

Junior Achievement
Banks in Action
Summative Evaluation

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Executive Summary

This report presents the findings of a qualitative and quantitative evaluation of the JA Banks in Action program implemented in U.S. and International Member offices in the United States, Ireland, South Africa, Colombia and Bahrain. The evaluation showed positive impact on participants' attitudes, behaviors and understanding of the banking process, as well as increased knowledge of banking products and services. Pre and post-tests applied in both participating and comparison classes suggest knowledge increases for those participating in the program while comparison students showed no such gain. These accomplishments came despite the finding that in many schools included in the study, student populations are from disadvantaged backgrounds and face academic challenges.

The goal of the evaluation was to demonstrate the impacts of this updated curriculum on student knowledge, skills, attitudes and self-efficacy related to their participation in JA Banks in Action. Specific program goals that were tested in the evaluation included:

- **Knowledge gains** in banking terms and functions, understanding banking in a global economy, R & D and marketing, and other related subjects.
- **Positive impact on skills**, such as students' interpersonal and life skills and their understanding of personal financial management.
- **Positive impact on attitudes and aspirations**, dealing with career readiness, feelings of self-efficacy; and increased interest in banking and finance careers.

The study findings show not only increased knowledge of the subject matter, but also impact on student aspirations for the future. In many instances, students discovered an interest in finance and economics-related jobs, were thinking more seriously about continuing their education in order to be better prepared for the workforce, or were enthusiastic about saving money and learning how to manage it more effectively. Teachers reported that the topics covered by JA Banks in Action complemented their standard curricula and greatly enhanced students' exposure to financial literacy, career planning, and banking topics. Volunteers also reported high levels of student impact in these areas. Students and teachers reported very positively about the volunteers' participation, in which they explained the concepts while including personal histories and banking scenarios to bring the material to students in relevant, innovative ways.

Respondents told evaluators that the banking simulation was one of the most exciting parts of the program, and students appreciated how it made the concepts they were learning competitive and realistic. Through their participation in the simulation and other teamwork activities in JA Banks in Action, students gained strength in their interpersonal skills while putting the banking concepts into practice. Gains in measures of participants' interpersonal skills showed promising results, as did measures of their understanding of how the concepts and skills apply to their lives. For students, teachers and volunteers, survey questions about their experience with JA Banks in Action show great satisfaction, intention to continue with JA, and positive changes for students in planning and thinking about their futures. This report details these qualitative and quantitative findings, and provides analysis and conclusions about overall program impact.

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BANKS IN ACTION SUMMATIVE EVALUATION

Fall semester, 2007

I. Introduction

This report presents the results of a quantitative and qualitative study of the JA Banks in Action program implemented by U.S. and International Member offices in the United States, Ireland, South Africa, Colombia and Bahrain. The data from each site provide great insight into program components and operations that have proven effective, and the outcomes data show student impact. For students, the data show gains in knowledge, skills, attitudes and aspirations, leading to growth in students' sense of self-efficacy after participating in the program. Other stakeholders, including volunteers and teachers, also received important benefits from the program.

In 2006, JA Worldwide piloted a fully revised JA Banks in Action program in 19 countries, including the United States. Aguirre/JBS evaluated that pilot program and proposed amendments to refine and update the materials and simulation. In the fall of 2007, JA Worldwide rolled out the refined program, including in their planning an evaluation of its impacts. This study presents that evaluation.

The goal of the evaluation was to demonstrate the impacts of this updated curriculum on student knowledge, skills, attitudes and self-efficacy related to their participation in JA Banks in Action. Specific program goals that were tested in the evaluation included:

- **Knowledge gains** in banking terms and functions, understanding banking in a global economy, R & D and marketing, and other related subjects.
- **Positive impact on skills**, such as students' interpersonal and life skills and their understanding of personal financial management.
- **Positive impact on attitudes and aspirations**, dealing with career readiness, feelings of self-efficacy; and increased interest in banking and finance careers.

This report details findings from these key impact areas, showing the extent to which these goals were met during the evaluation period. Our findings also show benefits arising from the simulation and from the materials, which are covered in subsequent sections. Finally, important gains in interactions between teachers and volunteers, and between students and volunteers, are detailed.

The final section of the report draws conclusions about the overall impact for students and volunteers. Appendices offer clarifying information and respondent demographic information. JA Worldwide has also been provided an internal management memorandum regarding specific implementation recommendations.

II. Knowledge gains

Data that substantiate knowledge gains from the JA Banks in Action program came from two sources: on the qualitative side, there were focus groups and classroom observations, and quantitative data came from pre- and post-program tests, in which responses were compared to a group of non-participating students from other classes. These data showed learning gains for participating students while comparison students' mean score remained almost unchanged. Statistically significant difference was found for several distinct indicators, and the calculated effect size was .34 for the difference between the participating and comparison respondents.

Focus group data also showed very promising knowledge gains: students were able to discuss specific learning gains they had made about how banks work, the business strategies employed, and the application of the subject matter to personal financial management. Volunteers and teachers discussed how this knowledge was attained, and were very pleased to see students make progress in the course.

Understanding banking basics

Student, South Carolina: We started off with basic foundations – with the Federal Reserve – and in our last session we talked more on the individual level, actual customers at the bank. We also discussed about interest rates, assets and liabilities, and debt.

Volunteer, South Carolina: I saw it click the other day that they understood that their deposits are what we lend. I like the scope of the lesson, the way it started with the history of banking, and then getting it where they say, "I can understand banking, and I see how I can get a loan."

Students reported great gains in understanding how a bank works, a finding that was substantiated by teachers' and volunteer's perceptions of student knowledge. Respondents stated that students often did not understand that money in a bank was "virtual" or that their deposits were loaned out to other customers. In some of the disadvantaged schools where JA often prioritizes programming, this lack of knowledge of basic banking concepts prior to the program was especially acute. Such circumstances were mentioned by respondents in Ireland, Colombia, and the United States, and teachers and volunteers were especially pleased in these cases to help students get to a higher level of understanding.

What did you learn? Top ten most-cited topics

Credit cards
Buying a car or a house
Interest rates
College loans
Savings and checking accounts

How a bank earns money
CDs
How to have good credit
Customer service
Marketing

For learning gains on three items on banking basics, data from the quantitative surveys were somewhat more mixed. Participating students' scores did increase from 53.2 percent to 59.9 percent when asked a definitional question on how a bank makes a profit; however, comparison schools' scores increases as well, though at a lower rate (from 42.9% to 48.1%).¹

Understanding banking strategies

- **Student, Ireland:** the smallest amount of a percent – like .1 – could make a difference in your business. For [profit] and for your customers. You hear all this business about 11.9% APR and all that, and I never really understood what it meant. Then [the volunteer] explained it, why 1% can make a huge difference for a business.
- **Student team, Colombia:** We learned about a bank's strategies, and finding balance, if one thing goes up another goes down, to get to equilibrium. This is what the team did that won the competition! And we had to renew our strategies now and again, against what others did.
- **Volunteer, South Carolina:** I think it's good for them – we talked about the loans, then they say, "I want to buy a car." But I can also see them evolving from being the consumer to being the banker.

The Banks in Action program takes students beyond simple terminology to demonstrate the basic business model for decision-making in banks. Many respondents, both students and volunteers, contrasted the understanding of banking from a consumer's perspective, and then from the perspective of a banker or business owner: strategically. The simulation was praised as an invaluable tool for showing students how decisions made in a bank affect the bottom line outcomes.

Questions on the quantitative tests showed some gains for participating students, as shown in Table 2.1 below.

Table 2.1: Correct responses to banking strategies questions

Question	Comparison students		Participating students	
	Pretest	Posttest	Pretest	Posttest
If a bank charges borrowers a 10% interest rate and pays depositors 12%, will the bank make a profit?	38.4	37.2	49.1	50.0
What is spread ?	34.3	43.3	49.3	55.8
What are the factors influencing the Bank Performance Index (BPI) rating?	33.5 ²	34.9	31.6	28.4
What is "the investigation into developing new or improved products, processes or services"?	36.1	34.7	44.4	46.6
	<i>n</i> = 571	<i>n</i> = 476	<i>n</i> = 588	<i>n</i> = 504

¹ Unless otherwise noted in the text or tables, results data utilized in this report were those found to be statistically significant to 99.5%.

² On this question, for both participating and comparison respondents, the differences were not found to be statistically significant.

Some gain was shown by participating students for the questions on spread (one was a word problem, another a simple definitional), and for the question defining research and development. The percentage of participating students who responded correctly about the factors influencing the Bank Performance Index (BPI) was just over one quarter (28.4%) a drop from their pre-test score (though this figure was not large enough to be statistically significant). Since comparison students were nearer one-third correct on this question, it can be assumed that a certain amount of common sense guessing was involved for all respondents.

Understanding how these topics apply to real life

Student, Colombia: How will we use what we learned in real life? We'll compete to attract clients, no matter what we do. We learned about marketing, and better customer service – all of these things.

Student, South Carolina: As far as the spread, the assets and liabilities, how they set interest rates on their loans have to be greater than what they pay out, this is clear how it works as a business. And we discussed inflation, how that may affect interest rates. It also tied into the things that are going on now, with the whole mortgage problem. So we talked about thinking about applying for these mortgage rates.

Teacher, South Carolina: [The topics] are relevant for [the students] to go out and be wise consumers. They need to know where to put their money. And also they need to know that banks are in business to make money.

Students in the program were exposed to facets of the economy and finance that were largely new to them. The curriculum and the volunteer offered students opportunities to learn these new subjects within a context – either with the experiential activities or through the volunteers' work and life experiences. One volunteer shared a story about his first credit card debt, which he told students lasted well into adulthood. This had a great impact on student perceptions, according to the teacher. Another volunteer used examples of two of her customers applying for loans, asking students which one presented more of a risk. Students told evaluators that the class made them think about saving, and about delayed gratification. Several said they wanted to open a CD to help save for their first cars.

Quantitative results on questions that applied the Banks in Action curriculum to real-life situations were mixed. Statistically significant differences were fewer, though on a question relating to bank products the results were both statistically significant and positive. Table 2.2 below shows results for the four questions related to “real-life” situations.

Table 2.2: Correct responses to questions on banking in real life situations

Question	Comparison students		Participating students	
	Pretest	Posttest	Pretest	Posttest
Ana is renting a small apartment. She has a good job, but not the money to buy all the furniture she wants. She knows she needs a loan, but doesn't know how much. Which bank product would help Ana furnish her apartment?	37.1	39.1	43.2	47.6
Why are Certificate of Deposit (CD) customers willing to take the greater risk?	41.3 ³	33.4	42.7	37.9
Robert opened a 24-month, \$4,000 Certificate of Deposit with an interest rate of 5.3%. On the news, he heard that interest rates will rise soon. This is an example of what?	45.4 ⁴	45.6	49.0	51.6
In a Loan Application Review, Character is determined only by the number of crimes the person applying has committed in the last five years.	60.9 ⁵	55.5	60.2	58.5
	<i>n</i> = 571	<i>n</i> = 476	<i>n</i> = 588	<i>n</i> = 504

Overall learning gains

Teacher, South Carolina: I think the content is about right – it's challenging and not too simple, but not too in-depth. And now I won't cover the banking section because the Banks course is doing a better job of it.

Volunteer, South Carolina: If [the program] has all the answers, I won't pay attention, but if you have to fill in the blanks, that keeps [students] intrigued. They're not scared to ask.

Student, Ireland: The best thing for me was the visit to the bank, and only 4 people from the class got to do that ... because it was just the winners of the computer game ... We got a tour, and we got to see a room where hundreds of millions are made every year. One of the fellows told us that the minimum amount to invest is ten million! That was a little surprising, and he let one make a little deal, like changing 100 dollars into euros or something ... I thought that was the best part, because that's how I really got a handle on how the bank works ...

The mean scores from pre- and post-tests show positive learning gains for participating students when compared to the comparison group of students. Table 2.3 presents this data along with the effect size for the post-test between the two groups. The mean score for participating students improved from the pre- to the post-test, while comparison students' mean score dropped slightly.

³ The results on this question were found to be statistically significant only if the significance standard was lowered slightly, to 98.9%. Generally, Aguirre/JBS uses a standard of 99.5%.

⁴ The differences in results for this question were *not* found to be statistically significant.

⁵ The differences in results for this question were *not* found to be statistically significant.

Table 2.3: Differences in test score means, and effect size

	Participating students			Comparison students			Effect size
	Mean score	N	Std Dev	Mean score	N	Std Dev	
Pretest	.5066	588	.20853	.4557	571	.21271	N/A
Posttest	.5233	507	.22766	.4497	476	.20967	.34

Positive qualitative findings support these gains, in reports from teachers and volunteers in surveys and interviews, and in student responses in focus groups and open-ended survey questions. If students generally began the program with obstacles such as those found in poor-performing or underserved schools, gains become more evident in the difference the program made in their opinions and perceptions about banks and banking careers. Opinions from the volunteers and teachers also highlighted change and growth.

Volunteers and teachers had high opinions of student learning gains. Large majorities reported that students understood key concepts, appeared interested and engaged in discussion during the activities. They also reported that the activities in the sessions reinforced content learning. Table 2.4 details these perceptions from the volunteer and teacher data.

Table 2.4: Volunteers' and teachers' perceptions of students' learning gains

	Volunteers Agree Strongly or Somewhat	Teachers Agree Strongly or Somewhat
Students appeared to understand the key concepts of the lesson	96.6	91.6
Students appeared interested in the curriculum	93.1	100
Students were engaged in discussion during classroom activities	86.2	91.7
The activities in the sessions reinforced content learning	96.5	91.7
	<i>n = 29</i>	<i>n = 12</i>

These results provide further evidence of the important benefits students received from their participation in the program. Teachers, in particular, are uniquely positioned to identify changes in students over the course of the JA Banks in Action program. Gains in skills emphasized in the program show positive change over the course of the program as well. These results will be shown in subsequent sections of the report.

III. Skills Gains

Impact on students' interpersonal and life skills

The evaluation examined students' and teachers' perceptions of how the Banks in Action program strengthens students' interpersonal and life skills. Life skills that students will need, such as teamwork, interpersonal communication, conflict resolution and critical thinking are favored by JA programming due to its experiential nature. In addition, exposure to personal finance concepts is a key component of the BIA curriculum. Teachers and volunteers were asked via the online survey to categorize how Banks in Action contributed to student gains in these areas.

As shown in Table 3.1, a majority of respondents agreed that the Banks in Action program had improved students' abilities in six interpersonal and life skills areas, including teamwork, leadership, problem-solving, planning, math and language skills. The areas in which the teachers and volunteers felt Banks in Action had impacted students' skills most significantly were in teamwork and problem-solving: around 90 percent of both teachers and volunteers agreed either strongly or somewhat that students had improved their teamwork skills; 85 percent of volunteers and 100 percent of teachers agreed that the Banks in Action experience had improved students problem-solving skills. Although the percentages were slightly lower for math skills improvement (71.5%) and language skills improvement (60.7%), these are still quite positive gains, particularly since these are not a main focus of the program.

Table 3.1: Volunteers' and teachers' perceptions of students' improved skills

	Volunteers Agree Strongly or Somewhat	Teachers Agree Strongly or Somewhat
BIA improved students' teamwork skills	88.9	91.6
BIA improved students' leadership skills	74.0	91.7
BIA improved students' problem-solving skills	85.7	100
BIA improved students' planning skills	78.6	81.9
BIA improved students' math skills	71.5	75.0
BIA improved students' language skills	60.7	75.0
	<i>n = 27</i>	<i>n = 12</i>

Teachers and volunteers were also interviewed in person during site visits regarding what kinds of behavioral and attitudinal changes they had observed since their classes began the Banks in Action program. As students taking part in JA Banks in Action come from a variety of backgrounds, and many JA Members target disadvantaged schools, data from focus groups and staff interviews strongly suggested that many in the participant population face great needs at home and in school. All evidence pointed to low overall literacy levels in many classrooms visited by the evaluation team. Evidence suggests that in these circumstances students are also at greater risk of not being exposed to, or being allowed to practice, important life skills.

Volunteer, South Carolina: I think the biggest issue with the students is the fact that most have come from families that haven't given them any insight into the topics.... These kids are about to graduate high school and really don't have a good mentality about what's coming next for them.

However, both teachers and volunteers could identify specific skills that the Banks in Action program has developed, and had insight into how the curriculum complemented standard curriculum in developing these interpersonal and life skills.

Volunteer, Colombia: They like the participatory part, the debating.

Teacher, South Carolina: [W]e have another standard – personal decision-making – part of our curriculum. [T]he JA materials fit well with that. We also have Opportunity Costs and Trade-offs as a standard, and JA supports that well. I actually see three standards that JA supports of the eight in Economics. To be quite honest, I've used this to not cover the same topic in class, because I knew that they would be getting this from someone in the field, someone who could answer questions.

In focus groups, students readily identified with these skills when asked about their experiences in the JA class, talking about debating within the team, negotiating decision-making, and respecting others' ideas. Many also noted that the Banks in Action curriculum gave them a significantly stronger foundation in banking concepts than the standard financial curriculum.

Student, Colombia: We worked together respectfully. We defended our ideas, then as a team we decided. The one with the best argument would win, or we'd look for complementary solutions.

Student, Ireland: When we learned [these concepts] in our regular classes, we didn't go into it really deep or anything, and it was just kind of over our heads and we didn't really understand it ... but when we did this [BiA program], it was a much deeper understanding and made more sense than what we'd done [in our regular curriculum].

The student survey asked questions regarding students' overall assessment of their skill gains in communication, teamwork and decision-making ability. Surprisingly, students in both participating and comparison classrooms graded their abilities in communication and team work lower in the post-test than they had in the pre-test. This may reflect data issues such as survey fatigue, or it may reflect that the experiential, teamwork-oriented learning situations were new to students and they found themselves wishing they were better at the requisite new skills.

In either case, participating students did grade themselves as excellent or good at decision making as part of a team (nearly 85% in the post-test as compared to 81% in the pre-test), public speaking (almost 60% compared to 54% in the pre-test) and coming to a decision based on the facts (77% in the post-test versus 74% in the pre-test⁶) after their Banks in Action program. On most indicators in this section, comparison students' responses worsened from the pre-test to the post-test. See Table 3.2 for these results.

Table 3.2: Students' perceptions of improved interpersonal skills

Students rating themselves excellent or good in the following skills:	Comparison students		Participating students	
	Pretest	Posttest	Pretest	Posttest
Communicating with others	86.9	80.6	86.3	84.9
Working well in a team	89.3	82.9	88.3	87.8
Making decisions as part of a team	81.1	76.5	81.0	84.8
Speaking in public	49.6	57.9	54.3	59.8
Evaluating your options	66.3	66.3	68.6	68.6
Coming to decisions based on the facts	72.2	72.3	74.1	77.1
Listening to others even when they have a different point of view than your own	78.3	76.0	81.7	83.0
	<i>n</i> = 560	<i>n</i> = 467	<i>n</i> = 578	<i>n</i> = 495

⁶ The differences in results for this question were *not* found to be statistically significant.

Impacts on students' personal financial management

Volunteers and teachers were gratified to have financial management information presented to their students. Several mentioned that their students were not likely getting the information at home, nor in school, and that the BIA students learned things they would need as they graduated and faced many new financial challenges. The teachers were nearly unanimous in stating that students were learning to think critically about saving, credit, debt and their futures. Several cited the loan application scenario as something particularly relevant to high school students, who are interested in cars, student loans for post-secondary education, and credit cards.

Teacher, Chicago: Behaviorally, students are becoming more serious about financial needs they're not seeing yet. They will graduate and know not to get into debt; they will understand the difference between savings accounts and CDs – at least on the surface.

Teacher, South Carolina: To have them understand “what it means for me” to have a credit score.... that's one of the reasons that I wanted to use the JA materials. And the students love the fact that, as seniors, they're getting information that adults are supposed to know.

Students were also asked in the quantitative survey to assess their skills in planning a budget, and budgeting and saving money. As shown in Table 3.3, whereas the non-participating students showed little change from pre-test to post-test, participants reported improvement in all three areas. Although only half of students rated themselves as excellent or good at planning a budget before their participation (50.1%), nearly 58 percent of students rated themselves as excellent or good after the BIA program. In budgeting and saving money, students rated themselves slightly higher overall at the start of the program (65.4% and 62.8% respectively), and showed modest gains after the completion of the program (66.4% and 65.9% respectively).⁷

Table 3.3: Students' perceptions of improved financial planning skills

Students rating themselves as excellent or good in the following skills:	Comparison students		Participating students	
	Pretest	Posttest	Pretest	Posttest
Planning a budget	52.3	52.3	50.1	57.9
Budgeting money	63.6	63.0	65.4	66.4
Saving money	58.3	60.4	62.8	65.9
	<i>n</i> = 558	<i>n</i> = 471	<i>n</i> = 580	<i>n</i> = 498

As these are difficult skills to develop, these improvements are encouraging. Qualitative feedback from students demonstrated further their mastery of these concepts for application in daily life. In focus groups, students cited these topics as newly important to their planning for the future; in particular, several students cited examples of how the BIA program improved their understanding of the importance of credit. One student said that her father asked her to pay extra-close attention in class so that she would not have

⁷ The differences in results for these questions were *not* found to be statistically significant.

credit problems like him. Another related having chosen a debit card over a credit card. Others mentioned bank accounts, credit reports, and money management while in college.

Student, Ireland: [I learned] to save money ... the longer you save, the better chance you have of getting a loan ... And to always keep money aside for paying payments and not to spend all your money on stuff you want, and then realize you had bills to pay.

Student, South Carolina: Credit is good when you first get it, but when you get the bill it's going to be hard to catch that up. But with a debit, you can only use what you have.

Student, Ireland: I didn't have a clue about APR and house insurance and stuff, or where to go for it, and the best place to look for stuff. I would've just walked into a bank and it could've had a bad price and I wouldn't know the difference. Now I have an understanding of what to look for in a bank.

Given the fact that many of the students participating in BIA come from homes in which parents do not have bank accounts or credit cards, or for whom financial planning is a remote topic, the fact that the students could articulate the importance of financial planning is certainly promising. A volunteer from a disadvantaged school in Ireland related that her students' closest experience to banking was the "white Opel" car that the money lender drove around the students' neighborhood. To progress from this environment to being able to deliver a coherent statement about the importance of finding the best APR is a strong indication of improvement and mastery of key concepts.

IV. Attitudes and Aspirations

Impact on attitudes, career readiness and self-efficacy

Student, Chicago: I am better prepared to find a job, and I will know what to do

Student, Colombia: We believe more in our futures. We realized you can think big.

Teacher, South Carolina: I wouldn't have a chance to touch on entrepreneurship as much as would be beneficial to the student. You need to present the fact that if you're an electrician, that's an entrepreneurial situation. But as you only have a semester, and it's every other day, I wouldn't present that. So that's an option that wouldn't normally be available to them.

Many students reported changed attitudes resulting from participation in JA Banks in Action, including improvements in important career readiness skills and in feelings of self-efficacy. In both quantitative and qualitative data, results on these indices were promising.

Students responded to questions on particular career readiness indicators in the pre- and post-tests. JA student responses tended to show more gains by the post-tests, while comparison students' gains were more varied. Table 4.1 below shows the results for these questions for both groups.

Table 4.1: Students' reports of career readiness abilities

Question: How are you at...	Comparison students		Participating students	
	Pretest	Posttest	Pretest	Posttest
Writing a business plan?	37.9	47.8	42.0	52.0
Competing in a business environment?	44.9	51.1	52.0	58.1
Understanding the uses of research and development?	53.6	53.5	54.4	63.2
Understanding business activities and terms?	44.8	49.4	50.6	58.4
Making business decisions?	59.0	59.0	61.9	68.8

Participating students improved consistently across these items from pre-test to post-test. Comparison students made some gains, but at a lower rate than the participants. Particularly positive gains for participants included the areas of writing a business plan, understanding research and development, understanding business activities and terms, and making business decisions. Clearly, participation in JA Banks in Action had a positive impact on students' perceptions of these important work readiness skills.

Increased interest in banking and finance careers

Student, Ireland: I'm more interested in general. Before we did this program, I just had an idea that a [banker] just sat around in an office, someone comes in and just gives you money and you put it in a book. Now I realize there's a lot more behind it, you know. It's interesting to learn about it.

Student, Colombia: I learned what careers one can do in a bank – economist, accounting, law – there's a whole part of law that touches on the financial aspects.

Teacher, Ireland: I've probably seen a greater interest in terms of career point of view, the financial sector. I'm doing careers with them, so last year, some of the students were asking how to get a job in Citibank, and I would tell them about BIA and to see it. In IFSC the kids were amazed, and their attention was at 100%. Being able to go [to the bank] and see what's taking place is very valuable.

Though some classrooms visited had not yet reached the session on careers, in others there were many positive comments. Volunteers said their presence in the classroom had the effect of making banking seem like a viable career, and giving students a close look at someone who had made the appropriate educational and career choices to work in the field. One of the volunteers in Ireland had started out as a receptionist, an example she presented to her students on how hard work can help you achieve.

Moreover, bringing banking issues into students' lives with scenarios and interactive exercises was seen by many volunteers as an important introduction for a population that has likely been little exposed to the field. Teachers also commented on the importance of role models, including female role models, coming to the classroom in environments where students do not know professionals like these.

Within the quantitative data, one of the more positive aspects showed evidence that students gained a new understanding of the types of skills and aptitudes necessary for banking careers. In a question designed to contrast different career skill sets and link them to particular skills, Banks in Action students did particularly well in identifying the links, as shown in Table 4.2 below.

Table 4.2: Percentage of correct responses on skill sets questions

	Comparison students		Participating students	
	Pretest	Posttest	Pretest	Posttest
People skills – serving and communicating	64.1 ⁸	61.1	65.0	71.4
Data skills – accounting and processing numerical data	53.4	53.8	55.3	61.5
Things skills – repairing and maintaining systems	52.5	51.5	54.4	62.5
Ideas skills – analyzing and forecasting	48.0	47.1	52.6	57.1

Students who had participated in JA Banks in Action did better on this series of questions than comparison students, showing a greater understanding of the types of careers and skill sets needed in banking. Some two-thirds of participant respondents said that JA Banks in Action was their first JA program, suggesting that a significant proportion of what they learned was new information; at the same time, over two-thirds of participants also answered that they would like to take part in another Junior Achievement program – indicating that they have greater interest in continuing this learning. Interestingly, more volunteers felt that students did not appreciate this session as a learning experience compared to the other sessions. Nevertheless, participating students clearly did learn the material well.

In terms of the kinds of jobs students are considering, the quantitative data show no great changes, or at least statistically significant changes, over the course of the program. However, comments from students in focus groups were highly positive on this topic, with many students discussing how they had changed their minds about career direction after participating. In focus groups, many students spoke of deciding to pursue different careers or to add business, banking or financial components to what they had previously considered.

It is also instructive to see the kinds of jobs students are considering as they enter and leave the program. Table 4.3, below, shows the responses received when students were asked what kind of job they thought they would like to have in the future.

Table 4.3: Students’ responses on careers they would like to have

Job family	Comparison Pretest	Comparison Posttest	Participating Pretest	Participating Posttest
Business management or ownership	19.9	22.0	21.7	23.7
Business employee	3.0	3.6	2.3	1.8
Financial or banking professional	5.4	6.3	9.9	8.5
Government	1.6	2.5	3.0	3.2
Trades	3.6	3.6	5.01	5.5
Science, technology, engineering	7.2	10.3	7.1	8.0
Health and mental health	25.1	21.3	19.3	18.7
Education	7.6	7.4	8.6	5.7
Law	2.4	1.3	2.1	2.1
Arts, sports, entertainment	11.7	10.8	10.3	9.7

⁸ Student responses on People, Ideas and Things Skills were found to be statistically significant; in the case of People Skills, the results were significant to 99.4%, which is very slightly under Aguirre/JBS’ traditional standard for the figure, which is 99.5%. Data Skills responses were not found to be statistically significant.

V. Implementation

Volunteer, Colombia: The dynamism of the program really works. You don't have to make the kids participate.

Student, Colombia: In normal classes, they're all about just theory, very little practice. [Banks in Action] breaks the same old routine. It's more creative and dynamic and there are prizes, this competition that motivates you to win.

Many students, teachers, volunteers and principals reported positively about JA Banks in Action. Particularly in the underserved areas targeted by the Members, the benefits of practicing computer and interpersonal skills were noted. In one school in Ireland, Citibank had provided computers to a school that would not have had them otherwise, and, according to the principal of that school, to students whose families often do not have computers at home, either.

Very few respondents reported any difficulties with implementation in terms of materials, logistics, or responsiveness on the part of teachers, volunteers or JA Member staff. In these cases, difficulties were generally very specific issues, not program-wide problems that would need to be rectified on a large scale.

The sole exception to this is the case of the simulation. The instructions for use of the simulation created some difficulties that can be simply remedied. The importance of the simulation to the program cannot be overestimated, respondents stressed. Volunteers and teachers reported that it was the session students would rate as "the most effective in terms of enjoyment." The new terminology and concepts are better acquired when students have the hands-on experience of running the numbers themselves. And when they do, the program captures their attention. A teacher in Chicago stated, "When they're working in the workbook, maybe half are *really* engaged. When they're working on the computer, 98% are *really* engaged."

Materials

Volunteer, South Carolina: They love that circular chart of how the Banks work – it got lost last week, and they were upset until we realized it was in the student workbook. They like that never-ending cycle of money being paid in and out.

General perceptions of the materials were strong, from students, teachers, volunteers and JA Member staff. Volunteers and teachers both reported that the materials facilitate discussion and allow students to understand the activities. Table 5.1, below, shows volunteers' and teachers' perceptions of the materials; their feedback was overwhelmingly positive.

Table 5.1: Volunteers’ and teachers’ perceptions of materials’ usability

	Volunteers Agree Strongly or Somewhat	Teachers Agree Strongly or Somewhat
The instructions for classroom activities were easy for the students to understand.	94.0	91.7
Materials facilitate discussion of key concepts	90.9	91.7
	<i>n = 33</i>	<i>n = 12</i>

Further, volunteers and teachers felt that the materials were relevant to, and age-appropriate for, students. Table 5.2 shows the degree to which volunteers and teachers perceived the materials to fit these needs. Again, the feedback was very positive, and though the number of respondents in the study is not high, the rate of responses is high – a high percentage of teachers and volunteers exposed to the program chose to respond to the online surveys. This is especially true in the case of volunteers, and especially true as well for Colombia.

Table 5.2: Volunteers’ and teachers’ perceptions of materials’ relevance

	Volunteers Agree Strongly or Somewhat	Teachers Agree Strongly or Somewhat
Classroom materials relevant to the students	89.6	91.7
Classroom materials were age appropriate	89.7	100
The materials in the sessions reinforced content learning	86.2	91.7
	<i>n = 29</i>	<i>n = 12</i>

Teachers commented favorably about the addition of the curricula on personal finance in particular, noting that the standard curriculum did not cover these important life skills in their areas. Moreover, some commented that the personal stories from volunteers about personal finance skills and their importance, linked to students’ own wishes and needs, was especially effective.

Volunteers

Student, Colombia: She was really prepared, a really good example for all of us. She started from below and climbed up the ladder – skated up it, really.

Student, Ireland: Because she was there, some of the complicated concepts, she just broke them down and then put it all together for us, so that was really useful.

Volunteers, especially those with banking knowledge and skills like those from Citibank, are a key element of the JA Banks in Action successes. Students called them role models and appreciated that they took time from their schedules to visit their classrooms. They valued the effort and enjoyed the interactive nature of the classes, in part, because of the break from the traditional teaching model. For their part, teachers appreciated having an external person exemplify for their students some of the outcomes of educational and career planning.

The range of volunteer involvement can be wide. Some are said to have been “mandated to do it [by] the bank” according to one JA staff member. “Volunteers aren’t always super-willing” in these cases, and problems like long commutes to participating schools, volunteers’ busy schedules, and any technical problems exacerbated whether or not a volunteer was not fully committed. Some bank volunteers were less experienced in the terminology and concepts contained in the program, according to another JA staff member, such as tellers who have less computer experience and less hands-on banking experience of their own. They can be learning the program along with the students they are instructing.

Benefits of Participating for Volunteers

Volunteers cited many different benefits to participating in the JA Banks in Action program. Bankers earn Community Reinvestment Act (CRA) credits for their hours in the program, when the schools where they teach have high concentrations of low-income students. One JA Member staff person said, “So they’re teaching kids about their profession, it’s familiar, and they’re helping the banks.” A volunteer noted that his performance review includes consideration of his community involvement, so on that point, too, volunteers are rewarded for their participation. Volunteers also experience the benefit of “training ground for up and coming managers and potential executives, since it gives them the opportunity to practice their presentation skills,” according to a JA Member staff person.

Other benefits are more personal, such as a sense of satisfaction and of having contributed. Though almost three-quarters of respondents (74.8%) were in their first semester as a volunteer for Banks in Action (and the majority of these for the first time with JA as well), all respondents rated the experience as positive (either excellent or good). More than two-thirds (68.6%) rated the experience of volunteering for JA as “excellent.” Some 88.8 percent spent fewer than two hours of preparation time per session, and the majority of these (81.5% of the total) called this “about right” in terms of the level of effort. More than half (53.8%) said they would be “very likely” to volunteer for JA again in the future, and an additional 28.6 percent said they would be “somewhat likely.”

Fully 92.3 percent of volunteers felt that that the students saw them as role models or mentors, and 57.7 percent said this was true “to a great degree.” A list of some of the other possible intangible benefits was presented to volunteers in their online survey, and results follow in Table 5.3. The teachers’ responses to the same questions are also included in the table, as a point of comparison.

Table 5.3: Volunteers' and teachers' perceptions of increase in certain traits

	Volunteers ...increased a lot	Volunteers ...increased a little	Teachers ...increased a lot	Teachers ...increased a little
My sense of connection to the students	55.6	40.7	50.0	41.7
My enjoyment or satisfaction in working with young people	63.0	25.9	41.7	50.0
My ability to present or explain banking concepts	51.9	33.3	58.3	33.3
My appreciation for the work that teachers and schools are doing in my country	77.8	11.1	<i>This item not asked of teachers</i>	
My own sense of fulfillment and self-efficacy	76.9	19.2	50.0	41.7
	<i>n = 29</i>		<i>n = 12</i>	

Clearly, the value to the adult participants in JA Banks in Action is high. Though they might also receive more pragmatic benefits such as credits or high scores on performance reviews, volunteers value the experience very much based on the intangible gains they themselves experience. Similarly, teachers experienced greater connection to their students, increased enjoyment and fulfillment, and greater ability to explain banking concepts.

One benefit frequently cited by volunteers in focus groups and interviews was the high level of accessibility of the volunteer guide and materials. Volunteers felt less intimidated about being in front of a class, often for the first time, when they were made aware of the user-friendly structure of the Guide. Large majorities of respondents noted the Guide's ease of use, the degree to which the Guide prepared them to lead the class and summarize key concepts, and the session objectives presented in the Guide. Table 5.4 below summarizes these findings.

Table 5.4: Volunteers' perceptions of the Volunteer Guide

	Agree Strongly or Somewhat	Neither Agree nor Disagree	Disagree Strongly or Somewhat
a. The volunteer guide prepared me to lead the class	96.3	--	3.7
b. The volunteer guide clearly presented session objectives	88.9	3.7	7.4
c. The volunteer guide was easy to use	92.3	3.8	3.8
d. The volunteer guide helped me to summarize key concepts for students	92.6	7.4	--
<i>n = 27</i>			

Over half of the volunteers (57.7%) reported that they found it necessary to deviate from the volunteer guide in some fashion during the course of the program. Some of these deviations, according to focus group and interview responses, involved altering content to conform to classes' learning levels – from those who found it too easy, to those (more commonly mentioned) whose students found it too new and challenging. Volunteers talked also about bringing their own experiences in the work world, and in banking

specifically, into the classroom. Some of their alterations to the materials, they reported, included adding local statistics, discussing current economic events, or extending time for activities that students especially enjoyed. Unfortunately, some alterations were necessary because the volunteers could not finish a session due to simulation-related computer difficulties.

Teacher-Volunteer Relations

Teachers and volunteers generally reported working well together during the JA classes. Some volunteers, particularly those who were newer to the material and presentation, were grateful for suggestions from teachers on how to be more effective in the classroom. Many also felt they had the teacher’s support in maintaining order in the classroom, so that the volunteer could focus on the subject matter. A small number of volunteers reported that teachers were incorporating the JA topics into their regular teaching, to extend the learning opportunity. In a few other cases, volunteers said they would have appreciated such suggestions and assistance from teachers, particularly in classrooms where discipline problems were evident. One volunteer asked for someone to inform him of this situation before he arrived in the classroom, so that he could adjust his priorities, such as controlling the class, according to recommendations from the teacher.

Almost half of volunteers (46.4%) rated the experience of working with the classroom teacher as “excellent.” Another 35.7 percent rated the experience “good.” For teachers, ten of twelve respondents, or 83.3 percent, found the experience “excellent,” and the other two or 16.7 percent, found it “good.” Teachers and volunteers differed slightly on how much the teacher was involved in delivery of the program curriculum (half of teachers said they were involved “to a great degree” but only 14.8% of volunteers said the same of the teachers in their classrooms). Nevertheless, the positive experience overall for the majority of both parties indicates that they are generally pleased with the way they work together.

Student satisfaction

In the post-course survey, participating students were asked their views on the program. Of those responding, some 73 percent stated they liked the program either “very much” (41.0%) or “somewhat” (32.0%) (Table 5.5). Students in Colombia expressed more satisfaction with the program than in the other three sites (about 84% said they like the program), however, the difference is not statistically significant.

Table 5.5: How did you like your Banks in Action program?

	Bahrain (%)	Colombia (%)	New York (%)	South Carolina (%)	Total (%)
I did not like it at all	6.9	1.7	4.5	6.3	4.4
I did not like it much	6.9	3.5	3.8	12.5	4.9
I did not like it or dislike it	18.6	11.3	23.3	12.5	17.8
I liked it somewhat	24.5	35.7	34.6	31.3	32.0
I liked it very much	43.1	47.8	33.8	37.5	41.0
<i>n</i> =366					

In terms of prior participation in JA, about a third of the current participants reported having taken part in another JA program in the past, with little difference among the four sites (Table 5.6).

Table 5.6: Have you ever participated in a JA program besides Banks in Action?

	Bahrain (%)	Colombia (%)	New York (%)	South Carolina (%)	Total (%)
Yes	30.9	29.7	38.3	23.1	32.8
No	69.1	70.3	70.3	76.9	67.2
<i>n</i> =338					

More than two out of three indicated, however, that they would like to participate in a future JA program (Table 5.7). Students in Colombia were much more likely to say that they would “definitely” like to participate in the future; the difference is statistically significant at the .05 level.

Table 5.7: Would you like to participate in another JA program in the future?

	Bahrain (%)	Colombia (%)	New York (%)	South Carolina (%)	Total (%)
Definitely not	11.8	2.6	9.0	12.5	7.9
Probably not	2.0	5.2	9.8	6.2	6.0
Not sure/Don't know	26.5	6.0	24.1	12.5	18.5
Yes, probably	24.5	37.1	39.1	50.0	34.9
Yes, definitely	35.3	49.1	18.0	18.3	32.7
<i>n</i> =367					

Changing Plans

When students were asked if their plans for the future had changed as a result of participating in Banks in Action, about half (48.1%) noted that they had changed either “a great deal” (16.9%) or “somewhat” (31.2%) (Table 5.8). There was no statistically significant difference among the four sites, though the highest percentage who stated that their plans had changed was in Colombia, where 52.6 percent made the assertion.

Table 5.8: Have your plans for the future changed since participating?

	Bahrain (%)	Colombia (%)	New York (%)	South Carolina (%)	Total (%)
Yes, a great deal	19.6	18.4	14.4	7.7	16.9
Yes, somewhat	23.7	34.2	35.2	23.1	31.2
No, my plans have not changed	56.7	47.4	50.4	69.2	51.9

When asked in an open-ended question how their plans for the future have changed, students cited a number of ways. Most notable is the degree to which students responding to the question suggested that their participation has affected their career plans, with such statements as these:

Student, Bahrain: I never thought that I would be interested in banking and studying it, but I think I will think of it now.

Student, New York City: Before, I enjoyed playing ball [as a career]. Now, I'm interested in being an investment banker.

Student, Bahrain: I've learned some things that I didn't know before, and I've learned more about how banks work, so [now] I think about working in a bank.

Student, Colombia: In terms of my career choice, my plans have changed. Before I wanted to be in the military, and now I want to be a financial accountant.

Other kinds of career impacts were noted by students, even if they did not specifically state that they were interested in a banking career:

Student, Colombia: I only used to want to study veterinary medicine, but as a result of this I would like to take courses in finance.

Student, New York City: It has made me more ready for the business side of fashion.

Student, Colombia: I was thinking about studying something related to health. Now that I have more knowledge, with this program I have decided to study international business.

Student, Colombia: I changed my career plans; I was planning to study medicine, and now I want to study business administration.

Finally, other students made more general statements about changes that they attributed to their participation:

Student, New York City: I am a lot more interested in business and banking and knowing about my money.

Student, South Carolina: I am not more likely to get a credit card.

Student, New York City: I enjoy things more and have started applying to college.

Student, Colombia: Things have changed because I've discovered that I have certain abilities in issues related to economics, and studying that, I could have a good future.

Student, New York City: I've learned how to manage money better.

Student, New York City: I will bank more intelligently now.

Students were also asked to describe what benefits they have received as a result of participating in Banks in Action. Many mentioned the knowledge gained:

Student, Bahrain: I think that the teacher was very helpful. I learned how banks work and how banks generate profit.

Student, New York City: It shows us the importance of banking.

Student, Bahrain: It educates young students about things about which they are not aware and which are highly essential.

Student, Colombia: It provides us with knowledge about what a bank does and how we can take advantage of their services that they offer without falling into serious risks.

Beyond knowledge, students mentioned other benefits, from practical skills to an emphasis on the "soft skills" that they will need in the future in the workplace:

Student, Colombia: The most important benefit is the ability to find ourselves in an entrepreneurial environment, working in teams, and also to know how banks manage money.

Student, New York City: Knowing how to manage checks.

Student, Colombia: To work in teams, to develop plans to have good outcomes, and the most important benefit is that it stays with us forever, for our lives and for the future.

Student, New York City: To know how to manage your money going into the real world.

Student, New York City: Learning about credit cards/debt, because a lot of people make that mistake.

VI. Study Limitations

The JA Banks in Action evaluation proposal called for the inclusion of some eleven U.S. Member sites and three International Members. Each site was to run the program in five participating and five comparison classrooms, with an expected average of 25 students per classroom. The timeline called for implementation of the program through the fall semester of 2007, terminating early enough in the semester to provide data prior to the end of the evaluation period in December.

The qualitative results were very positive; students articulated their learning and other gains, and teachers and volunteers were pleased with the student impacts. The quantitative results show positive gains in student knowledge, skill acquisition, attitudes and aspirations. However, the size of those gains in the quantitative results is perhaps more limited than what JA Members and JA Worldwide might have hoped. There are many possible reasons why this might be the case, which are discussed here based on what kind of influence they might have had on the outcomes data.

Item difficulty. The test questions may be too difficult for the students. This assertion is supported by site visit reports that schools and classrooms involved in the pilot had significant differences in terms of resources, and classrooms seemed to suffer from lower academic achievement and literacy levels along with greater disciplinary concerns. Volunteers also reported that, in a great many classrooms, students were hearing much of the information for the first time. One volunteer gave the pre-test to the economics teacher in his class along with the students, and the teacher missed 75 percent of the questions. Evidence such as this suggests that the item difficulty level was likely very challenging for the targeted student populations.

Looking at this from another perspective, some 37 percent of volunteers rated the second session as the best learning experience for students, and the second-most cited session was session three. These sessions include a great deal of basic information, which suggests that students achieved the greatest learning gains in these two sessions, and, in areas of economic need and low literacy levels, it is indeed very positive that the Banks in Action program was able to have these impacts. This assumption has not been tested but analytically makes sense given session content.

This analysis is also supported by the more positive results on the knowledge questions in Colombia, where some of the schools involved had a focus on business and entrepreneurship, thereby giving them a stronger base from which to begin the program.

Further, few students who completed the survey had JA prior to this program, which would likely mean they had very little exposure to the terminology and concepts.

In effect, though the items proved difficult for respondents, their positive quantitative gains and those gains reported by students, teachers and volunteers show that the program was effective, and under difficult socioeconomic circumstances.

Survey fatigue. Attrition rates and some survey and site visit responses indicate some “survey fatigue,” and responses on the post-test appear to support this analysis. Some of the answer patterns in individual classrooms indicate a shared cynicism toward the test.

Some teachers and volunteers in many of the site visits also cited discipline challenges in some of the disadvantaged classrooms. These characteristics leave question marks in the data over how seriously students took the evaluation, in classrooms where behaving as a dedicated student can be unpopular or chided by other students.

Simulation issues. In all U.S. and International Members visited for the evaluation, problems with the simulation caused some delays and lost implementation time on content topics for at least some volunteers and classes. Survey data support this assertion. Such problems reduce the number of positive exposures to content that would improve student learning and sense of hands-on ability or self-efficacy.

Each of the above factors may have contributed to the lower knowledge and skills scores seen in this data: demographics, knowledge deficiencies, and survey fatigue or cynicism about the evaluation. Nevertheless, there were valuable gains to show from the data, which this report highlights, along with implementation recommendations that can impact future outcomes.

VII. Conclusions

This evaluation found significant differences between students who had participated in the JA Banks in Action program and those in comparison schools. The above-mentioned data difficulties presented a challenge to the analysis, but at the same time there were ample benefits in evidence. Many of these benefits were more obvious during site visits, when students would express their opinions qualitatively to evaluators. The quantitative analysis, too, shows that students progressed in their knowledge, skills and attitudes on certain measures.

The logic model for the program points to outcomes relating not only to changes in attitudes but also to improved behaviors. As the research hypotheses predicted, interest was awakened in the arena of banking and financial responsibility and, in some youth, a desire to learn more about banking as a career, relating to educational and career aspirations. However, short-term programs, especially one lasting a total of eight hours, are less likely to induce dramatic changes in individuals without a long-term, coordinated plan of follow-up (which effectively increases the exposure time involved).

At the same time, focus group and interview respondents were highly positive about the impact of the program. Students repeatedly referred to the future when discussing how

the JA Banks in Action program impacted them: they will use what they learned now and in the future, in both personal financial management and in career skills and decision-making.

One of the most dramatic conclusions is that there was clear and positive impact across the participant sample, despite the very important challenges these students face: low resource schools, economic hardship, low literacy levels, and related difficulties in the classroom. Fortunately, this program introduced this group of students to terms, concepts and processes that may lead to improvements in life skills and broader behavior. The evaluation data show undeniable program impacts.

APPENDICES

Appendix A: Study Data Demographics

Appendix B: Instruments

Appendix C: Datasets – on CD to accompany the report

APPENDIX A: STUDY DATA DEMOGRAPHICS

Table A.1 1: Student responses in the main dataset

Member	Participating Students ⁹		Comparison Students		Total
	Female	Male	Female	Male	
Bahrain	55	67	55	70	247
Chicago	45	61	39	44	189
Colombia	87	35	72	43	237
Iowa	31	36	45	32	144
New York	61	64	53	44	222
South Carolina	25	16	41	34	116
Subtotal	304	279	305	267	1155 ¹⁰

Table A.1 2: Respondent age and gender

		Male	Female
Age Ranges	13-14	17	30
	15-16	280	303
	17-18	236	264
	Other	13	9
	Total	546	606¹¹

Table A.1 3: Adult stakeholder survey responses by language

Participant type	English	Spanish	Total
Volunteers	28	7	35
Teachers	6	6	12
Totals	34	13	47

Table A.1 4: Focus group respondents, by participant type

Member	Students	Volunteers	Teachers	Staff	Totals
Chicago	24				
Colombia	62	3	0	2	67
Ireland	3				
South Carolina	15	3	3	2	23
Totals	104	6	3	4	90

⁹ Student response numbers are computed from pre-tests, which may vary slightly from post-test response numbers.

¹⁰ These numbers reflect only those students who answered the question on gender; therefore the total is slightly lower than the full respondent

¹¹ Three anomalous responses for gender resulted in a slight difference in this total compared to that of Table A.1.

APPENDIX B: INSTRUMENTS

- 1. Student Survey Instrument (post-participation version; all other versions are the same but lacking questions 19-25 on participation in the program.**
- 2. Student Focus Group Protocol**
- 3. Member Staff Focus Group/Interview Protocol**
- 4. Teacher Focus Group/Interview Protocol**
- 5. Volunteer Focus Group/Interview Protocol**
- 6. Volunteer Instructor Online Survey Instrument**
- 7. Teacher Online Survey Instrument**
- 8. Classroom Observation Instrument**

5) Please evaluate yourself on each of the following **personal skills**.

How are you at...	Excellent (05)	Good (04)	Fair (03)	Poor (02)	Don't Know (09)
a. ...communicating with others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. ...working well in a team?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. ...making decisions as part of a team?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. ...speaking in public?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. ...evaluating your options?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. ...coming to decisions based on the facts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. ...listening to others even when they have a different point of view than your own?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. ...budgeting money?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. ...saving money?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6) Please indicate the extent to which you **agree** or **disagree** with the following statements.

	Strongly Agree (05)	Agree (04)	Neither agree nor disagree (03)	Disagree (02)	Strongly disagree (09)
a. I enjoy coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I know how to succeed in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I am planning to pursue a college degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I am interested in economics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I am willing to work hard to succeed in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE READ BELOW AND MARK THE RESPONSE THAT *BEST* ANSWERS EACH QUESTION.

- 7) Where does a bank's **profit** come from?
 Income plus expenses (01)
 Income minus expenses (02)
 Income divided by expenses (03)
 Banks are non-profit organizations (04)
- 8) If a bank charges borrowers a 10% interest rate and pays depositors 12%, will the bank make a profit?
 Yes, the bank will earn the 2% difference (01)
 Yes, the bank earns the 10% charged to borrowers (02)
 No, the bank is paying more to its depositors than it earns from its borrowers (03)
 No, banks are non-profit organizations (04)
- 9) What is the difference between banking **products** and banking **services**?
 There is no difference (01)
 Products are actions and services are commodities that banks provide (02)
 Products are for sale, but services are not (03)
 Products are commodities and services are actions that banks provide (04)
- 10) What is **spread**?

- The number of branch offices a bank has (01)
- The difference between the interest rate a bank charges borrowers and pays depositors (02)
- The number of banks allowed to open per year (03)
- The difference between interest rates the bank charges borrowers from one year to the next (04)
- 11) True or false: Having **liquid** funds means customers have easy access to their funds.
 True (01)
 False (02)
- 12) Why are **Certificate of Deposit (CD)** customers willing to take greater risk?
 Because they have lots of money (01)
 Because of the higher interest rates a bank offers (02)
 Because CD interest rates rise with inflation (03)
 Because the customer doesn't know better (04)
- 13) Robert opened a 24-month, \$4,000 Certificate of Deposit with an interest rate of 5.3%. On the news, he heard that interest rates will rise soon. This is an example of _____?
 Collateral (01)
 A long-term loan (02)
 Inflation risk (03)
 Spread (04)
- 14) Which of the following lists three correct indicators of the **Bank Performance Index (BPI)** rating?
 Net profit, Relative debt, Capital ratio (01)
 Loan share, Market share, Capital ratio (02)
 Return on assets, Loan share, Return on equity (03)
 Deposit share, Return on assets, Workforce development (04)
- 15) What is "the investigation into developing new or improved products, processes or services?"
 Marketing (01)
 Research and development (02)
 Market research (03)
 Balancing assets and liabilities (04)
- 16) In a Loan Application Review, **Character** is determined only by the number of crimes the person applying has committed in the past five years.
 True (01)
 False (02)
- 17) Ana has bought a small apartment. She has a good job, but not the money to buy all the furniture she wants. She knows she needs a loan, but doesn't know how much. Which bank product would help Ana furnish her apartment?
 Certificate of deposit (01)
 Credit card (02)
 Mortgage loan (03)
 Research and development (04)

- 18) Banking occupations include sets of skills involving People, Data, Things and Ideas. Please match the specific skills in the first column to these skill sets in the second column, writing the correct letter in the blank.
- | | |
|---|------------------------|
| A. Analyzing and forecasting | ___ People skills (01) |
| B. Serving and communicating | ___ Data skills (02) |
| C. Accounting and processing numerical data | ___ Things skills (03) |
| D. Repairing and maintaining systems | ___ Ideas skills (04) |

PARTICIPATING IN A JA PROGRAM

19) Please rate how much you enjoyed your *JA Banks in Action* program.

- I liked it very much (05)
- I liked it somewhat (04)
- I didn't like it but I didn't dislike it either (03)
- I did not like it much (02)
- I did not like it at all (01)

20) Would you like to participate in another JA program in the future?

- Yes, definitely (05)
- Yes, probably (04)
- Not sure/Don't know (03)
- Probably not (02)
- Definitely not (01)

21) Have your plans for the future – your education, your career, etc. – changed since you have participated in the *JA Banks in Action* program?

- Yes, my plans have changed a great deal (01) **(Please go to question 22)**
- Yes, my plans have changed somewhat (03) **(Please go to question 22)**
- No, my plans have not changed (02) **(Please skip to question 23)**

22) Please explain how your plans have changed.

23) Have you ever participated in a Junior Achievement program besides *JA Banks in Action*?

- Yes (01) **(Please go to question 24)**
- No (02) **(Please skip to question 25)**

24) In which grade(s), or year(s) in school, did you participate in a Junior Achievement program? **Please select all that apply.**

First grade	Fifth grade	Ninth grade
Second grade	Sixth grade	Tenth grade
Third grade	Seventh grade	Eleventh grade
Fourth grade	Eighth grade	Twelfth grade

25) What do you think is the most important benefit of the *JA Banks in Action* program?

JA BANKS IN ACTION STUDENT FOCUS GROUP GUIDE

The sponsors of *JA Banks in Action* are interested in your experiences and views on the program and how it might be improved. The Aguirre Division of JBS International is conducting an evaluation to learn about your experiences in order to improve the program in the future. We appreciate your time and assistance in participating.

Important Note: Please feel free to talk candidly about your experiences. Views expressed in this Focus Group will be maintained in strict confidence.

INTRODUCTION

1. Introduction of the Focus Group Leader and Assistant; put the group at ease.
2. Introductory remarks about Aguirre/JBS International, the independent evaluation contractor.
3. Participants introduce themselves; first names are sufficient (use tent name cards).
4. Stress the anonymity of the discussion.
5. Emphasize that there are no right or wrong answers—only opinions and individual experiences.
6. Advise the participants that notes will be taken during the focus group discussion so that the report will accurately reflect the points made.

GROUND RULES

1. Be respectful of one another and the opinions of others.
2. Wait until being recognized before speaking out.
3. Remember this is a discussion, not a debate; differences are tolerated, arguments are not.
4. Encourage participation from everyone!

NOTES TO FOCUS GROUP LEADERS

1. Encourage participation from everyone.
2. Write up your report on the Focus Group prior to your next activity, while your impressions are still fresh.
3. Sketch a seating chart of the focus group and identify the participants by number. While note-taking, write down the chair number of the speaker so that comments can be attributed to the speaker.

TOPIC QUESTIONS

1. Please introduce yourselves by your first names.
2. How did you hear about *JA Banks in Action*? What seemed interesting about it? What were your expectations? What did you like or dislike about it?
3. I'd like to ask you about the different sessions: [Showing an enlarged list of the sessions]. I'm showing this list so you can remember the names of the sessions you've participated in. If you haven't done all of them yet, just answer based on what you've seen in the program so far.
 - a. Which did you like most? Why? Which did you like least? Why?
 - b. What information from Banks in Action will you use in the future?
 - c. Was what you learned in any of the Banks in Action sessions similar to what you learned in other classes? How was it the same? How was it different?
 - d. Tell us something about how banks work that surprised you or you found particularly interesting.
4. Tell me about the success of the different activities.
 - a. Which games or activities did you like the most? Why? Which activity did you like the least? Why?
 - b. Do you think the activities represent what happens in reality? How?
 - c. Did you talk to people that had a different opinion than you? Did you like competing against other students? How actively would you say you participated in the sessions?
5. What did you think of the JA Volunteer in your classroom?
 - a. Did the volunteer make the material interesting?
 - b. Did he/she explain the concepts and terms in a way that was easy to understand?
 - c. Did he/she talk about situations or times in real life where the material would be useful?
 - d. Was the volunteer patient and good at answering questions?
 - e. Did you think the volunteer was a good role-model? Why or why not? Did you talk to the volunteer about your future plans, goals or objectives? Did you ask the volunteer for any advice? If you got advice from the volunteer, did you think it was useful?
6. Let's talk a bit about the materials used.

- a. Did you like them? What did you think about the exercises in the workbook? Were they helpful?
 - b. Was the glossary of terms at the end helpful?
 - c. Were there any other terms you would have included or that you did not find? Did you have a favorite (poster, DVD, Banking Boulevard Game, Computer Simulation CD-ROM, Take-Home Newsletter)? Why?
 - d. Did the materials go well with the topics you were reviewing? Did you think the materials were of good quality? Would you play the games/simulation outside of class with friends or family?
7. Have you shared what you learned in JA Banks in Action with your parents/friends? What particular topics or activities have you shared with them?
 8. How will you use what you have learned in your life?
 9. Were your expectations met? Did you like the program? Why or why not?
 10. Did the program help you make plans for your future? Did they change your plans for the future? Do you think you will be better prepared for a job because of your participation in this program?
 11. Would you be interested in taking another JA program? Why or why not? Would you recommend the program to a family member or friend? Why or why not?
 12. What recommendations would you have for the program?

JA BANKS IN ACTION JA STAFF FOCUS GROUP/INTERVIEW GUIDE

[Note: the instructions from the Student Focus Group Guide are repeated in each instrument. They are not included here in the interest of saving space.]

TOPIC QUESTIONS

1. Please introduce yourselves, and tell me about your roles with JA.
2. How long have you been involved with JA? Were you involved with the earlier version of *JA Banks in Action*? [If yes: Ask those respondents to, when considering today's questions, also compare their earlier experiences with those in the current version.]
3. Tell me about the process of recruiting and retaining teachers and schools.
4. What benefits do *JA Banks in Action* volunteers perceive in volunteering for JA? Are they different than what you typically hear from volunteers in general?
5. What has been your general reaction to this new Banks in Action program? Have you had any difficulties or successes you can share? Are you doing any JA in a Day with Banks?
6. Have you taken part in or observed any sessions? Which ones? Have you enjoyed these session(s)?
7. Tell me about the success of the different activities? Which activity was most enjoyed, and why? Which was not, and why? Were they age-appropriate? Were they fun?
8. Were the materials and activities relevant to the students' lives? Do they mesh well with local banking and other circumstances? Do they meet the program's goals?
9. Tell me about how the computer simulation has worked. Did your schools use the online or the CD-ROM version
10. Do you have the necessary marketing materials? Are there specific evaluation data needs that would assist your marketing efforts?

11. What kinds of tools could help you and other JA Area Offices to implement the program? What lessons learned or best practices could you offer to other Area Offices or Member Nations?
12. What has been the biggest challenge for you in running this pilot?
13. Tell me what you think about the student impact of this revised program.
14. What unintended outcomes have you seen so far in the program?
Positive, negative, neutral, mixed...
15. Do you have any other recommendations or suggestions about the program?

JA BANKS IN ACTION TEACHER FOCUS GROUP/INTERVIEW GUIDE

[Note: the instructions from the Student Focus Group Guide are repeated in each instrument. They are not included here in the interest of saving space.]

GENERAL/LOGISTICS

1. What attracted you to JA and to the Banks in Action program?
2. Was there too much content in the sessions, not enough content, or was the content about right given the time allotted?
3. Did you need any support from JA as the program went on? What kind? Did JA respond well to your requests?

EXPLORING THE ISSUES – TEACHERS’ PERSPECTIVES

4. What issues do you feel that students face when confronted with learning about the financial world in general and banks in particular?
5. What can JA do to help students become comfortable and savvy in understanding the U.S. economic and banking systems?
6. Thinking about the kinds of topics JA teaches – financial literacy, workforce readiness and entrepreneurship – how much is this type of content included in your school’s standard curriculum? Is this common for your area?

EXPLORING IMPLEMENTATION

7. What did you think of JA’s hands-on, project- or action-oriented ways of teaching? Is this similar to or very different from your regular teaching methodology?
8. Did the volunteer need your help during the classes? Did you feel that he or she was a good role model for students? Why or why not?
9. What percentage of the class would you say was really engaged and participating? In your view, for any students who weren’t engaged, what would account for their lack of interest?

EXPLORING MATERIALS

10. What did you think of the topics presented? Were the topics interesting, relevant, fun, appropriately difficult, new for students? Were the program topics culturally appropriate?
11. How would you rate the curriculum that accompanies the program? Were the materials effective given the program's goals of understanding how banks work, recognizing features of banking products, and evaluating potential career opportunities in banking? Why or why not?
12. Did the simulation and game work well in your classroom? Do you feel that students learned a lot during these activities? Why or why not?

EXPLORING OUTCOMES

13. Will you participate again? Why or why not? Would you recommend that a fellow teacher bring Banks in Action into their classroom?
14. What kinds of behavioral, attitudinal or knowledge outcomes do you attribute to the implementation of Banks in Action in your class this year?
15. Did you incorporate any Banks in Action concepts into your regular classroom activities as a result of this program?

RECOMMENDATIONS

16. The Banks in Action program aims to improve students' financial literacy and increase their chances of educational and professional success. Can you offer some suggestions for improving the program in order to achieve these aims?

JA BANKS IN ACTION VOLUNTEER FOCUS GROUP/INTERVIEW GUIDE

[Note: the instructions from the Student Focus Group Guide are repeated in each instrument. They are not included here in the interest of saving space.]

GENERAL/LOGISTICS

1. How did you get involved with JA? And with Banks in Action?
2. Was there too much content in the sessions, not enough content, or was the content about right given the time allotted?
3. Did you need any support from JA as the program went on? What kind? Did JA respond well to your requests?

EXPLORING THE ISSUES – VOLUNTEERS' PERSPECTIVES

4. What issues do you feel that students face when confronted with learning about the financial world in general and banks in particular?
5. What can JA do to help students become comfortable and savvy in understanding economic and banking systems?
6. Did you have an opportunity to meet with any other JA volunteers? If yes, was this helpful? If no, would you have liked to?

EXPLORING IMPLEMENTATION

7. Did you receive adequate training to implement the program? If not, what more training would you have liked to have? Did you feel that the Volunteer Guide prepared you sufficiently to lead the class?
8. What did you think of the teachers' participation in your class? Did they implement any complementary activities? If so, which ones? Was that helpful?
9. What did you think of the topics in your program? What percentage of the class would you say was really engaged and participating? Were the topics interesting, relevant, fun, appropriately difficult, new for students?
10. In your view, for the students who weren't engaged, what accounts for their lack of interest?

EXPLORING MATERIALS

11. Were the program topics culturally relevant and age appropriate? Were there any issues with translation of the materials?
12. How would you rate the curriculum that accompanies the program? Were the materials effective given the program's goals of understanding how banks work, recognizing features of banking products, and evaluating potential career opportunities in banking? Why or why not?
13. What did you think of the JA materials you used in your program? What did you think of the student materials? Were there materials for parents, too? What were your impressions, and what did students seem to think of the materials?
14. Did the simulation work well in your classroom? Do you feel that students learned a lot during these activities? Why or why not?

EXPLORING OUTCOMES

15. Will you participate again as a volunteer? Why or why not? Would you recommend that a friend or colleague participate as a volunteer?
16. What behavioral, attitudinal or knowledge outcomes do you attribute to the program?

RECOMMENDATIONS

17. Can you offer suggestions for improving the Banks in Action program? How could it be more effective in getting students to succeed educationally and in their careers?

**JUNIOR ACHIEVEMENT BANKS IN ACTION
VOLUNTEER INSTRUCTOR ONLINE SURVEY
2007**

Junior Achievement is interested in your experiences in the JA Banks in Action program. Your responses on these questionnaires will remain completely confidential, and will help Junior Achievement improve the program for the future.

*Please read the following questions and mark the response that **best** reflects your impressions about the program and its implementation. We want your candid answers so that we can assess the materials and the program design. Thank you for participating!*

VOLUNTEERING

1. For how many semesters have you been a JA volunteer? _____
2. How would you rate the overall experience of being a Junior Achievement volunteer?
 - Excellent (01)
 - Good (02)
 - Fair (03)
 - Poor (04)
 - Don't Know / Not Applicable (09)
3. For how many semesters have you been a *JA Banks in Action* volunteer? _____
4. How would you rate the overall experience of being a *JA Banks in Action* volunteer?
 - Excellent (01)
 - Good (02)
 - Fair (03)
 - Poor (04)
 - Don't Know / Not Applicable (09)

MATERIALS

5. Were materials and topics generally appropriate to students' education levels?
 - Yes (01)
 - No (02)
6. During the session, did you, the teacher, or both reinforce topics and terms with students, giving them a second exposure to topics and terms?
 - Yes (01)
 - No (02)
7. Please indicate to what extent you agree with the following statements:

	Agree Strongly (05)	Agree Somewhat (04)	Neither Agree nor Disagree (03)	Disagree Somewhat (02)	Disagree Strongly (01)	Don't Know (09)
a. The instructions for classroom activities were easy for the students to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Videos, simulations, posters and other materials reinforce content learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Materials facilitate discussion of key concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STUDENTS

8. Please indicate to what extent you agree with the following statements:

	Agree Strongly (05)	Agree Somewhat (04)	Neither Agree nor Disagree (03)	Disagree Somewhat (02)	Disagree Strongly (01)	Don't Know (09)
a. Students appeared to understand the key concepts of the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Students appeared interested in the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Students were engaged in discussion during classroom activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Classroom materials relevant to the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Classroom materials were age appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please refer to this list in answering questions 15-18 below.

BANKS IN ACTION SESSIONS

Session 1: Building Blocks of Banking

Session 2: The Spread

Session 3: Decide on Short-term Products

Session 4: Long-term Opportunity

Session 5: Decide on Long-term Products

Session 6: Spend Money to Make Money

Session 7: Behind the Scenes

Session 8: The Competition – Bank of Choice

9. Which *JA Banks in Action* session do you think students would rate as **most effective** in terms of a **learning experience**? _____ (please select session number)
10. Which *JA Banks in Action* session do you think students would rate the **most effective** in terms of **enjoyment**? _____ (please select session number)
11. Which *JA Banks in Action* session do you think students would rate as the **least effective** in terms of a **learning experience**? _____ (please select session number)
12. Which *JA Banks in Action* session do you think students would rate as **least effective** in terms of **enjoyment**? _____ (please select session number)
13. Based on your observations, please indicate the degree to which you agree with the following statements:

	Agree strongly (05)	Agree somewhat (04)	Neither agree nor disagree (03)	Disagree somewhat (02)	Disagree strongly (01)	Don't Know (09)
a. Banks in Action improved students' teamwork skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Banks in Action improved students' leadership skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Banks in Action improved students' problem-solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Banks in Action improved students' planning skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Banks in Action improved students' math skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Banks in Action improved students' language skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Banks in Action improved students' presentation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Banks in Action improved students' banking knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Banks in Action improved students' overall academic achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TEACHERS

14. How would you rate the experience of working with the classroom teacher?

- Excellent (01)
- Good (02)
- Fair (03)
- Poor (04)
- Don't Know / Not Applicable (09)

15. To what degree was the classroom teacher involved in the delivery of materials?

- To a great degree (01)
- To a moderate degree (02)
- To a small degree (03)
- Not at all (04)
- Don't Know / Not applicable (09)

16. What benefits or drawbacks (if any) do you see to having the teacher present in the classroom during the lesson?

VOLUNTEER GUIDE

17. Please indicate to what degree you agree with the following statements:

	Agree strongly (05)	Agree somewhat (04)	Neither agree nor disagree (03)	Disagree somewhat (02)	Disagree strongly (01)	Don't Know (09)
a. The volunteer guide prepared me to lead the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The volunteer guide clearly presented session objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The volunteer guide was easy to use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The volunteer guide helped me to summarize key concepts for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Did you find it necessary to deviate from the Volunteer Guide?

- Yes (01)
- No (02) (if no, skip to question 20)

19. If yes, please describe in what way you deviated from it.

20. What, if anything, would you change about the Volunteer Guide for future iterations of the program?

SESSION FACILITATION

21. On average, how much time did you spend on preparation outside of the classroom per session?
 Less than 1 hour per session (01)
 1 hour per session (02)
 2 hours per session (03)
 3 or more hours per session (04)
22. Did you feel this level of effort for outside preparation was...
 Too much (01)
 About right (02)
 Too little (03)
23. How likely would you be to volunteer for Junior Achievement in the future (in this program or another)?
 Very Likely (01)
 Somewhat Likely (02)
 Not Very Likely (03)
 Not At All Likely (04)
 Don't Know/No Answer (09)
24. To what degree do you feel that the students saw you as a role model or mentor?
 To a great degree (01)
 To a moderate degree (02)
 To a small degree (03)
 Not at all (04)
 Don't Know / Not applicable (09)
25. Please indicate how your time as a JA Banks in Action volunteer has affected you professionally and personally, in terms of the following statements:

	Increased a Lot (05)	Increased a Little (04)	No Change (03)	Decreased a Little (02)	Decreased a Lot (01)	Don't Know (09)
a. My sense of connection to the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. My enjoyment or satisfaction in working with young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. My ability to present and explain banking concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. My appreciation for the work that teachers and schools are doing in my country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. My own sense of fulfillment and self-efficacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**JUNIOR ACHIEVEMENT BANKS IN ACTION
CLASSROOM TEACHER ONLINE SURVEY
2007**

Junior Achievement is interested in your experiences in the JA Banks in Action program. Your responses on these questionnaires will remain completely confidential, and will help Junior Achievement improve the program for the future.

*Please read the following questions and mark the response that **best** reflects your impressions about the program and its implementation. We want your candid answers so that we can assess the materials and the program design. Thank you for participating!*

CLASSROOM

1. For how many semesters have you had JA in your class? _____

2. How would you rate the overall experience of being a Junior Achievement class?
Excellent (01)
Good (02)
Fair (03)
Poor (04)
Don't Know / Not Applicable (09)

3. For how many semesters have you had Banks in Action in your class? _____

4. How would you rate the overall experience of being a Banks in Action class?
Excellent (01)
Good (02)
Fair (03)
Poor (04)
Don't Know / Not Applicable (09)

5. Is your school private or public?
Private (01)
Public (02)
A combination of public and private (03)
Unknown (04)

6. In which grade are most of the students in this JA Banks in Action class?

7. Do you have banking or economics courses in your standard curriculum for students at this grade level?
Yes, banking and/or economics courses are a required part of standard curriculum for students at this grade level (01)
Yes, banking and/or economics are a small part of our standard curriculum for students at this grade level (02)
Yes, banking and/or economics are available for students on an optional basis (03) (skip to question 9)

No, banking and/or economics are not available for our students outside of this program (04) (skip to question 9)

8. To what extent do you feel this course aligns with state curriculum standards?

- Very closely (01)
- Somewhat (02)
- Not very much (03)
- Not at all (04)
- I don't know/not applicable (09)

MATERIALS

9. In which language were most or all of the materials presented?

- English (01)
- Spanish (02)
- Other (99) Please specify: _____

10. Were materials and topics generally appropriate to students' education levels?

- Yes (01)
- No (02)

11. During the session, did you or the volunteer instructor reinforce topics and terms with students, giving them a second exposure to topics and terms?

- Yes (01)
- No (02)

12. Please indicate to what degree you agree with the following statements

	Agree Strongly (05)	Agree Somewhat (04)	Neither Agree nor Disagree (03)	Disagree Somewhat (02)	Disagree Strongly (01)	Don't Know (09)
a. The instructions for classroom activities were easy for the students to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Videos, simulations, posters and other materials reinforce content learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Materials facilitate discussion of key concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STUDENTS

13. Please indicate to what extent you agree with the following statements:

	Agree Strongly (05)	Agree Somewhat (04)	Neither Agree nor Disagree (03)	Disagree Somewhat (02)	Disagree Strongly (01)	Don't Know (09)
a. Students appeared to understand the key	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Agree Strongly (05)	Agree Somewhat (04)	Neither Agree nor Disagree (03)	Disagree Somewhat (02)	Disagree Strongly (01)	Don't Know (09)
concepts of the lesson						
b. Students appeared interested in the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Students were engaged in discussion during classroom activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Classroom materials were relevant to the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Classroom materials were age appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The activities in this session reinforced content learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The materials in this session reinforced content learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please refer to this list in answering questions 20-23 below.

BANKS IN ACTION SESSIONS

- Session 1: Building Blocks of Banking
- Session 2: The Spread
- Session 3: Decide on Short-term Products
- Session 4: Long-term Opportunity
- Session 5: Decide on Long-term Products
- Session 6: Spend Money to Make Money
- Session 7: Behind the Scenes
- Session 8: The Competition – Bank of Choice

14. Which *JA Banks in Action* session do you think students would rate as **most effective** in terms of a **learning experience**? _____ (please select session number)
15. Which *JA Banks in Action* session do you think students would rate the **most effective** in terms of **enjoyment**? _____ (please select session number)
16. Which *JA Banks in Action* session do you think students would rate as the **least effective** in terms of a **learning experience**? _____ (please select session number)
17. Which *JA Banks in Action* session do you think students would rate as **least effective** in terms of **enjoyment**? _____ (please select session number)
18. Based on your observations, please indicate the degree to which you agree with the following statements:

	Agree strongly (05)	Agree somewhat (04)	Neither agree nor disagree (03)	Disagree somewhat (02)	Disagree strongly (01)	Don't Know (09)
a. Banks in Action improved students' teamwork skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Banks in Action improved students' leadership skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Banks in Action improved students' problem-solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Banks in Action improved students' planning skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Banks in Action improved students' math skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Banks in Action improved students' language skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Banks in Action improved students' presentation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Banks in Action improved students' banking knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Banks in Action improved students' overall academic achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VOLUNTEERS

19. How would you rate the experience of working with the volunteer instructor?

- Excellent (01)
- Good (02)
- Fair (03)
- Poor (04)
- Don't Know / Not Applicable (09)

20. To what degree were you involved in the delivery of materials?

- To a great degree (01)
- To a moderate degree (02)
- To a small degree (03)
- Not at all (04)
- Don't Know / Not applicable (09)

21. What benefits or drawbacks (if any) do you see in using a volunteer instructor to deliver the lesson?

VOLUNTEER GUIDE

22. Did you have access to the JA Banks in Action Guide for Volunteers and Teachers?

Yes (01)
No (02) (if no, skip to question 24)

23. If yes, did you feel it was helpful in understanding and/or delivering the lesson?
Yes (01)
No (02)

24. Did you implement any of the Extended Learning Opportunities in your classroom?
Yes (01)
No (02) (if no, skip to question 27)

25. If yes, which ones?

26. If yes, did you feel that they were a beneficial element of the *JA Banks in Action* curriculum?
Yes (01)
No (02)
Don't Know (09)

27. What, if anything, would you change about the Volunteer Guide for future iterations of the program?

SESSION FACILITATION

28. On average, how much time did you spend on preparation outside of the classroom per session?
Less than 1 hour per session (01)
1 hour per session (02)
2 hours per session (03)
3 or more hours per session (04)

29. Did you feel this level of effort for outside preparation was...
Too much (01)
About right (02)
Too little (03)

30. How likely would you be to have a Junior Achievement program in your classroom in the future?
Very Likely (01)
Somewhat Likely (02)
Not Very Likely (03)
Not At All Likely (04)
Don't Know/No Answer (09)

31. To what degree do you feel that the students saw the volunteer as a role model or mentor?
To a great degree (01)
To a moderate degree (02)
To a small degree (03)

Not at all (04)
 Don't Know / Not applicable (09)

32. Please indicate how your time as a *JA Banks in Action* teacher has affected you professionally and personally, in terms of the following statements:

	Increased a Lot (05)	Increased a Little (04)	No Change (03)	Decreased a Little (02)	Decreased a Lot (01)	Don't Know (09)
a. My sense of connection to the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. My enjoyment or satisfaction in working as a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. My ability to present and explain banking concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. My own sense of fulfillment and self-efficacy as a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

JA BANKS IN ACTION EVALUATION
Classroom Observation Report



Class ID

NOTES TO OBSERVER

- Familiarize yourself with the protocol prior to the observation.
- Tell the teacher briefly about the observation and your role. Be positive, telling the teacher that the study will evaluate the materials and program design, not the teacher, volunteer, school, or students, and that JA values their input.
- If the teacher asks you to address the students, do so in a few words in order to not take up class time: “I’m a visiting researcher and I’m here to observe the new JA BIA program.”
- Make yourself as inconspicuous as possible during the observation.
- As you observe the class, write what you *see* and *hear*. You may prefer to take a running log of your observations. Then, as soon as possible, use your raw data to complete this form. Try not to *interpret* or *assume*, unless the instrument asks for your impressions or perceptions.
- When entering your data, you may do so directly into an electronic copy of this form. Simply save the completed form as Obs_ClassIDNumber_DateOfObservation.doc (e.g.: Obs_PA0143_052906.doc).
- Note on this form the **range** of reactions you see. One student may appear bored because of a yawn or doodling, while other students just listen, and others participate wholeheartedly. Estimate the proportion of the class that is reacting in different ways.
- Be observant of the classroom learning climate as well as the instruction and facilities.
- If you have any questions about what you have seen, ask the teacher or volunteer instructor right after the observation, and try not to take up too much more of their time.

CLASSROOM SETUP

Number of students: _____ Male

_____ Female

<i>What one might expect to see:</i>	<i>What is in evidence:</i>
Desks arranged for groupwork. Or, can they be easily arranged during the session? How will students work together?	
JA Banks In Action poster. Is it close enough so students can read it? Or, where they may inspect it on their own time?	
Relative classroom size. Is there sufficient space for everyone?	
Other classroom issues. Is this an after school session? Or, is it during the regular school day?	
Timeliness. Does the session start and end on time? Is the session rushed at any point? Is there any point at which the session "drags" or seems slow?	

VIDEO

(which video)

Of the number of students attending the session, please estimate how many students watching the video seem (in numbers or percentages, then please indicate which unit of measure):

Engaged	Curious	Confused	Inattentive	Bored

Are there reactions or behaviors other than these? Please describe.

How long does the discussion last?

What percentage of the class is engaged in the discussion (engaged could mean speaking up or attentively listening)?

Does the discussion seem to answer students' questions? Please explain.

Note any student comments on the video. Try to represent the range of comments you hear.

What percentage of the students appears to have captured the video's content?

What makes you come to this conclusion? Please describe how students' words or behaviors provide information on their content learning.

Was this segment too long, too short, about right?

GAME (which game)

Of the number of students attending the session, please estimate how many students playing the game seem (in numbers or percentages, then please indicate which unit of measure):

Engaged	Curious	Confused	Inattentive	Bored

Are there reactions or behaviors other than these? Please describe.

Note student comments on the game. Try to represent the range of comments you hear. This may include comments on relevance or age-appropriateness, or about the ease of playing the game, or other topics.

Is there any evidence that students are having trouble understanding the instructions? Please describe.

How are students using the Student Workbook during the game? Please describe.

Was this segment too long, too short, about right?

ACTIVITY/EXERCISE (which one)

Of the number of students attending the session, please estimate how many students working on the activity or exercise seem (in numbers or percentages, then please indicate which unit of measure):

Engaged	Curious	Confused	Inattentive	Bored

Are there reactions or behaviors other than these? Please describe.

Note student comments on the activity. Try to represent the range of comments you hear. This may include comments on relevance or age-appropriateness, or about the ease of doing the activity, or other topics.

Is there any evidence that students are having trouble understanding the instructions? Please describe.

How are students using the Student Workbook during the activity or exercise? Please describe.

Was this segment too long, too short, about right?

COMPUTER SIMULATION (which one)

Of the number of students attending the session, please estimate how many students working on the computer simulation seem (in numbers or percentages, please indicate which unit of measure):

Engaged	Curious	Confused	Inattentive	Bored

Are there reactions or behaviors other than these? Please describe.

Note student comments on the simulation. Try to represent the range of comments you hear. This may include comments on relevance or age-appropriateness, or about the ease of doing the activity, or other topics.

Is there any evidence that students are having trouble understanding the instructions? Please describe.

Do students themselves enter their team decision-making data in the computer, or does someone else do it? If so, who?

How are students using the Student Workbook during the computer simulation? Please describe.

Was this segment too long, too short, about right?

GROUP WORK

How many groups are there?

What is the average number of students in a group?

Please estimate the percentage of students who, when given tasks or activities to undertake in a smaller group setting, stay on-task.

Please estimate the percentage of students in this session who contribute to their group's decision-making. Contributing may mean speaking up, or taking notes, arbitrating, or simply listening attentively. If necessary, give more description about how students work in groups during this session.

If students are off-task during group work, during which segment of the session does this occur? Can you make any assumptions about the patterns of behavior you saw in the classroom today?

Please add any commentary or information here that you feel will add to the process of evaluating materials and program design.

SECOND VIDEO (which video)

Of the number of students attending the session, please estimate how many students watching the video seem (in numbers or percentages, then indicate which unit of measure):

Engaged	Curious	Confused	Inattentive	Bored

Are there reactions or behaviors other than these? Please describe.

How long does the discussion last?

What percentage of the class is engaged in the discussion (engaged could mean speaking up or attentively listening)?

Does the discussion seem to answer students' questions? Please explain.

Note any student comments on the video. Try to represent the range of comments you hear.

What percentage of the students appears to have captured the video's content?

What makes you come to this conclusion? Please describe how students' words or behaviors provide information on their content learning.

Was this segment too long, too short, about right?

SECOND ACTIVITY/EXERCISE (which one)

Of the number of students attending the session, please estimate how many students working on the activity or exercise seem (in numbers or percentages, then indicate which unit of measure):

Engaged	Curious	Confused	Inattentive	Bored

Are there reactions or behaviors other than these? Please describe.

Note student comments on the activity. Try to represent the range of comments you hear. This may include comments on relevance or age-appropriateness, or about the ease of doing the activity, or other topics.

Is there any evidence that students are having trouble understanding the instructions? Please describe.

How are students using the Student Workbook during the activity or exercise? Please describe.

Was this segment too long, too short, about right?

APPENDIX C: SEE ATTACHED CD