp-owned/sponsored sites; those in each segment (fill-in answers)

Energy Sources Used

Nine in ten overnight camps (89%) are powered by electricity from an external power station. 72% use on-site propane. Fewer than one in five use each of the other energy sources.

Most overnight camps with on-site propane use it for more than one purpose, including hot water (82%), cooking (77%), and heating (55%). 8% use it for hot water only, 5% cooking only, and 4% heating only.

The typical (median) overnight camp with on-site propane uses about 2,000 gallons per year; 25% use more than 3,000 gallons per year.

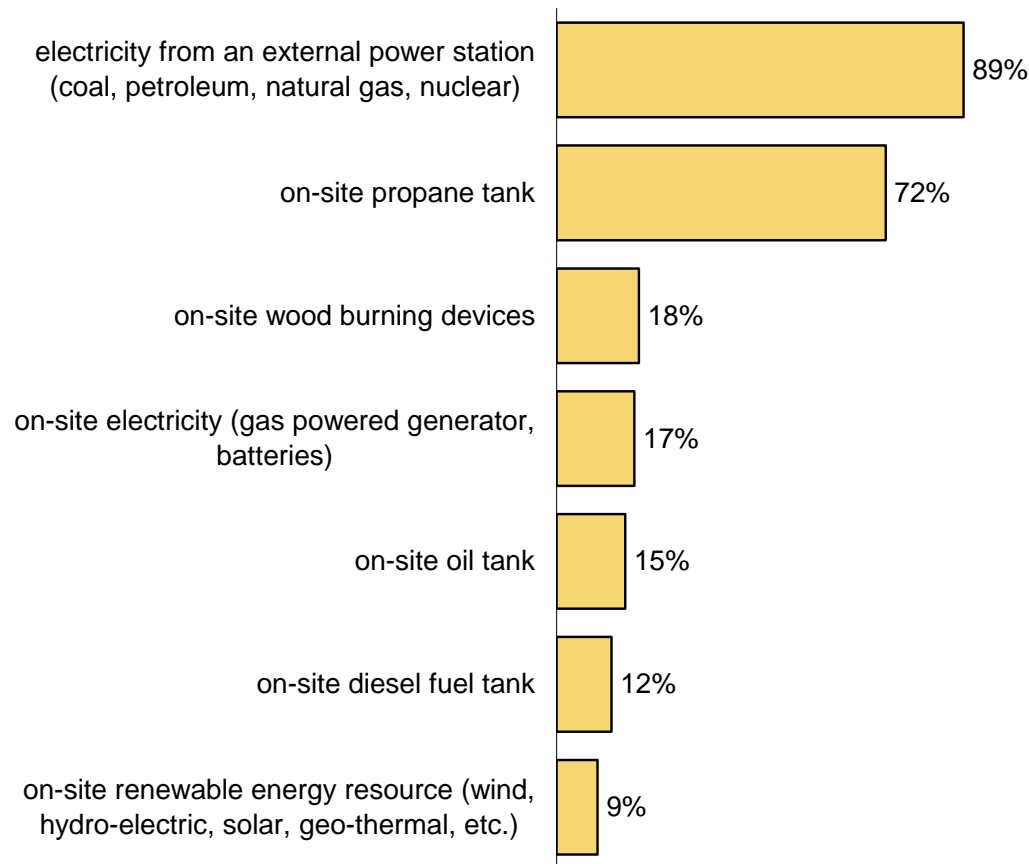
Uses of Propane OVERNIGHT CAMPS	
hot water	82%
cooking	77%
heating	55%
other	7%
<hr/>	
hot water ONLY	8%
cooking ONLY	5%
heating ONLY	4%

base: 165 overnight camps with on-site propane tanks (multiple answers)

Energy Sources Used OVERNIGHT CAMPS

FINDINGS

Which energy sources are used to power your camp facilities?



base: 228 overnight camps (multiple answers)

On-Site Dining & Healthy Food Choices

Nearly all overnight camps have indoor dining (94%). Of those, more have indoor dining with heating and/or air conditioning vs. without (56% vs. 43%). Nearly half (48%) have outdoor dining (fire rings, campfire circle, low impact dining, etc.).

Four in five or more overnight camps with on-site dining regularly offer non-meat options (90%), healthy snacks (87%) and a salad bar option (81%). Very few regularly offer organic options (15%).

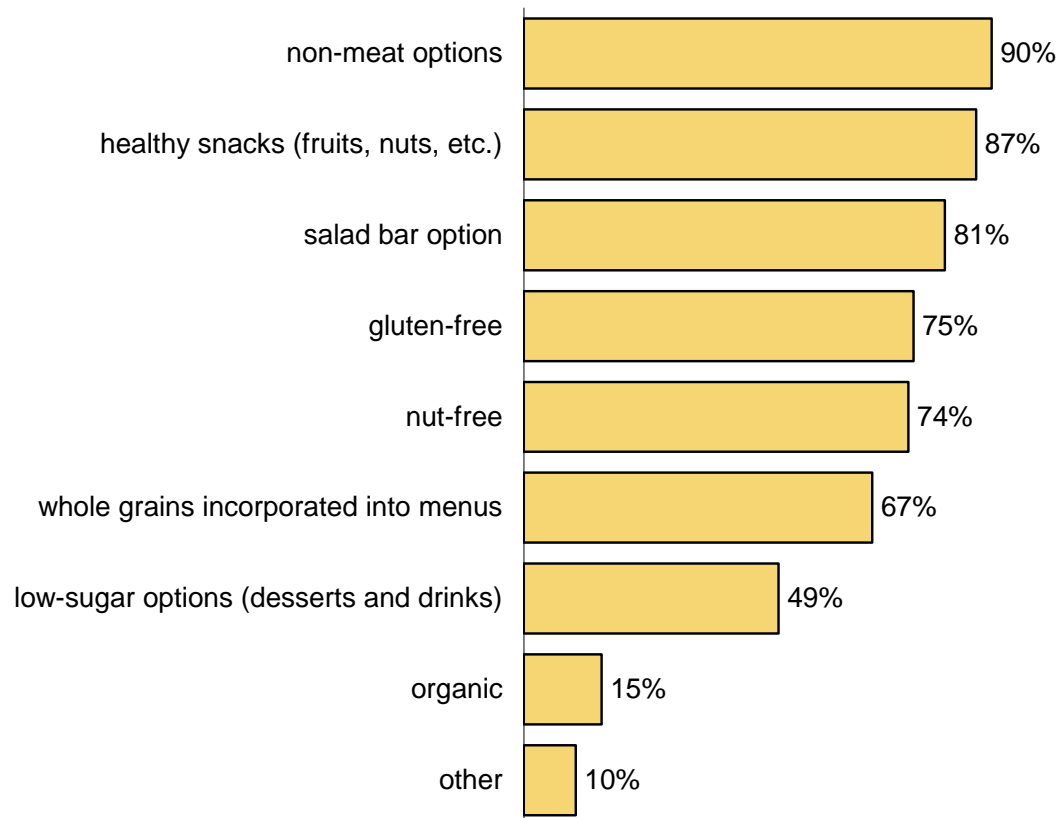
Types of On-Site Dining Facilities OVERNIGHT CAMPS	
indoor dining (NET)	94%
<u>with</u> heating and/or air conditioning	56%
<u>without</u> heating and/or air conditioning	43%
outdoor dining (fire rings, campfire circle, low impact dining, etc.)	48%
indoor dining (<u>with</u> heating and/or air conditioning) ONLY	27%
indoor dining (<u>without</u> heating and/or air conditioning) ONLY	20%
outdoor dining ONLY	3%

base: 228 overnight camps (multiple answers)

Healthy Food Choices Offered OVERNIGHT CAMPS

FINDINGS

Which of the following healthy food choices does your camp regularly offer?



base: 221 overnight camps with on-site dining (multiple answers)

Camp Stores

A majority of overnight camps (72%) operate a camp store. Agency or religious-affiliated overnight camps are the most likely to have a camp store.

Among overnight camps that operate a store, the most commonly offered items for sale are t-shirts or polo shirts (95%).

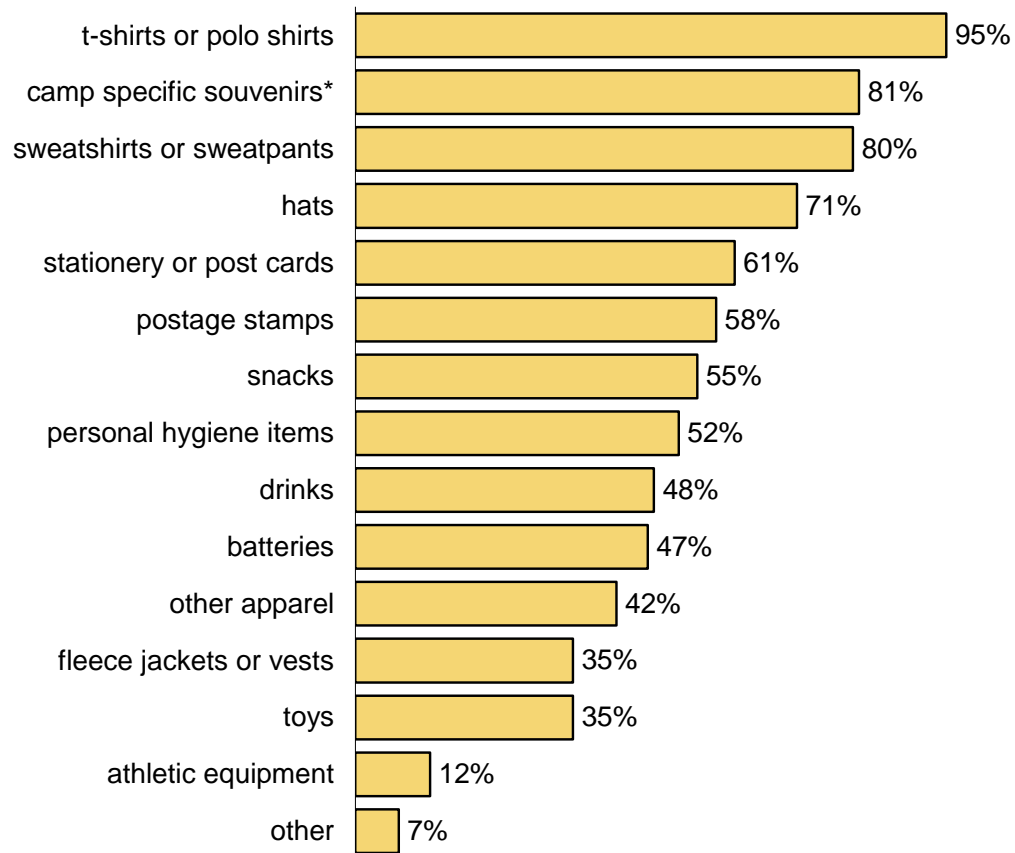
Incidence of Having a Camp Store OVERNIGHT CAMPS	
TOTAL	72%
agency	83%
religious	89%
independent non-profit	66%
independent for-profit	60%

base: 228 overnight camps; those in each segment

Camp Store Items OVERNIGHT CAMPS

FINDINGS

If your camp operates a camp store, which of the following types of items are offered for sale?



base: 165 responding overnight camps operating a camp store (multiple answers)

*bandanas, water bottles, etc.

Facilities/Amenities

Respondents were presented with 29 facilities/amenities and asked to indicate which their overnight camps own and make available to users, which they rent/lease/purchase from other entities, and which they plan to add/expand in the next five years.

Among the most popular for overnight camps to own and make available to users are on-site dining facilities, on-site lodging facilities, art or craft areas, playing fields, and hiking trails. Each is owned and made available by three-fourths or more. No more than 16% of overnight camps rent, lease, or purchase each of the facilities/amenities listed, and even fewer indicated their camps plan to add/expand each in the next five years.

The proportion requiring additional utilities among those that will be adding or expanding facilities/amenities in the next five years is shown below.

Additional Utilities Required OVERNIGHT CAMPS	
electrical service	58%
water and/or sanitation	46%
fire and safety	42%
communications	29%
transportation	6%




base: 79 adding/expanding facilities/amenities in the next five years
(multiple answers)

Facilities/Amenities OVERNIGHT CAMPS

FINDINGS

Which of the following facilities/amenities does your camp own and make available to users?
...rent/lease/purchase from another entity? ...plan to add/expand in the next five years?

	own	rent/ lease	plan to expand		own	rent/ lease	plan to expand
all purpose room/space	65%	8%	6%	mountain biking trails	25%	3%	2%
art or craft area	77%	9%	4%	nature center	36%	5%	4%
auditorium - indoor	36%	4%	5%	on-site dining facilities	89%	16%	9%
climbing walls	52%	5%	4%	on-site lodging facilities	89%	16%	9%
computer lab	12%	1%	0%	outdoor theater	40%	5%	2%
gymnasium	22%	3%	4%	pavilion - indoor	21%	2%	4%
high ropes course	50%	3%	7%	pavilion - outdoor	42%	3%	5%
hiking trails	75%	13%	4%	playground	25%	4%	4%
horse barn	34%	3%	1%	playing fields	75%	12%	2%
horse riding rings	32%	4%	2%	skate park	7%	1%	0%
horseback riding trails	32%	6%	2%	small animal barn	17%	0%	3%
kitchen use	66%	12%	4%	swimming pool/water park	41%	5%	4%
linen service	23%	10%	0%	theater or dance studio	25%	5%	1%
low ropes course	60%	6%	8%	water body for water craft activities	68%	13%	1%
meeting rooms	53%	7%	6%				

 =30%-39%  =40%-49%  =50%+

base: 228 overnight camps (multiple answers for each)

Internet Access

At least 92% of overnight camps have an Internet connection (6% did not answer the question). Most have average or faster connections.

While most have Internet access, relatively few overnight camps make Internet available to program participants (20%); two in five (39%) provide access to rental groups not necessarily participating in programs. 93% make access available to camp staff.

Speed of Internet Connection OVERNIGHT CAMPS	
fast: 4 Mbps or faster (e.g., cable, fiber, 4G mobile broadband)	27%
average: 1 – 3 Mbps (e.g., DSL, 3G mobile broadband)	54%
slow: less than 1 Mbps (e.g., dial-up, satellite)	11%
no Internet available	2%
no answer	6%

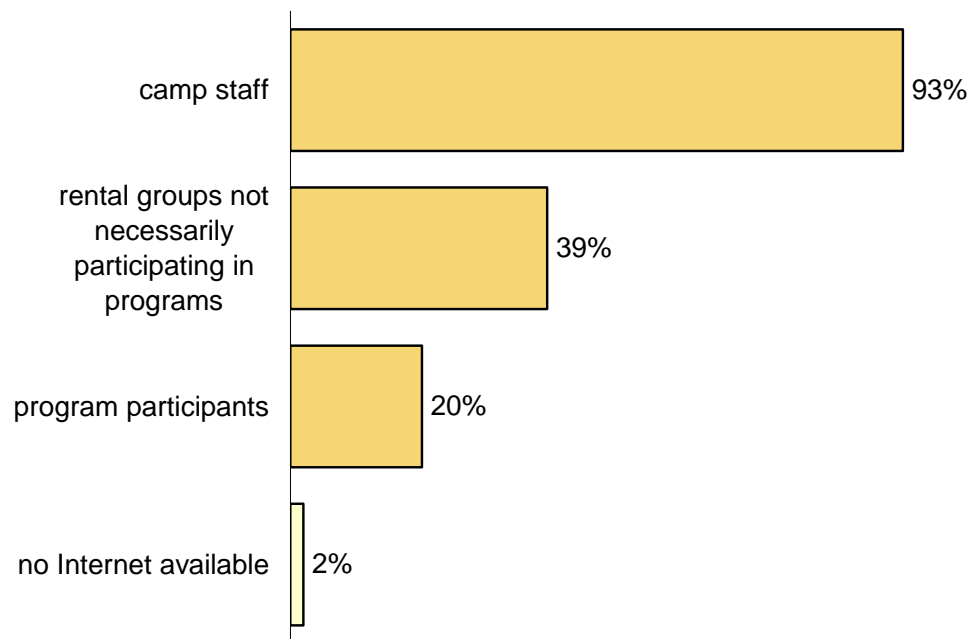
} **92%+ HAVE INTERNET**

base: 228 overnight camps

Internet Access Availability OVERNIGHT CAMPS

FINDINGS

To which of these groups is Internet access made available at your camp?



base: 228 overnight camps (multiple answers)

Activities Offered

To measure the popularity of various types of programs at overnight camps, respondents were presented with over 100 activities/areas of study and asked to indicate which their camps offer to day and overnight camp participants.

For analysis purposes, the program categories were organized into five overall groupings:

- ◆ sports/recreation/outdoor skills
- ◆ environmental activities/studies
- ◆ arts and hobby
- ◆ academic/science & technology
- ◆ other activities/areas of study

A popular category for overnight camps is sports/recreation/outdoor skills. Nearly all (98%) overnight camps offer one or more of the 46 activities listed in that area. Specifically, recreational swimming, archery, canoeing, and hiking are offered by three-fourths or more.

When asked if their camp is primarily considered a sports camp, only 8% of overnight camps indicated yes.

Sports Camp Status OVERNIGHT CAMPS	
yes	8%
no	89%
no answer	4%

base: 222 overnight camps with day or overnight programs

Activities Offered: Sports/Recreation/Outdoor Skills OVERNIGHT CAMPS

FINDINGS

Which of the following activities or areas of study does your camp offer to its day camp or overnight camp participants?

	% offering		% offering
aerobics/exercise	38%	kayaking	55%
all-terrain vehicles (ATV)	3%	martial arts	11%
archery	80%	orientteering/geocaching	33%
aviation	2%	paintball	9%
backpacking	42%	rafting	14%
baseball/softball	50%	riflery	28%
basketball	68%	roller skating	5%
bicycling/biking/mountain biking	33%	sailing	38%
boating/rowing	62%	SCUBA	5%
camping skills	73%	skateboarding	7%
canoeing	77%	slacklining	11%
caving	8%	snow sports	6%
challenge/ropes course	67%	soccer	54%
climbing/rappelling	46%	standup paddle boarding (SUP)	25%
fencing	9%	swimming (instructional)	46%
fishing	68%	swimming (recreational)	89%
football	31%	tennis	41%
go-carts (motorized)	5%	waterskiing	23%
golf	20%	windsurfing	13%
gymnastics	12%	yoga/meditation	32%
hiking	75%	other team/field sports	45%
hockey	16%	other sports/recreation	42%
horseback - English	20%	NET: HORSEBACK	42%
horseback - Western	33%	AT LEAST ONE	98%

=40%-49%

=50%-59%

=60%+

base: 222 overnight camps with day or overnight programs (multiple answers)

Activities Offered

More than four in five overnight camps (85%) offer environmental activities/studies to participants. Fire-building is offered by 64%, but no other individual environmental activity is offered by more than 39%.

Activities Offered: Environmental Activities/Studies OVERNIGHT CAMPS

FINDINGS

Which of the following activities or areas of study does your camp offer to its day camp or overnight camp participants?

	% offering		% offering
aquatic ecology/water quality	30%	orienteering/GPS	37%
conservation	34%	ornithology/birds/bird watching	12%
entomology/bugs	21%	recycling/composting	39%
environ. ethics/Leave No Trace	36%	soil/soil studies	11%
environmental issues	32%	weather	21%
fire-building	64%	wetlands	14%
foraging & collecting	14%	wilderness safety/survival	35%
forest ecology	30%	wildflowers	14%
habitats	25%	wildlife mapping	5%
herpetology (reptiles, amphibians)	13%	wildlife viewing	21%
natural history	22%	other environmental	7%
night hiking	31%	AT LEAST ONE	85%

=20%-29%
 =30%-39%
 =40%+

base: 222 overnight camps with day or overnight programs (multiple answers)

Activities Offered

Arts and hobby activities are commonly offered by overnight camps, with 96% offering one or more activities/areas of study in this category to participants, including 93% that offer arts/crafts specifically.

Academic/science & technology activities or areas of study are offered by about half of overnight camps (52%), with STEM and religious studies among the most popular, at 18% each.

Other popular activities/areas of study include team building (71%), counselor in training (68%), and leadership activities (62%).

Nearly half of overnight camps do not offer family camp (46%). Among those that do, the focus of their family camps is most likely to be camp as education, enrichment, or engagement (58%), or as a vacation (58%).

Family Camp Focus OVERNIGHT CAMPS	
we do not offer family camp	46%
among those offering family camp, the focus is:	
camp as education, enrichment, or engagement	58%
camp as a vacation	58%
camp as an intervention or therapy	16%
other family camp focus	24%

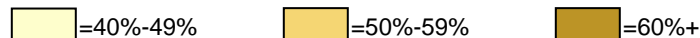
base: 228 overnight camps; 110 offering family camps answering (multiple answers)

**Activities Offered:
Other
OVERNIGHT CAMPS**

FINDINGS

Which of the following activities or areas of study does your camp offer to its day camp or overnight camp participants?

ARTS AND HOBBY (% offering)		ACADEMIC/SCIENCE & TECH (% offering)		OTHER (% offering)	
arts/crafts	93%	computers/technology	9%	community service	34%
ceramics/pottery	41%	criminology/detective	2%	counselor in training (CIT)	68%
clowning	5%	entrepreneurship/business	3%	farming/ranching/gardening	26%
dance	45%	foreign language	5%	field trips	37%
leather craft	21%	history	5%	leadership activities	62%
model rocketry	16%	international culture	12%	team building	71%
music	53%	language arts (reading, etc.)	9%	travel/tour international	5%
photography	36%	radio/TV/video	15%	travel/tour within US	12%
theater/drama	59%	religious study	18%	wilderness trips (3 nights+)	29%
other performing arts	14%	STEM	18%	other	2%
other arts and hobby	13%	veterinary science	2%	AT LEAST ONE	91%
AT LEAST ONE	96%	other academic	4%		
		AT LEAST ONE	52%		



base: 222 overnight camps with day or overnight programs (multiple answers)

Most Popular Programs

When asked to select the three most popular programs based on overall participation and user interest as measured by their camps, overnight camp respondents were most likely to indicate recreational swimming, followed by archery and challenge/ropes course.

Analyzed by overall grouping, the sports/recreation/outdoor skills grouping was by far the most often mentioned as including the most popular activities. The second most popular grouping was arts/hobby.

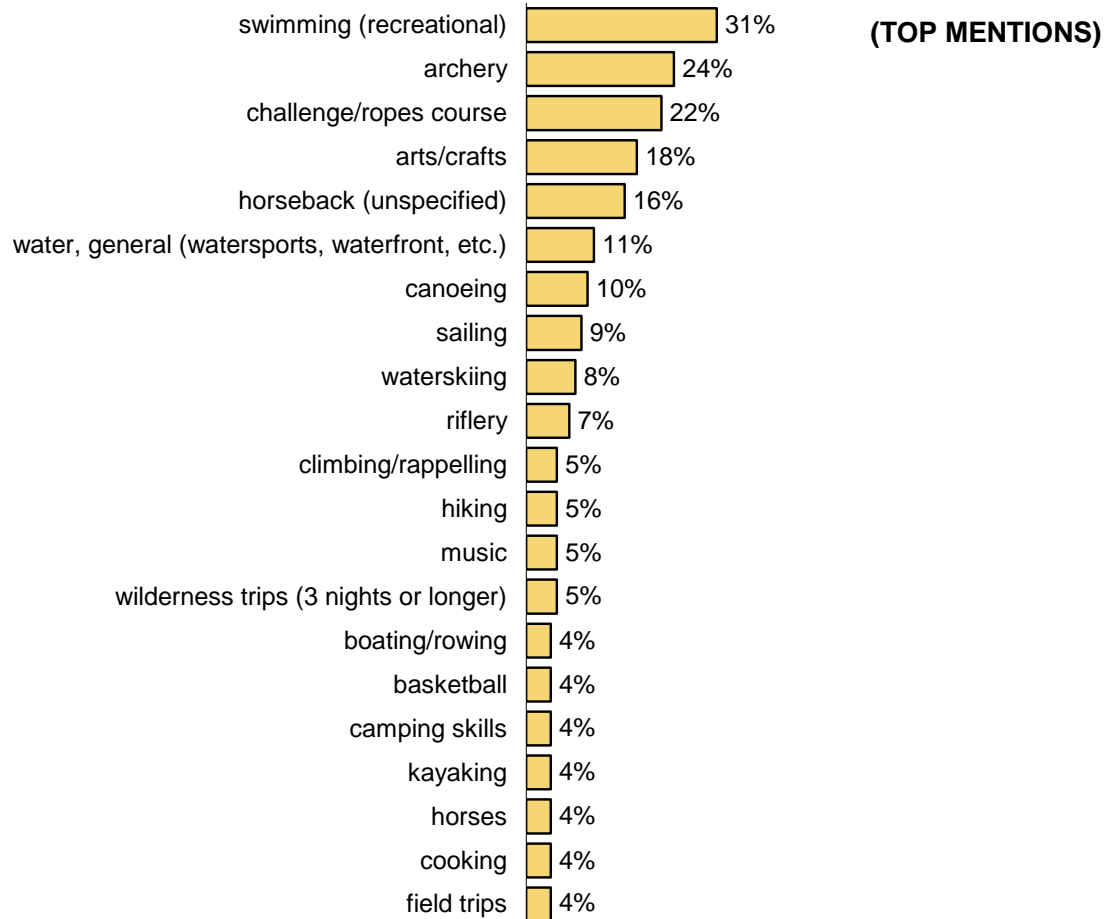
Most Popular Program Categories OVERNIGHT CAMPS	
NET: SPORTS/RECREATION/OUTDOOR SKILLS	86%
NET: ARTS AND HOBBY	31%
NET: OTHER ACTIVITIES/AREAS OF STUDY	14%
NET: ENVIRONMENTAL ACTIVITIES/STUDIES	7%
NET: ACADEMIC/SCIENCE & TECHNOLOGY	5%

base: 222 overnight camps with day or overnight programs (up to 3 open-ended multiple answers)

Most Popular Programs OVERNIGHT CAMPS

Of the activities you identified in question 18, which are the three most popular day camp or overnight camp programs?
For this question, "popular" is defined according to overall participation and user interest, as measured by your camp.

FINDINGS



base: 222 overnight camps with day or overnight programs (up to 3 open-ended multiple answers)

Programs Considering Adding

Respondents were also asked to indicate which programs they are considering adding in the next three years. Just less than half of overnight camps (47%) indicated at least one, but no specific program was mentioned by more than 8%.

Analyzed by overall grouping, the sports/recreation/outdoor skills grouping was again the most often mentioned, at 34%.

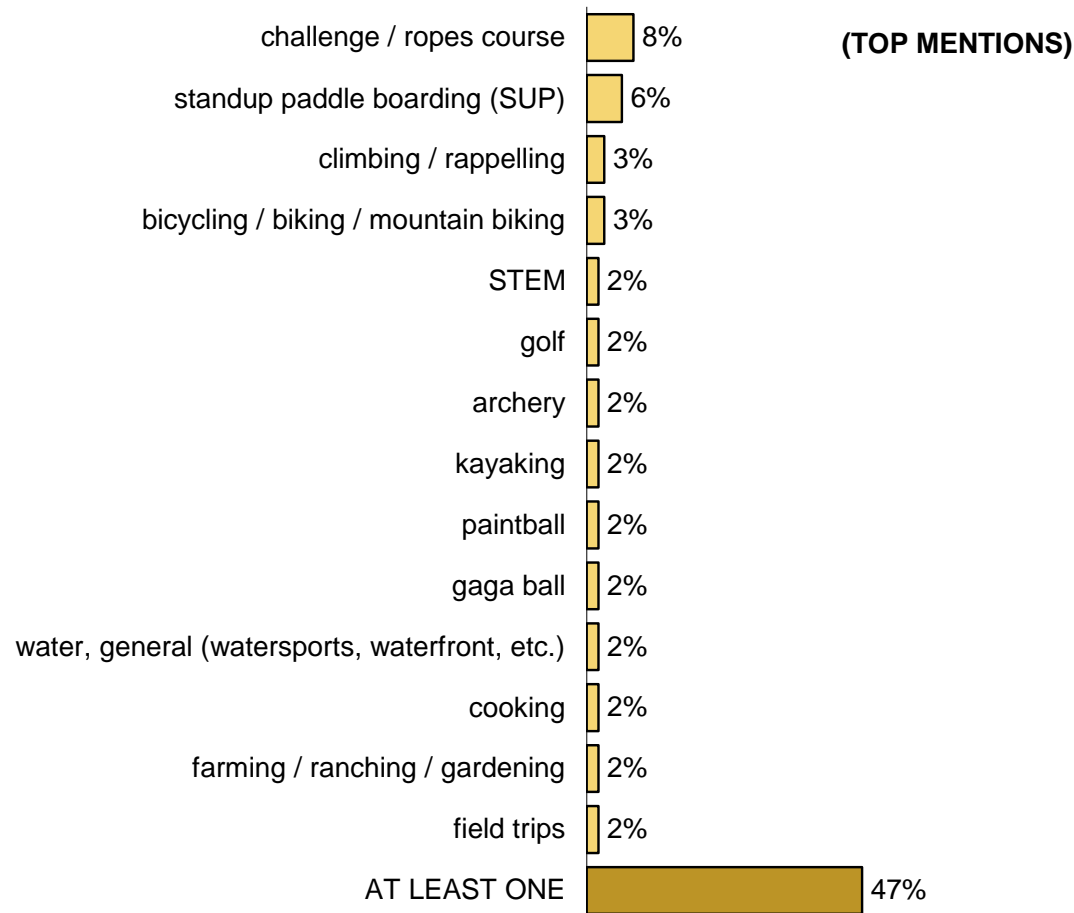
Program Categories Considering Adding OVERNIGHT CAMPS	
NET: SPORTS/RECREATION/OUTDOOR SKILLS	34%
NET: ENVIRONMENTAL ACTIVITIES/STUDIES	9%
NET: ARTS AND HOBBY	8%
NET: OTHER ACTIVITIES/AREAS OF STUDY	6%
NET: ACADEMIC/SCIENCE & TECHNOLOGY	3%

base: 222 overnight camps with day or overnight programs (up to 3 open-ended multiple answers)

Programs Considering Adding OVERNIGHT CAMPS

What programs, if any, is your camp considering adding within the next three years?

FINDINGS



base: 222 overnight camps with day or overnight programs (up to 3 open-ended multiple answers)

Camp Focus & Relationship to School Curricula

Nearly all overnight camps (98%) have an intentional focus. The three indicated by the most are social skills (96%), character outcomes (92%), and physical activity (87%).

Half (49%) of overnight camps measure the outcomes of at least one focus.

Two in five overnight camps (43%) have a direct and/or indirect relationship to schools or school curricula.

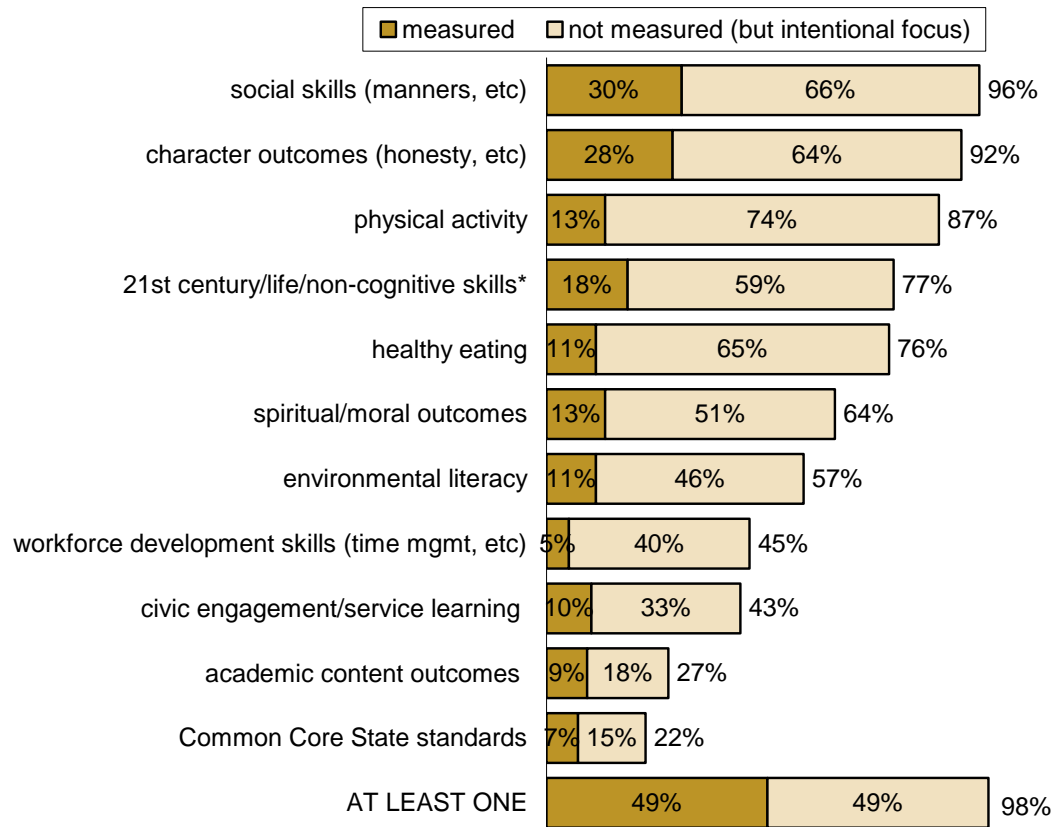
Relationship to School Curricula OVERNIGHT CAMPS	
INDIRECTLY partners with schools by incorporating aspects of school curricula into camp program	22%
DIRECTLY partners with schools as part of their academic programs <u>during the school year</u>	22%
DIRECTLY partners with schools as part of their <u>summer school program</u>	9%
other	6%
AT LEAST ONE	43%

base: 228 overnight camps (multiple answers)

Camp Focus OVERNIGHT CAMPS

FINDINGS

Which of the following outcomes is an intentional and/or measured focus at your camp?



base: 228 overnight camps

*resilience, problem-solving, critical thinking, self-regulation, etc.

Campers' Daily Physical Activity

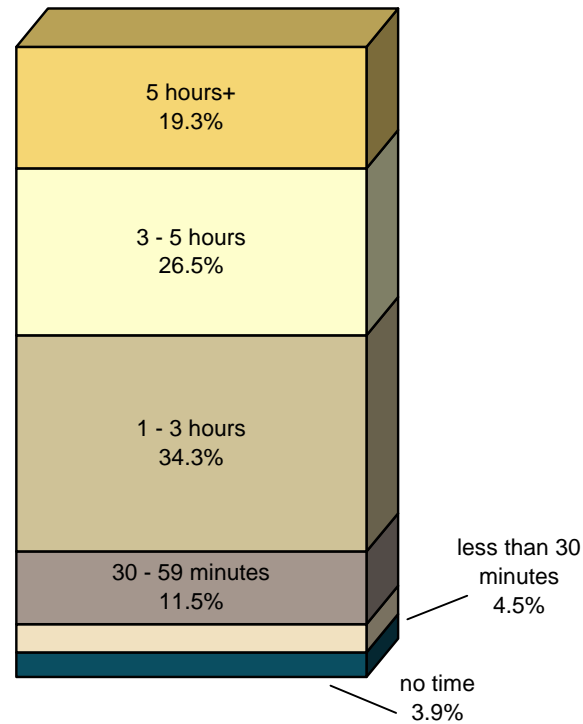
Respondents were asked to indicate the amount of intense physical activity (where exertion is apparent) their 2013 camp guests experienced per day. About 19% of guests, on average, spent more than 5 hours per day engaged in intense physical activity. An average of about 61% spent between 1 and 5 hours, while another 16% spent less than an hour. Only about 4% of guests, on average, spent no time engaged in physical activity per day.

Campers' Daily Physical Activity OVERNIGHT CAMPS

FINDINGS

Approximately, what percentage of your camp's 2013 day or overnight camp guests will engage in the following amounts of intense physical activity (that is, physical exertion is apparent) per day?

mean summary



base: overnight camps with day or overnight camp programs answering (fill-in answers)

Programs/Service Seasons & Number of Weeks in Operation

The typical (median) overnight camp operated for 18 weeks in 2013. The average is higher, at 25.4.

On average, overnight camps operated specific day or overnight camp programs in about half of the total weeks they were in operation (13.5 of 25.4 weeks). The same was true for 2013 median values (9 of 18 weeks).

Virtually all overnight camps (99%) provided programs/services to campers or guests in the summer of 2013. Between 39% and 59% operated programs/services in each of the other three seasons in 2013.

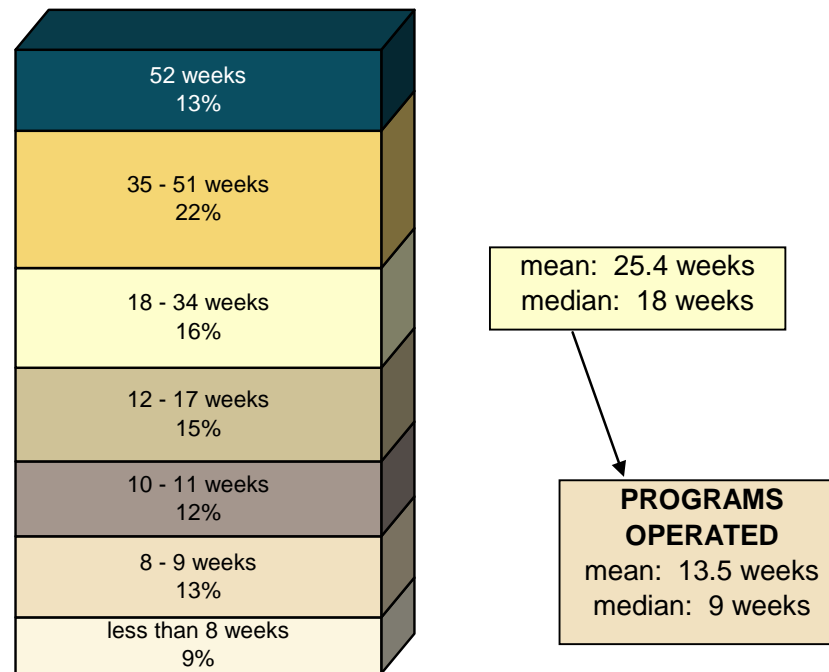
Program/Service Seasons OVERNIGHT CAMPS	
summer (JUN – AUG)	99%
fall (SEP – NOV)	59%
spring (MAR – MAY)	54%
winter (DEC – FEB 2014)	39%

base: 228 overnight camps (multiple answers)

Number of Weeks in Operation OVERNIGHT CAMPS

FINDINGS

In 2013, for approximately how many weeks, out of the 52 weeks in the year, will your camp operate?



base: 228 overnight camps (fill-in answers)

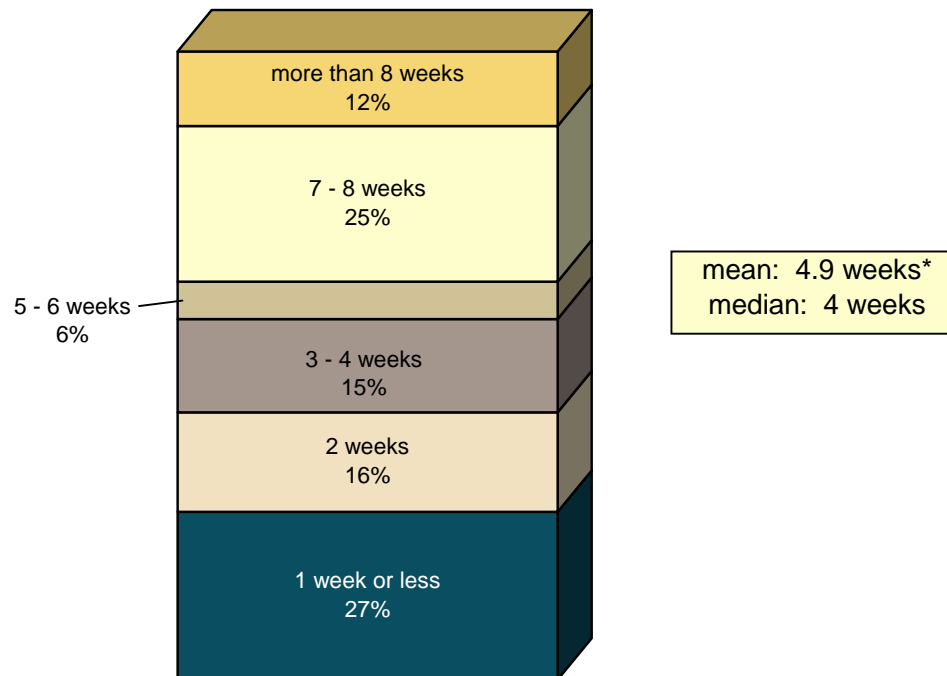
Typical Length: Overnight Camp Sessions

The typical overnight camp session ran 4 weeks in 2013. About a quarter (27%) said their typical overnight camp sessions were a week or less and 12% indicated a typical length of more than 8 weeks.

Typical Length: Overnight Camp Sessions

Which one of the following best describes the typical length in 2013 for your overnight camp sessions?

FINDINGS



base: 211 overnight camps answering

**Due to the high proportion of respondents answering in the bottom category, the sample statistic may overstate the true population mean.*

Number of Camp Participants

Overnight camps served far more youth (under 18) than adult participants in 2013 as part of day/overnight camp programs and/or rental groups, on average.

The median number of youth served in rental groups was 400; in day/overnight camp 449. The mean calculations are much higher as a result of some large reports.

The typical (median) overnight camp served 208 adults in rental groups and 50 in day/overnight camp. Again, the mean calculations are much higher as a result of some large reports.

The average estimated return rate for each group in 2013 ranged from about 62% to 75%.

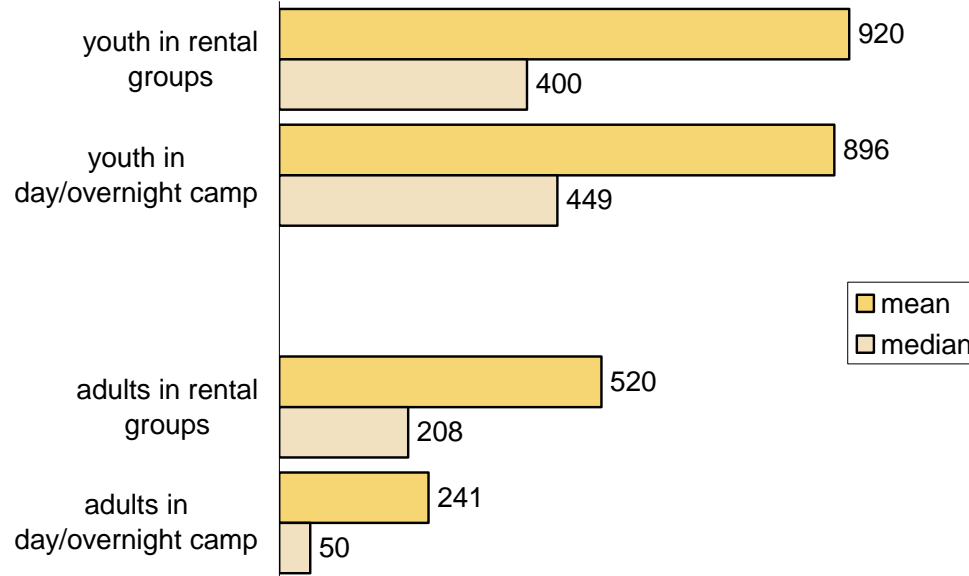
Guest Return Rate OVERNIGHT CAMPS	mean
rental groups	75.2%
youth day and overnight camp	69.0%
adult day and overnight camp	61.7%

base: overnight camps offering each type of camp program answering (fill-in answers)

Number of Camp Participants OVERNIGHT CAMPS

FINDINGS

In 2013, approximately how many youth (under 18) [adult (18 and over)] participants did your camp serve, as a part of a) day or overnight camp programs and b) as a part of rental groups?



base: overnight camps offering each type of camp program answering (fill-in answers)

Guest Profile

On average, about half of overnight camp guests in 2013 were female; nearly three-fourths were Caucasian/White (non-Hispanic). An average of about 71% were between the ages of 10 and 17.

Income levels varied for guests at overnight camps in 2013. An average of about 41% would be considered middle income; only about 12% were at the poverty level.

Many guests traveled far to attend overnight camps in 2013; an average of about 11% traveled 500 or more miles.

Guests by Distances Traveled: Mean Summary OVERNIGHT CAMPS	
500 or more miles	10.8%
100 – 499 miles	44.4%
50 – 99 miles	24.9%
less than 50 miles	19.9%

base: overnight camps offering day/overnight summer camp programs answering (fill-in answers)

When asked about gender-specific summer programs, 29% of overnight camps offering summer camp programs indicated they have summer programs exclusively for females; 20% have male-only summer programs.

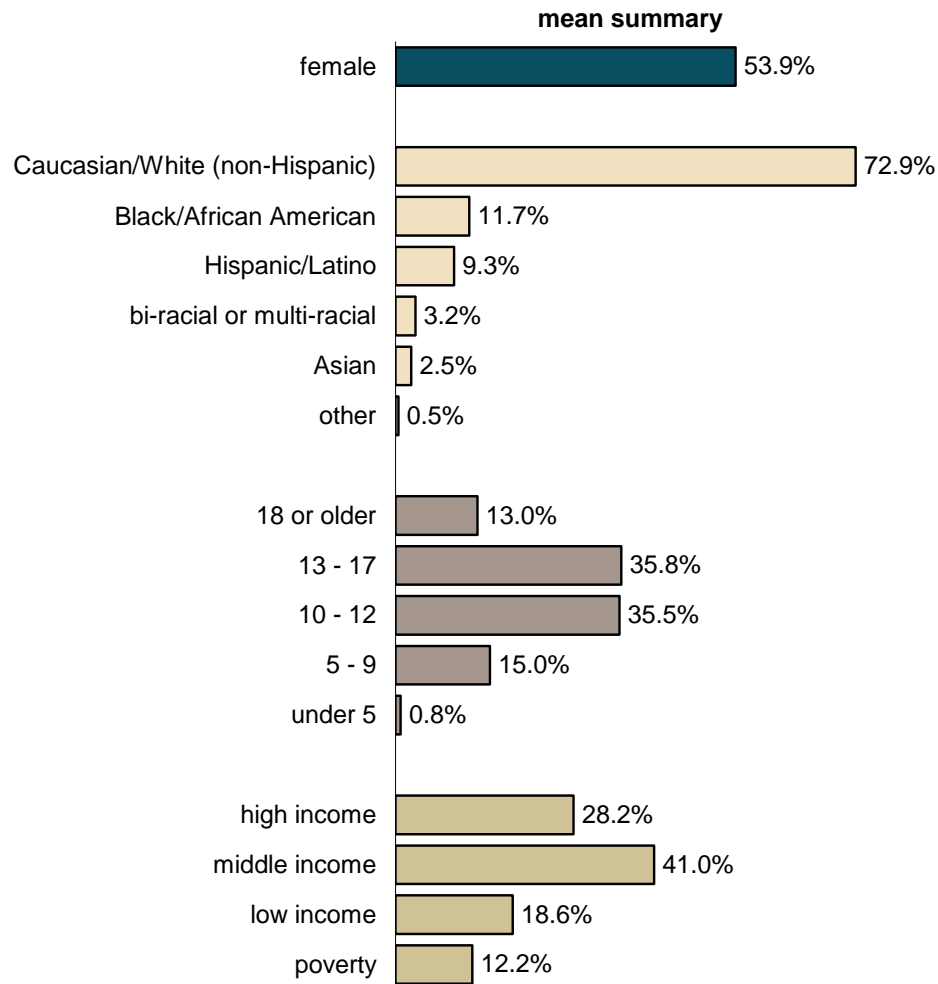
Incidence of Gender Exclusive <u>Summer Programs</u> OVERNIGHT CAMPS	
co-ed (males and females together in same programs)	72%
female only	29%
male only	20%

base: 217 overnight camps offering day/overnight summer camp programs answering (multiple answers)

Guest Profile OVERNIGHT CAMPS

FINDINGS

Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories?



base: overnight camps offering day or overnight camp programs answering for each (fill-in answers)

Guests with Special Needs

Almost half of overnight camps (45%) offer specialized programs or services for any specific disability. The most offered programs were for food allergies/dietary issues and ADD/ADHD (25% each).

On average, about one in five of each overnight camp's total campers in 2013 would be classified as having a physical, emotional, or cognitive disability.

About 37% of the youth campers, on average, were administered prescription drugs by their overnight camp's medical team; 34% were administered over-the-counter drugs by the team.

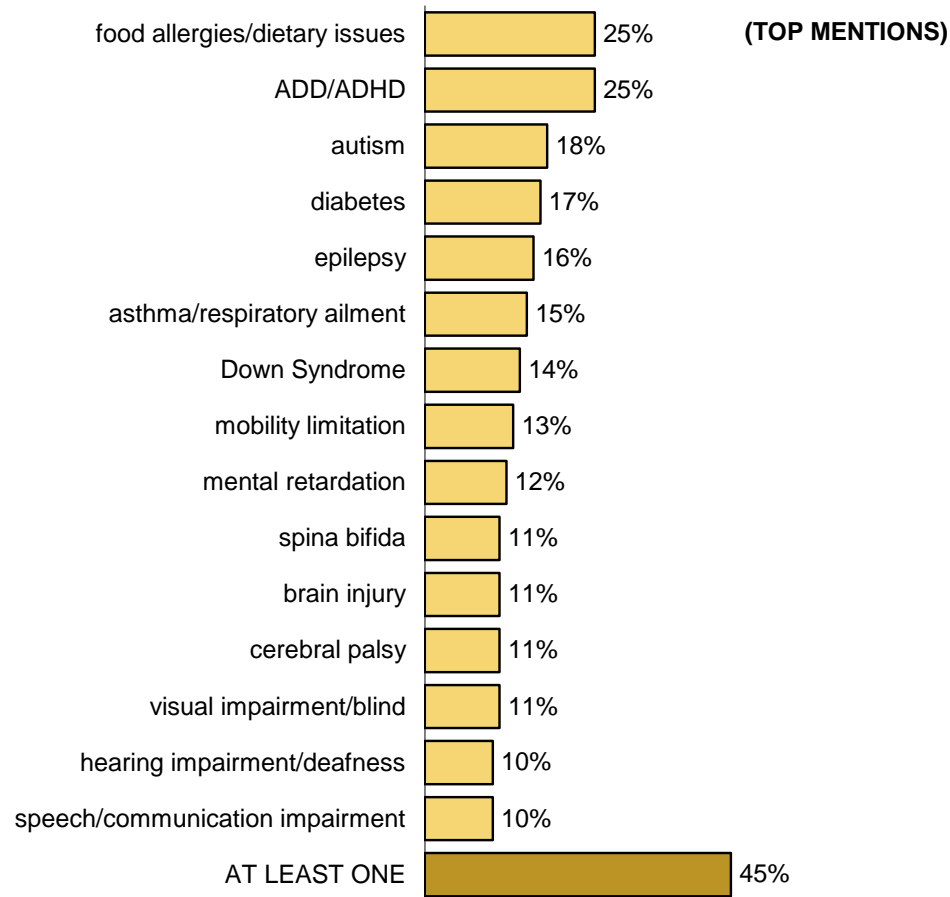
Guests with Special Needs OVERNIGHT CAMPS	mean
guests with disabilities (physical, emotional, or cognitive)	20.5%
youth guests administered prescription drugs	36.9%
youth guests administered over-the-counter drugs	34.1%

base: overnight camps offering day or overnight camp programs answering for each (fill-in answers)

Disability Related Programs/Services Offered OVERNIGHT CAMPS

FINDINGS

For which disabilities does your camp offer specialized programs or services?



base: 228 overnight camps (multiple answers)

Staff Profile

Overnight camps tend to have more seasonal staff than full time staff; and these seasonal employees are more likely to be paid rather than volunteers.

Nearly every overnight camp had at least one seasonal paid staff in 2013, averaging nearly 78 total staff of this type. About half had seasonal volunteer staff in 2013. On average, each overnight camp had about 53 seasonal volunteer staff in that year.

Nine in ten overnight camps employed full-time, year-round paid staff in 2013. The average number of staff in this category was about 7. Few (15%) had full-time, year-round volunteer staff. The average overnight camp had about 4 in 2013.

Two-thirds of overnight camps had international staff (including full-time, seasonal, paid, and volunteer) in 2013. On average, each overnight camp had about 12 international staff.

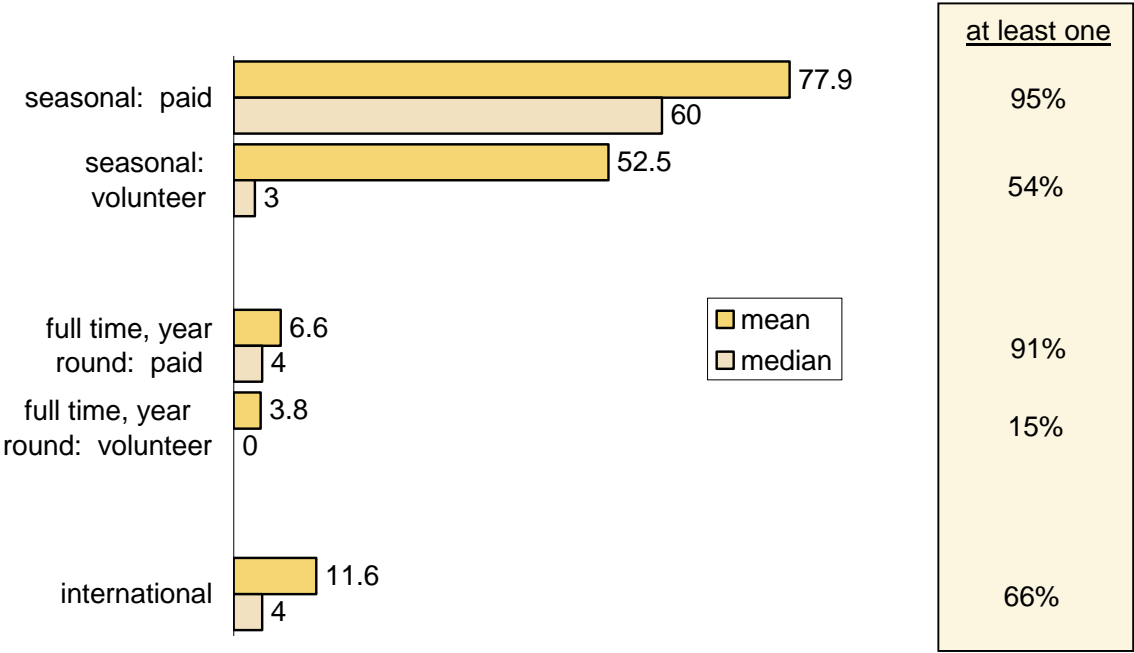
On average, 2013 overnight camp staff was more likely to be female than male. And paid staff had a much higher return rate than volunteer staff.

Staff by Gender OVERNIGHT CAMPS		mean
female		57.0%
male		43.0%
Employee Return Rate OVERNIGHT CAMPS		mean
paid staff		60.4%
volunteer staff		33.3%

base: overnight camps answering (fill-in answers)

Number of Employees OVERNIGHT CAMPS

In 2013, approximately how many individuals did/will your camp employ on a full-time, year round or seasonal basis in each of these categories?



base: overnight camps answering (fill-in answers)

FINDINGS

Camp Purchases

Most overnight camps purchase their next summer's products in the spring. Less than one-third (30%) use a group purchasing program.

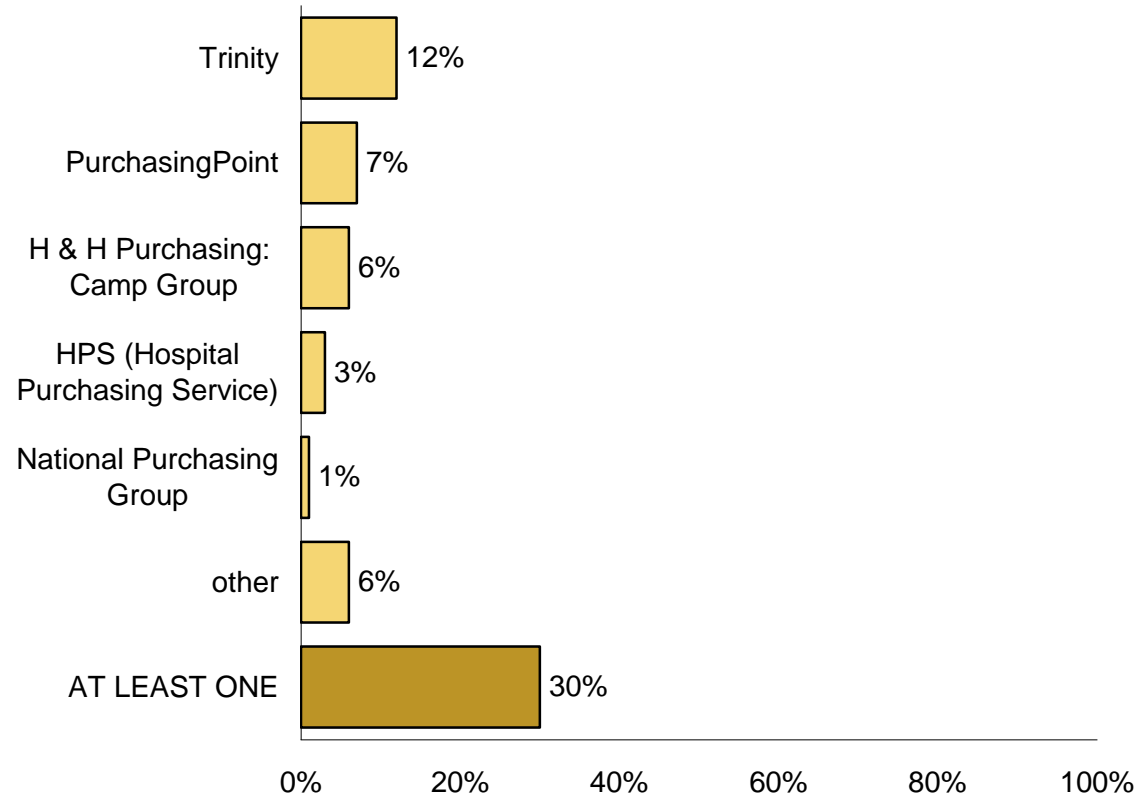
Summer Product Purchase Months OVERNIGHT CAMPS	
spring (MAR – MAY)	92%
winter (DEC – FEB)	38%
summer (JUN – AUG)	34%
fall (SEP – NOV)	17%

base: 228 overnight camps (multiple answers)

Group Purchasing Programs Used

FINDINGS

Which of these group purchasing programs is your camp currently using?



base: 228 overnight camps (multiple answers)

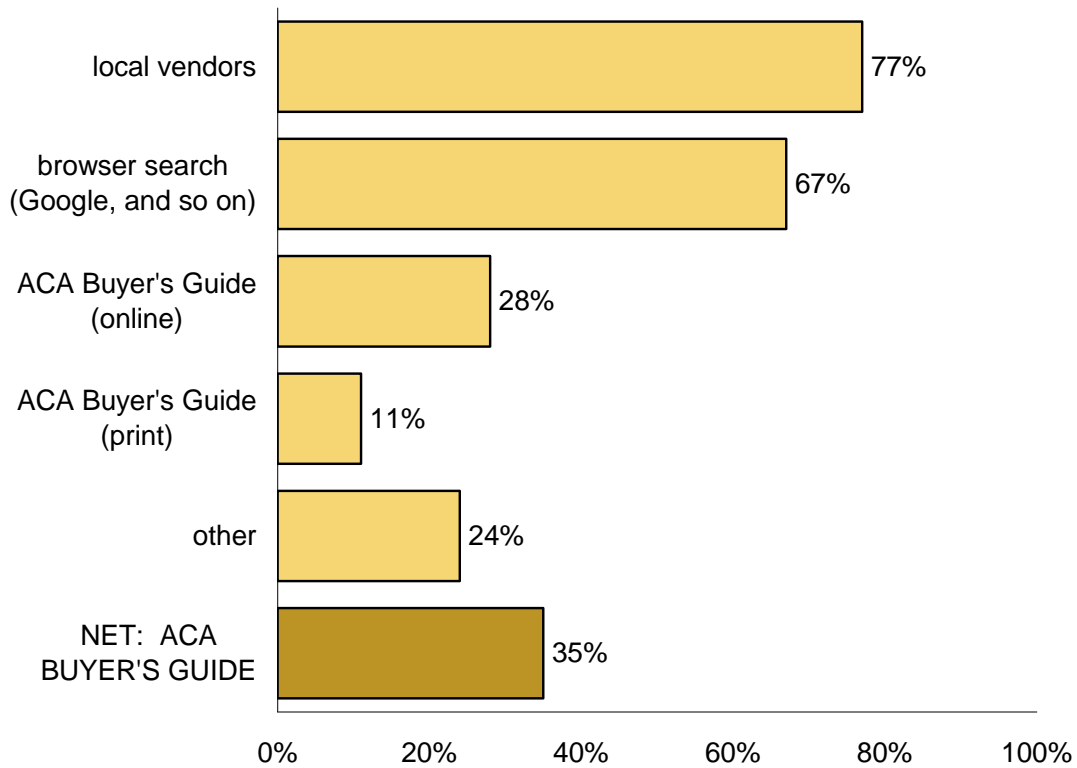
Use of ACA Buyer's Guide to Identify Vendors

The ACA Buyer's Guide is used by about a third of overnight camps to identify companies to purchase from when purchasing equipment or supplies for the camp. The online Buyer's Guide is used by more than twice as many as the print Buyer's Guide.

Use of ACA Buyer's Guide to Identify Vendors

FINDINGS

When purchasing equipment or supplies for your camp, how do you identify companies you purchase from?



base: 228 overnight camps (multiple answers)

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OVERNIGHT CAMPS

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In addition to percentages, three summary statistics may be presented in this report for numeric variables.

A **mean** is the arithmetic average of a distribution (i.e., a set of values). Because it is arithmetically calculated, it can be multiplied by the population represented to present a total volume estimate. For example, if 100 survey respondents (representing 10,000 people in the population) reported mean expenditures of \$100 each, total expenditures for that population are estimated as $10,000 \times \$100 = \$1,000,000$. Means are very much influenced by extremely large or extremely small values in the distribution (e.g., one millionaire can substantially raise an estimate of average income).

Means for grouped data are calculated using the midpoint of each range. The lowest-valued group is represented by its largest value; the highest-valued group by its lowest.

The **standard error** measures the variability associated with the survey's estimate of a population mean. The standard error is analogous to the margin of error associated with percentages: that is, 95% of the time we expect the true (unknown) population mean to be within plus-or-minus two standard errors of the mean calculated from the sample. A standard error that is large in proportion to the mean indicates a high level of statistical instability; trending and projections against such estimates should be undertaken cautiously.

A **median** is the value that lies at the middle of a distribution: that is, 50% of the values are above it and 50% are below. It represents the "typical" response, and is not influenced by extreme values. For most distributions, the median will be either roughly equal to, or significantly smaller than the mean.

Medians for grouped data are calculated by locating the group which contains the 50th percentile, then interpolating between the lower and upper bounds to estimate the precise value. Only the values listed *above* the statistics on a data table are used in the calculations.

DATA TABLES

Data Interpretation

Tables may have **statistical significance testing** enabled, comparing means and proportions between selected columns. Z-scores for differences are calculated where both tabulation bases are ≥ 30 , assuming the statistics are derived from sufficiently large unweighted probability samples drawn from much larger independent populations. Differences found significant at the 95% confidence level are reported by appearance of one or more letters under the result, indicating from which tested column(s) to the left that statistic differs (if any).

When assumptions are met, significance testing accounts for the effect of sampling error on comparisons; if all assumptions are not met, the reader is advised to use test results cautiously. Effects of other potential sources of imprecision (nonresponse bias, item reliability, respondent error, etc.) are not similarly quantifiable, and may be of greater magnitude than sampling error.

DATA TABLES

Data Interpretation

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 000 page 1

Key to Tables

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
base: ACA member camps	228	52	35	83	52	53	36	42	55	38	35	56	38	60	39
margin of error at 95% confidence (percentage points):	±5.9	±12.5	±15.2	±9.9	±12.5	±12.3	±15.0	±13.9	±12.1	±14.6	±15.2	±12.0	±14.6	±11.6	±14.4

The margin of error for results based on fewer than 30 responses cannot be meaningfully calculated and the results are considered statistically unstable.

Segment	Description
OVERNIGHT CAMPS TOTAL	using all available data, all respondents with the highest proportion of their camp operations targeting the overnight camp audience (based on Table 014)
CAMP OWNER/SPONSOR	those indicating the owner/sponsor of their camp (based on Table 001) is best described as:
agency	agency (e.g., 4H, BSA, CFUSA, JCCA, YMCA, etc.)
religious	religious organization (e.g., Catholic, Lutheran, etc.)
indep. not-for-profit	independent not-for-profit
indep. for-profit	independent for-profit
GROSS REVENUES	those indicating their camp's total gross revenue in 2013, including all fees, store revenues, contributions, and other revenues (based on Table 015), as:
<\$250K	less than \$250,000
\$250K - \$499.9K	\$250,000 - \$499,999
\$500K - \$999.9K	\$500,000 - \$999,999
\$1 M - \$1.9 M	\$1 million - \$1.99 million
\$2 M+	\$2 million or more
REGION	those who's camps are located in the following states:
New England	CT, MA, ME, NH, RI, VT
Mid-Atlantic	DC, DE, MD, NJ, NY, PA, VA, WV
Southern	AL, AR, FL, GA, KY, LA, MS, NC, OK, SC, TN, TX, PR/VI
Mid-America	IA, IL, IN, KS, MI, MN, MO, ND, NE, OH, SD, WI
Western	AK, AZ, CA, CO, HI, ID, MT, NM, OR, NV, UT, WA, WY

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 001 page 1

Camp Owner/Sponsor

1. Which one of the following best describes who owns/sponsors your camp?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
independent not-for-profit	83 36%	0 0%	0 0%	83 100% bc	0 0% d	19 36%	17 47%	15 36%	18 33%	14 37%	10 29%	21 38%	13 34%	19 32%	20 51% k
agency (e.g., 4H, BSA, CFUSA, JCCA, YMCA, etc.)	52 23%	52 100%	0 0% b	0 0% b	0 0% b	16 30%	8 22%	8 19%	14 25%	4 11% f	8 23%	9 16%	6 16%	17 28%	12 31%
independent for-profit	52 23%	0 0%	0 0%	0 0%	52 100% bcd	4 8%	5 14%	9 21%	16 29% f	17 45% fgh	12 34%	20 36%	8 21%	8 13% kl	4 10% kl
religious organization (e.g., Catholic, Lutheran, etc.)	35 15%	0 0%	35 100% b	0 0% c	0 0% c	11 21%	6 17%	9 21%	6 11%	2 5% fh	3 9%	5 9%	9 24% l	15 25% kl	3 8% n
municipal or government	1 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 3%	0 0%	0 0%
other	3 1%	0 0%	0 0%	0 0%	0 0%	2 4%	0 0%	1 2%	0 0%	0 0%	0 0%	1 2%	1 3%	1 2%	0 0%
no answer	2 1%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	1 3%	2 6%	0 0%	0 0%	0 0%	0 0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 002 page 1

Incidence of Ownership/Rental of Camp Facilities

2. Does your organization own your camp facilities OR does it rent your camp facilities from another entity?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
own	186 82%	48 92%	34 97%	60 72% bc	38 73% bc	38 72%	29 81%	33 79%	50 91% f	32 84%	31 89%	41 73%	33 87%	54 90% l	27 69% kn
rent	37 16%	3 6%	1 3%	21 25% bc	12 23% bc	15 28%	5 14%	8 19%	5 9% f	4 11% f	3 9%	14 25%	5 13%	4 7% l	11 28% kn
both	5 2%	1 2%	0 0%	2 2%	2 4%	0 0%	2 6%	1 2%	0 0%	2 5%	1 3%	1 2%	0 0%	2 3%	1 3%
no answer	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 003 page 1

Service/Program Types Offered

3. Considering all of the programs and services that your camp did/will offer in 2013, what percentage of its operations targeted each of the following audiences?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps (multiple answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
NET: DAY OR OVERNIGHT CAMP:	222 97%	51 98%	33 94%	81 98%	51 98%	52 98%	35 97%	42 100%	55 100%	37 97%	35 100%	54 96%	37 97%	58 97%	38 97%
day camp	60 26%	20 38%	13 37%	21 25%	5 10% bcd	13 25%	12 33%	12 29%	12 22%	10 26%	8 23%	15 27%	11 29%	19 32%	7 18%
overnight camp	222 97%	51 98%	33 94%	81 98%	51 98%	52 98%	35 97%	42 100%	55 100%	37 97%	35 100%	54 96%	37 97%	58 97%	38 97%
rental groups	125 55%	34 65%	28 80%	39 47% bc	20 38% bc	18 34%	22 61% f	27 64% f	36 65% f	21 55% f	19 54%	23 41%	24 63% l	39 65% l	20 51%
indicated at least one	222 97%	51 98%	33 94%	81 98%	51 98%	52 98%	35 97%	42 100%	55 100%	37 97%	35 100%	54 96%	37 97%	58 97%	38 97%
no answer	6 3%	1 2%	2 6%	2 2%	1 2%	1 2%	1 3%	0 0%	0 0%	1 3%	0 0%	2 4%	1 3%	2 3%	1 3%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 004 page 1

Camp Operations by Targeted Audience: For All of 2013: Mean Summary

3a. Considering all of the programs and services that your camp did/will offer in 2013, what percentage of its operations targeted each of the following audiences?

	-----OVERNIGHT CAMPS-----														
	TOTAL	-----CAMP OWNER/SPONSOR-----				-----GROSS REVENUES-----					-----REGION-----				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
FOR ALL OF 2013/SUMMER ONLY 2013 MEAN SUMMARY															
base: ACA members answering (fill-in answers)															
overnight camp	86.3%	82.2%	76.2%	86.6% c	96.1% bcd	89.0%	85.1%	83.0%	85.1% g	89.2% fgh	91.2%	88.0%	87.2%	83.2% k	82.9% klm
rental groups (schools, conferences, etc.)	10.2%	11.9%	20.5% b	9.4% c	2.9% bcd	6.8%	10.9%	14.8% f	11.6% f	6.7% h	5.7%	7.5%	10.1%	13.2% kl	13.6% k
day camp	3.6%	5.9%	3.3%	4.0%	1.0% bd	4.2%	4.0%	2.3%	3.3%	4.1%	3.1%	4.5%	2.6%	3.6%	3.5%
TOTAL =	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 005 page 1

Camp Operations by Targeted Audience: For All of 2013: Day Camp

3a. Considering all of the programs and services that your camp did/will offer in 2013, what percentage of its operations targeted each of the following audiences?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
FOR ALL OF 2013: DAY CAMP															
base: ACA member camps (fill-in answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
75% - 99%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
50% - 74%	3 1%	1 2%	0 0%	2 2%	0 0%	2 4%	0 0%	0 0%	0 0%	1 3%	0 0%	0 0%	0 0%	1 2%	2 5%
25% - 49%	8 4%	5 10%	1 3%	1 1% b	1 2%	1 2%	2 6%	0 0%	4 7%	1 3%	1 3%	4 7%	2 5%	1 2%	0 0%
1% - 24%	46 20%	12 23%	11 31%	18 22%	4 8% bcd	9 17%	10 28%	11 26%	7 13%	8 21%	7 20%	11 20%	8 21%	15 25%	5 13%
none	152 67%	29 56%	20 57%	55 66%	44 85% bcd	35 66%	19 53%	29 69%	42 76% g	27 71%	25 71%	36 64%	26 68%	38 63%	27 69%
mean:	3.6%	5.9%	3.3%	4.0%	1.0% bd	4.2%	4.0%	2.3%	3.3%	4.1%	3.1%	4.5%	2.6%	3.6%	3.5%
standard error:	0.62%	1.66%	1.29%	1.14%	0.65%	1.60%	1.57%	0.82%	1.21%	1.65%	1.19%	1.32%	1.13%	1.21%	2.04%
median:	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
no answer	19 8%	5 10%	3 9%	7 8%	3 6%	6 11%	5 14%	2 5%	2 4%	1 3%	2 6%	5 9%	2 5%	5 8%	5 13%

Columns tested at 95% significance level: bcde fg hij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 006 page 1

Camp Operations by Targeted Audience: For All of 2013: Overnight Camp

3a. Considering all of the programs and services that your camp did/will offer in 2013, what percentage of its operations targeted each of the following audiences?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
FOR ALL OF 2013: OVERNIGHT CAMP															
base: ACA member camps (fill-in answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
100%	75 33%	11 21%	3 9%	32 39% bc	27 52% bc	22 42%	9 25%	13 31%	17 31%	14 37%	16 46%	25 45%	8 21% kl	14 23% kl	12 31%
75% - 99%	89 39%	24 46%	16 46%	26 31%	21 40%	17 32%	15 42%	17 40%	22 40%	17 45%	12 34%	17 30%	22 58% kl	28 47%	10 26% mn
50% - 74%	39 17%	10 19%	11 31%	16 19%	1 2% bcd	8 15%	6 17%	8 19%	11 20%	6 16%	5 14%	6 11%	5 13%	11 18%	12 31% l
25% - 49%	6 3%	2 4%	2 6%	2 2%	0 0%	0 0%	1 3%	2 5%	3 5%	0 0%	0 0%	3 5%	1 3%	2 3%	0 0%
1% - 24%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
none	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
mean:	86.3%	82.2%	76.2%	86.6% c	96.1% bcd	89.0%	85.1%	83.0%	85.1% g	89.2% fgh	91.2%	88.0%	87.2%	83.2% k	82.9% klm
standard error:	1.20%	2.75%	3.32%	2.00%	1.07%	2.24%	3.08%	3.10%	2.66%	2.34%	2.32%	2.60%	2.56%	2.48%	3.15%
median:	95%	90%	80%	97%	100%	95%	93%	90%	97%	95%	99%	99%	95%	90%	90%
no answer	19 8%	5 10%	3 9%	7 8%	3 6%	6 11%	5 14%	2 5%	2 4%	1 3%	2 6%	5 9%	2 5%	5 8%	5 13%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 007 page 1

Camp Operations by Targeted Audience: For All of 2013: Rental Groups

3a. Considering all of the programs and services that your camp did/will offer in 2013, what percentage of its operations targeted each of the following audiences?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
FOR ALL OF 2013: RENTAL GROUPS (SCHOOLS, CONFERENCES, ETC.)															
base: ACA member camps (fill-in answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
75% - 99%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
50% - 74%	6 3%	2 4%	3 9%	1 1% c	0 0% c	1 2%	1 3%	3 7%	1 2%	0 0%	0 0%	1 2%	1 3%	3 5%	1 3%
25% - 49%	31 14%	7 13%	9 26%	13 16%	1 2% bcd	4 8%	4 11%	7 17%	11 20%	5 13%	2 6%	6 11%	5 13%	8 13%	10 26% k
1% - 24%	83 36%	24 46%	16 46%	23 28% b	18 35%	13 25%	15 42%	16 38%	22 40%	16 42%	15 43%	16 29%	18 47%	27 45%	7 18% kmn
none	89 39%	14 27%	4 11%	39 47% bc	30 58% bc	29 55%	11 31% f	14 33% f	19 35% f	16 42%	16 46%	28 50%	12 32%	17 28% l	16 41%
mean:	10.2%	11.9%	20.5% b	9.4% c	2.9% bcd	6.8%	10.9%	14.8% f	11.6% f	6.7% h	5.7%	7.5%	10.1%	13.2% kl	13.6% k
standard error:	0.96%	2.00%	2.90%	1.60%	0.76%	1.82%	2.28%	2.79%	2.00%	1.56%	1.38%	1.73%	2.21%	2.13%	2.85%
median:	4%	8%	20%	0%	0%	0%	5%	5%	3%	2%	1%	0%	5%	5%	4%
no answer	19 8%	5 10%	3 9%	7 8%	3 6%	6 11%	5 14%	2 5%	2 4%	1 3%	2 6%	5 9%	2 5%	5 8%	5 13%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 008 page 1

Camp Operations by Targeted Audience: For All of 2013: Primary Camp Audience*

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
			agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	
FOR ALL OF 2013															
base: ACA member camps	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
day camp	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
overnight camp	209 92%	47 90%	32 91%	76 92%	49 94%	47 89%	31 86%	40 95%	53 96%	37 97%	33 94%	51 91%	36 95%	55 92%	34 87%
rental groups	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
unknown	19 8%	5 10%	3 9%	7 8%	3 6%	6 11%	5 14%	2 5%	2 4%	1 3%	2 6%	5 9%	2 5%	5 8%	5 13%

*Classified using the highest proportion of operations targeted toward each audience; if equal proportions, prioritized as overnight, day, then rental, in that order.

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 009 page 1

Camp Operations by Targeted Audience: For Summer Season Only: Mean Summary

3b. Considering all of the programs and services that your camp did/will offer in 2013, what percentage of its operations targeted each of the following audiences?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
FOR SUMMER SEASON ONLY IN 2013 (IF APPLICABLE): MEAN SUMMARY															
base: ACA members answering (fill-in answers)															
overnight camp	93.5%	88.7%	91.5%	94.4% c	97.8% bcd	95.4%	89.2% f	93.0% g	94.5% fg	93.6% gl	94.5%	93.9%	96.3%	90.8%	93.4%
day camp	3.8%	8.4%	2.7% b	3.4%	1.1% b	3.7%	4.8%	3.9%	3.1%	4.1%	3.3%	4.3%	1.6%	5.4%	3.2%
rental groups (schools, conferences, etc.)	2.7%	3.0%	5.8%	2.3%	1.1% c	0.9%	6.0% f	3.1% f	2.5%	2.3%	2.2%	1.8%	2.1%	3.8%	3.4%
TOTAL =	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 010 page 1

Camp Operations by Targeted Audience: For Summer Season Only: Day Camp

3b. Considering all of the programs and services that your camp did/will offer in 2013, what percentage of its operations targeted each of the following audiences?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
FOR SUMMER SEASON ONLY IN 2013 (IF APPLICABLE): DAY CAMP															
base: ACA member camps (fill-in answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
75% - 99%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
50% - 74%	5 2%	3 6%	0 0%	2 2%	0 0%	2 4%	1 3%	1 2%	0 0%	1 3%	0 0%	0 0%	0 0%	3 5%	2 5%
25% - 49%	8 4%	4 8%	1 3%	2 2%	1 2%	0 0%	2 6%	2 5%	3 5%	1 3%	1 3%	4 7%	1 3%	2 3%	0 0%
1% - 24%	32 14%	8 15%	8 23%	11 13%	4 8% c	8 15%	6 17%	8 19%	5 9%	5 13%	5 14%	7 13%	6 16%	11 18%	3 8%
none	158 69%	31 60%	19 54%	58 70%	46 88% bcd	39 74%	21 58%	28 67%	40 73%	29 76%	26 74%	38 68%	27 71%	38 63%	29 74%
mean:	3.8%	8.4%	2.7% b	3.4%	1.1% b	3.7%	4.8%	3.9%	3.1%	4.1%	3.3%	4.3%	1.6%	5.4%	3.2%
standard error:	0.75%	2.39%	1.19%	1.17%	0.80%	1.51%	2.34%	1.70%	1.38%	1.88%	1.53%	1.54%	1.13%	1.76%	2.04%
median:	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
no answer	25 11%	6 12%	7 20%	10 12%	1 2% cd	4 8%	6 17%	3 7%	7 13%	2 5%	3 9%	7 13%	4 11%	6 10%	5 13%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 011 page 1

Camp Operations by Targeted Audience: For Summer Season Only: Overnight Camp

3b. Considering all of the programs and services that your camp did/will offer in 2013, what percentage of its operations targeted each of the following audiences?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
FOR SUMMER SEASON ONLY IN 2013 (IF APPLICABLE): OVERNIGHT CAMP															
base: ACA member camps (fill-in answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
100%	114 50%	22 42%	9 26%	47 57% c	35 67% bc	34 64%	12 33% f	22 52%	27 49%	19 50%	18 51%	32 57%	19 50%	25 42%	20 51%
75% - 99%	74 32%	16 31%	17 49%	22 27% c	15 29%	13 25%	13 36%	14 33%	18 33%	15 39%	13 37%	13 23%	14 37%	23 38%	11 28%
50% - 74%	13 6%	7 13%	2 6%	3 4% b	1 2% b	2 4%	5 14%	2 5%	2 4%	2 5%	1 3%	3 5%	1 3%	5 8%	3 8%
25% - 49%	2 1%	1 2%	0 0%	1 1%	0 0%	0 0%	0 0%	1 2%	1 2%	0 0%	0 0%	1 2%	0 0%	1 2%	0 0%
1% - 24%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
none	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
mean:	93.5%	88.7%	91.5%	94.4% c	97.8% bcd	95.4%	89.2% f	93.0% g	94.5% fg	93.6% gi	94.5%	93.9%	96.3%	90.8%	93.4%
standard error:	0.89%	2.60%	2.14%	1.45%	0.86%	1.55%	2.98%	2.08%	1.80%	1.93%	1.70%	1.93%	1.40%	2.05%	2.32%
median:	100%	99%	95%	100%	100%	100%	95%	100%	100%	100%	100%	100%	100%	99%	100%
no answer	25 11%	6 12%	7 20%	10 12%	1 2% cd	4 8%	6 17%	3 7%	7 13%	2 5%	3 9%	7 13%	4 11%	6 10%	5 13%

Columns tested at 95% significance level: bcde fg hij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 012 page 1

Camp Operations by Targeted Audience: For Summer Season Only: Rental Groups

3b. Considering all of the programs and services that your camp did/will offer in 2013, what percentage of its operations targeted each of the following audiences?

	CAMP OWNER/SPONSOR					OVERNIGHT CAMPS GROSS REVENUES					REGION				
	TOTAL	agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
FOR SUMMER SEASON ONLY IN 2013 (IF APPLICABLE): RENTAL GROUPS (SCHOOLS, CONFERENCES, ETC.)															
base: ACA member camps (fill-in answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
75% - 99%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
50% - 74%	1 0%	1 2%	0 0%	0 0%	0 0%	0 0%	1 3%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%
25% - 49%	2 1%	0 0%	1 3%	1 1%	0 0%	0 0%	1 3%	0 0%	1 2%	0 0%	0 0%	1 2%	0 0%	0 0%	1 3%
1% - 24%	63 28%	16 31%	14 40%	18 22% c	12 23%	8 15%	13 36% f	13 31%	16 29%	12 32%	12 34%	10 18%	11 29%	21 35% i	9 23%
none	137 60%	29 56%	13 37%	54 65% c	39 75% bc	41 77%	15 42% f	26 62%	31 56% f	24 63%	20 57%	38 68%	23 61%	32 53%	24 62%
mean:	2.7%	3.0%	5.8%	2.3%	1.1% c	0.9%	6.0% f	3.1% f	2.5%	2.3%	2.2%	1.8%	2.1%	3.8%	3.4%
standard error:	0.42%	1.16%	1.59%	0.57%	0.37%	0.34%	1.98%	0.88%	0.78%	0.71%	0.71%	0.64%	0.74%	1.09%	1.24%
median:	0%	0%	2%	0%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%
no answer	25 11%	6 12%	7 20%	10 12%	1 2% cd	4 8%	6 17%	3 7%	7 13%	2 5%	3 9%	7 13%	4 11%	6 10%	5 13%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 013 page 1

Camp Operations by Targeted Audience: For Summer Season Only: Primary Camp Audience*

	TOTAL	OVERNIGHT CAMPS													
		CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	
FOR SUMMER SEASON ONLY IN 2013 (IF APPLICABLE)															
base: ACA member camps	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
day camp	1 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%
overnight camp	202 89%	45 87%	28 80%	73 88%	51 98% bcd	49 92%	30 83%	38 90%	48 87%	36 95%	32 91%	49 88%	34 89%	53 88%	34 87%
rental groups	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
unknown	25 11%	6 12%	7 20%	10 12%	1 2% cd	4 8%	6 17%	3 7%	7 13%	2 5%	3 9%	7 13%	4 11%	6 10%	5 13%

*Classified using the highest proportion of operations targeted toward each audience; if equal proportions, prioritized as overnight, day, then rental, in that order.

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 014 page 1

Camp Operations by Targeted Audience: Primary Camp Audience: Using All Available Data*

	TOTAL	OVERNIGHT CAMPS													
		CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	
ALL AVAILABLE DATA															
base: ACA member camps	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
day camp	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
overnight camp	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
rental groups	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
unknown	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%

*Looking at results for all of 2013 first, classified using the highest proportion of operations targeted toward each audience; if equal proportions, prioritized as overnight, day, then rental, in that order. If survey data available for summer 2013 only, that data was used for classification. If no survey data available, ACA provided classification.

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 015 page 1

Gross Revenues

4. Approximately, what will your camp's total gross revenues be in 2013? Please include all fees, store revenues, contributions, and other revenues.

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
\$5.0 million or more	7 3%	1 2%	1 3%	2 2%	3 6%	0 0%	0 0%	0 0%	0 0%	7 18% fghi	1 3%	1 2%	2 5%	1 2%	2 5%
\$3.0 - \$4.99 million	14 6%	0 0%	1 3%	8 10% b	5 10% b	0 0%	0 0%	0 0%	0 0%	14 37% fghi	2 6%	3 5%	6 16%	2 3% m	1 3% m
\$2.0 - \$2.99 million	17 7%	3 6%	0 0%	4 5%	9 17% cd	0 0%	0 0%	0 0%	0 0%	17 45% fghi	5 14%	5 9%	1 3%	3 5%	3 8%
\$1.0 - \$1.99 million	55 24%	14 27%	6 17%	18 22%	16 31%	0 0%	0 0%	0 0%	55 100% fgh	0 0% i	11 31%	10 18%	13 34%	12 20%	9 23%
\$500,000 - \$999,999	42 18%	8 15%	9 26%	15 18%	9 17%	0 0%	0 0%	42 100% fg	0 0% h	0 0% h	4 11%	10 18%	6 16%	20 33% k	2 5% n
\$250,000 - \$499,999	36 16%	8 15%	6 17%	17 20%	5 10%	0 0%	36 100% f	0 0% g	0 0% g	0 0% g	6 17%	10 18%	2 5%	9 15%	9 23% m
\$100,000 - \$249,999	34 15%	8 15%	10 29%	11 13% c	4 8% c	34 64%	0 0% f	0 0% f	0 0% f	0 0% f	5 14%	7 13%	6 16%	8 13%	8 21%
less than \$100,000	19 8%	8 15%	1 3%	8 10%	0 0% bd	19 36%	0 0% f	0 0% f	0 0% f	0 0% f	1 3%	8 14%	2 5%	3 5%	5 13%
mean (millions):	\$1.20	\$0.89	\$0.85	\$1.20	\$1.78 bcd	\$0.15	\$0.37 f	\$0.75 fg	\$1.50 fh	\$3.51 fghi	\$1.38	\$1.07	\$1.64 l	\$1.01 m	\$1.07
standard error:	\$0.08	\$0.13	\$0.18	\$0.14	\$0.19	\$0.00	\$0.00	\$0.00	\$0.00	\$0.16	\$0.20	\$0.16	\$0.24	\$0.13	\$0.21
median:	\$0.77	\$0.54	\$0.50	\$0.68	\$1.47	\$0.13	\$0.37	\$0.75	\$1.50	\$3.23	\$1.10	\$0.58	\$1.21	\$0.72	\$0.44
no answer	4 2%	2 4%	1 3%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	2 4%	0 0%	2 3%	0 0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 016 page 1

Annual Camper/Person Days

5. How many annual camper/person days did/will your camp experience in 2013?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
40,000 or more	13 6%	5 10%	1 3%	4 5%	3 6%	0 0%	0 0%	1 2%	5 9% f	7 18% fgh	3 9%	2 4%	3 8%	3 5%	2 5%
30,000 - 39,999	5 2%	1 2%	3 9%	0 0% c	1 2%	1 2%	1 3%	0 0%	2 4%	1 3%	0 0%	1 2%	2 5%	2 3%	0 0%
25,000 - 29,999	10 4%	5 10%	1 3%	3 4%	1 2%	0 0%	2 6%	0 0%	3 5%	5 13% fh	1 3%	2 4%	4 11%	2 3%	1 3%
20,000 - 24,999	9 4%	2 4%	0 0%	5 6%	2 4%	1 2%	0 0%	1 2%	4 7%	3 8%	1 3%	4 7%	1 3%	1 2%	2 5%
15,000 - 19,999	21 9%	3 6%	4 11%	3 4%	9 17% d	2 4%	1 3%	4 10%	5 9%	9 24% fg	6 17%	4 7%	4 11%	5 8%	2 5%
10,000 - 14,999	28 12%	6 12%	6 17%	11 13%	4 8%	3 6%	5 14%	3 7%	11 20% f	6 16%	3 9%	6 11%	4 11%	12 20%	3 8%
5,000 - 9,999	62 27%	11 21%	8 23%	25 30%	17 33%	8 15%	7 19%	21 50% fg	22 40% fg	4 11% hi	9 26%	17 30%	9 24%	17 28%	10 26%
2,500 - 4,999	34 15%	6 12%	6 17%	16 19%	6 12%	11 21%	10 28%	10 24%	1 2% fgh	2 5% fgh	6 17%	5 9%	6 16%	12 20%	5 13%
1,000 - 2,499	26 11%	7 13%	5 14%	8 10%	5 10%	17 32%	8 22%	1 2% fg	0 0% fg	0 0% fg	6 17%	7 13%	3 8%	3 5%	7 18% n
less than 1,000	12 5%	3 6%	0 0%	7 8%	1 2%	10 19%	1 3% f	0 0% f	0 0% f	1 3% f	0 0%	5 9%	1 3%	0 0% l	6 15% kn
mean (thousands):	11.5	13.6	12.0	9.9	12.1	5.1	7.9	8.9 f	15.8 fgh	20.8 fghi	11.8	10.7	14.6	12.0	8.9 m
standard error:	0.71	1.79	1.85	1.06	1.46	0.87	1.37	1.06	1.48	1.92	1.86	1.36	2.01	1.33	1.63
median:	8.1	9.0	8.9	7.0	8.7	2.5	4.7	7.2	11.5	18.4	8.1	7.8	10.0	9.1	5.3
no answer	8 4%	3 6%	1 3%	1 1%	3 6%	0 0%	1 3%	1 2%	2 4%	0 0%	0 0%	3 5%	1 3%	3 5%	1 3%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 017 page 1

Nature of Property Ownership

6. Which one of the following best describes the nature of the ownership of the property on which your camp operates the majority of its programs?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
camp owned (or sponsored) site	184 81%	46 88%	33 94%	59 71% bc	40 77% c	36 68%	29 81%	32 76%	50 91% fh	33 87% f	32 91%	41 73% k	33 87%	55 92% l	23 59% kmn
leased/rented from private party	27 12%	1 2%	1 3%	15 18% bc	10 19% bc	10 19%	3 8%	8 19%	4 7%	2 5%	1 3%	11 20% k	4 11%	3 5% l	8 21% kn
lands owned by federal government	12 5%	4 8%	1 3%	6 7%	1 2%	4 8%	2 6%	2 5%	1 2%	3 8%	0 0%	2 4%	1 3%	1 2%	8 21% klmn
public park land (city, county, state)	3 1%	1 2%	0 0%	2 2%	0 0%	2 4%	1 3%	0 0%	0 0%	0 0%	1 3%	2 4%	0 0%	0 0%	0 0%
other public lands	2 1%	0 0%	0 0%	1 1%	1 2%	1 2%	1 3%	0 0%	0 0%	0 0%	1 3%	0 0%	0 0%	1 2%	0 0%
other	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
answered multiple	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
no answer	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 018 page 1

Number of Camp Acres: Mean Summary

7. If your camp's property is on a camp owned (or sponsored) site, approximately how many of its total acres are conserved?

	-----OVERNIGHT CAMPS-----														
	TOTAL	-----CAMP OWNER/SPONSOR-----				-----GROSS REVENUES-----					-----REGION-----				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
MEAN SUMMARY															
base: those with camp-owned/ sponsored sites (fill-in answers)															
# of acres available for programming or other purposes	198	239	157	203	170	177	132	164	268	184	111	162	184	246 k	280
# of acres conserved (not for development or program use)	157	217	135	143	145	194	113	86	187	168	78	82	165	243 kl	170
Total Camp Acreage:	355	456	292	346	315	371	245	249	454	352	189	245	349	489 kl	450

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 019 page 1

Number of Camp Acres: Conserved

7. If your camp's property is on a camp owned (or sponsored) site, approximately how many of its total acres are conserved?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
# OF ACRES CONSERVED (NOT FOR DEVELOPMENT OR PROGRAM USE)															
base: those with camp-owned/ sponsored sites (fill-in answers)	184 100%	46 100%	33 100%	59 100%	40 100%	36 100%	29 100%	32 100%	50 100%	33 100%	32 100%	41 100%	33 100%	55 100%	23 100%
600 or more	9 5%	2 4%	2 6%	3 5%	2 5%	4 11%	1 3%	1 3%	2 4%	1 3%	0 0%	0 0%	2 6%	5 9%	2 9%
400 - 599	12 7%	6 13%	2 6%	4 7%	0 0% b	2 6%	1 3%	1 3%	4 8%	3 9%	1 3%	2 5%	1 3%	5 9%	3 13%
200 - 399	21 11%	6 13%	4 12%	6 10%	5 13%	5 14%	3 10%	1 3%	9 18% h	3 9%	3 9%	4 10%	3 9%	9 16%	2 9%
100 - 199	23 13%	6 13%	3 9%	3 5%	9 23% d	4 11%	1 3%	3 9%	6 12%	9 27%	6 19%	4 10%	8 24%	4 7% m	1 4%
50 - 99	24 13%	1 2%	6 18% b	11 19% b	6 15% b	4 11%	2 7%	5 16%	7 14%	6 18%	4 13%	5 12%	7 21%	4 7%	4 17%
15 - 49	19 10%	5 11%	6 18%	5 8%	3 8%	2 6%	4 14%	7 22% f	4 8%	2 6%	3 9%	4 10%	3 9%	8 15%	1 4%
less than 15	5 3%	0 0%	0 0%	2 3%	1 3%	1 3%	1 3%	1 3%	2 4%	0 0%	0 0%	2 5%	1 3%	1 2%	1 4%
none	54 29%	13 28%	9 27%	19 32%	12 30%	11 31%	15 52%	9 28%	14 28%	4 12%	12 38%	16 39%	3 9% kl	16 29% m	7 30%
mean:	157	217	135	143	145	194	113	86	187	168	78	82	165	243 kl	170
standard error:	23.4	69.1	34.2	35.5	48.2	52.7	56.1	31.9	56.5	44.7	20.2	21.2	48.4	63.8	47.5
median:	55	100	55	50	58	70	0	28	78	100	40	19	95	60	65
no answer	17 9%	7 15%	1 3%	6 10%	2 5%	3 8%	1 3%	4 13%	2 4%	5 15%	3 9%	4 10%	5 15%	3 5%	2 9%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 020 page 1

Number of Camp Acres: Available for Programming or Other Purposes

7. If your camp's property is on a camp owned (or sponsored) site, approximately how many of its total acres are conserved?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
# OF ACRES AVAILABLE FOR PROGRAMMING OR OTHER PURPOSES															
base: those with camp-owned/ sponsored sites (fill-in answers)	184 100%	46 100%	33 100%	59 100%	40 100%	36 100%	29 100%	32 100%	50 100%	33 100%	32 100%	41 100%	33 100%	55 100%	23 100%
600 or more	9 5%	3 7%	2 6%	2 3%	1 3%	2 6%	1 3%	1 3%	3 6%	1 3%	0 0%	1 2%	2 6%	5 9%	1 4%
400 - 599	8 4%	2 4%	2 6%	2 3%	2 5%	2 6%	1 3%	2 6%	2 4%	1 3%	0 0%	4 10%	0 0%	2 4%	2 9%
200 - 399	25 14%	8 17%	5 15%	8 14%	4 10%	8 22%	4 14%	2 6%	8 16%	3 9%	4 13%	7 17%	3 9%	8 15%	3 13%
100 - 199	46 25%	11 24%	10 30%	10 17%	13 33%	6 17%	10 34%	5 16%	13 26%	11 33%	10 31%	8 20%	10 30%	13 24%	5 22%
50 - 99	44 24%	10 22%	6 18%	16 27%	12 30%	6 17%	5 17%	9 28%	16 32%	8 24%	11 34%	10 24%	7 21%	12 22%	4 17%
15 - 49	27 15%	4 9%	7 21%	11 19%	4 10%	7 19%	5 17%	7 22%	4 8%	4 12%	3 9%	5 12%	5 15%	10 18%	4 17%
less than 15	8 4%	1 2%	0 0%	4 7%	2 5%	2 6%	2 7%	2 6%	2 4%	0 0%	1 3%	2 5%	1 3%	2 4%	2 9%
mean:	198	239	157	203	170	177	132	164	268	184	111	162	184	246	280
standard error:	31.4	77.1	28.9	69.6	47.6	40.8	24.6	59.4	91.2	63.0	14.6	26.2	64.7	67.6 ^k	158.1
median:	100	132	100	80	100	110	100	71	100	100	90	100	100	100	100
no answer	17 9%	7 15%	1 3%	6 10%	2 5%	3 8%	1 3%	4 13%	2 4%	5 15%	3 9%	4 10%	5 15%	3 5%	2 9%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 021 page 1

Number of Camp Acres: Total

7. If your camp's property is on a camp owned (or sponsored) site, approximately how many of its total acres are conserved?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
TOTAL CAMP ACREAGE															
base: those with camp-owned/ sponsored sites (fill-in answers)	184 100%	46 100%	33 100%	59 100%	40 100%	36 100%	29 100%	32 100%	50 100%	33 100%	32 100%	41 100%	33 100%	55 100%	23 100%
600 or more	22 12%	8 17%	5 15%	6 10%	2 5%	6 17%	3 10%	2 6%	7 14%	2 6%	1 3%	3 7%	3 9%	11 20% k	4 17%
400 - 599	16 9%	4 9%	2 6%	6 10%	4 10%	3 8%	1 3%	2 6%	6 12%	4 12%	2 6%	4 10%	1 3%	6 11%	3 13%
200 - 399	45 24%	11 24%	8 24%	11 19%	13 33%	10 28%	6 21%	4 13%	14 28%	11 33% h	9 28%	13 32%	8 24%	12 22%	3 13%
100 - 199	49 27%	9 20%	13 39%	17 29%	10 25%	8 22%	10 34%	12 38%	11 22%	8 24%	6 19%	8 20%	14 42% kl	14 25%	7 30%
50 - 99	23 13%	4 9%	3 9%	7 12%	9 23%	2 6%	5 17%	5 16%	8 16%	3 9%	10 31%	5 12% k	1 3% k	5 9% k	2 9%
15 - 49	8 4%	2 4%	1 3%	3 5%	0 0%	3 8%	2 7%	2 6%	1 2%	0 0%	1 3%	2 5%	1 3%	3 5%	1 4%
less than 15	4 2%	1 2%	0 0%	3 5%	0 0%	1 3%	1 3%	1 3%	1 2%	0 0%	0 0%	2 5%	0 0%	1 2%	1 4%
mean:	355	456	292	346	315	371	245	249	454	352	189	245	349	489	450
standard error:	47.3	142.2	51.6	80.9	83.6	70.7	64.7	83.9	131.3	102.3	26.0	34.2	109.6	119.3 kl	159.2
median:	198	206	177	152	188	217	128	151	218	213	150	200	163	201	170
no answer	17 9%	7 15%	1 3%	6 10%	2 5%	3 8%	1 3%	4 13%	2 4%	5 15%	3 9%	4 10%	5 15%	3 5%	2 9%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 022 page 1

Energy Sources Used

8. Which energy sources are used to power your camp facilities?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps (multiple answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
electricity from an external power station (coal, petroleum, natural gas, nuclear)	204 89%	46 88%	35 100%	69 83%	48 92%	42 79%	34 94%	37 88%	52 95%	35 92%	33 94%	53 95%	34 89%	54 90%	30 77%
on-site propane tank	165 72%	41 79%	25 71%	53 64%	42 81%	37 70%	26 72%	26 62%	41 75%	32 84%	30 86%	43 77%	23 61%	41 68%	28 72%
on-site wood burning devices	42 18%	11 21%	8 23%	16 19%	7 13%	7 13%	8 22%	7 17%	14 25%	5 13%	3 9%	11 20%	3 8%	15 25%	10 26%
on-site electricity (gas powered generator, batteries)	38 17%	12 23%	5 14%	14 17%	7 13%	10 19%	4 11%	4 10%	8 15%	11 29%	6 17%	8 14%	5 13%	11 18%	8 21%
on-site oil tank	34 15%	6 12%	5 14%	12 14%	9 17%	4 8%	4 11%	9 21%	7 13%	10 26%	13 37%	19 34%	0 0%	2 3%	0 0%
on-site diesel fuel tank	27 12%	4 8%	7 20%	7 8%	8 15%	4 8%	1 3%	7 17%	6 11%	8 21%	3 9%	6 11%	4 11%	11 18%	3 8%
on-site renewable energy resource (wind, hydro-electric, solar, geo-thermal, etc.)	21 9%	4 8%	1 3%	8 10%	6 12%	4 8%	3 8%	3 7%	3 5%	8 21%	8 23%	3 5%	3 8%	3 5%	4 10%
other	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
indicated at least one	221 97%	51 98%	35 100%	79 95%	50 96%	51 96%	36 100%	39 93%	54 98%	37 97%	35 100%	56 100%	35 92%	58 97%	37 95%
no answer	7 3%	1 2%	0 0%	4 5%	2 4%	2 4%	0 0%	3 7%	1 2%	1 3%	0 0%	0 0%	3 8%	2 3%	2 5%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 023 page 1

Number of Gallons of Propane Used

9a. If your camp used an on-site propane tank, about how many gallons of propane are used per year?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: those with on-site propane tanks	165 100%	41 100%	25 100%	53 100%	42 100%	37 100%	26 100%	26 100%	41 100%	32 100%	30 100%	43 100%	23 100%	41 100%	28 100%
more than 3,000	42 25%	10 24%	7 28%	15 28%	10 24%	4 11%	4 15%	9 35%	10 24%	14 44% f	7 23%	8 19%	9 39%	12 29%	6 21%
2,500 – 2,999	9 5%	1 2%	3 12%	0 0%	4 10% d	0 0%	1 4%	2 8%	3 7%	3 9%	2 7%	1 2%	3 13%	3 7%	0 0%
2,000 – 2,499	18 11%	3 7%	3 12%	8 15%	3 7%	2 5%	2 8%	1 4%	6 15%	7 22% f	3 10%	5 12%	2 9%	5 12%	3 11%
1,500 – 1,999	14 8%	7 17%	1 4%	2 4% b	4 10%	4 11%	3 12%	5 19%	2 5%	0 0%	3 10%	4 9%	1 4%	4 10%	2 7%
1,000 – 1,499	20 12%	5 12%	2 8%	7 13%	6 14%	8 22%	2 8%	3 12%	6 15%	1 3% f	5 17%	5 12%	0 0%	7 17%	3 11%
500 – 999	17 10%	4 10%	4 16%	3 6%	5 12%	5 14%	5 19%	2 8%	4 10%	1 3% fi	4 13%	6 14%	2 9%	3 7%	2 7%
less than 500	19 12%	3 7%	3 12%	8 15%	4 10%	8 22%	5 19%	1 4%	5 12%	0 0% fi	3 10%	7 16%	2 9%	1 2% i	6 21%
mean:	1,892	1,894	1,946	1,895	1,889	1,331	1,511	2,141	1,896 f	2,615 fi	1,824	1,646	2,316	2,114 i	1,659
standard error:	81.7	158.8	213.2	152.1	160.4	149.5	207.1	183.9	161.0	113.7	182.9	160.7	220.3	144.0	218.6
median:	2,000	1,833	2,250	2,071	1,917	1,143	1,250	2,500	2,050	3,000	1,750	1,500	3,000	2,250	1,500
no answer	26 16%	8 20%	2 8%	10 19%	6 14%	6 16%	4 15%	3 12%	5 12%	6 19%	3 10%	7 16%	4 17%	6 15%	6 21%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 024 page 1

Uses of Propane

9b. In what ways is the propane used?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: those with on-site propane tanks (multiple answers)	165 100%	41 100%	25 100%	53 100%	42 100%	37 100%	26 100%	26 100%	41 100%	32 100%	30 100%	43 100%	23 100%	41 100%	28 100%
hot water	135 82%	36 88%	20 80%	41 77%	36 86%	29 78%	22 85%	20 77%	35 85%	26 81%	26 87%	34 79%	17 74%	35 85%	23 82%
cooking	127 77%	32 78%	22 88%	36 68%	33 79%	26 70%	21 81%	22 85%	30 73%	26 81%	25 83%	32 74%	18 78%	31 76%	21 75%
heating	90 55%	26 63%	18 72%	27 51%	17 40% b	20 54%	11 42%	15 58%	22 54%	20 63%	12 40%	20 47%	11 48%	33 80% kl	14 50%
other	12 7%	3 7%	0 0%	3 6%	5 12%	3 8%	0 0%	2 8%	2 5%	4 13%	1 3%	5 12%	1 4%	0 0% l	5 18%
indicated at least one	159 96%	39 95%	25 100%	51 96%	40 95%	36 97%	26 100%	25 96%	39 95%	30 94%	28 93%	42 98%	21 91%	41 100%	27 96%
hot water ONLY	14 8%	4 10%	0 0%	6 11%	4 10%	3 8%	4 15%	1 4%	4 10%	2 6%	3 10%	3 7%	2 9%	3 7%	3 11%
cooking ONLY	9 5%	2 5%	2 8%	3 6%	1 2%	2 5%	3 12%	1 4%	1 2%	2 6%	1 3%	3 7%	2 9%	2 5%	1 4%
heating ONLY	7 4%	1 2%	1 4%	4 8%	1 2%	3 8%	0 0%	1 4%	2 5%	1 3%	0 0%	2 5%	1 4%	2 5%	2 7%
no answer	6 4%	2 5%	0 0%	2 4%	2 5%	1 3%	0 0%	1 4%	2 5%	2 6%	2 7%	1 2%	2 9%	0 0%	1 4%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 025 page 1

Types of On-Site Dining Facilities

10. Which of the following types of on-site dining facilities does your camp have?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps (multiple answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
indoor dining (with heating and/or air conditioning)	128 56%	32 62%	24 69%	55 66%	13 25% bcd	29 55%	21 58%	27 64%	30 55%	19 50%	7 20%	23 41% k	30 79% kl	41 68% kl	27 69% kl
outdoor dining (fire rings, campfire circle, low impact dining, etc.)	110 48%	28 54%	22 63%	35 42% c	22 42%	30 57%	16 44%	19 45%	23 42%	20 53%	14 40%	28 50%	15 39%	31 52%	22 56%
indoor dining (without heating and/or air conditioning)	99 43%	23 44%	10 29%	28 34%	36 69% bcd	23 43%	17 47%	12 29%	27 49% h	19 50% h	26 74%	32 57%	8 21% kl	18 30% kl	15 38% k
other	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
NET: INDOOR DINING	215 94%	49 94%	33 94%	79 95%	48 92%	48 91%	35 97%	39 93%	54 98%	36 95%	33 94%	54 96%	36 95%	57 95%	35 90%
indicated at least one	221 97%	50 96%	33 94%	81 98%	51 98%	51 96%	36 100%	39 93%	55 100% h	37 97%	34 97%	56 100%	36 95%	57 95%	38 97%
indoor dining (with heating and/or air conditioning) ONLY	62 27%	16 31%	9 26%	28 34%	8 15% d	15 28%	10 28%	14 33%	17 31%	5 13% hi	4 11%	16 29%	16 42% k	16 27%	10 26%
indoor dining (without heating and/or air conditioning) ONLY	46 20%	6 12%	2 6%	16 19%	20 38% bcd	6 11%	9 25%	6 14%	14 25%	11 29% f	16 46%	12 21% k	4 11% k	10 17% k	4 10% k
outdoor dining (fire rings, campfire circle, low impact dining, etc.) ONLY	6 3%	1 2%	0 0%	2 2%	3 6%	3 6%	1 3%	0 0%	1 2%	1 3%	1 3%	2 4%	0 0%	0 0%	3 8% n
none/do not have on-site dining facilities	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
no answer	7 3%	2 4%	2 6%	2 2%	1 2%	2 4%	0 0%	3 7%	0 0% h	1 3%	1 3%	0 0%	2 5%	3 5%	1 3%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 026 page 1

Healthy Food Choices Offered

11. Which of the following healthy food choices does your camp regularly offer?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS - GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: those with on-site dining facilities (multiple answers)	221 100%	50 100%	33 100%	81 100%	51 100%	51 100%	36 100%	39 100%	55 100%	37 100%	34 100%	56 100%	36 100%	57 100%	38 100%
non-meat options	199 90%	45 90%	30 91%	72 89%	46 90%	45 88%	32 89%	34 87%	53 96%	32 86%	32 94%	50 89%	32 89%	49 86%	36 95%
healthy snacks (fruits, nuts, energy bars, etc.)	192 87%	44 88%	27 82%	70 86%	46 90%	42 82%	33 92%	31 79%	50 91%	33 89%	25 74%	50 89%	32 89%	51 89%	34 89%
salad bar option	180 81%	42 84%	26 79%	60 74%	48 94%	36 71%	24 67%	32 82%	51 93%	34 92%	25 74%	50 89%	31 86%	47 82%	27 71%
gluten-free	166 75%	35 70%	25 76%	61 75%	39 76%	32 63%	22 61%	31 79%	45 82%	33 89%	26 76%	42 75%	27 75%	43 75%	28 74%
nut-free	164 74%	36 72%	23 70%	61 75%	41 80%	36 71%	23 64%	28 72%	41 75%	33 89%	22 65%	44 79%	27 75%	42 74%	29 76%
whole grains incorporated into menus	148 67%	36 72%	21 64%	53 65%	34 67%	35 69%	25 69%	22 56%	41 75%	22 59%	22 65%	38 68%	22 61%	37 65%	29 76%
low-sugar options (desserts and drinks)	108 49%	19 38%	16 48%	46 57%	21 41%	25 49%	11 31%	21 54%	26 47%	22 59%	13 38%	29 52%	23 64%	26 46%	17 45%
organic	33 15%	3 6%	3 9%	19 23%	5 10%	8 16%	6 17%	4 10%	4 7%	10 27%	4 12%	8 14%	5 14%	9 16%	7 18%
other	21 10%	4 8%	5 15%	11 14%	0 0%	6 12%	6 17%	3 8%	5 9%	1 3%	3 9%	4 7%	4 11%	6 11%	4 11%
indicated at least one	220 100%	50 100%	33 100%	80 99%	51 100%	50 98%	36 100%	39 100%	55 100%	37 100%	34 100%	56 100%	36 100%	56 98%	38 100%
no answer	1 0%	0 0%	0 0%	1 1%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 027 page 1

Lodging Capacity [Based on ACA Members]

12. Approximately, what is the total capacity (number of beds) for your camp's on-site lodging?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps (fill-in answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
350 or more	43 19%	13 25%	3 9%	13 16%	12 23%	2 4%	2 6%	4 10%	14 25% fgh	20 53% fghi	8 23%	14 25%	8 21%	7 12%	6 15%
250 - 349	39 17%	9 17%	9 26%	11 13%	10 19%	3 6%	2 6%	9 21% fg	16 29% fg	8 21% f	6 17%	6 11%	8 21%	14 23%	5 13%
200 - 249	43 19%	6 12%	10 29% b	14 17%	12 23%	8 15%	7 19%	11 26%	12 22%	4 11%	6 17%	15 27%	6 16%	9 15%	7 18%
150 - 199	29 13%	8 15%	2 6%	14 17%	4 8%	10 19%	4 11%	4 10%	8 15%	3 8%	5 14%	4 7%	6 16%	9 15%	5 13%
100 - 149	44 19%	10 19%	10 29%	16 19%	8 15%	18 34%	12 33%	7 17%	4 7% fg	2 5% fg	6 17%	11 20%	5 13%	13 22%	9 23%
fewer than 100	20 9%	3 6%	0 0%	11 13% c	4 8%	9 17%	8 22%	3 7%	0 0% fgh	0 0% fg	4 11%	5 9%	1 3%	6 10%	4 10%
none	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
mean:	257	311	230	222	287	157	164	217 f	317 fgh	434 fgh	260	249	289	249	251
standard error:	14.6	47.3	16.4	16.6	31.2	11.2	16.4	16.7	36.0	48.1	30.9	20.5	37.7	34.9	40.5
median:	200	216	204	180	223	145	140	200	268	390	200	200	218	200	195
no answer	10 4%	3 6%	1 3%	4 5%	2 4%	3 6%	1 3%	4 10%	1 2%	1 3%	0 0%	1 2%	4 11% k	2 3%	3 8%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 028 page 1

Lodging Capacity [Based on Those With On-site Lodging]

12. Approximately, what is the total capacity (number of beds) for your camp's on-site lodging?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: those with on-site lodging (fill-in answers)	218 100%	49 100%	34 100%	79 100%	50 100%	50 100%	35 100%	38 100%	54 100%	37 100%	35 100%	55 100%	34 100%	58 100%	36 100%
350 or more	43 20%	13 27%	3 9% b	13 16%	12 24%	2 4%	2 6%	4 11%	14 26% fg	20 54% fghi	8 23%	14 25%	8 24%	7 12%	6 17%
250 - 349	39 18%	9 18%	9 26%	11 14%	10 20%	3 6%	2 6%	9 24% fg	16 30% fg	8 22% f	6 17%	6 11%	8 24%	14 24%	5 14%
200 - 249	43 20%	6 12%	10 29%	14 18%	12 24%	8 16%	7 20%	11 29%	12 22%	4 11% h	6 17%	15 27%	6 18%	9 16%	7 19%
150 - 199	29 13%	8 16%	2 6%	14 18%	4 8%	10 20%	4 11%	4 11%	8 15%	3 8%	5 14%	4 7%	6 18%	9 16%	5 14%
100 - 149	44 20%	10 20%	10 29%	16 20%	8 16%	18 36%	12 34%	7 18%	4 7% fg	2 5% fg	6 17%	11 20%	5 15%	13 22%	9 25%
fewer than 100	20 9%	3 6%	0 0%	11 14% c	4 8%	9 18%	8 23%	3 8%	0 0% fgh	0 0% fg	4 11%	5 9%	1 3%	6 10%	4 11%
mean:	257	311	230	222	287	157	164	217 fg	317 fgh	434 fgh	260	249	289	249	251
standard error:	14.6	47.3	16.4	16.6	31.2	11.2	16.4	16.7	36.0	48.1	30.9	20.5	37.7	34.9	40.5
median:	200	216	204	180	223	145	140	200	268	390	200	200	218	200	195
none	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
no answer	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 029 page 1

Camp Store Items

13. If your camp operates a camp store, which of the following types of items are offered for sale?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps (multiple answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
t-shirts or polo shirts	156 68%	42 81%	30 86%	52 63% bc	27 52% bc	35 66%	23 64%	31 74%	38 69%	26 68%	25 71%	32 57%	27 71%	48 80% l	24 62% n
camp specific souvenirs (bandanas, water bottles, etc.)	133 58%	39 75%	23 66%	46 55% b	20 38% bc	26 49%	23 64%	25 60%	33 60%	23 61%	22 63%	28 50%	20 53%	43 72% l	20 51% n
sweatshirts or sweatpants	132 58%	33 63%	24 69%	49 59%	23 44% bc	26 49%	22 61%	24 57%	33 60%	25 66%	23 66%	28 50%	16 42% k	41 68% lm	24 62%
hats	117 51%	28 54%	22 63%	44 53%	19 37% c	23 43%	17 47%	18 43%	34 62%	22 58%	20 57%	19 34% k	20 53%	38 63% l	20 51%
stationery or post cards	100 44%	33 63%	14 40% b	32 39% b	18 35% b	20 38%	17 47%	14 33%	27 49%	20 53%	22 63%	19 34% k	9 24% k	34 57% lm	16 41%
postage stamps	96 42%	26 50%	16 46%	33 40%	19 37%	11 21%	15 42% f	21 50% f	31 56% f	17 45% f	20 57%	19 34% k	10 26% k	32 53% lm	15 38%
snacks	90 39%	23 44%	18 51%	28 34%	18 35%	14 26%	16 44%	21 50% f	24 44%	12 32%	14 40%	20 36%	13 34%	32 53%	11 28% n
personal hygiene items	86 38%	23 44%	8 23% b	27 33%	25 48% c	10 19%	11 31%	15 36%	28 51% f	20 53% f	22 63%	16 29% k	8 21% k	25 42% km	15 38% k
drinks	80 35%	22 42%	17 49%	25 30%	15 29%	10 19%	15 42% f	20 48% f	22 40% f	10 26% h	9 26%	18 32%	13 34%	28 47% k	12 31%
batteries	78 34%	20 38%	10 29%	23 28%	23 44% d	10 19%	11 31%	12 29%	26 47% f	18 47% f	21 60%	14 25% k	9 24% k	20 33% k	14 36% k
other apparel	69 30%	18 35%	10 29%	25 30%	14 27%	10 19%	11 31%	10 24%	21 38% f	16 42% f	15 43%	10 18% k	10 26%	18 30%	16 41% l
fleece jackets or vests	57 25%	11 21%	10 29%	24 29%	10 19%	8 15%	7 19%	9 21%	19 35% f	13 34% f	9 26%	7 13%	7 18%	22 37% l	12 31% l
toys	57 25%	20 38%	14 40%	15 18% bc	6 12% bc	16 30%	11 31%	10 24%	10 18%	7 18%	6 17%	13 23%	6 16%	25 42% klm	7 18% n

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 029 page 2

Camp Store Items

13. If your camp operates a camp store, which of the following types of items are offered for sale?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps (multiple answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
athletic equipment	20 9%	6 12%	3 9%	7 8%	3 6%	3 6%	3 8%	2 5%	5 9%	6 16%	3 9%	6 11%	2 5%	6 10%	3 8%
other	11 5%	2 4%	2 6%	6 7%	1 2%	1 2%	2 6%	3 7%	4 7%	1 3%	1 3%	1 2%	3 8%	4 7%	2 5%
NET: APPAREL	159 70%	42 81%	31 89%	54 65% c	27 52% bc	35 66%	24 67%	32 76%	39 71%	26 68%	26 74%	33 59%	27 71%	48 80% i	25 64%
indicated at least one	165 72%	43 83%	31 89%	55 66% bc	31 60% bc	35 66%	24 67%	33 79%	43 78%	27 71%	28 80%	35 63%	27 71%	50 83% i	25 64% n
not applicable, do not have a camp store	48 21%	7 13%	4 11%	19 23%	17 33% bc	12 23%	11 31%	5 12% g	11 20%	8 21%	5 14%	18 32%	8 21%	7 12% i	10 26%
no answer	15 7%	2 4%	0 0%	9 11% c	4 8%	6 11%	1 3%	4 10%	1 2% f	3 8%	2 6%	3 5%	3 8%	3 5%	4 10%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 030 page 1

Camp Store Items [Based on Those Operating a Store]

13. If your camp operates a camp store, which of the following types of items are offered for sale?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: those operating a store (multiple answers)	165 100%	43 100%	31 100%	55 100%	31 100%	35 100%	24 100%	33 100%	43 100%	27 100%	28 100%	35 100%	27 100%	50 100%	25 100%
t-shirts or polo shirts	156 95%	42 98%	30 97%	52 95%	27 87%	35 100%	23 96%	31 94%	38 88% f	26 96%	25 89%	32 91%	27 100%	48 96%	24 96%
camp specific souvenirs (bandanas, water bottles, etc.)	133 81%	39 91%	23 74%	46 84%	20 65% bd	26 74%	23 96%	25 76%	33 77%	23 85%	22 79%	28 80%	20 74%	43 86%	20 80%
sweatshirts or sweatpants	132 80%	33 77%	24 77%	49 89%	23 74%	26 74%	22 92%	24 73%	33 77%	25 93%	23 82%	28 80%	16 59%	41 82%	24 96%
hats	117 71%	28 65%	22 71%	44 80%	19 61%	23 66%	17 71%	18 55%	34 79% h	22 81%	20 71%	19 54%	20 74%	38 76% i	20 80%
stationery or post cards	100 61%	33 77%	14 45% b	32 58%	18 58%	20 57%	17 71%	14 42%	27 63%	20 74%	22 79%	19 54%	9 33%	34 68%	16 64%
postage stamps	96 58%	26 60%	16 52%	33 60%	19 61%	11 31%	15 63%	21 64% f	31 72% f	17 63%	20 71%	19 54%	10 37%	32 64%	15 60%
snacks	90 55%	23 53%	18 58%	28 51%	18 58%	14 40%	16 67%	21 64%	24 56%	12 44%	14 50%	20 57%	13 48%	32 64%	11 44%
personal hygiene items	86 52%	23 53%	8 26% b	27 49% c	25 81% bcd	10 29%	11 46%	15 45%	28 65% f	20 74%	22 79%	16 46%	8 30%	25 50%	15 60%
drinks	80 48%	22 51%	17 55%	25 45%	15 48%	10 29%	15 63%	20 61% f	22 51% f	10 37%	9 32%	18 51%	13 48%	28 56%	12 48%
batteries	78 47%	20 47%	10 32%	23 42%	23 74% bcd	10 29%	11 46%	12 36%	26 60% fh	18 67%	21 75%	14 40%	9 33%	20 40%	14 56%
other apparel	69 42%	18 42%	10 32%	25 45%	14 45%	10 29%	11 46%	10 30%	21 49%	16 59%	15 54%	10 29%	10 37%	18 36%	16 64%
fleece jackets or vests	57 35%	11 26%	10 32%	24 44%	10 32%	8 23%	7 29%	9 27%	19 44% f	13 48%	9 32%	7 20%	7 26%	22 44% i	12 48%
toys	57 35%	20 47%	14 45%	15 27% b	6 19% bc	16 46%	11 46%	10 30%	10 23% f	7 26%	6 21%	13 37%	6 22%	25 50%	7 28%

Columns tested at 95% significance level: bcde fg hij klmno

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2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 030 page 2

Camp Store Items [Based on Those Operating a Store]

13. If your camp operates a camp store, which of the following types of items are offered for sale?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: those operating a store (multiple answers)	165 100%	43 100%	31 100%	55 100%	31 100%	35 100%	24 100%	33 100%	43 100%	27 100%	28 100%	35 100%	27 100%	50 100%	25 100%
athletic equipment	20 12%	6 14%	3 10%	7 13%	3 10%	3 9%	3 13%	2 6%	5 12%	6 22%	3 11%	6 17%	2 7%	6 12%	3 12%
other	11 7%	2 5%	2 6%	6 11%	1 3%	1 3%	2 8%	3 9%	4 9%	1 4%	1 4%	1 3%	3 11%	4 8%	2 8%
NET: APPAREL	159 96%	42 98%	31 100%	54 98%	27 87% cd	35 100%	24 100%	32 97%	39 91%	26 96%	26 93%	33 94%	27 100%	48 96%	25 100%
indicated at least one	165 100%	43 100%	31 100%	55 100%	31 100%	35 100%	24 100%	33 100%	43 100%	27 100%	28 100%	35 100%	27 100%	50 100%	25 100%
not applicable, do not have a camp store	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
no answer	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 031 page 1

Facilities/Amenities: Own and Make Available

14a. Which of the following facilities/amenities does your camp own and make available to users?

	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps (multiple answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
on-site dining facilities	204 89%	49 94%	34 97%	69 83% c	46 88%	44 83%	34 94%	33 79% g	52 95% h	37 97% fh	33 94%	47 84%	34 89%	55 92%	35 90%
on-site lodging facilities	203 89%	49 94%	34 97%	68 82% bc	46 88%	43 81%	34 94%	33 79% g	52 95% fh	37 97% fh	33 94%	48 86%	34 89%	55 92%	33 85%
art or craft area	176 77%	46 88%	28 80%	56 67% b	41 79%	31 58%	27 75%	29 69%	48 87% fh	37 97% fgh	31 89%	40 71%	28 74%	50 83%	27 69% k
playing fields	171 75%	40 77%	31 89%	55 66% c	39 75%	30 57%	24 67%	28 67%	50 91% fgh	35 92% fgh	27 77%	43 77%	30 79%	50 83%	21 54% klmn
hiking trails	170 75%	41 79%	32 91%	55 66% c	37 71% c	33 62%	29 81%	30 71%	46 84% f	28 74%	26 74%	38 68%	29 76%	51 85% l	26 67% n
water body for water craft activities (sailing, rowing, fishing, etc.)	154 68%	39 75%	30 86%	44 53% bc	35 67%	26 49%	23 64%	31 74% f	40 73% f	30 79% f	26 74%	36 64%	27 71%	48 80%	17 44% klmn
kitchen use	150 66%	41 79%	25 71%	46 55% b	33 63%	28 53%	25 69%	22 52%	44 80% fh	28 74% fh	27 77%	34 61%	23 61%	41 68%	25 64%
all purpose room/space	149 65%	38 73%	28 80%	46 55% bc	34 65%	26 49%	25 69%	24 57%	41 75% f	30 79% fh	25 71%	30 54%	26 68%	46 77% l	22 56% n
low ropes course	137 60%	40 77%	23 66%	41 49% b	31 60%	23 43%	19 53%	19 45%	41 75% fgh	31 82% fgh	21 60%	27 48%	24 63%	42 70% l	23 59%
meeting rooms	120 53%	24 46%	32 91% b	40 48% c	20 38% c	21 40%	18 50%	20 48%	33 60% f	24 63% f	15 43%	27 48%	24 63%	37 62%	17 44%
climbing walls	118 52%	29 56%	18 51%	37 45%	30 58%	17 32%	14 39%	17 40%	38 69% fgh	30 79% fgh	18 51%	25 45%	25 66% l	31 52%	19 49%
high ropes course	114 50%	34 65%	17 49%	34 41% b	27 52%	14 26%	11 31%	16 38%	38 69% fgh	32 84% fgh	19 54%	25 45%	26 68% l	26 43% m	18 46% m
pavilion - outdoor	95 42%	25 48%	21 60%	35 42%	13 25% bcd	16 30%	15 42%	15 36%	25 45%	21 55% f	11 31%	25 45%	20 53%	29 48%	10 26% mn

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 031 page 2

Facilities/Amenities: Own and Make Available

14a. Which of the following facilities/amenities does your camp own and make available to users?

	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps (multiple answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
swimming pool/water park	94 41%	24 46%	19 54%	34 41%	15 29% c	20 38%	11 31%	15 36%	25 45%	20 53%	6 17%	28 50% k	27 71% kl	19 32% lm	14 36% m
outdoor theater	91 40%	26 50%	17 49%	29 35%	16 31% b	17 32%	10 28%	11 26%	27 49% gh	24 63% fgh	8 23%	17 30%	21 55% kl	21 35% m	24 62% klm
nature center	83 36%	24 46%	13 37%	31 37%	13 25% b	15 28%	12 33%	13 31%	25 45%	16 42%	10 29%	20 36%	14 37%	24 40%	15 38%
auditorium - indoor	81 36%	16 31%	15 43%	27 33%	20 38%	14 26%	7 19%	10 24%	22 40% g	26 68% fghi	14 40%	19 34%	18 47%	20 33%	10 26% m
horse barn	77 34%	26 50%	8 23% b	20 24% b	23 44% cd	10 19%	8 22%	14 33%	24 44% fg	18 47% fg	7 20%	21 38%	20 53% k	18 30% m	11 28% m
horseback riding trails	74 32%	23 44%	9 26%	19 23% b	23 44% d	11 21%	7 19%	16 38%	24 44% fg	13 34%	7 20%	17 30%	19 50% k	20 33%	11 28% m
horse riding rings	73 32%	24 46%	8 23% b	19 23% b	22 42% d	9 17%	8 22%	12 29%	24 44% fg	17 45% fg	6 17%	18 32%	20 53% kl	17 28% m	12 31%
theater or dance studio	58 25%	7 13%	6 17%	22 27%	22 42% bc	4 8%	4 11%	8 19%	18 33% fg	23 61% fghi	13 37%	16 29%	14 37%	11 18% km	4 10% klm
mountain biking trails	57 25%	10 19%	8 23%	13 16%	25 48% bcd	6 11%	6 17%	9 21%	20 36% fg	14 37% f	12 34%	10 18%	9 24%	18 30%	8 21%
playground	57 25%	10 19%	13 37%	24 29%	6 12% cd	11 21%	6 17%	14 33%	13 24%	11 29%	9 26%	11 20%	13 34%	19 32%	5 13% mn
linen service	52 23%	7 13%	9 26%	16 19%	19 37% bd	10 19%	2 6%	10 24% g	12 22% g	15 39% fg	9 26%	15 27%	10 26%	12 20%	6 15%
gymnasium	51 22%	9 17%	9 26%	19 23%	13 25%	8 15%	2 6%	7 17%	12 22% g	20 53% fghi	4 11%	17 30% k	15 39% k	11 18% m	4 10% lm
pavilion - indoor	48 21%	10 19%	7 20%	19 23%	11 21%	7 13%	4 11%	10 24%	13 24%	12 32% fg	3 9%	12 21%	12 32% k	14 23%	7 18%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 031 page 3

Facilities/Amenities: Own and Make Available

14a. Which of the following facilities/amenities does your camp own and make available to users?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps (multiple answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
small animal barn	38 17%	7 13%	6 17%	14 17%	10 19%	6 11%	3 8%	8 19%	7 13%	12 32% fji	5 14%	11 20%	9 24%	9 15%	4 10%
computer lab	28 12%	3 6%	4 11%	10 12%	10 19% b	3 6%	2 6%	3 7%	7 13%	12 32% fghi	1 3%	13 23% k	7 18% k	5 8% l	2 5% l
skate park	16 7%	4 8%	1 3%	2 2%	8 15% d	0 0%	0 0%	3 7% f	7 13% fg	5 13% fg	5 14%	6 11%	3 8%	1 2% kl	1 3%
other	16 7%	3 6%	2 6%	8 10%	3 6%	1 2%	2 6%	4 10%	3 5%	6 16% f	3 9%	3 5%	2 5%	5 8%	3 8%
indicated at least one	208 91%	49 94%	35 100%	71 86% c	47 90%	47 89%	34 94%	33 79% g	53 96% h	37 97% h	33 94%	50 89%	34 89%	56 93%	35 90%
none	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
no answer	20 9%	3 6%	0 0%	12 14% c	5 10%	6 11%	2 6%	9 21% g	2 4% h	1 3% h	2 6%	6 11%	4 11%	4 7%	4 10%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 032 page 1

Facilities/Amenities: Rent/Lease/Purchase

14b. Which of the following facilities/amenities does your camp rent/lease/purchase from another entity?

	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps (multiple answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
on-site dining facilities	36 16%	7 13%	6 17%	16 19%	6 12%	9 17%	3 8%	10 24%	11 20%	3 8%	7 20%	11 20%	3 8%	10 17%	5 13%
on-site lodging facilities	36 16%	7 13%	6 17%	16 19%	6 12%	9 17%	3 8%	10 24%	11 20%	3 8%	7 20%	10 18%	3 8%	10 17%	6 15%
water body for water craft activities (sailing, rowing, fishing, etc.)	29 13%	8 15%	2 6%	13 16%	6 12%	9 17%	3 8%	6 14%	8 15%	3 8%	7 20%	9 16%	3 8%	7 12%	3 8%
hiking trails	29 13%	7 13%	3 9%	13 16%	5 10%	10 19%	5 14%	5 12%	7 13%	2 5%	5 14%	8 14%	3 8%	7 12%	6 15%
playing fields	28 12%	7 13%	2 6%	13 16%	5 10%	8 15%	2 6%	7 17%	8 15%	3 8%	7 20%	10 18%	3 8%	5 8%	3 8%
kitchen use	27 12%	6 12%	2 6%	14 17%	4 8%	7 13%	2 6%	8 19%	7 13%	3 8%	7 20%	9 16%	2 5%	5 8%	4 10%
linen service	23 10%	2 4%	4 11%	13 16% b	4 8%	4 8%	1 3%	5 12%	7 13%	6 16%	3 9%	7 13%	4 11%	6 10%	3 8%
art or craft area	21 9%	4 8%	1 3%	11 13%	5 10%	6 11%	2 6%	5 12%	6 11%	2 5%	4 11%	9 16%	3 8%	3 5%	2 5%
all purpose room/space	19 8%	4 8%	1 3%	11 13%	3 6%	6 11%	1 3%	6 14%	3 5%	3 8%	4 11%	7 13%	1 3%	4 7%	3 8%
meeting rooms	17 7%	4 8%	4 11%	5 6%	3 6%	4 8%	1 3%	4 10%	6 11%	2 5%	5 14%	6 11%	1 3%	3 5%	2 5%
horseback riding trails	14 6%	5 10%	2 6%	2 2%	5 10%	4 8%	2 6%	2 5%	1 2%	5 13% i	0 0%	3 5%	3 8%	4 7%	4 10%
low ropes course	13 6%	3 6%	2 6%	7 8%	1 2%	4 8%	1 3%	2 5%	5 9%	1 3%	3 9%	5 9%	2 5%	2 3%	1 3%
outdoor theater	12 5%	0 0%	2 6%	7 8% b	3 6%	3 6%	2 6%	3 7%	4 7%	0 0%	1 3%	5 9%	2 5%	2 3%	2 5%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 032 page 2

Facilities/Amenities: Rent/Lease/Purchase

14b. Which of the following facilities/amenities does your camp rent/lease/purchase from another entity?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps (multiple answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
swimming pool/water park	12 5%	1 2%	1 3%	5 6%	5 10%	2 4%	2 6%	4 10%	3 5%	1 3%	2 6%	7 13%	1 3%	2 3%	0 0% ↓
nature center	12 5%	2 4%	1 3%	8 10%	1 2%	3 6%	4 11%	2 5%	3 5%	0 0% g	3 9%	4 7%	2 5%	3 5%	0 0%
climbing walls	11 5%	3 6%	1 3%	5 6%	2 4%	2 4%	0 0%	2 5%	6 11% g	1 3%	3 9%	4 7%	2 5%	2 3%	0 0%
theater or dance studio	11 5%	2 4%	0 0%	6 7%	3 6%	4 8%	0 0%	4 10%	3 5%	0 0%	1 3%	6 11%	3 8%	1 2% ↓	0 0% ↓
auditorium - indoor	10 4%	1 2%	1 3%	5 6%	3 6%	3 6%	0 0%	3 7%	3 5%	1 3%	1 3%	5 9%	1 3%	3 5%	0 0%
playground	8 4%	2 4%	1 3%	3 4%	1 2%	1 2%	0 0%	3 7%	4 7%	0 0%	3 9%	2 4%	1 3%	2 3%	0 0%
horse riding rings	8 4%	2 4%	2 6%	1 1%	3 6%	3 6%	1 3%	2 5%	1 2%	1 3%	0 0%	2 4%	2 5%	3 5%	1 3%
pavilion - outdoor	7 3%	2 4%	1 3%	4 5%	0 0%	3 6%	0 0%	1 2%	2 4%	1 3%	2 6%	3 5%	0 0%	2 3%	0 0%
mountain biking trails	7 3%	1 2%	1 3%	2 2%	3 6%	1 2%	0 0%	2 5%	2 4%	2 5%	0 0%	0 0%	1 3%	4 7% ↓	2 5%
gymnasium	7 3%	0 0%	1 3%	3 4%	3 6%	2 4%	0 0%	2 5%	3 5%	0 0%	0 0%	4 7%	2 5%	1 2%	0 0%
horse barn	7 3%	2 4%	2 6%	1 1%	2 4%	2 4%	1 3%	2 5%	1 2%	1 3%	0 0%	2 4%	2 5%	2 3%	1 3%
high ropes course	7 3%	3 6%	2 6%	2 2%	0 0%	2 4%	0 0%	1 2%	3 5%	1 3%	3 9%	3 5%	0 0%	1 2%	0 0%
pavilion - indoor	5 2%	1 2%	0 0%	1 1%	2 4%	1 2%	0 0%	2 5%	2 4%	0 0%	1 3%	2 4%	1 3%	1 2%	0 0%
skate park	3 1%	0 0%	0 0%	1 1%	1 2%	0 0%	0 0%	1 2%	1 2%	1 3%	1 3%	0 0%	0 0%	1 2%	1 3%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 032 page 3

Facilities/Amenities: Rent/Lease/Purchase

14b. Which of the following facilities/amenities does your camp rent/lease/purchase from another entity?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps (multiple answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
computer lab	3 1%	0 0%	1 3%	0 0%	2 4%	0 0%	0 0%	1 2%	1 2%	1 3%	0 0%	0 0%	1 3%	1 2%	1 3%
small animal barn	1 0%	0 0%	0 0%	1 1%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%
other	4 2%	0 0%	0 0%	3 4%	1 2%	2 4%	0 0%	0 0%	0 0%	2 5%	0 0%	1 2%	0 0%	1 2%	2 5%
indicated at least one	70 31%	15 29%	12 34%	29 35%	13 25%	16 30%	9 25%	15 36%	18 33%	12 32%	11 31%	19 34%	7 18%	22 37%	11 28%
none	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
no answer	158 69%	37 71%	23 66%	54 65%	39 75%	37 70%	27 75%	27 64%	37 67%	26 68%	24 69%	37 66%	31 82%	38 63%	28 72%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 033 page 1

Facilities/Amenities: Plan to Add/Expand

14c. Which of the following facilities/amenities does your camp plan to add/expand in the next five years?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps (multiple answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
on-site dining facilities	21 9%	4 8%	4 11%	11 13%	2 4%	3 6%	2 6%	3 7%	9 16%	4 11%	2 6%	4 7%	4 11%	6 10%	5 13%
on-site lodging facilities	20 9%	6 12%	5 14%	7 8%	2 4%	2 4%	1 3%	6 14%	8 15%	3 8%	2 6%	5 9%	5 13%	6 10%	2 5%
low ropes course	19 8%	4 8%	7 20%	6 7% c	1 2% c	5 9%	5 14%	3 7%	5 9%	1 3%	1 3%	3 5%	5 13%	7 12%	3 8%
high ropes course	15 7%	4 8%	3 9%	5 6%	3 6%	0 0%	4 11% f	3 7% f	4 7% f	4 11% f	1 3%	5 9%	3 8%	4 7%	2 5%
all purpose room/space	14 6%	2 4%	4 11%	5 6%	2 4%	2 4%	1 3%	3 7%	6 11%	2 5%	1 3%	2 4%	2 5%	5 8%	4 10%
meeting rooms	13 6%	3 6%	5 14%	5 6%	0 0% c	1 2%	1 3%	2 5%	6 11%	3 8%	2 6%	0 0%	2 5%	3 5%	6 15% l
auditorium - indoor	11 5%	3 6%	2 6%	6 7%	0 0% d	1 2%	4 11%	2 5%	3 5%	0 0% g	1 3%	0 0%	2 5%	8 13% l	0 0% n
pavilion - outdoor	11 5%	4 8%	1 3%	4 5%	2 4%	0 0%	2 6%	3 7% f	3 5%	3 8% f	5 14%	1 2% k	2 5%	3 5%	0 0% k
climbing walls	10 4%	2 4%	2 6%	5 6%	1 2%	1 2%	4 11%	2 5%	3 5%	0 0% g	1 3%	4 7%	1 3%	2 3%	2 5%
gymnasium	10 4%	2 4%	3 9%	2 2%	3 6%	0 0%	2 6%	2 5%	2 4%	3 8% f	1 3%	2 4%	1 3%	5 8%	1 3%
nature center	9 4%	4 8%	3 9%	2 2%	0 0% bc	1 2%	0 0%	2 5%	4 7%	1 3%	1 3%	2 4%	2 5%	2 3%	2 5%
hiking trails	9 4%	5 10%	2 6%	1 1% b	0 0% b	2 4%	1 3%	3 7%	2 4%	1 3%	1 3%	1 2%	3 8%	3 5%	1 3%
pavilion - indoor	8 4%	1 2%	4 11%	3 4%	0 0% c	2 4%	1 3%	2 5%	3 5%	0 0%	0 0%	3 5%	1 3%	2 3%	2 5%

Columns tested at 95% significance level: bcde fg hij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 033 page 2

Facilities/Amenities: Plan to Add/Expand

14c. Which of the following facilities/amenities does your camp plan to add/expand in the next five years?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
			agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	
base: ACA member camps (multiple answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
swimming pool/water park	8 4%	2 4%	2 6%	3 4%	1 2%	1 2%	1 3%	2 5%	2 4%	2 5%	1 3%	0 0%	2 5%	1 2%	4 10%
playground	8 4%	1 2%	4 11%	2 2% c	0 0% c	1 2%	0 0%	4 10%	3 5%	0 0%	1 3%	3 5%	0 0%	3 5%	1 3%
kitchen use	8 4%	4 8%	1 3%	3 4%	0 0% b	1 2%	2 6%	1 2%	4 7%	0 0%	1 3%	2 4%	2 5%	2 3%	1 3%
art or craft area	8 4%	4 8%	1 3%	1 1%	2 4%	0 0%	1 3%	3 7% f	2 4%	2 5%	0 0%	3 5%	2 5%	2 3%	1 3%
small animal barn	6 3%	4 8%	1 3%	1 1%	0 0% b	1 2%	1 3%	1 2%	2 4%	1 3%	1 3%	1 2%	2 5%	1 2%	1 3%
horseback riding trails	5 2%	3 6%	1 3%	0 0% b	0 0%	1 2%	1 3%	1 2%	2 4%	0 0%	0 0%	1 2%	2 5%	2 3%	0 0%
mountain biking trails	5 2%	4 8%	0 0%	0 0% b	0 0% b	1 2%	1 3%	0 0%	2 4%	1 3%	0 0%	0 0%	2 5%	2 3%	1 3%
playing fields	5 2%	1 2%	1 3%	3 4%	0 0%	0 0%	0 0%	2 5%	2 4%	1 3%	1 3%	1 2%	1 3%	1 2%	1 3%
outdoor theater	4 2%	1 2%	0 0%	2 2%	1 2%	1 2%	0 0%	0 0%	3 5%	0 0%	1 3%	1 2%	0 0%	2 3%	0 0%
horse riding rings	4 2%	3 6%	0 0%	0 0% b	1 2%	0 0%	1 3%	1 2%	1 2%	1 3%	0 0%	2 4%	1 3%	1 2%	0 0%
water body for water craft activities (sailing, rowing, fishing, etc.)	3 1%	1 2%	1 3%	1 1%	0 0%	0 0%	1 3%	0 0%	2 4%	0 0%	1 3%	0 0%	0 0%	1 2%	1 3%
horse barn	3 1%	1 2%	0 0%	0 0%	1 2%	0 0%	0 0%	2 5%	1 2%	0 0%	1 3%	2 4%	0 0%	0 0%	0 0%
theater or dance studio	3 1%	0 0%	0 0%	3 4%	0 0%	1 2%	1 3%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	1 2%	2 5%
computer lab	1 0%	1 2%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 3%

Columns tested at 95% significance level: bcde fg hij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 033 page 3

Facilities/Amenities: Plan to Add/Expand

14c. Which of the following facilities/amenities does your camp plan to add/expand in the next five years?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps (multiple answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
skate park	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
linen service	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
other	4 2%	1 2%	2 6%	1 1%	0 0%	1 2%	1 3%	0 0%	1 2%	1 3%	0 0%	0 0%	1 3%	3 5%	0 0%
indicated at least one	79 35%	21 40%	17 49%	25 30%	12 23% c	11 21%	12 33%	15 36%	26 47% f	13 34%	11 31%	17 30%	12 32%	25 42%	14 36%
none	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
no answer	149 65%	31 60%	18 51%	58 70%	40 77% c	42 79%	24 67%	27 64%	29 53% f	25 66%	24 69%	39 70%	26 68%	35 58%	25 64%

Columns tested at 95% significance level: bcde fghij klmno

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2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 034 page 1

Additional Utilities Required

15. If you indicated your camp will be adding/expanding in the next five years, what additional utilities will be required?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: those adding/expanding in the next five years (multiple answers)	79 100%	21 100%	17 100%	25 100%	12 100%	11 100%	12 100%	15 100%	26 100%	13 100%	11 100%	17 100%	12 100%	25 100%	14 100%
electrical service	46 58%	11 52%	11 65%	15 60%	7 58%	6 55%	6 50%	10 67%	15 58%	8 62%	6 55%	8 47%	10 83%	17 68%	5 36%
water and/or sanitation	36 46%	10 48%	10 59%	11 44%	4 33%	5 45%	5 42%	6 40%	13 50%	6 46%	3 27%	7 41%	8 67%	11 44%	7 50%
fire and safety	33 42%	8 38%	5 29%	14 56%	5 42%	3 27%	4 33%	7 47%	10 38%	8 62%	5 45%	8 47%	7 58%	9 36%	4 29%
communications	23 29%	5 24%	5 29%	10 40%	2 17%	5 45%	2 17%	5 33%	6 23%	4 31%	2 18%	3 18%	5 42%	7 28%	6 43%
transportation	5 6%	1 5%	0 0%	4 16%	0 0%	1 9%	1 8%	0 0%	2 8%	1 8%	0 0%	1 6%	1 8%	1 4%	2 14%
indicated at least one	58 73%	14 67%	13 76%	22 88%	7 58%	9 82%	7 58%	10 67%	19 73%	12 92%	6 55%	10 59%	11 92%	19 76%	12 86%
none of these	18 23%	7 33%	4 24%	2 8%	3 25%	1 9%	5 42%	4 27%	7 27%	0 0%	4 36%	5 29%	1 8%	6 24%	2 14%
no answer	3 4%	0 0%	0 0%	1 4%	2 17%	1 9%	0 0%	1 7%	0 0%	1 8%	1 9%	2 12%	0 0%	0 0%	0 0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 035 page 1

Internet Access Availability

16. To which of these groups is Internet access made available at your camp?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps (multiple answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
camp staff	213 93%	47 90%	33 94%	78 94%	49 94%	45 85%	35 97%	39 93%	52 95%	38 100% f	34 97%	54 96%	35 92%	57 95%	33 85% l
rental groups not necessarily participating in programs	89 39%	26 50%	21 60%	27 33% bc	13 25% bc	11 21%	15 42% f	20 48% f	22 40% f	18 47% f	9 26%	18 32%	17 45%	30 50% k	15 38%
program participants	45 20%	8 15%	13 37% b	16 19% c	5 10% c	11 21%	6 17%	12 29%	6 11% h	9 24%	1 3%	13 23% k	8 21% k	17 28% k	6 15%
indicated at least one	214 94%	47 90%	33 94%	79 95%	49 94%	45 85%	36 100% f	39 93%	52 95%	38 100% f	34 97%	55 98%	35 92%	57 95%	33 85% l
camp staff ONLY	108 47%	19 37%	8 23%	44 53% c	34 65% bc	27 51%	18 50%	17 40%	27 49%	18 47%	24 69%	29 52%	16 42% k	23 38% k	16 41% k
none of these	8 4%	3 6%	2 6%	1 1%	2 4%	6 11%	0 0% f	0 0% f	2 4%	0 0% f	1 3%	1 2%	1 3%	1 2%	4 10%
no answer	6 3%	2 4%	0 0%	3 4%	1 2%	2 4%	0 0%	3 7%	1 2%	0 0%	0 0%	0 0%	2 5%	2 3%	2 5%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 036 page 1

Speed of Internet Connection

17. How fast is your camp's Internet connection?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
fast: 4 Mbps or faster (e.g., cable, fiber, 4G mobile broadband)	61 27%	10 19%	8 23%	24 29%	17 33%	15 28%	5 14%	6 14%	19 35%	14 37%	13 37%	12 21%	10 26%	17 28%	9 23%
average: 1 – 3 Mbps (e.g., DSL, 3G mobile broadband)	124 54%	27 52%	20 57%	48 58%	25 48%	22 42%	22 61%	29 69%	28 51%	22 58%	19 54%	37 66%	20 53%	32 53%	16 41%
slow: less than 1 Mbps (e.g., dial-up, satellite)	25 11%	9 17%	5 14%	6 7%	5 10%	8 15%	6 17%	3 7%	6 11%	1 3%	0 0%	7 13%	5 13%	7 12%	6 15%
no Internet available	5 2%	3 6%	0 0%	0 0%	2 4%	5 9%	0 0%	0 0%	0 0%	0 0%	1 3%	0 0%	0 0%	1 2%	3 8%
no answer	13 6%	3 6%	2 6%	5 6%	3 6%	3 6%	3 8%	4 10%	2 4%	1 3%	2 6%	0 0%	3 8%	3 5%	5 13%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 037 page 1

Activities Offered to Day/Residential Camp Participants: Academic/Science & Technology Activities or Areas of Study

18a. Which of the following activities or areas of study does your camp offer to its day camp or overnight camp participants?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
ACADEMIC/SCIENCE & TECHNOLOGY ACTIVITIES OR AREAS OF STUDY															
base: those with day or overnight camp programs (multiple answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
religious study	41 18%	1 2%	22 67% b	13 16% bc	5 10% c	8 15%	9 26%	9 21%	8 15%	6 16%	4 11%	9 17%	10 27%	12 21%	6 16%
STEM (related to science, technology, engineering, or math)	39 18%	20 39%	0 0% b	12 15% bc	5 10% b	12 23%	10 29%	7 17%	5 9% fg	5 14%	3 9%	11 20%	4 11%	13 22%	8 21%
radio/TV/video	33 15%	8 16%	6 18%	6 7%	13 25% d	4 8%	3 9%	4 10%	12 22% f	10 27% fgh	6 17%	7 13%	8 22%	7 12%	5 13%
international culture	27 12%	6 12%	4 12%	8 10%	8 16%	5 10%	5 14%	3 7%	7 13%	7 19%	3 9%	7 13%	2 5%	9 16%	6 16%
computers/technology	20 9%	3 6%	5 15%	4 5%	7 14%	3 6%	1 3%	5 12%	6 11%	5 14%	2 6%	5 9%	5 14%	7 12%	1 3%
language arts (reading, etc.)	19 9%	3 6%	2 6%	6 7%	7 14%	4 8%	3 9%	3 7%	4 7%	5 14%	3 9%	5 9%	2 5%	7 12%	2 5%
foreign language	12 5%	3 6%	1 3%	4 5%	3 6%	1 2%	3 9%	1 2%	3 5%	4 11%	1 3%	3 6%	1 3%	6 10%	1 3%
history	11 5%	4 8%	1 3%	5 6%	0 0% b	2 4%	1 3%	1 2%	4 7%	3 8%	1 3%	2 4%	0 0%	5 9%	3 8%
entrepreneurship/business	7 3%	3 6%	2 6%	2 2%	0 0%	2 4%	1 3%	1 2%	2 4%	1 3%	1 3%	1 2%	1 3%	3 5%	1 3%
criminology/detective	5 2%	3 6%	1 3%	1 1%	0 0%	2 4%	1 3%	0 0%	0 0%	2 5%	0 0%	0 0%	1 3%	2 3%	2 5%
veterinary science	5 2%	1 2%	0 0%	2 2%	2 4%	4 8%	0 0%	1 2%	0 0% f	0 0%	0 0%	2 4%	0 0%	3 5%	0 0%
other academic	8 4%	0 0%	0 0%	5 6%	2 4%	0 0%	2 6%	2 5%	4 7% f	0 0%	2 6%	2 4%	2 5%	2 3%	0 0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 037 page 2

Activities Offered to Day/Residential Camp Participants: Academic/Science & Technology Activities or Areas of Study

18a. Which of the following activities or areas of study does your camp offer to its day camp or overnight camp participants?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
ACADEMIC/SCIENCE & TECHNOLOGY ACTIVITIES OR AREAS OF STUDY															
base: those with day or overnight camp programs (multiple answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
indicated at least one	115 52%	30 59%	22 67%	35 43% c	25 49%	25 48%	22 63%	21 50%	31 56%	15 41%	14 40%	31 57%	18 49%	31 53%	21 55%
do not have day camp or overnight camp participants	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
no answer	107 48%	21 41%	11 33%	46 57% c	26 51%	27 52%	13 37%	21 50%	24 44%	22 59%	21 60%	23 43%	19 51%	27 47%	17 45%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 038 page 1

Activities Offered to Day/Overnight Camp Participants: Sports/Recreation/Outdoor Skills

18b. Which of the following activities or areas of study does your camp offer to its day camp or overnight camp participants?

	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
SPORTS/RECREATION/OUTDOOR SKILLS															
base: those with day or overnight camp programs (multiple answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
swimming (recreational)	197 89%	47 92%	30 91%	69 85%	46 90%	47 90%	30 86%	37 88%	50 91%	32 86%	32 91%	52 96%	32 86%	53 91%	28 74% kl
archery	177 80%	47 92%	23 70% b	58 72% b	44 86%	36 69%	26 74%	31 74%	49 89% fh	34 92% fgh	32 91%	36 67% k	33 89% l	46 79%	30 79%
canoeing	171 77%	42 82%	28 85%	54 67% b	41 80%	35 67%	26 74%	31 74%	46 84% f	32 86% f	33 94%	38 70% k	34 92% l	51 88% l	15 39% klmn
hiking	167 75%	41 80%	29 88%	57 70% c	37 73%	41 79%	24 69%	29 69%	44 80%	28 76%	25 71%	41 76%	27 73%	46 79%	28 74%
camping skills	163 73%	43 84%	26 79%	54 67% b	37 73%	36 69%	24 69%	27 64%	45 82%	30 81%	27 77%	40 74%	24 65%	46 79%	26 68%
basketball	151 68%	34 67%	21 64%	52 64%	42 82% d	24 46%	22 63%	31 74% f	43 78% f	30 81% f	29 83%	45 83%	28 76%	33 57% kl	16 42% klm
fishing	151 68%	34 67%	21 64%	54 67%	37 73%	34 65%	19 54%	27 64%	39 71%	31 84% g	25 71%	35 65%	29 78%	46 79%	16 42% klmn
challenge/ropes course	148 67%	39 76%	24 73%	51 63%	31 61%	29 56%	19 54%	25 60%	43 78% fgh	31 84% fgh	22 63%	32 59%	29 78%	42 72%	23 61%
boating/rowing	138 62%	33 65%	18 55%	47 58%	36 71%	28 54%	21 60%	23 55%	37 67%	28 76% f	31 89%	35 65% k	17 46% k	40 69% km	15 39% kl
kayaking	121 55%	33 65%	12 36% b	37 46% b	36 71% cd	23 44%	15 43%	18 43%	37 67% fgh	28 76% fgh	27 77%	28 52% k	19 51% k	32 55% k	15 39% k
soccer	119 54%	21 41%	18 55%	38 47%	40 78% bcd	18 35%	16 46%	22 52%	36 65% f	27 73% fg	25 71%	39 72%	17 46% kl	28 48% kl	10 26% kl
baseball/softball	110 50%	17 33%	15 45%	38 47%	37 73% bcd	12 23%	12 34%	23 55% f	35 64% fg	27 73% fg	26 74%	37 69%	16 43% kl	24 41% kl	7 18% klmn

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 038 page 2

Activities Offered to Day/Overnight Camp Participants: Sports/Recreation/Outdoor Skills

18b. Which of the following activities or areas of study does your camp offer to its day camp or overnight camp participants?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS - GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
SPORTS/RECREATION/OUTDOOR SKILLS															
base: those with day or overnight camp programs (multiple answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
climbing/rappelling	103 46%	30 59%	14 42%	31 38% b	25 49%	17 33%	12 34%	13 31%	35 64% fgh	25 68% fgh	18 51%	22 41%	21 57%	28 48%	14 37%
swimming (instructional)	103 46%	28 55%	11 33%	29 36% b	33 65% cd	19 37%	13 37%	16 38%	29 53%	25 68% fgh	25 71%	32 59%	17 46% k	24 41% k	5 13% klmn
backpacking	93 42%	26 51%	12 36%	33 41%	20 39%	19 37%	15 43%	16 38%	26 47%	17 46%	13 37%	20 37%	13 35%	27 47%	20 53%
tennis	91 41%	17 33%	10 30%	24 30%	38 75% bcd	11 21%	8 23%	14 33%	31 56% fgh	26 70% fgh	28 80%	28 52% k	18 49% k	15 26% klm	2 5% klmn
sailing	85 38%	23 45%	6 18% b	23 28% b	31 61% cd	14 27%	9 26%	13 31%	25 45% f	24 65% fgh	28 80%	20 37% k	5 14% kl	23 40% km	9 24% k
aerobics/exercise	84 38%	18 35%	7 21%	26 32%	31 61% bcd	11 21%	11 31%	11 26%	26 47% fh	25 68% fgh	15 43%	26 48%	18 49%	19 33%	6 16% klm
horseback - Western	74 33%	25 49%	10 30%	22 27% b	16 31%	15 29%	7 20%	13 31%	24 44% g	15 41%	3 9%	12 22%	21 57% kl	22 38% k	16 42% kl
bicycling/biking/mountain biking	73 33%	13 25%	9 27%	21 26%	28 55% bcd	8 15%	7 20%	10 24%	28 51% fgh	20 54% fgh	14 40%	15 28%	13 35%	24 41%	7 18% kn
orienteering/geocaching	73 33%	29 57%	12 36%	19 23% b	13 25% b	13 25%	10 29%	14 33%	21 38%	14 38%	6 17%	13 24%	15 41% k	28 48% kl	11 29%
yoga/meditation	70 32%	15 29%	3 9% b	24 30% c	24 47% cd	7 13%	10 29%	9 21%	24 44% fh	20 54% fgh	14 40%	17 31%	14 38%	15 26%	10 26%
football	69 31%	13 25%	9 27%	23 28%	22 43%	8 15%	7 20%	12 29%	23 42% fg	19 51% fgh	12 34%	20 37%	13 35%	18 31%	6 16% l
riflery	62 28%	14 27%	6 18%	19 23% cd	21 41% cd	6 12%	8 23%	11 26%	22 40% f	14 38% f	12 34%	12 22%	12 32%	20 34%	6 16% n
standup paddle boarding (SUP)	56 25%	15 29%	5 15%	13 16% cd	22 43% cd	7 13%	5 14%	7 17%	19 35% fgh	18 49% fgh	15 43%	12 22% k	9 24%	13 22% k	7 18% k

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 038 page 3

Activities Offered to Day/Overnight Camp Participants: Sports/Recreation/Outdoor Skills

18b. Which of the following activities or areas of study does your camp offer to its day camp or overnight camp participants?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS - GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
SPORTS/RECREATION/OUTDOOR SKILLS															
base: those with day or overnight camp programs (multiple answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
waterskiing	50 23%	10 20%	4 12%	5 6% b	29 57% bcd	3 6%	3 9%	7 17%	19 35% fgh	18 49% fgh	15 43%	13 24%	5 14% k	14 24%	3 8% kln
golf	44 20%	5 10%	4 12%	10 12%	23 45% bcd	3 6%	4 11%	6 14%	15 27% f	15 41% fgh	7 20%	14 26%	12 32%	9 16%	2 5% lm
horseback - English	44 20%	10 20%	6 18%	7 9%	20 39% bcd	3 6%	7 20% f	11 26% f	13 24% f	10 27% f	7 20%	15 28%	10 27%	7 12% l	5 13%
hockey	35 16%	3 6%	2 6%	9 11%	20 39% bcd	3 6%	0 0%	4 10%	12 22% fg	16 43% fghi	9 26%	13 24%	4 11%	8 14%	1 3% kl
rafting	30 14%	8 16%	2 6%	7 9%	12 24% cd	3 6%	3 9%	4 10%	11 20% f	9 24% f	5 14%	10 19%	5 14%	5 9%	5 13%
windsurfing	29 13%	7 14%	3 9%	5 6%	13 25% d	3 6%	1 3%	4 10%	9 16% g	12 32% fgh	12 34%	6 11% k	3 8% k	7 12% k	1 3% k
gymnastics	27 12%	1 2%	3 9%	5 6%	18 35% bcd	4 8%	0 0%	7 17% g	7 13% g	9 24% fg	4 11%	12 22%	6 16%	4 7% l	1 3% lm
slacklining	25 11%	6 12%	5 15%	5 6%	9 18% d	3 6%	4 11%	3 7%	8 15%	7 19%	1 3%	4 7%	5 14%	5 9%	10 26% kln
martial arts	24 11%	2 4%	2 6%	5 6%	14 27% bcd	3 6%	0 0%	2 5%	10 18% fgh	9 24% fgh	4 11%	12 22%	5 14%	3 5% l	0 0% klm
fencing	20 9%	3 6%	1 3%	8 10%	8 16%	2 4%	1 3%	2 5%	7 13%	7 19% fgh	6 17%	5 9%	2 5%	5 9%	2 5%
paintball	19 9%	5 10%	3 9%	6 7%	5 10%	0 0%	3 9% f	6 14% f	6 11% f	3 8% f	0 0%	7 13% k	4 11% k	6 10% k	2 5%
caving	18 8%	6 12%	5 15%	4 5%	3 6%	1 2%	1 3%	4 10%	7 13% f	4 11%	1 3%	4 7%	3 8%	10 17% k	0 0% n
skateboarding	15 7%	4 8%	1 3%	2 2%	7 14% d	0 0%	0 0%	3 7%	7 13% fg	5 14% fg	5 14%	4 7%	3 8%	1 2% k	2 5%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 038 page 4

Activities Offered to Day/Overnight Camp Participants: Sports/Recreation/Outdoor Skills

18b. Which of the following activities or areas of study does your camp offer to its day camp or overnight camp participants?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
SPORTS/RECREATION/OUTDOOR SKILLS															
base: those with day or overnight camp programs (multiple answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
snow sports	13 6%	5 10%	3 9%	4 5%	1 2%	2 4%	3 9%	3 7%	0 0%	5 14%	2 6%	2 4%	1 3%	5 9%	3 8%
go-carts (motorized)	12 5%	0 0%	2 6%	1 1%	8 16% bd	1 2%	1 3%	3 7%	4 7%	3 8%	2 6%	5 9%	2 5%	2 3%	1 3%
roller skating	12 5%	2 4%	2 6%	3 4%	4 8%	0 0%	0 0%	3 7%	2 4%	7 19% fji	4 11%	3 6%	1 3%	4 7%	0 0% k
SCUBA	10 5%	4 8%	0 0%	2 2%	4 8%	2 4%	2 6%	0 0%	2 4%	4 11% h	1 3%	2 4%	3 8%	3 5%	1 3%
all-terrain vehicles (ATV)	7 3%	1 2%	0 0%	3 4%	2 4%	3 6%	0 0%	2 5%	2 4%	0 0%	0 0%	1 2%	1 3%	4 7%	1 3%
aviation	4 2%	1 2%	0 0%	1 1%	2 4%	1 2%	1 3%	0 0%	1 2%	1 3%	0 0%	1 2%	1 3%	1 2%	1 3%
other team/field sports	99 45%	22 43%	15 45%	28 35%	30 59% d	19 37%	12 34%	17 40%	29 53%	22 59% fg	19 54%	26 48%	20 54%	25 43%	9 24% klm
other sports/recreation	94 42%	20 39%	15 45%	31 38%	26 51%	16 31%	15 43%	16 38%	33 60% fh	14 38% i	13 37%	21 39%	19 51%	21 36%	20 53%
NET: HORSEBACK	93 42%	28 55%	11 33%	25 31% b	28 55% d	16 31%	10 29%	19 45%	29 53% fg	19 51% g	8 23%	21 39%	24 65% kl	23 40% m	17 45% k
indicated at least one	217 98%	51 100%	31 94%	79 98%	50 98%	52 100%	34 97%	39 93%	54 98%	37 100%	35 100%	53 98%	36 97%	56 97%	37 97%
do not have day camp or overnight camp participants	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
no answer	5 2%	0 0%	2 6%	2 2%	1 2%	0 0%	1 3%	3 7%	1 2%	0 0%	0 0%	1 2%	1 3%	2 3%	1 3%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 039 page 1

Activities Offered to Day/Overnight Camp Participants: Arts and Hobby

18c. Which of the following activities or areas of study does your camp offer to its day camp or overnight camp participants?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS - GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
ARTS AND HOBBY															
base: those with day or overnight camp programs (multiple answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
arts/crafts	207 93%	49 96%	31 94%	75 93%	47 92%	49 94%	32 91%	39 93%	52 95%	34 92%	33 94%	48 89%	35 95%	55 95%	36 95%
theater/drama	131 59%	32 63%	17 52%	42 52%	36 71% d	24 46%	19 54%	23 55%	39 71% f	26 70% f	20 57%	37 69%	24 65%	30 52%	20 53%
music	117 53%	25 49%	14 42%	44 54%	31 61%	20 38%	16 46%	21 50%	33 60% f	26 70% fg	20 57%	36 67%	21 57%	23 40% l	17 45% l
dance	101 45%	17 33%	13 39%	37 46%	31 61% b	17 33%	15 43%	20 48%	29 53% f	20 54% f	17 49%	28 52%	24 65%	21 36% m	11 29% lm
ceramics/pottery	91 41%	17 33%	8 24%	28 35%	35 69% bcd	13 25%	9 26%	14 33%	31 56% fgh	24 65% fgh	18 51%	25 46%	17 46%	17 29% k	14 37%
photography	80 36%	20 39%	6 18% b	22 27%	30 59% bcd	11 21%	8 23%	13 31%	26 47% fg	22 59% fgh	19 54%	19 35%	15 41%	15 26% k	12 32% k
leather craft	47 21%	11 22%	7 21%	13 16%	15 29%	11 21%	6 17%	6 14%	11 20%	13 35% h	6 17%	12 22%	9 24%	11 19%	9 24%
model rocketry	35 16%	7 14%	2 6%	7 9%	19 37% bcd	5 10%	4 11%	2 5%	14 25% fh	10 27% fh	5 14%	18 33% k	4 11% l	4 7% l	4 11% l
clowning	12 5%	3 6%	2 6%	3 4%	4 8%	2 4%	0 0%	3 7%	6 11% g	1 3%	2 6%	4 7%	2 5%	3 5%	1 3%
other performing arts	32 14%	5 10%	6 18%	11 14%	9 18%	8 15%	1 3%	6 14%	10 18% g	7 19% g	6 17%	6 11%	10 27%	6 10% m	4 11%
other arts and hobby	28 13%	4 8%	1 3%	7 9%	15 29% bcd	3 6%	5 14%	3 7%	6 11%	11 30% fhi	8 23%	10 19%	7 19%	1 2% klm	2 5% k
indicated at least one	213 96%	51 100%	31 94%	76 94%	49 96%	50 96%	33 94%	39 93%	53 96%	37 100%	35 100%	50 93%	36 97%	55 95%	37 97%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 039 page 2

Activities Offered to Day/Overnight Camp Participants: Arts and Hobby

18c. Which of the following activities or areas of study does your camp offer to its day camp or overnight camp participants?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
ARTS AND HOBBY															
base: those with day or overnight camp programs (multiple answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
do not have day camp or overnight camp participants	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
no answer	9 4%	0 0%	2 6%	5 6%	2 4%	2 4%	2 6%	3 7%	2 4%	0 0%	0 0%	4 7%	1 3%	3 5%	1 3%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 040 page 1

Activities Offered to Day/Overnight Camp Participants: Environmental Activities/Studies

18d. Which of the following activities or areas of study does your camp offer to its day camp or overnight camp participants?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
ENVIRONMENTAL ACTIVITIES/STUDIES															
base: those with day or overnight camp programs (multiple answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
fire-building	141 64%	41 80%	18 55% b	47 58% b	33 65%	31 60%	22 63%	25 60%	35 64%	27 73%	23 66%	33 61%	22 59%	45 78%	18 47% n
recycling/composting	86 39%	19 37%	16 48%	29 36%	19 37%	21 40%	15 43%	13 31%	21 38%	16 43%	16 46%	18 33%	13 35%	25 43%	14 37%
orienteering/GPS	82 37%	28 55%	14 42%	25 31% b	12 24% b	21 40%	12 34%	12 29%	23 42%	14 38%	10 29%	15 28%	15 41%	30 52% kl	12 32%
environ. ethics/Leave No Trace	79 36%	21 41%	12 36%	31 38%	14 27%	18 35%	13 37%	14 33%	20 36%	14 38%	9 26%	17 31%	9 24%	29 50% klm	15 39%
wilderness safety/survival	78 35%	22 43%	13 39%	28 35%	15 29%	19 37%	19 54%	13 31% g	20 36%	7 19% g	11 31%	20 37%	9 24%	27 47% m	11 29%
conservation	76 34%	24 47%	7 21% b	29 36%	13 25% b	22 42%	15 43%	10 24%	18 33%	10 27%	10 29%	18 33%	7 19%	23 40% m	18 47% m
environmental issues	71 32%	17 33%	8 24%	32 40%	12 24%	19 37%	10 29%	10 24%	21 38%	11 30%	15 43%	14 26%	6 16% k	20 34%	16 42% m
night hiking	68 31%	29 57%	12 36%	17 21% b	10 20% b	18 35%	11 31%	10 24%	18 33%	11 30%	6 17%	10 19%	14 38% l	23 40% kl	15 39% kl
forest ecology	67 30%	18 35%	9 27%	27 33%	12 24%	17 33%	13 37%	9 21%	18 33%	10 27%	8 23%	16 30%	7 19%	24 41% m	12 32%
aquatic ecology/water quality	66 30%	22 43%	6 18% b	25 31%	11 22% b	17 33%	10 29%	9 21%	17 31%	12 32%	9 26%	14 26%	10 27%	20 34%	13 34%
habitats	56 25%	18 35%	6 18%	22 27%	8 16% b	16 31%	11 31%	8 19%	14 25%	7 19%	6 17%	11 20%	9 24%	17 29%	13 34%
natural history	48 22%	13 25%	6 18%	21 26%	8 16%	14 27%	11 31%	4 10% fg	11 20%	7 19%	7 20%	8 15%	7 19%	15 26%	11 29%
wildlife viewing	47 21%	12 24%	4 12%	23 28%	7 14%	15 29%	6 17%	6 14%	13 24%	7 19%	6 17%	11 20%	6 16%	14 24%	10 26%

Columns tested at 95% significance level: bcde fg hij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 040 page 2

Activities Offered to Day/Overnight Camp Participants: Environmental Activities/Studies

18d. Which of the following activities or areas of study does your camp offer to its day camp or overnight camp participants?

	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
ENVIRONMENTAL ACTIVITIES/ STUDIES															
base: those with day or overnight camp programs (multiple answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
entomology/bugs	46 21%	12 24%	7 21%	19 23%	8 16%	14 27%	6 17%	7 17%	10 18%	8 22%	4 11%	11 20%	7 19%	15 26%	9 24%
weather	46 21%	15 29%	3 9% b	17 21%	9 18%	11 21%	8 23%	6 14%	10 18%	10 27%	6 17%	11 20%	5 14%	14 24%	10 26%
wetlands	32 14%	7 14%	2 6%	16 20%	5 10%	9 17%	4 11%	4 10%	8 15%	7 19%	5 14%	4 7%	4 11%	12 21% i	7 18%
foraging & collecting	30 14%	10 20%	2 6%	10 12%	8 16%	9 17%	6 17%	4 10%	5 9%	6 16%	6 17%	5 9%	4 11%	10 17%	5 13%
wildflowers	30 14%	9 18%	1 3% b	14 17% c	6 12%	9 17%	7 20%	2 5% g	9 16%	3 8%	2 6%	8 15%	5 14%	9 16%	6 16%
herpetology (reptiles, amphibians)	29 13%	12 24%	3 9%	7 9% b	7 14%	6 12%	4 11%	4 10%	8 15%	6 16%	3 9%	6 11%	7 19%	10 17%	3 8%
ornithology/birds/bird watching	27 12%	8 16%	1 3%	12 15%	5 10%	9 17%	4 11%	2 5%	8 15%	4 11%	3 9%	4 7%	3 8%	11 19%	6 16%
soil/soil studies	24 11%	7 14%	3 9%	9 11%	4 8%	5 10%	3 9%	4 10%	8 15%	3 8%	2 6%	2 4%	5 14%	10 17% i	5 13%
wildlife mapping	11 5%	3 6%	0 0%	7 9%	1 2%	4 8%	2 6%	0 0%	3 5%	2 5%	2 6%	2 4%	1 3%	2 3%	4 11%
other environmental	15 7%	4 8%	1 3%	8 10%	2 4%	5 10%	2 6%	1 2%	4 7%	3 8%	3 9%	3 6%	2 5%	3 5%	4 11%
indicated at least one	189 85%	49 96%	27 82% b	69 85% b	39 76% b	47 90%	33 94%	30 71% fg	46 84%	32 86%	31 89%	43 80%	28 76%	52 90%	35 92%
do not have day camp or overnight camp participants	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
no answer	33 15%	2 4%	6 18% b	12 15% b	12 24% b	5 10%	2 6%	12 29% fg	9 16%	5 14%	4 11%	11 20%	9 24%	6 10%	3 8%

Columns tested at 95% significance level: bcde fg hij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 041 page 1

Activities Offered to Day/Overnight Camp Participants: Other Activities/Areas of Study

18e. Which of the following activities or areas of study does your camp offer to its day camp or overnight camp participants?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
OTHER ACTIVITIES/AREAS OF STUDY															
base: those with day or overnight camp programs (multiple answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
team building	157 71%	43 84%	22 67%	55 68% b	34 67% b	33 63%	23 66%	29 69%	43 78%	29 78%	26 74%	34 63%	27 73%	43 74%	27 71%
counselor in training (CIT)	152 68%	39 76%	22 67%	55 68%	34 67%	36 69%	25 71%	25 60%	39 71%	26 70%	29 83%	33 61% k	24 65%	41 71%	25 66%
leadership activities	138 62%	38 75%	16 48% b	51 63%	30 59%	28 54%	22 63%	23 55%	40 73% f	24 65%	24 69%	29 54%	24 65%	38 66%	23 61%
field trips	82 37%	19 37%	8 24%	26 32%	25 49% c	21 40%	8 23%	10 24%	29 53% gh	13 35%	19 54%	21 39%	12 32%	19 33% k	11 29% k
community service	75 34%	21 41%	11 33%	23 28%	18 35%	9 17%	14 40% f	10 24%	23 42% f	18 49% fh	14 40%	13 24%	14 38%	22 38%	12 32%
wilderness trips (3 nights or longer)	65 29%	16 31%	9 27%	25 31%	14 27%	12 23%	8 23%	12 29%	20 36%	13 35%	7 20%	12 22%	5 14%	29 50% klm	12 32%
farming/ranching/gardening	58 26%	17 33%	4 12% b	23 28%	12 24%	7 13%	11 31% f	12 29%	17 31% f	11 30%	10 29%	10 19%	12 32%	15 26%	11 29%
travel/tour within US	26 12%	9 18%	2 6%	9 11%	5 10%	2 4%	2 6%	4 10%	12 22% fg	6 16% f	3 9%	7 13%	5 14%	5 9%	6 16%
travel/tour international	10 5%	2 4%	2 6%	3 4%	3 6%	0 0%	0 0%	2 5%	4 7% f	4 11% fg	2 6%	2 4%	1 3%	4 7%	1 3%
other	5 2%	0 0%	1 3%	2 2%	2 4%	1 2%	1 3%	1 2%	2 4%	0 0%	1 3%	3 6%	1 3%	0 0%	0 0%
indicated at least one	203 91%	50 98%	29 88%	72 89%	47 92%	48 92%	32 91%	37 88%	51 93%	34 92%	34 97%	48 89%	34 92%	54 93%	33 87%
do not have day camp or overnight camp participants	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
no answer	19 9%	1 2%	4 12%	9 11%	4 8%	4 8%	3 9%	5 12%	4 7%	3 8%	1 3%	6 11%	3 8%	4 7%	5 13%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study

OVERNIGHT CAMPS

TABLE 042 page 1

Three Most Popular Day/Overnight Camp Programs

19. Of the activities you identified in question 18, which are the three most popular day camp or overnight camp programs?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: those with day or overnight camp programs (up to 3 open-ended multiple answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
NET: ACADEMIC/SCIENCE & TECHNOLOGY ACTIVITIES OR AREAS OF STUDY	10 5%	1 2%	4 12%	5 6%	0 0% c	1 2%	4 11%	0 0% g	3 5%	2 5%	0 0%	3 6%	2 5%	3 5%	2 5%
religious study	5 2%	0 0%	4 12% b	1 1% c	0 0% c	1 2%	3 9%	0 0%	1 2%	0 0%	0 0%	2 4%	1 3%	1 2%	1 3%
STEM (related to science, technology, engineering, or math)	2 1%	1 2%	0 0%	1 1%	0 0%	0 0%	0 0%	0 0%	1 2%	1 3%	0 0%	0 0%	0 0%	1 2%	1 3%
foreign language	1 0%	0 0%	0 0%	1 1%	0 0%	0 0%	0 0%	0 0%	0 0%	1 3%	0 0%	0 0%	0 0%	1 2%	0 0%
international culture	1 0%	0 0%	0 0%	1 1%	0 0%	0 0%	0 0%	0 0%	0 0%	1 3%	0 0%	0 0%	0 0%	1 2%	0 0%
computers/technology	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
criminology/detective	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
radio/TV/video	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
other academic	2 1%	0 0%	0 0%	2 2%	0 0%	0 0%	1 3%	0 0%	1 2%	0 0%	0 0%	1 2%	1 3%	0 0%	0 0%
NET: SPORTS/RECREATION/OUTDOOR SKILLS	190 86%	46 90%	28 85%	66 81%	45 88%	42 81%	31 89%	32 76%	49 89%	35 95% h	32 91%	44 81%	33 89%	48 83%	33 87%
swimming (recreational)	68 31%	20 39%	11 33%	26 32%	9 18% b	24 46%	9 26%	13 31%	14 25% f	7 19% f	8 23%	20 37%	13 35%	16 28%	11 29%
archery	53 24%	15 29%	7 21%	20 25%	8 16%	12 23%	12 34%	13 31%	8 15% g	8 22%	11 31%	7 13% k	9 24%	15 26%	11 29%
challenge/ropes course	49 22%	16 31%	8 24%	21 26%	3 6% bcd	10 19%	6 17%	7 17%	16 29%	9 24%	4 11%	11 20%	14 38% k	13 22%	7 18%

Columns tested at 95% significance level: bcde fg hij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 042 page 2

Three Most Popular Day/Overnight Camp Programs

19. Of the activities you identified in question 18, which are the three most popular day camp or overnight camp programs?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: those with day or overnight camp programs (up to 3 open-ended multiple answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
canoeing	22 10%	5 10%	3 9%	11 14%	2 4%	8 15%	6 17%	3 7%	4 7%	1 3% g	3 9%	3 6%	4 11%	7 12%	5 13%
sailing	19 9%	10 20%	3 9%	2 2% b	4 8%	3 6%	1 3%	2 5%	7 13%	6 16%	8 23%	3 6% k	0 0% k	7 12% m	1 3% k
waterskiing	17 8%	2 4%	2 6%	2 2%	9 18% bd	1 2%	2 6%	2 5%	4 7%	8 22% fhi	4 11%	5 9%	0 0% k	6 10% m	2 5%
riflery	15 7%	3 6%	0 0%	4 5%	7 14% c	2 4%	2 6%	2 5%	4 7%	5 14%	4 11%	2 4%	1 3%	6 10%	2 5%
climbing/rappelling	11 5%	4 8%	2 6%	1 1%	4 8%	3 6%	2 6%	2 5%	3 5%	1 3%	1 3%	1 2%	2 5%	5 9%	2 5%
hiking	11 5%	1 2%	3 9%	6 7%	1 2%	5 10%	1 3%	1 2%	2 4%	2 5%	1 3%	3 6%	1 3%	3 5%	3 8%
boating/rowing	9 4%	4 8%	1 3%	3 4%	1 2%	3 6%	2 6%	2 5%	2 4%	0 0%	2 6%	3 6%	1 3%	2 3%	1 3%
basketball	8 4%	0 0%	2 6%	0 0% c	5 10% bd	2 4%	0 0%	2 5%	1 2%	3 8%	0 0%	4 7%	3 8%	1 2%	0 0%
camping skills	8 4%	2 4%	2 6%	2 2%	2 4%	3 6%	2 6%	0 0%	3 5%	0 0%	2 6%	2 4%	1 3%	1 2%	2 5%
kayaking	8 4%	2 4%	0 0%	6 7%	0 0% d	2 4%	3 9%	1 2%	1 2%	1 3%	3 9%	0 0% k	0 0%	2 3%	3 8% l
backpacking	7 3%	2 4%	1 3%	3 4%	1 2%	1 2%	3 9%	1 2%	1 2%	1 3%	1 3%	1 2%	0 0%	1 2%	4 11% m
fishing	7 3%	3 6%	1 3%	3 4%	0 0%	2 4%	3 9%	1 2%	1 2%	0 0%	0 0%	1 2%	2 5%	3 5%	1 3%
tennis	6 3%	0 0%	0 0%	0 0%	6 12% bcd	0 0%	0 0%	1 2%	3 5%	2 5%	2 6%	4 7%	0 0%	0 0% l	0 0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 042 page 3

Three Most Popular Day/Overnight Camp Programs

19. Of the activities you identified in question 18, which are the three most popular day camp or overnight camp programs?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: those with day or overnight camp programs (up to 3 open-ended multiple answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
gymnastics	3 1%	0 0%	0 0%	0 0%	3 6% d	0 0%	0 0%	1 2%	0 0%	2 5%	1 3%	1 2%	1 3%	0 0%	0 0%
horseback - English	3 1%	0 0%	0 0%	0 0%	3 6% d	0 0%	1 3%	0 0%	1 2%	1 3%	2 6%	1 2%	0 0%	0 0%	0 0%
horseback - Western	3 1%	2 4%	0 0%	0 0%	1 2%	1 2%	0 0%	1 2%	1 2%	0 0%	0 0%	0 0%	1 3%	1 2%	1 3%
paintball	3 1%	1 2%	1 3%	0 0%	1 2%	0 0%	0 0%	2 5%	0 0%	0 0%	0 0%	1 2%	0 0%	2 3%	0 0%
rafting	3 1%	0 0%	0 0%	2 2%	1 2%	0 0%	1 3%	1 2%	1 2%	0 0%	0 0%	0 0%	2 5%	0 0%	1 3%
soccer	3 1%	0 0%	0 0%	0 0%	3 6% d	0 0%	0 0%	1 2%	1 2%	1 3%	1 3%	2 4%	0 0%	0 0%	0 0%
bicycling/biking/mountain biking	2 1%	0 0%	0 0%	1 1%	1 2%	0 0%	1 3%	0 0%	0 0%	1 3%	1 3%	0 0%	0 0%	0 0%	1 3%
go-carts (motorized)	2 1%	0 0%	1 3%	0 0%	1 2%	0 0%	1 3%	1 2%	0 0%	0 0%	0 0%	1 2%	0 0%	1 2%	0 0%
skateboarding	2 1%	0 0%	0 0%	1 1%	1 2%	0 0%	0 0%	0 0%	1 2%	1 3%	0 0%	1 2%	0 0%	0 0%	1 3%
standup paddle boarding (SUP)	2 1%	1 2%	0 0%	0 0%	1 2%	0 0%	1 3%	0 0%	0 0%	1 3%	1 3%	0 0%	0 0%	1 2%	0 0%
windsurfing	2 1%	2 4%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	1 3%	2 6%	0 0%	0 0%	0 0%	0 0%
aerobics/exercise	1 0%	0 0%	0 0%	1 1%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%
aviation	1 0%	0 0%	0 0%	1 1%	0 0%	0 0%	1 3%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%
fencing	1 0%	0 0%	0 0%	1 1%	0 0%	0 0%	1 3%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 3%
football	1 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 042 page 4

Three Most Popular Day/Overnight Camp Programs

19. Of the activities you identified in question 18, which are the three most popular day camp or overnight camp programs?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: those with day or overnight camp programs (up to 3 open-ended multiple answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
snow sports	1 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	1 3%	0 0%	0 0%	0 0%	0 0%	1 3%
swimming (instructional)	1 0%	0 0%	0 0%	1 1%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	1 3%	0 0%	0 0%	0 0%	0 0%
all-terrain vehicles (ATV)	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
martial arts	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
roller skating	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
other team/field sports:	2 1%	1 2%	1 3%	0 0%	0 0%	1 2%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	1 3%	0 0%	1 3%
gaga ball	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
other team/field sports	2 1%	1 2%	1 3%	0 0%	0 0%	1 2%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	1 3%	0 0%	1 3%
other sports/recreation:	98 44%	21 41%	18 55%	29 36%	27 53%	20 38%	13 37%	17 40%	35 64%	13 35%	12 34%	23 43%	21 57%	23 40%	19 50%
horseback (unspecified)	35 16%	8 16%	6 18%	10 12%	9 18%	6 12%	5 14%	8 19%	13 24%	3 8%	4 11%	8 15%	7 19%	10 17%	6 16%
water, general (watersports, waterfront, etc.)	25 11%	6 12%	3 9%	7 9%	8 16%	7 13%	2 6%	5 12%	8 15%	3 8%	2 6%	6 11%	5 14%	7 12%	5 13%
horses	9 4%	3 6%	2 6%	4 5%	0 0%	4 8%	2 6%	1 2%	1 2%	1 3%	0 0%	2 4%	2 5%	0 0%	5 13%
tubing	4 2%	1 2%	2 6%	0 0%	1 2%	1 2%	0 0%	0 0%	3 5%	0 0%	1 3%	2 4%	1 3%	0 0%	0 0%
wakeboarding	3 1%	0 0%	0 0%	1 1%	2 4%	0 0%	0 0%	0 0%	2 4%	1 3%	1 3%	1 2%	0 0%	0 0%	1 3%
other sports/recreation	22 10%	3 6%	5 15%	7 9%	7 14%	2 4%	4 11%	3 7%	8 15%	5 14%	4 11%	4 7%	6 16%	6 10%	2 5%
NET: HORSEBACK	41 18%	10 20%	6 18%	10 12%	13 25%	7 13%	6 17%	9 21%	15 27%	4 11%	6 17%	9 17%	8 22%	11 19%	7 18%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 042 page 5

Three Most Popular Day/Overnight Camp Programs

19. Of the activities you identified in question 18, which are the three most popular day camp or overnight camp programs?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: those with day or overnight camp programs (up to 3 open-ended multiple answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
NET: ARTS AND HOBBY	68 31%	10 20%	10 30%	28 35%	19 37% b	17 33%	7 20%	16 38%	15 27%	13 35%	15 43%	23 43%	9 24%	11 19% kl	10 26%
arts/crafts	41 18%	8 16%	2 6%	18 22% c	12 24% c	12 23%	6 17%	9 21%	10 18%	4 11%	11 31%	14 26%	3 8% kl	7 12% k	6 16%
music	12 5%	2 4%	6 18% b	3 4% c	1 2% c	2 4%	0 0%	5 12% g	3 5%	2 5%	3 9%	1 2%	4 11%	4 7%	0 0% m
ceramics/pottery	5 2%	0 0%	1 3%	3 4%	1 2%	2 4%	0 0%	1 2%	0 0%	2 5%	1 3%	2 4%	0 0%	1 2%	1 3%
dance	5 2%	0 0%	0 0%	3 4%	2 4%	1 2%	1 3%	1 2%	0 0%	2 5%	0 0%	3 6%	1 3%	1 2%	0 0%
theater/drama	4 2%	1 2%	0 0%	3 4%	0 0%	1 2%	0 0%	1 2%	1 2%	1 3%	1 3%	1 2%	1 3%	1 2%	0 0%
model rocketry	1 0%	0 0%	0 0%	1 1%	0 0%	0 0%	0 0%	0 0%	0 0%	1 3%	0 0%	0 0%	0 0%	0 0%	1 3%
photography	1 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	1 3%	0 0%	0 0%	0 0%	0 0%	1 3%
other performing arts	6 3%	1 2%	1 3%	2 2%	2 4%	1 2%	0 0%	2 5%	3 5%	0 0%	0 0%	3 6%	2 5%	0 0%	1 3%
other arts and hobby:	13 6%	2 4%	0 0%	4 5%	7 14% c	2 4%	4 11%	0 0% g	2 4%	5 14% h	2 6%	8 15%	2 5%	1 2% l	0 0% l
cooking	8 4%	2 4%	0 0%	2 2%	4 8%	0 0%	2 6%	0 0%	2 4%	4 11% fh	2 6%	3 6%	2 5%	1 2%	0 0%
woodworking	1 0%	0 0%	0 0%	0 0%	1 2%	0 0%	1 3%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%
other arts and hobby	4 2%	0 0%	0 0%	2 2%	2 4%	2 4%	1 3%	0 0%	0 0%	1 3%	0 0%	4 7%	0 0%	0 0% l	0 0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 042 page 6

Three Most Popular Day/Overnight Camp Programs

19. Of the activities you identified in question 18, which are the three most popular day camp or overnight camp programs?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: those with day or overnight camp programs (up to 3 open-ended multiple answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
NET: ENVIRONMENTAL ACTIVITIES/STUDIES	16 7%	3 6%	3 9%	9 11%	1 2%	6 12%	2 6%	3 7%	3 5%	2 5%	1 3%	5 9%	0 0%	6 10% m	4 11% m
conservation	2 1%	1 2%	0 0%	1 1%	0 0%	1 2%	0 0%	0 0%	0 0%	1 3%	0 0%	1 2%	0 0%	0 0%	1 3%
wilderness safety/survival	2 1%	0 0%	1 3%	1 1%	0 0%	1 2%	0 0%	0 0%	1 2%	0 0%	1 3%	1 2%	0 0%	0 0%	0 0%
wildlife viewing	2 1%	0 0%	0 0%	1 1%	1 2%	1 2%	1 3%	0 0%	0 0%	0 0%	0 0%	2 4%	0 0%	0 0%	0 0%
aquatic ecology/water quality	1 0%	0 0%	0 0%	1 1%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%
fire-building	1 0%	0 0%	1 3%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%
forest ecology	1 0%	0 0%	0 0%	1 1%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%
habitats	1 0%	0 0%	0 0%	1 1%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 3%
herpetology (reptiles, amphibians)	1 0%	0 0%	0 0%	0 0%	1 2%	0 0%	1 3%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%
night hiking	1 0%	0 0%	0 0%	1 1%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%
recycling/composting	1 0%	0 0%	0 0%	1 1%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%
weather	1 0%	0 0%	0 0%	0 0%	1 2%	0 0%	1 3%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%
wetlands	1 0%	0 0%	0 0%	1 1%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%
entomology/bugs	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
environmental issues	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
other environmental	8 4%	2 4%	1 3%	5 6%	0 0%	4 8%	1 3%	1 2%	1 2%	1 3%	0 0%	2 4%	0 0%	3 5%	3 8%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 042 page 7

Three Most Popular Day/Overnight Camp Programs

19. Of the activities you identified in question 18, which are the three most popular day camp or overnight camp programs?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: those with day or overnight camp programs (up to 3 open-ended multiple answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
NET: OTHER ACTIVITIES/AREAS OF STUDY	31 14%	5 10%	4 12%	13 16%	8 16%	4 8%	3 9%	7 17%	12 22%	5 14%	6 17%	8 15%	3 8%	10 17%	4 11%
wilderness trips (3 nights or longer)	11 5%	3 6%	1 3%	3 4%	3 6%	3 6%	1 3%	2 5%	3 5%	2 5%	3 9%	1 2%	0 0%	6 10%	1 3%
field trips	8 4%	1 2%	0 0%	4 5%	3 6%	1 2%	0 0%	1 2%	5 9%	1 3%	2 6%	3 6%	0 0%	2 3%	1 3%
counselor in training (CIT)	6 3%	2 4%	2 6%	2 2%	0 0%	1 2%	1 3%	2 5%	2 4%	0 0%	1 3%	1 2%	2 5%	2 3%	0 0%
farming/ranching/gardening	6 3%	0 0%	0 0%	3 4%	2 4%	1 2%	0 0%	3 7%	0 0%	2 5%	1 3%	1 2%	1 3%	2 3%	1 3%
leadership activities	4 2%	1 2%	0 0%	3 4%	0 0%	0 0%	0 0%	2 5%	2 4%	0 0%	1 3%	0 0%	2 5%	1 2%	0 0%
community service	2 1%	0 0%	0 0%	1 1%	0 0%	1 2%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	1 3%	1 2%	0 0%
team building	2 1%	1 2%	0 0%	1 1%	0 0%	0 0%	1 3%	0 0%	1 2%	0 0%	0 0%	0 0%	1 3%	0 0%	1 3%
travel/tours international	1 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%
other	2 1%	0 0%	1 3%	1 1%	0 0%	0 0%	0 0%	1 2%	1 2%	0 0%	0 0%	2 4%	0 0%	0 0%	0 0%
indicated at least one	212 95%	49 96%	30 91%	77 95%	50 98%	49 94%	34 97%	39 93%	53 96%	36 97%	34 97%	53 98%	35 95%	55 95%	35 92%
do not have day camp or overnight camp participants	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
no answer	10 5%	2 4%	3 9%	4 5%	1 2%	3 6%	1 3%	3 7%	2 4%	1 3%	1 3%	1 2%	2 5%	3 5%	3 8%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 043 page 1

Three Programs Considering Adding

20. What programs, if any, is your camp considering adding within the next three years?

	TOTAL	OVERNIGHT CAMPS													
		CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	
base: those with day or overnight camp programs (up to 3 open-ended multiple answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
NET: ACADEMIC/SCIENCE & TECHNOLOGY ACTIVITIES OR AREAS OF STUDY	7 3%	4 8%	0 0%	2 2%	1 2%	1 2%	1 3%	1 2%	3 5%	1 3%	1 3%	1 2%	0 0%	3 5%	2 5%
STEM (related to science, technology, engineering, or math)	5 2%	3 6%	0 0%	2 2%	0 0%	1 2%	0 0%	0 0%	4 7%	0 0%	1 3%	0 0%	0 0%	2 3%	2 5%
criminology/detective	1 0%	1 2%	0 0%	0 0%	0 0%	0 0%	1 3%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%
entrepreneurship/business	1 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%
radio/TV/video	1 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	1 3%	0 0%	1 2%	0 0%	0 0%	0 0%
computers/technology	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
other academic	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
NET: SPORTS/RECREATION/OUTDOOR SKILLS	76 34%	16 31%	13 39%	30 37%	16 31%	17 33%	13 37%	10 24%	23 42%	13 35%	12 34%	13 24%	19 51% l	16 28% m	16 42%
challenge/ropes course	18 8%	1 2%	5 15% b	8 10%	3 6%	5 10%	6 17%	1 2% g	4 7%	2 5%	3 9%	2 4%	7 19% l	3 5% m	3 8%
standup paddle boarding (SUP)	14 6%	5 10%	1 3%	4 5%	4 8%	3 6%	1 3%	1 2%	6 11%	3 8%	5 14%	3 6%	4 11%	1 2% k	1 3%
climbing/rappelling	7 3%	0 0%	1 3%	3 4%	3 6%	1 2%	1 3%	0 0%	4 7%	1 3%	1 3%	3 6%	0 0%	1 2%	2 5%
bicycling/biking/mountain biking	6 3%	3 6%	0 0%	1 1%	2 4%	0 0%	1 3%	0 0%	4 7% f	1 3%	0 0%	0 0%	3 8% l	2 3%	1 3%
golf	5 2%	1 2%	1 3%	2 2%	1 2%	2 4%	0 0%	0 0%	2 4%	1 3%	0 0%	0 0%	3 8% l	0 0% m	2 5%

Columns tested at 95% significance level: bcde fg hij klmno

American Camp Association®

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TABLE 043 page 2

Three Programs Considering Adding

20. What programs, if any, is your camp considering adding within the next three years?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: those with day or overnight camp programs (up to 3 open-ended multiple answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
archery	4 2%	0 0%	1 3%	3 4%	0 0%	2 4%	0 0%	1 2%	1 2%	0 0%	0 0%	0 0%	2 5%	0 0%	2 5%
kayaking	4 2%	0 0%	2 6%	1 1%	1 2%	1 2%	1 3%	1 2%	1 2%	0 0%	1 3%	0 0%	1 3%	2 3%	0 0%
paintball	4 2%	0 0%	1 3%	3 4%	0 0%	1 2%	1 3%	1 2%	1 2%	0 0%	1 3%	0 0%	1 3%	0 0%	2 5%
backpacking	3 1%	2 4%	1 3%	0 0%	0 0%	1 2%	1 3%	0 0%	0 0%	1 3%	0 0%	1 2%	0 0%	1 2%	1 3%
slacklining	3 1%	1 2%	2 6%	0 0%	0 0%	1 2%	0 0%	2 5%	0 0%	0 0%	0 0%	0 0%	0 0%	2 3%	1 3%
aerobics/exercise	2 1%	1 2%	0 0%	0 0%	1 2%	1 2%	0 0%	0 0%	1 2%	0 0%	1 3%	1 2%	0 0%	0 0%	0 0%
boating/rowing	2 1%	0 0%	0 0%	2 2%	0 0%	0 0%	0 0%	0 0%	2 4%	0 0%	1 3%	0 0%	0 0%	0 0%	1 3%
caving	2 1%	0 0%	1 3%	0 0%	1 2%	0 0%	0 0%	2 5%	0 0%	0 0%	0 0%	0 0%	1 3%	1 2%	0 0%
fishing	2 1%	0 0%	0 0%	2 2%	0 0%	0 0%	1 3%	1 2%	0 0%	0 0%	0 0%	0 0%	1 3%	1 2%	0 0%
martial arts	2 1%	0 0%	0 0%	0 0%	2 4%	0 0%	0 0%	1 2%	0 0%	1 3%	0 0%	1 2%	1 3%	0 0%	0 0%
orienteering/geocaching	2 1%	0 0%	1 3%	1 1%	0 0%	0 0%	0 0%	1 2%	0 0%	1 3%	0 0%	1 2%	0 0%	1 2%	0 0%
all-terrain vehicles (ATV)	1 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%
canoeing	1 0%	0 0%	1 3%	0 0%	0 0%	0 0%	1 3%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%
go-carts (motorized)	1 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	1 3%	1 3%	0 0%	0 0%	0 0%	0 0%
rafting	1 0%	0 0%	0 0%	1 1%	0 0%	0 0%	0 0%	0 0%	0 0%	1 3%	0 0%	0 0%	1 3%	0 0%	0 0%
sailing	1 0%	0 0%	0 0%	1 1%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 043 page 3

Three Programs Considering Adding

20. What programs, if any, is your camp considering adding within the next three years?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
			agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	
base: those with day or overnight camp programs (up to 3 open-ended multiple answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
SCUBA	1 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 3%	0 0%	1 2%	0 0%	0 0%	0 0%
yoga/meditation	1 0%	0 0%	0 0%	1 1%	0 0%	0 0%	0 0%	0 0%	0 0%	1 3%	0 0%	1 2%	0 0%	0 0%	0 0%
basketball	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
camping skills	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
fencing	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
riflery	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
skateboarding	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
snow sports	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
soccer	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
swimming (instructional)	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
waterskiing	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
other team/field sports:	5 2%	2 4%	0 0%	0 0%	3 6%	2 4%	0 0%	0 0%	2 4%	1 3%	3 9%	0 0%	1 3%	0 0%	1 3%
gaga ball	4 2%	2 4%	0 0%	0 0%	2 4%	2 4%	0 0%	0 0%	2 4%	0 0%	3 9%	0 0%	0 0%	0 0%	1 3%
other team/field sports	1 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	1 3%	0 0%	0 0%	1 3%	0 0%	0 0%
other sports/recreation:	29 13%	7 14%	3 9%	14 17%	5 10%	6 12%	8 23%	5 12%	7 13%	3 8%	3 9%	6 11%	7 19%	6 10%	7 18%

Columns tested at 95% significance level: bcde fghij klmno

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TABLE 043 page 4

Three Programs Considering Adding

20. What programs, if any, is your camp considering adding within the next three years?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
			agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	
base: those with day or overnight camp programs (up to 3 open-ended multiple answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
water, general (watersports, waterfront, etc.)	5 2%	0 0%	0 0%	4 5%	1 2%	1 2%	1 3%	1 2%	1 2%	1 3%	1 3%	0 0%	2 5%	0 0%	2 5%
horseback (unspecified)	3 1%	1 2%	0 0%	2 2%	0 0%	1 2%	2 6%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	1 2%	1 3%
waterslide	2 1%	0 0%	0 0%	1 1%	1 2%	0 0%	1 3%	0 0%	0 0%	1 3%	0 0%	1 2%	1 3%	0 0%	0 0%
other sports/recreation	19 9%	6 12%	3 9%	7 9%	3 6%	4 8%	4 11%	4 10%	6 11%	1 3%	2 6%	4 7%	4 11%	5 9%	4 11%
NET: HORSEBACK	3 1%	1 2%	0 0%	2 2%	0 0%	1 2%	2 6%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	1 2%	1 3%
NET: ARTS AND HOBBY	17 8%	2 4%	1 3%	5 6%	7 14%	2 4%	3 9%	2 5%	5 9%	5 14%	4 11%	3 6%	3 8%	2 3%	5 13%
music	3 1%	1 2%	0 0%	0 0%	2 4%	1 2%	0 0%	1 2%	0 0%	1 3%	1 3%	0 0%	1 3%	0 0%	1 3%
ceramics/pottery	2 1%	0 0%	0 0%	1 1%	1 2%	0 0%	0 0%	0 0%	2 4%	0 0%	0 0%	2 4%	0 0%	0 0%	0 0%
photography	2 1%	1 2%	0 0%	0 0%	0 0%	0 0%	1 3%	0 0%	1 2%	0 0%	1 3%	0 0%	0 0%	1 2%	0 0%
arts/crafts	1 0%	0 0%	1 3%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 3%	0 0%	0 0%	0 0%	1 2%	0 0%
model rocketry	1 0%	0 0%	0 0%	1 1%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	1 3%
theater/drama	1 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	1 3%	0 0%	0 0%	0 0%	0 0%	1 3%
dance	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
leather craft	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 043 page 5

Three Programs Considering Adding

20. What programs, if any, is your camp considering adding within the next three years?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: those with day or overnight camp programs (up to 3 open-ended multiple answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
other arts and hobby:	20 9%	3 6%	1 3%	9 11%	6 12%	3 6%	4 11%	2 5%	3 5%	8 22% fhi	3 9%	3 6%	4 11%	4 7%	6 16%
cooking	5 2%	1 2%	1 3%	1 1%	2 4%	1 2%	0 0%	1 2%	2 4%	1 3%	1 3%	2 4%	0 0%	1 2%	1 3%
woodworking	3 1%	0 0%	0 0%	3 4%	0 0%	1 2%	0 0%	0 0%	0 0%	2 5%	0 0%	0 0%	1 3%	1 2%	1 3%
robotics	2 1%	2 4%	0 0%	0 0%	0 0%	0 0%	2 6%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	2 3%	0 0%
other arts and hobby	10 5%	0 0%	0 0%	5 6%	4 8% b	1 2%	2 6%	1 2%	1 2%	5 14% fi	2 6%	1 2%	3 8%	0 0% m	4 11% n
NET: ENVIRONMENTAL ACTIVITIES/STUDIES	19 9%	8 16%	2 6%	4 5% b	3 6%	5 10%	4 11%	4 10%	4 7%	2 5%	5 14%	1 2% k	4 11%	5 9%	4 11%
conservation	2 1%	0 0%	0 0%	2 2%	0 0%	1 2%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	1 3%
orienteering/GPS	2 1%	2 4%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	1 3%	0 0%	1 3%
recycling/composting	2 1%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	1 2%	1 3%	1 3%	1 2%	0 0%	0 0%	0 0%
forest ecology	1 0%	0 0%	1 3%	0 0%	0 0%	0 0%	1 3%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%
habitats	1 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%
wildflowers	1 0%	0 0%	1 3%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	1 3%	0 0%	0 0%
natural history	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
wilderness safety/survival	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
other environmental	12 5%	6 12%	1 3%	2 2% b	2 4%	3 6%	3 9%	3 7%	2 4%	1 3%	4 11%	0 0% k	3 8% l	3 5%	2 5%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 043 page 6

Three Programs Considering Adding

20. What programs, if any, is your camp considering adding within the next three years?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: those with day or overnight camp programs (up to 3 open-ended multiple answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
NET: OTHER ACTIVITIES/AREAS OF STUDY	14 6%	7 14%	2 6%	2 2% b	2 4%	3 6%	3 9%	2 5%	3 5%	3 8%	3 9%	4 7%	3 8%	3 5%	1 3%
farming/ranching/gardening	5 2%	2 4%	1 3%	2 2%	0 0%	0 0%	1 3%	1 2%	2 4%	1 3%	1 3%	1 2%	1 3%	2 3%	0 0%
field trips	4 2%	3 6%	0 0%	0 0% b	0 0%	2 4%	1 3%	0 0%	0 0%	1 3%	2 6%	0 0%	1 3%	0 0%	1 3%
leadership activities	2 1%	1 2%	1 3%	0 0%	0 0%	1 2%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	1 3%	1 2%	0 0%
wilderness trips (3 nights or longer)	2 1%	1 2%	0 0%	0 0%	1 2%	0 0%	1 3%	0 0%	0 0%	1 3%	0 0%	2 4%	0 0%	0 0%	0 0%
counselor in training (CIT)	1 0%	1 2%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%
travel/tours within US	1 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%
community service	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
other	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
indicated at least one	105 47%	25 49%	16 48%	36 44%	24 47%	23 44%	16 46%	15 36%	31 56% h	20 54%	20 57%	19 35% k	22 59% l	24 41%	20 53%
do not have day camp or overnight camp participants	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
no answer	117 53%	26 51%	17 52%	45 56%	27 53%	29 56%	19 54%	27 64%	24 44% h	17 46%	15 43%	35 65% k	15 41% l	34 59%	18 47%

Columns tested at 95% significance level: bcde fg hij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 044 page 1

Sports Camp Status

21. Is your camp primarily considered a sports camp?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: those with day or overnight camp programs	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
yes	17 8%	0 0%	1 3%	3 4%	12 24% bcd	1 2%	1 3%	2 5%	5 9%	8 22% fgh	5 14%	7 13%	2 5%	2 3%	1 3%
no	197 89%	49 96%	30 91%	75 93%	38 75% bd	49 94%	33 94%	39 93%	47 85%	28 76% fgh	29 83%	46 85%	32 86%	56 97% kl	34 89%
no answer	8 4%	2 4%	2 6%	3 4%	1 2%	2 4%	1 3%	1 2%	3 5%	1 3%	1 3%	1 2%	3 8%	0 0% m	3 8% n

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 045 page 1

Campers' Daily Physical Activity: Mean Summary

22. Approximately, what percentage of your camp's 2013 day or overnight camp guests will engage in the following amounts of intense physical activity (that is, physical exertion is apparent) per day?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
MEAN SUMMARY															
base: those with day or overnight camp programs answering (fill-in answers)															
5 hours or more	19.3%	18.9%	19.5%	16.2%	24.4%	13.2%	16.0%	15.5%	20.4%	31.7% f	20.6%	22.3%	19.5%	17.0%	17.6%
3 up to 5 hours	26.5%	21.6%	18.9%	27.1%	34.8% bc	30.0%	30.4%	26.2%	18.2% g	30.3% i	33.3%	26.3%	20.2%	33.4% m	15.8% kn
1 up to 3 hours	34.3%	40.9%	39.3%	35.1%	25.6%	35.2%	45.1%	28.2% g	36.8%	26.7% g	31.6%	33.4%	37.7%	33.3%	36.3%
30 to 59 minutes	11.5%	12.8%	14.5%	9.3%	11.3%	14.3%	4.6% f	11.7%	15.9% g	8.5%	11.1%	11.9%	15.6%	7.8%	13.6%
less than 30 minutes	4.5%	5.2%	5.5%	4.2%	2.9%	4.3%	3.7%	7.8%	5.0%	1.3%	2.2%	4.1%	3.9%	2.5%	10.5% kn
no time for intense physical activity	3.9%	0.6%	2.2%	8.1% b	1.1% d	3.0%	0.3%	10.5% g	3.6%	1.6%	1.3%	2.0%	3.1%	6.0%	6.1%
TOTAL =	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 046 page 1

Campers' Daily Physical Activity: 5 Hours or More

22. Approximately, what percentage of your camp's 2013 day or overnight camp guests will engage in the following amounts of intense physical activity (that is, physical exertion is apparent) per day?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
5 HOURS OR MORE															
base: those with day or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	19 9%	2 4%	2 6%	7 9%	8 16% b	4 8%	1 3%	3 7%	5 9%	6 16%	3 9%	6 11%	4 11%	2 3%	4 11%
75% - 99%	12 5%	5 10%	3 9%	2 2%	1 2%	1 2%	2 6%	2 5%	2 4%	4 11%	2 6%	2 4%	1 3%	6 10%	1 3%
50% - 74%	7 3%	2 4%	0 0%	2 2%	3 6%	0 0%	1 3%	1 2%	3 5%	2 5%	1 3%	2 4%	1 3%	2 3%	1 3%
25% - 49%	10 5%	3 6%	2 6%	3 4%	2 4%	1 2%	5 14% f	1 2%	2 4%	1 3%	2 6%	4 7%	1 3%	1 2%	2 5%
1% - 24%	31 14%	10 20%	5 15%	9 11%	6 12%	9 17%	6 17%	3 7%	7 13%	6 16%	8 23%	7 13%	2 5% k	8 14%	6 16%
none	127 57%	25 49%	19 58%	49 60%	30 59%	33 63%	19 54%	29 69%	29 53%	17 46% h	17 49%	28 52%	22 59%	37 64%	23 61%
mean:	19.3%	18.9%	19.5%	16.2%	24.4%	13.2%	16.0%	15.5%	20.4%	31.7% f	20.6%	22.3%	19.5%	17.0%	17.6%
standard error: median:	2.35% 0%	4.54% 0%	5.96% 0%	3.83% 0%	5.42% 0%	4.22% 0%	4.57% 0%	5.20% 0%	5.13% 0%	6.83% 5%	5.81% 0%	5.04% 0%	6.66% 0%	4.26% 0%	5.46% 0%
no answer	16 7%	4 8%	2 6%	9 11%	1 2%	4 8%	1 3%	3 7%	7 13%	1 3%	2 6%	5 9%	6 16%	2 3% m	1 3% m

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 047 page 1

Campers' Daily Physical Activity: 3 Up to 5 Hours

22. Approximately, what percentage of your camp's 2013 day or overnight camp guests will engage in the following amounts of intense physical activity (that is, physical exertion is apparent) per day?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
3 UP TO 5 HOURS															
base: those with day or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	22 10%	1 2%	2 6%	10 12% b	8 16% b	6 12%	4 11%	7 17%	2 4% h	3 8%	2 6%	6 11%	4 11%	10 17%	0 0% lmn
75% - 99%	10 5%	1 2%	0 0%	7 9%	2 4%	2 4%	2 6%	0 0%	1 2%	5 14% hi	4 11%	1 2%	0 0% k	2 3%	3 8%
50% - 74%	21 9%	8 16%	2 6%	3 4% b	7 14% d	10 19%	2 6%	2 5% f	4 7%	3 8%	5 14%	5 9%	1 3%	5 9%	5 13%
25% - 49%	28 13%	8 16%	6 18%	5 6% c	9 18% d	3 6%	8 23% f	4 10%	8 15%	5 14%	7 20%	9 17%	3 8%	8 14%	1 3% kl
1% - 24%	36 16%	12 24%	6 18%	10 12%	6 12%	4 8%	8 23% f	8 19%	9 16%	6 16%	4 11%	5 9%	7 19%	14 24% l	6 16%
none	89 40%	17 33%	15 45%	37 46%	18 35%	23 44%	10 29%	18 43%	24 44%	14 38%	11 31%	23 43%	16 43%	17 29%	22 58% kn
mean:	26.5%	21.6%	18.9%	27.1%	34.8% bc	30.0%	30.4%	26.2%	18.2% g	30.3% i	33.3%	26.3%	20.2%	33.4% m	15.8% kn
standard error:	2.38%	3.79%	5.02%	4.47%	5.27% 25%	5.34%	5.85%	6.11%	3.81% 3%	5.89% 13%	5.69% 30%	4.97% 7%	6.02% 0%	5.05% 17%	4.39% 0%
median:	10%	10%	5%	0%	25%	5%	20%	5%	3%	13%	30%	7%	0%	17%	0%
no answer	16 7%	4 8%	2 6%	9 11%	1 2%	4 8%	1 3%	3 7%	7 13%	1 3%	2 6%	5 9%	6 16%	2 3% m	1 3% m

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 048 page 1

Campers' Daily Physical Activity: 1 Up to 3 Hours

22. Approximately, what percentage of your camp's 2013 day or overnight camp guests will engage in the following amounts of intense physical activity (that is, physical exertion is apparent) per day?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
1 UP TO 3 HOURS															
base: those with day or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	27 12%	8 16%	4 12%	10 12%	5 10%	7 13%	8 23%	4 10%	6 11%	2 5% g	5 14%	7 13%	2 5%	6 10%	7 18%
75% - 99%	15 7%	3 6%	4 12%	7 9%	1 2%	2 4%	4 11%	3 7%	3 5%	3 8%	1 3%	1 2%	4 11%	6 10%	3 8%
50% - 74%	30 14%	9 18%	4 12%	11 14%	5 10%	8 15%	3 9%	6 14%	8 15%	5 14%	1 3%	9 17% k	7 19% k	9 16%	4 11%
25% - 49%	27 12%	6 12%	3 9%	7 9%	10 20%	5 10%	5 14%	2 5%	12 22% h	3 8%	9 26%	7 13%	5 14%	3 5% k	3 8% k
1% - 24%	40 18%	13 25%	10 30%	9 11% bc	6 12% c	14 27%	6 17%	6 14%	6 11% f	7 19%	8 23%	7 13%	4 11%	12 21%	9 24%
none	67 30%	8 16%	6 18%	28 35% b	23 45% bc	12 23%	8 23%	18 43% f	13 24% h	16 43% fi	9 26%	18 33%	9 24%	20 34%	11 29%
mean:	34.3%	40.9%	39.3%	35.1%	25.6%	35.2%	45.1%	28.2%	36.8%	26.7% g	31.6%	33.4%	37.7%	33.3%	36.3%
standard error:	2.49%	5.23%	6.67%	4.40%	4.63%	5.14%	6.87%	5.70% g	4.95%	5.50% g	6.04%	5.15%	6.33%	4.73%	6.40%
median:	20%	30%	20%	20%	13%	20%	32%	8%	30%	10%	20%	20%	30%	20%	20%
no answer	16 7%	4 8%	2 6%	9 11%	1 2%	4 8%	1 3%	3 7%	7 13%	1 3%	2 6%	5 9%	6 16%	2 3% m	1 3% m

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 049 page 1

Campers' Daily Physical Activity: 30 to 59 Minutes

22. Approximately, what percentage of your camp's 2013 day or overnight camp guests will engage in the following amounts of intense physical activity (that is, physical exertion is apparent) per day?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
30 TO 59 MINUTES															
base: those with day or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	2 1%	1 2%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	1 2%	1 3%	0 0%	0 0%	1 3%	0 0%	1 3%
75% - 99%	5 2%	1 2%	0 0%	2 2%	2 4%	2 4%	0 0%	2 5%	1 2%	0 0%	1 3%	2 4%	0 0%	1 2%	1 3%
50% - 74%	13 6%	3 6%	4 12%	3 4%	2 4%	6 12%	1 3%	2 5%	3 5%	1 3%	2 6%	3 6%	4 11%	1 2%	3 8%
25% - 49%	15 7%	3 6%	4 12%	4 5%	4 8%	3 6%	1 3%	3 7%	7 13%	1 3%	1 3%	5 9%	2 5%	5 9%	2 5%
1% - 24%	45 20%	15 29%	9 27%	14 17%	4 8% bc	8 15%	8 23%	4 10%	14 25% h	10 27% h	9 26%	5 9% k	10 27% l	13 22%	8 21%
none	126 57%	24 47%	14 42%	49 60%	37 73% bc	29 56%	24 69%	28 67%	22 40% gh	23 62% i	20 57%	34 63%	14 38% l	36 62% m	22 58%
mean:	11.5%	12.8%	14.5%	9.3%	11.3%	14.3%	4.6% f	11.7%	15.9% g	8.5%	11.1%	11.9%	15.6%	7.8%	13.6%
standard error:	1.52%	3.51%	3.79%	2.22%	3.51%	3.54%	1.84%	4.07%	3.34%	3.19%	3.93%	3.14%	4.37%	2.23%	4.24%
median:	0%	0%	5%	0%	0%	0%	0%	0%	5%	0%	0%	0%	5%	0%	0%
no answer	16 7%	4 8%	2 6%	9 11%	1 2%	4 8%	1 3%	3 7%	7 13%	1 3%	2 6%	5 9%	6 16%	2 3% m	1 3% m

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 050 page 1

Campers' Daily Physical Activity: Less Than 30 Minutes

22. Approximately, what percentage of your camp's 2013 day or overnight camp guests will engage in the following amounts of intense physical activity (that is, physical exertion is apparent) per day?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
LESS THAN 30 MINUTES															
base: those with day or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	2 1%	1 2%	0 0%	0 0%	1 2%	0 0%	0 0%	2 5%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	1 3%
75% - 99%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
50% - 74%	4 2%	1 2%	1 3%	2 2%	0 0%	0 0%	1 3%	1 2%	2 4%	0 0%	0 0%	1 2%	0 0%	0 0%	3 8% n
25% - 49%	7 3%	0 0%	3 9% b	2 2%	1 2%	5 10%	1 3%	0 0% f	1 2%	0 0%	0 0%	0 0%	3 8% l	2 3%	2 5%
1% - 24%	31 14%	8 16%	5 15%	12 15%	3 6%	6 12%	6 17%	6 14%	8 15%	5 14%	7 20%	4 7%	6 16%	8 14%	6 16%
none	162 73%	37 73%	22 67%	56 69%	45 88% bcd	37 71%	26 74%	30 71%	37 67%	31 84%	26 74%	43 80%	22 59% l	46 79% m	25 66%
mean:	4.5%	5.2%	5.5%	4.2%	2.9%	4.3%	3.7%	7.8%	5.0%	1.3%	2.2%	4.1%	3.9%	2.5%	10.5% kn
standard error:	0.93%	2.50%	2.14%	1.21%	2.06%	1.31%	1.72%	3.75%	1.79%	0.55%	0.85%	2.29%	1.48%	0.85%	3.60% 0%
median:	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
no answer	16 7%	4 8%	2 6%	9 11%	1 2%	4 8%	1 3%	3 7%	7 13%	1 3%	2 6%	5 9%	6 16%	2 3% m	1 3% m

Columns tested at 95% significance level: bcde fg hij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 051 page 1

Camper's Daily Physical Activity: No Time for Intense Physical Activity

22. Approximately, what percentage of your camp's 2013 day or overnight camp guests will engage in the following amounts of intense physical activity (that is, physical exertion is apparent) per day?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
NO TIME FOR INTENSE PHYSICAL ACTIVITY															
base: those with day or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	5 2%	0 0%	0 0%	5 6%	0 0%	1 2%	0 0%	3 7%	1 2%	0 0%	0 0%	0 0%	0 0%	3 5%	2 5%
75% - 99%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
50% - 74%	3 1%	0 0%	0 0%	1 1%	1 2%	0 0%	0 0%	2 5%	0 0%	1 3%	0 0%	2 4%	1 3%	0 0%	0 0%
25% - 49%	2 1%	0 0%	2 6%	0 0%	0 0%	1 2%	0 0%	0 0%	1 2%	0 0%	1 3%	0 0%	1 3%	0 0%	0 0%
1% - 24%	12 5%	4 8%	2 6%	4 5%	1 2%	2 4%	1 3%	2 5%	5 9%	2 5%	3 9%	0 0%	2 5%	5 9%	2 5%
none	184 83%	43 84%	27 82%	62 77%	48 94%	44 85%	33 94%	32 76%	41 75%	33 89%	29 83%	47 87%	27 73%	48 83%	33 87%
mean:	3.9%	0.6%	2.2%	8.1%	1.1%	3.0%	0.3%	10.5%	3.6%	1.6%	1.3%	2.0%	3.1%	6.0%	6.1%
standard error:	1.16%	0.33%	1.26%	3.07%	1.00%	2.17%	0.26%	4.55%	2.17%	1.39%	0.82%	1.43%	1.86%	3.03%	3.78%
median:	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
no answer	16 7%	4 8%	2 6%	9 11%	1 2%	4 8%	1 3%	3 7%	7 13%	1 3%	2 6%	5 9%	6 16%	2 3%	1 3%

Columns tested at 95% significance level: bcde fg hij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 052 page 1

Family Camp Focus

23. Please indicate the program focus you offer in your family camps:

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps (multiple answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
we do not offer family camp	105 46%	14 27%	8 23%	45 54% bc	34 65% bc	24 45%	16 44%	21 50%	27 49%	17 45%	20 57%	32 57%	16 42%	24 40%	13 33% kl
no answer	13 6%	2 4%	0 0%	6 7%	4 8%	6 11%	3 8%	1 2%	1 2% f	2 5%	3 9%	5 9%	0 0%	2 3%	3 8%
base: those offering family camps answering (multiple answers)	110 100%	36 100%	27 100%	32 100%	14 100%	23 100%	17 100%	20 100%	27 100%	19 100%	12 100%	19 100%	22 100%	34 100%	23 100%
camp as a vacation	64 58%	27 75%	15 56%	13 41% b	9 64%	15 65%	9 53%	7 35%	18 67%	13 68%	8 67%	12 63%	8 36%	22 65%	14 61%
camp as education, enrichment, or engagement	64 58%	20 56%	15 56%	20 63%	8 57%	11 48%	8 47%	14 70%	15 56%	13 68%	4 33%	11 58%	17 77%	17 50%	15 65%
camp as an intervention or therapy	18 16%	4 11%	0 0%	12 38% b	2 14%	2 9%	2 12%	2 10%	6 22%	4 21%	1 8%	3 16%	7 32%	3 9%	4 17%
other family camp focus	26 24%	7 19%	8 30%	9 28%	2 14%	4 17%	6 35%	3 15%	8 30%	4 21%	1 8%	3 16%	5 23%	8 24%	9 39%
indicated at least one	110 100%	36 100%	27 100%	32 100%	14 100%	23 100%	17 100%	20 100%	27 100%	19 100%	12 100%	19 100%	22 100%	34 100%	23 100%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 053 page 1

Relationship to School Curricula

24. What describes your camp's relationship to schools or school curricula?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps (multiple answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
your camp partners <u>indirectly</u> with schools by incorporating aspects of school curricula into your camp program	51 22%	16 31%	4 11% b	23 28%	8 15%	9 17%	8 22%	14 33%	14 25%	6 16%	8 23%	12 21%	6 16%	15 25%	10 26%
your camp partners <u>directly</u> with schools as part of their academic programs <u>during the school year</u>	50 22%	12 23%	9 26%	24 29%	4 8% bcd	6 11%	8 22%	11 26%	13 24%	10 26%	5 14%	11 20%	9 24%	19 32%	6 15%
your camp partners <u>directly</u> with schools as part of their <u>summer school program</u>	20 9%	7 13%	1 3%	9 11%	2 4%	3 6%	5 14%	4 10%	5 9%	2 5%	3 9%	4 7%	1 3%	9 15% m	3 8%
other	14 6%	2 4%	4 11%	5 6%	2 4%	5 9%	2 6%	1 2%	1 2%	5 13% i	3 9%	5 9%	2 5%	4 7%	0 0%
indicated at least one	99 43%	28 54%	17 49%	39 47%	13 25% bcd	19 36%	16 44%	22 52%	25 45%	15 39%	12 34%	25 45%	13 34%	34 57% km	15 38%
your camp does not have a relationship with schools or use school curricula	123 54%	23 44%	18 51%	41 49%	38 73% bcd	32 60%	18 50%	20 48%	29 53%	22 58%	21 60%	31 55%	23 61%	26 43%	22 56%
no answer	6 3%	1 2%	0 0%	3 4%	1 2%	2 4%	2 6%	0 0%	1 2%	1 3%	2 6%	0 0%	2 5%	0 0%	2 5%

Columns tested at 95% significance level: bcde fg hij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 054 page 1

Camp Focus: Intentional or Measured Summary

25. Which of the following outcomes is an intentional and/or measured focus at your camp?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
INTENTIONAL OR MEASURED SUMMARY															
base: ACA member camps	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
social skills (manners, making friends, etc)	219 96%	52 100%	35 100%	77 93% b	49 94%	50 94%	35 97%	40 95%	53 96%	37 97%	34 97%	53 95%	36 95%	57 95%	39 100%
character outcomes (honesty, perseverance, integrity, etc)	209 92%	51 98%	34 97%	71 86% b	49 94%	44 83%	35 97% f	38 90%	54 98% f	34 89%	33 94%	48 86%	34 89%	56 93%	38 97%
physical activity	198 87%	46 88%	34 97%	64 77% c	49 94% d	42 79%	34 94% f	37 88%	49 89%	32 84%	31 89%	51 91%	32 84%	52 87%	32 82%
21st century/life/non-cognitive skills (resilience, problem-solving, critical thinking, self-regulation, etc)	175 77%	45 87%	26 74%	57 69% b	41 79%	38 72%	26 72%	34 81%	44 80%	29 76%	28 80%	35 63%	34 89% l	45 75%	33 85% l
healthy eating	173 76%	43 83%	25 71%	57 69%	44 85% d	35 66%	34 94% f	30 71% g	41 75% g	29 76% g	31 89%	45 80%	22 58% kl	45 75%	30 77%
spiritual/moral outcomes (ethics, morality, spiritual development, etc)	145 64%	33 63%	32 91% b	46 55% c	33 63% c	30 57%	22 61%	24 57%	41 75% f	24 63%	21 60%	35 63%	30 79%	37 62%	22 56% m
environmental literacy	130 57%	37 71%	19 54%	45 54% b	25 48% b	30 57%	25 69%	19 45% g	34 62%	20 53%	19 54%	32 57%	16 42%	33 55%	30 77% klmn
workforce development skills (time management, discipline, initiative, etc)	103 45%	24 46%	14 40%	36 43%	25 48%	24 45%	18 50%	18 43%	25 45%	16 42%	20 57%	24 43%	16 42%	26 43%	17 44%
civic engagement/service learning (youth voice, community activism, etc)	98 43%	29 56%	13 37%	31 37% b	24 46%	21 40%	20 56%	12 29% g	24 44%	18 47%	14 40%	28 50%	14 37%	23 38%	19 49%
academic content outcomes (science, math, literacy, etc)	62 27%	27 52%	4 11% b	24 29% bc	6 12% bd	17 32%	15 42%	8 19% g	15 27%	5 13% fg	3 9%	18 32% k	8 21%	21 35% k	12 31% k
Common Core State standards	51 22%	16 31%	5 14%	22 27%	5 10% bd	11 21%	7 19%	10 24%	11 20%	11 29%	9 26%	9 16%	10 26%	13 22%	10 26%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 054 page 2

Camp Focus: Intentional or Measured Summary

25. Which of the following outcomes is an intentional and/or measured focus at your camp?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
INTENTIONAL OR MEASURED SUMMARY															
base: ACA member camps	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
indicated at least one	223 98%	52 100%	35 100%	79 95%	51 98%	50 94%	36 100%	41 98%	55 100%	37 97%	35 100%	53 95%	38 100%	58 97%	39 100%
indicated none	5 2%	0 0%	0 0%	4 5%	1 2%	3 6%	0 0%	1 2%	0 0%	1 3%	0 0%	3 5%	0 0%	2 3%	0 0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 055 page 1

Camp Focus: Measured Summary

25. Which of the following outcomes is an intentional and/or measured focus at your camp?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS - GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
MEASURED SUMMARY															
base: ACA member camps	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
social skills (manners, making friends, etc)	69 30%	23 44%	7 20% b	27 33%	12 23% b	16 30%	8 22%	9 21%	23 42% h	11 29%	9 26%	10 18%	12 32%	16 27%	22 56% klmn
character outcomes (honesty, perseverance, integrity, etc)	63 28%	24 46%	8 23% b	21 25% b	10 19% b	13 25%	13 36%	9 21%	17 31%	9 24%	9 26%	15 27%	10 26%	16 27%	13 33%
21st century/life/non-cognitive skills (resilience, problem-solving, critical thinking, self-regulation, etc)	42 18%	15 29%	1 3% b	16 19% c	9 17% c	11 21%	7 19%	4 10%	11 20%	8 21%	6 17%	6 11%	9 24%	10 17%	11 28% l
physical activity	30 13%	6 12%	4 11%	14 17%	6 12%	5 9%	5 14%	5 12%	8 15%	7 18%	6 17%	6 11%	3 8%	7 12%	8 21%
spiritual/moral outcomes (ethics, morality, spiritual development, etc)	30 13%	6 12%	11 31% b	11 13% c	1 2% cd	11 21%	1 3% f	4 10%	10 18% g	4 11%	3 9%	5 9%	9 24% l	7 12%	6 15%
environmental literacy	26 11%	8 15%	2 6%	12 14%	3 6%	10 19%	4 11%	3 7%	5 9%	4 11%	4 11%	2 4%	2 5%	9 15% l	9 23% lm
healthy eating	26 11%	7 13%	3 9%	13 16%	2 4% d	10 19%	3 8%	4 10%	5 9%	3 8%	3 9%	6 11%	2 5%	5 8%	10 26% mn
civic engagement/service learning (youth voice, community activism, etc)	22 10%	8 15%	3 9%	9 11%	2 4% b	4 8%	5 14%	4 10%	4 7%	5 13%	3 9%	4 7%	3 8%	8 13%	4 10%
academic content outcomes (science, math, literacy, etc)	21 9%	7 13%	0 0% b	11 13% c	2 4%	8 15%	4 11%	4 10%	2 4% f	2 5%	1 3%	5 9%	2 5%	6 10%	7 18% k
Common Core State standards	17 7%	5 10%	0 0%	10 12% c	2 4%	4 8%	2 6%	2 5%	3 5%	5 13%	5 14%	1 2% k	2 5%	5 8%	4 10%
workforce development skills (time management, discipline, initiative, etc)	12 5%	4 8%	0 0%	5 6%	3 6%	3 6%	1 3%	2 5%	3 5%	2 5%	2 6%	4 7%	2 5%	2 3%	2 5%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 055 page 2

Camp Focus: Measured Summary

25. Which of the following outcomes is an intentional and/or measured focus at your camp?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
MEASURED SUMMARY															
base: ACA member camps	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
indicated at least one	112 49%	33 63%	16 46%	43 52%	17 33% bd	29 55%	18 50%	16 38%	30 55%	17 45%	17 49%	23 41%	17 45%	28 47%	27 69% lmn
indicated none	116 51%	19 37%	19 54%	40 48%	35 67% bd	24 45%	18 50%	26 62%	25 45%	21 55%	18 51%	33 59%	21 55%	32 53%	12 31% lmn

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 056 page 1

Camp Focus: 21st Century/Life/Non-Cognitive Skills

25. Which of the following outcomes is an intentional and/or measured focus at your camp?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
21ST CENTURY/LIFE/NON-COGNITIVE SKILLS (RESILIENCE, PROBLEM-SOLVING, CRITICAL THINKING, SELF-REGULATION, ETC)															
base: ACA member camps	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
measured	42 18%	15 29%	1 3% b	16 19% c	9 17% c	11 21%	7 19%	4 10%	11 20%	8 21%	6 17%	6 11%	9 24%	10 17%	11 28% i
intentional but not measured	133 58%	30 58%	25 71%	41 49% c	32 62%	27 51%	19 53%	30 71% f	33 60%	21 55%	22 63%	29 52%	25 66%	35 58%	22 56%
not a focus	31 14%	5 10%	7 20%	13 16%	6 12%	6 11%	7 19%	5 12%	7 13%	6 16%	5 14%	11 20%	3 8%	8 13%	4 10%
no answer	22 10%	2 4%	2 6%	13 16% b	5 10%	9 17%	3 8%	3 7%	4 7%	3 8%	2 6%	10 18%	1 3% i	7 12%	2 5%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 057 page 1

Camp Focus: Academic Content Outcomes

25. Which of the following outcomes is an intentional and/or measured focus at your camp?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
ACADEMIC CONTENT OUTCOMES (SCIENCE, MATH, LITERACY, ETC)															
base: ACA member camps	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
measured	21 9%	7 13%	0 0% b	11 13% c	2 4%	8 15%	4 11%	4 10%	2 4% f	2 5%	1 3%	5 9%	2 5%	6 10%	7 18% k
intentional but not measured	41 18%	20 38%	4 11% b	13 16% b	4 8% b	9 17%	11 31%	4 10% g	13 24%	3 8% gi	2 6%	13 23% k	6 16%	15 25% k	5 13%
not a focus	135 59%	19 37%	27 77% b	46 55% bc	38 73% bd	28 53%	17 47%	28 67%	35 64%	26 68%	26 74%	31 55%	25 66%	29 48% k	24 62%
no answer	31 14%	6 12%	4 11%	13 16%	8 15%	8 15%	4 11%	6 14%	5 9%	7 18%	6 17%	7 13%	5 13%	10 17%	3 8%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 058 page 1

Camp Focus: Character Outcomes

25. Which of the following outcomes is an intentional and/or measured focus at your camp?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
CHARACTER OUTCOMES (HONESTY, PERSEVERANCE, INTEGRITY, ETC)															
base: ACA member camps	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
measured	63 28%	24 46%	8 23% b	21 25% b	10 19% b	13 25%	13 36%	9 21%	17 31%	9 24%	9 26%	15 27%	10 26%	16 27%	13 33%
intentional but not measured	146 64%	27 52%	26 74% b	50 60%	39 75% b	31 58%	22 61%	29 69%	37 67%	25 66%	24 69%	33 59%	24 63%	40 67%	25 64%
not a focus	6 3%	0 0%	0 0%	4 5%	0 0%	2 4%	1 3%	2 5%	0 0%	1 3%	2 6%	1 2%	2 5%	1 2%	0 0%
no answer	13 6%	1 2%	1 3%	8 10%	3 6%	7 13%	0 0% f	2 5%	1 2% f	3 8%	0 0%	7 13% k	2 5%	3 5%	1 3%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 059 page 1

Camp Focus: Civic Engagement/Service Learning

25. Which of the following outcomes is an intentional and/or measured focus at your camp?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
CIVIC ENGAGEMENT/SERVICE LEARNING (YOUTH VOICE, COMMUNITY ACTIVISM, ETC)															
base: ACA member camps	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
measured	22 10%	8 15%	3 9%	9 11%	2 4% b	4 8%	5 14%	4 10%	4 7%	5 13%	3 9%	4 7%	3 8%	8 13%	4 10%
intentional but not measured	76 33%	21 40%	10 29%	22 27%	22 42%	17 32%	15 42%	8 19% g	20 36%	13 34%	11 31%	24 43%	11 29%	15 25% l	15 38%
not a focus	92 40%	17 33%	18 51%	33 40%	20 38%	21 40%	12 33%	20 48%	27 49%	12 32%	16 46%	19 34%	17 45%	22 37%	18 46%
no answer	38 17%	6 12%	4 11%	19 23%	8 15%	11 21%	4 11%	10 24%	4 7% h	8 21%	5 14%	9 16%	7 18%	15 25%	2 5% n

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 060 page 1

Camp Focus: Common Core State Standards

25. Which of the following outcomes is an intentional and/or measured focus at your camp?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
COMMON CORE STATE STANDARDS															
base: ACA member camps	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
measured	17 7%	5 10%	0 0%	10 12% c	2 4%	4 8%	2 6%	2 5%	3 5%	5 13%	5 14%	1 2% k	2 5%	5 8%	4 10%
intentional but not measured	34 15%	11 21%	5 14%	12 14%	3 6% b	7 13%	5 14%	8 19%	8 15%	6 16%	4 11%	8 14%	8 21%	8 13%	6 15%
not a focus	132 58%	27 52%	23 66%	43 52%	37 71% bd	32 60%	22 61%	23 55%	34 62%	20 53%	15 43%	37 66% k	23 61%	32 53%	25 64%
no answer	45 20%	9 17%	7 20%	18 22%	10 19%	10 19%	7 19%	9 21%	10 18%	7 18%	11 31%	10 18%	5 13%	15 25%	4 10% k

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 061 page 1

Camp Focus: Environmental Literacy

25. Which of the following outcomes is an intentional and/or measured focus at your camp?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
ENVIRONMENTAL LITERACY															
base: ACA member camps	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
measured	26 11%	8 15%	2 6%	12 14%	3 6%	10 19%	4 11%	3 7%	5 9%	4 11%	4 11%	2 4%	2 5%	9 15% l	9 23% lm
intentional but not measured	104 46%	29 56%	17 49%	33 40%	22 42%	20 38%	21 58%	16 38%	29 53%	16 42%	15 43%	30 54%	14 37%	24 40%	21 54%
not a focus	63 28%	10 19%	10 29%	23 28%	18 35%	15 28%	7 19%	14 33%	16 29%	10 26%	11 31%	16 29%	16 42%	13 22% m	7 18% m
no answer	35 15%	5 10%	6 17%	15 18%	9 17%	8 15%	4 11%	9 21%	5 9%	8 21%	5 14%	8 14%	6 16%	14 23%	2 5% n

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 062 page 1

Camp Focus: Healthy Eating

25. Which of the following outcomes is an intentional and/or measured focus at your camp?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
HEALTHY EATING															
base: ACA member camps	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
measured	26 11%	7 13%	3 9%	13 16%	2 4% d	10 19%	3 8%	4 10%	5 9%	3 8%	3 9%	6 11%	2 5%	5 8%	10 26% mn
intentional but not measured	147 64%	36 69%	22 63%	44 53%	42 81% d	25 47%	31 86% f	26 62% g	36 65% g	26 68% f	28 80%	39 70%	20 53% k	40 67%	20 51% k
not a focus	30 13%	7 13%	7 20%	14 17%	1 2% bcd	10 19%	1 3% f	6 14%	10 18% g	3 8%	1 3%	4 7%	11 29% kl	6 10% m	8 21% k
no answer	25 11%	2 4%	3 9%	12 14% b	7 13%	8 15%	1 3%	6 14%	4 7%	6 16%	3 9%	7 13%	5 13%	9 15%	1 3% n

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 063 page 1

Camp Focus: Physical Activity

25. Which of the following outcomes is an intentional and/or measured focus at your camp?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
PHYSICAL ACTIVITY															
base: ACA member camps	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
measured	30 13%	6 12%	4 11%	14 17%	6 12%	5 9%	5 14%	5 12%	8 15%	7 18%	6 17%	6 11%	3 8%	7 12%	8 21%
intentional but not measured	168 74%	40 77%	30 86%	50 60% bc	43 83% d	37 70%	29 81%	32 76%	41 75%	25 66%	25 71%	45 80%	29 76%	45 75%	24 62% l
not a focus	9 4%	3 6%	0 0%	6 7%	0 0% d	3 6%	0 0%	0 0%	4 7%	2 5%	0 0%	1 2%	3 8%	1 2%	4 10%
no answer	21 9%	3 6%	1 3%	13 16% c	3 6%	8 15%	2 6%	5 12%	2 4% f	4 11%	4 11%	4 7%	3 8%	7 12%	3 8%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 064 page 1

Camp Focus: Social Skills

25. Which of the following outcomes is an intentional and/or measured focus at your camp?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
SOCIAL SKILLS (MANNERS, MAKING FRIENDS, ETC)															
base: ACA member camps	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
measured	69 30%	23 44%	7 20% b	27 33%	12 23% b	16 30%	8 22%	9 21%	23 42% h	11 29%	9 26%	10 18%	12 32%	16 27%	22 56% klmn
intentional but not measured	150 66%	29 56%	28 80% b	50 60% c	37 71%	34 64%	27 75%	31 74%	30 55% g	26 68%	25 71%	43 77%	24 63%	41 68%	17 44% kin
not a focus	3 1%	0 0%	0 0%	2 2%	1 2%	1 2%	0 0%	1 2%	0 0%	1 3%	0 0%	2 4%	0 0%	1 2%	0 0%
no answer	6 3%	0 0%	0 0%	4 5%	2 4%	2 4%	1 3%	1 2%	2 4%	0 0%	1 3%	1 2%	2 5%	2 3%	0 0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 065 page 1

Camp Focus: Spiritual/Moral Outcomes

25. Which of the following outcomes is an intentional and/or measured focus at your camp?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
measured	30 13%	6 12%	11 31% b	11 13% c	1 2% cd	11 21%	1 3% f	4 10%	10 18% g	4 11%	3 9%	5 9%	9 24% l	7 12%	6 15%
intentional but not measured	115 50%	27 52%	21 60%	35 42%	32 62% d	19 36%	21 58% f	20 48%	31 56% f	20 53%	18 51%	30 54%	21 55%	30 50%	16 41%
not a focus	58 25%	14 27%	1 3% b	23 28% c	16 31% c	18 34%	12 33%	9 21%	11 20%	8 21%	8 23%	16 29%	6 16%	12 20%	16 41% mn
no answer	25 11%	5 10%	2 6%	14 17%	3 6%	5 9%	2 6%	9 21% g	3 5% h	6 16%	6 17%	5 9%	2 5%	11 18%	1 3% kn

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 066 page 1

Camp Focus: Workforce Development Skills

25. Which of the following outcomes is an intentional and/or measured focus at your camp?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
WORKFORCE DEVELOPMENT SKILLS (TIME MANAGEMENT, DISCIPLINE, INITIATIVE, ETC)															
base: ACA member camps	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
measured	12 5%	4 8%	0 0%	5 6%	3 6%	3 6%	1 3%	2 5%	3 5%	2 5%	2 6%	4 7%	2 5%	2 3%	2 5%
intentional but not measured	91 40%	20 38%	14 40%	31 37%	22 42%	21 40%	17 47%	16 38%	22 40%	14 37%	18 51%	20 36%	14 37%	24 40%	15 38%
not a focus	95 42%	23 44%	18 51%	33 40%	19 37%	23 43%	16 44%	16 38%	24 44%	15 39%	12 34%	24 43%	17 45%	22 37%	20 51%
no answer	30 13%	5 10%	3 9%	14 17%	8 15%	6 11%	2 6%	8 19%	6 11%	7 18%	3 9%	8 14%	5 13%	12 20%	2 5% n

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 067 page 1

Program/Service Seasons

26. In which of the following seasons in 2013 did/will your camp provide either a program or service to campers or guests?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps (multiple answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
summer (JUN - AUG)	226 99%	52 100%	35 100%	82 99%	52 100%	52 98%	36 100%	41 98%	55 100%	38 100%	35 100%	56 100%	38 100%	58 97%	39 100%
fall (SEP - NOV)	134 59%	37 71%	28 80%	48 58% c	15 29% bcd	30 57%	25 69%	26 62%	33 60%	18 47%	12 34%	29 52%	26 68% k	41 68% k	26 67% k
spring (MAR - MAY)	122 54%	36 69%	26 74%	45 54% c	10 19% bcd	25 47%	26 72% f	22 52%	30 55%	18 47% g	10 29%	25 45%	26 68% kl	37 62% k	24 62% k
winter (DEC - FEB, 2014)	88 39%	26 50%	18 51%	39 47%	1 2% bcd	17 32%	15 42%	18 43%	24 44%	13 34%	6 17%	14 25%	21 55% kl	29 48% kl	18 46% kl
indicated at least one	227 100%	52 100%	35 100%	82 99%	52 100%	53 100%	36 100%	41 98%	55 100%	38 100%	35 100%	56 100%	38 100%	59 98%	39 100%
no answer	1 0%	0 0%	0 0%	1 1%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 068 page 1

Number of Weeks in Operation

27. In 2013, for approximately how many weeks, out of the 52 weeks in the year, will your camp operate?

	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps (fill-in answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
52	29 13%	10 19%	6 17%	11 13%	1 2% bcd	0 0%	7 19% f	7 17% f	10 18% f	3 8% f	4 11%	7 13%	5 13%	10 17%	3 8%
48 - 51	26 11%	5 10%	10 29% b	9 11% c	0 0% bcd	4 8%	2 6%	7 17%	6 11%	6 16%	1 3%	2 4%	8 21% kl	11 18% kl	4 10%
35 - 47	25 11%	11 21%	4 11%	8 10%	2 4% b	8 15%	4 11%	5 12%	4 7%	4 11%	2 6%	3 5%	7 18% l	7 12%	6 15%
24 - 34	18 8%	6 12%	2 6%	7 8%	1 2%	4 8%	6 17%	1 2% g	5 9%	2 5%	3 9%	3 5%	1 3%	4 7%	7 18% lm
18 - 23	19 8%	5 10%	6 17%	6 7%	2 4% c	6 11%	5 14%	2 5%	4 7%	2 5%	3 9%	4 7%	4 11%	4 7%	4 10%
12 - 17	34 15%	6 12%	4 11%	6 7%	18 35% bcd	5 9%	3 8%	4 10%	10 18%	11 29% fgh	5 14%	13 23%	8 21%	6 10%	2 5% lm
10 - 11	28 12%	4 8%	1 3%	12 14%	11 21% c	5 9%	2 6%	9 21% g	6 11%	6 16%	5 14%	8 14%	3 8%	9 15%	3 8%
8 - 9	29 13%	1 2%	2 6%	14 17% b	12 23% bc	8 15%	5 14%	4 10%	8 15%	4 11%	10 29%	9 16%	0 0% kl	6 10% km	4 10% km
4 - 7	13 6%	3 6%	0 0%	5 6%	4 8%	7 13%	2 6%	3 7%	1 2% f	0 0% f	2 6%	4 7%	2 5%	2 3%	3 8%
less than 4	6 3%	1 2%	0 0%	5 6%	0 0%	6 11%	0 0% f	0 0% f	0 0% f	0 0% f	0 0%	3 5%	0 0%	0 0%	3 8% n
mean:	25.4	30.7	35.2	24.5 bc	13.4 bcd	18.6	27.8 f	28.2 f	27.4 f	25.0	20.0	19.7	31.7 kl	30.3 kl	24.9
standard error:	1.17	2.33	2.82	2.01	1.25	2.10	2.80	2.93	2.43	2.79	2.58	2.19	2.83	2.37	2.71
median:	18	33	42	17	11	12	24	21	19	15	14	12	37	30	24
no answer	1 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 069 page 1

Number of Weeks Day/Overnight Camp Programs Operated

28. In 2013, for approximately how many weeks, out of the 52 weeks in the year, will your camp operate specific day camp or overnight camp programs?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
24 or more	30 14%	9 18%	3 9%	17 21%	0 0% bcd	2 4%	6 17% f	6 14%	9 16% f	6 16% f	2 6%	2 4%	7 19% l	11 19% l	8 21% l
18 - 23	4 2%	1 2%	0 0%	2 2%	0 0%	0 0%	1 3%	1 2%	2 4%	0 0%	0 0%	2 4%	1 3%	0 0%	1 3%
12 - 17	24 11%	7 14%	6 18%	6 7%	5 10%	4 8%	2 6%	6 14%	6 11%	6 16%	2 6%	4 7%	7 19%	8 14%	3 8%
11	15 7%	5 10%	2 6%	4 5%	3 6%	1 2%	1 3%	5 12% f	7 13% f	1 3%	1 3%	4 7%	2 5%	5 9%	3 8%
10	34 15%	7 14%	5 15%	14 17%	7 14%	7 13%	5 14%	7 17%	7 13%	8 22%	5 14%	7 13%	7 19%	7 12%	8 21%
9	22 10%	6 12%	4 12%	4 5%	8 16% d	3 6%	4 11%	3 7%	7 13%	5 14%	6 17%	3 6%	1 3% k	7 12%	5 13%
8	45 20%	6 12%	11 33% b	13 16% c	15 29% b	11 21%	9 26%	8 19%	11 20%	6 16%	14 40%	15 28%	4 11% k	10 17% k	2 5% kl
4 - 7	36 16%	9 18%	1 3% b	13 16% c	12 24% c	15 29%	5 14%	6 14%	5 9% f	5 14%	4 11%	13 24%	7 19%	7 12%	5 13%
less than 4	7 3%	1 2%	0 0%	6 7%	0 0% d	7 13%	0 0% f	0 0% f	0 0% f	0 0% f	0 0%	4 7%	0 0%	0 0% l	3 8% n
mean:	13.5	14.6	13.4	15.5	8.9 bcd	8.7	14.0 f	13.9 f	15.7 f	15.1 f	11.4	10.2	15.6 l	15.9 l	14.8
standard error:	0.81	1.69	2.00	1.61	0.32	1.05	2.02	1.68	1.84	2.10	1.72	1.23	1.98	1.88	2.08
median:	9	10	10	10	8	8	9	10	10	10	8	8	10	10	10
do not operate camp programs	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
no answer	5 2%	0 0%	1 3%	2 2%	1 2%	2 4%	2 6%	0 0%	1 2%	0 0%	1 3%	0 0%	1 3%	3 5%	0 0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 070 page 1

Typical Length: Day Camp Sessions

29a. Which one of the following best describes the typical length in 2013 for your day camp sessions?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: those offering day camp or overnight camp programs	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
did not have day camp sessions	102 46%	21 41%	14 42%	36 44%	29 57%	20 38%	13 37%	25 60%	28 51%	16 43%	16 46%	21 39%	17 46%	27 47%	21 55%
no answer	66 30%	12 24%	6 18%	26 32%	18 35%	20 38%	11 31%	6 14%	16 29%	13 35%	11 31%	21 39%	11 30%	13 22%	10 26%
base: those offering day camp programs answering	54 100%	18 100%	13 100%	19 100%	4 100%	12 100%	11 100%	11 100%	11 100%	8 100%	8 100%	12 100%	9 100%	18 100%	7 100%
more than 8 weeks	6 11%	3 17%	1 8%	2 11%	0 0%	0 0%	1 9%	2 18%	1 9%	2 25%	2 25%	2 17%	0 0%	2 11%	0 0%
7 - 8 weeks	6 11%	1 6%	2 15%	2 11%	1 25%	2 17%	0 0%	0 0%	3 27%	1 13%	1 13%	3 25%	1 11%	0 0%	1 14%
5 - 6 weeks	2 4%	1 6%	0 0%	1 5%	0 0%	0 0%	1 9%	0 0%	0 0%	1 13%	0 0%	1 8%	0 0%	1 6%	0 0%
3 - 4 weeks	3 6%	3 17%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	3 27%	0 0%	0 0%	0 0%	2 22%	1 6%	0 0%
2 weeks	7 13%	0 0%	2 15%	3 16%	2 50%	3 25%	1 9%	2 18%	1 9%	0 0%	1 13%	3 25%	1 11%	2 11%	0 0%
1 week or less	30 56%	10 56%	8 62%	11 58%	1 25%	7 58%	8 73%	7 64%	3 27%	4 50%	4 50%	3 25%	5 56%	12 67%	6 86%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 071 page 1

Typical Length: Overnight Camp Sessions

29b. Which one of the following best describes the typical length in 2013 for your overnight camp sessions?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: those offering day camp or overnight camp programs	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
did not have overnight camp sessions	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
no answer	11 5%	0 0%	2 6%	6 7% b	2 4%	2 4%	3 9%	1 2%	3 5%	2 5%	2 6%	1 2%	3 8%	4 7%	1 3%
base: those offering overnight camp programs answering	211 100%	51 100%	31 100%	75 100%	49 100%	50 100%	32 100%	41 100%	52 100%	35 100%	33 100%	53 100%	34 100%	54 100%	37 100%
more than 8 weeks	25 12%	8 16%	5 16%	10 13%	0 0% bcd	6 12%	4 13%	4 10%	8 15%	2 6%	2 6%	8 15%	6 18%	5 9%	4 11%
7 - 8 weeks	52 25%	10 20%	10 32%	15 20%	16 33%	10 20%	9 28%	10 24%	10 19%	13 37%	12 36%	16 30%	10 29%	10 19%	4 11% klm
5 - 6 weeks	12 6%	4 8%	0 0%	6 8%	1 2%	6 12%	3 9%	1 2%	1 2% f	1 3%	0 0%	4 8%	2 6%	3 6%	3 8%
3 - 4 weeks	32 15%	1 2%	2 6%	11 15% b	18 37% bcd	2 4%	4 13%	6 15%	14 27% f	6 17% f	7 21%	11 21%	1 3% kl	9 17% m	4 11%
2 weeks	33 16%	8 16%	1 3%	11 15%	12 24% c	10 20%	3 9%	4 10%	9 17%	7 20%	9 27%	8 15%	6 18%	5 9% k	5 14%
1 week or less	57 27%	20 39%	13 42%	22 29%	2 4% bcd	16 32%	9 28%	16 39%	10 19% h	6 17% h	3 9%	6 11%	9 26%	22 41% kl	17 46% kl
mean:*	4.9	4.7	5.2	4.8	4.9	4.7	5.2	4.6	4.9	5.2	5.2	5.7	5.4	4.4 l	4.0 lm
standard error:	0.19	0.42	0.56	0.32	0.33	0.40	0.50	0.44	0.38	0.46	0.47	0.37	0.52	0.37	0.44
median:	4	3	5	4	4	3	5	3	4	5	4	6	6	3	2

*Due to the high proportion of respondents answering in the bottom category, the sample statistic may overstate the true population mean.

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 072 page 1

Number of Camp Participants: Youth: Mean Summary

30. In 2013, approximately how many youth (under 18) participants did your camp serve, as a part of a) day or overnight camp programs and b) as a part of rental groups?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
MEAN SUMMARY															
base: those offering each type of camp program answering (fill-in answers)															
youth served in 2013 from rental groups	920	900	1,570	720	580	290	520	830	1,490	960	870	1,240	560	1,000	890
youth served in 2013 from day or overnight camp programs	896	1,352	933	945	382 bcd	481	609	717	996 f	1,840 f	569	475	995 kl	1,095 kl	1,375

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 073 page 1

Number of Camp Participants: Youth: From Day or Overnight Camp Programs

30. In 2013, approximately how many youth (under 18) participants did your camp serve, as a part of a) day or overnight camp programs and b) as a part of rental groups?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
YOUTH SERVED IN 2013 FROM DAY OR OVERNIGHT CAMP PROGRAMS															
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
300 or more	142 64%	39 76%	30 91%	43 53% bc	28 55% bc	23 44%	22 63%	24 57%	41 75% f	31 84% fgh	21 60%	25 46%	30 81% kl	41 71% l	25 66%
150 - 299	46 21%	8 16%	3 9%	20 25%	13 25%	15 29%	8 23%	10 24%	11 20%	2 5% fghi	10 29%	17 31%	1 3% kl	12 21% m	6 16%
100 - 149	11 5%	0 0%	0 0%	6 7% b	4 8% b	3 6%	2 6%	4 10%	1 2%	1 3%	0 0%	4 7%	2 5%	3 5%	2 5%
50 - 99	14 6%	3 6%	0 0%	9 11% c	1 2%	8 15%	3 9%	2 5%	0 0% fg	1 3%	3 9%	3 6%	2 5%	1 2%	5 13% n
1 - 49	2 1%	0 0%	0 0%	1 1%	1 2%	2 4%	0 0%	0 0%	0 0%	0 0%	0 0%	2 4%	0 0%	0 0%	0 0%
none	1 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%
mean:	896	1,352	933	945	382 bcd	481	609	717	996 f	1,840 f	569	475	995 kl	1,095 kl	1,375
standard error:	114.6	320.3	150.4	222.2	43.2	84.7	127.4	145.6	158.3	596.4	84.6	91.4	184.1	223.5	502.8
median:	449	1,005	700	350	335	267	400	396	590	608	368	285	600	642	452
no answer	6 3%	1 2%	0 0%	2 2%	3 6%	1 2%	0 0%	1 2%	2 4%	2 5%	1 3%	2 4%	2 5%	1 2%	0 0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 074 page 1

Number of Camp Participants: Youth: From Rental Groups

30. In 2013, approximately how many youth (under 18) participants did your camp serve, as a part of a) day or overnight camp programs and b) as a part of rental groups?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
YOUTH SERVED IN 2013 FROM RENTAL GROUPS															
base: those offering rental group programs (fill-in answers)	125 100%	34 100%	28 100%	39 100%	20 100%	18 100%	22 100%	27 100%	36 100%	21 100%	19 100%	23 100%	24 100%	39 100%	20 100%
2,000 or more	14 11%	5 15%	5 18%	3 8%	1 5%	1 6%	1 5%	2 7%	7 19%	3 14%	2 11%	2 9%	1 4%	6 15%	3 15%
800 - 1,999	17 14%	5 15%	6 21%	4 10%	2 10%	0 0%	3 14%	7 26%	5 14%	1 5%	2 11%	1 4%	2 8%	8 21%	4 20%
400 - 799	26 21%	10 29%	3 11%	10 26%	3 15%	1 6%	4 18%	4 15%	13 36%	4 19%	3 16%	6 26%	10 42%	4 10%	3 15%
250 - 399	15 12%	2 6%	3 11%	5 13%	4 20%	3 17%	2 9%	2 7%	2 6%	6 29%	3 16%	3 13%	4 17%	3 8%	2 10%
100 - 249	26 21%	8 24%	6 21%	6 15%	5 25%	6 33%	7 32%	5 19%	3 8%	5 24%	4 21%	4 17%	3 13%	10 26%	5 25%
1 - 99	11 9%	1 3%	2 7%	4 10%	3 15%	4 22%	3 14%	2 7%	2 6%	0 0%	0 0%	3 13%	1 4%	5 13%	2 10%
none	2 2%	0 0%	0 0%	1 3%	1 5%	0 0%	1 5%	0 0%	1 3%	0 0%	1 5%	1 4%	0 0%	0 0%	0 0%
mean:	920	900	1,570	720	580	290	520	830	1,490	960	870	1,240	560	1,000	890
standard error:	166	191	608	219	222	127	164	201	490	299	344	742	105	243	244
median:	400	500	500	400	260	113	200	500	536	325	380	325	500	350	460
no answer	14 11%	3 9%	3 11%	6 15%	1 5%	3 17%	1 5%	5 19%	3 8%	2 10%	4 21%	3 13%	3 13%	3 8%	1 5%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 075 page 1

Number of Camp Participants: Adults: Mean Summary

31. In 2013, approximately how many adult (18 and over) participants did/will your camp serve, as a part of a) day or overnight camp programs and b) as a part of rental groups?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
MEAN SUMMARY															
base: those offering each type of camp program answering (fill-in answers)															
adults served in 2013 from rental groups	520	630	740	380	330	200	250	680	670	610	610	250	470	600	660
adults served in 2013 from day or overnight camp programs	241	318	302	270	65 bcd	192	111	165	98	672 fghi	47	143	357 k	287 k	375 k

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 076 page 1

Number of Camp Participants: Adults: From Day or Overnight Camp Programs

31. In 2013, approximately how many adult (18 and over) participants did/will your camp serve, as a part of a) day or overnight camp programs and b) as a part of rental groups?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
ADULTS SERVED IN 2013 FROM DAY OR OVERNIGHT CAMP PROGRAMS															
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
300 or more	40 18%	10 20%	10 30%	16 20%	3 6% bcd	12 23%	5 14%	8 19%	3 5% fh	11 30% i	2 6%	7 13%	10 27% k	11 19%	10 26% k
150 - 299	13 6%	3 6%	3 9%	6 7%	0 0% cd	2 4%	1 3%	4 10%	5 9%	1 3%	0 0%	2 4%	3 8%	5 9%	3 8%
100 - 149	23 10%	4 8%	6 18%	8 10%	4 8%	3 6%	2 6%	4 10%	8 15%	6 16%	2 6%	8 15%	4 11%	5 9%	4 11%
50 - 99	22 10%	5 10%	5 15%	5 6%	6 12%	4 8%	5 14%	4 10%	5 9%	4 11%	6 17%	6 11%	1 3% k	7 12%	2 5%
1 - 49	30 14%	5 10%	6 18%	13 16%	4 8%	11 21%	6 17%	4 10%	6 11%	3 8%	1 3%	8 15%	5 14%	9 16%	7 18% k
none	61 27%	17 33%	1 3% b	21 26% c	22 43% cd	16 31%	7 20%	12 29%	18 33%	8 22%	19 54%	15 28% k	9 24% k	11 19% k	7 18% k
mean:	241	318	302	270	65 bcd	192	111	165	98	672 fghi	47	143	357 k	287 k	375 k
standard error:	43.6	117.3	79.2	83.7	23.8 bcd	49.6	30.4	37.0	27.5	217.2	17.4	45.7	117.1	100.6	150.3
median:	50	45	100	50	0	30	48	70	30	100	0	45	100	77	100
no answer	33 15%	7 14%	2 6%	12 15%	12 24% c	4 8%	9 26% f	6 14%	10 18%	4 11%	5 14%	8 15%	5 14%	10 17%	5 13%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 077 page 1

Number of Camp Participants: Adults: From Rental Groups

31. In 2013, approximately how many adult (18 and over) participants did/will your camp serve, as a part of a) day or overnight camp programs and b) as a part of rental groups?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
ADULTS SERVED IN 2013 FROM RENTAL GROUPS															
base: those offering rental group programs (fill-in answers)	125 100%	34 100%	28 100%	39 100%	20 100%	18 100%	22 100%	27 100%	36 100%	21 100%	19 100%	23 100%	24 100%	39 100%	20 100%
2,000 or more	8 6%	4 12%	2 7%	1 3%	1 5%	0 0%	0 0%	2 7%	4 11%	2 10%	2 11%	0 0%	1 4%	3 8%	2 10%
800 - 1,999	13 10%	4 12%	6 21%	3 8%	0 0%	0 0%	1 5%	4 15%	4 11%	3 14%	2 11%	2 9%	2 8%	5 13%	2 10%
400 - 799	13 10%	2 6%	4 14%	5 13%	1 5%	2 11%	2 9%	5 19%	1 3%	3 14%	1 5%	1 4%	4 17%	6 15%	1 5%
250 - 399	15 12%	4 12%	5 18%	2 5%	4 20%	3 17%	5 23%	1 4%	4 11%	2 10%	1 5%	3 13%	5 21%	6 15%	0 0%
100 - 249	34 27%	9 26%	5 18%	12 31%	6 30%	5 28%	9 41%	5 19%	9 25%	6 29%	6 32%	7 30%	4 17%	8 21%	9 45%
1 - 99	16 13%	5 15%	3 11%	4 10%	4 20%	4 22%	3 14%	3 11%	4 11%	2 10%	2 11%	5 22%	3 13%	4 10%	2 10%
none	7 6%	1 3%	0 0%	4 10%	2 10%	0 0%	1 5%	0 0%	5 14%	1 5%	1 5%	1 4%	1 4%	2 5%	2 10%
mean:	520	630	740	380	330	200	250	680	670	610	610	250	470	600	660
standard error:	80	160	212	104	179	46	51	154	212	194	239	71	148	127	304
median:	208	220	300	200	100	138	200	475	215	300	215	139	300	300	200
no answer	19 15%	5 15%	3 11%	8 21%	2 10%	4 22%	1 5%	7 26%	5 14%	2 10%	4 21%	4 17%	4 17%	5 13%	2 10%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 078 page 1

Guest Return Rate: Mean Summary

32. In 2013, approximately what will be the return rate for each of the following types of guests?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
MEAN SUMMARY															
base: those offering each type of camp program answering each (fill-in answers)															
rental groups return rate	75.2%	77.2%	75.9%	80.0%	65.0%	66.7%	74.8%	76.7%	78.9%	72.3%	80.3%	77.2%	77.6%	70.6%	74.1%
youth day and overnight camp return rate	69.0%	62.8%	71.3% b	71.2% b	71.5% b	62.5%	69.2%	66.9%	70.3% fg	77.9% fghi	70.1%	69.0%	71.9%	67.8% kl	67.1% kl
adult day and overnight camp return rate	61.7%	62.5%	68.4% b	63.5% bc	48.8% bcd	63.1%	61.7%	62.8%	55.9% fh	64.1% i	65.6%	62.6% k	63.5% k	61.4% k	57.6% k

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 079 page 1

Guest Return Rate: Youth Day and Overnight Camp

32. In 2013, approximately what will be the return rate for each of the following types of guests?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
YOUTH DAY AND OVERNIGHT CAMP RETURN RATE															
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	2 1%	0 0%	0 0%	2 2%	0 0%	0 0%	2 6%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	2 5%
75% - 99%	86 39%	10 20%	16 48% b	39 48% b	19 37% b	21 40%	7 20% f	16 38%	21 38%	21 57% g	16 46%	23 43%	15 41%	21 36%	11 29%
50% - 74%	95 43%	29 57%	12 36%	28 35% b	25 49%	15 29%	20 57% f	17 40%	30 55% f	13 35%	17 49%	25 46%	15 41%	22 38%	16 42%
25% - 49%	17 8%	4 8%	2 6%	7 9%	3 6%	8 15%	1 3%	6 14%	1 2% fh	1 3%	1 3%	5 9%	2 5%	7 12%	2 5%
1% - 24%	1 0%	0 0%	0 0%	1 1%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 3%
none	1 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%
mean:	69.0%	62.8%	71.3% b	71.2% b	71.5% b	62.5%	69.2%	66.9%	70.3% fg	77.9% fghi	70.1%	69.0%	71.9%	67.8% kl	67.1% kl
standard error:	1.24%	2.42%	3.01%	2.06%	2.20%	3.46%	2.95%	2.61%	1.88%	2.23%	2.36%	2.43%	3.03%	2.74%	3.41%
median:	70%	62%	75%	75%	70%	70%	68%	67%	70%	80%	70%	70%	71%	70%	70%
did not have youth campers in 2013	1 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%
no answer	19 9%	8 16%	3 9%	4 5% b	3 6%	6 12%	5 14%	2 5%	3 5%	2 5%	1 3%	0 0%	5 14% l	7 12% l	6 16% l

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 080 page 1

Guest Return Rate: Adult Day and Overnight Camp

32. In 2013, approximately what will be the return rate for each of the following types of guests?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
ADULT DAY AND OVERNIGHT CAMP RETURN RATE															
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	1 0%	0 0%	0 0%	1 1%	0 0%	0 0%	1 3%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 3%
75% - 99%	41 18%	7 14%	9 27%	23 28%	2 4% cd	11 21%	7 20%	12 29%	5 9% h	6 16%	3 9%	12 22%	8 22%	12 21%	6 16%
50% - 74%	38 17%	9 18%	15 45% b	6 7% c	6 12% c	11 21%	5 14%	6 14%	9 16%	7 19%	3 9%	7 13%	9 24%	13 22%	6 16%
25% - 49%	12 5%	0 0%	1 3%	8 10% b	2 4%	1 2%	1 3%	4 10%	2 4%	4 11%	0 0%	2 4%	2 5%	5 9%	3 8%
1% - 24%	10 5%	3 6%	0 0%	5 6%	1 2%	3 6%	2 6%	2 5%	3 5%	0 0%	1 3%	3 6%	1 3%	2 3%	3 8%
none	2 1%	0 0%	0 0%	0 0%	1 2%	1 2%	1 3%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	1 2%	0 0%
mean:	61.7%	62.5%	68.4% b	63.5% bc	48.8% bcd	63.1%	61.7%	62.8%	55.9% fh	64.1% i	65.6%	62.6% k	63.5% k	61.4% k	57.6% k
standard error:	2.59%	5.92%	3.43%	4.54%	6.77%	5.39%	7.60%	5.22%	5.80%	5.63%	8.87%	5.57%	5.32%	4.66%	6.83%
median:	70%	70%	70%	80%	55%	70%	70%	73%	70%	60%	74%	70%	70%	70%	60%
did not have adult campers in 2013	80 36%	21 41%	2 6% b	29 36% c	28 55% cd	18 35%	12 34%	15 36%	24 44%	11 30%	23 66%	20 37% k	11 30% k	16 28% k	10 26% k
no answer	38 17%	11 22%	6 18%	9 11%	11 22%	7 13%	6 17%	3 7%	12 22% h	9 24% h	5 14%	9 17%	6 16%	9 16%	9 24%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 081 page 1

Guest Return Rate: Rental Groups

32. In 2013, approximately what will be the return rate for each of the following types of guests?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
RENTAL GROUPS RETURN RATE															
base: those offering rental group programs (fill-in answers)	125 100%	34 100%	28 100%	39 100%	20 100%	18 100%	22 100%	27 100%	36 100%	21 100%	19 100%	23 100%	24 100%	39 100%	20 100%
100%	15 12%	4 12%	1 4%	7 18%	3 15%	1 6%	2 9%	4 15%	8 22%	0 0%	3 16%	6 26%	0 0%	2 5%	4 20%
75% - 99%	55 44%	15 44%	15 54%	19 49%	5 25%	4 22%	11 50%	14 52%	16 44%	10 48%	9 47%	10 43%	11 46%	16 41%	9 45%
50% - 74%	23 18%	7 21%	6 21%	5 13%	4 20%	5 28%	4 18%	4 15%	6 17%	4 19%	2 11%	3 13%	6 25%	11 28%	1 5%
25% - 49%	3 2%	1 3%	0 0%	2 5%	0 0%	2 11%	0 0%	1 4%	0 0%	0 0%	0 0%	0 0%	0 0%	1 3%	2 10%
1% - 24%	3 2%	1 3%	0 0%	0 0%	1 5%	0 0%	0 0%	1 4%	1 3%	1 5%	1 5%	1 4%	0 0%	0 0%	1 5%
none	2 2%	0 0%	0 0%	0 0%	2 10%	0 0%	1 5%	0 0%	1 3%	0 0%	0 0%	1 4%	0 0%	1 3%	0 0%
mean:	75.2%	77.2%	75.9%	80.0%	65.0%	66.7%	74.8%	76.7%	78.9%	72.3%	80.3%	77.2%	77.6%	70.6%	74.1%
standard error:	2.27%	3.96%	2.84%	3.34%	9.02%	5.82%	5.81%	4.57%	4.19%	5.69%	5.64%	6.07%	3.79%	3.90%	6.23%
median:	80%	80%	75%	85%	75%	70%	80%	80%	85%	80%	85%	80%	80%	75%	80%
did not have rental groups in 2013	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
no answer	24 19%	6 18%	6 21%	6 15%	5 25%	6 33%	4 18%	3 11%	4 11%	6 29%	4 21%	2 9%	7 29%	8 21%	3 15%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 082 page 1

Incidence of Gender Exclusive Summer Programs

33. In which of the following categories does your camp offer day or overnight summer camp programs?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: those offering day camp or overnight camp programs	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
do not offer day or overnight summer camp programs	1 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%
no answer	4 2%	0 0%	1 3%	2 2%	1 2%	0 0%	2 6%	1 2%	1 2%	0 0%	1 3%	0 0%	0 0%	2 3%	1 3%
base: those offering day or overnight summer camp programs answering (multiple answers)	217 100%	51 100%	32 100%	79 100%	50 100%	51 100%	33 100%	41 100%	54 100%	37 100%	34 100%	54 100%	37 100%	55 100%	37 100%
co-educational (males and females together in same programs)	156 72%	36 71%	30 94% b	60 76% c	26 52% cd	36 71%	23 70%	29 71%	42 78%	25 68%	15 44%	36 67% k	33 89% kl	43 78% k	29 78% k
female only (gender exclusive)	62 29%	20 39%	9 28%	16 20% b	17 34%	22 43%	9 27%	10 24%	12 22% f	8 22% f	11 32%	15 28%	7 19%	16 29%	13 35%
male only (gender exclusive)	43 20%	8 16%	6 19%	16 20%	12 24%	9 18%	4 12%	5 12%	14 26%	10 27%	14 41%	11 20% k	3 8% k	11 20% k	4 11% k
other	5 2%	2 4%	0 0%	2 3%	0 0%	2 4%	0 0%	2 5%	0 0%	0 0%	0 0%	1 2%	1 3%	2 4%	1 3%
indicated at least one	217 100%	51 100%	32 100%	79 100%	50 100%	51 100%	33 100%	41 100%	54 100%	37 100%	34 100%	54 100%	37 100%	55 100%	37 100%
ONLY co-educational (males and females together in same programs)	131 60%	30 59%	22 69%	52 66%	24 48% d	26 51%	21 64%	26 63%	35 65%	23 62%	13 38%	32 59%	27 73% k	35 64% k	24 65% k
ONLY female only (gender exclusive)	31 14%	11 22%	1 3% b	6 8% b	13 26% cd	10 20%	7 21%	7 17%	3 6% fg	4 11%	7 21%	8 15%	3 8%	7 13%	6 16%
ONLY male only (gender exclusive)	21 10%	1 2%	1 3%	9 11% b	9 18% bc	2 4%	3 9%	3 7%	7 13%	6 16% f	10 29%	7 13%	1 3% k	3 5% k	0 0% kl

Columns tested at 95% significance level: bcde fg hij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 083 page 1

Guests by Gender: Mean Summary

34a. Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
GENDER: MEAN SUMMARY															
base: those offering day camp or overnight camp programs answering (fill-in answers)															
female	53.9%	61.4%	57.6%	49.9% bc	51.7%	62.0%	59.4%	57.8%	46.4% fgh	43.4% fgh	47.9%	51.4%	55.9%	56.7%	56.6%
male	46.1%	38.6%	42.4%	50.1% b	48.3%	38.0%	40.6%	42.2%	53.6% fgh	56.6% f	52.1%	48.6%	44.1%	43.3%	43.4%
TOTAL =	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 084 page 1

Guests by Gender: Male

34a. Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
GENDER: MALE															
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	21 9%	1 2%	1 3%	9 11%	9 18% bc	2 4%	3 9%	3 7%	7 13%	6 16% f	10 29%	7 13%	1 3% k	3 5% k	0 0% kl
75% - 99%	6 3%	2 4%	0 0%	1 1%	3 6%	0 0%	0 0%	1 2%	3 5%	2 5%	0 0%	2 4%	1 3%	1 2%	2 5%
50% - 74%	76 34%	15 29%	9 27%	33 41%	15 29%	19 37%	12 34%	11 26%	19 35%	15 41%	11 31%	20 37%	16 43%	13 22% m	16 42% n
25% - 49%	76 34%	19 37%	21 64% b	28 35% c	7 14% bcd	16 31%	11 31%	19 45%	21 38%	9 24%	6 17%	13 24%	13 35%	30 52% kl	14 37%
1% - 24%	11 5%	5 10%	1 3%	3 4%	2 4%	8 15%	1 3%	1 2% f	1 2% f	0 0% f	0 0%	4 7%	2 5%	3 5%	2 5%
none	27 12%	8 16%	1 3%	6 7%	12 24% cd	6 12%	8 23%	7 17%	3 5% g	3 8%	8 23%	6 11%	3 8%	6 10%	4 11%
mean:	46.1%	38.6%	42.4%	50.1% b	48.3%	38.0%	40.6%	42.2%	53.6% fgh	56.6% f	52.1%	48.6%	44.1%	43.3%	43.4%
standard error:	1.83%	3.68%	2.76%	2.72%	5.15%	3.47%	4.90%	4.12%	3.26%	4.63%	6.19%	4.06%	3.57%	3.12%	3.61%
median:	48%	46%	40%	50%	50%	45%	45%	45%	50%	50%	50%	50%	49%	45%	49%
no answer	5 2%	1 2%	0 0%	1 1%	3 6%	1 2%	0 0%	0 0%	1 2%	2 5%	0 0%	2 4%	1 3%	2 3%	0 0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 085 page 1

Guests by Gender: Female

34a. Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
GENDER: FEMALE															
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	27 12%	8 16%	1 3%	6 7%	12 24% cd	6 12%	8 23%	7 17%	3 5% g	3 8%	8 23%	6 11%	3 8%	6 10%	4 11%
75% - 99%	12 5%	5 10%	2 6%	3 4%	2 4%	8 15%	1 3%	2 5%	1 2% f	0 0% f	0 0%	4 7%	3 8%	3 5%	2 5%
50% - 74%	114 51%	27 53%	25 76% b	45 56% c	14 27% bcd	27 52%	16 46%	21 50%	33 60%	17 46%	15 43%	22 41%	19 51%	34 59%	24 63% l
25% - 49%	38 17%	7 14%	4 12%	16 20%	9 18%	8 15%	7 20%	8 19%	8 15%	7 19%	2 6%	12 22% k	9 24% k	9 16%	6 16%
1% - 24%	5 2%	2 4%	0 0%	1 1%	2 4%	0 0%	0 0%	1 2%	2 4%	2 5%	0 0%	1 2%	1 3%	1 2%	2 5%
none	21 9%	1 2%	1 3%	9 11%	9 18% bc	2 4%	3 9%	3 7%	7 13%	6 16% f	10 29%	7 13%	1 3% k	3 5% k	0 0% kl
mean:	53.9%	61.4%	57.6%	49.9% bc	51.7%	62.0%	59.4%	57.8%	46.4% fgh	43.4% fgh	47.9%	51.4%	55.9%	56.7%	56.6%
standard error:	1.83%	3.68%	2.76%	2.72%	5.15%	3.47%	4.90%	4.12%	3.26%	4.63%	6.19%	4.06%	3.57%	3.12%	3.61%
median:	52%	55%	60%	50%	50%	55%	55%	55%	50%	50%	50%	50%	52%	55%	52%
no answer	5 2%	1 2%	0 0%	1 1%	3 6%	1 2%	0 0%	0 0%	1 2%	2 5%	0 0%	2 4%	1 3%	2 3%	0 0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 086 page 1

Guests by Race/Ethnicity: Mean Summary

34b. Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
RACE/ETHNIC DESIGNATIONS: MEAN SUMMARY															
base: those offering day camp or overnight camp programs answering (fill-in answers)															
Caucasian/White (non-Hispanic)	72.9%	67.9%	69.2% b	67.7%	86.2% bcd	58.6%	69.7%	80.4% f	76.1% fg	81.6% fg	77.7%	69.9%	71.3%	81.9% k	62.9% km
Black/African American	11.7%	12.8%	19.4%	12.8%	4.6% cd	19.0%	12.5%	10.1%	8.8%	7.4% f	10.6%	14.0%	17.6%	9.2% m	5.7% lm
Hispanic/Latino	9.3%	12.1%	6.1%	12.0%	4.7% d	14.8%	11.7%	4.6% f	8.5% h	6.2%	6.9%	7.9%	6.4%	3.8% lm	24.2% klmn
bi-racial or multi-racial	3.2%	4.1%	2.0%	4.1%	2.2%	4.6%	2.7%	2.7%	3.3%	2.2%	2.8%	4.8%	2.7%	2.6%	2.4%
Asian	2.5%	2.4%	2.7%	2.8%	2.0%	2.5%	2.7%	1.9%	2.7%	2.4%	1.9%	3.3% k	1.5% l	2.0% l	3.6% mn
American Indian or Alaska Native	0.4%	0.4%	0.5%	0.4%	0.3%	0.3%	0.7%	0.3%	0.5%	0.1%	0.2%	0.1%	0.4%	0.5%	0.7%
Native Hawaiian/Pacific Islander	0.1%	0.2%	0.0%	0.1%	0.0%	0.2%	0.0%	0.1%	0.1%	0.1%	0.0%	0.0%	0.1%	0.1%	0.4%
TOTAL =	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 087 page 1

Guests by Race/Ethnicity: American Indian or Alaska Native

34b. Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
RACE/ETHNIC DESIGNATIONS: AMERICAN INDIAN OR ALASKA NATIVE															
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
75% - 99%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
50% - 74%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
25% - 49%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
1% - 24%	32 14%	9 18%	5 15%	11 14%	7 14%	4 8%	8 23%	6 14%	12 22%	2 5%	4 11%	4 7%	6 16%	8 14%	10 26%
none	143 64%	25 49%	24 73%	51 63%	38 75%	35 67%	19 54%	26 62%	35 64%	28 76%	26 74%	42 78%	26 70%	30 52%	19 50%
mean:	0.4%	0.4%	0.5%	0.4%	0.3%	0.3%	0.7%	0.3%	0.5%	0.1%	0.2%	0.1%	0.4%	0.5%	0.7%
standard error:	0.07%	0.16%	0.25%	0.13%	0.10%	0.17%	0.25%	0.14%	0.15%	0.10%	0.11%	0.07%	0.16%	0.20%	0.26%
median:	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
no answer	47 21%	17 33%	4 12%	19 23%	6 12%	13 25%	8 23%	10 24%	8 15%	7 19%	5 14%	8 15%	5 14%	20 34%	9 24%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 088 page 1

Guests by Race/Ethnicity: Asian

34b. Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
RACE/ETHNIC DESIGNATIONS: ASIAN															
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
75% - 99%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
50% - 74%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
25% - 49%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
1% - 24%	128 58%	26 51%	21 64%	48 59%	30 59%	27 52%	20 57%	22 52%	34 62%	25 68%	20 57%	35 65%	22 59%	27 47%	24 63%
none	47 21%	8 16%	8 24%	14 17%	15 29%	12 23%	7 20%	10 24%	13 24%	5 14%	10 29%	11 20%	10 27%	11 19%	5 13%
mean:	2.5%	2.4%	2.7%	2.8%	2.0%	2.5%	2.7%	1.9%	2.7%	2.4%	1.9%	3.3% k	1.5% l	2.0% l	3.6% mn
standard error:	0.21%	0.45%	0.70%	0.36%	0.35%	0.43%	0.54%	0.40%	0.51%	0.44%	0.33%	0.46% k	0.32% l	0.36% l	0.75% mn
median:	1%	2%	1%	2%	1%	1%	2%	1%	1%	1%	2%	2%	1%	1%	2%
no answer	47 21%	17 33%	4 12% b	19 23%	6 12% b	13 25%	8 23%	10 24%	8 15%	7 19%	5 14%	8 15%	5 14%	20 34% klm	9 24%

Columns tested at 95% significance level: bcde fg hij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 089 page 1

Guests by Race/Ethnicity: Black/African American

34b. Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
RACE/ETHNIC DESIGNATIONS: BLACK/AFRICAN AMERICAN															
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
75% - 99%	3 1%	1 2%	2 6%	0 0% c	0 0%	3 6%	0 0%	0 0%	0 0%	0 0%	1 3%	0 0%	1 3%	1 2%	0 0%
50% - 74%	8 4%	1 2%	3 9%	4 5% c	0 0%	3 6%	3 9%	2 5%	0 0% g	0 0%	1 3%	3 6%	3 8%	1 2%	0 0%
25% - 49%	13 6%	3 6%	1 3%	8 10% d	0 0% d	4 8%	1 3%	0 0%	5 9% h	3 8%	1 3%	5 9%	6 16%	0 0% lm	1 3% m
1% - 24%	136 61%	27 53%	20 61%	44 54%	41 80% bcd	26 50%	21 60%	26 62%	41 75% f	22 59%	25 71%	36 67%	18 49% k	31 53%	26 68%
none	15 7%	2 4%	3 9%	6 7%	4 8%	3 6%	2 6%	4 10%	1 2%	5 14% i	2 6%	2 4%	4 11%	5 9%	2 5%
mean:	11.7%	12.8%	19.4%	12.8%	4.6% cd	19.0%	12.5%	10.1%	8.8%	7.4% f	10.6%	14.0%	17.6%	9.2% m	5.7% lm
standard error: median:	1.30% 5%	3.24% 7%	4.66% 8%	2.09% 5%	0.66% 3%	4.20% 6%	3.53% 5%	2.21% 8%	1.45% 5%	2.18% 4%	3.54% 5%	2.41% 8%	3.90% 7%	2.60% 5%	1.27% 4%
no answer	47 21%	17 33%	4 12% b	19 23%	6 12% b	13 25%	8 23%	10 24%	8 15%	7 19%	5 14%	8 15%	5 14%	20 34% klm	9 24%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 090 page 1

Guests by Race/Ethnicity: Caucasian/White

34b. Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
RACE/ETHNIC DESIGNATIONS:															
CAUCASIAN/WHITE (NON-HISPANIC)															
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	3 1%	0 0%	0 0%	2 2%	1 2%	1 2%	0 0%	1 2%	1 2%	0 0%	0 0%	1 2%	1 3%	1 2%	0 0%
75% - 99%	113 51%	20 39%	18 55%	34 42%	38 75% bd	18 35%	16 46%	22 52%	34 62% f	23 62% f	24 69%	28 52%	19 51%	28 48%	14 37% k
50% - 74%	26 12%	6 12%	4 12%	9 11%	6 12%	6 12%	4 11%	7 17%	5 9%	4 11%	2 6%	8 15%	4 11%	7 12%	5 13%
25% - 49%	18 8%	4 8%	4 12%	9 11%	0 0% bcd	3 6%	4 11%	2 5%	6 11%	3 8%	3 9%	3 6%	6 16%	1 2% m	5 13% n
1% - 24%	13 6%	4 8%	3 9%	6 7%	0 0% bcd	9 17%	3 9%	0 0% f	1 2% f	0 0% f	1 3%	5 9%	2 5%	1 2%	4 11%
none	2 1%	0 0%	0 0%	2 2%	0 0%	2 4%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	1 3%
mean:	72.9%	67.9%	69.2% b	67.7%	86.2% bcd	58.6%	69.7%	80.4% f	76.1% fg	81.6% fg	77.7%	69.9%	71.3%	81.9% k	62.9% km
standard error:	1.98%	4.92%	5.19% b	3.70% 80%	1.52% 90%	5.70% 72%	5.28% 80%	2.84% 82%	3.18% 85%	3.24% 85%	4.24% 82%	4.28% 81%	4.50% 80%	2.93% 88%	5.73% 74%
median:	82%	79%	79%	80%	90%	72%	80%	82%	85%	85%	82%	81%	80%	88%	74%
no answer	47 21%	17 33%	4 12% b	19 23%	6 12% b	13 25%	8 23%	10 24%	8 15%	7 19%	5 14%	8 15%	5 14%	20 34% klm	9 24%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 091 page 1

Guests by Race/Ethnicity: Hispanic/Latino

34b. Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
RACE/ETHNIC DESIGNATIONS: HISPANIC/LATINO															
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
75% - 99%	3 1%	1 2%	0 0%	2 2%	0 0%	2 4%	1 3%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	3 8% ln
50% - 74%	5 2%	2 4%	0 0%	2 2%	0 0%	2 4%	1 3%	0 0%	2 4%	0 0%	1 3%	0 0%	0 0%	0 0%	4 11% lmn
25% - 49%	9 4%	2 4%	0 0%	7 9%	0 0% d	4 8%	2 6%	0 0%	1 2%	2 5%	0 0%	4 7%	1 3%	0 0% l	4 11% kn
1% - 24%	125 56%	24 47%	24 73% b	41 51% c	34 67% b	27 52%	18 51%	25 60%	35 64%	20 54%	25 71%	32 59%	27 73%	27 47% km	14 37% klm
none	33 15%	5 10%	5 15%	10 12%	11 22%	4 8%	5 14%	7 17%	9 16%	8 22%	4 11%	10 19%	4 11%	11 19%	4 11%
mean:	9.3%	12.1%	6.1%	12.0%	4.7% d	14.8%	11.7%	4.6% f	8.5% h	6.2%	6.9%	7.9%	6.4%	3.8% lm	24.2% klmn
standard error:	1.15%	3.38%	1.17%	2.33%	0.79% 3%	3.64%	3.59%	0.82% 3%	1.79% 5%	1.38% 3%	1.99% 5%	1.43% 5%	1.20% 4%	0.82% 2%	5.22% 10%
median:	5%	5%	5%	5%	3%	5%	5%	3%	5%	3%	5%	5%	4%	2%	10%
no answer	47 21%	17 33%	4 12% b	19 23%	6 12% b	13 25%	8 23%	10 24%	8 15%	7 19%	5 14%	8 15%	5 14%	20 34% klm	9 24%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 092 page 1

Guests by Race/Ethnicity: Native Hawaiian/Pacific Islander

34b. Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
RACE/ETHNIC DESIGNATIONS:															
NATIVE HAWAIIAN/PACIFIC ISLANDER															
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
75% - 99%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
50% - 74%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
25% - 49%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
1% - 24%	13 6%	6 12%	1 3%	5 6%	1 2%	2 4%	1 3%	2 5%	5 9%	3 8%	0 0%	2 4%	2 5%	2 3%	7 18% kin
none	162 73%	28 55%	28 85% b	57 70%	44 86% bd	37 71%	26 74%	30 71%	42 76%	27 73%	30 86%	44 81%	30 81%	36 62% klm	22 58% klm
mean:	0.1%	0.2%	0.0%	0.1%	0.0%	0.2%	0.0%	0.1%	0.1%	0.1%	0.0%	0.0%	0.1%	0.1%	0.4%
standard error:	0.04%	0.11%	0.03%	0.09%	0.02%	0.15%	0.04%	0.07%	0.05%	0.05%	0.00%	0.03%	0.04%	0.06%	0.20%
median:	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
no answer	47 21%	17 33%	4 12% b	19 23%	6 12% b	13 25%	8 23%	10 24%	8 15%	7 19%	5 14%	8 15%	5 14%	20 34% klm	9 24%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 093 page 1

Guests by Race/Ethnicity: Bi-Racial or Multi-Racial

34b. Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
RACE/ETHNIC DESIGNATIONS: BI-RACIAL OR MULTI-RACIAL															
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
75% - 99%	1 0%	0 0%	0 0%	1 1%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%
50% - 74%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
25% - 49%	1 0%	0 0%	0 0%	1 1%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%
1% - 24%	97 44%	23 45%	16 48%	33 41%	23 45%	18 35%	15 43%	17 40%	32 58%	15 41%	16 46%	22 41%	20 54%	22 38%	17 45%
none	76 34%	11 22%	13 39%	27 33%	22 43%	20 38%	12 34%	15 36%	14 25%	15 41%	14 40%	22 41%	12 32%	16 28%	12 32%
mean:	3.2%	4.1%	2.0%	4.1%	2.2%	4.6%	2.7%	2.7%	3.3%	2.2%	2.8%	4.8%	2.7%	2.6%	2.4%
standard error:	0.58%	0.77%	0.49%	1.52%	0.44%	2.33%	0.65%	0.68%	0.71%	0.55%	0.59%	2.02%	0.71%	0.59%	0.63%
median:	1%	3%	1%	1%	1%	0%	1%	1%	2%	1%	2%	1%	1%	1%	1%
no answer	47 21%	17 33%	4 12%	19 23%	6 12%	13 25%	8 23%	10 24%	8 15%	7 19%	5 14%	8 15%	5 14%	20 34%	9 24%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 094 page 1

Guests by Age: Mean Summary

34c. Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories?

	-----OVERNIGHT CAMPS-----														
	TOTAL	-----CAMP OWNER/SPONSOR-----				-----GROSS REVENUES-----					-----REGION-----				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
AGE: MEAN SUMMARY															
base: those offering day camp or overnight camp programs answering (fill-in answers)															
65 or older	1.4%	0.5%	4.2% b	1.4% c	0.3% cd	1.4%	1.9%	2.8%	0.5%	0.9%	0.3%	1.2%	2.1% k	1.8%	1.8%
45 - 64	2.8%	1.9%	6.4% b	3.1% c	0.7% c	3.7%	3.5%	3.3%	0.8% gh	3.1%	0.3%	2.5%	3.3% k	4.4% k	3.0% k
25 - 44	4.0%	3.6%	5.9%	4.6%	1.7% c	3.9%	5.1%	4.6%	3.2%	3.7%	0.8%	3.5%	5.2% k	3.8% k	7.2% k
18 - 24	4.8%	3.4%	6.9% b	6.4% b	1.9% cd	4.4%	6.3%	6.3%	3.5%	4.5%	2.1%	4.9%	4.7%	4.1%	8.7% kn
13 - 17	35.8%	33.5%	26.9%	37.9% c	38.8% bc	34.1%	33.1%	35.9%	38.7%	36.2%	43.9%	34.3% k	28.7% k	38.3% k	32.9% k
10 - 12	35.5%	38.8%	32.3%	33.6%	40.3% bcd	34.6%	36.5%	32.6%	37.2% h	36.0%	38.1%	40.8%	34.4% k	30.6% kl	32.1% kl
5 - 9	15.0%	17.8%	16.7%	12.8%	15.9%	16.2%	12.9%	14.3%	15.6%	14.9%	14.3%	12.5%	18.6%	16.5%	13.5%
under 5	0.8%	0.5%	0.8%	0.3%	0.3%	1.9%	0.7%	0.1%	0.5%	0.7%	0.1%	0.3%	3.0%	0.4%	0.8%
TOTAL =	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 095 page 1

Guests by Age: 65 or Older

34c. Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
AGE: 65 OR OLDER															
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
75% - 99%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
50% - 74%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
25% - 49%	1 0%	0 0%	1 3%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%
1% - 24%	41 18%	6 12%	15 45% b	15 19% c	4 8% c	11 21%	8 23%	9 21%	6 11%	7 19%	3 9%	9 17%	10 27% k	11 19%	8 21%
none	144 65%	31 61%	13 39%	53 65% c	42 82% bcd	33 63%	23 66%	22 52%	41 75% h	25 68%	30 86%	39 72%	21 57% k	31 53% kl	23 61% k
mean:	1.4%	0.5%	4.2% b	1.4% c	0.3% cd	1.4%	1.9%	2.8%	0.5%	0.9%	0.3%	1.2%	2.1% k	1.8%	1.8%
standard error:	0.26%	0.29%	1.10%	0.40%	0.22%	0.48%	0.66%	1.02%	0.28%	0.40%	0.27%	0.45%	0.76%	0.66%	0.66%
median:	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
no answer	36 16%	14 27%	4 12%	13 16%	5 10% b	8 15%	4 11%	10 24%	8 15%	5 14%	2 6%	6 11%	6 16%	15 26% kl	7 18%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 096 page 1

Guests by Age: 45 - 64

34c. Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
AGE: 45 - 64															
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
75% - 99%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
50% - 74%	1 0%	0 0%	0 0%	1 1%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%
25% - 49%	1 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 3%	0 0%	1 2%	0 0%	0 0%	0 0%
1% - 24%	51 23%	7 14%	21 64% b	17 21% c	5 10% c	12 23%	11 31%	12 29%	7 13% g	9 24%	3 9%	9 17%	12 32% k	16 28% k	11 29% k
none	133 60%	29 57%	8 24% b	50 62% c	41 80% bcd	31 60%	20 57%	20 48%	40 73% h	22 59%	30 86%	38 70%	19 51% k	26 45% kl	20 53% k
mean:	2.8%	1.9%	6.4% b	3.1% c	0.7% c	3.7%	3.5%	3.3%	0.8% gh	3.1%	0.3%	2.5%	3.3% k	4.4% k	3.0% k
standard error:	0.50%	1.11%	1.25%	0.98%	0.46%	1.44%	1.14%	0.97%	0.36%	1.45%	0.21%	1.04%	1.02%	1.48%	1.00%
median:	0%	0%	5%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
no answer	36 16%	14 27%	4 12%	13 16%	5 10% b	8 15%	4 11%	10 24%	8 15%	5 14%	2 6%	6 11%	6 16%	15 26% kl	7 18%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 097 page 1

Guests by Age: 25 - 44

34c. Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
AGE: 25 - 44															
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
75% - 99%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
50% - 74%	1 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%
25% - 49%	5 2%	1 2%	0 0%	3 4%	0 0%	1 2%	1 3%	0 0%	2 4%	1 3%	0 0%	0 0%	2 5%	0 0%	3 8% In
1% - 24%	56 25%	11 22%	23 70% b	17 21% c	4 8% cd	16 31%	10 29%	13 31%	9 16%	8 22%	4 11%	14 26%	11 30%	17 29% k	10 26%
none	124 56%	25 49%	6 18% b	48 59% c	41 80% bcd	27 52%	20 57%	18 43%	36 65% h	23 62%	29 83%	33 61% k	18 49% k	26 45% k	18 47% k
mean:	4.0%	3.6%	5.9%	4.6%	1.7% c	3.9%	5.1%	4.6%	3.2%	3.7%	0.8%	3.5%	5.2% k	3.8% k	7.2% k
standard error:	0.62%	1.25%	1.09%	1.19%	1.13%	1.07%	1.76%	1.70%	1.09%	1.70%	0.47%	1.24%	1.63%	0.98%	2.27%
median:	0%	0%	5%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
no answer	36 16%	14 27%	4 12%	13 16%	5 10% b	8 15%	4 11%	10 24%	8 15%	5 14%	2 6%	6 11%	6 16%	15 26% kl	7 18%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 098 page 1

Guests by Age: 18 - 24

34c. Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories?

	CAMP OWNER/SPONSOR					OVERNIGHT CAMPS GROSS REVENUES					REGION				
	TOTAL	agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
AGE: 18 - 24															
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
75% - 99%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
50% - 74%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
25% - 49%	9 4%	0 0%	2 6%	5 6%	1 2%	1 2%	3 9%	3 7%	1 2%	1 3%	0 0%	3 6%	1 3%	0 0%	5 13% kn
1% - 24%	64 29%	14 27%	18 55% b	25 31% c	5 10% bcd	18 35%	11 31%	12 29%	14 25%	9 24%	6 17%	16 30%	12 32%	19 33%	11 29%
none	113 51%	23 45%	9 27%	38 47%	40 78% bcd	25 48%	17 49%	17 40%	32 58%	22 59%	27 77%	29 54% k	18 49% k	24 41% k	15 39% k
mean:	4.8%	3.4%	6.9% b	6.4% b	1.9% cd	4.4%	6.3%	6.3%	3.5%	4.5%	2.1%	4.9%	4.7%	4.1%	8.7% kn
standard error:	0.58%	0.99%	1.35%	1.12%	0.83%	1.00%	1.61%	1.56%	0.97%	1.58%	0.88%	1.11%	1.28%	0.98%	2.03%
median:	0%	0%	5%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%
no answer	36 16%	14 27%	4 12%	13 16%	5 10% b	8 15%	4 11%	10 24%	8 15%	5 14%	2 6%	6 11%	6 16%	15 26% kl	7 18%

Columns tested at 95% significance level: bcde fg hij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 099 page 1

Guests by Age: 13 - 17

34c. Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
AGE: 13 - 17															
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	3 1%	1 2%	0 0%	0 0%	1 2%	2 4%	0 0%	0 0%	1 2%	0 0%	1 3%	0 0%	0 0%	1 2%	1 3%
75% - 99%	5 2%	1 2%	0 0%	4 5%	0 0%	2 4%	1 3%	1 2%	1 2%	0 0%	0 0%	0 0%	0 0%	4 7%	1 3%
50% - 74%	41 18%	7 14%	3 9%	17 21%	12 24%	8 15%	5 14%	8 19%	13 24%	7 19%	9 26%	14 26%	4 11%	8 14%	6 16%
25% - 49%	81 36%	15 29%	13 39%	28 35%	24 47%	15 29%	11 31%	16 38%	20 36%	19 51%	22 63%	17 31%	14 38%	17 29%	11 29%
1% - 24%	54 24%	13 25%	13 39%	19 23%	7 14%	17 33%	14 40%	5 12%	12 22%	6 16%	1 3%	15 28%	13 35%	13 22%	12 32%
none	2 1%	0 0%	0 0%	0 0%	2 4%	0 0%	0 0%	2 5%	0 0%	0 0%	0 0%	2 4%	0 0%	0 0%	0 0%
mean:	35.8%	33.5%	26.9%	37.9%	38.8%	34.1%	33.1%	35.9%	38.7%	36.2%	43.9%	34.3%	28.7%	38.3%	32.9%
standard error:	1.51%	3.66%	2.85%	2.54%	2.66%	4.03%	3.78%	3.20%	2.73%	2.68%	2.43%	2.73%	2.49%	3.99%	4.17%
median:	35%	25%	25%	40%	40%	30%	25%	36%	40%	37%	40%	30%	30%	30%	30%
no answer	36 16%	14 27%	4 12%	13 16%	5 10%	8 15%	4 11%	10 24%	8 15%	5 14%	2 6%	6 11%	6 16%	15 26%	7 18%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 100 page 1

Guests by Age: 10 - 12

34c. Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
AGE: 10 - 12															
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
75% - 99%	8 4%	2 4%	1 3%	2 2%	3 6%	4 8%	1 3%	2 5%	1 2%	0 0%	0 0%	6 11%	0 0%	1 2%	1 3%
50% - 74%	33 15%	11 22%	2 6%	14 17%	6 12%	8 15%	9 26%	3 7%	7 13%	6 16%	5 14%	10 19%	7 19%	5 9%	6 16%
25% - 49%	102 46%	17 33%	18 55%	32 40%	33 65%	18 35%	13 37%	18 43%	32 58%	21 57%	25 71%	22 41%	18 49%	24 41%	13 34%
1% - 24%	36 16%	6 12%	8 24%	18 22%	2 4%	11 21%	6 17%	8 19%	6 11%	5 14%	2 6%	9 17%	5 14%	11 19%	9 24%
none	7 3%	1 2%	0 0%	2 2%	2 4%	3 6%	2 6%	1 2%	1 2%	0 0%	1 3%	1 2%	1 3%	2 3%	2 5%
mean:	35.5%	38.8%	32.3%	33.6%	40.3%	34.6%	36.5%	32.6%	37.2%	36.0%	38.1%	40.8%	34.4%	30.6%	32.1%
standard error:	1.35%	2.96%	3.02%	2.37%	2.36%	3.42%	3.61%	3.22%	2.12%	2.76%	1.98%	3.17%	2.72%	2.60%	3.79%
median:	37%	40%	33%	30%	40%	32%	40%	34%	40%	40%	40%	40%	40%	35%	30%
no answer	36 16%	14 27%	4 12%	13 16%	5 10%	8 15%	4 11%	10 24%	8 15%	5 14%	2 6%	6 11%	6 16%	15 26%	7 18%

Columns tested at 95% significance level: bcde fg hij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 101 page 1

Guests by Age: 5 - 9

34c. Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
AGE: 5 - 9															
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
75% - 99%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
50% - 74%	1 0%	1 2%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%
25% - 49%	44 20%	12 24%	7 21%	14 17%	11 22%	13 25%	4 11%	9 21%	12 22%	6 16%	4 11%	7 13%	13 35% kl	12 21%	8 21%
1% - 24%	106 48%	16 31%	20 61% b	37 46%	29 57% b	19 37%	18 51%	18 43%	29 53%	22 59% f	25 71%	31 57%	15 41% k	20 34% kl	15 39% k
none	35 16%	8 16%	2 6%	17 21%	6 12%	11 21%	9 26%	5 12%	6 11%	4 11%	4 11%	10 19%	3 8%	10 17%	8 21%
mean:	15.0%	17.8%	16.7%	12.8%	15.9%	16.2%	12.9%	14.3%	15.6%	14.9%	14.3%	12.5%	18.6%	16.5%	13.5%
standard error:	0.88%	2.28%	2.16%	1.34%	1.72%	2.11%	1.92%	2.09%	1.70%	1.96%	1.70%	1.55%	2.16%	2.18%	2.10%
median:	14%	20%	13%	10%	13%	13%	15%	10%	15%	14%	12%	10%	20%	13%	11%
no answer	36 16%	14 27%	4 12%	13 16%	5 10% b	8 15%	4 11%	10 24%	8 15%	5 14%	2 6%	6 11%	6 16%	15 26% kl	7 18%

Columns tested at 95% significance level: bcde fg hij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 102 page 1

Guests by Age: Under 5

34c. Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
AGE: UNDER 5															
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
75% - 99%	1 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 3%	0 0%	0 0%
50% - 74%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
25% - 49%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
1% - 24%	20 9%	6 12%	6 18%	5 6% c	3 6% b	2 4%	4 11%	2 5%	6 11%	6 16% f	2 6%	3 6%	4 11%	6 10%	5 13%
none	165 74%	31 61%	23 70%	63 78% b	43 84% b	41 79%	27 77%	30 71%	41 75%	26 70%	31 89%	45 83%	26 70%	37 64% kl	26 68% k
mean:	0.8%	0.5%	0.8%	0.3%	0.3%	1.9%	0.7%	0.1%	0.5%	0.7%	0.1%	0.3%	3.0%	0.4%	0.8%
standard error:	0.44%	0.29%	0.40%	0.13%	0.26%	1.79%	0.39%	0.08%	0.28%	0.35%	0.08%	0.21%	2.56%	0.18%	0.40%
median:	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
no answer	36 16%	14 27%	4 12%	13 16%	5 10% b	8 15%	4 11%	10 24%	8 15%	5 14%	2 6%	6 11%	6 16%	15 26% kl	7 18%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 103 page 1

Guests by Income Level: Mean Summary

34d. Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
INCOME LEVEL: MEAN SUMMARY															
base: those offering day camp or overnight camp programs answering (fill-in answers)															
poverty	12.2%	15.4%	16.5%	17.0%	0.9% bcd	21.5%	14.7%	7.6% f	9.4%	7.0% f	10.2%	14.2%	12.8%	6.8%	18.4%
low income	18.6%	23.0%	21.4%	23.6%	5.3% bcd	27.4%	21.9%	20.4%	13.0% f	11.2% fg	14.5%	16.2%	19.9%	21.1%	22.9%
middle income	41.0%	44.8%	48.9%	37.7%	37.2%	36.8%	47.2%	52.3% f	38.2%	33.3% h	40.4%	37.0%	40.0%	47.7%	39.9%
high income	28.2%	16.8%	13.2%	21.7%	56.6% bcd	14.3%	16.1%	19.7%	39.3% fgh	48.5% fgh	34.8%	32.6%	27.2%	24.4% kl	18.8% kl
TOTAL =	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 104 page 1

Guests by Income Level: Poverty

34d. Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
INCOME LEVEL: POVERTY															
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	4 2%	2 4%	0 0%	2 2%	0 0%	3 6%	1 3%	0 0%	0 0%	0 0%	0 0%	2 4%	0 0%	0 0%	2 5%
75% - 99%	5 2%	0 0%	2 6%	3 4%	0 0%	2 4%	1 3%	0 0%	2 4%	0 0%	2 6%	1 2%	2 5%	0 0%	0 0%
50% - 74%	8 4%	1 2%	3 9%	4 5%	0 0% c	3 6%	1 3%	2 5%	1 2%	1 3%	1 3%	3 6%	1 3%	2 3%	1 3%
25% - 49%	11 5%	3 6%	1 3%	7 9%	0 0% d	3 6%	2 6%	1 2%	3 5%	2 5%	0 0%	3 6%	3 8%	1 2%	4 11% k
1% - 24%	62 28%	20 39%	12 36%	18 22% b	7 14% bc	15 29%	8 23%	13 31%	17 31%	9 24%	13 37%	11 20%	9 24%	18 31%	11 29%
none	85 38%	9 18%	9 27%	29 36% b	38 75% bcd	13 25%	14 40%	16 38%	24 44% f	18 49% f	16 46%	27 50%	15 41%	19 33%	8 21% kl
mean:	12.2%	15.4%	16.5%	17.0%	0.9% bcd	21.5%	14.7%	7.6% f	9.4%	7.0% f	10.2%	14.2%	12.8%	6.8%	18.4%
standard error:	1.76%	4.11%	5.12%	3.47%	0.42% 0%	5.06%	5.27%	2.89%	2.79%	2.62%	3.90%	3.99%	4.18%	2.22%	5.42%
median:	1%	9%	5%	2%	0%	5%	0%	1%	0%	0%	1%	0%	1%	1%	8%
no answer	47 21%	16 31%	6 18%	18 22%	6 12% b	13 25%	8 23%	10 24%	8 15%	7 19%	3 9%	7 13%	7 19%	18 31% kl	12 32% kl

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 105 page 1

Guests by Income Level: Low Income

34d. Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
INCOME LEVEL: LOW INCOME															
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	1 0%	0 0%	0 0%	1 1%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%
75% - 99%	3 1%	0 0%	1 3%	2 2%	0 0%	1 2%	1 3%	1 2%	0 0%	0 0%	0 0%	1 2%	1 3%	1 2%	0 0%
50% - 74%	11 5%	3 6%	1 3%	5 6%	1 2%	5 10%	1 3%	3 7%	1 2%	1 3%	0 0%	4 7%	2 5%	1 2%	4 11% k
25% - 49%	39 18%	13 25%	5 15%	18 22%	1 2% bcd	12 23%	11 31%	3 7% fg	9 16%	4 11% g	8 23%	8 15%	7 19%	9 16%	7 18%
1% - 24%	93 42%	16 31%	20 61% b	30 37% c	25 49%	14 27%	10 29%	22 52% fg	30 55% fg	17 46%	22 63%	21 39% k	16 43%	23 40% k	11 29% k
none	28 13%	3 6%	0 0%	7 9%	18 35% bcd	6 12%	4 11%	3 7%	7 13%	8 22%	2 6%	13 24% k	4 11%	5 9% l	4 11%
mean:	18.6%	23.0%	21.4%	23.6%	5.3% bcd	27.4%	21.9%	20.4%	13.0% f	11.2% fg	14.5%	16.2%	19.9%	21.1%	22.9%
standard error:	1.42%	2.72%	3.29%	2.69%	1.36% bcd	3.94%	3.53%	3.49%	1.77% f	2.31% fg	1.83%	2.94%	3.95%	3.25%	3.55%
median:	15%	20%	20%	20%	2%	20%	20%	18%	10%	6%	10%	10%	15%	19%	20%
no answer	47 21%	16 31%	6 18%	18 22%	6 12% b	13 25%	8 23%	10 24%	8 15%	7 19%	3 9%	7 13%	7 19%	18 31% kl	12 32% kl

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 106 page 1

Guests by Income Level: Middle Income

34d. Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
INCOME LEVEL: MIDDLE INCOME															
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	1 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%
75% - 99%	21 9%	6 12%	5 15%	6 7%	3 6%	5 10%	4 11%	6 14%	3 5%	3 8%	3 9%	5 9%	4 11%	7 12%	2 5%
50% - 74%	55 25%	12 24%	12 36%	19 23%	11 22%	11 21%	12 34%	14 33%	14 25%	4 11%	12 34%	12 22%	7 19%	17 29%	7 18%
25% - 49%	48 22%	10 20%	4 12%	16 20%	16 31%	7 13%	5 14%	7 17%	18 33%	11 30%	7 20%	13 24%	10 27%	7 12%	11 29%
1% - 24%	36 16%	5 10%	4 12%	16 20%	10 20%	10 19%	4 11%	4 10%	8 15%	10 27%	7 20%	11 20%	8 22%	6 10%	4 11%
none	14 6%	2 4%	2 6%	6 7%	4 8%	6 12%	2 6%	0 0%	4 7%	2 5%	3 9%	5 9%	1 3%	3 5%	2 5%
mean:	41.0%	44.8%	48.9%	37.7%	37.2%	36.8%	47.2%	52.3%	38.2%	33.3%	40.4%	37.0%	40.0%	47.7%	39.9%
standard error:	1.96%	4.08%	5.72%	3.31%	3.65%	4.57%	5.06%	4.47%	3.26%	4.53%	4.56%	3.91%	4.70%	4.18%	4.76%
median:	40%	50%	60%	40%	40%	40%	50%	53%	40%	25%	44%	30%	40%	50%	40%
no answer	47 21%	16 31%	6 18%	18 22%	6 12%	13 25%	8 23%	10 24%	8 15%	7 19%	3 9%	7 13%	7 19%	18 31%	12 32%

Columns tested at 95% significance level: bcde fg hij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 107 page 1

Guests by Income Level: High Income

34d. Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
INCOME LEVEL: HIGH INCOME															
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	2 1%	0 0%	0 0%	0 0%	2 4%	0 0%	0 0%	0 0%	1 2%	1 3%	0 0%	1 2%	0 0%	1 2%	0 0%
75% - 99%	17 8%	2 4%	0 0%	1 1%	14 27% bcd	2 4%	1 3%	1 2%	7 13%	6 16% fh	6 17%	7 13%	2 5%	2 3% k	0 0% kl
50% - 74%	26 12%	0 0%	3 9% b	9 11% b	14 27% bcd	1 2%	1 3%	4 10%	11 20% fg	9 24% fg	3 9%	8 15%	7 19%	4 7%	4 11%
25% - 49%	33 15%	6 12%	3 9%	14 17%	9 18%	5 10%	5 14%	5 12%	12 22%	6 16%	7 20%	8 15%	5 14%	9 16%	4 11%
1% - 24%	64 29%	21 41%	12 36%	24 30%	4 8% bcd	17 33%	12 34%	16 38%	12 22%	7 19%	13 37%	11 20%	12 32%	17 29%	11 29%
none	33 15%	6 12%	9 27%	15 19%	2 4% cd	14 27%	8 23%	6 14%	4 7% fg	1 3% fg	3 9%	12 22%	4 11%	7 12%	7 18%
mean:	28.2%	16.8%	13.2%	21.7%	56.6% bcd	14.3%	16.1%	19.7%	39.3% fgh	48.5% fgh	34.8%	32.6%	27.2%	24.4% kl	18.8% kl
standard error:	2.11%	3.37%	3.25%	2.73%	4.16% 60%	3.21%	3.73%	3.70%	4.16% 35%	5.60% 50%	5.43%	4.55% 25%	4.94% 15%	3.90% 20%	4.15% 10%
median:	20%	10%	10%	15%	60%	10%	10%	13%	35%	50%	23%	25%	15%	20%	10%
no answer	47 21%	16 31%	6 18%	18 22%	6 12% b	13 25%	8 23%	10 24%	8 15%	7 19%	3 9%	7 13%	7 19%	18 31% kl	12 32% kl

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 108 page 1

Guests by Distances Traveled: Mean Summary

34e. Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
DISTANCE TRAVELED TO ATTEND YOUR CAMP: MEAN SUMMARY															
base: those offering day camp or overnight camp programs answering (fill-in answers)															
500 or more miles	10.8%	5.6%	6.2%	7.8%	22.8% bcd	3.8%	8.6%	6.6%	15.7% fh	20.4% fgh	11.1%	7.9%	13.4%	13.8%	8.3%
250 - 499 miles	18.5%	5.6%	15.6%	16.7% b	35.0% bcd	13.2%	20.5%	18.4%	17.7%	25.1%	21.7%	19.1%	16.1%	18.1%	16.8%
100 - 249 miles	25.9%	19.6%	27.0%	29.2% b	26.0%	26.0%	26.1%	24.9%	22.3%	31.7%	25.8%	29.5%	27.7%	23.5%	21.4%
50 - 99 miles	24.9%	38.8%	29.5%	24.7%	10.9% bcd	32.4%	23.6%	29.7%	21.1%	16.1% f	22.9%	23.7%	18.1%	25.6%	35.2%
25 - 49 miles	12.6%	15.5%	13.1%	15.0%	4.5% bcd	16.3%	16.3%	14.0%	11.1%	4.3% fghi	10.4%	13.9%	12.7%	12.7%	12.5%
less than 25 miles	7.3%	14.9%	8.5%	6.7%	0.9% bcd	8.4%	4.9%	6.5%	12.0%	2.4% i	8.1%	5.9%	12.0%	6.3%	5.7%
TOTAL =	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 109 page 1

Guests by Distances Traveled: 500 or More Miles

34e. Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
DISTANCE TRAVELED TO ATTEND YOUR CAMP: 500 OR MORE MILES															
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
75% - 99%	4 2%	1 2%	0 0%	2 2%	1 2%	0 0%	0 0%	0 0%	2 4%	2 5%	0 0%	0 0%	1 3%	2 3%	1 3%
50% - 74%	7 3%	0 0%	1 3%	1 1%	4 8% b	0 0%	2 6%	0 0%	4 7% f	1 3%	1 3%	0 0%	2 5%	3 5%	1 3%
25% - 49%	17 8%	1 2%	2 6%	2 2%	12 24% bcd	2 4%	2 6%	3 7%	5 9%	5 14%	5 14%	6 11%	1 3%	4 7%	1 3%
1% - 24%	94 42%	18 35%	9 27%	37 46%	27 53% c	17 33%	18 51%	17 40%	22 40%	20 54% f	21 60%	28 52%	18 49%	14 24% klm	13 34% k
none	66 30%	19 37%	17 52%	27 33%	1 2% bcd	26 50%	9 26% f	14 33%	13 24% f	4 11% fh	6 17%	16 30%	9 24%	21 36% k	14 37%
mean:	10.8%	5.6%	6.2%	7.8%	22.8% bcd	3.8%	8.6%	6.6%	15.7% fh	20.4% fgh	11.1%	7.9%	13.4%	13.8%	8.3%
standard error:	1.37%	2.67%	2.47%	2.13%	3.05% bcd	1.14%	2.53%	1.78%	3.69% f	4.30% fgh	2.23%	1.50%	3.90% f	3.88% klm	3.58% k
median:	2%	1%	0%	2%	20%	0%	3%	1%	5%	10%	8%	2%	5%	1%	1%
no answer	34 15%	12 24%	4 12%	12 15%	6 12%	7 13%	4 11%	8 19%	9 16%	5 14%	2 6%	4 7%	6 16%	14 24% kl	8 21%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 110 page 1

Guests by Distances Traveled: 250 - 499 Miles

34e. Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
DISTANCE TRAVELED TO ATTEND YOUR CAMP: 250 - 499 MILES															
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	3 1%	1 2%	0 0%	2 2%	0 0%	2 4%	0 0%	1 2%	0 0%	0 0%	0 0%	1 2%	0 0%	1 2%	1 3%
75% - 99%	5 2%	0 0%	1 3%	1 1%	3 6%	0 0%	1 3%	1 2%	1 2%	2 5%	0 0%	2 4%	0 0%	2 3%	1 3%
50% - 74%	20 9%	0 0%	4 12% b	3 4%	13 25% bd	3 6%	3 9%	4 10%	7 13%	3 8%	6 17%	5 9%	3 8%	4 7%	2 5%
25% - 49%	24 11%	0 0%	3 9% b	11 14% b	9 18% b	3 6%	8 23% f	4 10%	3 5% g	6 16%	6 17%	6 11%	5 14%	5 9%	2 5%
1% - 24%	79 36%	19 37%	7 21%	33 41% c	17 33%	11 21%	12 34%	15 36%	23 42% f	18 49% f	17 49%	16 30%	14 38%	18 31%	14 37%
none	57 26%	19 37%	14 42%	19 23% c	3 6% bcd	26 50%	7 20% f	9 21% f	12 22% f	3 8% f	4 11%	20 37% k	9 24%	14 24%	10 26%
mean:	18.5%	5.6%	15.6%	16.7% b	35.0% bcd	13.2%	20.5%	18.4%	17.7%	25.1%	21.7%	19.1%	16.1%	18.1%	16.8%
standard error:	1.85%	2.60%	4.55%	2.89% b	4.10% bcd	3.89%	4.09%	4.67%	3.59%	4.52%	4.07%	3.93%	3.69%	4.07%	4.78%
median:	5%	1%	2%	5%	26%	0%	10%	5%	7%	15%	10%	5%	8%	5%	5%
no answer	34 15%	12 24%	4 12%	12 15%	6 12%	7 13%	4 11%	8 19%	9 16%	5 14%	2 6%	4 7%	6 16%	14 24% kl	8 21%

Columns tested at 95% significance level: bcde fg hij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 111 page 1

Guests by Distances Traveled: 100 - 249 Miles

34e. Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
DISTANCE TRAVELED TO ATTEND YOUR CAMP: 100 - 249 MILES															
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	3 1%	0 0%	1 3%	2 2%	0 0%	0 0%	1 3%	0 0%	1 2%	1 3%	0 0%	2 4%	0 0%	0 0%	1 3%
75% - 99%	13 6%	3 6%	3 9%	5 6%	2 4%	5 10%	1 3%	2 5%	2 4%	3 8%	1 3%	4 7%	3 8%	5 9%	0 0%
50% - 74%	22 10%	2 4%	1 3%	10 12%	9 18% bc	5 10%	2 6%	4 10%	5 9%	6 16%	5 14%	7 13%	3 8%	2 3%	5 13%
25% - 49%	32 14%	2 4%	5 15%	15 19% b	8 16% b	6 12%	9 26%	7 17%	7 13%	3 8% g	8 23%	7 13%	8 22%	5 9%	4 11%
1% - 24%	89 40%	26 51%	16 48%	23 28% bc	21 41%	20 38%	14 40%	17 40%	22 40%	16 43%	17 49%	23 43%	13 35%	24 41%	12 32%
none	29 13%	6 12%	3 9%	14 17%	5 10%	9 17%	4 11%	4 10%	9 16%	3 8%	2 6%	7 13%	4 11%	8 14%	8 21%
mean:	25.9%	19.6%	27.0%	29.2%	26.0%	26.0%	26.1%	24.9%	22.3%	31.7%	25.8%	29.5%	27.7%	23.5%	21.4%
standard error:	1.96%	3.87%	5.45%	3.53%	3.64%	4.41%	4.56%	4.18%	3.58%	5.37%	3.54%	4.35%	4.67%	4.13%	4.87%
median:	19%	15%	15%	20%	20%	15%	20%	18%	16%	20%	20%	20%	20%	15%	10%
no answer	34 15%	12 24%	4 12%	12 15%	6 12%	7 13%	4 11%	8 19%	9 16%	5 14%	2 6%	4 7%	6 16%	14 24% kl	8 21%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 112 page 1

Guests by Distances Traveled: 50 - 99 Miles

34e. Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
DISTANCE TRAVELED TO ATTEND YOUR CAMP: 50 - 99 MILES															
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	4 2%	2 4%	0 0%	2 2%	0 0%	4 8%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	3 8%
75% - 99%	13 6%	7 14%	2 6%	4 5%	0 0% b	4 8%	2 6%	3 7%	3 5%	1 3%	2 6%	4 7%	2 5%	4 7%	1 3%
50% - 74%	26 12%	6 12%	7 21%	8 10%	4 8%	5 10%	4 11%	8 19%	6 11%	3 8%	4 11%	4 7%	2 5%	8 14%	8 21% m
25% - 49%	28 13%	9 18%	4 12%	12 15%	3 6%	5 10%	7 20%	3 7%	8 15%	5 14%	7 20%	8 15%	4 11%	6 10%	3 8%
1% - 24%	76 34%	13 25%	12 36%	27 33%	19 37%	20 38%	12 34%	14 33%	18 33%	12 32%	14 40%	23 43%	17 46%	11 19% klm	11 29%
none	41 18%	2 4%	4 12%	16 20% b	19 37% bcd	7 13%	6 17%	6 14%	11 20%	11 30%	6 17%	10 19%	6 16%	15 26%	4 11%
mean:	24.9%	38.8%	29.5%	24.7%	10.9% bcd	32.4%	23.6%	29.7%	21.1%	16.1%	22.9%	23.7%	18.1%	25.6%	35.2%
standard error: median:	2.04% 10%	5.17% 30%	5.25% 20%	3.23% 15%	2.81% 1%	5.06% 20%	4.32% 10%	5.05% 20%	3.64% 10%	3.89% 5%	4.15% 15%	3.91% 10%	3.93% 10%	4.53% 13%	6.05% 25%
no answer	34 15%	12 24%	4 12%	12 15%	6 12%	7 13%	4 11%	8 19%	9 16%	5 14%	2 6%	4 7%	6 16%	14 24% kl	8 21%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 113 page 1

Guests by Distances Traveled: 25 - 49 Miles

34e. Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
DISTANCE TRAVELED TO ATTEND YOUR CAMP: 25 - 49 MILES															
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
75% - 99%	2 1%	0 0%	0 0%	1 1%	1 2%	1 2%	1 3%	0 0%	0 0%	0 0%	0 0%	2 4%	0 0%	0 0%	0 0%
50% - 74%	17 8%	3 6%	3 9%	10 12%	0 0% cd	6 12%	4 11%	3 7%	4 7%	0 0% fg	1 3%	4 7%	3 8%	4 7%	5 13%
25% - 49%	18 8%	10 20%	2 6%	4 5% b	1 2% b	4 8%	4 11%	4 10%	5 9%	1 3%	3 9%	6 11%	3 8%	5 9%	1 3%
1% - 24%	82 37%	15 29%	16 48%	30 37%	17 33%	16 31%	11 31%	20 48%	21 38%	14 38%	22 63%	16 30% k	13 35% k	21 36% k	10 26% k
none	69 31%	11 22%	8 24%	24 30%	26 51% bcd	18 35%	11 31%	7 17%	16 29%	17 46% h	7 20%	22 41% k	12 32%	14 24%	14 37%
mean:	12.6%	15.5%	13.1%	15.0%	4.5% bcd	16.3%	16.3%	14.0%	11.1%	4.3% fghi	10.4%	13.9%	12.7%	12.7%	12.5%
standard error:	1.37%	2.85%	3.43%	2.50%	1.87% 0%	3.38%	3.90%	3.19%	2.48%	1.17% 0%	2.49%	3.09%	3.55%	2.66%	3.46%
median:	5%	10%	5%	5%	0%	5%	5%	6%	4%	0%	5%	4%	2%	5%	2%
no answer	34 15%	12 24%	4 12%	12 15%	6 12%	7 13%	4 11%	8 19%	9 16%	5 14%	2 6%	4 7%	6 16%	14 24% kl	8 21%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 114 page 1

Guests by Distances Traveled: Less Than 25 Miles

34e. Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
DISTANCE TRAVELED TO ATTEND YOUR CAMP: LESS THAN 25 MILES															
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
75% - 99%	6 3%	4 8%	1 3%	1 1%	0 0% b	2 4%	0 0%	0 0%	4 7%	0 0%	2 6%	0 0%	3 8% i	1 2%	0 0%
50% - 74%	4 2%	2 4%	0 0%	2 2%	0 0%	1 2%	1 3%	1 2%	1 2%	0 0%	0 0%	2 4%	0 0%	1 2%	1 3%
25% - 49%	7 3%	2 4%	2 6%	2 2%	0 0%	1 2%	1 3%	2 5%	2 4%	1 3%	1 3%	2 4%	2 5%	1 2%	1 3%
1% - 24%	65 29%	10 20%	14 42% b	24 30%	13 25%	17 33%	10 29%	15 36%	14 25%	9 24%	12 34%	15 28%	8 22%	18 31%	12 32%
none	106 48%	21 41%	12 36%	40 49%	32 63% bc	24 46%	19 54%	16 38%	25 45%	22 59%	18 51%	31 57%	18 49%	23 40%	16 42%
mean:	7.3%	14.9%	8.5%	6.7%	0.9% bcd	8.4%	4.9%	6.5%	12.0%	2.4%	8.1%	5.9%	12.0%	6.3%	5.7%
standard error:	1.28%	4.41%	3.32%	1.78%	0.37% i	2.86%	1.98%	2.31%	3.74%	0.92%	3.41%	1.67%	4.59%	2.52%	2.62%
median:	0%	0%	1%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%
no answer	34 15%	12 24%	4 12%	12 15%	6 12%	7 13%	4 11%	8 19%	9 16%	5 14%	2 6%	4 7%	6 16%	14 24% kl	8 21%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 115 page 1

Percentage of Youth Guests Administered Drugs: Mean Summary

35. Approximately what percentage of your camp's youth campers in 2013 (both day and overnight) were/will be administered each of the following types of drugs by your camp's medical team?

	-----OVERNIGHT CAMPS-----														
	TOTAL	-----CAMP OWNER/SPONSOR-----				-----GROSS REVENUES-----					-----REGION-----				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
MEAN SUMMARY															
base: those offering day camp or overnight camp programs answering (fill-in answers)															
% being administered <u>prescription drugs</u>	36.9%	34.4%	32.0%	44.1% b	27.5% d	39.9%	30.1%	38.1%	36.1%	39.7%	25.9%	35.8%	45.6% k	41.0% k	35.2%
% being administered <u>over-the-counter drugs</u>	34.1%	30.1%	27.4%	39.3%	33.0%	35.7%	30.3%	32.1%	30.5%	44.0%	29.7%	34.8%	37.6%	32.9%	35.9%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 116 page 1

Percentage of Youth Guests Administered Drugs: Prescription

35. Approximately what percentage of your camp's youth campers in 2013 (both day and overnight) were/will be administered each of the following types of drugs by your camp's medical team?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES				REGION					
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
% BEING ADMINISTERED PRESCRIPTION DRUGS															
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	4 2%	1 2%	1 3%	2 2%	0 0%	1 2%	0 0%	1 2%	2 4%	0 0%	0 0%	1 2%	3 8%	0 0%	0 0%
75% - 99%	26 12%	4 8%	1 3%	15 19%	3 6%	7 13%	2 6%	6 14%	5 9%	6 16%	1 3%	6 11%	4 11%	9 16%	6 16%
50% - 74%	24 11%	6 12%	3 9%	11 14%	3 6%	7 13%	6 17%	4 10%	4 7%	3 8%	3 9%	7 13%	4 11%	7 12%	3 8%
25% - 49%	64 29%	16 31%	14 42%	17 21%	17 33%	14 27%	8 23%	10 24%	18 33%	14 38%	10 29%	12 22%	13 35%	18 31%	11 29%
1% - 24%	71 32%	13 25%	11 33%	25 31%	21 41%	13 25%	16 46%	16 38%	18 33%	8 22%	18 51%	23 43%	7 19%	12 21%	11 29%
none	4 2%	2 4%	1 3%	1 1%	0 0%	2 4%	1 3%	0 0%	0 0%	1 3%	0 0%	1 2%	0 0%	1 2%	2 5%
mean:	36.9%	34.4%	32.0%	44.1%	27.5%	39.9%	30.1%	38.1%	36.1%	39.7%	25.9%	35.8%	45.6%	41.0%	35.2%
standard error:	1.98%	3.86%	4.15%	3.71%	3.03%	4.43%	4.10%	5.01%	3.78%	4.83%	3.19%	4.04%	5.29%	4.05%	4.96%
median:	30%	30%	27%	32%	25%	30%	20%	30%	30%	30%	20%	25%	33%	32%	26%
no answer	29 13%	9 18%	2 6%	10 12%	7 14%	8 15%	2 6%	5 12%	8 15%	5 14%	3 9%	4 7%	6 16%	11 19%	5 13%

Columns tested at 95% significance level: bcde fg hij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 117 page 1

Percentage of Youth Guests Administered Drugs: Over-the-Counter

35. Approximately what percentage of your camp's youth campers in 2013 (both day and overnight) were/will be administered each of the following types of drugs by your camp's medical team?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
% BEING ADMINISTERED OVER-THE-COUNTER DRUGS															
base: those offering day camp or overnight camp programs (fill-in answers)	222 100%	51 100%	33 100%	81 100%	51 100%	52 100%	35 100%	42 100%	55 100%	37 100%	35 100%	54 100%	37 100%	58 100%	38 100%
100%	4 2%	1 2%	0 0%	3 4%	0 0%	1 2%	1 3%	0 0%	1 2%	1 3%	0 0%	1 2%	1 3%	0 0%	2 5%
75% - 99%	24 11%	3 6%	2 6%	12 15%	5 10%	7 13%	2 6%	6 14%	3 5%	6 16%	2 6%	7 13%	6 16%	5 9%	4 11%
50% - 74%	21 9%	6 12%	2 6%	7 9%	6 12%	4 8%	4 11%	3 7%	6 11%	4 11%	4 11%	5 9%	2 5%	7 12%	3 8%
25% - 49%	49 22%	10 20%	12 36%	14 17% c	13 25%	9 17%	9 26%	9 21%	13 24%	9 24%	8 23%	11 20%	6 16%	14 24%	10 26%
1% - 24%	80 36%	18 35%	12 36%	29 36%	18 35%	19 37%	15 43%	18 43%	20 36%	8 22% h	15 43%	21 39%	13 35%	19 33%	12 32%
none	4 2%	2 4%	1 3%	1 1%	0 0%	2 4%	1 3%	0 0%	0 0%	1 3%	0 0%	1 2%	0 0%	1 2%	2 5%
mean:	34.1%	30.1%	27.4%	39.3%	33.0%	35.7%	30.3%	32.1%	30.5%	44.0%	29.7%	34.8%	37.6%	32.9%	35.9%
standard error:	2.06%	4.02%	3.79%	3.93%	3.84%	4.83%	4.46%	4.71%	3.62%	5.52%	4.15%	4.20%	5.98%	3.88%	5.38%
median:	25%	23%	25%	30%	28%	23%	23%	23%	30%	35%	20%	25%	25%	30%	30%
no answer	40 18%	11 22%	4 12%	15 19%	9 18%	10 19%	3 9%	6 14%	12 22%	8 22%	6 17%	8 15%	9 24%	12 21%	5 13%

Columns tested at 95% significance level: bcde fg hij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 118 page 1

Disability Related Programs/Services Offered

36. For which disabilities does your camp offer specialized programs or services?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps (multiple answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
food allergies/dietary issues	57 25%	10 19%	7 20%	21 25%	17 33%	11 21%	10 28%	11 26%	9 16%	15 39% i	8 23%	17 30%	9 24%	14 23%	9 23%
ADD/ADHD	56 25%	12 23%	3 9%	25 30% c	13 25%	11 21%	6 17%	13 31%	12 22%	12 32%	5 14%	15 27%	13 34% k	17 28%	6 15%
autism	41 18%	11 21%	4 11%	19 23%	4 8% d	6 11%	5 14%	13 31% f	8 15%	9 24%	1 3%	8 14%	11 29% k	14 23% k	7 18% k
diabetes	38 17%	9 17%	4 11%	17 20%	8 15%	7 13%	5 14%	6 14%	9 16%	9 24%	3 9%	13 23%	8 21%	8 13%	6 15%
epilepsy	36 16%	8 15%	2 6%	19 23% c	4 8% d	8 15%	2 6%	10 24% g	7 13%	8 21%	1 3%	10 18% k	10 26% k	8 13%	7 18% k
asthma/respiratory ailment	35 15%	7 13%	2 6%	18 22% c	5 10%	8 15%	5 14%	9 21%	6 11%	6 16%	1 3%	11 20% k	7 18% k	14 23% k	2 5% ln
Down Syndrome	31 14%	7 13%	5 14%	14 17%	2 4% d	6 11%	3 8%	10 24%	7 13%	5 13%	2 6%	7 13%	7 18%	7 12%	8 21%
mobility limitation	30 13%	7 13%	5 14%	15 18%	0 0% bcd	7 13%	4 11%	8 19%	5 9%	6 16%	2 6%	6 11%	10 26% kl	7 12%	5 13%
mental retardation	27 12%	5 10%	3 9%	15 18%	1 2% d	4 8%	4 11%	11 26% f	4 7% h	4 11%	1 3%	4 7%	8 21% kl	8 13%	6 15%
spina bifida	26 11%	6 12%	4 11%	14 17%	0 0% bcd	5 9%	3 8%	6 14%	5 9%	7 18%	1 3%	6 11%	8 21% k	6 10%	5 13%
brain injury	25 11%	5 10%	2 6%	15 18%	0 0% bd	5 9%	2 6%	8 19%	4 7%	6 16%	1 3%	5 9%	8 21% k	6 10%	5 13%
cerebral palsy	25 11%	5 10%	3 9%	13 16%	1 2% d	5 9%	2 6%	9 21% g	4 7% h	5 13%	1 3%	6 11%	8 21% k	5 8%	5 13%
visual impairment/blind	25 11%	4 8%	2 6%	15 18%	1 2% d	5 9%	2 6%	9 21% g	4 7% h	5 13%	1 3%	6 11%	7 18% k	6 10%	5 13%
hearing impairment/deafness	23 10%	6 12%	1 3%	13 16% c	0 0% bd	6 11%	2 6%	9 21% g	3 5% h	3 8%	1 3%	4 7%	7 18% k	6 10%	5 13%

Columns tested at 95% significance level: bcde fg hij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 118 page 2

Disability Related Programs/Services Offered

36. For which disabilities does your camp offer specialized programs or services?

	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps (multiple answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
speech/communication impairment	22 10%	6 12%	3 9%	10 12%	0 0% bcd	6 11%	3 8%	7 17%	3 5%	3 8%	2 6%	4 7%	5 13%	6 10%	5 13%
cancer/oncology	19 8%	1 2%	3 9%	14 17% b	0 0% cd	7 13%	1 3%	1 2%	5 9%	5 13%	0 0%	4 7%	8 21% kl	3 5% m	4 10%
heart defect	18 8%	4 8%	1 3%	12 14%	0 0% bd	4 8%	2 6%	4 10%	3 5%	5 13%	1 3%	5 9%	5 13%	4 7%	3 8%
multiple sclerosis	17 7%	4 8%	2 6%	9 11%	0 0% bd	3 6%	2 6%	6 14%	3 5%	3 8%	0 0%	4 7%	4 11% k	5 8%	4 10%
blood disorder/hemophilia	16 7%	2 4%	3 9%	10 12%	0 0% cd	6 11%	0 0% f	2 5%	3 5%	5 13% g	0 0%	5 9%	5 13% k	4 7%	2 5%
HIV/AIDS	13 6%	3 6%	1 3%	9 11%	0 0% d	1 2%	1 3%	2 5%	4 7%	5 13% f	0 0%	2 4%	6 16% kl	3 5%	2 5%
cystic fibrosis	10 4%	2 4%	1 3%	6 7%	0 0% d	3 6%	0 0%	3 7%	2 4%	2 5%	0 0%	3 5%	2 5%	3 5%	2 5%
burns	9 4%	2 4%	1 3%	5 6%	0 0%	1 2%	0 0%	1 2%	3 5%	4 11% g	0 0%	1 2%	4 11% k	3 5%	1 3%
substance abuse	5 2%	0 0%	1 3%	3 4%	0 0%	0 0%	0 0%	1 2%	2 4%	2 5%	0 0%	2 4%	0 0%	2 3%	1 3%
other disability	11 5%	3 6%	0 0%	6 7%	2 4%	1 2%	1 3%	5 12% f	2 4%	2 5%	1 3%	0 0%	5 13% l	4 7% l	1 3%
indicated at least one	103 45%	21 40%	15 43%	42 51%	21 40%	22 42%	16 44%	22 52%	21 38%	20 53%	11 31%	27 48%	24 63% k	26 43%	15 38% m
do not offer specialized programs or services for any specific disabilities	108 47%	27 52%	15 43%	36 43%	28 54%	25 47%	18 50%	19 45%	29 53%	17 45%	23 66%	27 48%	14 37% k	23 38% k	21 54%
no answer	17 7%	4 8%	5 14%	5 6%	3 6%	6 11%	2 6%	1 2%	5 9%	1 3%	1 3%	2 4%	0 0%	11 18% klm	3 8%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 119 page 1

Percentage of Guests with Disabilities

37. Approximately what percentage of all your camp's total guests in 2013 (youths and adults, camp and non-camp programs) would you classify as having physical, emotional, or cognitive disabilities?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS - GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps (fill-in answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
50% - 100%	32 14%	3 6%	1 3%	22 27% bc	4 8% d	6 11%	4 11%	10 24%	5 9% h	7 18%	2 6%	10 18%	8 21%	7 12%	5 13%
30% - 49%	7 3%	4 8%	0 0%	2 2%	0 0% b	4 8%	0 0%	1 2%	2 4%	0 0%	0 0%	1 2%	3 8%	0 0% m	3 8% n
20% - 29%	17 7%	5 10%	3 9%	4 5%	5 10%	3 6%	3 8%	3 7%	5 9%	3 8%	1 3%	8 14%	2 5%	5 8%	1 3%
10% - 19%	40 18%	9 17%	14 40% b	12 14% c	5 10% c	11 21%	12 33%	5 12% g	7 13% g	4 11% g	7 20%	8 14%	6 16%	12 20%	7 18%
6% - 9%	3 1%	1 2%	2 6%	0 0% c	0 0%	0 0%	1 3%	0 0%	1 2%	0 0%	0 0%	1 2%	0 0%	2 3%	0 0%
5%	46 20%	9 17%	5 14%	19 23%	12 23%	8 15%	7 19%	6 14%	15 27%	9 24%	10 29%	14 25%	5 13%	10 17%	7 18%
3% - 4%	10 4%	1 2%	3 9%	3 4%	2 4%	4 8%	0 0%	2 5%	3 5%	1 3%	3 9%	0 0% k	2 5%	4 7% l	1 3%
2%	9 4%	2 4%	1 3%	2 2%	4 8%	0 0%	2 6%	1 2%	3 5%	3 8% f	1 3%	4 7%	1 3%	2 3%	1 3%
1%	24 11%	6 12%	4 11%	7 8%	7 13%	6 11%	3 8%	5 12%	6 11%	4 11%	4 11%	3 5%	7 18% i	5 8%	5 13%
none	21 9%	4 8%	0 0%	5 6%	11 21% cd	6 11%	3 8%	5 12%	3 5%	4 11%	6 17%	5 9%	1 3% k	7 12%	2 5%
mean:	20.5%	15.5%	10.1%	31.5% bc	12.6% d	19.5%	17.5%	29.2%	16.9%	21.5%	10.3%	24.5% k	26.1% k	17.8%	22.9%
standard error:	2.17%	3.48%	1.61%	4.48%	3.73%	4.31%	4.80%	6.34%	3.92%	5.60%	3.70%	4.77%	5.69%	3.96%	5.97%
median:	5%	6%	10%	10%	5%	8%	10%	8%	5%	5%	5%	8%	10%	5%	8%
no answer	19 8%	8 15%	2 6%	7 8%	2 4% b	5 9%	1 3%	4 10%	5 9%	3 8%	1 3%	2 4%	3 8%	6 10%	7 18% kl

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 120 page 1

Number of Employees: Mean Summary

38/39. In 2013, approximately how many individuals did/will your camp employ on a full-time, year round or seasonal basis in each of these categories?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
MEAN SUMMARY															
base: ACA members answering (fill-in answers)															
seasonal paid staff	77.9	88.8	47.1	66.8	108.3 _{cd}	28.1	31.9	58.7 _{fg}	93.8 _{fgh}	189.9 _{fghi}	84.0	76.7	83.2	75.7	72.6
seasonal volunteers	52.5	39.1	19.5	110.8 _c	1.4 _{cd}	41.1	16.6	40.1	31.9	153.8	9.9	24.8	163.4	46.0	34.3
full time, year round paid staff	6.6	5.7	5.0	8.2	5.7	3.2	2.7	3.8 _g	8.1 _{fgh}	16.5 _{fghi}	6.7	4.1	8.7 _l	6.8	7.9
full time, year round volunteers	3.8	8.2	0.3	5.1 _c	0.1 _d	4.9	11.1	1.4	1.3	2.2	1.1	5.7	0.9	4.7	5.2
TOTAL FULL TIME	10.5	13.9	5.3	13.3 _c	5.8 _d	8.1	13.7	5.2	9.4 _h	18.7 _{fhi}	7.9	9.8	9.6	11.5	13.1
TOTAL SEASONAL	130.5	127.9	66.6	177.6 _c	109.7 _c	69.2	48.5	98.8 _g	125.8 _{fg}	343.7 _{fghi}	93.9	101.5	246.6	121.7	106.8

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 121 page 1

Number of Employees: Full Time Staff: Year Round Paid Staff

38. In 2013, approximately how many individuals did/will your camp employ on a full-time, year round basis in each of these categories?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
FULL TIME, YEAR ROUND PAID STAFF															
base: ACA member camps (fill-in answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
20 or more	16 7%	1 2%	1 3%	11 13% b	2 4%	2 4%	0 0%	0 0%	4 7%	10 26% fghi	4 11%	0 0% k	6 16% l	3 5%	3 8% l
10 - 19	19 8%	5 10%	4 11%	6 7%	4 8%	0 0%	1 3%	2 5%	8 15% f	7 18% fg	1 3%	8 14%	5 13%	3 5%	2 5%
5 - 9	60 26%	10 19%	9 26%	22 27%	17 33%	5 9%	3 8%	9 21%	26 47% fgh	17 45% fgh	7 20%	11 20%	16 42% kl	15 25%	11 28%
4	22 10%	6 12%	2 6%	10 12%	3 6%	2 4%	6 17% f	6 14%	6 11%	2 5%	5 14%	4 7%	2 5%	6 10%	5 13%
3	34 15%	9 17%	5 14%	7 8%	12 23% d	7 13%	4 11%	14 33% fg	9 16%	0 0% fghi	6 17%	7 13%	4 11%	12 20%	5 13%
2	19 8%	4 8%	5 14%	7 8%	3 6%	6 11%	6 17%	6 14%	0 0% fgh	0 0% fgh	4 11%	6 11%	2 5%	6 10%	1 3%
1	38 17%	11 21%	6 17%	12 14%	8 15%	18 34%	14 39% fg	3 7% fg	2 4% fg	1 3% fg	4 11%	13 23%	3 8%	10 17%	8 21%
none	16 7%	3 6%	3 9%	7 8%	3 6%	13 25%	1 3% f	2 5% f	0 0% f	0 0% f	4 11%	6 11%	0 0% kl	3 5%	3 8%
mean:	6.6	5.7	5.0	8.2	5.7	3.2	2.7	3.8	8.1	16.5	6.7	4.1	8.7	6.8	7.9
standard error:	0.73	1.63	0.85	1.45	1.14	1.03	0.41	0.39	1.10	3.32	1.83	0.52	1.19	1.79	2.53
median:	4	3	3	4	4	1	2	3	7	8	3	3	7	3	4
no answer	4 2%	3 6%	0 0%	1 1%	0 0%	0 0%	1 3%	0 0%	0 0%	1 3%	0 0%	1 2%	0 0%	2 3%	1 3%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 122 page 1

Number of Employees: Full Time Staff: Year Round Volunteers

38. In 2013, approximately how many individuals did/will your camp employ on a full-time, year round basis in each of these categories?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
FULL TIME, YEAR ROUND VOLUNTEERS															
base: ACA member camps (fill-in answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
10 or more	16 7%	4 8%	0 0%	11 13% c	0 0% bd	5 9%	3 8%	2 5%	2 4%	4 11%	2 6%	5 9%	1 3%	5 8%	3 8%
1 - 9	18 8%	3 6%	4 11%	9 11%	1 2%	4 8%	3 8%	4 10%	5 9%	2 5%	1 3%	3 5%	4 11%	7 12%	3 8%
none	190 83%	42 81%	31 89%	62 75%	51 98% bd	44 83%	29 81%	36 86%	48 87%	31 82%	32 91%	47 84%	33 87%	46 77%	32 82%
mean:	3.8	8.2	0.3	5.1 c	0.1 d	4.9	11.1	1.4	1.3	2.2	1.1	5.7	0.9	4.7	5.2
standard error:	1.4	5.3	0.2	2.0 c	0.1 d	3.0	7.3	0.7	0.9	1.1	0.8	3.2	0.6	3.5	4.0
median:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
no answer	4 2%	3 6%	0 0%	1 1%	0 0%	0 0%	1 3%	0 0%	0 0%	1 3%	0 0%	1 2%	0 0%	2 3%	1 3%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 123 page 1

Number of Employees: Seasonal Staff: Paid Staff

39. In 2013, approximately how many individuals did/will your camp employ on a seasonal basis in each of these categories?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
SEASONAL PAID STAFF															
base: ACA member camps (fill-in answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
200 or more	12 5%	2 4%	0 0%	4 5%	6 12% c	0 0%	0 0%	1 2%	2 4%	8 21% fghi	2 6%	5 9%	2 5%	2 3%	1 3%
150 - 199	13 6%	2 4%	0 0%	3 4%	8 15% bcd	0 0%	0 0%	0 0%	5 9% fh	8 21% fgh	2 6%	3 5%	5 13%	2 3%	1 3%
100 - 149	28 12%	7 13%	4 11%	8 10%	8 15%	1 2%	0 0%	3 7%	14 25% fgh	10 26% fgh	7 20%	5 9%	3 8%	7 12%	6 15%
60 - 99	59 26%	14 27%	7 20%	20 24%	16 31%	7 13%	3 8%	15 36% fg	27 49% fg	7 18% i	11 31%	12 21%	14 37%	16 27%	6 15% m
40 - 59	28 12%	8 15%	6 17%	7 8%	7 13%	4 8%	9 25% f	12 29% f	2 4% gh	1 3% gh	5 14%	11 20%	2 5% l	8 13%	2 5% l
25 - 39	33 14%	8 15%	12 34% b	9 11% c	3 6% c	16 30%	8 22%	5 12% f	1 2% fgh	2 5% fg	3 9%	9 16%	4 11%	9 15%	8 21%
10 - 24	34 15%	5 10%	6 17%	20 24% b	3 6% d	12 23%	16 44% f	3 7% fg	3 5% fg	0 0% fg	5 14%	7 13%	4 11%	9 15%	9 23%
1 - 9	11 5%	3 6%	0 0%	5 6%	1 2%	8 15%	0 0% f	2 5%	1 2% f	0 0% f	0 0%	1 2%	3 8%	4 7%	3 8%
none	5 2%	0 0%	0 0%	5 6%	0 0%	5 9%	0 0% f	0 0% f	0 0% f	0 0%	0 0%	2 4%	0 0%	0 0%	3 8% n
mean:	77.9	88.8	47.1	66.8	108.3 cd	28.1	31.9	58.7 fg	93.8 fgh	189.9 fghi	84.0	76.7	83.2	75.7	72.6
standard error:	7.40	21.90	4.94	12.92	11.63	3.61	2.69	5.48	6.83	37.06	9.38	9.99	13.24	17.50	27.18
median:	60	60	38	42	85	25	29	55	90	133	75	50	65	50	30
no answer	5 2%	3 6%	0 0%	2 2%	0 0%	0 0%	0 0%	1 2%	0 0%	2 5%	0 0%	1 2%	1 3%	3 5%	0 0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 124 page 1

Number of Employees: Seasonal Staff: Volunteers

39. In 2013, approximately how many individuals did/will your camp employ on a seasonal basis in each of these categories?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
SEASONAL VOLUNTEERS															
base: ACA member camps (fill-in answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
80 or more	21 9%	4 8%	2 6%	15 18%	0 0% bd	5 9%	2 6%	6 14%	4 7%	4 11%	1 3%	3 5%	6 16%	6 10%	5 13%
60 - 79	3 1%	0 0%	1 3%	2 2%	0 0%	1 2%	0 0%	1 2%	0 0%	1 3%	0 0%	1 2%	1 3%	1 2%	0 0%
40 - 59	11 5%	5 10%	3 9%	1 1% bc	1 2%	4 8%	3 8%	1 2%	1 2%	2 5%	2 6%	2 4%	4 11%	2 3%	1 3%
20 - 39	22 10%	9 17%	6 17%	7 8%	0 0% bcd	6 11%	6 17%	4 10%	3 5%	3 8%	3 9%	4 7%	3 8%	7 12%	5 13%
10 - 19	26 11%	5 10%	4 11%	15 18%	1 2% d	5 9%	8 22%	5 12%	5 9%	3 8%	3 9%	2 4%	6 16% l	10 17% n	5 13%
5 - 9	20 9%	9 17%	3 9%	6 7%	0 0% bcd	6 11%	2 6%	4 10%	6 11%	2 5%	5 14%	6 11%	1 3%	4 7%	4 10%
1 - 4	20 9%	3 6%	3 9%	8 10%	5 10%	7 13%	3 8%	4 10%	6 11%	0 0% fi	5 14%	5 9%	2 5%	4 7%	4 10%
none	100 44%	14 27%	13 37%	27 33%	45 87% bcd	19 36%	12 33%	16 38%	30 55% g	21 55%	16 46%	32 57%	14 37%	23 38% i	15 38%
mean:	52.5	39.1	19.5	110.8 c	1.4 cd	41.1	16.6	40.1	31.9	153.8	9.9	24.8	163.4	46.0	34.3
standard error:	15.3	20.4	5.4	39.4	0.9	17.6	4.1	15.1	19.1	83.2	3.2	14.7	80.8	20.0	14.4
median:	3	5	6	8	0	5	10	5	0	0	2	0	10	6	5
no answer	5 2%	3 6%	0 0%	2 2%	0 0%	0 0%	0 0%	1 2%	0 0%	2 5%	0 0%	1 2%	1 3%	3 5%	0 0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 125 page 1

Number of Employees: Full Time Staff: Total

38. In 2013, approximately how many individuals did/will your camp employ on a full-time, year round basis in each of these categories?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
TOTAL FULL TIME															
base: ACA member camps (fill-in answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
20 or more	28 12%	4 8%	1 3%	19 23% bc	2 4% d	6 11%	2 6%	2 5%	5 9%	13 34% fghi	6 17%	5 9%	7 18%	5 8%	5 13%
10 - 19	23 10%	6 12%	5 14%	8 10%	4 8%	2 4%	2 6%	3 7%	8 15%	7 18% f	1 3%	7 13%	4 11%	8 13%	3 8%
5 - 9	56 25%	9 17%	8 23%	20 24%	17 33%	4 8%	5 14%	8 19%	25 45% fgh	14 37% fg	5 14%	11 20%	16 42% kl	13 22% m	11 28%
4	17 7%	5 10%	2 6%	7 8%	3 6%	1 2%	4 11%	4 10%	6 11%	2 5%	5 14%	3 5%	2 5%	3 5%	4 10%
3	35 15%	9 17%	5 14%	8 10%	12 23% d	8 15%	4 11%	14 33% fg	9 16%	0 0% fghi	6 17%	7 13%	4 11%	13 22%	5 13%
2	18 8%	4 8%	5 14%	6 7%	3 6%	6 11%	5 14%	6 14%	0 0% fgh	0 0% fgh	4 11%	6 11%	2 5%	5 8%	1 3%
1	35 15%	9 17%	6 17%	11 13%	8 15%	17 32%	12 33% fg	3 7% fg	2 4% fg	1 3% fg	4 11%	12 21%	3 8%	9 15%	7 18%
none	12 5%	3 6%	3 9%	3 4%	3 6%	9 17%	1 3% f	2 5%	0 0% f	0 0% f	4 11%	4 7%	0 0% k	2 3%	2 5%
mean:	10.5	13.9	5.3	13.3 c	5.8 d	8.1	13.7	5.2	9.4 h	18.7 fhi	7.9	9.8	9.6	11.5	13.1
standard error:	1.5	5.5	0.9	2.4 c	1.2 d	3.1	7.4	1.0	1.5 h	3.4 fhi	2.0	3.3	1.4	3.9	4.5
median:	4	3	3	6	4	2	2	3	7	10	3	3	7	4	5
no answer	4 2%	3 6%	0 0%	1 1%	0 0%	0 0%	1 3%	0 0%	0 0%	1 3%	0 0%	1 2%	0 0%	2 3%	1 3%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 126 page 1

Number of Employees: Seasonal Staff: Total

39. In 2013, approximately how many individuals did/will your camp employ on a seasonal basis in each of these categories?

	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
TOTAL SEASONAL															
base: ACA member camps (fill-in answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
200 or more	25 11%	5 10%	0 0%	14 17% c	6 12% c	2 4%	0 0%	4 10%	6 11% g	12 32% fghi	3 9%	6 11%	8 21%	5 8%	3 8%
150 - 199	17 7%	4 8%	1 3%	4 5%	8 15% d	1 2%	0 0%	2 5%	5 9%	9 24% fgh	3 9%	4 7%	4 11%	4 7%	2 5%
100 - 149	39 17%	7 13%	7 20%	14 17%	9 17%	3 6%	4 11%	5 12%	16 29% fgh	11 29% f	8 23%	8 14%	6 16%	10 17%	7 18%
75 - 99	32 14%	12 23%	3 9%	9 11%	8 15%	4 8%	2 6%	8 19%	15 27% fg	3 8% i	5 14%	7 13%	6 16%	8 13%	6 15%
60 - 74	27 12%	6 12%	4 11%	8 10%	8 15%	8 15%	2 6%	8 19%	9 16%	0 0% fhi	4 11%	7 13%	5 13%	9 15%	2 5%
40 - 59	30 13%	4 8%	11 31% b	8 10% c	6 12% c	6 11%	13 36% f	10 24%	1 2% fgh	0 0% fgh	6 17%	10 18%	2 5%	8 13%	4 10%
25 - 39	30 13%	8 15%	8 23%	11 13%	3 6% c	16 30%	8 22%	3 7% f	1 2% fg	1 3% fg	3 9%	8 14%	4 11%	9 15%	6 15%
10 - 24	17 7%	1 2%	1 3%	11 13% b	3 6%	7 13%	7 19%	1 2% g	2 4% g	0 0% fg	3 9%	4 7%	2 5%	2 3%	6 15% n
1 - 9	5 2%	2 4%	0 0%	1 1%	1 2%	5 9%	0 0%	0 0% f	0 0% f	0 0%	0 0%	1 2%	0 0%	2 3%	2 5%
none	1 0%	0 0%	0 0%	1 1%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 3%
mean:	130.5	127.9	66.6	177.6 c	109.7 c	69.2	48.5	98.8 g	125.8 fg	343.7 fghi	93.9	101.5	246.6	121.7	106.8
standard error:	16.7	28.9	6.7	41.3 c	11.5 c	18.2	4.8	15.6 g	18.7 fg	85.7 fghi	10.1	16.9	80.7	26.4	29.7
median:	75	80	56	75	88	35	40	70	95	155	80	65	90	70	60
no answer	5 2%	3 6%	0 0%	2 2%	0 0%	0 0%	0 0%	1 2%	0 0%	2 5%	0 0%	1 2%	1 3%	3 5%	0 0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 127 page 1

Employee Return Rate: Mean Summary

40. In 2013, approximately what was the return rate for each of the following types of employees?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
MEAN SUMMARY															
base: ACA members answering (fill-in answers)															
paid staff return rate	60.4%	58.6%	63.1%	61.2%	58.1%	61.5%	57.8%	58.6%	61.4%	61.6%	67.2%	58.2% k	58.5% k	60.5% k	59.2%
volunteer staff return rate	33.3%	41.8%	40.0%	42.1%	7.5% bcd	39.4%	41.7%	37.1%	25.1% g	26.5%	39.0%	23.1%	26.0%	41.0% l	37.5%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 128 page 1

Employee Return Rate: Paid Staff

40. In 2013, approximately what was the return rate for each of the following types of employees?

	OVERNIGHT CAMPS														
	TOTAL	CAMP OWNER/SPONSOR				GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid- Atlantic	Southern	Mid- America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
PAID STAFF RETURN RATE															
base: ACA member camps (fill-in answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
100%	17 7%	2 4%	3 9%	9 11%	2 4%	9 17%	3 8%	3 7%	0 0%	2 5%	0 0%	5 9%	5 13%	3 5%	4 10%
75% - 99%	53 23%	15 29%	9 26%	18 22%	10 19%	14 26%	8 22%	9 21%	16 29%	6 16%	16 46%	10 18%	5 13%	18 30%	4 10%
50% - 74%	96 42%	17 33%	17 49%	33 40%	26 50%	16 30%	14 39%	15 36%	27 49%	22 58%	15 43%	23 41%	17 45%	17 28%	24 62%
25% - 49%	37 16%	11 21%	5 14%	10 12%	11 21%	5 9%	6 17%	10 24%	10 18%	6 16%	2 6%	10 18%	8 21%	15 25%	2 5%
1% - 24%	13 6%	3 6%	1 3%	7 8%	2 4%	5 9%	4 11%	3 7%	1 2%	0 0%	1 3%	5 9%	1 3%	3 5%	3 8%
none	3 1%	0 0%	0 0%	2 2%	1 2%	2 4%	0 0%	0 0%	1 2%	0 0%	1 3%	1 2%	0 0%	0 0%	1 3%
mean:	60.4%	58.6%	63.1%	61.2%	58.1%	61.5%	57.8%	58.6%	61.4%	61.6%	67.2%	58.2%	58.5%	60.5%	59.2%
standard error:	1.63%	3.50%	3.63%	3.01%	3.06%	4.27%	4.36%	3.86%	2.73%	3.14%	3.58%	3.58%	3.71%	3.31%	4.01%
median:	60%	60%	65%	60%	60%	60%	60%	60%	60%	59%	70%	60%	50%	58%	60%
no answer	9 4%	4 8%	0 0%	4 5%	0 0%	2 4%	1 3%	2 5%	0 0%	2 5%	0 0%	2 4%	2 5%	4 7%	1 3%

Columns tested at 95% significance level: bcde fg hij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 129 page 1

Employee Return Rate: Volunteer Staff

40. In 2013, approximately what was the return rate for each of the following types of employees?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
VOLUNTEER STAFF RETURN RATE															
base: ACA member camps (fill-in answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
100%	21 9%	8 15%	1 3%	9 11%	2 4% b	5 9%	3 8%	4 10%	4 7%	5 13%	9 26%	3 5% k	1 3% k	5 8% k	3 8% k
75% - 99%	35 15%	7 13%	9 26%	16 19%	2 4% cd	12 23%	8 22%	10 24%	3 5% fgh	2 5% fgh	3 9%	7 13%	3 8%	14 23% m	8 21%
50% - 74%	30 13%	8 15%	7 20%	15 18%	0 0% bcd	6 11%	7 19%	3 7%	10 18%	4 11%	3 9%	3 5%	7 18% l	10 17%	7 18% l
25% - 49%	9 4%	2 4%	2 6%	5 6%	0 0%	1 2%	3 8%	1 2%	3 5%	1 3%	1 3%	3 5%	4 11%	1 2%	0 0% m
1% - 24%	14 6%	7 13%	2 6%	3 4% b	1 2% b	4 8%	1 3%	5 12%	2 4%	2 5%	2 6%	3 5%	2 5%	3 5%	4 10%
none	107 47%	16 31%	13 37%	29 35%	47 90% bcd	21 40%	13 36%	17 40%	32 58% g	22 58%	17 49%	33 59%	19 50%	23 38% l	15 38% l
mean:	33.3%	41.8%	40.0%	42.1%	7.5% bcd	39.4%	41.7%	37.1%	25.1% g	26.5%	39.0%	23.1%	26.0%	41.0% l	37.5%
standard error:	2.67%	5.82%	6.50%	4.49%	3.59% 0%	5.87%	6.48%	6.57%	4.75% 0%	6.69%	7.68%	4.99% 0%	5.46% 0%	5.36% 50%	6.53% 10%
median:	2%	40%	45%	50%	0%	20%	50%	8%	0%	0%	3%	0%	0%	50%	10%
no answer	12 5%	4 8%	1 3%	6 7%	0 0% bd	4 8%	1 3%	2 5%	1 2%	2 5%	0 0%	4 7%	2 5%	4 7%	2 5%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 130 page 1

Number of International Staff

41. In 2013, approximately how many of your camp's staff (full-time and seasonal basis, both paid staff and volunteers) would you consider to be international staff?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps (fill-in answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
25 or more	36 16%	4 8%	1 3%	9 11%	19 37% bcd	2 4%	1 3%	5 12%	9 16% fg	18 47% fghi	9 26%	14 25%	5 13%	6 10% kl	2 5% kl
10 - 24	47 21%	12 23%	5 14%	11 13%	19 37% cd	5 9%	7 19%	7 17%	20 36% fh	8 21%	10 29%	15 27%	8 21%	9 15%	5 13%
5 - 9	22 10%	6 12%	4 11%	9 11%	3 6%	4 8%	2 6%	8 19%	6 11%	2 5%	6 17%	5 9%	2 5%	5 8%	4 10%
3 - 4	16 7%	7 13%	2 6%	5 6%	2 4%	4 8%	3 8%	4 10%	5 9%	0 0%	1 3%	2 4%	1 3%	8 13%	4 10%
1 - 2	27 12%	5 10%	5 14%	12 14%	4 8%	7 13%	8 22%	3 7%	4 7% g	5 13%	3 9%	5 9%	3 8%	9 15%	7 18%
none	71 31%	14 27%	17 49% b	33 40%	5 10% bcd	30 57%	15 42%	12 29% f	10 18% fg	4 11% fgh	6 17%	13 23%	19 50% kl	18 30% m	15 38% k
mean:	11.6	9.2	4.0	8.3	22.8 bcd	3.5	4.7	10.0 f	13.8 fg	26.8 fghi	16.7	19.7	8.5 kl	7.4 kl	4.5 kl
standard error:	1.24	2.10	1.31	1.96	3.08	1.07	1.32	2.65	2.16	4.56	2.93	3.65	2.15	1.74	1.26
median:	4	4	1	2	15	0	1	5	10	20	11	11	1	3	1
no answer	9 4%	4 8%	1 3%	4 5%	0 0% b	1 2%	0 0%	3 7%	1 2%	1 3%	0 0%	2 4%	0 0%	5 8%	2 5%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 131 page 1

Staff by Gender: Mean Summary

42. In 2013, about what proportion of your camp's staff (full-time and seasonal basis, both paid staff and volunteers) are each gender?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
MEAN SUMMARY															
base: ACA member camps answering (fill-in answers)															
female	57.0%	64.3%	56.2%	56.3%	52.6%	66.6%	61.5%	58.8%	49.2% fgh	48.1% fgh	49.5%	54.3%	61.5%	58.3%	61.2%
male	43.0%	35.7%	43.8% b	43.7% b	47.4% b	33.4%	38.5%	41.2%	50.8% fgh	51.9% f	50.5%	45.7%	38.5% k	41.7%	38.8%
TOTAL =	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 132 page 1

Staff by Gender: Male

42. In 2013, about what proportion of your camp's staff (full-time and seasonal basis, both paid staff and volunteers) are each gender?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
MALE															
base: ACA member camps (fill-in answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
100%	2 1%	0 0%	0 0%	1 1%	1 2%	1 2%	0 0%	1 2%	0 0%	0 0%	2 6%	0 0%	0 0%	0 0%	0 0%
75% - 99%	23 10%	2 4%	1 3%	8 10%	11 21% bc	1 2%	3 8%	3 7%	9 16% f	7 18% f	8 23%	8 14%	1 3% k	5 8% k	1 3% k
50% - 74%	66 29%	10 19%	12 34%	26 31%	16 31%	14 26%	8 22%	10 24%	21 38%	13 34%	9 26%	19 34%	11 29%	14 23%	13 33%
25% - 49%	84 37%	23 44%	18 51%	34 41%	7 13% bcd	17 32%	15 42%	20 48%	20 36%	11 29%	7 20%	16 29%	18 47% k	27 45% k	16 41%
1% - 24%	36 16%	10 19%	2 6%	8 10%	15 29% cd	14 26%	7 19%	7 17%	4 7% f	4 11%	7 20%	10 18%	5 13%	8 13%	6 15%
none	7 3%	3 6%	0 0%	4 5%	0 0%	5 9%	2 6%	0 0% f	0 0% f	0 0%	1 3%	1 2%	1 3%	2 3%	2 5%
mean:	43.0%	35.7%	43.8% b	43.7% b	47.4% b	33.4%	38.5%	41.2%	50.8% fgh	51.9% f	50.5%	45.7%	38.5% k	41.7%	38.8%
standard error:	1.61%	3.34%	2.76%	2.47%	4.12%	3.38%	4.17%	3.64%	2.69%	3.79%	5.46%	3.30%	3.08%	2.95%	3.29%
median:	45%	40%	40%	45%	50%	40%	40%	40%	50%	50%	50%	48%	43%	40%	40%
no answer	10 4%	4 8%	2 6%	2 2%	2 4%	1 2%	1 3%	1 2%	1 2%	3 8%	1 3%	2 4%	2 5%	4 7%	1 3%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 133 page 1

Staff by Gender: Female

42. In 2013, about what proportion of your camp's staff (full-time and seasonal basis, both paid staff and volunteers) are each gender?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
FEMALE															
base: ACA member camps (fill-in answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
100%	7 3%	3 6%	0 0%	4 5%	0 0%	5 9%	2 6%	0 0%	0 0%	0 0%	1 3%	1 2%	1 3%	2 3%	2 5%
75% - 99%	38 17%	10 19%	3 9%	9 11%	15 29% cd	14 26%	8 22%	7 17%	4 7% fg	5 13%	7 20%	10 18%	5 13%	9 15%	7 18%
50% - 74%	128 56%	30 58%	25 71%	55 66%	16 31% bcd	27 51%	18 50%	29 69%	36 65%	17 45% hi	15 43%	28 50%	27 71% kl	35 58%	23 59%
25% - 49%	20 9%	3 6%	4 11%	4 5%	7 13%	4 8%	4 11%	1 2%	5 9%	6 16% h	1 3%	7 13%	2 5%	5 8%	5 13%
1% - 24%	23 10%	2 4%	1 3%	8 10%	11 21% bc	1 2%	3 8%	3 7%	9 16% f	7 18% f	8 23%	8 14%	1 3% k	5 8% k	1 3% k
none	2 1%	0 0%	0 0%	1 1%	1 2%	1 2%	0 0%	1 2%	0 0%	0 0%	2 6%	0 0%	0 0%	0 0%	0 0%
mean:	57.0%	64.3%	56.2%	56.3%	52.6%	66.6%	61.5%	58.8%	49.2% fgh	48.1% fgh	49.5%	54.3%	61.5%	58.3%	61.2%
standard error:	1.61%	3.34%	2.76%	2.47%	4.12%	3.38%	4.17%	3.64%	2.69%	3.79%	5.46%	3.30%	3.08%	2.95%	3.29%
median:	55%	60%	60%	55%	50%	60%	60%	60%	50%	50%	50%	52%	58%	60%	60%
no answer	10 4%	4 8%	2 6%	2 2%	2 4%	1 2%	1 3%	1 2%	1 2%	3 8%	1 3%	2 4%	2 5%	4 7%	1 3%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 134 page 1

Summer Product Purchase Months

43. In which of the following months does your camp purchase its next summer's products?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps (multiple answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
spring (MAR - MAY)	210 92%	50 96%	32 91%	72 87%	51 98% d	48 91%	32 89%	39 93%	53 96%	35 92%	32 91%	53 95%	37 97%	52 87%	36 92%
winter (DEC - FEB)	86 38%	15 29%	15 43%	36 43%	18 35%	16 30%	14 39%	16 38%	23 42%	16 42%	11 31%	19 34%	12 32%	27 45%	17 44%
summer (JUN - AUG)	77 34%	15 29%	8 23%	30 36%	22 42%	18 34%	13 36%	13 31%	20 36%	12 32%	13 37%	19 34%	9 24%	17 28%	19 49% mn
fall (SEP - NOV)	38 17%	8 15%	5 14%	14 17%	10 19%	5 9%	6 17%	9 21%	9 16%	9 24%	8 23%	3 5% k	5 13%	13 22% l	9 23% l
indicated at least one	224 98%	51 98%	35 100%	81 98%	52 100%	51 96%	36 100%	41 98%	55 100%	38 100%	35 100%	56 100%	38 100%	57 95%	38 97%
no answer	4 2%	1 2%	0 0%	2 2%	0 0%	2 4%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	3 5%	1 3%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 135 page 1

Group Purchasing Programs Used

44. Which of these group purchasing programs is your camp currently using?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps (multiple answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
Trinity	28 12%	4 8%	11 31% b	9 11% c	4 8% c	7 13%	7 19%	4 10%	8 15%	2 5%	4 11%	6 11%	5 13%	6 10%	7 18%
PurchasingPoint	16 7%	2 4%	2 6%	6 7%	6 12%	0 0%	3 8% f	2 5%	6 11% f	5 13% f	1 3%	0 0%	1 3%	7 12% l	7 18% klm
H & H Purchasing: Camp Group	14 6%	1 2%	1 3%	1 1%	10 19% bcd	1 2%	0 0%	0 0%	4 7%	9 24% fghi	2 6%	6 11%	4 11%	2 3%	0 0% lm
HPS (Hospital Purchasing Service)	7 3%	0 0%	2 6%	4 5%	1 2%	1 2%	0 0%	5 12% fg	1 2% h	0 0% h	0 0%	0 0%	0 0%	6 10% lm	1 3%
National Purchasing Group	2 1%	0 0%	1 3%	1 1%	0 0%	1 2%	0 0%	0 0%	0 0%	1 3%	0 0%	1 2%	1 3%	0 0%	0 0%
other	14 6%	2 4%	7 20% b	3 4% c	2 4% c	1 2%	0 0%	4 10%	8 15% fg	1 3%	1 3%	1 2%	5 13% l	5 8%	2 5%
indicated at least one	68 30%	8 15%	20 57% b	21 25% c	18 35% bc	10 19%	10 28%	13 31%	20 36% f	15 39% f	6 17%	13 23%	14 37%	20 33%	15 38% k
not using group purchasing program(s)	136 60%	36 69%	14 40% b	56 67% c	25 48% bd	36 68%	23 64%	25 60%	30 55%	20 53%	22 63%	38 68%	20 53%	36 60%	20 51%
no answer	24 11%	8 15%	1 3%	6 7%	9 17% c	7 13%	3 8%	4 10%	5 9%	3 8%	7 20%	5 9%	4 11%	4 7%	4 10%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 136 page 1

Use of ACA Buyer's Guide to Identify Vendors

45. When purchasing equipment or supplies for your camp, how do you identify companies you purchase from?

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps (multiple answers)	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
local vendors	175 77%	35 67%	28 80%	64 77%	43 83%	41 77%	24 67%	36 86%	39 71%	33 87%	32 91%	43 77%	29 76%	47 78%	24 62%
browser search (Google, and so on)	152 67%	35 67%	23 66%	53 64%	37 71%	34 64%	24 67%	26 62%	41 75%	26 68%	21 60%	37 66%	29 76%	37 62%	28 72%
ACA Buyer's Guide (online)	64 28%	17 33%	6 17%	25 30%	13 25%	11 21%	11 31%	8 19%	18 33%	15 39%	11 31%	10 18%	12 32%	16 27%	15 38%
ACA Buyer's Guide (print)	24 11%	7 13%	2 6%	8 10%	6 12%	4 8%	5 14%	4 10%	7 13%	4 11%	4 11%	5 9%	5 13%	6 10%	4 10%
other	54 24%	10 19%	10 29%	16 19%	16 31%	8 15%	4 11%	11 26%	17 31%	12 32%	7 20%	20 36%	12 32%	10 17%	5 13%
NET: ACA BUYER'S GUIDE	80 35%	22 42%	8 23%	28 34%	19 37%	14 26%	14 39%	12 29%	23 42%	16 42%	13 37%	14 25%	15 39%	22 37%	16 41%
indicated at least one	217 95%	47 90%	34 97%	79 95%	51 98%	51 96%	33 92%	41 98%	52 95%	37 97%	34 97%	54 96%	37 97%	55 92%	37 95%
no answer	11 5%	5 10%	1 3%	4 5%	1 2%	2 4%	3 8%	1 2%	3 5%	1 3%	1 3%	2 4%	1 3%	5 8%	2 5%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 137 page 1

Geographic Distribution

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
NEW ENGLAND:	35 15%	8 15%	3 9%	10 12%	12 23%	6 11%	6 17%	4 10%	11 20%	8 21%	35 100%	0 0%	0 0%	0 0%	0 0%
Maine	8 4%	1 2%	0 0%	2 2%	5 10%	0 0%	2 6%	2 5%	3 5%	1 3%	8 23%	0 0%	0 0%	0 0%	0 0%
Massachusetts	8 4%	3 6%	0 0%	2 2%	3 6%	3 6%	0 0%	1 2%	2 4%	2 5%	8 23%	0 0%	0 0%	0 0%	0 0%
Connecticut	6 3%	2 4%	1 3%	1 1%	2 4%	1 2%	1 3%	1 2%	1 2%	2 5%	6 17%	0 0%	0 0%	0 0%	0 0%
New Hampshire	6 3%	1 2%	2 6%	1 1%	0 0%	1 2%	1 3%	0 0%	2 4%	2 5%	6 17%	0 0%	0 0%	0 0%	0 0%
Vermont	6 3%	0 0%	0 0%	4 5%	2 4%	1 2%	2 6%	0 0%	2 4%	1 3%	6 17%	0 0%	0 0%	0 0%	0 0%
Rhode Island	1 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	1 3%	0 0%	0 0%	0 0%	0 0%
MID-ATLANTIC:	56 25%	9 17%	5 14%	21 25%	20 38%	15 28%	10 28%	10 24%	10 18%	9 24%	0 0%	56 100%	0 0%	0 0%	0 0%
New York	24 11%	3 6%	2 6%	10 12%	8 15%	10 19%	4 11%	1 2%	3 5%	5 13%	0 0%	24 43%	0 0%	0 0%	0 0%
Pennsylvania	11 5%	3 6%	1 3%	2 2%	5 10%	1 2%	3 8%	2 5%	3 5%	2 5%	0 0%	11 20%	0 0%	0 0%	0 0%
New Jersey	7 3%	0 0%	0 0%	4 5%	3 6%	1 2%	2 6%	2 5%	1 2%	1 3%	0 0%	7 13%	0 0%	0 0%	0 0%
Virginia	6 3%	1 2%	1 3%	2 2%	2 4%	0 0%	0 0%	3 7%	1 2%	1 3%	0 0%	6 11%	0 0%	0 0%	0 0%
Maryland	5 2%	2 4%	1 3%	0 0%	2 4%	0 0%	1 3%	2 5%	2 4%	0 0%	0 0%	5 9%	0 0%	0 0%	0 0%
Delaware	2 1%	0 0%	0 0%	2 2%	0 0%	2 4%	0 0%	0 0%	0 0%	0 0%	0 0%	2 4%	0 0%	0 0%	0 0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 137 page 2

Geographic Distribution

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
		a	b	c	d	e	f	g	h	i	j	k	l	m	n
base: ACA member camps	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
District of Columbia	1 0%	0 0%	0 0%	1 1%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%
West Virginia	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
SOUTHERN:	38 17%	6 12%	9 26%	13 16%	8 15%	8 15%	2 6%	6 14%	13 24%	9 24%	0 0%	0 0%	38 100%	0 0%	0 0%
Florida	7 3%	0 0%	1 3%	2 2%	4 8%	0 0%	0 0%	1 2%	1 2%	5 13%	0 0%	0 0%	7 18%	0 0%	0 0%
Texas	7 3%	3 6%	0 0%	3 4%	1 2%	1 2%	1 3%	0 0%	3 5%	2 5%	0 0%	0 0%	7 18%	0 0%	0 0%
North Carolina	6 3%	1 2%	1 3%	2 2%	2 4%	1 2%	0 0%	1 2%	4 7%	0 0%	0 0%	0 0%	6 16%	0 0%	0 0%
Georgia	4 2%	0 0%	1 3%	3 4%	0 0%	1 2%	0 0%	0 0%	1 2%	2 5%	0 0%	0 0%	4 11%	0 0%	0 0%
Alabama	3 1%	1 2%	0 0%	1 1%	1 2%	0 0%	0 0%	1 2%	2 4%	0 0%	0 0%	0 0%	3 8%	0 0%	0 0%
Arkansas	2 1%	0 0%	1 3%	1 1%	0 0%	0 0%	0 0%	2 5%	0 0%	0 0%	0 0%	0 0%	2 5%	0 0%	0 0%
Mississippi	2 1%	0 0%	2 6%	0 0%	0 0%	1 2%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	2 5%	0 0%	0 0%
Oklahoma	2 1%	0 0%	0 0%	1 1%	0 0%	1 2%	1 3%	0 0%	0 0%	0 0%	0 0%	0 0%	2 5%	0 0%	0 0%
South Carolina	2 1%	0 0%	1 3%	0 0%	0 0%	2 4%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	2 5%	0 0%	0 0%
Kentucky	1 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	1 3%	0 0%	0 0%
Louisiana	1 0%	0 0%	1 3%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	1 3%	0 0%	0 0%
Tennessee	1 0%	0 0%	1 3%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 3%	0 0%	0 0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 137 page 3

Geographic Distribution

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
		a	b	c	d	e	f	g	h	i	j	k	l	m	n
base: ACA member camps	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
MID-AMERICA:	60 26%	17 33%	15 43%	19 23% c	8 15% bc	11 21%	9 25%	20 48% fg	12 22% h	6 16% h	0 0%	0 0%	0 0%	60 100% klm	0 0% n
Wisconsin	11 5%	2 4%	3 9%	4 5%	1 2%	1 2%	1 3%	7 17% fg	2 4% h	0 0% h	0 0%	0 0%	0 0%	11 18% klm	0 0% n
Michigan	9 4%	3 6%	2 6%	4 5%	0 0%	3 6%	1 3%	5 12%	0 0% h	0 0% h	0 0%	0 0%	0 0%	9 15% klm	0 0% n
Minnesota	9 4%	2 4%	1 3%	3 4%	3 6%	2 4%	0 0%	2 5%	4 7%	1 3%	0 0%	0 0%	0 0%	9 15% klm	0 0% n
Illinois	8 4%	1 2%	2 6%	2 2%	3 6%	1 2%	0 0%	2 5%	3 5%	2 5%	0 0%	0 0%	0 0%	8 13% klm	0 0% n
Ohio	8 4%	4 8%	2 6%	2 2%	0 0% b	1 2%	3 8%	1 2%	1 2%	2 5%	0 0%	0 0%	0 0%	8 13% klm	0 0% n
Indiana	5 2%	1 2%	2 6%	1 1%	1 2%	1 2%	1 3%	2 5%	1 2%	0 0%	0 0%	0 0%	0 0%	5 8% l	0 0%
Iowa	4 2%	1 2%	1 3%	2 2%	0 0%	2 4%	1 3%	0 0%	0 0%	1 3%	0 0%	0 0%	0 0%	4 7% l	0 0%
Missouri	3 1%	3 6%	0 0%	0 0% b	0 0%	0 0%	1 3%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	3 5%	0 0%
Kansas	1 0%	0 0%	1 3%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%
North Dakota	1 0%	0 0%	0 0%	1 1%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%
South Dakota	1 0%	0 0%	1 3%	0 0%	0 0%	0 0%	1 3%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%
Nebraska	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%

Columns tested at 95% significance level: bcde fghij klmno

American Camp Association®

2014 Sites, Facilities, & Programs Study OVERNIGHT CAMPS

TABLE 137 page 4

Geographic Distribution

	TOTAL	CAMP OWNER/SPONSOR				OVERNIGHT CAMPS GROSS REVENUES					REGION				
		agency	religious	indep. not-for-profit	indep. for-profit	<\$250K	\$250K - \$499.9K	\$500K - \$999.9K	\$1 M - \$1.9 M	\$2 M+	New England	Mid-Atlantic	Southern	Mid-America	Western
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
base: ACA member camps	228 100%	52 100%	35 100%	83 100%	52 100%	53 100%	36 100%	42 100%	55 100%	38 100%	35 100%	56 100%	38 100%	60 100%	39 100%
WESTERN:	39 17%	12 23%	3 9%	20 24%	4 8% bd	13 25%	9 25%	2 5% fg	9 16%	6 16%	0 0%	0 0%	0 0%	0 0%	39 100% klmn
California	19 8%	7 13%	1 3%	8 10%	3 6%	8 15%	3 8%	2 5%	3 5%	3 8%	0 0%	0 0%	0 0%	0 0%	19 49% klmn
Washington	7 3%	2 4%	0 0%	5 6%	0 0%	3 6%	1 3%	0 0%	3 5%	0 0%	0 0%	0 0%	0 0%	0 0%	7 18% klmn
Oregon	5 2%	1 2%	0 0%	3 4%	1 2%	1 2%	1 3%	0 0%	1 2%	2 5%	0 0%	0 0%	0 0%	0 0%	5 13% klmn
Colorado	2 1%	0 0%	0 0%	2 2%	0 0%	0 0%	1 3%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	2 5%
New Mexico	2 1%	2 4%	0 0%	0 0%	0 0%	0 0%	1 3%	0 0%	0 0%	1 3%	0 0%	0 0%	0 0%	0 0%	2 5%
Arizona	1 0%	0 0%	0 0%	1 1%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 3%
Idaho	1 0%	0 0%	1 3%	0 0%	0 0%	0 0%	1 3%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 3%
Montana	1 0%	0 0%	1 3%	0 0%	0 0%	0 0%	1 3%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 3%
Wyoming	1 0%	0 0%	0 0%	1 1%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	1 3%
Alaska	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
Hawaii	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
Nevada	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
Utah	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
unknown	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%

Columns tested at 95% significance level: bcde fghij klmno

Method Details

Survey Correspondence

Questionnaire

APPENDIX

APPENDIX Method Details

The survey sample of 1,350 was selected in systematic fashion by the American Camp Association (ACA) and Readex Research from a list of all ACA-Accredited and affiliated camps, representing 2,692 total camps at the time of sample selection.

The 8-page questionnaire (7" x 8½" pages) was designed jointly by ACA and Readex Research. Materials production, addressing, mailing, tabulation, and reporting were handled by Readex.

On October 28, 2013, Readex mailed survey kits to all 1,350 sample members. Each kit consisted of a personalized cover letter on ACA letterhead, signed by the chief executive officer of ACA; the questionnaire; and a stamped reply envelope addressed to Readex; all in an outgoing ACA envelope.

On November 19, Readex mailed follow-up survey kits to the sample members who had not responded by that time. The follow-up survey kits were similar to the initial survey kits, with the exception of an updated cover letter.

The survey was closed for tabulation on December 12, 2013, with 448 usable responses—a 33% response rate. Because a significant fraction of those invited to participate chose not to do so, the possible effects of nonresponse bias on these results should be considered.

Two summaries of Findings were provided, based on two specific groups: the 148 respondents who indicated the highest proportion of their 2013 camp operations targeted the day camp audience and the 228 respondents who indicated the highest proportion of their 2013 camp operations targeted the overnight camp audience. Percentages based on all 148 day camp responses are subject to a margin of error of ± 7.4 percentage points at the 95% confidence level; the 228 overnight camp responses are subject to a margin of error of ± 5.9 percentage points. Percentages calculated on smaller tabulation bases—for example, results by camp sponsorship type—are subject to more statistical variability.

The response was tabulated and reported by Readex Research in accordance with accepted research standards and practices.

APPENDIX Survey Correspondence: Survey Letter



October 28, 2013

Dear Ana Sanchez:

The American Camp Association® (ACA) wants to provide information to help our members succeed. To accomplish this, we have asked Readex Research to survey a scientifically-selected sample of ACA-accredited and affiliated camps to learn more about the nature of camp sites, facilities, and programs across the country.

Please take some time to complete the enclosed questionnaire, then return it to Readex using the stamped reply envelope provided.

Those who participate in the survey will be alerted when the full results are made available on ACA's Web site, so you can see how your camp compares to others similar to yours.

Your individual response is very important to our overall survey. Only with a high response rate will the data be truly representative of all ACA camps across the country.

Your answers will be kept completely confidential by Readex and used only in tabulation with others. No one at ACA will ever see individual responses.

Thank you very much for your thoughtful assistance.

Sincerely,

A handwritten signature in black ink, appearing to read "Peg Smith".

Peg Smith
Chief Executive Officer

P.S. Note that three anonymous donors will contribute \$1 to the ACA Send a Child to Camp Fund for every completed survey returned to Readex. The children who get to attend camp because you completed the survey, as well as ACA, THANK YOU!

APPENDIX Survey Correspondence: Followup Survey Letter



November 19, 2013

Dear Eddie Martinez:

A few weeks ago, I sent you a survey asking about your camp's site, facilities, and programs. Our hope at the American Camp Association® (ACA) is to provide information to help camps and their directors understand trends in the industry and assist them with their own planning needs.

Many valuable replies to the survey have already been received. If yours was among them, please consider this a sincere "Thank You!" for your help. If not, I need to strongly encourage you to respond.

Your individual reply is vital for meaningful survey results. Your camp was scientifically selected to be included in a sample of ACA camps. Only with the participation of a large percentage of the sample will results from this survey do a good job of representing camps like yours. Of course, all your answers will be kept strictly confidential by Readex.

Please take some time to complete the duplicate questionnaire enclosed, then return it using the postage-paid envelope **to arrive no later than December 9.**

The full results will be made available on ACA's Web site, and participants will be alerted when it becomes available.

We hope this information will help our camp community remain vital and robust. Thank you for your valuable assistance.

Sincerely,

A handwritten signature in black ink, appearing to read 'Peg Smith', is written over a light blue horizontal line.

Peg Smith
Chief Executive Officer

P.S. Remember that your completed survey results in a donation to the ACA Send a Child to Camp Fund by three anonymous donors!

American Camp Association

5000 State Road 67 North, Martinsville, IN 46151-7902 • 765.342.8456 • 765.342.2065 fax • www.ACAcamps.org

APPENDIX Survey Questionnaire



2013 National Survey on Sites, Facilities, and Programs

Please answer all questions for one location only —
the camp to which this survey was addressed on the survey envelope.

Your camp operations

1. Which one of the following best describes who owns/sponsors your camp? (please only one)

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

2. Does your organization own your camp facilities OR does it rent your camp facilities from another entity? (please only one)

- own rent both

3. Considering all of the programs and services your camp did/will offer in 2013, what percentage of its operations targeted each of the following audiences? (please fill in a percentage on each line in both columns; "0" if none; columns should sum to 100%)

a. for all of 2013

ALL YEAR 2013	
_____ %	day camp
_____ %	overnight camp
_____ %	rental groups (schools, conferences, etc.)
= 100%	TOTAL

b. for summer season only in 2013 (if applicable)

SUMMER ONLY 2013	
_____ %	day camp
_____ %	overnight camp
_____ %	rental groups (schools, conferences, etc.)
= 100%	TOTAL

4. Approximately, what will your camp's total gross revenues be in 2013? Please include all fees, store revenues, contributions, and other revenues.

- \$5.0 million or more \$2.0 - \$2.99 million \$500,000 - \$999,999 \$100,000 - \$249,999
 \$3.0 - \$4.99 million \$1.0 - \$1.99 million \$250,000 - \$499,999 less than \$100,000

5. How many annual camper/person days did/will your camp experience in 2013? A "camper/person day" is defined as each day each individual camper/guest/client spends on site at your camp, even if it is for only part of a day. This number is not the number of days in the year that you had programs, it is the CUMULATIVE body count of campers/guests/clients hosted in 2013. Please count individuals multiple times if they spent multiple days at your camp. For example, 100 campers x 5 days = 500 camper days.

- 40,000 or more 25,000 - 29,999 15,000 - 19,999 5,000 - 9,999 1,000 - 2,499
 30,000 - 39,999 20,000 - 24,999 10,000 - 14,999 2,500 - 4,999 less than 1,000

Your camp grounds

6. Which one of the following best describes the nature of the ownership of the property on which your camp operates the majority of its programs? (please only one)

- camp owned (or sponsored) site public park land (city, county, state)
 leased/rented from private party other public lands
 lands owned by federal government other (please specify): _____

APPENDIX Survey Questionnaire

7. If your camp's property is on a **camp owned (or sponsored) site**, approximately how many of its total acres are **conserved**? (please write in a number on each line below; "0" if none; the sum should equal your total camp acreage)

_____ # of acres conserved (not for development or program use)

_____ # of acres available for programming or other purposes

=TOTAL CAMP ACREAGE

Your camp facilities

8. Which energy sources are used to power your camp facilities? (please all that apply)

- | | |
|--|--|
| <input type="checkbox"/> electricity from an external power station
(coal, petroleum, natural gas, nuclear) | <input type="checkbox"/> on-site renewable energy resource (wind,
hydro-electric, solar, geo-thermal, etc.) |
| <input type="checkbox"/> on-site oil tank | <input type="checkbox"/> on-site electricity (gas powered generator, batteries) |
| <input type="checkbox"/> on-site propane tank | <input type="checkbox"/> on-site wood burning devices |
| <input type="checkbox"/> on-site diesel fuel tank | <input type="checkbox"/> other (please specify): _____ |

9. If your camp uses an **on-site propane tank**,..

a. About how many gallons of propane are used per year?

- | | | | |
|--|--------------------------------------|--------------------------------------|--|
| <input type="checkbox"/> less than 500 | <input type="checkbox"/> 1,000-1,499 | <input type="checkbox"/> 2,000-2,499 | <input type="checkbox"/> more than 3,000 |
| <input type="checkbox"/> 500-999 | <input type="checkbox"/> 1,500-1,999 | <input type="checkbox"/> 2,500-2,999 | |

b. In what ways is the propane used? (please all that apply)

- heating hot water cooking other (please specify): _____

10. Which of the following types of on-site dining facilities does your camp have? (please all that apply)

- indoor dining (with heating and/or air conditioning)
 indoor dining (without heating and/or air conditioning)
 outdoor dining (fire rings, campfire circle, low impact dining, etc.)
 other (please specify): _____
 none/do not have on-site dining facilities ... if none, please skip to question 12

11. Which of the following healthy food choices does your camp regularly offer? (please all that apply)

- | | |
|---|--|
| <input type="checkbox"/> healthy snacks (fruits, nuts, energy bars, etc.) | <input type="checkbox"/> gluten-free |
| <input type="checkbox"/> salad bar option | <input type="checkbox"/> nut-free |
| <input type="checkbox"/> non-meat options | <input type="checkbox"/> organic |
| <input type="checkbox"/> low-sugar options (desserts and drinks) | <input type="checkbox"/> other (please specify): _____ |
| <input type="checkbox"/> whole grains incorporated into menus | |

12. Approximately, what is the total capacity (number of beds) for your camp's on-site lodging?
(please write in a number below; "0" if none)

_____ # of beds for camp's on-site lodging

13. If your camp operates a camp store, which of the following types of items are offered for sale?
(please all that apply)

- | | | |
|---|---|---|
| <input type="checkbox"/> not applicable, do not have a camp store | | |
| <input type="checkbox"/> t-shirts or polo shirts | <input type="checkbox"/> snacks | <input type="checkbox"/> postage stamps |
| <input type="checkbox"/> sweatshirts or sweatpants | <input type="checkbox"/> drinks | <input type="checkbox"/> batteries |
| <input type="checkbox"/> hats | <input type="checkbox"/> personal hygiene items | <input type="checkbox"/> camp specific souvenirs (bandanas,
water bottles, etc.) |
| <input type="checkbox"/> fleece jackets or vests | <input type="checkbox"/> athletic equipment | <input type="checkbox"/> other: _____ |
| <input type="checkbox"/> other apparel | <input type="checkbox"/> toys | (please specify) |
| | <input type="checkbox"/> stationery or post cards | |

APPENDIX Survey Questionnaire

14. Which of the following facilities/amenities does your camp ... (please all that apply for each)

a. own and make available to users?
 b. rent/lease/purchase from another entity?
 c. plan to add/expand in the next five years?

	own	rent/lease/ purchase	plan to add/expand
on-site dining facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
on-site lodging facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
auditorium - indoor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
outdoor theater	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pavilion - indoor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pavilion - outdoor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
swimming pool/water park	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
water body for water craft activities (sailing, rowing, fishing, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
nature center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hiking trails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
horseback riding trails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
mountain biking trails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
playground	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
skate park	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
climbing walls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
kitchen use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
linen service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
meeting rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
playing fields	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gymnasium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
horse riding rings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
horse barn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
small animal barn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
art or craft area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
low ropes course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
high ropes course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
theater or dance studio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
all purpose room/space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
computer lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
none	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. If you indicated your camp will be adding/expanding in the next five years, what additional utilities will be required? (please all that apply)

communications fire and safety water and/or sanitation
 electrical service transportation none of these

16. To which of these groups is Internet access made available at your camp? (please all that apply)

program participants camp staff
 rental groups not necessarily participating in programs none of these

17. How fast is your camp's Internet connection?

no Internet available average: 1 - 3 Mbps (e.g., DSL, 3G mobile broadband)
 slow: less than 1 Mbps (e.g., dial-up, satellite) fast: 4 Mbps or faster (e.g., cable, fiber, 4G mobile broadband)

3

APPENDIX Survey Questionnaire

Your program offerings

18. Which of the following activities or areas of study does your camp offer to its day camp or overnight camp participants? (please all that apply; if you do not have a day or overnight camp, please the appropriate box)

do not have day camp or overnight camp participants ... please skip to question 23

a. academic/science & technology activities or areas of study

<input type="checkbox"/> computers/technology	<input type="checkbox"/> international culture	<input type="checkbox"/> STEM (related to science, technology, engineering, or math)
<input type="checkbox"/> criminology/detective	<input type="checkbox"/> language arts (reading, etc.)	<input type="checkbox"/> other academic: _____
<input type="checkbox"/> entrepreneurship/business	<input type="checkbox"/> veterinary science	<i>(please specify)</i>
<input type="checkbox"/> foreign language	<input type="checkbox"/> radio/TV/video	
<input type="checkbox"/> history	<input type="checkbox"/> religious study	

b. sports/recreation/outdoor skills

<input type="checkbox"/> aerobics/exercise	<input type="checkbox"/> football	<input type="checkbox"/> SCUBA
<input type="checkbox"/> all-terrain vehicles (ATV)	<input type="checkbox"/> golf	<input type="checkbox"/> skateboarding
<input type="checkbox"/> archery	<input type="checkbox"/> go-carts (motorized)	<input type="checkbox"/> slacklining
<input type="checkbox"/> aviation	<input type="checkbox"/> gymnastics	<input type="checkbox"/> snow sports
<input type="checkbox"/> backpacking	<input type="checkbox"/> hiking	<input type="checkbox"/> soccer
<input type="checkbox"/> baseball/softball	<input type="checkbox"/> hockey	<input type="checkbox"/> standup paddle boarding (SUP)
<input type="checkbox"/> basketball	<input type="checkbox"/> horseback - English	<input type="checkbox"/> swimming (instructional)
<input type="checkbox"/> bicycling/biking/mountain biking	<input type="checkbox"/> horseback - Western	<input type="checkbox"/> swimming (recreational)
<input type="checkbox"/> boating/rowing	<input type="checkbox"/> kayaking	<input type="checkbox"/> tennis
<input type="checkbox"/> camping skills	<input type="checkbox"/> martial arts	<input type="checkbox"/> waterskiing
<input type="checkbox"/> canoeing	<input type="checkbox"/> orienteering/geocaching	<input type="checkbox"/> windsurfing
<input type="checkbox"/> caving	<input type="checkbox"/> paintball	<input type="checkbox"/> yoga/meditation
<input type="checkbox"/> challenge/ropes course	<input type="checkbox"/> rafting	<input type="checkbox"/> other team/field sports
<input type="checkbox"/> climbing/rappelling	<input type="checkbox"/> riflery	<input type="checkbox"/> other sports/recreation: _____
<input type="checkbox"/> fencing	<input type="checkbox"/> roller skating	<i>(please specify)</i>
<input type="checkbox"/> fishing	<input type="checkbox"/> sailing	

c. arts and hobby

<input type="checkbox"/> arts/crafts	<input type="checkbox"/> leather craft	<input type="checkbox"/> theater/drama
<input type="checkbox"/> ceramics/pottery	<input type="checkbox"/> model rocketry	<input type="checkbox"/> other performing arts
<input type="checkbox"/> clowning	<input type="checkbox"/> music	<input type="checkbox"/> other arts and hobby: _____
<input type="checkbox"/> dance	<input type="checkbox"/> photography	<i>(please specify)</i>

d. environmental activities/studies

<input type="checkbox"/> aquatic ecology/water quality	<input type="checkbox"/> habitats	<input type="checkbox"/> weather
<input type="checkbox"/> conservation	<input type="checkbox"/> herpetology (reptiles, amphibians)	<input type="checkbox"/> wetlands
<input type="checkbox"/> entomology/bugs	<input type="checkbox"/> natural history	<input type="checkbox"/> wilderness safety/survival
<input type="checkbox"/> environ. ethics/Leave No Trace	<input type="checkbox"/> night hiking	<input type="checkbox"/> wildflowers
<input type="checkbox"/> environmental issues	<input type="checkbox"/> orienteering/GPS	<input type="checkbox"/> wildlife mapping
<input type="checkbox"/> fire-building	<input type="checkbox"/> ornithology/birds/bird watching	<input type="checkbox"/> wildlife viewing
<input type="checkbox"/> foraging & collecting	<input type="checkbox"/> recycling/composting	<input type="checkbox"/> other environmental: _____
<input type="checkbox"/> forest ecology	<input type="checkbox"/> soil/soil studies	<i>(please specify)</i>

e. other activities/areas of study

<input type="checkbox"/> community service	<input type="checkbox"/> leadership activities	<input type="checkbox"/> wilderness trips (3 nights or longer)
<input type="checkbox"/> counselor in training (CIT)	<input type="checkbox"/> team building	<input type="checkbox"/> other: _____
<input type="checkbox"/> farming/ranching/gardening	<input type="checkbox"/> travel/tour within US	<i>(please specify)</i>
<input type="checkbox"/> field trips	<input type="checkbox"/> travel/tour international	

19. Of the activities you identified in the prior question, which are the three most popular day camp or overnight camp programs? For this question, "popular" is defined according to overall participation and user interest, as measured by your camp. (please write in the names of up to three activities below)

1) _____ 2) _____ 3) _____

APPENDIX Survey Questionnaire

20. What programs, if any, is your camp considering adding within the next three years?

(please write in the names of up to three activities below)

1) _____ 2) _____ 3) _____

21. Is your camp primarily considered a **sports** camp?

yes no

22. Approximately, what percentage of your camp's 2013 day or overnight camp guests will engage in the following

amounts of intense physical activity (that is, physical exertion is apparent) per day?

(please fill in a percentage on each line; if none, fill in "0"; column should sum to 100%)

_____ %	5 hours or more
_____ %	3 up to 5 hours
_____ %	1 up to 3 hours
_____ %	30 to 59 minutes
_____ %	less than 30 minutes
_____ %	no time for intense physical activity
=100%	TOTAL

23. Please indicate the program focus you offer in your **family** camps: (please all that apply)

camp as a vacation other family camp focus
 camp as education, enrichment, or engagement we do not offer family camp
 camp as an intervention or therapy

24. What describes your camp's relationship to schools or school curricula? (please all that apply)

your camp partners **directly** with schools as a part of their academic programs **during the school year**
 your camp partners **directly** with schools as a part of their **summer school programs**
 your camp partners **indirectly** with schools by incorporating aspects of school curricula into your camp program
 other (please specify): _____
 your camp does not have a relationship with schools or use school curricula

25. Which of the following outcomes is an intentional and/or measured focus at your camp? (please one for each)

	intentional but not measured	measured	not a focus
21st century/life/non-cognitive skills (resilience, problem-solving, critical thinking, self-regulation, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
academic content outcomes (science, math, literacy, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
character outcomes (honesty, perseverance, integrity, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
civic engagement/service learning (youth voice, community activism, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Common Core State standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
environmental literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
healthy eating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
physical activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
social skills (manners, making friends, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
spiritual/moral outcomes (ethics, morality, spiritual development, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
workforce development skills (time management, discipline, initiative, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your sessions and guests

26. In which of the following seasons in 2013 did/will your camp provide either a program or service to campers or guests? (please all that apply)

spring (MAR - MAY) summer (JUN - AUG) fall (SEP - NOV) winter (DEC - FEB, 2014)

APPENDIX Survey Questionnaire

27. In 2013, for approximately how many weeks, out of the 52 weeks in the year, will your camp operate? Please include all weeks in operation for both camp programs and non-camp business (e.g., adult programs, school programs, retreat/conference business, etc.) (please write in a number below)

_____ # of weeks in operation in 2013

28. In 2013, for approximately how many weeks, out of the 52 weeks in the year, will your camp operate specific day camp or overnight camp programs? (please write in a number below; if your camp does not operate camp programs, please the appropriate box)

_____ # of weeks operating day camp or overnight camp programs

do not operate camp programs ... please skip to question 30

29. Which one of the following best describes the typical length in 2013 for your ... ? (please one option for each)

a. day camp sessions

more than 8 weeks 5 - 6 weeks 2 weeks did not have day camp sessions
 7 - 8 weeks 3 - 4 weeks 1 week or less

b. overnight camp sessions

more than 8 weeks 5 - 6 weeks 2 weeks did not have overnight camp sessions
 7 - 8 weeks 3 - 4 weeks 1 week or less

30. In 2013, approximately how many youth (under 18) participants did your camp serve, as a part of ... a) day or overnight camp programs and b) as a part of rental groups? (please write in a number on each line below; "0" if none)

a) _____ # of youths served in 2013 from day or overnight camp programs

b) _____ # of youths served in 2013 from rental groups

31. In 2013, approximately how many adult (18 and over) participants did/will your camp serve, as a part of ... a) day or overnight camp programs and b) as a part of rental groups? (please write in a number on each line below; "0" if none)

a) _____ # of adults served in 2013 from day or overnight camp programs

b) _____ # of adults served in 2013 from rental groups

32. In 2013, approximately what will be the return rate for each of the following types of guests? Return rate is defined as percentage of guests in 2013 returning from previous years. (please write in a number on each line; if you did not have a specific type of guest in 2013, please the appropriate box)

a) _____% - youth day and overnight camp return rate did not have youth campers in 2013

b) _____% - adult day and overnight camp return rate did not have adult campers in 2013

c) _____% - rental groups return rate did not have rental groups in 2013

33. In which of the following categories does your camp offer day or overnight summer camp programs? (please all that apply)

do not offer day or overnight summer camp programs

male only (gender exclusive) co-educational (males and females together in same programs)

female only (gender exclusive) other (please specify): _____

34. Approximately, what percentage of your camp's 2013 day or overnight camp guests fall into each of these categories? (please fill in a percentage on each line for each question; "0" if none; each should sum to 100%)

a. gender

_____ %	male
_____ %	female
=100%	TOTAL

APPENDIX Survey Questionnaire

b. race/ethnic designations

_____ % American Indian or Alaska native
 _____ % Asian
 _____ % Black/African American
 _____ % Caucasian/White (non-Hispanic)
 _____ % Hispanic/Latino
 _____ % Native Hawaiian/Pacific Islander
 _____ % bi-racial or multi-racial
 =100% TOTAL

c. age

_____ % 65 or older
 _____ % 45 - 64
 _____ % 25 - 44
 _____ % 18 - 24
 _____ % 13 - 17
 _____ % 10 - 12
 _____ % 5 - 9
 _____ % under 5
 =100% TOTAL

d. income level

_____ % poverty
 _____ % low income
 _____ % middle income
 _____ % high income
 =100% TOTAL

e. distance traveled to attend your camp

_____ % 500 or more miles
 _____ % 250 - 499 miles
 _____ % 100 - 249 miles
 _____ % 50 - 99 miles
 _____ % 25 - 49 miles
 _____ % less than 25 miles
 =100% TOTAL

35. Approximately what percentage of your camp's youth campers in 2013 (both day and overnight) were/will be administered each of the following types of drugs by your camp's medical team? (please write in a number on each line below; "0" if none)

_____ % of being administered prescription drugs _____ % of being administered over-the-counter drugs

36. For which disabilities does your camp offer specialized programs or services? (please all that apply)

<input type="checkbox"/> ADD/ADHD	<input type="checkbox"/> Down Syndrome	<input type="checkbox"/> multiple sclerosis
<input type="checkbox"/> asthma/respiratory ailment	<input type="checkbox"/> diabetes	<input type="checkbox"/> speech/communication impairment
<input type="checkbox"/> autism	<input type="checkbox"/> epilepsy	<input type="checkbox"/> spina bifida
<input type="checkbox"/> blood disorder/hemophilia	<input type="checkbox"/> food allergies/dietary issues	<input type="checkbox"/> substance abuse
<input type="checkbox"/> brain injury	<input type="checkbox"/> hearing impairment/deafness	<input type="checkbox"/> visual impairment/blind
<input type="checkbox"/> burns	<input type="checkbox"/> heart defect	<input type="checkbox"/> other disability: _____ (please specify)
<input type="checkbox"/> cancer/oncology	<input type="checkbox"/> HIV/AIDS	<input type="checkbox"/> do not offer specialized programs or services for any specific disabilities
<input type="checkbox"/> cerebral palsy	<input type="checkbox"/> mental retardation	
<input type="checkbox"/> cystic fibrosis	<input type="checkbox"/> mobility limitation	

please continue on the back >>> 7

APPENDIX Survey Questionnaire

37. Approximately what percentage of all your camp's total guests in 2013 (youths and adults, camp and non-camp programs) would you classify as having physical, emotional, or cognitive disabilities? (please write in a number below; "0" if none)
- _____ % of 2013 guests with disabilities

Your staffing

38. In 2013, approximately how many individuals did/will your camp employ on a full time, year round basis in each of these categories? (please write in a number on each line below; "0" if none)
- a) _____ # of full time, year round paid staff b) _____ # of full time, year round volunteers
39. In 2013, approximately how many individuals did/will your camp employ on a seasonal basis in each of these categories? (please write in a number on each line below; "0" if none)
- a) _____ # of seasonal paid staff b) _____ # of seasonal volunteers
40. In 2013, approximately what was the return rate for each of the following types of employees? Return rate is defined as percentage of staff in 2013 returning from previous years. (please write in a number on each line; "0" if none)
- a) _____ % - paid staff return rate b) _____ % - volunteer staff return rate
41. In 2013, approximately how many of your camp's staff (full-time and seasonal basis, both paid staff and volunteers) would you consider to be international staff? (please write in a number below; "0" if none)
- _____ # of international staff
42. In 2013, about what proportion of your camp's staff (full-time and seasonal basis, both paid staff and volunteers) are each gender? (please fill in a percentage on each line; "0" if none; should sum to 100%)
- _____ % male
 _____ % female
 =100% TOTAL

Your camp purchases

43. In which of the following months does your camp purchase its next summer's products? (please all that apply)
- spring (MAR - MAY) summer (JUN - AUG) fall (SEP - NOV) winter (DEC - FEB)
44. Which of these group purchasing programs is your camp currently using? (please all that apply)
- PurchasingPoint National Purchasing Group HPS (Hospital Purchasing Service)
 Trinity H & H Purchasing; Camp Group other (please specify): _____
 not using group purchasing program(s)
45. When purchasing equipment or supplies for your camp, how do you identify companies you purchase from? (please all that apply)
- ACA Buyer's Guide (online) local vendors other (please specify): _____
 ACA Buyer's Guide (print) browser search (Google, and so on)

Thank You!

(Please return your survey in the postage-paid envelope provided.)

This form is coded only to avoid troubling you with reminder mailings once your survey is received.
 Your answers will be kept strictly confidential and used only in tabulation with others. © 2013 Readex Research

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Appendix B

Defining Terms

Below is a list found on the University of Maine's website in an article titled, *Creating Safe Spaces for all Youth Working with Gay, Lesbian, Bisexual, Transgender and Questioning Youth*. The article was prepared by Judith Graham Ph.D., Extension human development specialist, Dr. Lisa Phelps, Extension Educator, and Betsy Parsons, current co-chair of Southern Maine GLSEN.

GLBTQ Terminology

The following definitions are provided to help people increase their understanding and knowledge of GLBTQ individuals. It is important to note that many GLBTQ youth do not identify with these labels and refuse to be put in "boxes." Instead they would prefer the freedom to be who they are without the labels and stereotypes that accompany them.

1. GLBTQA: An acronym for Gay, Lesbian, Bisexual, Transgender, Questioning individuals and their Allies.
2. Ally: A heterosexual or straight person who works to reduce homophobia and heterosexism.
3. Bisexual: Someone who is emotionally and physically attracted to members of both sexes.
4. Coming Out: When people admit their sexual or gender identity to themselves and/or others. A person who is not "out" may be said to be "in the closet." The experience of coming out is different for everyone.
5. Gay: A man who is emotionally and physically attracted to other men. This term is also sometimes used to describe homosexual women, but lesbian is often preferred.

6. Heterosexual: A person who is emotionally and physically attracted to members of the opposite sex or gender. Some GLBTQ people refer to heterosexual people as straight.
7. Heterosexism: A belief that everyone is or should be heterosexual. Societal/cultural, institutional, and individual beliefs and practices that assume that heterosexuality is the only natural, normal, acceptable sexual orientation.
8. Homosexual: A person whose sexual orientation is towards a member of the same gender or sex. This term is mostly clinical, and rarely used by people when defining themselves. Generally “homosexual” is replaced by gay, lesbian, or bisexual.
9. Lesbian: A woman who is emotionally and physically attracted to other women.
10. Queer: This word has been used in a negative way to describe gay, lesbian, bisexual and/or trans. people. Now gay, lesbian and trans. people often use the word in a positive way to include all people who are not “straight.”
11. Sexual Orientation: A persons’ affectional, emotional, psychological, spiritual, physical and/or sexual attraction.
12. Transgender: Having a gender identity that is different from one’s biological sex.
Transgender often is used as an umbrella term that encompasses a variety of gender identities (e.g. drag queen/king, transsexual, androgyne, bigendered, M2F, F2M).
13. Intersex: A person born with sex chromosomes, external genitalia or an internal reproductive system that is not considered “standard” for either male or female.
(Definition and more information available at <http://isna.org/>).
14. Transsexual: A person who was born one sex (usually male or female) and who lives their life as the opposite sex. Sometimes people have surgery to change their bodies to fit their gender identity.

These definitions were provided by the youth and staff at Outright in Portland, Maine, with a few modifications by the author based on educational experiences with teaching terminology.

Appendix C

Evaluating Staff

Edited by Dr. Zachary Lasker & Miriam Wolf, L.C.S.W.

What is Evaluation?

Evaluation is a "process", not an "event". This process requires involvement in an employee's work, open dialogue and continuous observation. Evaluation is used to affirm and protect positive behavior as well as to bring about change in areas that need improvement. Each staff member is expected to work to the best of their ability and evaluation is one way in which we can measure whether or not they are reaching their full potential.

Although each employee is different from the next, it is important to ensure that all staff members are being evaluated in the same areas. Below are three performance expectations in which evaluation should consistently be given. The content of the staff member's evaluation should not come as a big surprise to them if you have been coaching them and providing feedback throughout the summer on the below elements and base your evaluation on these performance expectations.

You are encouraged to share this rubric with your staff members at the start of summer so that they understand what you, as a supervisor, will be examining throughout the summer.

The Big Three

Staff should be hired and evaluated on the basis of three equal performance expectations:

1. **Ability to perform technical role** - this is defined and evaluated based on the specific responsibilities to campers. Areas to consider:
 - a. Program skills during night activities, bunk activities, special-event days, etc.
 - b. Ability to establish positive relationships with campers so that they feel safe and included
 - c. Performance during wake up, cleaning time, rest hour, story time at bed, etc.
 - d. Effort to incorporate Hebrew vocabulary into daily routine
 - e. Leadership, participation and conduct during prayer services
 - f. Promotes appropriate behavior on the Sabbath

2. **Ability to work effectively as part of a team** – this is defined and evaluated based on the staff member's ability to collaborate positively and productively with co-workers:
 - a. Actively and constructively participates in all work teams e.g. bunk/age division/programming team, camp-wide team in which they are involved
 - b. Contributes to the accomplishment of team goals
 - c. Attends and constructively participates in meetings, routinely shares relevant information with team, asks questions and clarifies,
 - d. Offers and accepts constructive feedback from peers and supervisors
 - e. Includes others as appropriate in decision making and subsequent actions
 - f. Offers input and abides by consensus or supervisor decision
 - g. Doesn't jump to conclusions, actively seeks to solve problems

Actions words which you might use in the evaluation to reflect this: communicates, collaborates, cooperates, cares, respects, commits, trusts, is responsive, follows through, values, etc.

3. **Commitment to the vision, mission, values of the agency** – this is defined and evaluated based on efforts to promote core values and practices
 - a. Creates welcoming atmosphere
 - b. Thinks "outside the box"
 - c. Willingness to accept new challenges
 - d. Maintains confidentiality, respects differences and does not gossip or denigrate
 - e. Serves as a role model during prayers and the Sabbath
 - f. Uses Hebrew to the best of their ability
 - g. Incorporates Israel education into their work or behavior
 - h. Promotes social action through camp activities and conversations with campers

Actions words that you might use in the evaluation to reflect this: commits, contributes, is flexible, follow through, trusts, strives for quality, embodies the mission, values, etc.

Evaluation Meeting

Formal evaluations should be put in writing and delivered in person. Allow the staff member to read the written document, but include verbal communication in the meeting as well. Always give staff members the opportunity to ask questions, clarify and make suggestions.

Appendix D

LGBT Program – Staff Week

Anonymous Author

What is the program type?

Discussion, Activity, Story

How long is the program?

45 Minutes

Target Age Group

Staff

Please provide a one-line description of the program.

This workshop will focus on the importance of discussing LGBT issues in the residential camp setting.

Please explain the overall goals/themes of the program.

The goals of the program include:

1. Teaching staff how to interact with LGBT campers
2. How to make campers who identify as LGBT feel safe and included
3. How to react to an LGBT camper if he/she decides to come out at camp
4. How to create a safe/warm/inclusive environment in camp for campers who have same-sex parents

Materials/Resources Needed

1. Tape
2. Markers
3. “Heather Has Two Mommies” Book
4. Copies of “Don’t Assume I’m Straight”

Instructions for running the program

1. Set Induction
 - a. Watch clip from *Huff*
2. Read “Heather Has Two Mommies”
 - a. Facilitate discussion on the different types of people who enter camp (ever camper/staff member has a different background and is entering camp with just that.
3. Activity Two
 - a. Tape Activity
 - i. Write your name on a piece of tape and tear a piece of the tape if the following responds to you
 1. Made fun of for physical disability
 2. Made fun of for friend choice

3. The way you speak
 4. An activity you engage in
 5. Economic background
 6. Gender
 7. LGBTQ
 8. Weight
 9. Age
 10. Music
 11. Sexual Orientation
- b. Facilitate discussion on difference
 - i. How did you feel?
 - ii. How did it feel to hear at your name?
 - iii. Did you hear at your name?
- 4.
 5. Activity One
 - a. "I Am Reluctant to Respond Because..."
 - b. Facilitate discussion on responding to campers when conversations may feel difficult and/or critical
 - i. How do we deal with these issues?
 - ii. This is a reality that people face every day
 6. Read Excerpts From "Don't Assume I'm Straight"
 7. Hand out resources to staff members of where they can get more information
 - a. This information will be handed out and the contents will be explained to the staff members in the session. These should be seen as a resource to be used throughout the summer when issues arise
 - b. In addition, facilitator will hold follow-up sessions throughout the summer where these resources will be highlighted and used

Appendix E



What to Do When a Teen Comes Out to You

"Coming Out" is when a person tells someone else that he or she is gay, lesbian, or bisexual. Someone who is coming out feels close enough to you and trusts you enough to be honest & risk losing you as a friend and ally. What can you do to support a teen, who comes out? **Here are some suggestions that you may wish to consider...**

- Thank them for having the courage to tell you. Choosing to tell you means that this teen respects & trusts you.
- Respect the teen's confidentiality. You may be the only person the teen is ready to tell. Telling others, friends or family must be done on the teen's time schedule.
- Recognize that this is not something that needs to be reported to parents, clergy, or your superiors. You can provide the teen with support and ask about who else they have told, but it is neither your responsibility nor your right to tell others.
- Let the teen know that you still care for him or her. Be the support you have always been. The main fear for people coming out is that they will be rejected by their friends & family.
- Do not say "Are you sure?" When people come out to you, it most likely means they have gone over this question thousands of times in their own mind, and are sure!
- It's okay if you feel uncomfortable or upset. It is important to separate your own feelings of discomfort from what you convey to the teen. Do your best to convey that the teen is a valuable and important member of the community.
- Learn about organizations and publications— either GLBT and/or Jewish – that might help provide support to the teen. It might be important for the teen to know that such support exists. (Keshet, GLSEN, and PFLAG all have resources and links on their websites.)
- It's never too late. If someone has come out to you before and you feel badly about how you handled it, you can always go back & try again



Being an Ally:

"People always ask why I care about a movement that does not include me. My answer is that the gay rights movement should include me. Although I am straight, I know people affected by hate and prejudice – they are my friends. I believe that everyone who has seen the face of hatred, whether affected by it or not, should be involved in preventing it. That is why I am involved with my GSA. That is why I sit every week with other students not afraid to face prejudice. That is why I work with them to teach respect in our school." (From [The Gay, Lesbian, and Straight Education Network's Students and GSAs Yearbook](#))

Adapted from a flyer by the Youth Services Bureau of Wellington, Ottawa



10

TEN THINGS:

CREATING INCLUSIVE HEALTH CARE ENVIRONMENTS FOR LGBT PEOPLE



NATIONAL LGBT HEALTH
EDUCATION CENTER

A PROGRAM OF THE FENWAY INSTITUTE

July 2015

INTRODUCTION

Lesbian, gay, bisexual, and transgender (LGBT) people, like all people, want health care environments where they feel welcomed and respected. However, LGBT people face several barriers to accessing inclusive and affirming care. Many have experienced discrimination in health care settings, or know of someone who has.^{1,2} Even when providers have done nothing to suggest bias, LGBT people often approach health care with the expectation of a negative encounter. Some delay or avoid care altogether.^{1,2} Yet, access to care is especially critical for LGBT people—a population that experiences higher rates of HIV infection, depression, suicidal behavior, homelessness, smoking, substance use, and other health concerns.^{3,4} Because health centers are an important source of health care for LGBT people in all parts of the United States, it is essential they create environments that are affirming for this vulnerable population.

Creating an inclusive and affirming environment is not difficult or expensive, but it does involve dedicated effort and focus. This Guide is written for those who are leading these efforts at their health center or other health care organization. Presented here are ten things every health care organization can do to achieve a more inclusive and affirming health care environment. These practical strategies are meant to be broad enough to be adaptable, yet specific enough to allow for measuring progress. In taking these steps, you will make significant strides in providing equitable health care for all.



THE BOARD & SENIOR MANAGEMENT ARE ACTIVELY ENGAGED

Proactive efforts to build an LGBT-inclusive environment are essential to a successful outcome. There is no one formula for this, but engaged leadership from both the board and senior management is critical. Leadership should set the tone and ensure that LGBT-inclusiveness becomes part of an overall commitment to quality and fairness. Further, leadership is responsible for establishing a process to assess and monitor LGBT inclusiveness, and for overseeing any adjustments required to build a more welcoming environment.

Organization-wide surveys that assess current practice and service gaps can be useful to kick-start efforts. In addition, scheduling an all-staff introductory training on LGBT health can help raise awareness and create “buy-in.” Some health centers and other organizations have found it useful to create an LGBT task force or advisory group that identifies areas of excellence, and generates ideas for change. Others have identified an individual (sometimes referred to as a “champion”) who is directly accountable to leadership for assessment, monitoring, and implementing initiatives. A champion is usually someone who has a particular interest or expertise in LGBT health, and/or has provided exemplary service to LGBT patients and families, and has agreed to serve as a resource for staff. These and several other ideas for providing organizational leadership have been suggested by The Joint Commission.⁵



POLICIES REFLECT THE NEEDS OF LGBT PEOPLE

Because LGBT people come from all walks of life and experience the same kinds of health issues that all people experience, every organizational policy affects LGBT people. As such, it is a good idea to examine all policies and procedures for LGBT-inclusiveness with particular attention to the ways in which family is defined. It is recommended that families be defined openly, so that partners, children, and even friends who have no legal status as family are included when the patient wishes them to be.

In addition, it is important to review non-discrimination policies and visitation policies for inclusion of LGBT identities and relationships.⁶ The following policy changes are now Joint Commission standards^{7,8} and are required for becoming a Healthcare Equality Index leader.⁹

NON-DISCRIMINATION POLICIES

Given the long history of discrimination against LGBT people in health care settings, it is strongly recommended that the terms “sexual orientation,” “gender identity,” and “gender expression” be added to patient and employment non-discrimination policies. Gender identity refers to people’s internal sense of being male, female, or another gender. Gender expression is defined as “the manifestation of characteristics in one’s personality, appearance, and behavior that are culturally defined as masculine or feminine”.³ Sexual orientation refers to people’s romantic and physical attraction to others. Inclusion of these terms in your non-discrimination policies is important even if you are situated in a jurisdiction in which discrimination by these characteristics is prohibited by law.

SUPPORT PERSONS & VISITATION POLICIES

Posting the patient non-discrimination policy in several high-profile locations, such as on the walls, on patient handouts, and on a high-traffic area of your website will send a clear signal to patients of your health center's commitments and values. Including your employment non-discrimination policy in job postings can help recruit a more diverse workforce. In addition, it is equally important to establish a well-defined process for reporting and responding to any discrimination that may occur.

Any policies on support persons and/or on visitation should be crafted to ensure that patients can include friends and partners who are not legally or biologically related to them. Friends often serve in the roles of caregiver and support person in the lives of LGBT people, and patients should be encouraged to include friends as support persons if they wish. Such policies might also explicitly allow patients to receive visitors and name support persons without having to declare the nature of their relationship in order to be granted access. As with the non-discrimination policies, it is recommended to visibly post these policies as a way to signal openness to same-sex partners and non-traditional family. A sample statement could be: "Patients may designate support persons (and visitors) of any relationship including, but not limited to, spouses, domestic partners, friends, children, and family of any kind."



OUTREACH & ENGAGEMENT EFFORTS INCLUDE LGBT PEOPLE IN YOUR COMMUNITY

Engaging with the local LGBT community is also critical to creating an inclusive and welcoming environment. This can include co-sponsoring or hosting community events in collaboration with local LGBT organizations; recognizing LGBT awareness “holidays” such as LGBT Health Week, National Coming out Day, and Transgender Day of Remembrance; organizing a group of staff and patients to march in the community’s annual LGBT pride parade; inviting LGBT leaders to have a voice in organizational planning and a seat at the table on your health center’s board or on other patient and community advisory or leadership boards; and advocating when appropriate on local issues of importance to the LGBT community. You can also assess the needs of the LGBT community in your local area by holding focus groups, administering surveys at LGBT events such as Pride, and talking with key LGBT stakeholders and community leaders.

4

ALL STAFF RECEIVE TRAINING ON CULTURALLY- AFFIRMING CARE FOR LGBT PEOPLE

To facilitate respectful communication with LGBT patients, all staff should receive training on LGBT identities, terminology, and health disparities, as well as on how to avoid stereotypes and assumptions about patients' sexual orientations and gender identities. This is critical not only for administrators and clinical providers, but for all staff, especially those who have patient contact, including outreach workers, enrollment specialists, front desk staff, medical assistants, billing and insurance, and security personnel.

Improved communication by staff at all levels should lay the foundation for patients to feel comfortable disclosing their LGBT status. When patients receive a non-judgmental reaction to their disclosure, followed by respectful, appropriate follow-up from staff, they are more likely to remain engaged in care.

Clinical providers should also receive training specific to their practice and the populations they serve. The National LGBT Health Education Center (www.lgbthealtheducation.org) offers online learning modules and webinars for free continuing education credit on a range of LGBT topics, including behavioral health care, sexual and reproductive health, transgender clinical care, older adults, youth, parents, and more.



PROCESSES & FORMS REFLECT THE DIVERSITY OF LGBT PEOPLE & THEIR RELATIONSHIPS

Registration is a key opportunity to let LGBT patients know they are recognized and welcomed. Most critical is to review the language in your registration and medical history forms, and to train frontline staff in using inclusive language.

Key areas for review include:

DEMOGRAPHICS

Do your registration forms ask patients about their sexual orientation and gender identity? Asking these questions in the demographics section of registration forms will communicate to LGBT patients that the health center recognizes them and understands their health care needs. It also allows health centers to collect data in order to monitor quality of care to LGBT patients. Research has shown that sexual orientation and gender identity questions are acceptable to LGBT and non-LGBT patients in both urban and rural environments.¹⁰

Recommended sexual orientation and gender identity questions can be found on the website: doaskdotell.org.

PREFERRED NAME/ PRONOUNS

Many transgender people have insurance and identification documents that do not accurately reflect their current name or gender identity. To prevent miscommunication by staff, we recommend adding a preferred name and pronoun option on registration forms and in the medical record. All health center staff should be trained to use the preferred options.

RELATIONSHIP QUESTIONS

Do you ask patients about their marital status? We encourage you to reframe marital status questions as relationship status questions. Many LGBT and non-LGBT people in long-term committed relationships are not married for a variety of reasons. Gender neutral response items such as spouse instead of wife or husband are encouraged. Further, consider including “unmarried partner” as a relationship status option in addition to spouse.

SEXUAL HISTORY QUESTIONS

If you include sexual history questions on your medical history forms, make sure they do not assume heterosexual relationships only. For example, ask the gender(s) of the patient’s sexual partner(s).¹¹

FAMILY PLANNING QUESTIONS

Do your family planning questions assume that every sexually active person requires contraception? If so, patients who engage in exclusive same-sex behavior may feel marginalized. Do your family planning questions include the possibility of adoption, surrogacy, or insemination? Recognizing there are options for becoming parents beyond intercourse is important for all patients.

GYNECOLOGIC HISTORY QUESTIONS

Do your questions about breast health and reproductive anatomy specify “for women only”? Many transgender men retain a cervix, uterus, and breast tissue. It is important for all relevant patients to answer these questions and receive regular preventive gynecologic care.



DATA IS COLLECTED ON THE SEXUAL ORIENTATION & GENDER IDENTITY OF PATIENTS

Gathering data on the sexual orientation and gender identity of patients is essential to providing optimal care to LGBT people. Collecting this information in a standardized way—in electronic health records (EHRs) and in patient satisfaction surveys—allows health centers to provide more appropriate care as well as to monitor quality of care to LGBT patients.

ELECTRONIC HEALTH RECORDS

The Institute of Medicine^{3,12} and the Joint Commission⁵ recommend that health care organizations collect sexual orientation and gender identity information and enter the data into EHRs. Because LGBT people face health disparities, the inclusion of this information in the EHR assists clinicians in providing screening and preventive care that can address those disparities. Further, knowing both the gender identity and birth sex of transgender patients helps the provider offer more appropriate screenings. Asking about and recording sexual orientation and gender identity can also enhance patient-provider communication, which is a foundation for quality care. As mentioned earlier, recommended sexual orientation and gender identity questions can be found on the website: www.doaskdotell.org.

Once you begin collecting sexual orientation and gender identity information, it is important to tie the questions to algorithms that support billing and patient decision support. For example, a transgender man may retain his cervix and need a Pap smear. The provider needs the appropriate reminder and the code needs to assure the billing is done correctly.

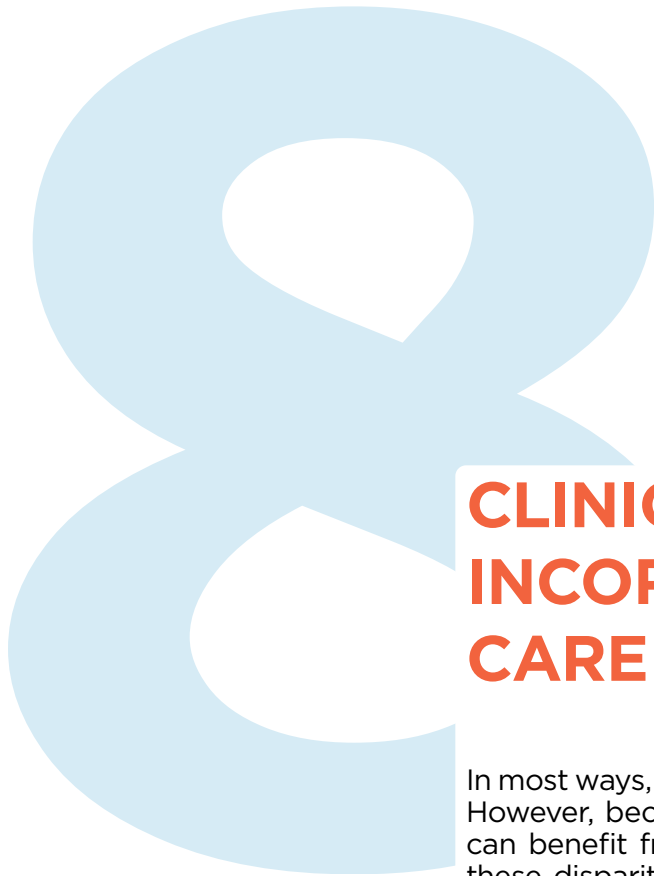
PATIENT SATISFACTION & QUALITY IMPROVEMENT SURVEYS

Adding sexual orientation and gender identity demographic questions to patient satisfaction and quality improvement surveys enables you to measure how well your services are meeting the needs of LGBT patients over time. By looking at both patient satisfaction data and clinical data in the EHR, you should be able to develop goals for improving overall clinical quality for LGBT patients.



ALL PATIENTS RECEIVE ROUTINE SEXUAL HEALTH HISTORIES

Taking a routine history of sexual health should be part of the comprehensive history for all adult and adolescent patients. Discussions of sexual health should be broader than just a focus on behavior and associated risks for HIV, STDs, and pregnancy. Rather, they should allow patients to talk about a range of issues including sexual function, satisfaction, desires, trauma or abuse, and family planning. Asking open ended and inclusive questions, such as “Are you in a relationship?” and “Do you have sex with men, women, or both?” invites patients to feel more comfortable talking to their providers about their sexual orientation, their relationships, their sexual behavior, and any related questions or concerns. In addition, asking patients if they have any concerns about their gender identity offers an opportunity for transgender patients to open up to their provider. It is important to avoid assumptions and prejudging people by asking these questions of all patients.



CLINICAL CARE & SERVICES INCORPORATE LGBT HEALTH CARE NEEDS

In most ways, LGBT people have the same health needs as all patients. However, because LGBT people face several health disparities, they can benefit from clinical care and services that target and address these disparities. Some LGBT people also have specific health care needs that are not widely available, such as cross-sex hormone therapy for transgender patients, and family planning for same-sex couples. A few recommended services are described below.

PREVENTION & WELLNESS

Gay and bisexual men, and transgender women face higher risks of acquiring HIV and other sexually transmitted infections (STIs),^{3,4} therefore, culturally responsive testing and prevention services, including availability of post- and pre-exposure prophylaxis (PEP and PrEP), are strongly recommended.^{13,14}

Lesbian and bisexual women are less likely than heterosexual women to be screened regularly for cervical cancer, even though their risk is similar to heterosexual women.¹⁵ Quality assurance programs can be developed to ensure that lesbian and bisexual patients are receiving Pap smears according to guidelines for all women. In addition, clinicians should understand that many transgender men retain a cervix and require regular cervical cancer screening as well.

LGBT people smoke at much higher rates than the general population.¹⁶ Clinicians should be aware of the need to assess cigarette and other tobacco product use among their LGBT patients. In addition, it can be helpful to provide smoking cessation counseling that addresses the root causes of LGBT smoking (such as the experience of minority stress)¹⁷ and that affirm LGBT identities and communities.

Gay and bisexual men are at increased risk for anal cancer.³ Anal cytology screening should be considered, especially for HIV-infected men.¹⁸

TRANSGENDER SPECIFIC HEALTH CARE

Many transgender patients seek transition-related health care services such as cross-sex hormone therapy and/or referral to surgery. Further, transgender patients should undergo preventive screenings following guidelines for their natal sex for organs and tissues that they retain (for example, prostate, cervical, and breast cancer screenings). Training materials and primary care protocols for transgender health care are available online (see Resources at the end of this Guide).

COMPREHENSIVE FAMILY PLANNING SERVICES

Many LGBT people are interested in becoming parents through adoption, fostering, surrogacy, or donor insemination. In a 2013 poll, 51% of LGBT adults in the U.S. reported that they are either already parents or would like to have children someday¹⁹. Family planning options can include counseling on these options and referrals to LGBT-friendly agencies.

LGBT BEHAVIORAL HEALTH SERVICES

Several studies have shown that LGBT people have higher rates of depression, anxiety, and suicidality, and a history of violent victimization and trauma.³ LGBT people may be in greater need of behavioral health services, and require providers who understand their life experiences and are affirming of their identities, families, and communities. Offering support groups for LGBT people is another way for helping people in the community who may be experiencing marginalization, isolation, or mental health issues related to stigma.

If you do not have the full range of services discussed above, consider building partnerships with organizations that do. In addition, be sure to have LGBT-inclusive referrals on hand for these services.



THE PHYSICAL ENVIRONMENT WELCOMES & INCLUDES LGBT PEOPLE

Upon entering a health care facility, many LGBT patients look for signs and clues of openness to LGBT identities. Assess the physical environment of your building with attention to what kind of messages may be communicated to patients. What does the environment say about who your health center recognizes and serves? Do you include depictions of LGBT people and families anywhere? Are there only traditional representations of gender? Think about the environment as holistically as possible. Specific areas that you might attend to include:

SIGNS & BROCHURES

Do health education or marketing materials include any images of same-sex couples or families? Do you have any LGBT-specific signs, stickers, brochures, or patient education materials? Do your community bulletin boards include postings for LGBT people? Do you have any resource materials from local LGBT organizations available?

WAITING AREA READING MATERIALS

Do your waiting areas have reading materials appealing to LGBT people? If you have a local LGBT newspaper, consider ordering a subscription for your waiting rooms. If you don't, consider selecting an LGBT-oriented national magazine such as OUT or The Advocate among your reading materials.

RESTROOMS

Transgender and gender nonconforming people sometimes experience questioning or harassment in public restrooms. It is important for health centers to have a policy that allows people to use restrooms based on their gender identity (rather than their birth sex). If possible, it is also helpful to provide single occupancy unisex restrooms.



LGBT STAFF ARE RECRUITED & RETAINED

Having openly LGBT people on staff can help build the foundation for creating a respectful, inclusive health care environment. Suggestions for recruiting and retaining an LGBT workforce include providing an employee nondiscrimination policy that includes sexual orientation, gender identity, and gender expression. You also will want to have an LGBT-inclusive benefits package that ensures same-sex partners (regardless of marital status) are treated equitably in areas such as retirement, health care, leave, and education. Further, it is important to review the health insurance coverage offered for transgender employees as many insurers do not cover transition-related expenses.

Other ways to recruit and retain LGBT employees include mentioning your commitment to non-discrimination in your career ads, sponsoring an LGBT employee resource group, attending LGBT job fairs, advertising positions in LGBT publications, and including LGBT information in staff training.

CONCLUSION

Welcoming environments are those that provide LGBT patients and their families the dignity and respect that all patients deserve. In such environments, LGBT people are much more likely to feel comfortable being open with their providers and with staff about their sexual orientation, gender identity, family, and relationships. They are able to share information relevant to their care without concern for how that information will be received. Changes (big and small) can go a long way in communicating to LGBT patients and their families that the organization welcomes the opportunity to care for them. We hope this Guide is a helpful resource to you as you lead and manage efforts to provide welcoming, inclusive, and affirming care and services to LGBT people—as well as all populations—in your community. For additional resources, see the references and resources sections below.

ACKNOWLEDGEMENTS

We would like to thank Aimee Van Wagenen, PhD, for writing this publication in collaboration with the National LGBT Health Education Center, June 2015.

This publication was made possible by grant number U30CS22742 from the Health Resources and Services Administration, Bureau of Primary Health Care. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of HRSA.

RESOURCES

The National LGBT Health Education Center

Our website has many resources for creating affirming health care environments. LGBT patient brochures and posters that can be distributed at your health center; a guide to taking an inclusive sexual history; and more information collecting data on sexual orientation and gender identity. In addition, we offer over 45 “on-demand” webinars (with free CEUs) for training your staff.

www.lgbthealtheducation.org

The Fenway Guide to LGBT Health

2nd edition. American College of Physicians, 2015.
Available on Amazon.com and at

www.acponline.org/fenway

Advancing Effective Communication, Cultural Competence, and Family- and Patient-Centered Care for the Lesbian, Gay, Bisexual and Transgender (LGBT) Community: A Field Guide

The Joint Commission; 2011.

www.jointcommission.org/lgbt

Center of Excellence for Transgender Health

Primary Care Protocols.

<http://transhealth.ucsf.edu>

World Professional Association for Transgender Health: Standards of Care

www.wpath.org

Human Rights Campaign

Sample patient non-discrimination policies.

www.hrc.org/resources/entry/sample-patient-non-discrimination-policies

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NATIONAL LGBT HEALTH
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Appendix G

Queer Youth Advice for Educators

How to Respect and Protect Your
Lesbian, Gay, Bisexual, and Transgender Students

by Abe Louise Young
and youth contributors

“This compilation of urgent youth voices is a critical reminder that sometimes the most important thing an adult ally can do is listen.”

– Eliza Byard, Executive Director, GLSEN

Queer Youth Advice for Educators

How to Respect and Protect Your Lesbian, Gay, Bisexual, and Transgender Students

I feel the school tries to not address the elephant in the room,
but this year has been revolutionary.
The kids have taken the gay-rights movement into their own hands.
– EDDIE, 18

by Abe Louise Young
and youth contributors



NEXT GENERATION PRESS

Copyright ©2011 by What Kids Can Do, Inc.
Printed copies of this book are available from
Next Generation Press
info@nextgenerationpress.org

Acknowledgments

My great appreciation goes to the youth whose discussions of their lives and hopes in school created this project. The youth contributors' first names, ages, and geographic regions are detailed at the end of the guide. A few students chose to be named fully, and we thank them here: Eddie Gonzalez, Vicente Mendoza, Gilbert Montoya, Alex Haigst, Dawson Ray, Omar Lopez, Charlton Koonce, and Amanda Donnelly. Vicente Mendoza and Amanda Donnelly, the devoted youth editors, helped the project get kicked off, and gave vision, time, and feedback over six months. Their leadership is awe-inspiring.

Many thanks to the following individuals and organizations for contributing support, ideas, time, and connections:

This project would not exist without the wonderful vision, insight, and support of Barbara Cervone, President of What Kids Can Do and Next Generation Press. Many thanks also to the many people who helped make it happen, including Kathleen Cushman of What Kids Can Do and Next Generation Press; youth workers Seth Eli Kazmar and Mike Graham-Squire; teachers Wura-Natasha Ogunji, George Schorn, and Cindy St. John; community organizer Candace Lopez; social worker Jessie Rose Cohen; Candace Towe of OutYouth; Ben Stock of BrainPower; and Kate X Messer of the Austin Chronicle. Thanks to Melissa Cofer, Diana Nichols, Kimberly Hill, and Azure Osborne-Lee for transcription and research assistance; Gay Lesbian, and Straight Education Network (GLSEN); RiotYouth; ALLGO, a statewide Queer People of Color Organization; OutYouth; KIPP Collegiate Preparatory Academy, Fulmore Middle School; OutCast; and the New Mexico Transgender Resource Center.

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Welcome

Dear Educators,

Welcome, and thank you for picking up this text.

This guide presents the feelings and thoughts of thirty lesbian, gay, bisexual, transgender, queer, and questioning youth and their allies, on the subject of school.

The main message is simple. Queer youth are here. They're in your class. They're standing on the fault line of a powerful continental shift between old rules and new values in our society. Just as the children of every civil rights movement have done, they're taking a lot of the heat. Some are exuberant leaders; others are choked with fear. But they all want to grow and learn, and want your respect.

In a school of 1,000 students, up to 100 will be gay, lesbian, or bisexual; 10 will be transgender; and 1 will be intersex (biologically neither male nor female). If their lives are average, 87 of them will be verbally harassed, 40 of them will be physically harassed, and 19 will be physically assaulted in the next year, because of their sexual orientation or gender expression. Sixty-two will feel mostly unsafe going to school. Thirty will harm themselves in what may be suicide attempts. Their academics suffer; social and emotional needs go hand in hand with educational needs, and nervous students don't learn easily.

The youth make clear that it's not *being* LGBT that causes these problems. There are about as many people born queer in the world as there are people born left-handed. The problems are the outcome of intolerant actions and speech by peers, parents, teachers, clergy, and strangers. Bullying is a symptom of the culture.

An informed educator can use this moment to deeply engage students in inquiry.

By educating yourself and being an ally to queer youth, you can help keep those 111 students alive and thriving. The other 899 will benefit in wonderful ways from an inclusive, nonviolent school climate.

It's an honor to present the voices of the smart, compassionate students in this guide. To gather their thoughts, I interviewed thirty youth over four delightful months. The interviews took place in person, via telephone, on Skype video conferencing, and online. The students named here speak for the whole; some students who contributed to the conversations did not feel comfortable being included in print, and others echoed the voices here.

The youth here come from Latino, Caucasian, African American, Middle Eastern, and Asian families. They identify as lesbian, gay, queer, bisexual, transgender, androgynous, curious

or questioning, genderqueer, two-spirit, and straight ally. They live in Texas, New Mexico, Arizona, Illinois, Washington State, California, Kentucky, Pennsylvania, and Massachusetts. Some students elected to choose pseudonyms; others wanted to be fully named. We settled on using first names and a few *noms de plume*.

An abundance of strategies exist to handle issues of school bullying, and you probably already have some expertise with them. The most exemplary resources for adults who work with youth address the symptom (bullying) alongside the cause (bias). The Gay, Lesbian, and Straight Education Network and the Trevor Project offer free kits for educators and a panoply of resources for addressing both bullying and bias. I encourage you to order them just as soon as you finish reading this guide.

Listening to young people never gets old. Please join us at the table.

It's our hope that a guide like this will soon become unnecessary. Read on to learn more about the students in your classroom, and to see what you can do to bring that day around.

Abe Louise Young
Austin, Texas
March 2011

Praise for *Queer Youth Advice for Educators*

A rich, important, and powerful work, in which students teach us about their experiences and their wishes for safe, respectful and civil schools. I hope every K–12 educator reads and reflects on this wonderful book.

Jonathan Cohen, President, National School Climate Center

In this essential book, LGBTQ youth tell us about peer and adult actions that hurt them—and, even more important, about peer and adult actions that have helped them live good lives.

Stan Davis, author of *Schools Where Everyone Belongs*

This eye-opening guide reveals a national crisis in school climate. The powerful voices of students describe more than bullying—they show a whole-school issue that must be addressed sensitively by every educator. *Queer Youth Advice for Educators* is a great resource for school counselors and all adults in a school building.

Kwok-Sze Wong, American School Counselor Association

A must read for every parent, educator, and youth worker who wants to create safe harbor for all young people—a place where kids can honor the uniqueness of themselves and others as well as celebrate our common humanity. The wisdom and deep caring of the youth in this book will humble and hopefully embolden us to stand up for our kids and speak out against any injustice.

Barbara Coloroso, author, *The Bully, The Bullied, and the Bystander*

This is an intelligent and useful resource for teachers. The book provides insight into the thoughts and feelings of students whose voices are too rarely heard.

Rosetta Marantz Cohen, professor of Education and Child Study, Smith College

A Note on Vocabulary

We use the terms LGBT and queer interchangeably here.

There's currently no all-inclusive term for lesbian, gay, bisexual, and transgender people. Queer and LGBT come the closest. Once a derogatory slur, queer is now a celebratory umbrella term to describe anyone who lives and loves outside of the heterosexual, two-gender model. LGBT is the acronym you see lit up on community center signs. Sometimes extra letters are added to make sure everyone is included—Q for questioning, I for intersex, and A for ally.

We use the terms LGBT and queer interchangeably here. We hope that the stories and advice of these young people will inspire you to become an ally—someone who is committed to equality, and who creates a safe and welcoming environment for LGBT people.

If you're new to this subject, you might feel overwhelmed by the vocabulary or the variety of issues. Don't worry—you don't have to master it all overnight. Simply let your students know that you are supportive, open, and eager to learn, and ask them to teach you what else you need to know.

Educate, Protect, & Respect

Awareness of a difference in their gender and romantic orientation starts, for many, in elementary school—and so does traumatic bullying.

We learned that discrimination starts before kids even know about the birds and the bees. Some people are aware of having romantic attraction to the same sex as young as kindergarten; others are not. Some youth begin to express transgender feelings as soon as they can speak.

Elementary and middle school is a perfect time to model diversity. Kids need to learn that there aren't "boy colors" and "girl colors" or "boy games" and "girl games," that their teachers respect gay and lesbian people, and that only individuals can say whether they are gay or not.

See the Safe Schools Coalition flyer, "[Learning About Sexual Diversity at School: What Is Age Appropriate?](#)"

See "[Teaching About Gender Identity and Fluidity in Elementary School](#)"

- ▶ I've been ridiculed for being gay since age six, and it's not about being gay because at age six I didn't know, I didn't understand. I didn't understand sex. I didn't understand all the logistics. This is what I believe I was made fun of for: for being a gender non-conformist. For being too feminine. – SAM
- ▶ People are afraid to talk about sexuality to elementary school kids because they think that they are going to get into trouble, or that the kids are, like, so pure and innocent they don't know anything. But what they don't realize is that elementary school kids are all talking about it already and lots of kids are already gay or different in second grade, and are really friggin' terrified because no one has ever talked to them about gayness except for the insults. – MC
- ▶ When all my friends were talking about boyfriends, in around third grade, I was really hurt and sad, because I just wanted to stay girlfriends. I didn't know what that meant but I knew I was jealous, and probably I was in love or had a big crush on my best friend. – MARCELA
- ▶ The school needs programs that teach openness starting in first or second grade about other sexualities and its being okay, so that students do not develop that "it's different and bad" mindset. It would also help those who are growing up bi to be told that yes, bisexuality does exist, and yes, it is okay. – ALEX B.

Teach students that you cannot tell who is gay or lesbian by how someone dresses, talks, or acts. Introduce the idea that all people have a different balance of masculine and feminine qualities, and that mix is part of what makes them unique.

- ▶ If I had bullying, it was before I ever came out, for the fact that I was dressed as a tomboy, for being incredibly masculine, yes. – JOE

- ▶ I was starting to try to transgender when I was about seven. But with school, basically, it all started when I was in fourth grade. I wanted to be called “she” and by my female name. Our principal was all like, “You can’t be called that until next year!” I’m like, “You’re making me wait another year!” So we basically . . . I left. We left that school. – ALEXANDRIA
- ▶ I’m LGBT as well. I’ve known since middle school, and people have taken it to the extreme by calling names and trying to exclude me from groups or whatever. But I don’t judge anybody else for who they are. I don’t tell them, “Okay, well, you’re straight. I don’t have anything to do with you.” – ANNIE

When elementary students do come out, they run the risk that their entire social or peer group will exclude them. Older students may have found support networks for gender or sexual difference online, through a GSA, or outside of school—but few elementary students have those options. Talking about their feelings may leave them friendless.

- ▶ I was very ignorant back then, so I thought I could trust my next-door neighbor, who I became very good friends with, with my secret. Then one day I got to school and I find out that everyone knows . . . then the whole school started bullying me and were like, “Oh, my god! Totally gross!” One day this girl runs after me and pulls my hair so hard that I’m like bending on the ground. And then I totally lost it! And basically I never went to school for two weeks. I didn’t study or get homework sent home or anything. Luckily my counselor was nice enough to make it an excused absence. – ALEXANDRIA
- ▶ So when I was eight, when I was in third grade, I was in the school library and I was looking at pictures of girls. In the magazine, National Geographic, like, girls, women from Africa without shirts on. And these two boys saw, and they said nasty things and tried to pinch my body, and literally punched me in the chest like ten times, really hard. You know, where my bra is, before I matured up. I was all bruised in the area. But I was, like, so scared, I didn’t tell on them. The magazines were in the school library, so it couldn’t have been, like, a thing to be punished for, but it was bad, and I knew. You know? The whole year of third grade I was afraid. – MARITZA

You can also teach the younger grades that families come in a wonderful variety of shapes, sizes, colors, and genders—a family is a group of people who love and support each other, and that can look a variety of ways.

- ▶ My parents are gay and I grew up in a genderqueer community. I grew up not really caring more about whether someone was a boy or a girl because I never wanted people to care about that with me. – CHARLTON

Did you know?

The Family Acceptance Project at San Francisco State University recently documented emerging trends in LGBT youth self-identity. Its study charted the average age of first same-sex attraction at ten years old, with some youth reporting LGBT identities as young as five years old.¹

The current focus on school bullying prevention may mask the underestimated health consequences of sexual harassment. Research shows that although less frequent, sexual harassment has a greater negative impact on teenagers’ health than the more common form of victimization, bullying.² Since what LGBT students experience is both bullying and sexual harassment, its impact on health no doubt reflects that.

Not all anti-LGBT behavior comes from students. Sometimes educators are the source of problems.

The need to respect and protect queer students is extra-difficult for some administrators and teachers to understand—especially when religious values conflict. But when teachers are uncomfortable with these issues, they may misuse their positions of power over students. Some actively contribute to verbal bullying and even to sexual harassment of LGBT students.

Teachers set the climate and ambiance for their classrooms. Their attitudes can either prevent or increase problems. Education about LGBT issues is the first step toward comfort for teachers unfamiliar with the topic.

Smart schools should provide training on anti-bullying and LGBT student issues for every single adult they employ—from the janitor to the coach to the principal. All staff members need to know the rules for protecting student safety, and to apply them consistently.

The GLSEN Safe Space Kit is a free resource to help educators create a safe space for LGBT youth in schools. The latest kit features a 42-page Guide to Being an Ally to LGBT Students. This provides concrete strategies for supporting LGBT students, educating about anti-LGBT bias, and advocating for change inside the schools. The kit also shows how to assess the school's climate, policies, and practices. It includes templates for printing your own Safe Space stickers, and a color Safe Space poster (8.5" x 11" format).

- ▶ Two lesbian girls at my school were showing some affection (not making out or anything, just being close). My teacher made a snide remark about it and told them to stop. – ADAM
- ▶ I almost got kicked out when my teacher, who was really racist also, wrote So Gay in marker on my history paper. He tried to play it off. I said, "What is this?" and he was like, "There are a lot of women named Gay. Is your middle name Gay?" trying to get the whole class to laugh. – LARISSA
- ▶ I had a person who was the AV director at my school, the guy who brought the projector and the technical computer stuff around. He must have thought because I was bi and had a girlfriend that I was kinky or something, and he would make kissy kissy noises at me when I walked by and pull at my clothes and stuff. He popped my bra strap once and touched my legs when I was going up the stairs. He'd say *Lesbiana muy sexy!* – RAQUEL
- ▶ I once heard my Spanish teacher in 9th grade announce to the class that he doesn't mind seeing two girls kiss in the hallway, but seeing two guys makes him queasy/ nauseous! – EDDIE
- ▶ Bullying and harassment is not really stopped as it should be. Indeed, the sports coaches certainly would see that kind of bullying as a positive, not a negative thing. And whilst the other teachers and administrators might [see bullying as negative] it seems they don't know what to do about it. – ALEX B.
- ▶ My computer teacher, she would wear this perfume that was really heavy of flowers, and it made me feel sick, because, you know, she has to stand behind you when you are working on the computer to see your work. I told her I was getting a headache from it and she went and got the bottle of it then came over and sprayed it straight on me from behind and said "Are you sure you're a girl? Cuz girls *like* perfume." I couldn't believe she had just done that! I never went back to that class. And I went and threw up in the bathroom, I was that upset. – DESTINY

- ▶ At age 13 I was forced out of the closet. Employees at my school and the church next to my school told my Mom. They told her there was a rumor going around that I was bi. It wasn't me who was coming out. It was other people coming out for me. – SAM
- ▶ There is no process here for going to the office or . . . reporting negative hate speech, or if you're threatened. Telling the school counselor something basically means that you've told the whole school. It's like putting it on a television channel. I would never go to a counselor here with something I needed kept confidential. – AMANDA

Did you know?

In the 2004 GLSEN National School Climate Survey, 61 percent of LGBT students said they heard school personnel making homophobic remarks.

One school district has been proactive in combating anti-gay behavior for almost three decades. The Los Angeles Unified School District's Project 10 is a district-wide program that, among other things, has provided sensitivity training on sexual-orientation issues and how to recognize and prevent discrimination, bullying and harassment of students to more than 35,000 teachers and administrators. Teacher Virginia Uribe launched the program in 1984 at Fairfax High School after a gay male student, who had been verbally abused and assaulted, was transferred to another high school. Three years later, the program expanded to the entire district.

Straight youth also suffer from an anti-LGBT climate.

Anti-LGBT sentiment divides students because it creates an environment where students don't feel free to be themselves. Straight students who are misperceived as queer experience bullying on that basis, and straight allies risk being harassed for defending their friends.

- ▶ My mom always thought I was gay for some reason. Just cuz I look beautiful. But I was like always the boy interested in fashion. But I'm straight, I'm an ally. – GILBERT
- ▶ I'm straight but not narrow, and I want more punishment for bullying and name-calling. – MARITZA

Safe Schools across the country celebrate [Ally Week](#) in October. Students organize and celebrate allies to the LGBT community, and ask peers and staff to take the Ally Pledge.

Another way to be an ally is to make room on the class bookshelf and in the curriculum for learning about the contributions of LGBT individuals. The American Library Association offers its [Rainbow Project Bibliography](#), a list of the best books with LGBT characters and subjects, by grade level.

- ▶ I know a lot of gay people. But I have a lot of friends that are straight as well. They always made fun of my gay friends, which is kind of . . . not cool. I always kind of go away from that. – WILFRIDO
- ▶ My parents are gay, and I've never experienced any problems or bullying or any anti-gay sentiment. I am homeschooled. – CHARLTON
- ▶ It kind of bothers me when people, if they notice something different about my gay and lesbian friends, they're like, "Oh! Are they gay?" It's really annoying to come ask me. It's none of my business. I wouldn't be sharing out information that I can't share. You know, people are making fun of them and it's really uncomfortable for me. – GILBERT
- ▶ There is no way to express bisexual other than saying it. So it's like I'm invisible. . . which is great for not getting bullied but hard for having an identity. – ALEX B.

Students interviewed for the RiotYouth Climate Survey in Ann Arbor, Michigan (a student-led research project in the Ann Arbor public schools) reported that they feared violence if they stood up for the rights of their queer classmates. They said: "If you intervene, you could get beat up or jumped later on," "I'm afraid of having daily school enemies again," and "I would be afraid of being hurt myself."

When young people do take a stand as allies for the rights of their classmates they offer a brave example of character strength, and sometimes see results.

- ▶ People would tease a particularly effeminate guy in our grade who is actually straight. I called a class meeting and called everyone out on it, and it pretty much stopped. – JAMES
- ▶ I have to stand up for my people when people start calling them out. And when the teacher says nothing, I'm like, "Miss? What? Are you ignoring this mess? Someone is being stepped on here for who they are and that is not right." "Cause MLK and Rosa Parks are who got to fight for civil rights for African-Americans. Now for us, it's getting to fight for LGBT rights at the same time. Even if you're white it doesn't matter. And it doesn't matter if you're straight. You can do a drag show! – DESHAUN

► Saying being gay is bad is just dumb. Kids can see that today because we didn't grow up segregated from anything. – MARITZA

Did you know?

Surveys of teens indicate that anti-LGBT bullying affects greater numbers of straight students than sexual minority youth. For every lesbian, gay, and bisexual youth who is bullied, four straight students who are perceived to be gay or lesbian are bullied.³

The stigma and hostilities youth experience from anti-LGBT bullying make them prone to health risk behaviors, such as skipping school, smoking, alcohol and drug use, and sexual risk. These same risks exist for heterosexual youth perceived to be lesbian or gay, as for non-heterosexual youth who keep their sexual orientation hidden.⁴

When teens in a National Institute of Mental Health survey were asked how they felt about the teasing or bullying of LGBT students, 78 percent disapproved and only 3 percent said this behavior was funny.⁵

Race matters: Queer students of color and immigrant youth feel less safe and experience greater stress than their white peers.

The experiences of queer students of color are often different from those of their white peers in significant ways. Racism or invisibility when in a predominantly white LGBT community and homophobia from their community of color can mean double jeopardy.

In the Ann Arbor, Michigan RiotYouth Climate Survey, students of color were “significantly less likely to feel safe in schools and restrooms than their white counterparts. This difference in feelings of safety was found to exist both on the basis of sexual orientation and on gender identity.”

The National Black Justice Coalition

is the leading black LGBT civil rights organization.

California Newsreel offers current documentary films that challenge racial, ethnic, and sexual stereotypes and help build a more inclusive environment. Some include teachers’ guides and discussion questions.

Queer students of color become adept at confronting bias from multiple directions—which takes a toll on their mental and physical health. This difficulty also inspires many youth to be active in seeking support and social change.

- ▶ Society looks down on us so much, at time I feel Dehumanized. – JAYY
- ▶ Being part of a triple minority doesn’t help much. – OMAR
- ▶ With my mother, she is very, you would say, Catholic—she speaks Spanish only. So for her, it’s really bad, a bad thing, that your daughter is not going to get married and have a husband and have kids and everything. You should hide it. For Hispanic people it is different, it’s much more strange, so, less . . . accepted. So I never had a person I could see, look

up to, who was queer and lesbian and Hispanic, or like me. Or had immigrant parents and was queer. If I was with my Hispanic friends, I’m quiet, hidden. To myself. And if I was with white friends, I was just already different, a different background, so being lesbian is even weirder. And I’m not a girly lesbian or a butch, I just am in the middle, kind of, how I look, so people can’t tell. Having one place to be everything has not really happened yet. When I move out I can find it. I hope. Try to. – MARITZA

Ernesto, a young writer with the YouthResource blog, writes about the diverse aspects of his identity in an essay called “‘It’s one, two, three strikes, you’re out, at the old ball game’: A day in the life of a young queer person of color.” He writes:

- ▶ Explaining my sexuality, gender and orientation in English is something that I’ve become accustomed to doing. Translating that conversation to Spanish doesn’t go as smoothly. You see, in Spanish there isn’t a word for *queer*, or *homosexual*, the words used are derogatory and repulsive. For me to define myself I have to try and use English words with a Spanish accent. One word I do know in Spanish is *maricon*, a word I often heard growing up and the English equivalent to *faggot*. Coming out for me wasn’t about being comfortable with myself or worrying about what people might think. It was more about finding the right words to tell them I was gay. Eventually I just used the derogatory words.... Ultimately I am myself, I am E and that’s all I have to be. I am a Queer Identified Person. I am Mexican. I am Youth. I’m just E. – ERNESTO

The work for women's rights, African-American rights, children's rights, and other social justice movements is all part of a wheel of expanding human liberty. The movement for LGBT rights is one spoke on this wheel, and it owes much to the movements that precede it. Teaching about how struggles for equality are all connected is a powerful way to bring different identities—and time periods—into communication.

- ▶ I want my teachers to teach about people of color and other cultures, and about gay and lesbian people and about women and the prejudices people have faced and, like, how they overcame them, something I haven't seen before. – MARCUS
- ▶ They might think, well why should I do that? Because most people are not that way. They probably don't want to seem too liberal and like they are doing, I don't know, something off the track instead of the real, the regular history. – MARCELA
- ▶ But they should do it to help stop the problems, and the violence. What are we learning about every time except for what white people do? Teachers should mix it up, for real, like, queer it up, gay it up, black it up, whatever it up. – MARCUS

Did you know?

In GLSEN's "Shared Differences" report (2009), more than half of LGBT youth of color reported verbal harassment in school based on their race or ethnicity. For all groups, LGBT students of color who were minorities in their school were two to three times more likely to feel unsafe and experience harassment because of their race or ethnicity than those who were in the racial or ethnic majority.

In the same report, fewer than half of students of color who had been harassed or assaulted in school said that they reported the incident to school staff. For those minority students who did report incidents to school staff, fewer than half believed that staff's resulting response was effective.⁶

The challenges of life outside of school may be more dangerous than your students let on.

It is estimated that between 20 and 40 percent of homeless youth are LGBTQ. Why so many? One major reason is that many LGBT youth are forced to leave home when they come out to their parents. They may continue to attend school, but their risks skyrocket regarding substance abuse, sexual victimization, self-harm, and being a target of violence.

The American Psychiatric Association declassified homosexuality as a mental disorder in 1973. But some youth are stressed by being sent to “reparative” therapies operated by the ex-gay ministry movement. This movement claims that LGBT people—even young children exhibiting what it calls “prehomosexuality”—can be “cured.”

Whatever stress your LGBTQ students may experience outside of school, you can help by being a stable, supportive presence. When students feel safe, they’ll share their stories.

If your student is struggling with intolerance at home or in their place of worship, check out [“What the Bible Says—and Doesn’t Say—About Homosexuality”](#) and the companion text [“What the Science Says—and Doesn’t Say—About Homosexuality”](#) for up-to-date research. Both are available as downloadable PDFs from [Soulforce](#).

- ▶ My mom told me to “stop my b*llsh*t” or she would kick me out—referring to me being with another girl. – GUADALUPE
- ▶ I am worried about safety in school more than out in public places. The bathrooms are what scares me the worst. Some of the guys, they just—they barely tolerate it. And they like, they call me names and whatnot. Then I’ll be in the bathroom with them. I see those boys every day so there’s more risk for tension to build. It might cause issues. If guys find out, like if they don’t know and they find out, they’re explosive. In girls... it brings out disgust. It’s almost like going to the circus and watching a show, you know? – JOE
- ▶ [When I came out] my mom, of course, feared I would die of AIDS. You have to remember my mom lived out the 80s as a mature adult. She herself saw people die of that, so her first reaction was, “Oh my god! Sam!” And my dad, when I came out, he didn’t associate that with good things. Neither one of my parents associated that with good things and that was kind of terrible. That kind of made me go insane. We won’t even talk about the ex-gay therapy. Oh, yes. There was that. – SAM
- ▶ My dad judges me on everything. When *God* is thrown at me, I completely shut down. I kind of feel tricked in a way when that happens. – VICENTE
- ▶ A lesbian friend of mine had milk poured all over her simply because she was gay. – JAYY
- ▶ I always have these nightmares about being some kind of animal, you know, like an animal you take to slaughter. I tend to have nightmares about the type of animal that you take to slaughter, like a cow or a pig. And I dream about running and having people tie me down and grab my legs and stuff. In any case, I always feel like people are treating me a lot like an animal because they look at me for the body and the meat. – JOE

- ▶ I think that it should be definitely brought to the attention of students how many kids around the world have committed suicide or attempted suicide because of how they were treated. I'm not saying everyone's mind should be changed and it's just gonna be okay, the world's gonna be peachy—it's not. You can't change everyone's mind, but you can definitely start to put it out there that there are consequences to actions. – AMANDA
- ▶ My mom is a strict faithful Jehovah's Witness and has warned me if I "sin" I will be kicked out because her home is not a place for sinners, in her mind anyone who is LGBTQ is a sinner. I still live at home with my parents only because I feel like there is no escaping. I want to move out or even run away. I think about running away all the time but I couldn't leave my sister behind. – ADRIAN

Did you know?

LGBT young adults who reported high levels of family rejection during adolescence were over three times more likely to have suicidal thoughts and to report suicide attempts, compared to those with high levels of family acceptance. High religious involvement in families was strongly associated with low acceptance of LGBT children.⁷

In New York City in 2010, almost 4,000 homeless and runaway children slept on the streets. Many fled abusive family environments. Between 33 and 40 percent of them identified as LGBT.⁸

Queer youth want teachers and school staff to be their allies and protectors.

When youth feel safe and protected by an adult at school, it can make the difference between dropping out or graduating. Students learn more, make better grades, and have enhanced emotional wellbeing when the adults in their schools stand up for their rights to learn free of verbal and physical harassment.

One way to demonstrate support to your queer students is to create lessons that directly address prejudice, while teaching empathy and peacemaking. Here is a sampling of good lesson plans that do just that.

Elementary School

"Allies: A Discussion Activity"

After leading students in a discussion about ways children and adults are discriminated against, the next question is: "So what do I do if I notice this happening?"

Middle School

"Identity/Expression Activity: Learning What It Feels Like to Hide Who You Are," by Caroline Gould

Adapted from various sources and used by the Massachusetts Department of Education's Safe Schools Program for Gay and Lesbian Students.

High School

"Day of Kindness"

Lesson plans and worksheets from San Francisco Unified School District (also available in Spanish and Chinese)

- ▶ I had one teacher who specifically stood up for one guy being teased. He said to stop taunting him about being gay, and that it wasn't anything wrong. It's been four years, and I still remember that. It made a world of difference to me to hear someone say that. – CHARLES
- ▶ My counselor is a huge sweetheart. She has all the conversations with my teachers and the principal, so I don't have worry about it. I just adore her. – ALEXANDRIA
- ▶ I don't know any adults who would support me for being gay, who I could talk to. I do have some older friends who do, but they are like, 22, so they are not really... adults. – GUADALUPE
- ▶ Last week, my TA [teacher's assistant] in my class stood up for me when my history teacher called me a gay and wrote So Gay on my paper. All the other kids were laughing at me and I was so upset I left school without permission. But my TA left the class too, she just like stood up and got her purse and left, and she was so upset she was crying. She wrote a letter to the principal saying that the teacher's actions were unacceptable. I would have dropped out if not for her. I love her, she is my hero. – LARISSA
- ▶ Teachers have the right to say, "We will not tolerate this. You need to stop." – SAM
- ▶ If I felt unsafe, I'd tell the principal, counselor, and my mom. And I'd try to get them to tell the police officers at the school. – VICENTE
- ▶ My mentor, Cody, he taught me a lot about happiness. He was an English teacher. I met him when I was 16, and I still talk to him today. He was always there. I would tell him, like, all kinds of things... He was always giving me his two cents and his two cents were very powerful. I'd tell him, "I'm struggling at home." And then he would give me tools to work around that. I was struggling at school and he would just tell me. "You've gotta do it." Cody, he was like my surrogate father. He was like the gay father I never had. He taught me things that a man really needed to teach me. – SAM

- ▶ Teachers need to step up! By making sure that this type of hate language—or all hate language!— isn't accepted in the classroom. Even if they don't hear it, if a student comes up to them or somebody puts a note on their desk or something... just make sure that it's just not accepted.

But I think teachers hear everything. From my experience, if you're dating a person, they'll instantly hear about it. They know gossip. They know everything! When something happens, it travels fast.

So don't back down and say, "Well, I don't know what you're talking about," just because you wanna save your own behind. Think about either a life that's been taken or someone who's been hurt. And you not stepping up just because you don't wanna get yourself in trouble? You heard it, so own up to it! – ANNIE

Did you know?

Students who frequently experienced harassment because of their sexual orientation had grade point averages that were more than 10 percent lower than those who did not. LGBT students who are frequently harassed are twice as likely to say they will not go to college as LGBT students who are less frequently harassed.⁹

Importantly, the presence of supportive staff contributed to a range of positive indicators among LGBT students including fewer reports of missing school, fewer reports of feeling unsafe, greater academic achievement, higher educational aspirations and a greater sense of school belonging.¹⁰

Students who learn about LGBT issues and bias as part of their formal instruction are more than 20 percent less likely to be bullied on account of their sexual orientation or gender identity.¹¹

Intervene when you hear the word “gay” used as a put-down—even in jest. Slurs like “faggot” and “bulldyke” are also intolerable in a safe school.

When dealing with prejudicial comments in the classroom, it can help to preserve the self-respect of those making comments as well as those receiving them. First, call an immediate time-out to stop the behavior or speech. Second, educate the students about why the comments are out of line. Third, offer them an opportunity to apologize, ask questions, or otherwise make amends.¹² This three-tier approach creates the best potential for positive change. In the case of students who continue to make hurtful comments, offer them clear consequences of escalating severity.

No Name-Calling Week (NNCW) is an annual week of educational activities aimed at ending name-calling of all kinds and providing schools with the tools and inspiration to launch an ongoing dialogue about ways to eliminate bullying in their communities.

What Do “Faggot” and “Dyke” Mean?

This middle/high school lesson plan is rich with reading, discussion, journaling, and other activities well suited to the language arts classroom.

- ▶ Students use hate speech because they know that they’re not gonna get penalized. It’s not that they don’t know it’s wrong. – AMANDA
- ▶ The way I see it, when I was called gay when I was younger, that was basically like a meaner way of saying, “F— you for being yourself!” – SAM
- ▶ I think it should be treated just like the N-word, or wetback, or other trash talk, like insults about people’s race. Same with calling students “he-she” or “it.” You wouldn’t do that without hearing about it from the teacher. – MARCELA

This is an ideal opportunity to examine language in the classroom, and how the meaning of a word changes in different contexts. It is also a chance to build complex thinking skills as students make connections between different kinds of oppression.

- ▶ I think it would help if we had a way to name it when somebody says “gay” in a mean way as opposed to just describing someone. Like, “the bad ‘gay.’” Or “the gross ‘gay.’” As opposed to “the cool ‘gay,’” which is when you are being yourself and you are gay. Because otherwise you’re going to ban a word that also means good things. People are gonna be confused. And why would I want to be something that people aren’t even allowed to say?” – MARCELA
- ▶ I think that they should make it a policy—intervening at least. Even though some people might not agree with being gay, it’s like their words are still hurting somebody and it’s putting somebody in the classroom, you don’t know who it could be, in an unsafe feeling. And at school that’s just not, anywhere, not okay. People are people and they deserve to feel safe and to be equal to other people. – AMANDA
- ▶ My freshman year in high school was one I won’t forget. A peer in class started saying, “That’s nasty, gays are nasty.” The teacher said to him, “That is not okay. Don’t do it again.” And he never bothered me after that day! – CHARLES
- ▶ I gave my senior speech about gay rights and came out to the entire student body. People started teasing and insulting me until I made jokes about it which set them off guard, and then everyone either shut up or got over themselves. – ALEX H.

- ▶ I would still love to see teachers state they will not tolerate “faggot” just as they wouldn’t tolerate the N-word etc. I constantly hear people use the word faggot and I will tell them, “That’s not cool, educate yourself!” And they swear they didn’t mean it as such, but words like that don’t have multiple meanings. – EDDIE
- ▶ I had a boyfriend who would always say, “Oh, that’s so gay,” and it would frustrate me. And I’d be, like, “Why do you keep saying that?” And he’s, like, “I’m sorry. I’m just so used to it.” So I said, “Okay, well I’m gonna let you deal with you, but I’ma need you not to say that around me.”
People also say things are “so gay” so that kids don’t suspect they are gay. It’s kind of like a self-defense thing. – ANNIE
- ▶ I am a strong believer in freedom of speech, so we shouldn’t restrict others’ speech. Ideally people should understand that it’s not okay and not use it because of that. Like the N-word, some times it is used but for the most part society has said “Do not use that word” and so most people don’t. – ALEX B.
- ▶ I feel that racist speech would be reacted to much more forcefully than anti-gay speech at my school. It would be a really big deal. Whereas this—how people talk about queers—gets more like a mild warning or it is ignored completely. – AMANDA

Did you know?

In the 2005 GLSEN National School Climate Survey, three-quarters of the high school students surveyed said they heard derogatory and homophobic remarks “frequently” or “often” at school, and 90 percent heard the term “gay” used generally to imply someone is stupid or worthless.

In the 2004 GLSEN National School Climate Survey, 83 percent of LGBT students reported that school personnel “never” or “only sometimes” intervened when homophobic remarks were made in their presence.

Make a clear statement of support for LGBT students, every year. Hanging a rainbow flag on your door is a sign that can't be missed.

The rainbow flag is a universal symbol of welcome. It's the "pride flag" for lesbian, gay, bisexual, transgender, and queer people—and signifies a celebration of diversity. As students come out to you, celebrate and affirm them, congratulate them for knowing themselves. Coming out is a cause for cheer, because it means crossing a threshold into self-love and self-awareness.

If rainbow flags are outside of your comfort zone, try posting a "Safe Space" sticker, available free from GLSEN in its Safe Space kit.

While preparing for the school year, keep in mind the simple things you can do to ensure that your classroom or school is a safe and inclusive space for all students, regardless of sexual orientation, gender identity, or gender expression.

See GLSEN's "[Back-to-School Guide for Creating LGBT Inclusive Environments](#)"

- ▶ [If I were threatened] I would go to my language arts teacher (who identifies as lesbian) and my science teacher (who identifies as "straight" but is very supporting of the community and has a rainbow flag hanging up in his classroom with the word "Pace" (peace in Italian) on it. – ADRIAN
- ▶ Two weeks ago there was an incident in my class where one of my teachers was explaining about this meeting and volunteering to be part of it. She had started out the sentence with like, "Oh, it helps gay students . . ." and then this kid, he finished the sentence, ". . . to not be gay." And she went off on him. She was like, "I can't even be around you. My father was gay." And it was, oh my god, like you never imagined! Sometimes you don't realize that there are people who have been through the bullying, and people who are gay, while there's people not thinking about what they're gonna say. When she said that, I was just shocked. She said she had gone through a lot of bullying when she was growing up because her father was gay. I felt proud that she had the courage to tell us. – AMANDA
- ▶ If I were bullied at school] I wouldn't tell anyone else about it because I don't think my teachers/ parents would be any more accepting of my sexuality than the harasser. – ADAM
- ▶ I'm out to a few friends but no friends that go to the same school. I am scared. My language arts teacher is lesbian and I have considered coming out to her so I could have at least someone to come out to in my school. The school president is a female in a relationship with another female and my classmates don't seem to mind at all. My school seems like a safe space but I am still worried. – ADRIAN

Stand behind youth when they feel action is needed (even if you think there will be resistance from your administration).

Did you know?

LGBT students who cannot identify supportive adults at school are more than twice as likely to say they are not planning to go to college.

LGBT students who can identify supportive adults at school do more than 10 percent better academically than those who cannot.¹³

A rainbow flag is a multi-colored flag consisting of stripes in the colors of the rainbow.

The use of rainbow flags has a long tradition; they are displayed in many cultures around the world as a sign of diversity and inclusiveness, of hope and of yearning. The most widely known is perhaps the pride flag representing gay pride. The rainbow peace flag is especially popular in Italy, and also symbolizes the international cooperative movement.¹⁴

If your school does not already have one, help create an inclusive non-discrimination and anti-bullying policy—known as a “Safe Schools Policy.” Make sure bullying can be reported by a team or anonymously, and that all reports get serious attention.

In a number of the cases of suicide by victimized LGBT teens in 2010, their school principals stated that they were unaware of any problems. When principals are not aware of the actual climate for students on their campus, it means that students probably do not feel safe reporting threats.

‘Safe Schools’ policies

Check to see if your school has a clear, updated policy of non-discrimination and bullying prevention—one which names sexual orientation and gender identity as protected categories. If not, work with a team of colleagues to [create one](#).

A sample policy

“The district is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers, and patrons that is free from harassment, intimidation, or bullying. ‘Harassment, intimidation, or bullying’ means any intentionally written message or image—including those that are electronically transmitted—verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability or other distinguishing characteristics.” (Excerpted from [Washington State’s Model Anti-Bullying Policy 2010](#).)

- ▶ I would be really, really happy if we had a team that was there just to watch out for people being picked on and bullied. So no one person had to go to the office . . . because that person would definitely get bullied more if they did that. – AMANDA
- ▶ A team would be a good way to handle it, and maybe also a box where you could write down if someone was bullying you, anonymously. – ANNIE
- ▶ They should do a survey of your whole school to find out what people think about people being gay. How much you hear the word gay tossed in your face, if you feel endangered. And if you’ve had other stuff too, like if you’re a girl, if you had a boyfriend who hurt you or somebody try to get up on you without permission. The school should ask people if they have been bullied, or if they *are* a bully. Bullies are proud of it. – MC

Students report that whole-school assemblies are not the best method to address bullying. Big lectures that highlight LGBT issues or safety can cause more problems than they solve—and increase aggression and targeting. A better approach is using small-group workshops or classroom presentations to establish a climate for discussion.

- ▶ We’ve had assemblies or school conversations to say, Let’s talk about this certain thing, and . . . sometimes it just gets worse . . . I feel like a school-wide conversation’s just going to give people the opportunity to be like, “Okay, well now I know *this* person’s like that,” or “It may bother those around me, so I’m gonna use it.” Just as a reaction towards opening the doors. – GILBERT AND AMANDA

- ▶ I think learning in a big school group about gay bullying would help some people out, but at the same time it would kind of give an advantage to some of the people that do want to hurt other people, knowing that they will accomplish what they want to do. – LINDA

Did you know?

The 2009 GLESN National Climate Survey found that students attending schools with an anti-bullying policy that included protections based on sexual orientation and/or gender identity/expression heard fewer homophobic remarks, experienced lower levels of victimization related to their sexual orientation, were more likely to report that staff intervened when hearing homophobic remarks and were more likely to report incidents of harassment and assault to school staff than students at schools with a general policy, or no policy.

Despite the positive benefits of these interventions, the 2009 GLESEN survey also notes that less than a fifth (18 percent) of the students attended a school that had a comprehensive anti-bullying policy.

Offer your classroom as a meeting place for a queer rights club, equality team, or gay-straight alliance (GSA). Throw a party!

Be sure to advertise that straight allies are always invited—both so that allies come, and so that LGBT students who aren't out can join in without jeopardizing their privacy.

- ▶ I would decide whether a school was safe to go to or not based on if it had a GSA, a support group. – SELENA

Ally Week offers students a way to organize events that serve to identify, support and celebrate Allies against anti-LGBT (lesbian, gay, bisexual, and transgender) language, bullying and harassment in America's schools. Students plan events appropriate to their school community. Although Ally Week is largely a student-led action, there are many ways educators can participate.

- ▶ A group would definitely help, but at the same time I feel like it's just gonna bring more attention. Like, "Okay, they're gay and they just want all the attention." I've heard people say that. – ANNIE

- ▶ I would have, like, a program to support. Like having a get-together, like in a club or something? Having them, and having us, allies, where we just talk about how we can help change people's opinions and how it's not bad. And also how it's the same thing being straight, gay. Being straight's not something different. – WILFRIDO

- ▶ We need just somewhere that people can share out what they feel about the situation. Like, any person could come in and get opinions on what everybody thinks about the situation of people being gay, lesbian, bisexual. Share out their opinions. And ways that we can better help those people to not be bullied. – GILBERT

- ▶ We need to be having more information out there, 'cause like I feel like at this school it's based on fear. Some people are honestly just afraid of what they don't know. So, I think that having more information out there, just letting it be known that it's not something to be afraid of, would definitely help. – LINDA
- ▶ I would really like to have a GSA, and some kind of teaching about gay and lesbian life in health class, how to stay safe, what's normal and what's not. And a queer section of books may be in the library or counselor's office. But a GSA would be the big thing. – MARCELA

Did you know?

Gay-Straight Alliances (GSAs) are student clubs that work to improve school climate for all students, regardless of sexual orientation or gender identity/expression. Found in all 50 states, the District of Columbia, Puerto Rico, and U.S. military bases, GSAs have become one of the fastest-growing student clubs in the country. More than 4,000 GSAs exist nationwide; more than 50 percent of California high schools have one. Some GSAs change their name to place less emphasis on the word "gay," resulting in alternatives such as "Project Rainbow," "Pride Alliance," "Common Ground," "Coexist," "Spectrum," or even "Straight-Gay Alliance." Under the 1984 Federal Equal Access Act, students are legally allowed to form GSAs in schools.

The 2009 GLSEN National Climate Survey found that in schools with Gay-Straight Alliances, LGBT students hear homophobic remarks less often, experience less harassment and assault, feel safer at school, skip school less often, and have a greater sense of belonging.

A gender-neutral bathroom and a private locker room stall can mean the difference between shame and safety. Make sure your school has at least two for student use.

Just think about the hurricane of hormones that having boys and girls undress together in the same locker room could unleash, and you start to understand one dilemma of being an LGBT teen. A common thread in conversation was the need for locker-room changing stalls with doors or curtains—both so that they would not have to see the bodies of people they might feel attracted to, and so they would not be suspected of trying to look.

- ▶ It is hard to call people out [for making anti-gay comments] when all the guys are naked in the locker room. – DAWSON
- ▶ I don't take gym so I don't have to deal with the whole locker-room thing. I think they could install a bunch of separate things for people to change by themselves. Just have private stalls where no one can just barge in at any time. – ALEXANDRIA

Anything from inexpensive privacy curtains to constructed stalls can cordon off areas in locker rooms. This benefits all students who request privacy for modesty or other reasons.

- ▶ Many male students think that if you like boys, you must like them. So that makes being open difficult. – ALEX B.

- ▶ I wear my gym clothes to school under my clothes so I don't have to change in the locker room. It's crazy for me to be in there with all the girls, getting naked and stuff. It's not like I'm going to do something to somebody, but people think I'm going to. Plus... what if I like a girl, am I going to want to look at her changing? – MARCELA

- ▶ Some "straight" guys and girls would tell LGBTQ students not to look at them or they would get their ass beat. – GUADALUPE

For students who are transitioning genders, the option of a gender-neutral bathroom is a lifesaver.

- ▶ I don't want to speak for all men, but some men might feel they're being teased because inside [me] there's a female. And they're disgusted at why I'm not looking or acting like a female. – VICENTE

- ▶ When I was really young, like in elementary school, I'd be in the girls' bathroom and I'd be waiting for all the other girls to get out because I was kind of afraid to be in there. I would think that they'd left because it was quiet, but they hadn't left yet and so when I got out of the stall they'd ask if I was a boy or a girl.

It would be good to have the teachers know what trans means. And I think we need the gender-neutral bathrooms along with the binary bathrooms. – JOE

- ▶ I don't take gym, and I only use the bathroom in the nurse's office. I got the idea from reading the book *Parrotfish*. I can't use the girl's bathroom because the nurse says I'm still technically a boy, even though I'm like, 90 percent female. – SELENA

Did you know?

The need for accessible gender-neutral bathrooms was rated as the top priority of youth attendees at Outright Vermont's 2009 Gay Student Alliance Conference. Afterward, students began a campaign to establish at least one gender-neutral bathroom facility in each middle school and high school in the state—the first initiative of its kind in the United States.

The campaign has been largely successful. Outright Vermont's 2010 "Safe Schools Report Card" found that 57 percent of the state's middle and high school have gender-neutral restrooms. (Vermont is one of only twelve states and the District of Columbia whose laws bar discrimination based on gender identity.)

Queer students sometimes transfer to different schools multiple times in order to seek safety. Transgender students may use the break to change their pronouns, names, and gender expressions. Adopt the language they request and stay aware of their safety.

For younger students, transitioning genders at school may be a fairly quick process—supportive parents help them to start a new school year with new outfits, a new hairstyle, and a new name. For older students who have entered puberty, or do not have parental support, it's more complex. They may juggle several different “selves” through the course of a single day.

▶ I had difficulty re-establishing pronouns at my third school, so now it's 50-50 whether people call me he or she. – JOE

Every student should be respectfully addressed with the name and pronoun they prefer. If you are uncertain what pronoun to use when addressing someone, politely inquire: “Do you prefer to be referred to as ‘he’ or ‘she’?” If you do not have an opportunity for a personal interaction, address the student with the pronoun most closely associated with their gender presentation.

For more advice on working with gender transitioning students, see the [Miami-Dade County Public Schools Gender Resource Guide](#).

▶ I went to three different schools in high school. When I transferred to my second school I got sh*t, but that's because I went to a pretentious, rich-kid school. At the third school, I had mentors there—teachers that were gay who helped me out a lot. – SAM

▶ My school situation right now is all right, but I worry about different people that might explode. – SELENA

▶ I'm planning on going to the arts and sciences academy for ninth grade. On the sign-up form there was a place for you to write something they should know about you. I put that I was transgender. When I go into highschool I'll have my braces off, contacts, shorter haircut. I hope to start a new chapter. I don't want to be known as that guy that used to be a girl. – VICENTE

▶ I would get a boyfriend, and then I'd feel really gross about it and over the summer I would change schools to break up with him, so I wouldn't have to do it up front, to his face. Because I didn't want to get a boyfriend but I wasn't really sure how to not get one without saying, Hey, I'm gay. Sometimes saying that makes boys pressure you, they want to see if they can, like, get with you anyway. – LARISSA

▶ I had an okay time when I went into ninth grade. It's just I kinda want to switch schools now. I want to transfer because of all the rumors that got spread and a lot of people that I haven't even known yet know now. – SELENA

▶ Transferring schools has had a good impact. I've really improved, my grades have improved, and I'm at school as trans, not a male or boy. – JOE

▶ My biggest worry right now is my dad. Everyone else knows I'm transgender except for him. I'm afraid he's going to have a bad reaction. The fear is that my dad's not going to accept me. I feel like I have to lie and I don't like that. I'm gonna work my way up to my dad. Maybe try hinting at him. – VICENTE

- ▶ I have been to so many schools . . . I hadn't stayed in one school for more than two years, from fifth [grade] on. I don't know why, I just keep moving . . . I guess I was looking for someplace I would feel right. Not feel bad, freaked out. And someplace where the teachers would appreciate me. – MARCELA

Did you know?

Disclosing any information about a student's gender status or transitioning process should only be done in conjunction with the student who is transitioning. Keep in mind the high risk of suicide and depression when students undergo this process. Unintentional or malicious disclosure could have life-threatening consequences.

People's perceptions of someone in the process of a gender transition will be shaped largely by the information they receive. Presenting the information in a way that represents the absolute support of the school for a transitioning student is one of the surest ways to contribute to good outcomes. (From the *Miami-Dade County Public Schools Gender Resource Guide*¹⁵)

Youth are at the forefront of a social transformation. Follow their lead!

In addition to all their other diverse interests and talents, LGBT youth are transforming their schools and communities for civil rights.

Tens of thousands of youth around the country have founded Gay-Straight Alliances at their schools and challenged teachers to respect and include them.

At thirteen, Caleb Laeski founded his own advocacy group, Gays and Lesbians United Against Discrimination. After being threatened and bullied at school for his sexual orientation, Caleb transferred schools, organized legal representation, and sent a letter to 5,000

GLSEN offers a school survey designed to help educators and community members assess the climate of their school or community. They provide a sample participant letter, tips for conducting the survey, and survey forms.

school officials in Arizona stating that he would sue their districts if they did not put anti-bullying policies into place. He is also raising funds to start a shelter for queer homeless youth in Tempe, Arizona. Candace McMillan became a cause célèbre in Mississippi when she and her girlfriend were banned from her school's prom in 2010—and the prom was promptly canceled. A national campaign rallied around Candace, drawing attention to the discriminatory school actions. She is suing her school with the help of the American Civil Liberties Union.

The principal of Flour Bluff High School in Corpus Christi, TX banned all student clubs rather than allow student Nikki Peet to create a Gay-Straight Alliance in 2011. Nikki's petition to the school district has gathered over 50,000 signatures, and she is pursuing her legal rights under the Equal Access Act and the First Amendment.

- ▶ To solve the bullying of students inside schools we as a country and a society have to make changes. LGBT rights are human rights and there needs to be social reform as to how the LGBT community is seen. – ADRIAN
- ▶ I was leaving church when I ran into a church friend at the bus stop. We were talking about something and somehow the conversation led him to judgmentally say, “. . . just like homosexuals think it's okay to be gay but it's not. The bible says that homosexuals won't inherit the kingdom of God. It's a sin.” I immediately said, “We are all sinners . . .” I began to feel better respected after confronting him. – STELLA
- ▶ The best thing about being LGBT is it's like belonging to a special club. I feel like by having the ability to love both boys and girls that I am more far along than other students who can only love one. The brain tends to think in a duality type of world, and we are a challenge to that. – ALEX B.
- ▶ At my school, I initiated the first-ever anti-gay bullying PSA, which was broadcast through our live television show to the 4,000 people at my school. It began as allies/queer seniors (well-known/popular/powerful) stating facts on anti-gay bullying and then led into the lives of three queer seniors in power, myself included. Our video is currently on the It Gets Better campaign's YouTube page. Also during a staff development day, we had a panel of gay students speak to the teachers and administration about our story, how we feel at school and what we would like to see. It was an eye-opener for a lot of teachers. Since the panel I have seen a lot more equality stickers in teachers' rooms. – EDDIE

Celebrate the unique strengths of your lesbian, gay, bisexual, transgender, and queer students.

When asked what awesome qualities they bring to their schools, the youth interviewed here bubbled over with enthusiasm. They can say what they appreciate about themselves—and what they want to offer their classroom communities.

- ▶ I am the only openly out person and I am one of the most genuinely joyous people on campus. – ALEX H.
- ▶ I'd describe myself as individual, confident, and happy. My reputation as "weirdo" in earlier years has grown into one of widespread respect for my openness about my sexuality and appreciation of my distinct personality and looks. – GUADALUPE
- ▶ To me the best thing about being bi is being different—I was born to break the mold, expand beyond a range of 0–10, and be colorful. I love being able to see that the world is filled with so many different kinds of beauty. Even though the world is a scary place, life is difficult, the beauty of existence is so much greater than any darkness. – ADRIAN
- ▶ I bring education, leadership, and awareness to my peers. – OMAR
- ▶ I have a different opinion than most on a lot of things and that makes me open up people's minds to how things are . . . or how they could be different. If you assume everyone is "normal" and thinks along one line, you stop being smart. Really, you're stuck in one place. That puts a limit on you. So I am a good person to ask questions to. I'll say . . . something new. – MARCELA
- ▶ I'm a Pacific Islander, Indian from India, Black, and White. I'm a Virgo, a very proud Bisexual, and I have a girlfriend who I love very much. I can't get married to a woman, and it will be difficult for me to adopt a child, but I am a highly intelligent, sweet, funny, creative, and loyal person. – JAYY
- ▶ Before, I used to wish I was straight and my life would be so perfect. I've realized very quickly that being a fighter is in my nature and I will always stand up for the underdog. I love more than anything knowing that I'm true to myself in the biggest way possible. – EDDIE
- ▶ I know sometimes I will face difficulty, that it would make life easier if I just lived like a girl. Then I'm, like, "No. You need to learn to love yourself because if you don't love yourself, you're just going to keep going backwards." – VICENTE
- ▶ I had to go through a lot of stuff to be so mature as this stage, to realize it's not taboo. You can make it beautiful. I mean, I've made myself beautiful. That's kind of the great part about people having power over you for so long. You learn to have your own. I've learned to have my own power. – SAM

All of the young people who speak here expressed optimism for the future.

Endnotes

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Youth Contributors

These youth . . . are the ones who will carry on our work of achieving full equality when we are too old and too worn-out to continue. They will carry the torch into the future and, like any good “parents,” we are concerned about their welfare as if each and every one of them was our own flesh and blood.

But it is not often enough that we stop fretting about LGBT youth and notice the amazing things that they are capable of doing. Despite the added set of challenges that they face on top of how difficult it already is to be a teenager . . . gay and transgender young adults are strong. Sometimes, when we stop and notice this, even those of us who work with them and worry about them every day are amazed at how much so.

— Jan Stevenson and Susan Horowitz,
Pride Source Media Group, September
2010

Note: All students are identified using the terms they prefer.

Adam, 16, is a gay student in Massachusetts.

Adrian, 15, is a queer girl in New Mexico.

Alexandria, 13, is a male-to-female transgender girl in New Mexico.

Alex B., 16, is a gay student in Texas.

Alex H., 18, is a bisexual student in Georgia.

Amanda, 16, is a lesbian woman in Texas.

Annie, 16, is a bisexual woman in Texas.

Charlton, 16, is a bisexual person living in Texas.

Dawson, 17, is a student in Dallas, Texas.

DeShaun, 16, is a gay youth in California.

Destiny, 17, is a lesbian woman in Pennsylvania.

Eddie, 18, is an activist in Reseda, California.

Ernesto, 19, is a gay youth blogger in New York City.

Gilbert, 17, is a straight ally in Texas.

Guadalupe, 18, is a lesbian woman in Venice, California.

Jayy, 16, is a bisexual girl in Los Angeles, California.

Joe, 17, is a transgender person in New Mexico.

Larissa, 13, is a questioning girl in Manor, Texas.

MC, 16, is a bisexual boy in Illinois.

Maritza, 19, is a straight ally girl in Georgia.

Marcela, 15, is a queer girl in Illinois.

Omar is a gay veteran and student activist in Austin, Texas.

Raquel, 17, is a queer dyke in Illinois.

Sam, 19, is a gay man living in Seattle.

Selena, 16, is a male-to-female transgender girl in New Mexico.

Stella, 14, is a queer girl in Texas.

Vicente, 13, is a female-to-male transgender boy in Austin, Texas.

Wilfrido, 15, is a straight ally in Texas.

Wren, 16, is a bisexual student in Minneapolis, Minnesota.

Resources for Youth

National Youth Advocacy Coalition (NYAC)

www.nyacyouth.org

A social justice and capacity-building organization working with lesbian, gay, bisexual, transgender, and questioning youth and youth-serving professionals.

The Native Youth Sexual Health Network (NYSHN)

www.nativeyouthsexualhealth.com

A North-America-wide organization working on issues of healthy sexuality, cultural competency, youth empowerment, reproductive justice, and sex positivity by and for Native youth.

Third Wave Foundation

<http://thirdwavefoundation.blogspot.com/>

A feminist, activist foundation that works nationally to support young women and transgender youth ages 15 to 30. Through strategic grantmaking, leadership development, and philanthropic advocacy, it supports groups and individuals working towards gender, racial, economic, and social justice.

TransActive: Supporting Transgender Children and Youth

<http://www.transactiveonline.org/>

Seeks to improve the quality of life of transgender and gender-nonconforming children, youth, and their families through education, services, advocacy, and research.

The Trevor Project (1-866-4-U-Trevor)

www.thetrevorproject.org

The national crisis and suicide prevention helpline for gay, lesbian, bisexual, transgender, and questioning youth. Its free and confidential phone and Internet chat helplines offer hope and someone to talk to, 24 hours a day, seven days a week.

YouthResource

<http://www.amplifyyourvoice.org/youthresource>

A website created by and for gay, lesbian, bisexual, transgender, and questioning young people. YouthResource takes a holistic approach to sexual health and exploring issues of concern to GLBTQ youth, providing information and offering support on sexual and reproductive health issues through education and advocacy. Through monthly features, message boards, and online peer education, it offers information on activism, culture, sexual health, and other issues important to GLBTQ youth.

Resources for Educators

GLSEN: Gay, Lesbian, and Straight Education Network

www.glsen.org

The leading national education organization focused on ensuring safe schools for all students. Note especially its Safe Space Kit, as follows.

Safe Space Kit

Designed to help educators create a safe space for LGBT youth in schools, the (new) [Safe Space Kit](#) features a 42-page *Guide to Being an Ally to LGBT Students*. This provides concrete strategies for supporting LGBT students, educating about anti-LGBT bias, and advocating for change inside the schools. The kit also shows how to assess the school's climate, policies, and practices. It includes templates for printing your own Safe Space stickers, and a color Safe Space poster (8.5" x 11" format).

The Trevor Project (1-866-4-U-Trevor)

www.thetrevorproject.org

The Trevor Survival Kit

Sexual orientation and gender identity alone are not risk factors for suicide. However, lesbian, gay, bisexual, transgender, and questioning youth face many social factors that put them at higher risk for self-destructive behaviors, including suicide. The Trevor Project believes that the high rates of suicide are preventable. Its Trevor Survival Kit includes a number of resources for educators, including the short film *Trevor* and a workshop guide for generating discussion about the myriad issues surrounding suicide, personal identity, and sexual orientation. Through open discussions with all youth about feelings of isolation, feeling "different" from their peers, or being misunderstood, a classroom atmosphere can empower youth to discuss options for troubled youth and help students to watch over each other.

Gender Spectrum

www.genderspectrum.org

Provides education, training, and support to help create a gender-sensitive and inclusive environment for all children and teens. Gender Spectrum offers consultation, training, and events designed to help families, educators, professionals, and organizations understand and address the concepts of gender identity and expression.

The Safe Schools Coalition

www.safeschoolscoalition.org

The Safe Schools Coalition works to help schools become safe places where every family can belong, where every educator can teach, and where every child can learn, regardless of gender identity or sexual orientation. Its online compendium of lesson plans for all age levels is aligned to state standards.

Scholarship Opportunities

Point Foundation

<http://www.pointfoundation.org/>

Provides financial support, mentoring, leadership training, and hope to meritorious students who are marginalized due to sexual orientation, gender identity, or gender expression.

Queer Foundation

www.queerfoundation.org

Provides \$1,000 college scholarships to high school student winners of an annual essay contest to promote queer studies and improve the educational situation of queer youth. Collected, the essays form “queer-the-curriculum” materials for use in high schools.

League Foundation

www.leaguefoundation.org

Gives scholarships to lesbian, gay, bisexual, or transgender U.S. high school seniors who have demonstrated achievements in academics and community service.

National Lesbian and Gay Journalists Association (NLGJA)

www.nlgja.org/students/aarons2010.htm

Tuition awards of up to \$5,000 to an LGBT student who plans a career in journalism and is committed to furthering NLGJA’s mission of fair and accurate coverage of the LGBT community.

Messenger-Anderson Journalism Scholarship and Internship Program

thetaskforce@thetaskforce.org

Offers \$10,000 scholarships to LGBT students studying journalism and communications at a four-year college. Winners participate in a summer internship in Washington, DC, or New York.

HRC Foundation Generation Equality Scholarships

<http://www.hrc.org/geneqscholarship>

Funds three non-renewable \$2,000 scholarships for LGBT and allied students who have demonstrated exceptional commitment to the fight for queer equality.

Parents and Friends of Lesbians and Gays (PFLAG) National Scholarships Program

<http://community.pflag.org/Page.aspx?pid=370>

Funds college scholarships for LGBT and Allied graduating high school seniors who have demonstrated an interest in service to the LGBT community. Scholarships of \$5,000, \$2,000, and \$1,000 are available from local PFLAG chapters.

Information on statewide and school-specific scholarships for LGBT and Allied students can be found in the Human Rights Campaign’s Scholarship Database:

http://www.hrc.org/issues/youth_and_campus_activism/8644.htm

About the Author



Writer and educator Abe Louise Young was born in New Orleans, Louisiana in 1976. Her special focus is helping young people take action for social change through the written word. She has spent half her life teaching writing and organizing communities. She is the editor of *Hip Deep: Opinion, Essays, and Vision from American Teenagers* (Next Generation Press), and author of numerous articles and poems. Please visit her at www.abelouiseyoung.com.

What Kids Can Do, Inc.

What Kids Can Do, Inc. (WKCD) is a U.S.-based nonprofit organization founded in 2001 for the purpose of making public the voices and views of adolescents. On its website, WKCD documents young people's lives, learning, and work, and their partnerships with adults both in and outside school. WKCD also collaborates with students and educators around the world on photography projects, books, curricula, and research to expand current views of what constitutes challenging learning and achievement.

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Next Generation Press

Printed copies of this book are available from Next Generation Press, the book publishing arm of WKCD.. With a particular focus on youth without economic privilege, Next Generation Press raises awareness of youth as a powerful force for social justice.

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Posters

for (almost) free and/or download

FOR EVERY GIRL WHO IS TIRED OF ACTING WEAK WHEN SHE IS STRONG, THERE IS A BOY TIRED OF APPEARING STRONG WHEN HE FEELS VULNERABLE. FOR EVERY BOY WHO IS BURDENED WITH THE CONSTANT EXPECTATION OF KNOWING EVERYTHING, THERE IS A GIRL TIRED OF PEOPLE NOT TRUSTING HER INTELLIGENCE. FOR EVERY GIRL WHO IS TIRED OF BEING CALLED OVER-SENSITIVE, THERE IS A BOY WHO FEARS TO BE GENTLE, TO WEEP. FOR EVERY BOY FOR WHOM COMPETITION IS THE ONLY WAY TO PROVE HIS MASCULINITY, THERE IS A GIRL WHO IS CALLED UNFEMININE WHEN SHE COMPETES. FOR EVERY GIRL WHO THROWS OUT HER E-Z-BAKE OVEN, THERE IS A BOY WHO WISHES TO FIND ONE. FOR EVERY BOY STRUGGLING NOT TO LET ADVERTISING DICTATE HIS DESIRES, THERE IS A GIRL FACING THE AD INDUSTRY'S ATTACKS ON HER SELF-ESTEEM. FOR EVERY GIRL WHO TAKES A STEP TOWARD HER LIBERATION, THERE IS A BOY WHO FINDS THE WAY TO FREEDOM A LITTLE EASIER.



Adapted from a poem by Nancy S. Smith, Crimethinc, Gender Subversive KJ 248-8. Copies of this poster are available individually and in bulk quantities from Crimethinc, Gender Subversive / PO Box 1043 / Olympia WA 98512 or by e-mailing art@crimethinc.com or to www.crimethinc.com

25 for \$2 at <http://www.crimethinc.com/tools/posters.html>

It doesn't matter...

You're gay/lesbian/bi/trans, you are!

Whether you're gay or lesbian, it's not a crime!

Whether you're gay or lesbian or not...

Safe and sound is...

It doesn't matter what color you are, it's who you are!

While you're here, you're not at school. You're not!

Yeah!

I'm different.

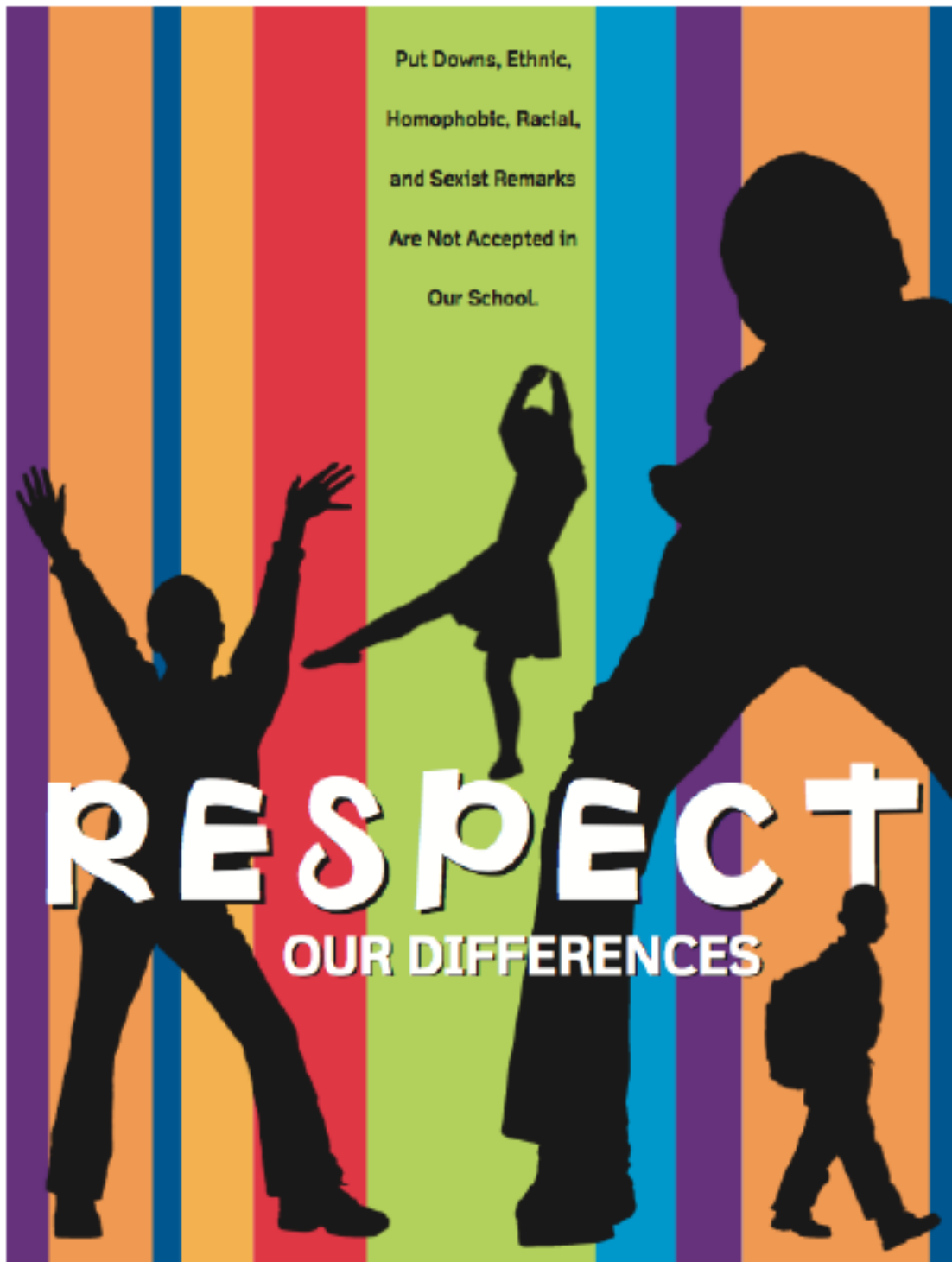
You deserve safety and respect at school. You're fine just the way you are. Our school wants to be welcoming. If you do not feel welcome here, or know of any gay, lesbian, bisexual or transgender harassment, please call

1-877-SAFE-SAFE

www.safeschoolscoalition.org

View larger image and/or download the poster at http://www.safeschoolscoalition.org/Im_DIFFerent-1.pdf

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