

HEHD 8420 Discussion Board Artifact

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Garst and Ozier (2015) studied the relationship between a U.S. camp-based program called Explore 30 and its effects on enhancing reading outcomes. The objective of the study was to examine the relationship of the reading interventions in the Explore 30 program to determine if they affected reading outcomes. Garst and Ozier (2015) hypothesized that participating youth would show gains in reading enjoyment and that participating organizations would learn effective practices for delivering a camp reading program.

Surveys were used to collect qualitative and quantitative data, concerning how the program impacted reading outcomes. The qualitative data was collected using a 1 to 5 scale, where 1 = *false* and 5 = *true*. These surveys were administered to camp directors and summer campers that participated in the Explore 30 program. First, camp directors completed an “Organizational Profile Survey.” This survey asked the camp directors questions about the camp name and type and how many campers were expected to attend. It also collected data regarding the demographic of the campers and information about any current reading programs that were offered. Next, campers were asked to complete a “Camper Survey” that collected data regarding the number of minutes that campers spent reading each day, how the campers felt about reading, and which parts of the Explore 30 program campers liked or disliked. Finally, camp directors were issued a “Director Survey.” This survey collected information regarding the number of minutes campers read each day, if campers showed a perceived change in interest toward increased reading time that could be based on Explore 30, and the general perceived impact of Explore 30.

A paired samples *t* test was used to compare the means of the campers’ feelings toward reading before and after participating in Explore 30. Camp directors from 218 camps that participated in Explore 30 were asked to participate in the Director Survey. Camp directors from

49 camps completed the survey. 591 campers, ages 3-18 years old, completed the Explore 30 Camper Survey. These campers were from a convenience sample of 7 camps. Garst and Ozier (2015) concluded that there was a significant positive difference on the mean scores of campers “feelings about reading” with a pretest mean of 2.09 (SD=1.20), a posttest mean of 1.89 (SD=1.08); $t(590) = 5.96$ $p < .001$. These findings suggest that the Explore 30 program model is “an appropriate model for enhancing organizational capacity for summer reading for youth attending U.S. camps (Barry A Garst & Lance W Ozier, 2015).” Additionally, Explore 30 proved an effective means of enhancing youth outcomes related to reading enjoyment and reading engagement.

References

Barry A Garst, & Lance W Ozier. (2015). Enhancing youth outcomes and organizational practices through a camp-based reading program. *The Journal of Experiential Education*, 38(4), 324.