

## *JA Company Program*<sup>®</sup> Student Evaluation Results

### **Introduction**

In fall 2010 and spring 2011, Junior Achievement USA™ conducted an impact evaluation of the *JA Company Program*, a high school program consisting of twelve sessions that teaches students the basics of business and the free enterprise system. By organizing and operating an actual business enterprise, students not only learn how businesses function, they also learn about the structure of the U.S. free enterprise system and the benefits it provides. The primary goal of the evaluation was to test the impact of the program on students' knowledge, skill development, attitudes, and behaviors. The evaluation consisted of four primary components:

- 1) Student pre-test: This survey was administered to students prior to them participating in the program. It set a baseline for comparison. The test assessed students' understanding of business, their attitudes about entrepreneurship, and their future educational and career goals.
- 2) Student post-test (immediate): This test was administered to students immediately after they completed the program. The test consisted of the same questions as the pre-test, along with some additional post-program measures.
- 3) Student follow-up survey: This survey was administered to students four to six months after they completed the JA program. The goal was to assess intermediate- and long-term impact, including entrepreneurial activity and progress towards career and educational goals.
- 4) Volunteer/Teacher Survey: This survey was administered after the completion of the program to assess program impact from the perspective of the teacher and the volunteer.<sup>1</sup>

The program implementation and evaluation window was from September 2010 to April 2011. The follow-up survey was administered in April 2011. The following document highlights the results of this evaluation.

For the sake of brevity, this survey will refer to the pre-program and post-program tests as “pre-test” and “post-test.”

### **Design**

A pre-/post-test design was used to measure the efficacy of the program. Classrooms in four JA Areas that completed the *JA Company Program* during the evaluation time period were asked to participate in the evaluation process. These JA Areas were chosen based on their willingness and capability (staff time and *JA Company Program* classes scheduled) to participate in the

---

<sup>1</sup> The response rate from the teacher post-program survey was too low to make conclusions about the program's impact from their perspective. Only volunteer results are presented in the report.

evaluation. To measure the immediate impact of the program on students' knowledge, attitudes, and skill development, a geographically diverse sample of students completed a pre-test before participating in the program and a post-test immediately following their completion in the program. Only students who completed both tests were included in the analysis. To measure the impact of the program on students' attitudes, skills, and behavior after a period of time, a follow-up post-test was administered to students about four months after they completed the program (The results of this online survey can be found in Appendix B).

## Instrumentation

The evaluation surveys were created by an external evaluation firm based in Los Angeles, the Evaluation and Training Institute (ETI). The surveys were specifically created to align to the logic model also developed by the firm based on review of the curriculum, interviews with JA National Staff, and previous nationwide formative and summative evaluations of the program. (The logic model is provided in Appendix A.)

The evaluation also included an online survey for volunteers to complete at the end of their JA experience. (This is provided in Appendix C.) This survey asked respondents to provide feedback on the effectiveness of the program, their perception of its impact on students, and their satisfaction with the program.

## Data Collection

The student pre- and immediate post-tests were administered hard-copy by the teacher or volunteer of the participating class. The pre-test included questions that tested students' knowledge of business and finance concepts and their interest in and attitudes about entrepreneurship (see Table 1 example below).

Table 1: Attitudinal Questions Included on Pre-/Post-Test

		Strongly Disagree	Disagree	Agree	Strongly Agree
a.	I plan on starting my own business in the future.	1	2	3	4
b.	I would like to develop my ideas into a business	1	2	3	4
c.	I would rather start my own business than work for someone else.	1	2	3	4
d.	It's important for me to be creative.	1	2	3	4
e.	I like to think of new ways to do things.	1	2	3	4

The post-test was administered in the late fall and included the same questions from the pre-test along with some additional satisfaction and skill-development measures. The post-test was administered immediately following the completion of the *JA Company Program*.

The student follow-up survey and the volunteer survey were both administered online via an online survey platform service provider, Zoomerang. The follow-up survey was administered in April 2011, about four months after the completion of the last *JA Company Program* class. Students were asked on the post-test if they would be willing to complete the follow-up survey and were asked to provide their email addresses if they were interested. A \$10 gift card for iTunes was provided to all students who completed the online survey.

The volunteer survey was administered at the conclusion of the program. This survey assessed program effectiveness, satisfaction, and perceived impact.

### **Evaluation Limitations**

All evaluation studies have their limitations. The key limitations of the current study include: a low sample size of both students and volunteers; a lack of comparison/control group; and a sample size of teachers too low to be considered.

*JA Company Program* is an extensive program that consists of 12 lessons, which Junior Achievement USA suggests be taught once a week over a 12-week period. Because the program is so extensive, the number of JA Area Offices and high schools using this program is limited. For example, in the 2009-2010 school year, 14,504 students participated in this program. The majority of the JA locations using this program were in the Midwest. This smaller pool of participating JA Areas may impact the conclusions that can be drawn from the survey results.

### **Student Sample**

A total of 275 students participated in the program evaluation. These students completed a pre-test prior to starting the program and a post-test at the immediate conclusion of the program. The school where the students attended coordinated the delivery of the program through their local Junior Achievement office. A total of four JA Areas provided data for the evaluation—JA of the Heartland (Moline, IL), JA of Greater Cleveland (Cleveland, OH), JA of the Mississippi Valley (St. Louis, MO), and JA of Southwest Connecticut (Hartford, CT). In addition, 41 students also completed a four-month follow-up survey online. A breakdown of the student sample is provided in Table 2 on the following page.

Table 2: Sample-Size Breakdown

Location	Pre-tests Completed	Immediate Post-tests Completed	Follow-up surveys Completed
All sites	275	275	41
JA of the Heartland	26	26	
JA of Greater Cleveland	70	70	
JA of the Mississippi Valley	78	78	
JA of Southwest Connecticut	101	101	
Follow-up Survey*			41

\*On the post-test, students were asked to provide their email addresses if they were interested in completing a follow-up survey. In April, a minimum of four months after completion of the program, students were emailed a link to complete the online survey. Students were not asked to provide their city/state.

The majority of students (67 percent) who completed the *JA Company Program* were in the 11th or 12th grade. In addition, the majority of students (59 percent) had not previously participated in a Junior Achievement program (see Figure 1 and 2 below).

Figure 1: Grade Level of Participating Students

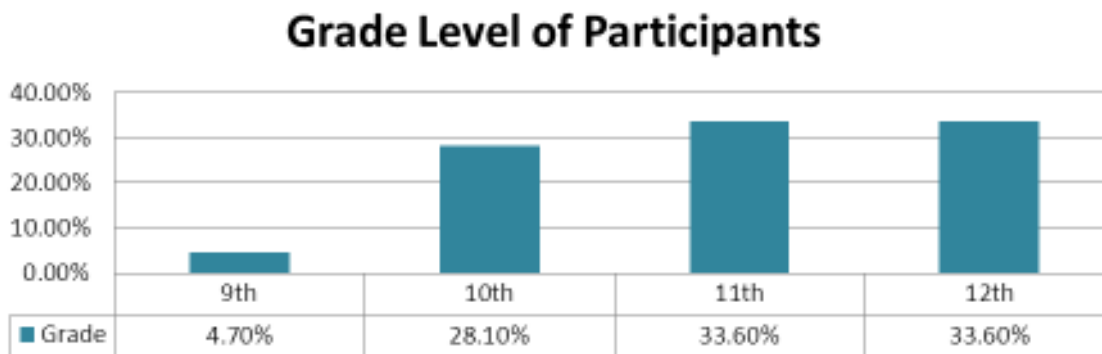
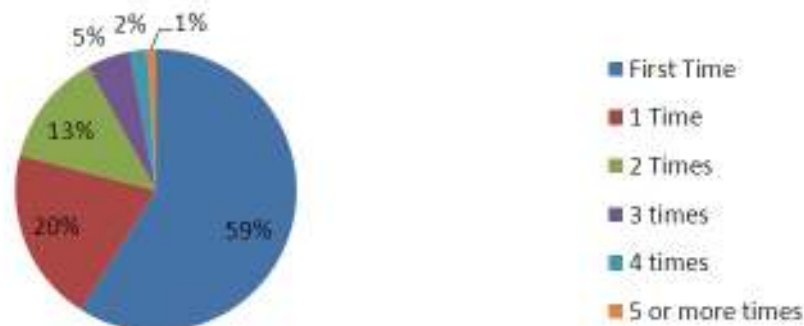


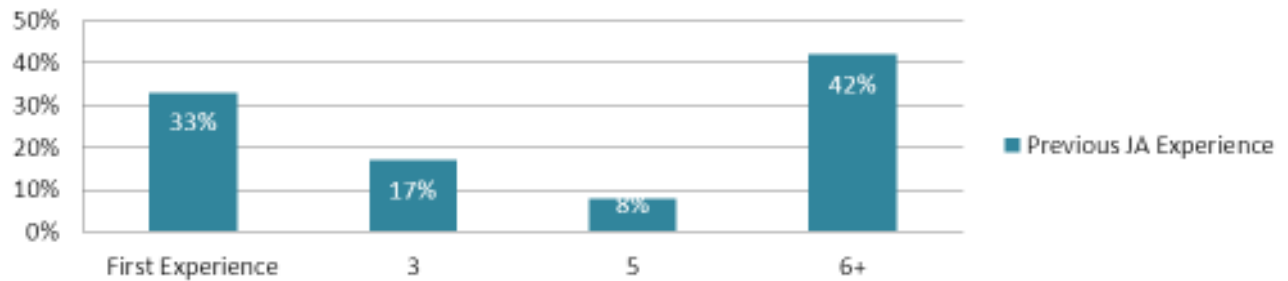
Figure 2: Past JA Participation



## Volunteer Sample

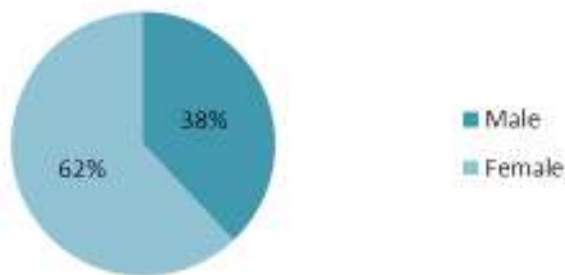
An online survey also was administered to volunteers involved in the program. Thirteen surveys were completed by volunteers with a wide variation in previous JA experience. Almost a third of the respondents were new to Junior Achievement. However, a large portion (42 percent) of respondents had participated in six or more JA programs (see Figure 3).

Figure 3: Past JA Participation



The majority (62 percent) of JA volunteers was female (see Figure 4).

Figure 4: Gender Breakdown



The majority of volunteers (92 percent) taught the program in a team that met once a week (77 percent). (. See Table 3 below and Table 4 on the following page.)

Table 3: Program Delivery

Program Delivery	Number	Percentage
I taught the program by myself	1	8
I worked in a team to deliver the JA program	12	92
Other, please specify	0	0
<b>Total</b>	<b>13</b>	<b>100</b>

Table 4: Program Format

Program Format	Number	Percentage
Once a week	10	77
Twice a week	0	0
Other, please specify <ul style="list-style-type: none"> <li>• 12-week program</li> <li>• Scheduled sessions once per week, plus extra ad hoc sessions as required</li> <li>• Ran program daily for three weeks</li> </ul>	3	23
<b>Total</b>	13	100

## Student Pre-/Post-Test Results

### *Content Questions*

On the pre-/post-test eight, multiple-choice questions were asked to test students' knowledge of business and financial concepts. The questions ranged from definitional to scenario-based questions that required students to apply the concepts they had been introduced to in the program. As indicated by the tables and figure below, the average number of correct questions on the pre-test was 4.2 (53 percent) and 4.9 (62 percent) on the post-test, an increase of 9 percent.

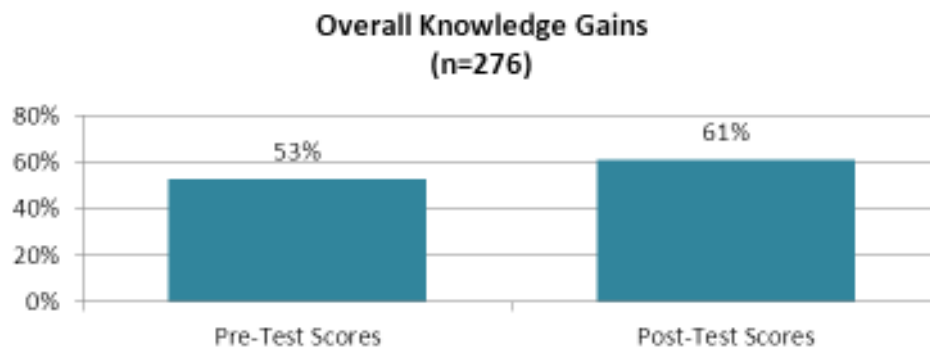
Table 5: Number of Questions Correct

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test total	4.2364	275	1.61837	.09759
	Post-test total	4.9309	275	1.52077	.09171

Table 6: Average Score Pre- Versus Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Avg	275	12.50	100.00	52.9545	20.22958
Post-test Avg	275	12.50	100.00	61.6364	19.00957
Valid N (listwise)	275				

Figure 5: Average Pre- Versus Post-Test Averages



The difference in the overall knowledge gains pre-test versus post-test is statistically significant (see Table 7). In addition, it is important to know whether the statistical difference is large enough to make a “real” difference. While statistical significance tells us the likelihood our findings are not due to chance factors, effect size tells us the relative magnitude of the difference. In education, effect sizes of .30 or higher are often considered meaningful. Effect sizes of .50 are robust, and effect sizes of .80 or greater are considered indisputable evidence that a program is effective.

Effect size was calculated for the difference in means from pre- to post-test for the *JA Company Program*, producing an overall effect size of .4423. The effect size is above .30, indicating that the relative magnitude of the program’s impact is meaningful. In other words, the program can be described as having significantly influenced students’ knowledge in the content areas measured by both tests.

Table 7: Test for Statistical Significance (Paired Samples T Test)

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-test and Post-test	-.68478	1.80260	.10850	-.89839	-.47118	-6.311	275	.000

As indicated by Table 8 on the following page, the average increases in mean scores from pre- to post-tests by JA Area Offices ranged from 5 percent to 16 percent. The largest gains were seen in JA of the Heartland and JA of Cleveland.

Table 8: Pre- Versus Post-Test Scores by JA Area

JA Office		Pre-test Avg	Post-test Avg
JA of the Heartland	Mean	37.9808	53.8462
	N	26	26
	Std. Deviation	19.51947	21.14510
JA of Greater Cleveland	Mean	52.3214	65.7143
	N	70	70
	Std. Deviation	18.09457	14.38436
JA of the Mississippi Valley	Mean	51.6026	58.1731
	N	78	78
	Std. Deviation	19.25552	19.92548
JA of Southwest Connecticut	Mean	58.2921	63.4901
	N	101	101
	Std. Deviation	20.63653	19.73917
Total	Mean	52.9545	61.6364
	N	275	275
	Std. Deviation	20.22958	19.00957

To determine if the grade of the students who participated in the *JA Company Program* had a significant impact on their pre- and post-tests scores, a series of statistical tests were run. As seen in Table 9, the average increase in scores by grade ranged from 6 percent (9th grade) to 11 percent (11th grade). The differences in the scores were statistically significant. On the pre-test, students in the 12th grade scored significantly higher than students in the 10th and 11th grades. On the post-test, students in 12th grade scored significantly higher than students in the 10th grade. (See Tables 9 through 11 for the analyses.)

Table 9: Pre- Versus Post-Test Scores by Grade

Grade Level		PretestAve	PosttestAve
9th	Mean	51.9231	57.6923
	N	13	13
	Std. Deviation	23.29954	16.56620
10th	Mean	47.7273	55.8442
	N	77	77
	Std. Deviation	19.63140	17.15645

11th	Mean	50.8152	61.0054
	N	92	92
	Std. Deviation	20.02783	19.59781
12th	Mean	59.5109	67.3913
	N	92	92
	Std. Deviation	19.11230	18.71164
Total	Mean	52.9197	61.5420
	N	274	274
	Std. Deviation	20.25833	18.97968

Table 10: Significance Testing – Grade level

## ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Pre-test Avg	Between Groups	6493.190	3	2164.397	5.537	.001
	Within Groups	105546.044	270	390.911		
	Total	112039.234	273			
Post-test Avg	Between Groups	5866.708	3	1955.569	5.710	.001
	Within Groups	92475.559	270	342.502		
	Total	98342.267	273			

Table 11: Significance Testing – Post hoc

## Multiple Comparisons

Tukey HSD

Dependent Variable	(I) Grade Level	(J) Grade Level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Pre-test Avg	9th	10th	4.19580	5.92848	.894	-11.1299	19.5215
		11th	1.10786	5.85825	.998	-14.0363	16.2520
		12th	-7.58779	5.85825	.567	-22.7320	7.5564
	10th	9th	-4.19580	5.92848	.894	-19.5215	11.1299
		11th	-3.08794	3.05382	.743	-10.9824	4.8065

		12th	-11.78360*	3.05382	.001	-19.6780	-3.8892
11th	9th		-1.10786	5.85825	.998	-16.2520	14.0363
		10th	3.08794	3.05382	.743	-4.8065	10.9824
		12th	-8.69565*	2.91515	.016	-16.2316	-1.1597
12th	9th		7.58779	5.85825	.567	-7.5564	22.7320
		10th	11.78360*	3.05382	.001	3.8892	19.6780
		11th	8.69565*	2.91515	.016	1.1597	16.2316
Post-test Avg	9th	10th	1.84815	5.54927	.987	-12.4973	16.1936
		11th	-3.31313	5.48354	.931	-17.4886	10.8624
		12th	-9.69900	5.48354	.291	-23.8745	4.4765
	10th	9th	-1.84815	5.54927	.987	-16.1936	12.4973
		11th	-5.16128	2.85848	.273	-12.5507	2.2282
		12th	-11.54715*	2.85848	.000	-18.9366	-4.1577
	11th	9th	3.31313	5.48354	.931	-10.8624	17.4886
		10th	5.16128	2.85848	.273	-2.2282	12.5507
		12th	-6.38587	2.72868	.092	-13.4398	.6680
12th	9th	9.69900	5.48354	.291	-4.4765	23.8745	
		10th	11.54715*	2.85848	.000	4.1577	18.9366
		11th	6.38587	2.72868	.092	-6.680	13.4398

\*. The mean difference is significant at the 0.05 level.

Another test was conducted to determine if students with previous JA experience significantly outperformed their peers on both tests. As shown in the tables below, students with previous JA experience did score higher than their peers, but the difference was not statistically significant (see Table 12).

Table 12: Significance Testing – Previous JA Experience

		Group Statistics			
Previous JA		N	Mean	Std. Deviation	Std. Error Mean
Pre-test Avg.	First Time	155	52.9839	18.35813	1.47456
	Previous JA	110	53.8636	22.18985	2.11572
Post-test Avg.	First Time	155	60.8065	18.41296	1.47896
	Previous JA	110	62.8409	19.85174	1.89279

Looking at the changes from pre- to post-test per question, we see that the difference in scores ranged from 3 percent to 19 percent, with the exception of a question that asked students to identify what a vision statement represented. The questions that showed the largest difference asked students to identify the critical role of stockholders and the formula used for company liquidation. See Table 13 below.

Table 13: Pre- Versus Post-Test Scores by Question

Question	Pre-test % Correct	Post-test % Correct	Difference
Selling shares of stock to get start-up money for a new company is called...	61%	72%	11%
A _____ represents a company's dream of where it wants to go and what it wants to be.	29%	25%	-4%
The work you completed in the scenario above is an example of which of the following?	79%	82%	3%
When a company liquidates, it does which of the following?	69%	79%	10%
By definition, a company must have which of the following?	60%	79%	19%
Using the information above, what are the Bright Ideas Company's total <i>fixed costs</i> for the month of June?	18%	25%	7%
In addition to the information provided in the description above, what additional information would you need to calculate the number of units that must be sold to cover the company's costs?	63%	74%	11%
What is the formula used to calculate the book value of the Bright Ideas Company stock upon liquidation?	46%	58%	12%

### *Entrepreneurial Interest and Attitudes*

Both tests also included a series of questions about students' interest in owning their own business, preferences for future employment, and their interests. As indicated by the results below, after participating in the program students were more likely to agree or strongly agree that they plan to start their own business in the future. The full comparison between pre-test and post-tests per question is provided in Table 14 below.

Table 14: Students' Future Career and Business Plans

Please indicate the extent to which you agree or disagree with the following statements.	Pre-Test Responses (Agree/Strongly Agree)	Post-Tests Responses (Agree/Strongly Agree)
I plan on starting my own business in the future.	58% n=152	63% n=171
I would like to develop my ideas into a business.	76% n=198	78% n=214
I would rather start my own business than work for someone else.	65% n=171	68% n=182
It's important for me to be creative.	91% n=237	91% n=243
I like to think of new ways to do things.	90% n=236	92% n=248

## Post-Test Only Section

The immediate post-test also included a series of questions that asked students to reflect on what they learned from the program and the impact it had on their knowledge, skills, and behaviors. The following tables present the results of those questions.

As demonstrated in Table 15, students indicated that participation in the program increased their ability to work in a team (85 percent), to make good decisions (80 percent), and to think creatively (76 percent). Students also were asked to report the top three skills that were most improved because of their participation in the program. Those were: teamwork (67 percent), effective salesmanship (40 percent), and creative thinking and decision making (both at 36 percent).

Table 15: Students' Changes in Ability

Because of my participation in the <i>JA Company Program</i> , I have increased my ability to...	Post-Test Only				
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Think creatively	3% n=7	3% n=9	19% n=51	49% n=134	27% n=75
Negotiate	3% n=7	3% n=9	20% n=54	48% n=132	27% n=73
Manage my time	3% n=7	7% n=18	21% n=56	41% n=112	28% n=77
Speak in Public	6% n=16	8% n=22	26% n=72	32% n=88	28% n=77
Conduct research	4% n=12	13% n=34	32% n=88	33% n=90	18% n=48
Act as an effective salesperson	3% n=8	5% n=13	17% n=47	43% n=116	32% n=86
Solve problems	2% n=6	5% n=14	20% n=54	43% n=118	29% n=80
Think critically	3% n=7	5% n=13	21% n=57	40% n=111	32% n=87
Work in a team	3% n=8	2% n=6	9% n=26	40% n=111	45% n=124
Be a good decision maker	2% n=5	3% n=8	15% n=40	37% n=103	43% n=119

Table 16: Skill Improvement

Select the <b>three</b> skills that you feel were <b>most improved</b> because of your participation in the <i>JA Company Program</i> .	Number of Respondents	% of Respondents
Creative thinking	n=98	36
Negotiation skills	71	26

Time management	78	29
Public Speaking	72	27
Conducting research	25	9
Effective salesmanship	108	40
Problem solving	63	23
Critical thinking	39	14
Teamwork	181	67
Decision making	98	36

The post-survey also had a series of questions to assess the impact of the program on some of the attitudes and behaviors related to personal finance and entrepreneurship. As shown by the table below, students “agreed” or “strongly agreed” that the program helped them understand that managing their finances is important (83 percent), increased their confidence in their ability to successfully compete in the future workforce (78 percent), and increased their knowledge about entrepreneurship (78 percent).

Table 17: Attitudinal and Behavioral Changes

Because of my participation in the <i>JA Company Program...</i>	Post-Test Only				
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I feel more empowered to take a leadership role in the workforce in the future.	2% n=6	4% n=11	22% n=61	43% n=116	29% n=78
I recognize that knowing how to effectively manage my finances is important.	2% n=4	2% n=6	13% n=36	40% n=109	43% n=118
I am more confident in my ability to act as an effective salesperson.	2% n=4	4% n=12	18% n=49	49% n=134	27% n=75
I have developed or further developed my educational goals.	2% n=6	3% n=9	24% n=64	43% n=117	28% n=76
I have developed or further developed my career goals.	2% n=5	7% n=18	24% n=66	39% n=107	29% n=78
I am more confident in my ability to successfully compete in the workforce in the future.	2% n=5	2% n=4	19% n=51	49% n=135	29% n=79
I know more about entrepreneurship.	2% n=4	3% n=8	18% n=49	42% n=114	36% n=98
I am more interested in owning my own business.	5% n=14	7% n=19	27% n=72	35% n=95	27% n=72

The post-test also asked students about the Personal Action Plan they created in the program and any steps that they had taken to start their own businesses. The Personal Action Plan is an

organizational tool designed to guide and inspire young entrepreneurs to create a strategy for their entrepreneurial venture. A quarter of the students (28 percent and 27 percent respectively) “agreed” or “strongly agreed” that they had revised their Personal Action Plan or had begun taking steps towards starting their own businesses since participating in the program.

Table 18: Future Plans

After completing the <i>JA Company Program</i> ...	Post-Test Only				
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I revised the Personal Action Plan I created in the program AND/OR I created a new one.	6% n=17	15% n=40	51% n=139	20% n=55	8% n=21
I have taken steps toward starting my own business.	9% n=25	24% n=64	41% n=111	20% n=54	7% n=18

The survey also revealed that 72 percent of students “agreed” or “strongly agreed” that the *JA Company Program* positively affected their future education plans and career decisions (64 percent).

Table 19: Future Education and Career Plans

	Post-Test Only				
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The business and entrepreneurial skills I learned in the program have positively influenced my future educational plans.	3% n=7	4% n=12	21% n=58	48% n=132	24% n=65
The business and entrepreneurial skills I learned in the program have positively influenced the decisions I have made about my future career.	2% n=6	4% n=10	30% n=82	40% n=110	24% n=66

The last questions on the immediate post-test asked students for their overall impressions of Junior Achievement. Table 20 presents the data for these questions. The majority of students said Junior Achievement was fun (87 percent), made them aware of career options (75 percent), provided a challenge (72 percent), and connected what they learned in the classroom to real life (72 percent).

Table 20: Impression of Junior Achievement

Are these sentences true for you?	Number of "Yes" Respondents	% of Respondents
Junior Achievement made school more interesting.	n=147	55%
Junior Achievement made me aware of career options.	199	75
Junior Achievement was fun.	231	87
Junior Achievement provided a challenge.	191	72
Junior Achievement connected what I learned in the classroom to real life.	189	72
Junior Achievement helped me prepare for the future.	185	70
Junior Achievement taught me how to manage my money.	174	66
Junior Achievement made me realize the importance of staying in school.	170	64

## Follow-Up Section

A follow-up survey was administered to students four to six months after they completed the Junior Achievement program. The goal of the follow-up survey was to assess intermediate and long-term impact, including entrepreneurial activity and progress towards career and educational goals.

The results of the follow-up survey show some promising trends. As shown in Table 21, one student already had started a business since completing the program; 22 percent of students had completed a business plan for a future business opportunity; 63 percent of students had discussed business ventures with someone else; and 17 percent had worked or modified their Personal Action Plan.

Table 21: Behavioral Outcomes

Since completing the <i>JA Company Program</i> , have you done any of the following?	Number of "Yes" Respondents	% of Respondents
Started a business?	n=1	2
Completed a business plan?	9	22
Talked to anyone about a business idea?	26	63
Revised the Personal Action Plan created in the program and/or created a new one?	7	17

Of the students that had either started a business or completed a business plan, 78 percent based the business off of the same idea as the *JA Company Program* business.

Table 22: Business Plan and Ideas

If you started your own business or developed a business plan, did you base it off the same idea as your <i>JA Company Program</i> business?	Number of Respondents	% of Respondents
Yes	n=7	17
No	2	5
I did not start a business or develop a business plan.	32	78

Like the post-test, the online follow-up survey asked students to select the top three skills they believed were most improved by their participation in the *JA Company Program*. The skills that students reported were most improved remained the same as those reported in the immediate post-test. These skills were creative thinking, effective salesmanship and decision making.

Table 23: Skill Improvement

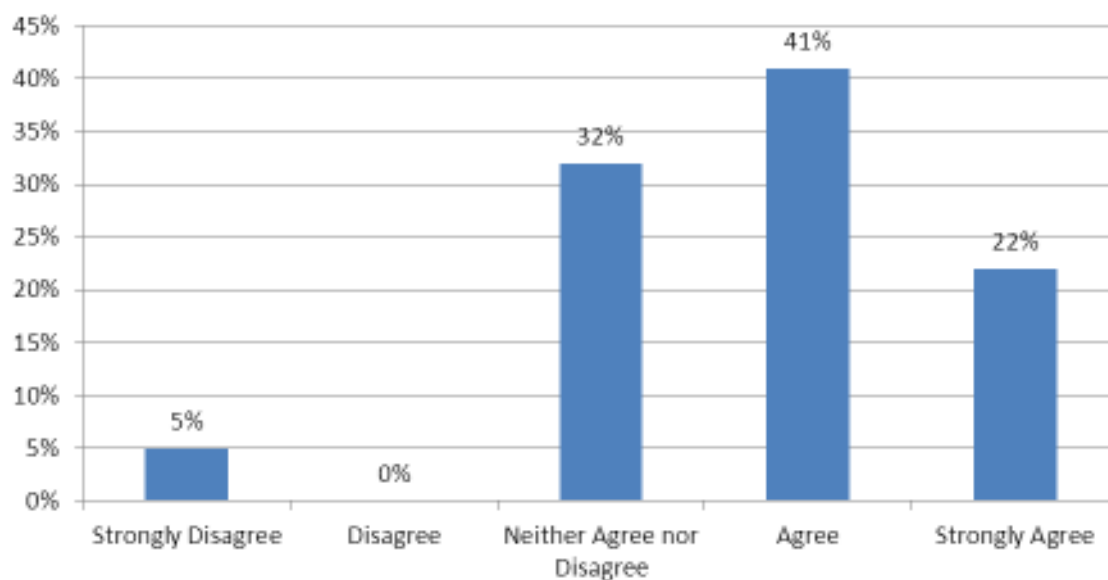
Select the <b>three</b> skills that you feel were <b>most improved</b> because of your participation in the <i>JA Company Program</i> .	Number of Respondents	% of Respondents
Creative thinking	n=20	49
Negotiation skills	8	20
Time management	11	27
Public Speaking	13	32
Conducting research	1	2
Effective salesmanship	19	46
Problem solving	12	29
Critical thinking	10	24
Teamwork	14	34
Decision making	15	37

The follow-up survey also included the questions from the post-test that assessed the impact of the program on students' educational or career plans. Of the students who completed the follow-up survey, 63 percent "agreed" or "strongly agree" that the program positively influenced their

education plans (Figure 6). Students also were given the opportunity to share how the program had influenced their future educational plans. A sample of responses is provided:

- *JA gave me the confidence to pursue a more challenging goal.*
- *The program positively helped me in my personal finance class. I have taken more of an interest in that class, and using what I learned from the program, it may be something I could choose to pursue in the future.*
- *Before entering Junior Achievement I wanted to become an engineer. At the end of Junior Achievement, not only do I want to become an engineer, but I want to open my own engineering company.*
- *It showed me how much I enjoy business and especially finance. I am definitely considering minoring in Finance.*
- *They encouraged me to take a greater leadership role within my school and school activities.*
- *It taught me that you can make a business out of anything. It encouraged me to dedicate part of my college education to areas that interest me most, so that I can make a business out of those interests.*

Figure 6: Program Positively Influenced Future Educational Plans

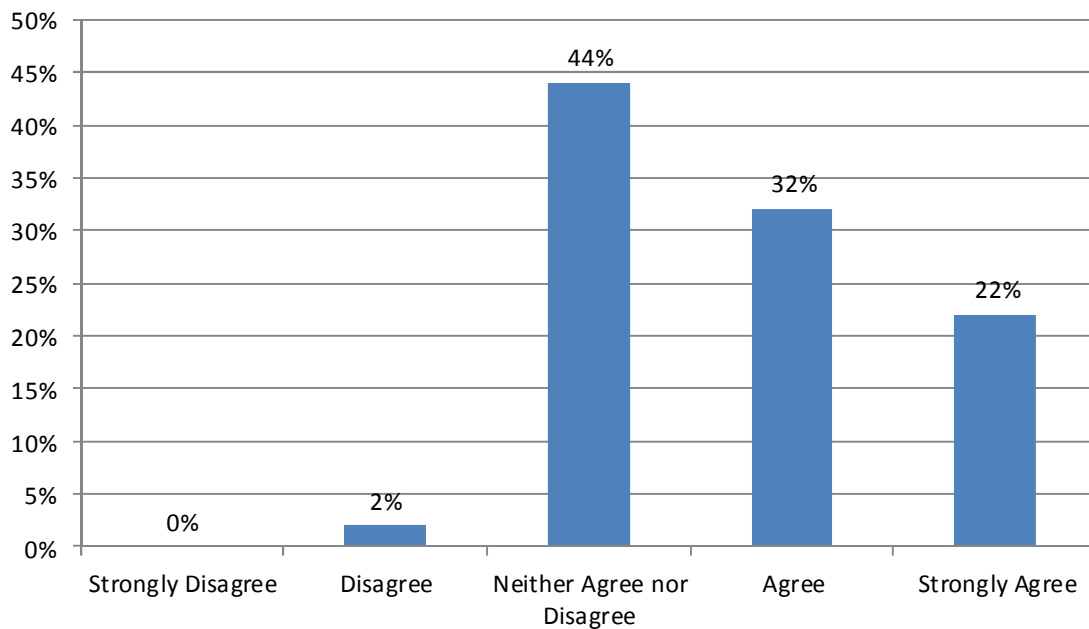


Along with their future educational plans, students also provided feedback on how their future career plans had changed since participating in the program. As demonstrated by Figure 7, more than half of the students (54 percent) reported that the program had positively influenced their future career plans. A sample of comments is provided:

- *When I was vice president, I realize that my career goal has a lot to do with finance. I decided to follow up that path and study accounting.*
- *It has gotten me to think of how I will use my degree once I have earned it (i.e. putting a business plan into action).*

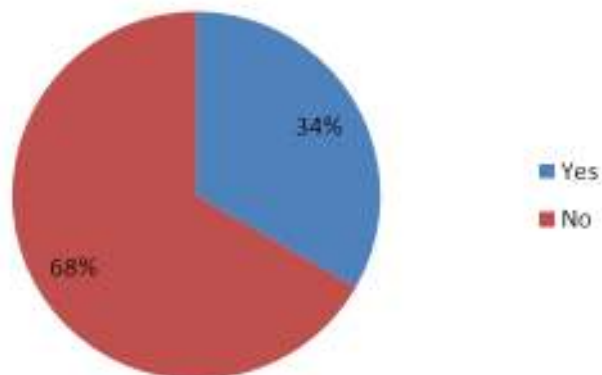
- *It has given me more of an insight into how I can make my future business successful, therefore motivating me to develop a business.*
- *I plan to attend college and major in business to get enough experience to start my own business in the future. I learned different aspects of business at JA.*

Figure 7: Program Positively Influenced Future Career Plans



Students were also asked, “Did the program change your future education or career goals?” Thirty-four percent of students reported that the program changed their future education and/or career goals, as shown in Figure 8.

Figure 8: Change of Future Education or Career Goals



The students who answered that the program had changed their future education or career goals shared the following comments:

- *I previously wanted to major in the medical field but was still undecided whether I liked business, and JA helped me assure myself that business is my passion.*
- *I have thought more about what I would want to do with my life during and even after college.*
- *The program changed how I continued my finance class. I better understand the topics being discussed. There is another course that follows; it is something that I am looking into.*
- *I was not planning on majoring in business or even running a business and now I am doing both.*
- *My main career goal was in fashion, but through JA, I learned that I could use my fashion skills and open a store and eventually run a successful business when the time comes.*

On the follow-up survey, 100 percent of the students reported that the information they learned in the *JA Company Program* was useful for their future. When asked to describe how this new knowledge will be used, the following responses were given:<sup>2</sup>

- *To hopefully begin my own business and be successful as a business woman, as well as a functioning and dedicated citizen.*
- *The information I learned can help me in deciding what to do in college and if I want to either help someone start a business or even start my own business.*
- *With the public speaking and salesmanship skills I have learned, I can implement them into careers, projects or even side jobs.*
- *Opened my mind to new things. I never imagined that I would enjoy business.*
- *I learned a lot from my mistakes or errors in creating a product with a team.*
- *I learned that it was hard to run a company and that it takes real hard effort and perseverance.*
- *All occupations revolve around business, so at one point I may be on a design team or a management team to where I need basic business skills.*
- *The information I learned in Junior Achievement will be useful to me every time I am negotiating something, whether it's distribution of chores or actual business decisions when I am older.*

The final question on the follow-up student survey asked, “What was the most useful thing you learned from participating in the *JA Company Program*?” The responses demonstrated the significant impact the program had on students’ educational plans, career interests, and skill development. Some of the specific student responses were:

- *The most useful concept that I learned from JA is that anyone has the power to have their own business and no one has to be rich in order to do so.*
- *The most useful thing I learned was the importance of communication needed within a company to make that one company successful.*
- *I think JA really helped me with my presentation skills, above all. Though I also developed greatly in my ability to work with a team, lead individuals, and solve problems, I think the skill*

---

<sup>2</sup> These are a sample of responses that represent the general themes of the total student responses received.

*that is most useful is public speaking. I am now able to publicly address issues and people and express and argue my ideas in an intelligent and considerate way.*

- *The actuality of working with people. And realizing it's not simple. It takes time and patience.*
- *How a real business really works and how it's not as easy as it looks. You really have to work as a team, and communication and compromise is very important.*
- *How to budget money and think about your short-term and long-term goals.*
- *That it's important to keep your employees united and happy to come to work, as well as well-organized. And it's always important to make a goal plan.*

## Volunteer Post-Program Survey

A post-program survey was administered to volunteers immediately after the program to assess program impact and satisfaction. The following section highlights the results from that survey.

### *Program Implementation*

Just under half of the volunteers (46 percent) said they used non-JA materials to supplement the program curriculum. The types of non-JA materials used are presented in the table below, with online resources or “other” being the most common. The volunteers were also asked how often these materials were used. Of the forty-six percent, eighty-six percent of the volunteers reported using non-JA materials for several of the sessions.

Table 24: Type of Non-JA Material Used

What types of non-JA materials did you use as supplements (Select all that apply)?	Number of Respondents	% of Respondents
Newspapers	n=0	0%
Magazines	0	0
Online resources	5	83
Advertisements	0	0
Maps	0	0
Video	0	0
Other, Please specify – Guest Speakers, Real Annual Reports, PowerPoint Slide decks, worksheets.	3	50

### *Understanding of Volunteer Role*

Understanding the role of the volunteer process and receiving adequate training are vital to the success of the program. On the post-test, 69 percent of volunteers said they understood their role, and 54 percent “agree” or “strongly agree” that they received adequate training for the JA program (see Table 25).

Table 25: Volunteer Role and Training

Please rate your agreement to the following statements:	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I understood my role as volunteer.	15% n=2	12% n=2	--	31% n=4	38% n=5
I received adequate training to deliver the JA program.	15% n=2	23% n=3	8% n=1	23% n=3	31% n=4

### *Session Objectives*

Volunteers were asked how well the program met the session objectives. Overall, the volunteers reported the following objectives were moderately or thoroughly addressed:

- Students will be able to effectively market a product or service (92 percent).
- Students will be able to compile an Annual Report (92 percent).
- Students will be able to describe a company’s departmental structure and associated leadership roles (85%).

Volunteers reported session objectives that were not as thoroughly addressed included:

- Students will be able to create a Personal Action Plan.
- Students will be able to conduct market research to isolate a target market.

Table 26: Session Objectives Addressed

Students will be able to...	Not addressed at all	Slightly addressed	Moderately addressed	Thoroughly addressed
determine how fundamental leadership principles create an effective company environment.	--	23% n=3	54% n=7	23% n=3
describe a company’s departmental structure and associated leadership roles.	--	15% n=2	31% n=4	54% n=7
complete the steps in starting a business.	--	15% n=2	38% n=5	46% n=6
identify a product or services based on market need.	8% n=1	8% n=8	38% n=5	46% n=6
create a business plan.	--	31% n=4	54% n=7	15% n=2
conduct market research to isolate a target market.	15% n=2	38% n=5	23% n=3	23% n=3

monitor the ongoing success of an entrepreneurial venture.	--	31% n=4	38% n=5	31% n=4
effectively market a product or service	--	8% n=1	54% n=7	38% n=5
create a Personal Action Plan.	23% n=3	46% n=6	15% n=2	15% n=2
successfully complete the steps in dissolving a business.	--	15% n=2	46% n=6	38% n=5
compile an Annual Report.	--	8% n=1	46% n=6	46% n=6

### *Impact of Curriculum*

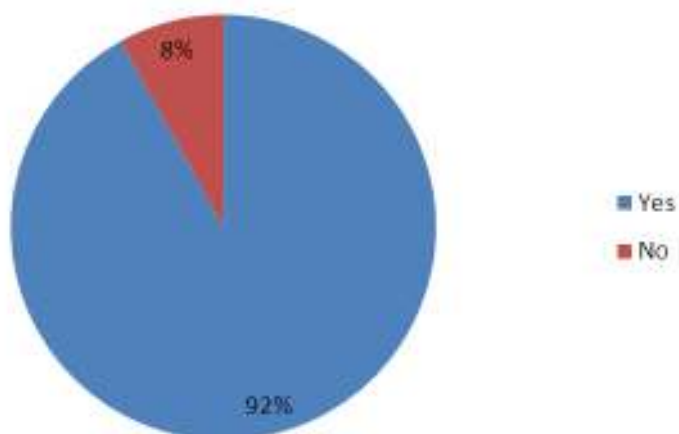
On the post-survey, volunteers were also asked to rate the overall instructional materials and impact of the curriculum on participating students. The greatest impacts of the program, volunteers reported, were: the JA curriculum exposed students to new career possibilities (92 percent); helped prepare students to be successful in the future (92 percent); and encouraged students' creativity (85 percent).

Table 27: Impact of Curriculum

Please rate your agreement to the following statements:	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The JA curriculum connects what students learn in the classroom with the outside world and their future.	8% n=1	--	8% n=1	46% n=6	38% n=5
The JA curriculum reinforces the value of an education.	8% n=1	--	15% n=2	46% n=6	31% n=4
The JA curriculum helps prepare students to be successful in the future.	8% n=1	--	--	54% n=7	38% n=5
The JA curriculum encourages students' creativity.	8% n=1	--	8% n=1	62% n=8	23% n=3
The JA curriculum exposes students to new career possibilities.	8% n=1	--	--	38% n=5	54% n=7
The JA curriculum helps prepare students' to make good decisions about money.	8% n=1	--	8% n=1	69% n=9	15% n=2

Volunteers overwhelmingly agreed (92 percent) that Junior Achievement had a positive impact on students.

Figure 9: Positive Impact on Students



To gather more details about the impact of the program, the volunteers were asked how the program had positively influenced students. Below are some of the comments:

- *It encourages students to become leaders.*
- *JA representatives should be in every session in the Company program, engaging the students, talking about their ideas, stimulating the students. This keeps the students interest, engages them more, gives them a different perspective from the one that the consultants present, and helps student-retention rates in the program.*
- *Gives them skills to understand business; looks good on college apps.*
- *Allows the kids to be creative and learn various things about corporations and real-life situations.*
- *Real-life examples of how to make money; in fact, shows what a profit is. Work as a team.*
- *I think those students who actively participate in the program get the most out of it. I think it helps students realize how complicated some parts of business are and what they might be interested in.*

### *Student Engagement*

The volunteer post-program survey also included several questions to assess student engagement. As presented in Table 28, volunteers reported that the students appeared to understand the concepts presented (85 percent) and were engaged during the activities (76 percent).

Table 28: Student Engagement

Please rate your agreement to the following statements:	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Students appeared interested in the curriculum.	--	23% n=3	8% n=1	46% n=6	23% n=3
Students were engaged during the activities.	--	8% n=1	15% n=2	38% n=5	38% n=5

Students were engaged during discussion.	8% n=1	--	23% n=3	46% n=6	23% n=3
Students appeared to understand the concepts presented.	8% n=1	--	8% n=1	77% n=10	8% n=1

### *Skill Development*

While students were able to self-report their skill development on the post-test, volunteers also were asked to indicate their level of agreement on whether students had developed certain skills in the program. Overall, 92 percent of volunteers believed students had developed their problem-solving, leadership, and entrepreneurial skills. Volunteers reported the skills most improved included: teamwork (85 percent), leadership (46 percent) and entrepreneurial skills (46 percent).

Table 29: Skill Development

From your perspective, students participating in the program developed or improved the following skills:	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Teamwork	--	8% n=1	8% n=1	62% n=8	23% n=3
Decision making	--	8% n=1	8% n=1	77% n=10	8% n=1
Problem solving	--	8% n=1	--	77% n=10	15% n=2
Critical thinking	--	8% n=1	15% n=2	62% n=8	15% n=2
Interpersonal communication skills	--	8% n=1	15% n=2	54% n=7	23% n=3
Financial literacy skills	--	8% n=1	15% n=2	62% n=8	15% n=2
Leadership skills	--	8% n=1	--	69% n=9	23% n=3
Entrepreneurial Skills	--	8% n=1	--	54% n=7	38% n=5

Table 30: Top Three Skills

Select the <b>three</b> skills that you feel students were <b>most improved</b> because of their participation in the <i>JA Company Program</i> .	Number of Respondents	% of Respondents
Teamwork	n=11	85%
Decision making	3	23
Problem solving	4	31

Critical Thinking	1	8
Interpersonal communication skills	3	23
Financial literacy skills	5	38
Leadership skills	6	46
Entrepreneurial skills	6	46

### *Volunteer Satisfaction*

To assess program satisfaction, volunteers were asked whether they would be willing to teach the *JA Company Program* again. Overall, 92 percent of volunteers said that they would.

### *Program Recommendations*

On the post-survey, volunteers also were asked how the program could be improved. The following responses were given:

- *Put the onus on the students to deliver. The structure of the program as it stands is such that the responsibility seems to fall on the volunteer. JA directs volunteer, volunteer directs student, student completes, volunteer delivers. If volunteer were removed as a middle man and communications went straight to student with volunteer cede, I believe the program would teach more responsibility and things would be clearer for student.*
- *Easier-to-use materials. Less text-heavy.*
- *The program is quite outdated and does not match the technology used in their school systems nor the actual business world. Key business principles were not taught; i.e. revenue vs. profit. Also the group lacked motivated individuals. Many students were there because their parents forced them, and they were impossible to engage.*
- *The materials were great, but we seemed to run out of time to cover all the necessary portions of the early lessons. Also, due to new federal laws (Healthy Kid Act) many of the approved products are not allowed to be sold or delivered during school hours. This made it difficult to find an appropriate product, especially when competing with various other organizations and JA programs that were selling items at the same time.*
- *Overhaul the manual so as to limit the information; more clearly lay out deliverables; make students accountable for deliverables, not adults.*
- *The administrative record should be converted to an Excel document.*

### *Additional Comments/Suggestions*

Finally, volunteers were asked for any additional comments or suggestions. The following comments were made:

- *Great program overall. Everyone always has fun, and you can always see students develop in big ways for some and little ways for others.*

- *Utilize modern technology to show the students how to maximize the use of it, i.e., Excel. Look into college business curriculums to see what could give these students a boost prior to reaching college.*
- *Share best practices among various JA Company programs; have periodic socials for JA Company consultants from various sponsoring companies; and enhance training for new and returning consultants.*

## Conclusions

Overall, the *JA Company Program* was successful at demonstrating the importance of how businesses function, the structure of the U.S. free enterprise system, and the benefits it provides. Below are the main highlights from the report:

- The program can be described as having significantly influenced students' knowledge in the content areas measured by the pre- and post-test.
- The average increase from pre- to post-test by JA Area ranged from 5 percent to 16 percent.
- Students with previous JA experience did score higher on the pre- and post-test than their peers, but the difference was not statistically significant.
- The largest difference in pre- to post-test involved questions that asked students to identify the critical role of stockholders and the formula used for company liquidation.
- After participating in the program, students were more likely to "agree" or "strongly agree" that they plan to start their own business in the future.
- Students indicated that participation in the *JA Company Program* increased their ability to work in a team (85 percent), to be a good decision maker (80 percent), and to think creatively (76 percent).
- Improvement into the top skills reported by students included teamwork (67 percent), effective salesmanship (40 percent), and creative thinking decision making (both at 36 percent).
- Students "agreed" or "strongly agreed" that the program helped them understand that managing their finances is important (83 percent), increased their confidence in their ability to successfully compete in the future workforce (78 percent), and increased their knowledge about entrepreneurship (78 percent).
- Seventy-two percent of students "agreed" or "strongly agreed" that the *JA Company Program* positively affected their future education plans and positively influenced their decision about their future career (64 percent).
- The majority of students reported that Junior Achievement was fun (87 percent), made them aware of career options (75 percent), provided a challenge (72 percent), and connected what they learned in the classroom to real life (72 percent).
- The results of the follow-up survey show some promising trends. One student had already started a business since completing the program; 22 percent of students had

completed a business plan for a future business opportunity; 63 percent of students had discussed business ventures with someone else; and 17 percent had worked or modified their Personal Action Plan.

- Of the students who had either started a business or completed a business plan, 78 percent based the business off the same idea as the *JA Company Program* business.
- Of the students who completed the follow-up survey, 63 percent said the program positively influenced their education plans.
- One hundred percent of the students reported the information they learned in the *JA Company Program* was useful for their future.
- Sixty-nine percent of volunteers said they understood their role and 54 percent “agree” or “strongly agree” they received adequate training for the JA program.
- The greatest impact of the program, from the perspective of the volunteer, was that the JA curriculum exposed students to new career possibilities (92 percent); helped prepare students to be successful in the future (92 percent); and encouraged students’ creativity (85 percent).
- Volunteers overwhelmingly agreed (92 percent) that Junior Achievement had a positive impact on students.
- Overall, 92 percent of volunteers believed students had developed their problem solving, leadership, and entrepreneurial skills.
- According to volunteers, the skills that were most improved included teamwork (85 percent), leadership (46 percent) and entrepreneurial skills (46 percent).
- Overall, 92 percent of volunteers indicated they would participate as a JA volunteer again.

## APPENDIX A



## JA Company Program Program Logic Model

### Needs of Target Population

- Lack of high quality programs for youth that challenge them to analyze personal opportunities and responsibilities within a student-led company.
- Lack of high quality programs for youth that address entrepreneurship and work readiness.
- Inadequate preparation of youth to understand the relationship between their current education and their successful participation in a global economy.

### Resources

- High school age students
- A program kit for a classroom of 24 students that includes detailed lesson plans for volunteers and teachers and student workbooks and other materials
- Interactive and take-home materials for students, including an online career assessment
- Trained volunteers with experience to teach business and entrepreneurial skills
- JA Member Office Staff
- JA Worldwide® Headquarters
- Existing school and community partnerships

### Key Strategies

- A program with 12 90-120 minute long, largely student-led, meetings designed to meet the following broad learning objectives:
  - *Students apply their business and entrepreneurial skills to education, career, and service pursuits.*
  - *Students recognize the significance of personal responsibility and financial literacy in making positive life decisions.*
- Students receive support and guidance of volunteer consultants from the local business community.
- The inclusion of extended learning opportunities to enhance and expand core activities.

### Immediate Outcomes (immediately following program implementation)

#### Knowledge Acquisition:

- Students demonstrate an understanding of what it takes to engage in a social enterprise.
- Students report an improved ability to carry out core tasks related to engaging in a social enterprise.
- Students demonstrate an understanding of leadership principles and can identify leadership skills.

#### Skill Development:

- Students report an improved ability in the following areas: creative thinking, negotiation skills, time management, public speaking, and conducting research (about their community or product idea).
- Students report an improved ability to act as an effective salesperson.
- Students report an improved ability to problem-solve.
- Students report an improved ability to think critically.
- Students report an improved ability to work in a team.
- Students report an improved ability to make decisions.

#### Attitudinal Changes:

- Students report an increased sense of empowerment to take a leadership role in the workforce.
- Students recognize the significance of personal responsibility and financial literacy in making positive life decisions.
- Students report increased confidence in their ability to act as an effective salesperson.
- Students report that they have developed educational aspirations.
- Students report that they have developed career aspirations.
- Students report an increased confidence in their ability to successfully compete in the future workforce.
- Students report an increased awareness of entrepreneurship.
- Students report an increased interest in entrepreneurship.

### Intermediate Outcomes

#### Behavioral Changes:

- Students report that they have refined or revised the Personal Action Plan they created in the program or have created a new one since.
- Students report that they have taken steps toward implementing their own entrepreneurial venture.
- Students report that they have directly or indirectly applied their business and entrepreneurial skills to their current educational path.
- Students report that their business and entrepreneurial skills have influenced their educational pursuits.
- Students report that their business and entrepreneurial skills have influenced their career pursuits.

### Long-term Outcomes (6+ years after program participation)

- Former JA participants act on their educational and career aspirations.
- Former JA participants demonstrate personal and financial responsibility in the following ways: high credit scores, asset accumulation, strong investment portfolio, and low debt.
- Former JA participants actively participate in the economy through the accumulation of wealth, use of credit, philanthropic giving, and volunteering of time.

### Ultimate Impact

- Increased number of empowered youth around the world capable of successfully participating in a global economy.
- Increased number of youth around the world with the foundational skills needed to be successful members of their community.
- Increased number of youth around the world who are aware of the importance of entrepreneurship to local and national economies.

Context: After-school and school-based setting; stand-alone program; hands-on, interactive activities led by volunteers; interdisciplinary program that supports the attainment of academic standards in business, social studies, reading, writing, and mathematics.

## APPENDIX B

## JA Company Program<sup>®</sup> Student Pre-Test

### Student Information

1. What are the first three letters of your **last** name?

--	--	--

2. When were you born?

						1	9		
<b>Month</b>			<b>Day</b>			<b>Year</b>			

4. What grade are you in? (*Please check only one.*)

9<sup>th</sup>    10<sup>th</sup>    11<sup>th</sup>    12<sup>th</sup>    Other \_\_\_\_\_

7. **NOT** including this program, how many times have you participated in Junior Achievement?

This is my first time    1    2    3    4    5 or more

### Knowledge Questions (Please Check the Correct Answer.)

1. Selling shares of stock to get start-up money for a new company is called:

- Liquidation
- Bankruptcy
- Capitalization
- Dividends

2. A \_\_\_\_\_ represents a company's dream of where it wants to go and what it wants to be.

- mission statement
- business plan
- stock portfolio
- vision statement

**Read the statement below and then answer Question 5.**

You are the head of the Marketing Department at a start-up company that produces and distributes organic baked goods to supermarkets across the state. To ensure success, you identify your target market as supermarkets that already carry organic goods, you develop an advertising plan that includes distributing free samples in target supermarkets, and you project the number of boxed baked goods you think your company will sell.

3. The work you completed in the scenario above is an example of which of the following?

- Market strategy
- Liquidation
- Capitalization
- Cost-benefit analysis

4. When a company liquidates, it does which of the following?
- Streamlines its processes to be more fluid
  - Counts the number of finished products
  - Converts company assets to cash
  - Obtains additional funding to purchase new assets
5. By definition, a company must have which of the following?
- Stockholders
  - Many branch offices
  - Large capital assets
  - Government subsidies

**Read the statement below and then answer Questions 13 and 14.**

The Bright Ideas company has decided to sell specialty high-tech light bulbs that use a new infrared technology. The company is comprised of 10 employees who work 30 hours a week and are paid \$12/hour. The marketing department requires \$200 a month for supplies and rent for office space is \$500 a month. For the month of June, the company sold 150 light bulbs and paid its employees a 10% sales commission and is responsible for a sales tax rate of 5%.

6. Using the information above, what are the Bright Ideas company's total *fixed costs* for the month of June?
- \$3,600
  - \$4,300
  - \$4,300 plus 5% sales tax rate
  - \$4,300 plus 10% sales commission and 5% sales tax rate
7. In addition to the information provided in the description above, what additional information would you need to calculate the number of units that must be sold to cover the company's costs?
- The number of salespeople employed by Bright Ideas
  - The net price of the light bulbs
  - The state where Bright Ideas is located
  - Information on the retail company buying Bright Ideas' light bulbs

**Read the statement below and then answer Question 17.**

The Bright Ideas company has decided to close shop after 30 years in the business despite records sales of its newest product—an infrared light bulb. Their financial records reveal that there is a net profit of \$75,000 after company bonuses are paid. Capital stock totals \$10,000 and there are 250 shares of stock sold in the company.

8. What is the formula used to calculate the book value of the Bright Ideas company stock upon liquidation?
- (net profit after bonuses + capital stock)/shares of stock
  - (capital stock + shares of stock)/net profit after bonuses
  - net profit/number of years in business
  - number of employees/(number of years in business/shares of stock)

9. Please indicate the extent to which you agree or disagree with the following statements.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
a. I plan on starting my own business in the future.	1	2	3	4
b. I would like to develop my ideas into a business	1	2	3	4
c. I would rather start my own business than work for someone else.	1	2	3	4
d. It's important for me to be creative.	1	2	3	4
e. I like to think of new ways to do things.	1	2	3	4

10. One or both of my parents/guardians own their own business?

- Yes  
 No

**Thank You!**

## JA Company Program<sup>®</sup> Student Post-Test

### Student Information

3. What are the first three letters of your **last** name?

--	--	--

4. When were you born?

						1	9		
<b>Month</b>			<b>Day</b>			<b>Year</b>			

4. What grade are you in? (*Please check only one.*)

9<sup>th</sup>    10<sup>th</sup>    11<sup>th</sup>    12<sup>th</sup>    Other \_\_\_\_\_

7. **NOT** including this program, how many times have you participated in Junior Achievement?

This is my first time    1    2    3    4    5 or more

### Knowledge Questions (Please Check the Correct Answer.)

11. Selling shares of stock to get start-up money for a new company is called:

- Liquidation
- Bankruptcy
- Capitalization
- Dividends

12. A \_\_\_\_\_ represents a company's dream of where it wants to go and what it wants to be.

- mission statement
- business plan
- stock portfolio
- vision statement

**Read the statement below and then answer Question 5.**

You are the head of the Marketing Department at a start-up company that produces and distributes organic baked goods to supermarkets across the state. To ensure success, you identify your target market as supermarkets that already carry organic goods, you develop an advertising plan that includes distributing free samples in target supermarkets, and you project the number of boxed baked goods you think your company will sell.

13. The work you completed in the scenario above is an example of which of the following?

- Market strategy
- Liquidation
- Capitalization
- Cost-benefit analysis

14. When a company liquidates, it does which of the following?
- Streamlines its processes to be more fluid
  - Counts the number of finished products
  - Converts company assets to cash
  - Obtains additional funding to purchase new assets
15. By definition, a company must have which of the following?
- Stockholders
  - Many branch offices
  - Large capital assets
  - Government subsidies

**Read the statement below and then answer Questions 13 and 14.**

The Bright Ideas company has decided to sell specialty high-tech light bulbs that use a new infrared technology. The company is comprised of 10 employees who work 30 hours a week and are paid \$12/hour. The marketing department requires \$200 a month for supplies and rent for office space is \$500 a month. For the month of June, the company sold 150 light bulbs and paid its employees a 10% sales commission and is responsible for a sales tax rate of 5%.

16. Using the information above, what are the Bright Ideas company's total *fixed costs* for the month of June?
- \$3,600
  - \$4,300
  - \$4,300 plus 5% sales tax rate
  - \$4,300 plus 10% sales commission and 5% sales tax rate
17. In addition to the information provided in the description above, what additional information would you need to calculate the number of units that must be sold to cover the company's costs?
- The number of salespeople employed by Bright Ideas
  - The net price of the light bulbs
  - The state where Bright Ideas is located
  - Information on the retail company buying Bright Ideas' light bulbs

**Read the statement below and then answer Question 17.**

The Bright Ideas company has decided to close shop after 30 years in the business despite records sales of its newest product—an infrared light bulb. Their financial records reveal that there is a net profit of \$75,000 after company bonuses are paid. Capital stock totals \$10,000 and there are 250 shares of stock sold in the company.

18. What is the formula used to calculate the book value of the Bright Ideas company stock upon liquidation?
- (net profit after bonuses + capital stock)/shares of stock
  - (capital stock + shares of stock)/net profit after bonuses
  - net profit/number of years in business
  - number of employees/(number of years in business/shares of stock)

19. Please indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I plan on starting my own business in the future.	1	2	3	4
b. I would like to develop my ideas into a business	1	2	3	4
c. I would rather start my own business than work for someone else.	1	2	3	4
d. It's important for me to be creative.	1	2	3	4
e. I like to think of new ways to do things.	1	2	3	4

20. One or both of my parents/guardians own their own business?

- Yes  
 No

**We are interested in learning about the skills you may or may not have acquired during the JA Company Program. Please answer the following questions honestly.**

21. Please rate your level of agreement as it relates to the statements below.

Because of my participation in the JA Company Program I have increased my ability to...	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Think creatively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Negotiate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manage my time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speak in public.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Act as an effective salesperson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Think critically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work in a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be a good decision maker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Select the 3 skills that you feel were **most improved** because of your participation in the JA Company Program.

	Please put an X next to the 3 skills that were most improved
Creative thinking	
Negotiation skills	
Time management	
Public speaking	
Conducting research	
Effective salesmanship	
Problem-solving	
Critical thinking	
Teamwork	
Decision-making	

**23. Please rate your level of agreement as it relates to the statements below.**

<b>Because of my participation in the <i>JA Company Program...</i></b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
I feel more empowered to take a leadership role in the workforce in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I recognize that knowing how to effectively manage my finances is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am more confident in my ability to act as an effective salesperson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have developed or further developed my educational goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have developed or further developed my career goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am more confident in my ability to successfully compete in the workforce in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know more about entrepreneurship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am more interested in owning my own business.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**24. Please rate your level of agreement as it relates to the statements below.**

<b>After completing the <i>JA Company Program...</i></b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
I revised the Personal Action Plan I created in the program AND/OR I created a new one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have taken steps toward starting my own business.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**25. Please rate your level of agreement as it relates to the statements below.**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
The business and entrepreneurial skills I learned in the program have positively influenced my future educational plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The business and entrepreneurial skills I learned in the program have positively influenced the decisions I have made about my future career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. Was the information you learned useful for your future?  Yes  No

27. How will you use the information?

28. Did the program change your future education or career goals?  Yes  No

29. If yes, how?

<b>Are these sentences true for you?</b>				
<b>Please check the box that applies to you.</b>		<b>Yes</b>	<b>No</b>	<b>I don't know</b>
34.	Junior Achievement made school more interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35.	Junior Achievement made me aware of career options.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.	Junior Achievement was fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	Junior Achievement provided a challenge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.	Junior Achievement connected what I learned in the classroom to real life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.	Junior Achievement helped me prepare for the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40.	Junior Achievement taught me how to manage my money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41.	Junior Achievement made me realize the importance of staying in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Would you be willing to participate in an online follow-up survey in 4 months? If you opt-in to this survey you will be entered into a drawing to receive a \$10 iTunes gift card. If interested, please provide the following information:**

Name: \_\_\_\_\_

Email Address: \_\_\_\_\_

What is the best way to send the survey to you?

Email

Facebook. If you choose this option, please provide your profile name: \_\_\_\_\_

Other (please specify): \_\_\_\_\_

**Thank You!**

## JA Company Program<sup>®</sup> Student Follow-up Survey

### Student Information

5. What are the first three letters of your **last** name?

--	--	--

6. When were you born?

						1	9		
Month			Day			Year			

7. Approximately when did you finish the *JA Company Program*?

- August 2010       September 2010       October 2010       November 2010  
 December 2010       January 2011       February 2011       March 2011  
 Unsure

### Questions about Program (Please check your answer choice)

8. Since completing the *JA Company Program* have you done any of the following?

	Yes	No
a. Started your own business.	<input type="checkbox"/>	<input type="checkbox"/>
b. Completed a business plan	<input type="checkbox"/>	<input type="checkbox"/>
c. Talked to anyone else about a business idea	<input type="checkbox"/>	<input type="checkbox"/>
d. Revised the Personal Action Plan created in the program AND/OR created a new one.	<input type="checkbox"/>	<input type="checkbox"/>

9. If you started your own business or developed a business plan, did you base it off the same idea as your *JA Company Program* business?

- Yes       No       I did not start a business or develop a business plan

10. Select the **3** skills that you feel were **most improved** because of your participation in the *JA Company Program*.

	Please put an X next to the 3 skills that were most improved
Creative thinking	
Negotiation skills	
Time management	
Public speaking	
Conducting research	
Effective salesmanship	
Problem-solving	
Critical thinking	
Teamwork	
Decision-making	

11. Please rate your level of agreement as it relates to the statement below.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The business and entrepreneurial skills I learned in the program have positively influenced my future educational plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. If you *agreed* or *strongly agreed* with the above statement, how did the program positively influence your educational plans?

13. Please rate your level of agreement as it relates to the statement below.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The business and entrepreneurial skills I learned in the program have positively influenced the decisions I have made about my future career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. If you *agreed* or *strongly agreed* with the above statement, how did the program positively influence your career plans?

15. Was the information you learned in the *JA Company Program* useful for your future?

Yes       No

16. How will you use the information?

17. Did the program change your future education or career goals?       Yes       No

18. If yes, how?

19. In your opinion, what was the most useful thing you learned from participating in the *JA Company Program*?

]

**Thank you for your feedback! You will be sent a link to access your iTunes gift card.**

## APPENDIX C

## JA Company Program<sup>®</sup> Volunteer Post-Program Survey

1. Please identify your JA office: \_\_\_\_\_
2. What is your school's name? \_\_\_\_\_
3. How many JA programs have you taught?
  - This is the first
  - 2
  - 3
  - 4
  - 5
  - 6+
4. What is your gender?
  - Male
  - Female
5. Grade level that received JA program:
  - 9th
  - 10th
  - 11th
  - 12th
  - Other, please specify \_\_\_\_\_
6. Please select the format this program was delivered:
  - Once a week
  - JA in a day
  - Twice a week
  - Other, please specify \_\_\_\_\_
7. Did you teach the program by yourself or in a team?
  - I taught the program by myself.
  - I worked in a team to deliver the JA program.
  - Other, please specify \_\_\_\_\_
8. Did you use non-JA materials to supplement the program curriculum? (If no, go to question #11)
  - Yes
  - No
9. What types of non-JA materials did you use as supplements (Select all that apply)?
  - Newspapers
  - Magazines
  - Online resources
  - Advertisements
  - Maps

- Video  
 Other, please specify \_\_\_\_\_

10. How often did you use non-JA materials as supplements?

- For one session  
 For several sessions  
 For all sessions  
 I don't know/don't remember  
 Other, please specify \_\_\_\_\_

11. Please select below the degree of teacher involvement in the JA program. (Select all that apply)

- The teacher co-led the program with me.  
 The teacher helped with the student activities.  
 The teacher walked around and helped answer student questions.  
 The teacher observed the session, but did not get actively involved in the lessons.  
 The teacher was not present in the classroom.

Please rate your agreement to the following statements:

	Strongly Disagree	Disagree	Neither Agree/nor Disagree	Agree	Strongly Agree
12. I understood my role as volunteer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I received adequate training to deliver the JA program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate whether each learning objective was effectively addressed during the program.

Students will be able to...	Not addressed at all	Slightly addressed	Moderately addressed	Thoroughly addressed
14. determine how fundamental leadership principles create an effective company environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. describe a company's departmental structure and associated leadership roles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. complete the steps in starting a business.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. identify a product or services based on market need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. create a business plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. conduct market research to isolate a target market.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. monitor the ongoing success of an entrepreneurial venture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. effectively market a product or service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. create a Personal Action Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Successfully complete the steps in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

dissolving a business.				
24. compile an Annual Report.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate your response to following statements regarding the impact of the JA curriculum.

	Strongly Disagree	Disagree	Neither Agree/Nor Disagree	Agree	Strongly Agree
25. The JA curriculum connects what students learn in the classroom with the outside world and their future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. The JA curriculum reinforces the value of an education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. The JA curriculum helps prepare students to be successful in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. The JA curriculum encourages students' creativity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. The JA curriculum exposes students' to new career possibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. The JA curriculum helps prepare students' to make good decisions about money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. Overall, how would you rate the instructional materials provided by Junior Achievement?

Extremely Poor	Below Average	Average	Above Average	Excellent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32. In your opinion, does participation in Junior Achievement have a positive impact on students?

- Yes  
 No  
 If yes, how?

---



---

Please rate the following statements regarding student engagement.

	Strongly Disagree	Disagree	Neither Agree/Nor Disagree	Agree	Strongly Agree
33. Students appeared interested in the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Students were engaged during the activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. Students were engaged during discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Students appeared to understand the concepts presented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

From your perspective, students participating in the program developed or improved the following skills.

	Strongly Disagree	Disagree	Neither Agree/Nor Disagree	Agree	Strongly Agree
37. Teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Problem-solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Interpersonal communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Financial literacy skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Leadership skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Entrepreneurial Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

45. Please select the 3 skills that you feel students most improved because of their participation in the JA program.

- Teamwork
- Decision-making
- Problem-solving
- Critical thinking
- Interpersonal communication skills
- Financial literacy skills
- Leadership skills
- Entrepreneurial Skills

46. Will you participate as a JA Volunteer again?

- Yes
- No

47. How can we improve the program?

.....

.....

.....

48. Additional comments/suggestions.

.....

.....