

Evaluating Our Impact:

Youth Frontiers Three Key Findings

1. Students learn how to treat each other better.

- 93% of students on the Kindness Retreat reported that they learned ways to be kinder to their peers and how to include others in activities. (Sass, 2005)
- Over half of teachers surveyed regarding the Courage Retreat felt that there had been a noticeable change in the ways students treated each other even 60 days after the experience. (Sass, 2005)
- 74% of students on the Respect Retreat reported that they had been more respectful of others since the retreat. (Sass, 2005)
- Youth Frontiers expands the common vocabulary of students and teachers around building positive school communities. (Johnston, 2008)

2. Students are more engaged and willing to stand up for others.

- 86% of students on the Courage Retreat reported that they learned what it means to act with courage, the impact of fear, and skills about how to show courage. (Sass, 2005)
- Through the direct instruction on the retreat, students have an increased awareness of their choices and use this experience as a catalyst to change their behavior. (Johnston, 2008)
- Youth Frontiers retreats assist educators with behavior management and problem-solving strategies. (Johnston, 2008)

3. Youth Frontiers delivers a consistently high-quality retreat experience.

- 95% of teachers reported that the Respect Retreat was of a very high quality. (Sass, 2005)
- Youth Frontiers has incorporated many best practices into the retreat format including using upper-class students as role models, using a variety of formats that are relational and youth-centered, and providing opportunities for personal reflection. (CAREI, 2009)
- 100% of educators rated the quality of Youth Frontiers retreat staff facilitation as very high. (Johnston, 2008)

YF Longitudinal Evaluation Project, Ed Sass, Ed. D., 2002-2005

YF Client Review Evaluation Project, Bill Johnston, 2007-2008

Preliminary Report, Center for Applied Research and Educational Improvement, University of Minnesota, 2009

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