

Parental Incarceration and Camp Hope: Does a Long-term Intervention Lead to Better Outcomes?

Alexa Nava

Department of Economics
University of San Francisco
2130 Fulton St.
San Francisco, CA 94117

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e-mail: *amnava@usfca.edu*

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Abstract: This paper identifies the causal implications of a long-term intervention program on children with an incarcerated parent or parents. This intervention program was created with the purpose of ending intergenerational incarceration for families located in the state of Georgia. This paper uses an instrumental variable analysis and machine learning methods to evaluate outcomes of children who attended camp at any point between the years 2000-2011 compared to eligible children who did not attend camp during those times. We found that attending Camp Hope reduced the likelihood of committing a felony or being incarcerated in prison.

1. Introduction

The Bureau of Justice Statistics reported that in 2020, the United States imprisonment rate was 358 prisoners per 100,000 U.S. residents (Carson, E. A., 2021). Georgia State has an incarceration rate of 968 prisoners per 100,000 U.S. residents ranking fourth behind Louisiana, Mississippi, and Oklahoma (Widra and Herring, 2021). What many economic studies fail to consider is the children left behind when parents are incarcerated. Parental incarceration affects about 1.25 million children and almost half of inmates in prison are parents (Wang, 2022).

Having an incarcerated parent is known to adversely affect childrens' futures. This study was created in partnership with the organization Kidz2Leaders (K2L) and Notre Dame's Lab for Economic Opportunity (LEO) to examine outcomes for children with incarcerated parents in Georgia. Kidz2Leaders is a faith-based organization located in Marietta, Georgia with programming in and around Atlanta, Georgia. Their aim is to provide "stability, opportunity and a Christian community for children of inmates to break the cycle of incarceration" (Who We Are). One of their biggest events of the year for Kidz2Leaders is Camp Hope, where they invite children who have one or more parents currently incarcerated. This usually begins at the ages 8-10 and the child can progress through the camp until they turn 18. The longevity of the camp is meant to give children a long-term intervention program.

Kidz2Leaders also provides year-round programming for children as well as their caregivers. There are four different pillars to their programming: Camp Hope, Interns4Tomorrow, Family Support, and Alumni Community. Interns4Tomorrow pairs high school students with a local mentor and an internship in the Atlanta area. Family Support provides a space for caregivers to learn about Kidz2Leaders values and be equipped to reinforce these values with their children. This includes programming like family field trips, family retreats, Christmas celebrations, and financial support. Alumni Community programming is meant to keep alumni in contact with each other and with the program. This may occur through a dinner together, budgeting classes, and other reunions.

Camp Hope itself is split into three different program levels. The first is Cornerstone. This is when they first invite children from the Angel Tree Prison Fellowship list to attend Camp Hope. The Angel Tree list will be discussed further in the data analysis portion of this paper. Cornerstone is for campers ages 8-12 to hear about the Bible and develop positive relationships with other campers and counselors. After children complete Cornerstone and reach age 13, they are invited to participate in Teen Leadership Camp. There they are able to

access more adventurous activities and focus more on developing their student leadership skills. The last level is Camper2Counselor which is an optional way for more experienced campers to execute their leadership skills by volunteering with Camp Hope as a counselor.

Understanding the effect that Kidz2Leaders programming has on intergenerational incarceration contributes to the organization itself but also to other organizations whose objective is to solve intergenerational incarceration and recidivism. The purpose of this paper is to create a retrospective study of past campers' outcomes by merging historical and current data regarding campers and eligible children from the years 2000-2011.

The literature outlines various effects of incarceration on individuals as well as their family members. It also describes how camps can positively affect children. However, there is no specific economic research on camps for children with an incarcerated parent. This paper contributes to existing literature by estimating the heterogeneous treatment effects of Kidz2Leaders programming on children with a parent or parents who were incarcerated thus creating a new category in the literature for camps whose purpose is to serve children of incarceration.

This paper, through Ordinary Least Squares Regressions and Instrumental Variable Regressions, finds that the probability of touching the criminal justice system actually increases when a child attends camp. Alumnus of the Camp Hope programming were also likely to be incarcerated over those who did not attend at all. This could be due to a self-selection problem where the highest risk individuals are attending the program. However, this still means that those individuals are not getting the treatment they need. This is discussed further in the summary and conclusion section.

The Machine Learning techniques used in this paper also show that there is no heterogeneous treatment effect within the treatment. There is unfortunately no literature to refer to regarding economic outcomes of past camp attendees using machine learning techniques. This paper details the various machine learning methods used to infer causality between Camp Hope and incarceration.

Following this introduction is Section 2 which outlines the literature contributions to the topic. Section 3 will discuss the data collection for the experiment as well as the experimental design section on the various methods used to analyze the data. Section 4 will include the results of the data analysis methods described in the previous section. Finally, Section 5 summarizes and concludes.

2. Literature

2.1 Parental Incarceration

Turney and Goodsell's initial findings were that parental incarceration increases child inequality and impairs children's wellbeing (2018). Mechanisms that may be correlated with children's well-being include, "the parent's absence, the trauma associated with the criminal justice process, and the stigma of having a parent in jail or prison" (2018). Four aspects of children's well-being that they assessed include behavior, education, health, and hardship and deprivation. These are the areas in which parental incarceration has had detrimental effects. Very few intervention programs have been shown to improve children's well-being during and after parental incarceration. Rather, Turney and Goodsell recommend programs that focus on parental relationships, economic well-being for the family, and parental substance abuse treatment.

2.2 Camp Programs

Camps have been found to have positive effects on childhood development outcomes. Though not much is known about camps aimed to specifically intervene with children who have an incarcerated parent or family member, we can examine past literature on camps as a general intervention for kids. For example, researchers have found statistically significant increases in each of the 10 constructs gauging the child's post-camp attitudes. The most significant gains children experienced post-camp were in the area of leadership according to Henderson et al. (2007). Our study can gain some insight into theory as well as methods utilized to better understand the impacts these camps have had on children.

Baughman, Garst, and Fuhrman (2009) surveyed parents and guardians to examine the developmental outcomes of camp experiences for children, mainly centering their study around life skill behaviors. They found that most campers had a medium-sized positive effect post-camp. For example, their ability to adapt to change, listen to the opinions of others and deal effectively with conflict increased. They also found life skill attainment to be consistent over time. Male campers also tended to have greater degrees of change in the latter years than female campers. This may be due to a variety of factors and is considered as a loose correlation.

Research conducted by the American Camp Association assessed the developmental outcomes for children who attend camp (Bialeschki et al., 2007). This was done by a two-part study in 2005 and 2006 for about 80 camps. In the first study, children reported statistically

significant growth post-camp, especially in categories such as adventure and exploration, self-esteem, independence, leadership, friendship skills, and spirituality. After following up six months later, researchers found these gains were maintained for the most part. Parents reported all ten benchmarks to have had statistically significant growth in their children which was also maintained after follow-up. Camp counselors reported a significant growth in all four of the developmental benchmarks they were given: positive identity, social skills, physical and thinking skills, and positive values and spirituality. Additionally, children who reported the lowest scores before camp had completed camp with the most gains.

The second study, which occurred in 2006, was focused on how a community action framework might affect youth development. The four domains they used to understand this were: supportive relationships, safety, youth involvement, and skill-building. Their results showed the highest optimal levels of support and opportunity for supportive relationships. One of the camp characteristics more strongly associated with an optimal experience for campers included being an independent for-profit camp, a religious camp, or an agency camp. Other correlations included sleeping at camp, being an all-boys camp, and offering a four-weeks or more session. Camper characteristics strongly associated with higher levels of optimal experiences were being a girl, being white, being around 14–18 years old, and having spent multiple summers (4+ years) at camp. Finally, they found that camps that implemented program improvement strategies by integrating their approach through their organizational structures, policies, and activities showed the most improvement.

2.3 Children's Development

Children of an incarcerated parent tend to experience significant impacts in their development due to the result of having a parent enter the United States prison system. In this section, we will be exploring the current literature on the impacts children face. African American men are the most likely to be incarcerated in the United States; and the United States has the highest rate of incarceration in the world (Nichols, Loper, & Meyer, 2015). The impacts of an incarcerated parent can be seen in various ways in a child: higher dropout rate in high school, increased likelihood of being involved in the foster care system, chances of developing anxiety and depression, and that child is six times more likely to become incarcerated (Berger, Cancian, Cuesta, Noyes, 2016, Turney & Goodsell, 2018; Bomysoad & Francis, 2021).

The timing of a parent's incarceration is a significant variable when analyzing the impacts of said parent on their child. If the child's parent was incarcerated when that individual

was an infant the impact of the incarceration will have less of an effect on the child's development. If the parent was incarcerated during key development years between the ages of 8 to 12 then the incarceration will have a greater impact on the child's development. There are also cases when incarcerating a parent increases the positive development of a child (Nichols, Loper, & Meyer, 2015). This can be due to a child being removed from an unstable environment and then moving in with a family member more likely than not that individual being their grandmother, which provides the child with a stable and loving environment.

2.4 Parental Contact

Another large section of the literature to understand when studying children with incarcerated parents is the level of contact the child had with its parent while the parent was incarcerated. When a child has contact with their incarcerated parent, there is an impact on school achievement (Nichols, Loper, & Meyer, 2015). Western and Smith (2018) conducted an experiment using the data source Boston Reentry Study. How the experiment worked is that during the period of incarceration and after release both men and women were surveyed to gain a better understanding of the type and amount of contact they were having with their children. The responses were coded as follows (1) the child was living with the parent, (2) the child had weekly contact with their incarcerated parent, (3) the child had occasional contact (this means at least one contact between interviews), and (4) the child was out of contact with the incarcerated parent.

Western and Smith also measured the quality of parent-to-child relationships. By using a scale out of 5 they were able to see the level of support the parent provided to their child before arrest. This included daily care, play/activities, emotional support, discipline, and financial assistance. Their research has three main findings - the first is that the level of contact a child has with its parent is significantly impacted by the type of housing the parent has once released. Housing is more important than the level of income that the parent has. The second is that a child's relationship with an incarcerated parent will be greatly influenced by the type of relationship their primary guardian has with the incarcerated parent. Western and Smith find that grandmothers are usually the child's primary caregiver in these situations. The third main finding is the level of contact will be impacted based on the incarcerated parents' interaction with drugs and crime and the level of stress that those behaviors have caused the family.

3. Data and Experiment

3.1 Experimental Design

Data collection is broken up into multiple parts: Camp Hope records, the Angel Tree list, online prison data, and qualitative data. Camp Hope records include data given to Kidz2Leaders, mostly made up of identifying information such as race, gender, home address, guardian, and parental incarceration status. The Angel Tree list comes from the Angel Tree Prison Fellowship organization who sends a list of guardian contact information for kids who have an incarcerated parent to Kidz2Leaders. These guardians have deemed their child willing and able to participate in Kidz2Leaders programming, or have at least shown some interest in the programming. Kidz2Leaders then uses the Angel Tree list to contact guardians, inquiring of their interest in their child attending Camp Hope. The Angel Tree and Camp Hope data used for this paper ranges from the years 2000-2011, meaning the children who had been invited to participate back then are now adults ages 18 or older.

Another quantitative aspect of our data collection includes manually searching public incarceration data. We use the Georgia Department of Corrections site to find an offender using a person's full name. We use the given birth date and gender from our sample to determine whether the offender matches the person from our sample. We also use public county jail sites to find whether any of the people from our sample can be found there. This is done using the person's address that was found in either the Kidz2Leaders or Angel Tree list. We recognize that this is done under two main assumptions: the individual can only be identified in the state of Georgia prison system and that the individual remained in the same county since the time their address was given to either Camp Hope or Angel Tree. We also recognize that these assumptions limit the scope of our outcome variable. However, due to both time and resource constraints, there was no possibility of conducting a country-wide prison or jail search for each individual. The discussion section of this paper goes into further detail on this issue and ways it will be resolved.

The qualitative aspect of our data collection helps us to understand the information we want to know that is difficult to quantify. We conducted focus groups in person in Atlanta, Georgia to discuss camp participation with past guardians and participants. The focus groups included questions about faith, personal and familial development, and feelings about the Kidz2Leaders programming overall. We conducted focus groups and surveyed both alumni of the program as well as parents of alumni of the program. The full list of questions for the survey can be found in Appendices A and B. Due to resource and time constraints, this paper

will not include a full analysis of the focus group results. Rather, the results will be passed onto the Notre Dame team who is working on a long-term randomized control trial with Kidz2Leaders to add context to the study. They will also have the option of performing analysis on the data.

3.2 Data Analysis

3.2.1 Ordinary Least Squares Analysis

In order to make basic predictions on incarceration, I first ran basic OLS regressions. The equation below shows the outcome variable Y , incarceration, with geography fixed effects for individuals. The incarceration outcomes we will be looking at are prison, jail, and both. Additionally, the geographical fixed effect is done using the given 5-digit zip code of the sample. T represents the participation status- whether they were an attendee or not. X represents a vector of characteristics that includes current age, race, and gender. Φ represents years attended or alumni status. The two were not used in conjunction due to collinearity concerns.

$$Y_{ij} = \alpha + \tau T_{ij} + \beta' X_{ij} + \varphi_{ij} + \varepsilon_{ij}$$

3.2.2 Instrumental Variable Analysis

This paper utilizes instrumental variable analysis to find the average treatment effect on the treated (ATT). The first stage model looks at Camp Hope eligibility, which is the probability of treatment.

Instrumental Variable Calculation: The interaction variables in this model are Age and Geography. The “Age List” variable includes the age the child was when they were on the Angel Tree list that was given to Kidz2Leaders. Because this was the age when they were also contacted, it is also highly likely that it is the age when they began camp. Most recruitment is done towards the end of the school year. The Geography variable is defined in the equation below as “ZipCode” because we are using each person’s unique 5-digit zip code that was provided either through Angel Tree or Kidz2Leaders. This can be interpreted as the zip code for those who attended Camp Hope. We chose these two independent variables because the child must be between the ages of 8 and 10 to attend the camp.

The first stage least squares regression below estimates the probability of attending Camp Hope using the instrumental variable as well as other observable covariates in a linear probability model. X_i is a vector of covariates that includes the following variables: Black, Hispanic, Current Age, and Male.

$$Attendance_i = \alpha + \delta_0 + \delta_1(age * ZipCode_i) + X_i\delta_2 + V_i\delta_3 + \mu_i$$

The second stage below estimates incarceration rates using the estimated probability of attending camp that was found in the first stage.

$$Y_i = \alpha + \pi_0 + \pi_1 \widehat{Attendance}_i + X_i\pi_2 + V_i\pi_3 + v_i$$

Y is the dependent variable in the second stage that represents the estimate for incarceration, which in this case includes jail and prison data. π_1 is included as the treatment variable that was found in the first stage equation when estimating for the probability of receiving treatment.

Because heterogeneous effects are built on top of the potential outcomes notation, we must prove that our model satisfies the five common assumptions necessary for finding heterogeneous treatment effects using the instrumental variables method. The five effects are: stable unit treatment value assumption (SUTVA), the independence assumption, the exclusion restriction, the first stage, and the monotonicity assumption (Cunningham, 2021). The exclusion restriction is usually the most difficult to justify, as validity is one of the most fraught assumptions that any instrumental variables analysis must satisfy.

Not many can say that any paths between the instrument (in this case it is zip code and age) and the outcome (incarceration) either pass through their treatment (Camp Hope) or are closed (Huntington-Klein, 2022). However, we consider our instrument to be valid because uptake of the treatment is random. All programming, including Camp Hope, is completely free to attendees. Since it is free, we consider those who did not accept it as necessarily “better off” than those who did. What we learned during our focus group sessions was that the most common reason for caretakers not wanting to send their children to camp was due to skepticism regarding the legitimacy of Kidz2Leaders.

3.2.3 Machine Learning Methods

I used two machine learning methods for estimating heterogeneous treatment effects. The first is generic machine learning. Generic machine learning inference for heterogeneous treatment effects was first proposed by Chernozhukov et al. (2020) who looked at heterogeneous effects in randomized experiments in India. They proposed the use of three different predictors: (1) Best Linear Predictor, (2) Sorted Average Treatment Effects (GATES), and (3) Classification Analysis (CLAN). This paper utilizes the same generic machine learning

methods to examine whether there is detectable heterogeneity in the treatment effect (attending Camp Hope/Kidz2Leaders programming) based on observables. This method also allows me to describe which of the covariates in my dataset are associated with the heterogeneity (if heterogeneity is found).

I apply their generic machine learning technique to the observational data by structuring race, current age, and gender as the main control variables. The treatment and outcome variables remain the same where treatment is attending Camp Hope and the outcome variable is incarceration status.

The second machine learning method I applied to this paper is the least absolute shrinkage and selection operator, commonly known as LASSO. This method, popularized by Robert Tibshirani in 1995, allows for prediction accuracy by shrinking or setting some coefficients to 0. The covariates I used in this regression are the age at the start of the program, age eligibility, race, gender, current age, years attended, year started, attendance status, and criminal justice system charge type (felony, misdemeanor, both).

4. Results

4.1 Descriptive Statistics

Table 1 reports summary statistics for the sample separated by attendance status. Our full sample includes 1,002 people from the ages of 19 to 37. Of the 1,002 people in the sample, 605 are from the Angel Tree list, meaning they did not ever attend camp. The remaining 397 did attend Camp Hope and can be found categorized by “Attended”. Exactly 118 instances were found regarding incarceration. This is made up of 25 instances of prison incarceration and 93 instances of jail incarceration. Of the 118 instances, 109 individuals experienced incarceration in prison, jail, or both.

4.2 OLS Regression Results

The OLS regression results begin with Table 2 which shows a statistically significant, positive relationship between Current Age and incarceration. This is likely due to the fact that older people in the sample have had more time to commit a crime and therefore experience incarceration. The main result in the OLS table that I’d like to focus on, however, displays a positive correlation between Camp Hope attendance and incarceration. This is seen in the “Attended Camp” row where we even see statistical significance when it comes to incarceration, prison, jail, and misdemeanors. We see a somewhat different story for alumni, however, where there is the suggestion of a negative relationship between being an alumni and going to prison,

or committing a misdemeanor or felony. This could be due to higher risk children self-selecting into the program for attendance and then dropping out early. However, we will see this may not be the full story as we go over the instrumental variables and generic machine learning results.

4.3 Instrumental Variables Results

The instrumental variable results are split up into three tables to show the various categories by which they were run. Table 3 displays the General IV Results, meaning they were run on the full population of the sample. We see that the coefficients differ from the previous OLS results where there is now a negative relationship shown between camp attendance and incarceration, jail, and felonies.

When looking at alumni-specific results in table 4, we see a negative relationship between prison and alumni status. We also see a negative relationship between felonies and alumni status, significant at the 1% level. We may infer that attending the full program over time has greater negative effects on committing higher level crimes and experiencing higher levels of incarceration. Table 4 combines camp attendance and alumni status but does not show anything significantly different from what we have already found.

4.4 Generic Machine Learning Results

Table 7 shows the results of the BLP, where we find that there is limited evidence of heterogeneity with a beta 2 estimate that is not close to 1 with a property of 0.392. The sorted group average treatment effects (GATES) results show the treatment effect does not vary widely among the sample, once again reinforcing the idea of limited evidence of heterogeneous treatment effects. This is shown in the first generic ML plot, titled “VEIN of GATES” where VEIN represents variational estimation and inference methods. We see that all results are positive, implying a positive relationship between the treatment and outcome variable. This aligns with the previous OLS findings of a positive relationship between Camp Hope and incarceration.

Because there are many results from the Classification Analysis using Generic Machine Learning, I’d like to focus on the main outcome of interest: attendance and felonies. This comes from what we have seen so far from the OLS and instrumental variables results where attendance and alumni status have shown negative effects on higher level consequences such as felonies and prison sentences. It is also helpful to remember that generic machine learning is essentially using OLS to find these results, so we should expect something similar when running classification analysis on covariates.

We found that males are much more highly affected by the treatment, as they are seen in Group 4 (G4) and Group 5 (G5). As far as current age is concerned, most of the effects are congregated around the ages 26-28. They take up all 5 groups, with a very low G5-G1 score. Lastly, we used the variable “Black” to signify race where 1=Black and 0=Not Black. We see that Group 4 (G4) and Group 5 (G5), the groups most affected by treatment, are very close to or at 1. This tells us that treatment was most effective for Black individuals. Therefore, the treatment is most effective amongst the following groups: people around the age of 27, Black individuals, and males.

4.5 LASSO Results

Table 5 displays the results of the LASSO run in Stata to assist with variable selection for the instrumental variables regression. You will see that LASSO chose ages 8-11 as well as the interaction of age 10 and the Camp Hope zip code. The ages represented here are the ages that the children were when they were on the angel tree list and not their current age. The use of a Camp Hope zip code refers to a list compiled of all the zip codes of children who actually attended camp. This was to allow us to better predict the probability of camp attendance using what we knew of those who actually attended.

5. Summary and Conclusion

This paper estimates the causal impact of attending a camp whose purpose is ending the cycle of intergenerational incarceration. We find that Camp Hope did have a significant effect on committing higher level crimes and being placed in prison. The evidence suggests that spending more time in camp, and eventually completing the program, leads to the best outcomes. We also found a positive correlation among lower crime levels and jail across all three estimation methods. This suggests there may be self-selection of high-risk individuals into Camp Hope. There are many possibilities as to why this is but it could be that caregivers whose children need treatment the most are the ones sending the children to Camp Hope.

It is important to note that incarceration is only one outcome of many that should be studied regarding a program like Camp Hope. If there were no restraints on time and resources, we would have also liked to assess the effects of Camp Hope on mental health, income, employment status, family status, and education. Luckily, a team at Notre Dame’s Lab for Economic Opportunities (LEO) is currently working on a long-term randomized control trial (RCT) estimating the effects of Camp Hope on outcomes such as the ones I previously mentioned as well as incarceration (Camp Hope). The purpose of this paper is mainly to inform

the LEO team on their RCT and to give results on what Kidz2Leaders may expect to receive from the LEO team.

This paper's contribution to literature on incarceration and camps should encourage more economic work on evaluating programs tailored to children of incarceration. As previously mentioned in both this paper and the literature, a more robust look at outcomes is necessary. There are many reasons for intergenerational incarceration that also lie beyond personal responsibility. Evaluation of government programs or evaluation for the need for government funded programs may also help mitigate intergenerational incarceration.

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Table 1: Summary Statistics

Attendee Status	Variable	N	Mean	Standard Deviation	Min	Max	Sum
Did not attend	Current Age	605	27.2	4.191	19	37	16456
	Incarceration Status	605	0.074	0.23	0	1	45
	Years Attended	605	0	0	0	0	0
	White	605	0.182	0.386	0	1	75
	Black	605	0.802	0.399	0	1	516
	Asian	605	0.007	0.5	0	1	8
	Hispanic	605	0.01	0.01	0	1	6
	Male	605	0.5	0.5	0	1	304
Attended	Female	605	0.491	0.5	0	1	297
	Current Age	397	26.121	3.588	19	33	10370
	Incarceration Status	397	0.161	0.373	0	1	64
	Years Attended	397	3.793	2.512	0	9	1506
	White	397	0.151	0.36	0	1	60
	Black	397	0.811	0.392	0	1	322
	Asian	397	0	0	0	0	0
	Hispanic	397	0.023	0.15	0	1	9
Total	Male	397	0.493	0.501	0	1	196
	Female	397	0.506	0.501	0	1	201
	Current Age	1002	26.772	4	19	37	26826
	Incarceration Status	1002	0.109	0.3	0	1	109
	Years Attended	1002	1.502	2.438	0	9	1506
	White	1002	0.17	0.376	0	1	135
	Black	1002	0.805	0.396	0	1	838
	Asian	1002	0.004	0.063	0	1	8
	Hispanic	1002	0.015	0.121	0	1	15
	Male	1002	0.499	0.5	0	1	500
	Female	1002	0.497	0.5	0	1	498

Table 2: OLS Regression Results

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
VARIABLES	Incarceration	Incarceration	Incarceration	Prison	Jail	Misdemeanor	Felony
Current Age	0.00874*** (0.00301)	0.00712** (0.00294)	0.00733** (0.00292)	0.00111 (0.00143)	0.00623** (0.00274)	-0.000443 (0.00162)	-0.00164 (0.00144)
Male	0.107*** (0.0207)	0.106*** (0.0209)	0.107*** (0.0208)	0.0475** (0.0102)	0.0803* (0.0195)	-0.00996 (0.0115)	0.0210** (0.0102)
Black	-0.00495 (0.0319)	-0.00015 (0.0321)	0.000707 (0.0319)	0.00583 (0.0156)	- (0.0299)	-0.0016 (0.0177)	-0.00754 (0.0157)
Hispanic	-0.007 (0.0885)	0.0213 (0.0888)	-0.00235 (0.0888)	0.0469 (0.0435)	0.0143 (0.0831)	-0.0496 (0.0491)	-0.0398 (0.0436)
Attended Camp	0.0346 (0.0351)		0.0766*** (0.0256)	0.0273** (0.0126)	0.0570* (0.024)	0.0390*** (0.0142)	0.0207 (0.0126)
Years Attended	0.0117 (0.00725)						
Alumni Status		0.0506 (0.0351)	0.00315 (0.0383)	- (0.0188)	0.0417 (0.0359)	-0.00327 (0.0212)	-0.0311* (0.0189)
Constant	-0.206** (0.0844)	-0.141* (0.0828)	-0.171** (0.083)	-0.0399 (0.0407)	-0.138* (0.0777)	0.0342 (0.0459)	0.0583 (0.0408)
Observations	995	994	994	994	994	994	994
R-squared	0.049	0.036	0.046	0.039	0.034	0.013	0.012
Number of ZipNum	154	154	154	154	154	154	154

Standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table 3: General IV Results

VARIABLES	(1) Incarceration	(2) Prison	(3) Jail	(4) Felony
Attended Camp	-0.0216 (0.0586)	0.0107 (0.0285)	-0.0379 (0.0551)	-0.0578** (0.0292)
Black	0.00364 (0.0294)	0.00329 (0.0143)	0.00154 (0.0276)	-0.00734 (0.0146)
Hispanic	0.0327 (0.0842)	0.0492 (0.041)	0.0511 (0.0792)	-0.0143 (0.0419)
Current Age	0.00616** (0.00275)	0.0016 (0.00134)	0.00456* (0.00258)	-0.0021 (0.00137)
Male	0.103*** (0.0193)	0.0495*** (0.00940)	0.0745*** (0.0182)	0.0197** (0.00961)
Constant	-0.26 -0.289	-0.0927 -0.141	-0.19 -0.272	0.0402 -0.144
Observations	995	995	995	995
R-squared	0.194	0.214	0.186	0.106

Standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table 4: Alumni-Specific Results

	(1)	(2)	(3)	(4)
VARIABLES	Incarceration	Prison	Jail	Felony
Alumni Status	0.0766 (0.228)	-0.0331 (0.105)	0.0125 (0.202)	-0.195* (0.112)
Black	-0.00189 (0.0331)	0.00569 (0.016)	-7.59E-05 (0.0306)	0.0041 (0.017)
Hispanic	0.0192 (0.0834)	0.0555 (0.0407)	0.0371 (0.0779)	-0.0192 (0.0433)
Current Age	0.00748* (0.00412)	0.00101 (0.00195)	0.00519 (0.00374)	-0.00415** (0.00208)
Male	0.108*** (0.0228)	0.0473*** (0.011)	0.0765*** (0.021)	0.0111 (0.0117)
Constant	-0.293 (0.297)	-0.0781 (0.145)	-0.206 (0.277)	0.0884 (0.154)
Observations	994	994	994	994
R-squared	0.202	0.216	0.201	0.035

Standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table 4: Combining Attendance and Alumni Status

(1)	
VARIABLES	Incarceration
Attended Camp	-0.184 (0.176)
Alumni Status	0.65 (0.647)
Black	-0.0347 (0.0513)
Hispanic	0.039 (0.0975)
CurrentAge	0.0133* (0.00779)
Male	0.132*** (0.0367)
Constant	-0.431 -0.374
Observations	994

Standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table 5: Lasso for variable selection

Variables	Lasso	Post-est OLS
Black*	-0.02275	-0.02091
Hispanic*	0.16946	0.16530
Current Age*	-0.00525	-0.00331
Male*	-0.00632	-0.00572
Age 8	0.15747	0.22944
Age 9	0.26994	0.32617
Age 10	0.39354	0.43911
Age 11	0.20809	0.25850
Age 10 * Camp Hope	0.00560	0.00606
Partialled out*		
Constant	0.32345	0.22983

* = Not penalized

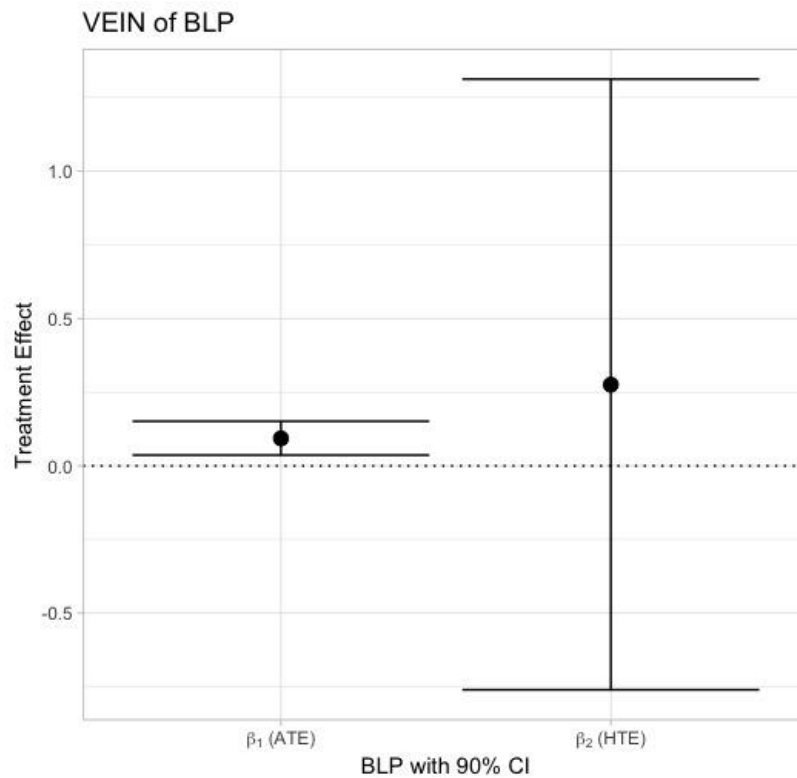
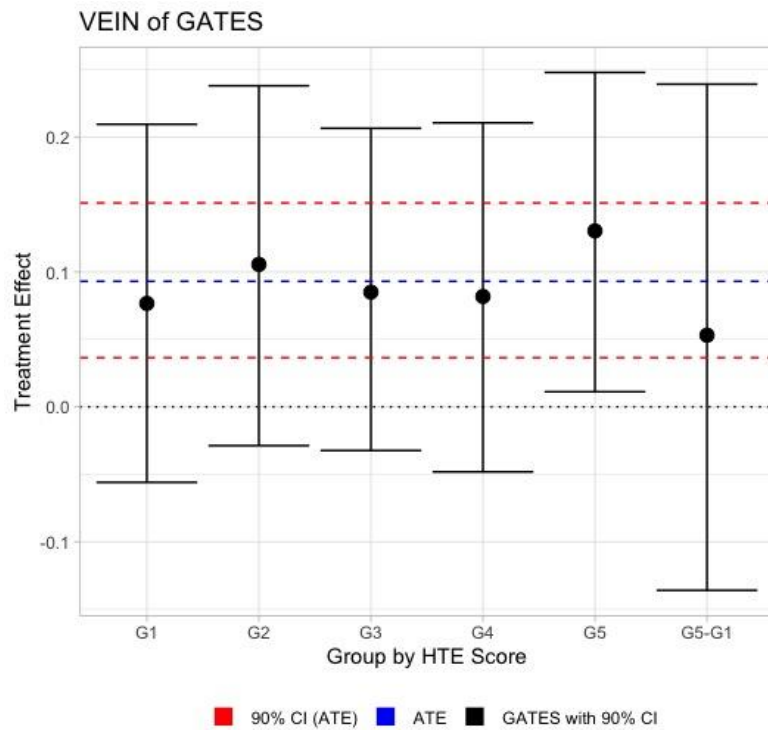
Table 7: Best linear predictor and significance of HTEs:

	Estimate	CI Lower	CI Upper	p value
beta.1	0.1012	0.0457	0.157	0.00
beta.2	0.392	-0.3541	1.2432	0.26

Confidence level of confidence interval [CI lower, CI upper]: 90 %

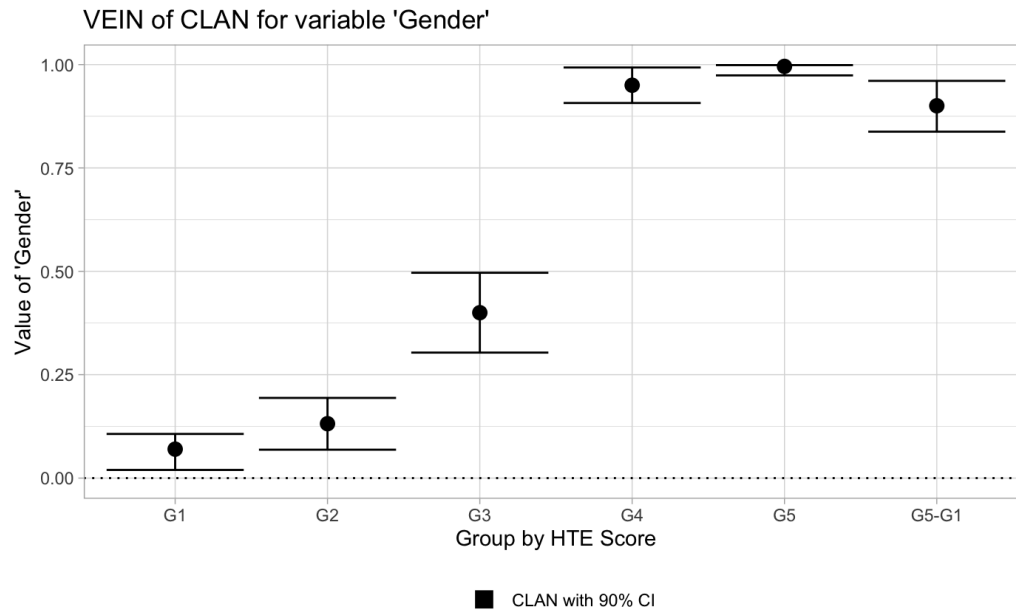
Machine Learning Results: Group Average Treatment Effects

VEIN of GATES for Black, Male, and Current Age



Machine Learning CLAN Results

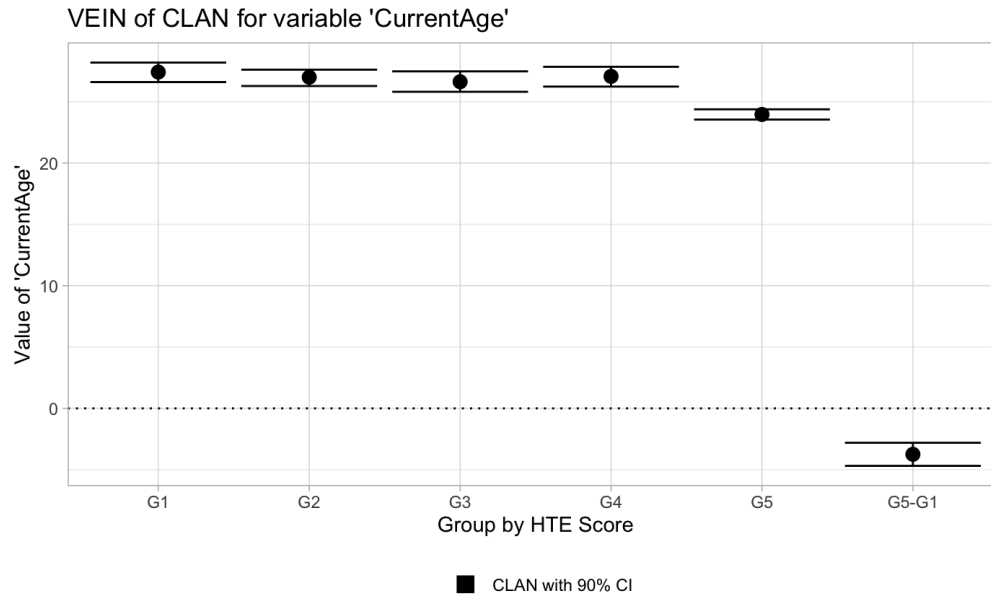
Incarceration & Attendance



CLAN generic targets for variable 'Gender'

	Estimate	CI lower	CI upper	p value
delta.1	0.07000	0.01974	0.10678	0.006
delta.2	0.13158	0.06870	0.19390	0.000
delta.3	0.40000	0.30350	0.49650	0.000
delta.4	0.95000	0.90707	0.99293	0.000
delta.5	0.99558	0.97381	0.99862	1.000
delta.5-delta.1	0.90030	0.83772	0.96057	0.000

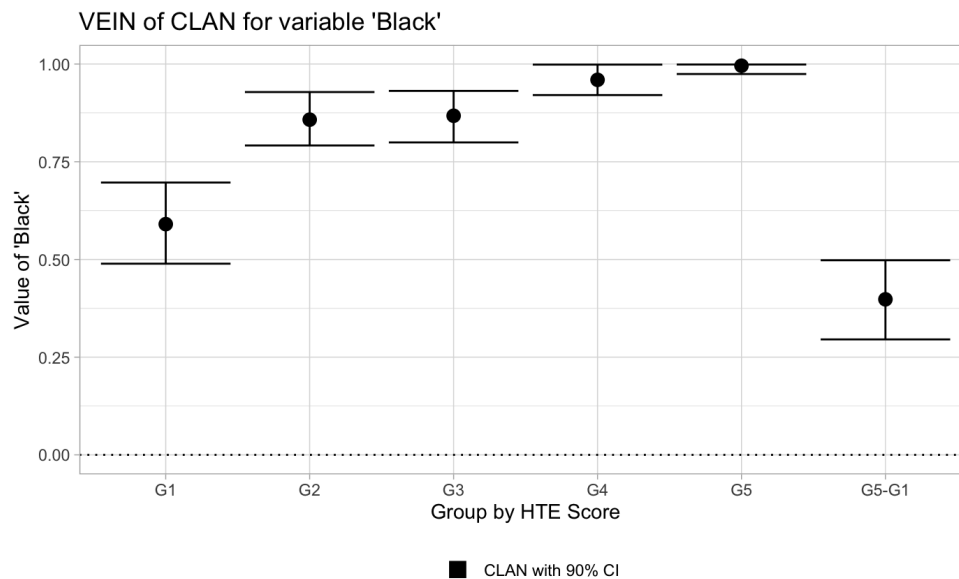
Confidence level of confidence interval [CI lower, CI upper]: 90 %



CLAN generic targets for variable 'CurrentAge'

	Estimate	CI lower	CI upper	p value
delta.1	27.420	26.604	28.195	0
delta.2	27.000	26.284	27.615	0
delta.3	26.630	25.814	27.479	0
delta.4	27.070	26.237	27.851	0
delta.5	23.964	23.549	24.383	0
delta.5-delta.1	-3.745	-4.686	-2.804	0

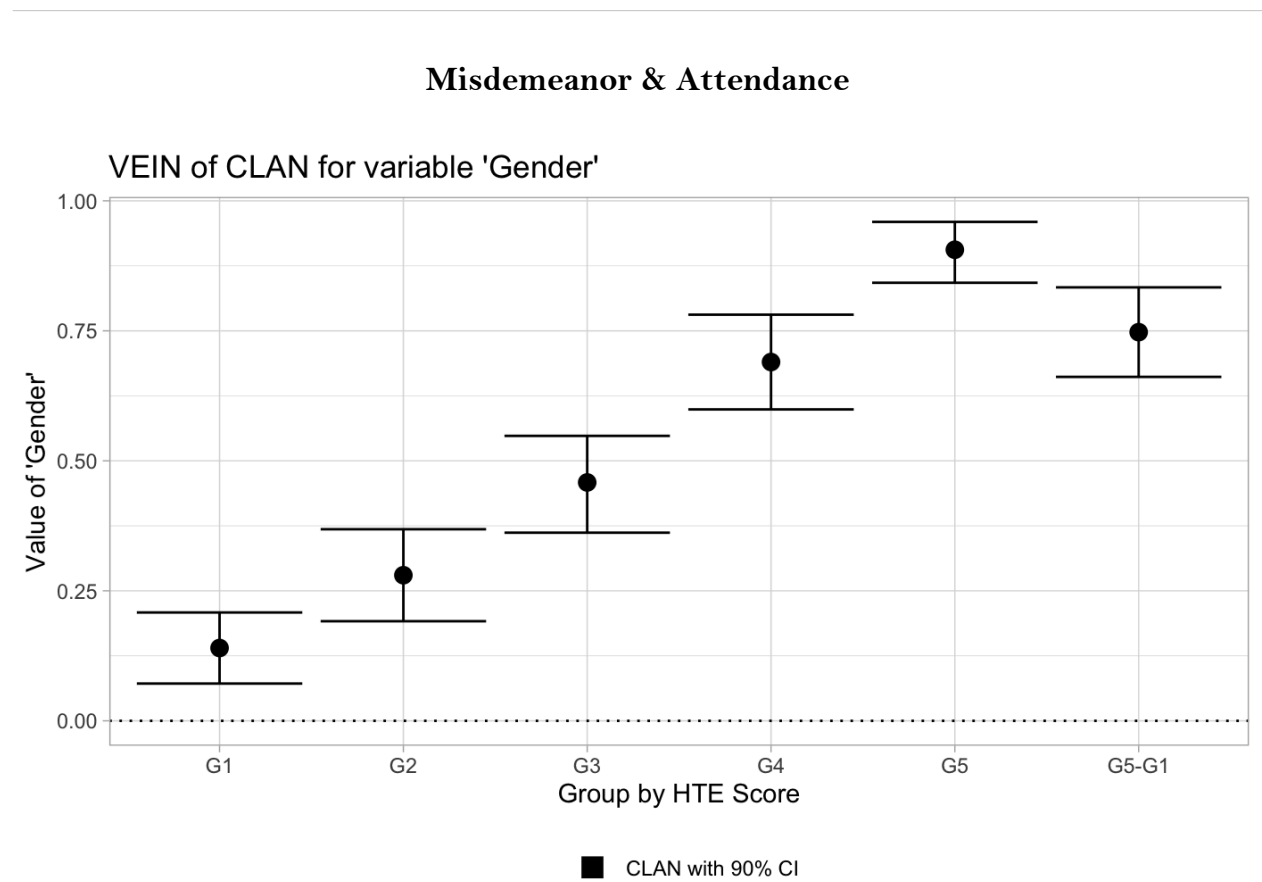
Confidence level of confidence interval [CI lower, CI upper]: 90 %



CLAN generic targets for variable 'Black'

	Estimate	CI lower	CI upper	p value
delta.1	0.5904	0.4892	0.6968	0
delta.2	0.8577	0.7916	0.9284	0
delta.3	0.8677	0.7995	0.9313	0
delta.4	0.9596	0.9206	0.9986	0
delta.5	0.9957	0.9745	0.9988	1
delta.5-delta.1	0.3980	0.2954	0.4979	0

Confidence level of confidence interval [CI lower, CI upper]: 90 %

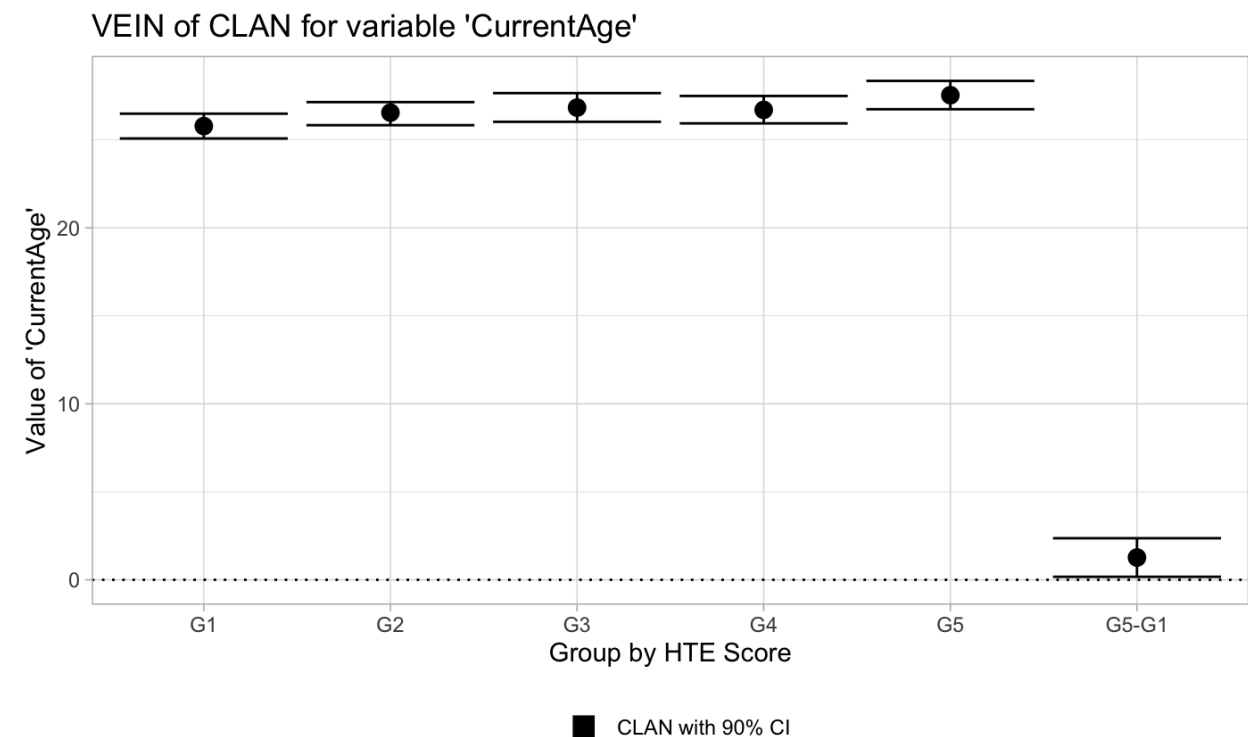


CLAN generic targets for variable 'Gender'

	Estimate	CI lower	CI upper	p value
delta.1	0.14000	0.07165	0.20835	0
delta.2	0.28000	0.19155	0.36845	0
delta.3	0.45845	0.36182	0.54800	0
delta.4	0.69000	0.59890	0.78110	0
delta.5	0.90594	0.84245	0.95953	0
delta.5-delta.1	0.74747	0.66146	0.83359	0

Confidence level of confidence interval [CI lower, CI upper]: 90 %

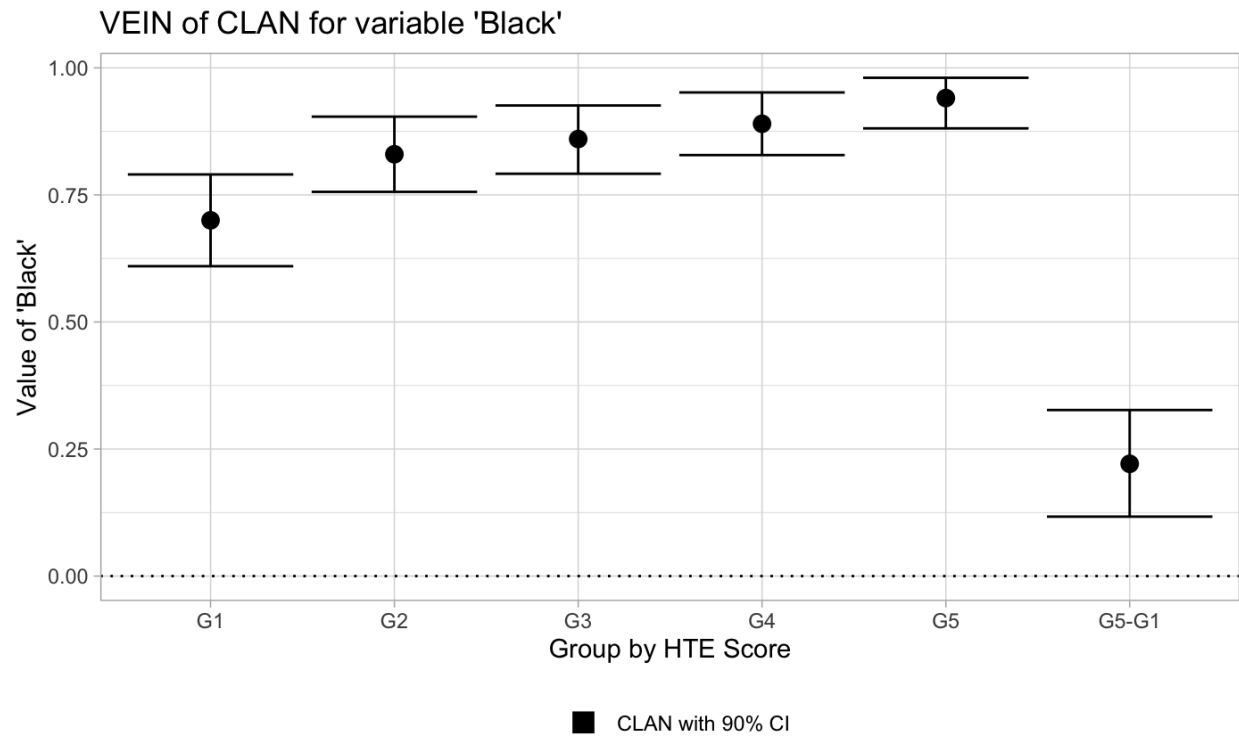
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CLAN generic targets for variable 'CurrentAge'

	Estimate	CI lower	CI upper	p value
delta.1	25.7800	25.0755	26.4845	0.000
delta.2	26.5446	25.8310	27.1433	0.000
delta.3	26.8300	26.0240	27.6529	0.000
delta.4	26.7000	25.9337	27.4910	0.000
delta.5	27.5347	26.7379	28.3480	0.000
delta.5-delta.1	1.2673	0.1719	2.3627	0.006

Confidence level of confidence interval [CI lower, CI upper]: 90 %



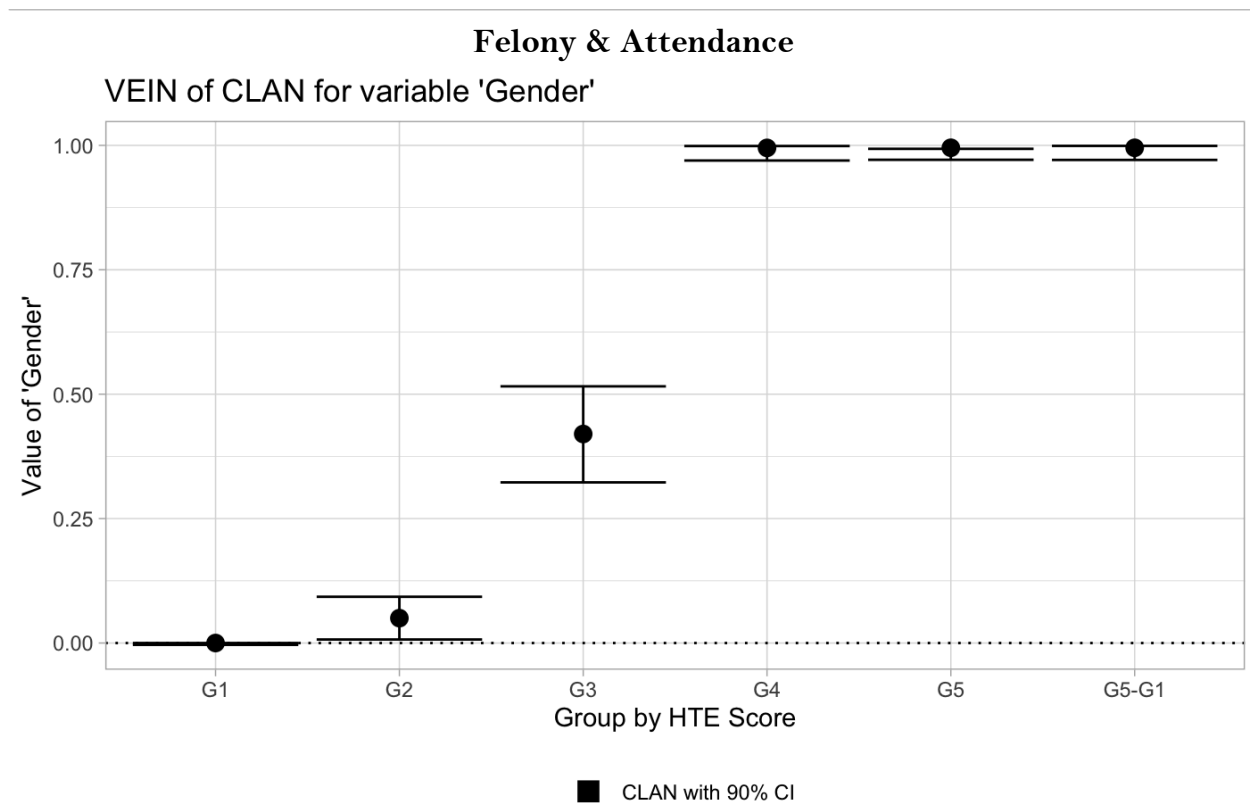
CLAN generic targets for variable 'Black'

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	Estimate	CI lower	CI upper	p value
delta.1	0.7000	0.6097	0.7903	0
delta.2	0.8300	0.7560	0.9040	0
delta.3	0.8600	0.7916	0.9260	0
delta.4	0.8900	0.8284	0.9516	0
delta.5	0.9406	0.8809	0.9805	0
delta.5-delta.1	0.2209	0.1169	0.3267	0

--

Confidence level of confidence interval [CI lower, CI upper]: 90 %



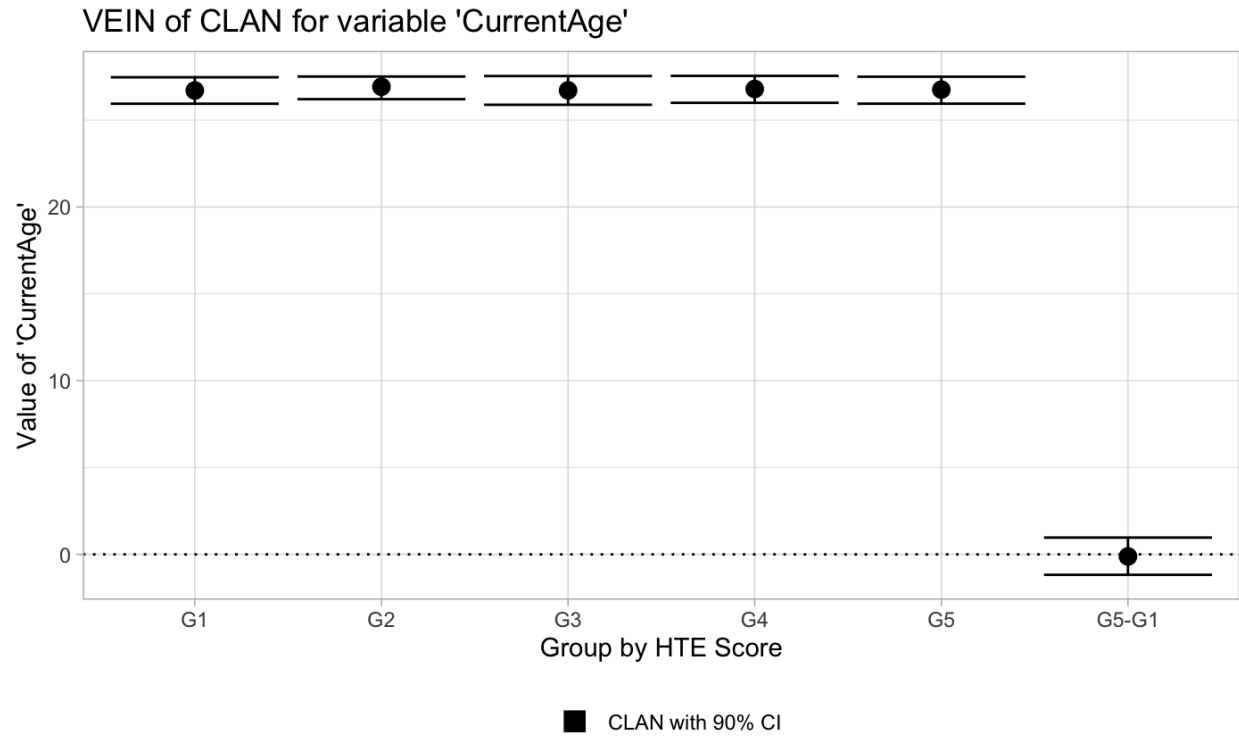
CLAN generic targets for variable 'Gender'

--

	Estimate	CI lower	CI upper	p value
delta.1	0.000000	-0.003603	0.000000	1.000
delta.2	0.050000	0.007068	0.092932	0.012
delta.3	0.420000	0.322777	0.515759	0.000
delta.4	0.994845	0.969485	0.998621	1.000
delta.5	0.995098	0.970981	0.993011	1.000
delta.5-delta.1	0.995050	0.970693	0.998903	1.000

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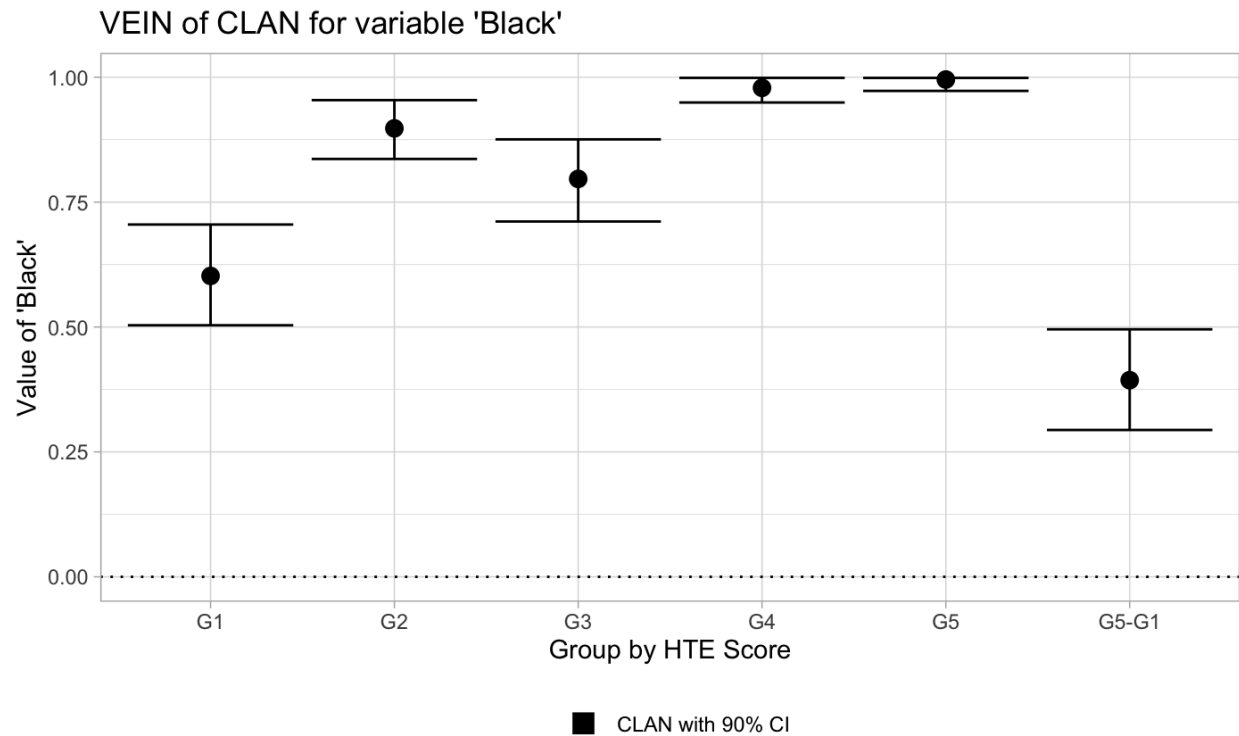
Confidence level of confidence interval [CI lower, CI upper]: 90 %



CLAN generic targets for variable 'CurrentAge'

	Estimate	CI lower	CI upper	p value
delta.1	26.7037	25.9427	27.4647	0.000
delta.2	26.9200	26.2038	27.5072	0.000
delta.3	26.7100	25.8811	27.5350	0.000
delta.4	26.7900	25.9936	27.5440	0.000
delta.5	26.7525	25.9439	27.4958	0.000
delta.5-delta.1	-0.1194	-1.1776	0.9662	0.829

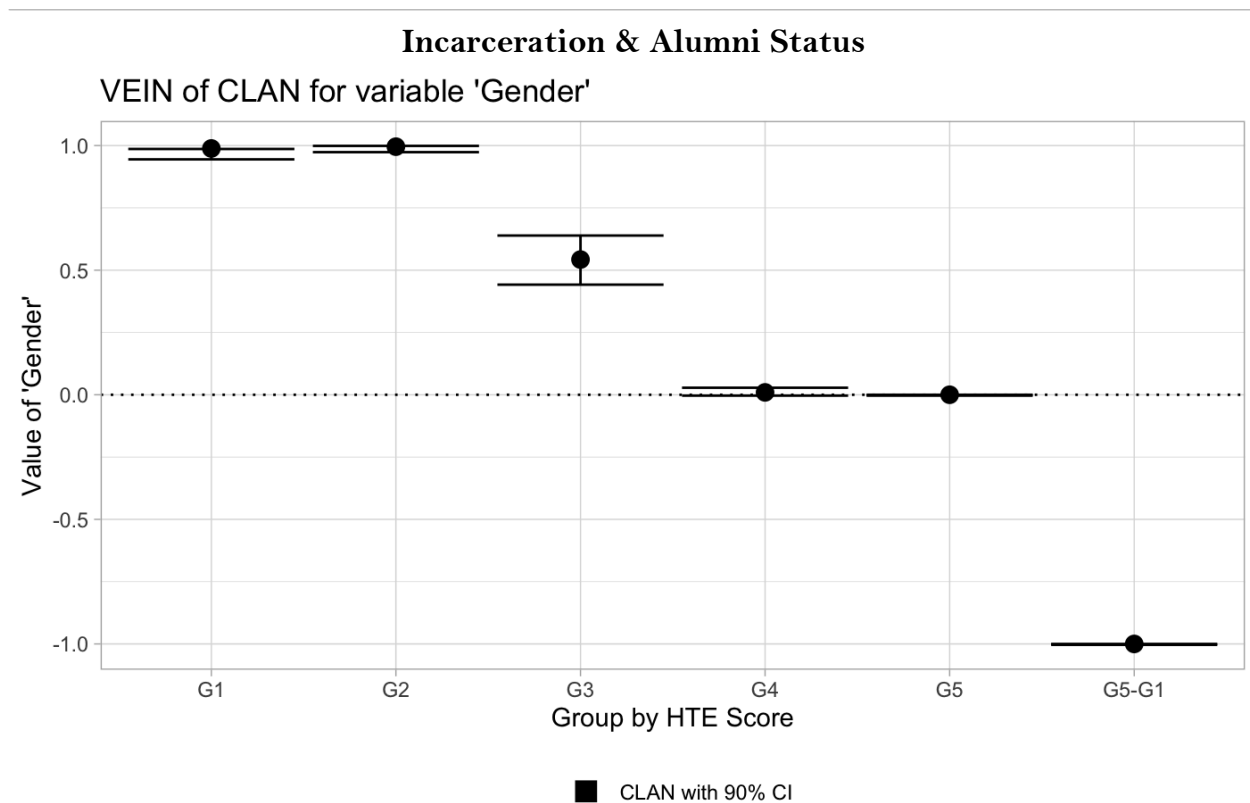
Confidence level of confidence interval [CI lower, CI upper]: 90 %



CLAN generic targets for variable 'Black'

	Estimate	CI lower	CI upper	p value
delta.1	0.6023	0.5035	0.7051	0
delta.2	0.8976	0.8364	0.9541	0
delta.3	0.7965	0.7112	0.8756	0
delta.4	0.9787	0.9494	0.9987	0
delta.5	0.9954	0.9726	0.9986	1
delta.5-delta.1	0.3936	0.2939	0.4954	0

Confidence level of confidence interval [CI lower, CI upper]: 90 %



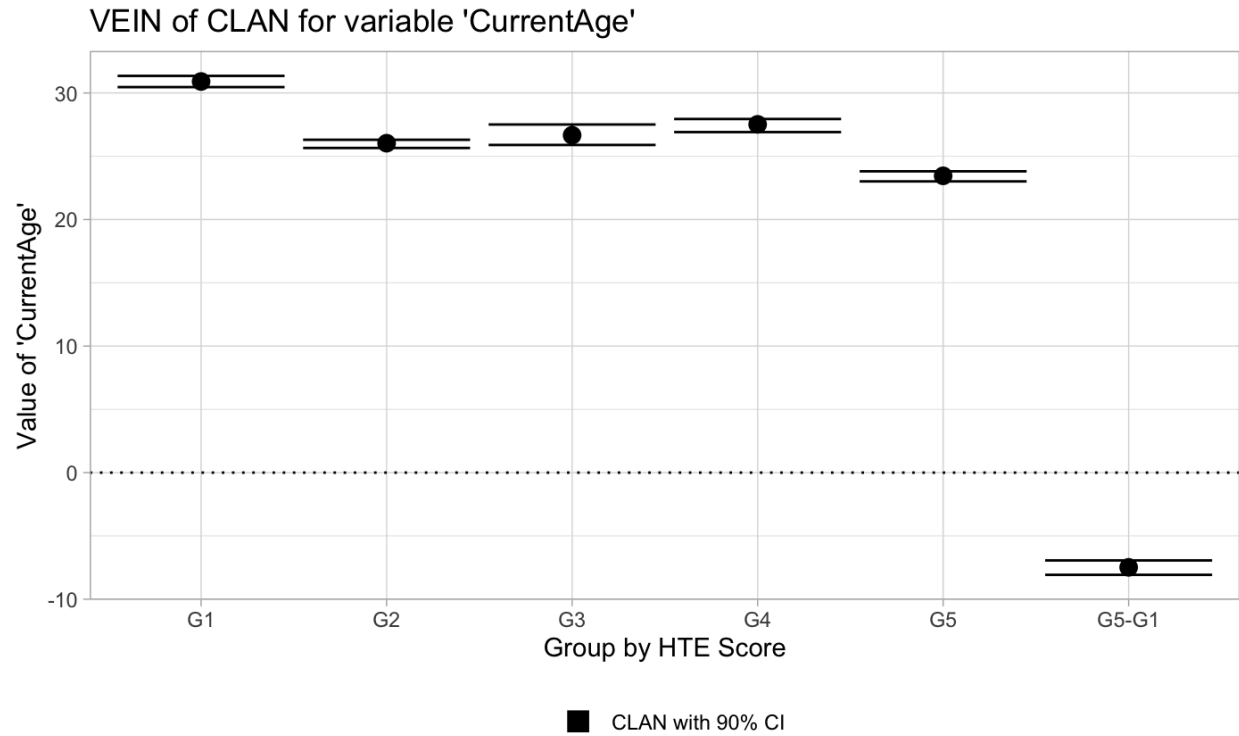
CLAN generic targets for variable 'Gender'

--

	Estimate	CI lower	CI upper	p value
delta.1	0.988372	0.944704	0.986332	1
delta.2	0.995536	0.973572	0.998730	1
delta.3	0.542553	0.441824	0.638931	0
delta.4	0.009524	-0.003477	0.028190	1
delta.5	0.000000	-0.003508	0.000000	1
delta.5-delta.1	-1.000000	-1.003508	-1.000000	1

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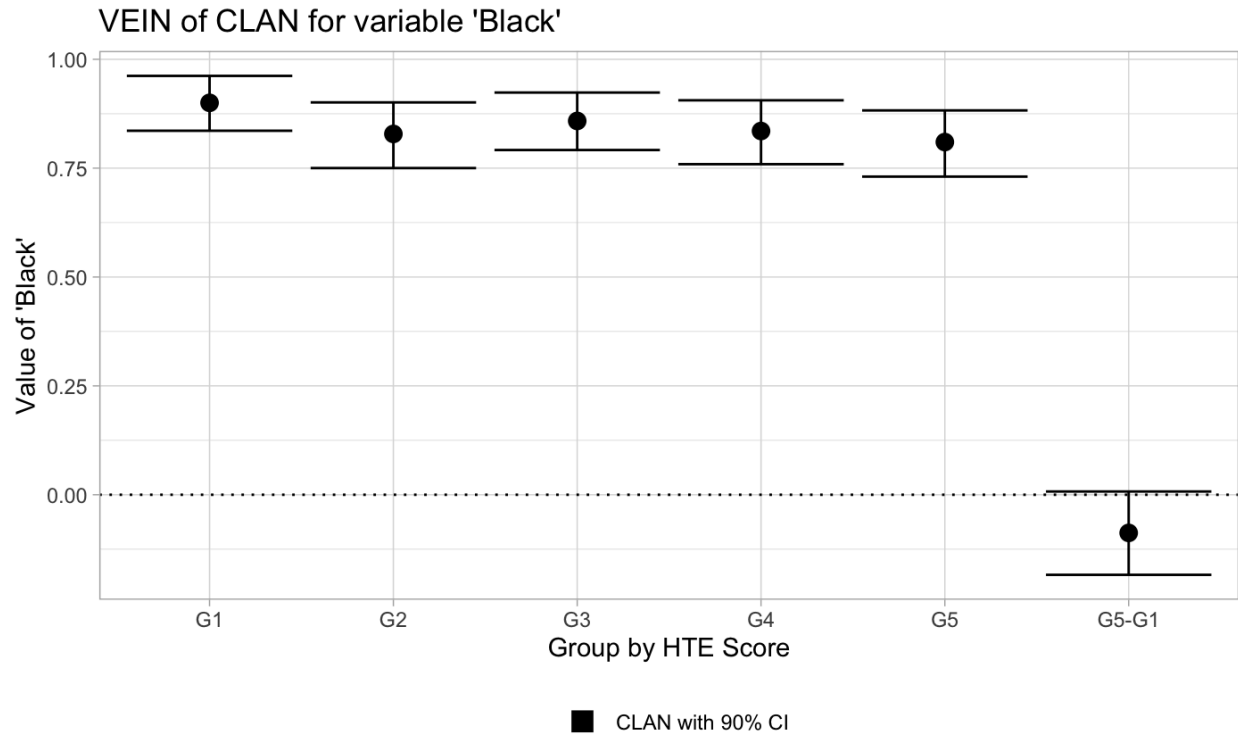
Confidence level of confidence interval [CI lower, CI upper]: 90 %



CLAN generic targets for variable 'CurrentAge'

	Estimate	CI lower	CI upper	p value
delta.1	30.907	30.463	31.350	0
delta.2	26.030	25.654	26.301	0
delta.3	26.659	25.892	27.508	0
delta.4	27.520	26.908	27.943	0
delta.5	23.452	23.014	23.810	0
delta.5-delta.1	-7.485	-8.075	-6.937	0

Confidence level of confidence interval [CI lower, CI upper]: 90 %



CLAN generic targets for variable 'Black'

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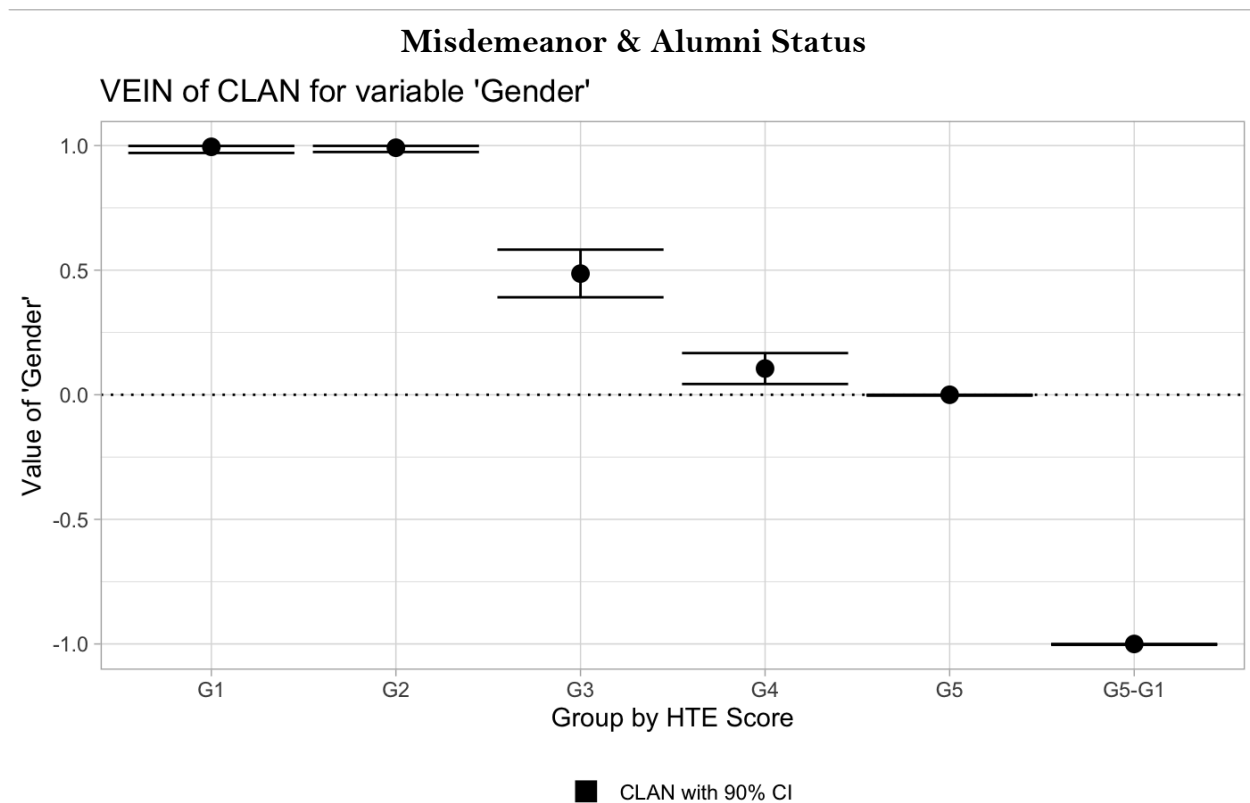
--
      Estimate CI lower CI upper p value
delta.1      0.900000 0.835885 0.961868 0.000
delta.2      0.828571 0.750180 0.901005 0.000
delta.3      0.858407 0.791649 0.923617 0.000
delta.4      0.835294 0.759071 0.905814 0.000
delta.5      0.809917 0.730566 0.882591 0.000
delta.5-delta.1 -0.087642 -0.183892 0.007436 0.069
--

```

Confidence level of confidence interval [CI lower, CI upper]: 90 %

Felony & Alumni Status: Warning: Some propensity scores are outside the interval [0.35, 0.65].

In a randomized experiment, we would expect all propensity scores to be equal to roughly 0.5. The theory of the paper is only valid for randomized experiments. Are you sure your data is from a randomized experiment and the estimator of the scores has been chosen appropriately? Warning: scheduled cores 5, 1 encountered errors in user code, all values of the jobs will be affected Error in out[[s]]\$BLP : \$ operator is invalid for atomic vectors



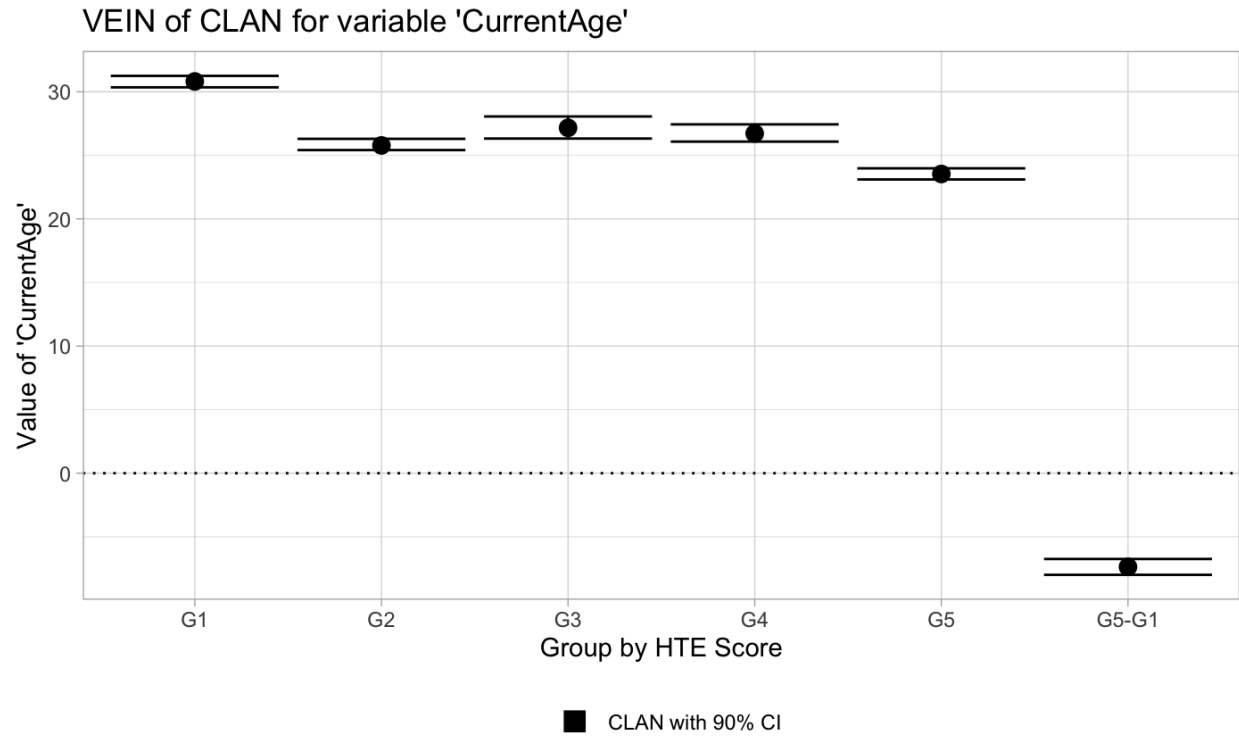
CLAN generic targets for variable 'Gender'

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	Estimate	CI lower	CI upper	p value
delta.1	0.995000	0.970400	0.998560	1.000
delta.2	0.991304	0.974261	0.998746	1.000
delta.3	0.486239	0.391213	0.582428	0.000
delta.4	0.105263	0.043223	0.167303	0.001
delta.5	0.000000	-0.003447	0.000000	1.000
delta.5-delta.1	-1.000000	-1.003447	-1.000000	1.000

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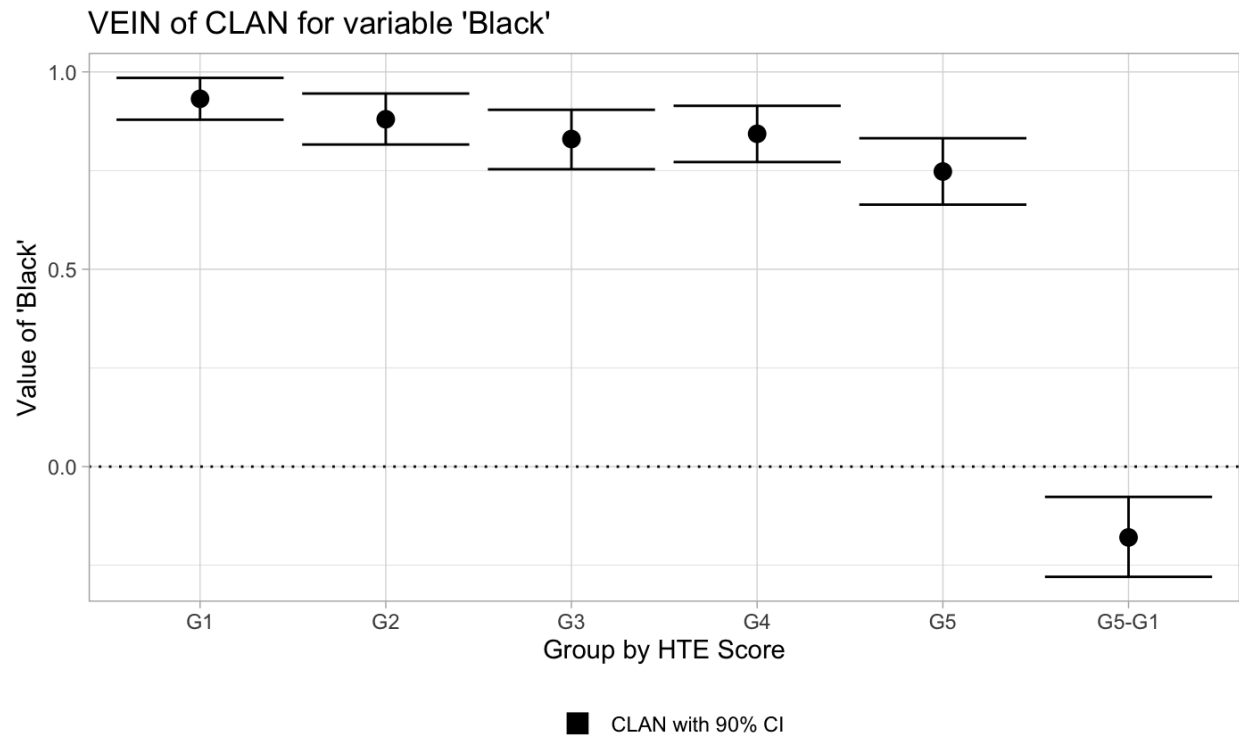
Confidence level of confidence interval [CI lower, CI upper]: 90 %



CLAN generic targets for variable 'CurrentAge'

	Estimate	CI lower	CI upper	p value
delta.1	30.813	30.351	31.250	0
delta.2	25.780	25.415	26.298	0
delta.3	27.165	26.320	28.059	0
delta.4	26.720	26.080	27.436	0
delta.5	23.534	23.103	23.979	0
delta.5-delta.1	-7.371	-7.993	-6.748	0

Confidence level of confidence interval [CI lower, CI upper]: 90 %



CLAN generic targets for variable 'Black'

--

	Estimate	CI lower	CI upper	p value
delta.1	0.93182	0.87885	0.98478	0.000
delta.2	0.88000	0.81599	0.94517	0.000
delta.3	0.82989	0.75341	0.90399	0.000
delta.4	0.84314	0.77161	0.91406	0.000
delta.5	0.74757	0.66368	0.83188	0.000
delta.5-delta.1	-0.17936	-0.27916	-0.07671	0.001

Confidence level of confidence interval [CI lower, CI upper]: 90 %

o

Appendix A: Alumni Preliminary Survey Questions

Introduction

Hello! Thank you for your time and willingness to take this survey. All submissions will be anonymous and you will not need to fill in any personal information unless you desire to. Kidz2Leaders has partnered with a research team from University of San Francisco and Notre Dame to study the possible long term effects of attending Camp Hope. As a past participant, we ask that you answer the following questions to the best of your ability.

This survey can take anywhere from 10-25 minutes to complete. You will remain anonymous throughout the survey. The only time you may be asked for any personal information will be at the very end if you express interest in participating in a focus group. If you have any questions or concerns, you may contact our researchers: Alexa Nava amnava@usfca.edu and/or Laura Pettinger lapettinger@usfca.edu.

Quick Foreword

First child: The first child who attended Camp Hope

Survey Questions for Guardians

1. What is your current zip code?
 - a. _____
2. Do you currently or have you ever received financial assistance from Kidz2Leaders?
 - a. Yes
 - b. No
3. How many siblings do you have?"
 - a. 1
 - b. 2
 - c. 3
 - d. 4
 - e. 5
 - f. Other, please specify_____
4. ****If-Then**** What order of siblings are you in your family?
 - a. Oldest
 - b. Second oldest
 - c. Third oldest
 - d. Fourth oldest
 - e. Fifth oldest
 - f. Younger than fifth oldest
5. ****If-Then**** How many children in your family participated in the Kidz2Leaders Camp Hope program (not including yourself)?
 - a. 1
 - b. 2

- c. 3
 - d. 4
 - e. 5
 - f. Other, please specify _____
6. Which description best fits your involvement with the Kidz2Leaders Camp Hope program?
- a. Did not attend any camps
 - b. Completed some camp (insert amount of years) _____
 - c. Completed full program
7. Please specify your race.
- a. White
 - b. Black or African American
 - c. American Indian or Alaska Native
 - d. Asian
 - e. Native Hawaiian or Other Pacific Islander
 - f. Hispanic or Latino
8. What gender do you identify as?
- a. Male
 - b. Female
 - c. Non-binary
 - d. Other
9. What is the highest level of education you completed?
- a. Some High School (did not finish)
 - b. High School
 - c. 2-year Associate's Degree
 - d. 4-year Bachelor's Degree
 - e. Post-graduate Degree
 - f. Certification Program or Trade School Degree
10. What is your current employment status?
- a. Employed, full-time
 - b. Employed, part-time
 - c. Currently in school- not seeking employment
 - d. Seeking opportunities
 - e. Unemployed
11. ****If-Then**** What type of company do you work for?
- a. Private company
 - b. Public company
 - c. Self-employed
12. ****If-Then**** What current level of education are you completing?
- a. High School
 - b. Graduate Record Examination (GRE)
 - c. 2-year Associate's Degree

- d. 4-year Bachelor's Degree
 - e. Post-graduate Degree
 - f. Certification Program or Trade School Degree
13. Are you married?
- a. Yes
 - b. No
14. Do you have children of your own?
- a. Yes
 - b. No
15. Did you attend church regularly before your experience with Camp Hope?
- a. Yes
 - b. No
16. Which of the following best describes your relationship to the Christian faith?
- a. I am not involved with church or Christian activities right now
 - b. I occasionally involved with Christian activities
 - c. I attend church and other activities several times a month, but not in a leadership role
 - d. I am an active and faithful leader within the Christian community
 - e. Not sure
17. Were you ever arrested?
- a. Yes
 - b. No
18. Were you ever charged for a crime?
- a. Yes
 - b. No
19. Have you ever been incarcerated?
- a. Yes
 - b. No
20. Have you ever been convicted of a misdemeanor?
- a. Yes
 - b. No
21. Have you ever been convicted of a felony or serious crime?
- a. Yes
 - b. No
22. Did you have a grandparent (on the mother's side) ever experience incarceration?
- a. Yes
 - b. No
23. Did you have a grandparent (on the father's side) ever experience incarceration?
- a. Yes
 - b. No
24. Which category best represents your total income during the past 12 months?
- a. Less than \$10,000

- b. 10,000 to 19,999
 - c. 20,000 to 29,999
 - d. 30,000 to 39,999
 - e. 40,000 to 49,999
 - f. 50,000 to 59,999
 - g. 60,000 to 74,999
 - h. 75,000 to 99,999
 - i. 100,000 to 149,999
 - j. 150,000 to 249,999
 - k. 250,000 or more
25. ****If-Then**** How strongly do you agree or disagree with the following statement: the Kidz2Leaders Camp Hope program had a positive effect on my path to adulthood.
- a. Strongly agree
 - b. Agree
 - c. Neither agree nor disagree
 - d. Disagree
 - e. Strongly disagree

New Block: The following questions pertain to your nearest-age sibling.

1. What is the relationship between you and your sibling?
 - a. Full sibling
 - b. Half-sibling
2. What order of siblings is this person?
 - a. Oldest
 - b. Second oldest
 - c. Third oldest
 - d. Fourth oldest
 - e. Fifth oldest
 - f. Younger than fifth oldest
3. Which description best fits your sibling's involvement with the Kidz2Leaders Camp Hope program?
 - a. Did not attend any camps
 - b. Completed some camp (insert amount of years) _____
 - c. Completed full program
4. Please specify your sibling's race.
 - a. White
 - b. Black or African American
 - c. American Indian or Alaska Native
 - d. Asian
 - e. Native Hawaiian or Other Pacific Islander

- f. Hispanic or Latino
- 5. What gender does your sibling identify as?
 - a. Male
 - b. Female
 - c. Non-binary
 - d. Other
- 6. What is the highest level of education your sibling has completed?
 - a. Some High School (did not finish)
 - b. High School
 - c. 2-year Associate's Degree
 - d. 4-year Bachelor's Degree
 - e. Post-graduate Degree
 - f. Certification Program or Trade School Degree
- 7. What is your sibling's current employment status?
 - a. Employed, full-time
 - b. Employed, part-time
 - c. Currently in school- not seeking employment
 - d. Unemployed, seeking employment
 - e. Unemployed, not seeking employment
- 8. ****If-Then**** What type of company do they work for?
 - a. Private company
 - b. Public company
 - c. Self-employed
- 9. ****If-Then**** What current level of education are they completing?
 - a. High School
 - b. Graduate Record Examination (GRE)
 - c. 2-year Associate's Degree
 - d. 4-year Bachelor's Degree
 - e. Post-graduate Degree
 - f. Certification Program or Trade School Degree
- 10. Is this sibling married?
 - a. Yes
 - b. No
- 11. Does this sibling have children of their own?
 - a. Yes
 - b. No
- 12. Did this sibling attend church regularly before their experience with Camp Hope?
 - a. Yes
 - b. No
- 13. Which of the following best describes your sibling's relationship to the Christian faith?
 - a. Not involved with church or Christian activities right now
 - b. Occasionally involved with Christian activities

- c. Attends church and other activities several times a month, but not in a leadership role
 - d. Is an active and faithful leader within the Christian community
14. Was this sibling ever arrested?
- a. Yes
 - b. No
15. Was this sibling ever charged for a crime?
- a. Yes
 - b. No
16. Has this sibling ever been incarcerated?
- a. Yes
 - b. No
17. Has this sibling ever been convicted of a misdemeanor?
- a. Yes
 - b. No
18. Has this sibling ever been convicted of a felony or serious crime?
- a. Yes
 - b. No
19. Which category best represents your sibling's total income during the past 12 months?
- a. Less than \$10,000
 - b. 10,000 to 19,999
 - c. 20,000 to 29,999
 - d. 30,000 to 39,999
 - e. 40,000 to 49,999
 - f. 50,000 to 59,999
 - g. 60,000 to 74,999
 - h. 75,000 to 99,999
 - i. 100,000 to 149,999
 - j. 150,000 to 249,999
 - k. 250,000 or more
20. ****If-Then**** How strongly do you agree or disagree with the following statement: the Kidz2Leaders Camp Hope program had a positive effect on my sibling's path to adulthood.
- a. Strongly agree
 - b. Agree
 - c. Neither agree nor disagree
 - d. Disagree
 - e. Strongly disagree

New Block: The following questions will refer to your nearest age cousin.

1. Which description best fits your cousin's involvement with the Kidz2Leaders Camp Hope program?
 - a. Did not attend any camps
 - b. Completed some camp (insert amount of years) _____
 - c. Completed full program
2. Please specify your cousin's race.
 - a. White
 - b. Black or African American
 - c. American Indian or Alaska Native
 - d. Asian
 - e. Native Hawaiian or Other Pacific Islander
 - f. Hispanic or Latino
3. What gender does this cousin identify as?
 - a. Male
 - b. Female
 - c. Non-binary
 - d. Other
4. What is the highest level of education this cousin has completed?
 - a. Some High School (did not finish)
 - b. High School
 - c. 2-year Associate's Degree
 - d. 4-year Bachelor's Degree
 - e. Post-graduate Degree
 - f. Certification Program or Trade School Degree
5. What is this cousin's current employment status?
 - a. Employed, full-time
 - b. Employed, part-time
 - c. Currently in school- not seeking employment
 - d. Unemployed, seeking employment
 - e. Unemployed, not seeking employment
6. ****If-Then**** What type of company do they work for?
 - a. Private company
 - b. Public company
 - c. Self-employed
7. ****If-Then**** What current level of education are they completing?
 - a. High School
 - b. Graduate Record Examination (GRE)
 - c. 2-year Associate's Degree
 - d. 4-year Bachelor's Degree
 - e. Post-graduate Degree
 - f. Certification Program or Trade School Degree
8. Is this cousin married?

- a. Yes
 - b. No
9. Does this cousin have children of their own?
- a. Yes
 - b. No
10. Did this cousin attend church regularly before their experience with Camp Hope?
- a. Yes
 - b. No
11. Which of the following best describes your cousin's relationship to the Christian faith?
- a. Not involved with church or Christian activities right now
 - b. Occasionally involved with Christian activities
 - c. Attends church and other activities several times a month, but not in a leadership role
 - d. Is an active and faithful leader within the Christian community
12. Was this cousin ever arrested?
- a. Yes
 - b. No
13. Was this cousin ever charged for a crime?
- a. Yes
 - b. No
14. Has this cousin ever been incarcerated?
- a. Yes
 - b. No
15. Has this cousin ever been convicted of a misdemeanor?
- a. Yes
 - b. No
16. Has this cousin ever been convicted of a felony or serious crime?
- a. Yes
 - b. No
17. Did this cousin have a grandparent (on the mother's side) ever experience incarceration?
- a. Yes
 - b. No
18. Did this cousin have a grandparent (on the father's side) ever experience incarceration?
- a. Yes
 - b. No
19. Which category best represents this cousin's total income during the past 12 months?
- a. Less than \$10,000
 - b. 10,000 to 19,999
 - c. 20,000 to 29,999
 - d. 30,000 to 39,999
 - e. 40,000 to 49,999
 - f. 50,000 to 59,999

- g. 60,000 to 74,999
 - h. 75,000 to 99,999
 - i. 100,000 to 149,999
 - j. 150,000 to 249,999
 - k. 250,000 or more
20. ****If-Then**** How strongly do you agree or disagree with the following statement: the Kidz2Leaders Camp Hope program had a positive effect on my cousin's path to adulthood.
- a. Strongly agree
 - b. Agree
 - c. Neither agree nor disagree
 - d. Disagree
 - e. Strongly disagree

Appendix B: Parent Preliminary Survey Questions

Introduction

Hello! Thank you for your time and willingness to take this survey. All submissions will be anonymous and you will not need to fill in any personal information unless you desire to.

Kidz2Leaders has partnered with a research team from University of San Francisco and Notre

Dame to study the possible long term effects of attending Camp Hope. As a guardian of a past participant, we ask that you answer the following questions to the best of your ability.

This survey can take anywhere from 10-25 minutes to complete. You will remain anonymous throughout the survey. The only time you may be asked for any personal information will be at the very end if you express interest in participating in a focus group. If you have any questions or concerns, you may contact our researchers: Alexa Nava amnava@usfca.edu and/or Laura Pettinger lapettinger@usfca.edu.

Quick Foreword

First child: The first child who attended Camp Hope

Survey Questions for Guardians

1. What is your relationship with the child who participated in the Kidz2Leaders Camp Hope program?
 - a. Mother
 - b. Father
 - c. Grandmother
 - d. Grandfather
 - e. Other, please specify_____
2. What is your current zip code?
 - a. _____
3. Do you currently or have you ever received financial assistance from Kidz2Leaders?
 - a. Yes
 - b. No
4. How many siblings does the child who participated in Camp Hope have?"
 - a. 1
 - b. 2
 - c. 3
 - d. 4
 - e. 5
 - f. Other, please specify_____
5. ***If-Then*** What order of siblings is this child?
 - a. Oldest
 - b. Second oldest
 - c. Third oldest
 - d. Fourth oldest
 - e. Fifth oldest
 - f. Younger than fifth oldest
6. ****If-Then**** How many children in your family participated in the Kidz2Leaders Camp Hope program (including the first child to attend)?
 - a. 1

- b. 2
 - c. 3
 - d. 4
 - e. 5
 - f. Other, please specify _____
7. Which description best fits your child's involvement with the Kidz2Leaders Camp Hope program?
- a. Did not attend any camps
 - b. Completed some camp (insert amount of years) _____
 - c. Completed full program
8. Please specify your child's race.
- a. White
 - b. Black or African American
 - c. American Indian or Alaska Native
 - d. Asian
 - e. Native Hawaiian or Other Pacific Islander
 - f. Hispanic or Latino
9. What gender does your child identify as?
- a. Male
 - b. Female
 - c. Non-binary
 - d. Other
10. What is the highest level of education your child has completed?
- a. Some High School (did not finish)
 - b. High School
 - c. 2-year Associate's Degree
 - d. 4-year Bachelor's Degree
 - e. Post-graduate Degree
 - f. Certification Program or Trade School Degree
11. What is your child's current employment status?
- a. Employed, full-time
 - b. Employed, part-time
 - c. Currently in school- not seeking employment
 - d. Seeking opportunities
 - e. Unemployed
12. ****If-Then**** What type of company do they work for?
- a. Private company
 - b. Public company
 - c. Self-employed
13. ****If-Then**** If in school, not seeking employment, what current level of education are they completing?
- a. High School

- b. Graduate Record Examination (GRE)
 - c. 2-year Associate's Degree
 - d. 4-year Bachelor's Degree
 - e. Post-graduate Degree
 - f. Certification Program or Trade School Degree
14. Is your child married?
- a. Yes
 - b. No
15. Does your child have children of their own?
- a. Yes
 - b. No
16. Did the child attend church regularly before their experience with Camp Hope?
- a. Yes
 - b. No
17. Which of the following best describes your child's relationship to the Christian faith?
- a. Not involved with church or Christian activities right now
 - b. Occasionally involved with Christian activities
 - c. Attends church and other activities several times a month, but not in a leadership role
 - d. Is an active and faithful leader within the Christian community
18. Was your child ever arrested?
- a. Yes
 - b. No
19. Was your child ever charged for a crime?
- a. Yes
 - b. No
20. Has your child ever been incarcerated?
- a. Yes
 - b. No
21. Has your child ever been convicted of a misdemeanor?
- a. Yes
 - b. No
22. Has your child ever been convicted of a felony or serious crime?
- a. Yes
 - b. No
23. Did your child have a grandparent (on the mother's side) ever experience incarceration?
- a. Yes
 - b. No
24. Did your child have a grandparent (on the father's side) ever experience incarceration?
- a. Yes
 - b. No
25. Which category best represents your child's total income during the past 12 months?

- a. Less than \$10,000
 - b. 10,000 to 19,999
 - c. 20,000 to 29,999
 - d. 30,000 to 39,999
 - e. 40,000 to 49,999
 - f. 50,000 to 59,999
 - g. 60,000 to 74,999
 - h. 75,000 to 99,999
 - i. 100,000 to 149,999
 - j. 150,000 to 249,999
 - k. 250,000 or more
26. ****If-Then**** How strongly do you agree or disagree with the following statement: the Kidz2Leaders Camp Hope program had a positive effect on my child's path to adulthood.
- a. Strongly agree
 - b. Agree
 - c. Neither agree nor disagree
 - d. Disagree
 - e. Strongly disagree

New Block: The following questions pertain to the sibling of the first child to attend Camp Hope.

1. What is the relationship between sibling 1 and the First Child to attend Camp Hope?
 - a. Full sibling
 - b. Half-sibling
2. What order of siblings is this child?
 - a. Oldest
 - b. Second oldest
 - c. Third oldest
 - d. Fourth oldest
 - e. Fifth oldest
 - f. Younger than fifth oldest
3. Which description best fits your child's involvement with the Kidz2Leaders Camp Hope program?
 - a. Did not attend any camps
 - b. Completed some camp (insert amount of years) _____
 - c. Completed full program
4. Please specify the sibling's race.
 - a. White
 - b. Black or African American

- c. American Indian or Alaska Native
 - d. Asian
 - e. Native Hawaiian or Other Pacific Islander
 - f. Hispanic or Latino
5. What gender does this sibling identify as?
- a. Male
 - b. Female
 - c. Non-binary
 - d. Other
6. What is the highest level of education the sibling has completed?
- a. Some High School (did not finish)
 - b. High School
 - c. 2-year Associate's Degree
 - d. 4-year Bachelor's Degree
 - e. Post-graduate Degree
 - f. Certification Program or Trade School Degree
7. What is the sibling's current employment status?
- a. Employed, full-time
 - b. Employed, part-time
 - c. Currently in school- not seeking employment
 - d. Unemployed, seeking employment
 - e. Unemployed, not seeking employment
8. ****If-Then**** What type of company do they work for?
- a. Private company
 - b. Public company
 - c. Self-employed
9. ****If-Then**** If in school, not seeking employment, what current level of education are they completing?
- a. High School
 - b. Graduate Record Examination (GRE)
 - c. 2-year Associate's Degree
 - d. 4-year Bachelor's Degree
 - e. Post-graduate Degree
 - f. Certification Program or Trade School Degree
10. Is this sibling married?
- a. Yes
 - b. No
11. Does this sibling have children of their own?
- a. Yes
 - b. No
12. Did this sibling attend church regularly before their experience with Camp Hope?
- a. Yes

- b. No
- 13. Which of the following best describes the sibling's relationship to the Christian faith?
 - a. Not involved with church or Christian activities right now
 - b. Occasionally involved with Christian activities
 - c. Attends church and other activities several times a month, but not in a leadership role
 - d. Is an active and faithful leader within the Christian community
- 14. Was the sibling ever arrested?
 - a. Yes
 - b. No
- 15. Was the sibling ever charged for a crime?
 - a. Yes
 - b. No
- 16. Has the sibling ever been incarcerated?
 - a. Yes
 - b. No
- 17. Has the sibling ever been convicted of a misdemeanor?
 - a. Yes
 - b. No
- 18. Has the sibling ever been convicted of a felony or serious crime?
 - a. Yes
 - b. No
- 19. Which category best represents the sibling's total income during the past 12 months?
 - a. Less than \$10,000
 - b. 10,000 to 19,999
 - c. 20,000 to 29,999
 - d. 30,000 to 39,999
 - e. 40,000 to 49,999
 - f. 50,000 to 59,999
 - g. 60,000 to 74,999
 - h. 75,000 to 99,999
 - i. 100,000 to 149,999
 - j. 150,000 to 249,999
 - k. 250,000 or more
- 20. ****If-Then**** How strongly do you agree or disagree with the following statement: the Kidz2Leaders Camp Hope program had a positive effect on the sibling's path to adulthood.
 - a. Strongly agree
 - b. Agree
 - c. Neither agree nor disagree
 - d. Disagree
 - e. Strongly disagree

New Block: The following questions will refer to the nearest age cousin of the kid that attended Camp Hope

1. Which description best fits the cousin's involvement with the Kidz2Leaders Camp Hope program?
 - a. Did not attend any camps
 - b. Completed some camp (insert amount of years) _____
 - c. Completed full program
2. Please specify the cousin's race.
 - a. White
 - b. Black or African American
 - c. American Indian or Alaska Native
 - d. Asian
 - e. Native Hawaiian or Other Pacific Islander
 - f. Hispanic or Latino
3. What gender does this cousin identify as?
 - a. Male
 - b. Female
 - c. Non-binary
 - d. Other
4. What is the highest level of education the cousin has completed?
 - a. Some High School (did not finish)
 - b. High School
 - c. 2-year Associate's Degree
 - d. 4-year Bachelor's Degree
 - e. Post-graduate Degree
 - f. Certification Program or Trade School Degree
5. What is the cousin's current employment status?
 - a. Employed, full-time
 - b. Employed, part-time
 - c. Currently in school- not seeking employment
 - d. Unemployed, seeking employment
 - e. Unemployed, not seeking employment
6. ****If-Then**** What type of company do they work for?
 - a. Private company
 - b. Public company
 - c. Self-employed
7. ****If-Then**** If in school, not seeking employment, what current level of education are they completing?
 - a. High School
 - b. Graduate Record Examination (GRE)

- c. 2-year Associate's Degree
 - d. 4-year Bachelor's Degree
 - e. Post-graduate Degree
 - f. Certification Program or Trade School Degree
8. Is this cousin married?
- a. Yes
 - b. No
9. Does this cousin have children of their own?
- a. Yes
 - b. No
10. Did this cousin attend church regularly before their experience with Camp Hope?
- a. Yes
 - b. No
11. Which of the following best describes the cousin's relationship to the Christian faith?
- a. Not involved with church or Christian activities right now
 - b. Occasionally involved with Christian activities
 - c. Attends church and other activities several times a month, but not in a leadership role
 - d. Is an active and faithful leader within the Christian community
12. Was the cousin ever arrested?
- a. Yes
 - b. No
13. Was the cousin ever charged for a crime?
- a. Yes
 - b. No
14. Has the cousin ever been incarcerated?
- a. Yes
 - b. No
15. Has the cousin ever been convicted of a misdemeanor?
- a. Yes
 - b. No
16. Has the cousin ever been convicted of a felony or serious crime?
- a. Yes
 - b. No
17. Did the cousin have a grandparent (on the mother's side) ever experience incarceration?
- a. Yes
 - b. No
18. Did the cousin have a grandparent (on the father's side) ever experience incarceration?
- a. Yes
 - b. No
19. Which category best represents the cousin's total income during the past 12 months?
- a. Less than \$10,000

- b. 10,000 to 19,999
 - c. 20,000 to 29,999
 - d. 30,000 to 39,999
 - e. 40,000 to 49,999
 - f. 50,000 to 59,999
 - g. 60,000 to 74,999
 - h. 75,000 to 99,999
 - i. 100,000 to 149,999
 - j. 150,000 to 249,999
 - k. 250,000 or more
20. ****If-Then**** How strongly do you agree or disagree with the following statement: the Kidz2Leaders Camp Hope program had a positive effect on the cousin's path to adulthood.
- a. Strongly agree
 - b. Agree
 - c. Neither agree nor disagree
 - d. Disagree
 - e. Strongly disagree

Appendix C: Focus Group Questions

- Favorite camp memory? What was your child's favorite memory from camp hope?
- What is the first thing you think of when you think of K2L?
- Share one of the most positive times with your family
- If your child was born before his or her parent was incarcerated, could you describe your child before their parent was incarcerated?
- In what ways has (or did) having an incarcerated parent affect your child (or children)?
 - Home life?
 - Choice of friends & behavior?
 - Schooling?
 - Faith development?
- Are there ways in which the Kidz2Leaders program impacted their personal growth and development?
 - Choice of friends & behavior?
 - Schooling?
- Specifically, how would you describe your child's journey with faith before and after Camp Hope?
- Did your child's participation in Camp Hope affect you personally? If so, in what ways?
- Did you/the child who attended have a sibling(s) who did not attend Camp Hope?
- How would you describe the experience of the sibling(s) who attended other Kids2Leaders events?
- What impacts if any do you believe Kids2Leaders had on these siblings? Home life? Choice of friends & behavior? Schooling? Faith development?