

# Junior Achievement

***JA It's My Business!***  
**Summative Evaluation**

**Final Report**  
**June 2007**



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# I. Introduction

Junior Achievement (JA) Worldwide is a not-for-profit organization financed by businesses, foundations, government, and individuals. The programs are designed to help students assess their personal skills, interests, and values, understand the economic benefits of education, explore career options, learn job-seeking skills, and practice personal and family financial management. The purpose of JA is to educate and inspire young people to succeed in a global economy with the expectation that this will improve the quality of their lives.

JA middle grades programs encompass economics and business curricula for students in grades six through eight. The middle grades programs reinforce the value of education and teach students the principal characteristics of economic systems and the role of business within those systems. Through a series of six sessions, *JA It's My Business!* is implemented in after-school settings to provide engaging, academically enriching, and experiential learning sessions in entrepreneurship. Following their participation in the program, students are expected to be able to apply their entrepreneurship skills to education, career, and service pursuits.

In 2007, JA contracted with the Evaluation and Training Institute (ETI) to conduct a summative evaluation of JA's middle grades after-school program, *JA It's My Business!* The purpose of the evaluation was to assess the impact of the program on student learning, as well as address student, teacher, and JA Area Office staffs' attitudes toward the program curriculum and materials. This report presents the study methodology, key findings, and recommendations for program improvement.

## II. Methodology

For this study, ETI used a pre-post program and comparison group research design to measure the extent to which *JA It's My Business!* improved students' knowledge in business and entrepreneurship. ETI relied on surveys, in both online and paper formats, as the primary method of data collection for the evaluation. Specifically, ETI developed surveys for participating students, volunteers, and JA Area Office staff.

### Student Surveys

ETI designed a paper and pencil pre-/post-test outcome survey to be administered to program and control students and a post-program survey for program students.

Pre-/Post-test Outcome Survey. The pre-/post- test survey was designed to assess changes in students' understanding of curriculum concepts and ideas and consisted of a combination of 16 multiple-choice and true-false items covering the content of the *JA It's My Business!* curriculum. This section of the pre-post outcome survey was designed to assess any changes in students'

content knowledge taking place over the course of the program. The survey also included 13 school-related behavior and attitude questions and a demographic section.

Post-program Final Survey. The post-program survey examined students' overall impressions of the program after completing the six *JA It's My Business!* sessions. Specifically, the post-program survey addressed the following areas:

- Student demographics;
- Session likes and dislikes;
- Program likes and dislikes;
- Perceptions of session length and content difficulty;
- Volunteer effectiveness;
- Ways to improve the program materials; and,
- Satisfaction with the program overall.

## **Volunteer Online Surveys**

Post-Program Survey. The volunteer post-program online survey centered on volunteers' overall impressions of the program. Specifically, the post-program survey asked respondents about:

- Demographic information;
- Perceived student satisfaction with, and interest in, the program;
- Perceptions of session and program length;
- Age-appropriateness of the curriculum;
- Modification(s) made to the program;
- Comfort level in presenting the sessions;
- Enjoyment volunteering for JA;
- Experiences with JA Area Office staff;
- The quality and appeal of the program materials;
- Ways to improve the program materials;
- Program likes and dislikes;
- Suggestions to improve the program curriculum; and,
- The quality of the program overall.

## **JA Area Office Staff Online Surveys**

Post-Program Survey. Similar to the volunteer survey, the JA Area Office staff online post-program survey centered on JA staff members' overall impressions of the program. Specifically, the post-program survey asked respondents about:

- Demographic information;

- Perceived student satisfaction with, and interest in, the program;
- Perceptions of session and program length;
- Age-appropriateness of the curriculum;
- Experiences working with the volunteer(s);
- The quality and appeal of the program materials;
- Ways to improve the program materials;
- Program likes and dislikes;
- Suggestions to improve the program curriculum; and,
- The quality of the program overall.

Copies of the student, volunteer, and JA Area Office staff surveys can be found in **Appendices A through C**.

## **Focus Groups and Interviews**

To supplement the surveys, focus groups/interviews were held with students, volunteers, and JA Area Office staff to gather qualitative data about *JA It's My Business!* Participants involved with the program were asked about the following:

- Students' reactions to individual lessons and the program overall;
- Students' understanding of program content;
- The application and quality of the program materials;
- The *JA It's My Business!* curriculum;
- The successes and challenges of the program;
- Suggestions/recommendations for program improvement; and,
- Overall reactions to the program.

As shown in **Table I** on the following page, from March 21<sup>st</sup> to May 17<sup>th</sup>, 2007, a total of 11 focus groups and interviews were held in 4 locations. Copies of the Moderators' Guides can be found in **Appendices D through F**.

**Table I**  
**Breakdown of Focus Group and Interview Sites**

JA Area Office city/state	Site Visit Activities	Date(s)
Los Angeles, CA	<ul style="list-style-type: none"> <li>• Class Observation</li> <li>• Volunteer Interview</li> <li>• Student Focus Group</li> <li>• JA Staff Interview</li> </ul>	March 21 <sup>st</sup>
Milwaukee, WI	<ul style="list-style-type: none"> <li>• Class Observation</li> <li>• Volunteer Interview</li> <li>• Student Focus Group</li> <li>• JA Staff Interview</li> </ul>	April 18 <sup>th</sup>
Owing Mills, MD	<ul style="list-style-type: none"> <li>• Volunteer Interview</li> <li>• JA Staff Interview</li> </ul>	April 18 <sup>th</sup> (May 11 <sup>th</sup> ) <sup>1</sup>
Cleveland, OH	<ul style="list-style-type: none"> <li>• Class Observation</li> <li>• Volunteer Interview</li> <li>• Student Focus Group</li> <li>• JA Staff Focus Group</li> </ul>	May 17 <sup>th</sup>

Comments gathered from the focus groups and interviews will be presented throughout the report in order to support the quantitative results garnered from the surveys.

## Data Collection Process

ETI worked with four participating JA Area Offices recruited for the evaluation by JA Worldwide to coordinate the administration and collection process for the surveys and to schedule the interviews and focus groups. Prior to distribution of the surveys, ETI conducted a conference call with evaluation task force members from each participating Area Office. During the conference call, ETI staff described the evaluation process in detail and fielded staff members' questions regarding the study design and implementation.

The four JA Area Offices participating in the evaluation of *JA It's My Business!* were able to recruit seven program and seven comparison classrooms for the study (see **Table 2** on the following page).

<sup>1</sup> Due to staffing difficulties at the program site, the program had not started at the time that ETI conducted the site visit. ETI was not informed of this until the date of the site visit. Therefore, a student focus group and class observation were not conducted at that time and the volunteer interview was conducted via telephone at a later date.

**Table 2**  
**Sample of Participating Classrooms**

Area Office	Number of Program Classrooms	Number of Control Classrooms
Junior Achievement of Central Maryland	3	3
Junior Achievement of Great Cleveland	2	2
Junior Achievement of Southern California, Inc.	1	1
Junior Achievement of Wisconsin, Inc.	1	1
<b>Total</b>	<b>7</b>	<b>7</b>

Prior to the start of the program at the various sites, each of the JA Area Offices received a set of clearly labeled program and control classroom packets for distribution. The program classroom packets contained a letter of instruction to the volunteer and enough pre- and post-tests and post-program satisfaction surveys for each student in the class. The control classroom packets contained a similar instruction letter for the control class contact administering the surveys and a pre- and post-test for each student in the control group. Both program volunteers and control class contacts were instructed to administer the pre- and post-tests to their students at the beginning of the program (program classes) or within one week of receipt of the surveys (control classes), and then after completion of the program (program classes) or six weeks later (control classes), and then to return the completed tests to ETI using pre-paid FedEx envelopes that were provided to each Area Office. Volunteers and JA Area Office staff were asked to complete an online post-program survey following the last program session.

ETI conducted extensive follow up with the sites via telephone and email to facilitate a high response rate. At the time that the data collection deadline was met, five of eight volunteers and all five Area Office staff members had submitted post-program surveys. ETI matched as many of the student pre-and post-tests as possible and **Table 3** displays the student survey response rate. As shown, 48 pre-/post-matched pairs from program students, 20 completed pre-/post-matched pairs from control group students, and 61 post-program surveys (program students only) were returned.

**Table 3**  
**Student Survey Response Rates**

Area Office	Program Classrooms			Comparison Classrooms	
	Number of JA Program Classrooms	Pre-/Post-Matched Pairs	Post-program Survey	Number of Comparison Classrooms	Number of Completed Pre-post Tests
Junior Achievement of Central Maryland	n=1	n=13	n=16	n=0	n=0
Junior Achievement of Great Cleveland	2	21	45	2	11
Junior Achievement of Southern California, Inc.	1	4	0	1	2
Junior Achievement of Wisconsin, Inc.	1	10	0	1	7
<b>Total</b>	<b>n=5</b>	<b>n=48</b>	<b>n=61</b>	<b>n=4</b>	<b>n=20</b>

# Analysis

The analysis of the pre-post program and control group data involved several steps: analysis of the demographic distribution of the data; a test for program and control group equivalence; analysis of gain scores and effect size; and, item analysis.

## Student Demographic Distribution

The demographic distribution of the data was reviewed in order to determine the extent to which the program and control groups were comparable in terms of grade level, gender, and ethnicity. As presented in **Tables 4** through **6**, our review revealed some disparities in students' demographic characteristics.

### Grade Level

The largest proportion of program students was in the 6<sup>th</sup> grade (45 percent), while the largest proportion of comparison students was in the 8<sup>th</sup> grade (50 percent).

**Table 4**  
**School Grade Level Distribution**

Grade Level	Number of Program Students (n=47)	Percentage of Program Students (n=47)	Number of Comparison Students (n=20)	Percentage of Comparison Students (n=20)
5 <sup>th</sup> Grade	7	15%	1	5%
6 <sup>th</sup> Grade	21	45	1	5
7 <sup>th</sup> Grade	9	19	7	35
8 <sup>th</sup> Grade	7	15	10	50
9 <sup>th</sup> Grade	1	2	1	5
Other	2	5	0	0

### Gender

As shown in **Table 5**, there were more female students (58 percent) than male students (42 percent) in the program group. However, this gender disparity was larger in the comparison group, which consisted of 30 percent more females than males.

**Table 5**  
**Gender Distribution**

Gender	Program (n=45)		Comparison (n=20)	
Female	26	58%	13	65%
Male	19	42	7	35

## Ethnicity

**Table 6** depicts the ethnic breakdown of program and comparison students. Overall, both groups demonstrated diversity. The majority of students in both the program group (65 percent) and the control group (75 percent) were African American/Black and the second largest proportion of students were Caucasian/White (23 percent and 30 percent respectively).

**Table 6**  
**Ethnic Distribution**

Ethnicity	Program (n=48)		Comparison (n=20)	
	Count	Percentage	Count	Percentage
African American/Black	31	65%	15	75%
Caucasian/White	11	23	6	30
Hispanic/Latino	6	13	3	15
Asian	1	2	2	10
Pacific Islander	0	0	0	0
American Indian/Alaskan Native	2	4	2	10
Other	2	4	0	0

\* Note this is a multi-response question.

## Summary

**The analysis of the demographic data revealed that the program and comparison groups differed considerably across grade and gender.** In addition to taking demographic differences into account when comparing the program and control groups, an additional test of group equivalence was conducted on the content survey data. A t-test comparing the pre-test scores of both program and control group students was performed on the sample to determine if, in terms of their content knowledge, the two groups were equivalent. The results of this and other analyses bulleted below are presented in the **Findings** section of this report.

- An analysis of gain scores was performed on the pre- and post-test difference scores of 48 program and 20 comparison students.
- An analysis of effect size was conducted to assess the relative magnitude of the treatment (e.g. *JA It's My Business!*) on program students.
- An item analysis was conducted on the pre- and post-test items in order to evaluate the content areas in which program students demonstrated gains and experienced challenges understanding curricular concepts.

## Study Limitations

No evaluation study is without its limitations. Conducting summative studies involving program and comparison groups in the social sciences is a challenging task. The methodological issues and constraints encountered recruiting program and control group participants, retaining sufficient samples for analysis, and minimizing the number of confounding influences represent common limitations to the reliability and validity of social science evaluations. The summative evaluation of *JA It's My Business!* was no different, and its limitations are discussed below.

### Non-equivalent Program and Control Groups

The control group for this study was not a “true” control group in the sense that the participating classrooms were not randomly assigned to either a program or control group. Program classrooms constituted those classes already receiving *JA It's My Business!* during spring 2007, and control classrooms were identified and recruited by JA Area Office staff. In order to ensure that the program and comparison classrooms would be as similar as possible, control classrooms were recruited from within the same school or community. There remains, of course, the possibility that there were initial differences in addition to the demographic variables discussed above which have not been identified, and that these differences might have accounted for some of the differences between program and control group students revealed by the analyses.

### Size of the Program and Control Groups

As mentioned previously, recruiting program and comparison classrooms was challenging, and yielded a sample of program pre- and post-tests that was more than twice as large as the sample of control pre- and post-tests. Large differences in sample sizes have the potential of increasing the variability within each group, which in turn might influence statistical outcomes.

The sections to follow present findings drawn from the student, volunteer, and JA Area Office staff surveys, as well as narrative sections describing the classroom observations and focus groups/interviews conducted during the site visits.

## III. Findings

### Student Findings

### Outcomes Assessment: Pre-/Post- Student Survey Results

## Test for Group Equivalence

The test for group equivalence is often used when program and control groups are being compared on a pre-post measure. The test uses pre-test means to determine how alike or different the program and comparison groups are at the outset of the study. If there are no differences between the pre-test program and comparison means, the credibility of any comparative results increases considerably.

The results of the test for group equivalence performed on the sample are displayed in **Table 7** and show that the mean pre-test scores of the two groups were not found to be significantly different. **This finding suggests that despite various demographic differences between the program and control groups discussed previously in the Student Demographic Distribution section above, the control group students were, at the outset, much like the program group in terms of content knowledge.**

Also shown in **Table 7** are mean post-test scores of the program and comparison students. **After the program, the program group's mean post-test score was significantly higher than the comparison group's mean score ( $p < .05$ ). Given that the pre-test scores between the two groups were equivalent, this gain can be attributed to program students' participation in *JA It's My Business!***

**Table 7**  
Test for Group Equivalence of Number of Items Answered Correctly  
(\* $p < .05$ )

	N	Pre-Test			Post-Test		
		Mean	SD	T-Test	Mean	SD	T-test
Program	48	13.56	3.74	.314	14.00	4.46	1.96*
Comparison	20	13.25	3.77		11.7	4.28	

## Analysis of Gain Scores

The results of the t-test performed on the program and comparison group post-test means displayed in **Table 7** suggests that *JA It's My Business!* increased participating students' knowledge and understanding of international business concepts and practices compared to comparison students. However, these results did not control for individual pre-test score differences between the two groups. Instead, an analysis of gain scores was used to control for individual students' scores and to measure the gains program students made above the change in overall score demonstrated by comparison students. The gain or difference score was the post-test score minus the pre-test score. The gain scores for each student (paired pre-post case) were recorded and the gain scores for each group were compared using a t-test.

As displayed in **Table 8**, the results of the analysis of gain scores were significant at  $p < .05$ . **From pre- to post-test, program students outperformed their comparison counterparts by almost two points on average.** Stated another way, students attending the program increased their overall scores by approximately one half point from pre- to post-

survey, while control group students scores actually decreased by just over 1.5 points. The difference between the program and comparison gain scores was a mean of 1.99 which produced a statistically significant t-test result at the .05 level.

**Table 8**  
**T-test on Gain Scores**  
(\*p.<.05)

	N	Mean Gain	SD	Mean Difference	T-Test	df	Significance
Program	48	.44	3.28	1.99	1.99*	66	.05
Comparison	20	-1.55	4.741				

## Analysis of Effect Size

Not only is it important to know if differences between the program and comparison groups are statistically significant, but it also is important to know whether the differences identified are large enough to make a “real” difference. Whereas statistical significance tells us the likelihood that research results differ from chance expectations, effect size tells us the relative magnitude of the difference obtained.

In education, effect sizes of .30 or higher are often considered meaningful. Effect sizes of .50 are robust and effect sizes of 1.00 are considered to be an indisputable demonstration of program effectiveness. Cohen’s d, the standard computation for effect size, was computed to determine the effect size of the t-test results. **Cohen’s d statistic produced an effect size of .61 for this analysis, indicating that the relative magnitude of the program’s impact was robust and indicative of a powerful experimental treatment. In laymen’s terms, the influence of the program on students’ knowledge in the areas addressed by the pre-/post-test is likely to be quite strong.**<sup>2</sup>

## Item Analysis

As a means of giving the statistical results more meaning, an item analysis evaluated the degree to which learning was successful across the test’s individual questions. The percentage of correct responses from program students was computed for each test item on the pre- and post-tests. As displayed in **Table 9** on the following page, students demonstrated a statistically significant increase in the percentage of respondents who answered correctly for two of 16 content questions. However, as is highlighted in purple, **for 50 percent of the questions (n=8), the percentage of students answering the items correctly decreased over the course of the program.** Students did demonstrate a slight increase overall. On the pre-test, students answered an average of 65 percent of the questions correctly, increasing to 67 percent upon completion of *JA It’s My Business!*. However, this increase was not statistically significant.

<sup>2</sup> The simple Cohen’s d formula for computing effect sizes (program group gain score - control group gain score/standard deviation of the program group) was used for the calculation above.

**Table 9**  
**Program Class Student Pre-/Post-test Results by Question**

Survey Question		Pre-test	Post-test	Significance Value (2-tailed)
1.	An entrepreneur is...	71%	90%	.02**
2.	A person who purchases a product or service is called...	90	88	.66
3.	Being innovative is to create something new, original, or groundbreaking.	79	83	.57
4.	Apprentices are...	56	65	.32
5.	An entrepreneur does not need to fill a need or know potential competitors.	83	71	.11
16.	To be a successful entrepreneur, you must believe in yourself and constantly work to improve your skills.	92	92	1.0
7.	The term “thinking outside the box” means...	81	71	.06
8.	Match the terms with their definition:			
	Business	50	60	.23
	Market	44	58	.05**
	Advertising	60	60	1.0
	Profit	73	81	.21
	Product	75	83	.21
	Product	54	60	.50
9.	What do you call an organization of experts who get together to research and advise on a subject?	17	15	.71
10.	An entrepreneur who learns on his or her own as much as possible about a product, service, or business is considered to be self-taught.	75	77	.83
11.	What must all entrepreneurs do if they want to be successful?	33	44	.10
12.	Entrepreneurs do _____ to determine their customers’ needs and to understand how a product or service can fill those needs.	42	48	.41
13.	Entrepreneurs think creatively and innovatively to design products or services, but must still remain practical and make sure that ideas are realistic.	85	77	.25
14.	Filling a need means producing products or providing services people want and need.	83	73	.13
15.	_____ entrepreneurs focus their skills and passion to create products or services to improve the lives.	50	46	.60
16.	A business _____ details what a business is all about, what is important to the business, and how the business will operate.	63	58	.60
<b>Mean Number of Items Correct and Incorrect Overall:</b>		<b>64.58</b>	<b>66.67</b>	<b>.36</b>

\*Indicates significance at the .01 level.

\*\*Indicates significance at the .05 level.

## Focus Group Findings Addressing Student Learning

During the focus groups, students were asked to provide examples of what they had learned. As presented in their comments below, students stated that they had learned the definition of an

entrepreneur and their role in business. Students also reported that the program provided them guidance for the future.

- *“I learned that being an entrepreneur is to own your own business.”<sup>3</sup>*
- *“I learned about the entrepreneur and some of the business types...like different kinds of companies, how they sell, and how they work.”*
- *“I didn't know what an entrepreneur is and what a blueprint is, but then when we write through the journals the different steps, I found out what they are.”*
- *“I already thought I knew what an entrepreneur was and what they did, but I learned extra stuff like I need to fill a need and that they brainstorm and things like that.”*
- *“I found out how I could pursue my dream of opening an ophthalmologist business and how I can do that being an entrepreneur.”*
- *“It shows us what entrepreneurs do when they have to think about what services they're going to need, and what products they want to have, and they just have to fill the customer's need. It taught me those things.”*
- *“I've learned what path I'm going to choose.”*
- *“It taught me that I actually have a future to look forward to and that kind of led me on that path is the entrepreneurship part. So that I have something to do in my life and I can start looking into it because I'm going to be graduating in four years.”*
- *“When Junior Achievement came it was more guiding us into the right direction, guiding us into teenagers.”*

## **Focus Group Findings Addressing Interest in Business**

Students also commented during the focus groups that their interest in business had increased since beginning participation in the program. Their comments included:

- *“Before this, I really wasn't into saying I could run my own business, but then when I came here I found out that I can do it.”*
- *“When we first started to learn about entrepreneurs, I've been wanting to start a job and do my own business so that I won't be in the house all the time doing boring stuff.”*
- *“This program helps me to...be a businessperson because of all the activities we do.”*

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<sup>3</sup> Comments gathered from the interviews and focus groups have been edited for grammar and readability.

## Students' Behaviors and Attitudes

As discussed in the **Methodology** section, in order to address any changes in students' attitudes and behaviors resulting from their after-school participation in *JA It's My Business!*, a Student Attitude Questionnaire was included in the pre- and post-test student surveys. The surveys included items that spoke to students' attitudes toward and behaviors in school, as well perceptions of themselves and how they get along with others. Students were also asked to report on the activities they usually participate in during the after school hours.

The first set of questions asked students to indicate the frequency with which they agreed with a number of statements about school on a scale from one, or "never," to four, or "all the time." Pre- and post-test means were calculated and then analyzed for differences using a 2-tailed t-test. As displayed in **Table 10**, responses changed little from pre- to post-survey.

**Table 10**  
**Attitudinal Indicators: School**  
**(n=48)**

Survey Question		Pre-test Mean	Post-test Mean	Significance Value (2-tailed)
1.	Do you like going to school?	2.79	2.92	.42
2.	Do you feel safe after school?	3.19	3.08	.02*
3.	Do you study hard for tests?	2.89	2.77	.31
4.	How often are you in trouble at school?	1.98	2.13	.57
5.	Do you feel comfortable talking to teachers or other school staff?	2.66	2.88	.61
6.	Do you get your homework done on time?	3.17	3.23	.75
7.	How often do you feel good about school?	2.80	3.04	.70

Students were also asked how much time they spend studying or doing homework outside of class time (**Table 11** on the following page). On the pre-survey, 44 percent reported spending from one to two hours, while on the post-test, 31 percent reported doing so, indicating a slight decrease in time spent on studying and homework over the course of the program.

**Table 11**  
How much time do you spend studying or doing homework outside of class time?

Response Option	Pre-survey (n=46)	Post-survey (n=47)
More than 2 hours	n=3	n=2
	6%	4%
1-2 hours	n=18	n=13
	38%	27%
30 minutes to under an hour	n=17	n=23
	35%	48%
Under 30 minutes	n=7	n=7
	15%	15%
None	n=1	n=2
	2%	4%

The survey also addressed students' social interactions and self esteem, but as is presented in **Tables 12** and **13** below, students' responses were almost identical on the pre- and post-surveys.

**Table 12**  
How well do you get along with others, including other students or adults?

Response Option	Pre-survey (n=46)	Post-survey (n=48)
Very well	n=23	n=22
	48%	46%
Okay, but could be better	n=19	n=22
	40%	46%
Not at all well	n=4	n=4
	8%	8%

**Table 13**  
How do you feel about yourself?

Response Option	Pre-survey (n=46)	Post-survey (n=48)
I'm great	n=29	n=29
	60%	60%
I'm OK	n=14	n=14
	29%	29%
I'm not doing very well	n=3	n=5
	6%	10%

Some students reported an improvement in their grades over the course of the program. **While 60 percent of students indicated earning at least a B average on the pre-survey, 63 percent reported so on the post-survey.**

**Table 14**  
**How are your grades on average?**

Response Option	Pre-survey (n=44)	Post-survey (n=47)
Very high (A)	n=8	n=11
	17%	23%
Above average (B)	n=16	n=19
	33%	40%
Average (C)	n=15	n=14
	31%	29%
Below average (D)	n=4	n=1
	8%	2%
Failing (F)	n=1	n=2
	2%	4%

Students were also queried as to how they spend their time after school, but demonstrated little change over the course of the program. Following *JA It's My Business!*, students were significantly more likely to report participation in the martial arts, dance lessons, or art. Other changes were not statistically significant (**Table 15** on the following page).

**Table 15**  
**What do you usually do after school? (Please check all that apply)**  
**(n=48)**

Survey Question		Pre-test	Post-test	Significance Value (2-tailed)
1.	Watch TV	69%	75	.32
2.	Play video or computer games	46	44	.77
3.	Surf the Internet or chat online	40	44	.60
4.	Talk on the phone/text message	46	58	.11
5.	Listen to music	60	71	.17
6.	Hang out with friends	46	63	.07
7.	Hang out with boyfriend or girlfriend	29	31	.71
8.	Go to the mall	23	33	.13
9.	Play sports	52	60	.32
10.	Martial arts	0	8	.04**
11.	Dance lessons	13	27	.02**
12.	Volunteer	10	15	.16
13.	Work	4	15	.10
14.	Chores	58	52	.37
15.	Babysitting	31	33	.74
16.	Homework	71	77	.32
17.	Participate in an after school program	44	48	.49
18.	Eat snacks	56	65	.21
19.	Play board games	17	29	.06
20.	Work on hobbies	38	40	.79
21.	Art	15	35	.00*
22.	Band/Orchestra/Choir practice	8	13	.32
23.	Read	46	46	1.0
24.	Spend time with my family	50	58	.25
25.	Other	15	17	.74

\*Indicates significance at the .01 level.

\*\*Indicates significance at the .05 level.

## **Students' Satisfaction**

During the focus groups, students were invited to describe their expectations prior to the start of the program, whether the program had met their expectations, what their experiences were like during program sessions, as well as their interactions with the JA volunteer.

According to the quotes below, students' expected *JA It's My Business!* to be "hard" and "boring," but the program surpassed these negative expectations.

### **Expectations of the Program**

- *"I thought it was going to be really hard and I had to do everything, but it turned out to be pretty easy."*
- *"It was actually easier or better than what I thought it would be. I thought it would be more like working and doing hard work and having to study and all that, but it's really not."*
- *"I thought it would be boring. It was actually kind of fun though."*

The post-program survey examined students' overall impressions of the program after completing the six *JA It's My Business!* sessions. Specifically, the post-program survey addressed session likes and dislikes, program likes and dislikes, perceptions of session length and content difficulty, volunteer effectiveness, the program materials, and satisfaction with the program overall. A total of 61 satisfaction surveys were received from participating students at the Cleveland, OH and Owings Mills, MD sites. A demographic description of the students who submitted satisfaction surveys is presented in a bulleted list below.

- In terms of gender, 54 percent were male and 46 percent were female.
- Students reported that they were 10 (n=5), 11 (n=18), 12 (n=18), 13 (n=13), 14 (n=6), and 15 (n=1) years old.
- The majority of students were in the 6<sup>th</sup> grade (n=33). Other grades represented in the sample included 5<sup>th</sup> (n=8), 7<sup>th</sup> (n=6), and 8<sup>th</sup> (n=12).
- Student's self-reported ethnicities were as follows: African American/Black (n=41), Caucasian/White (n=22), American Indian/Alaskan Native (n=6), Hispanic/Latino (n=5), Asian (n=3), and Pacific Islander (n=1).
- Thirty-eight students (64 percent) had participated in JA programming prior to *JA It's My Business!*.

More than half of the students (59 percent) were not able to attend all six *JA It's My Business!* sessions. Those students who missed sessions cited school events, loss of interest in the

program, family obligations, illness, that they were not informed of session meetings, school work, transportation problems, and “other” reasons (**Tables 16** and **17**).

**Table 16**  
Student Responses to the Question:  
Did you attend all six sessions?

Response Option	Sample Size (n=)	Percentage of Respondents
Yes	n=25	41%
No	36	59

**Table 17**  
Student Responses to the Question:  
If no, why not?

Response Option	Sample Size	Percentage of Respondents
School event(s)	10	16
Lost interest	8	13
Family obligation(s)	7	12
Illness	5	8
Not informed of program meeting	5	8
Too much homework/had to study	3	5
Transportation problem(s)	2	3
Other	2	3

\* Note this is a multi-response question.

Over half of the students (53 percent) reported that the length of the sessions was “just right.” However, 39 percent of the students felt that the sessions were “too long” (**Table 18**).

**Table 18**  
Student Responses to the Question:  
What did you think about the length of the sessions?

Response Option	Sample Size	Percentage of Respondents
Just right	n=32	53%
Too long	24	39
Too short	4	7

Two-thirds of the students (66 percent) felt that the difficulty of the information they learned in *JA It's My Business!* was “just right” (**Table 19** on the following page). Twenty percent of the students thought the content was “too easy.” However, during the focus groups, several students expressed concerns over content difficulty. Their comments are presented on the following page.

- *It's not easy to understand entrepreneur, how to say that, but it's easy to learn about the other stuff, the other things.*
- *"I think it's a little hard, a little bit."*
- *"Some of it is hard because when I write, when I read it, it's the words...it's hard, and some of the words, it's hard to pronounce."*
- *"It's kind of hard because when you read the book and you answer the questions you have to keep thinking what you want to say about it."*
- *"It's been hard for the written stuff, easy for the rest."*

**Table 19**  
**Student Responses to the Question:**  
**What did you think about the information you learned in the sessions?**

Response Option	Sample Size	Percentage of Respondents
Just right	n=39	66%
Too easy	12	20
Too hard	8	13

When students were asked to identify their most and least favorite session, the largest proportion of students reported that they did not remember (32 and 35 percent respectively).

**Table 20**  
**Student Responses to the Question:**  
**What was your most/least favorite session?**

Response Option	Most Favorite		Least Favorite	
	Sample Size (n=53)	Percentage of Respondents	Sample Size (n=52)	Percentage of Respondents
Session 1 E-Quiz Game Show	n=8	15%	n=6	12%
Session 2 Teen Club Blueprint	7	13	9	17
Session 3 That Can't Be Real Commercials	6	11	6	12
Session 4 Business Auction	5	9	5	10
Session 5 Entrepreneur Challenge Cards	4	8	4	8
Session 6 Personal Entrepreneur Profile Cards	6	11	4	8
Don't remember	17	32	18	35

Of the various activities included in *JA It's My Business!*, students liked working in groups the most (49 percent), and liked the class discussions the least (41 percent).

**Table 21**  
**Student Responses to the Question:**  
**What did you like most/least about this program?**  
**(n=51)**

Response Option	Like Most		Like Least	
	Sample Size	Percentage of Respondents	Sample Size	Percentage of Respondents
Working in groups	n=30	49%	n=7	12%
Class activities	8	13	4	7
Class discussions	4	7	25	41
Nothing	5	8	4	7
Other	4	7	11	18

\* Note this is a multi-response question.

As displayed in **Table 22**, approximately half of the students responded positively to all questions about the volunteer (47 percent to 66 percent). However, thirty percent of students disagreed that the volunteer was a role model they could look up to, and a sizable proportion of students (18 to 30 percent) were ambivalent toward the statements, selecting the “don’t know/unsure” response option.

**Table 22**  
**Student Responses to the Statement:**  
**The Volunteer...**

	Sample Size	Strongly Disagree	Disagree	Don't Know/ Unsure	Agree	Strongly Agree
Was well-prepared for the sessions	n=55	15%	6%	29%	24%	27%
Arrived on time to the sessions	55	11	6	18	33	33
Explained things so that I could understand them	54	11	7	30	22	30
Presented the program in a interesting way	51	18	2	24	22	35
Was a role model I could look up to	53	21	9	23	19	28

At least half of the students agreed that *JA It's My Business!* was fun (54 percent), interesting (54 percent), a great learning experience (56 percent), and worthwhile (50 percent).

**Table 23**  
**Student Responses to the Statement:**  
**Overall, the *JA It's My Business!* was...**

	Sample Size	Strongly Disagree	Disagree	Don't Know/ Unsure	Agree	Strongly Agree
Fun	n=51	17%	4%	26%	26%	28%
Interesting	50	18	2	26	24	30
A great learning experience	52	17	2	25	23	33
Worthwhile	51	18	2	31	24	26

Three-quarters of the students (76 percent) indicated that they would recommend *JA It's My Business!* to a friend.

**Table 24**  
**Student Responses to the Question:**  
**Would you recommend this program to a friend?**

Response Option	Sample Size (n=59)	Percentage of Respondents
Yes	n=45	76%
No	14	24

The final question on the survey asked students to rate their satisfaction with the program overall using a one-to-ten scale ranging from “totally unsatisfied” to “completely satisfied.” **Students’ mean rating of their satisfaction was 5.9.**

**Table 25**  
**Student Responses to the Question:**  
**On a scale from 1 to 10, with 1 being totally unsatisfied and 10 being completely satisfied, how satisfied were you with the program overall?**

Sample Size	Mean
n=45	5.9

In addition to quantitative data collected with the post-program satisfaction surveys, students were also asked what they liked most and least about the program during the focus groups, as well as to make recommendations to improve the program.

In terms of what they liked most, students enjoyed interactive program activities such as the Club Room Blueprint activity and the Jeopardy game.

## Liked Most

- *“My favorite thing was the Jeopardy game.”*
- *“I liked the E Jeopardy Game...It was interesting and fun because you get to learn about other people.”*
- *“I liked when the product we had to make our own teen club, I liked that because...we can be creative.”*
- *“My favorite part was when we had to choose our groups that we wanted to be in and we had to brainstorm about stuff that could be in our blueprints.”*
- *“Blueprint. That was fun, like incorporating anything that we wanted for the scenes.”*
- *“I liked the print because I put all my favorite stuff in it.”*
- *“Blueprint, so I guess that one would be my favorite...I liked how we could design something that would be fun for the kids.”*
- *“Working together with others to create something bigger than ourselves.”*
- *“What I enjoyed the most here is the activities that we did and then I liked some of the things that she taught us in the books and the words that I didn't know before.”*
- *“I like that you learn to believe in yourself.”*
- *“What I liked most is getting to learn how to be an entrepreneur.”*

Though comments about what they liked least were rare, a handful of students mentioned the Entrepreneurs Journals and the Club Room Blueprint activity.

## Liked Least

- *“Some of the questions in the journals, because they were asking different stuff, like what an entrepreneur is.”*
- *“It's kind of stupid to me...the blueprint things aren't great.”*
- *“With the blueprint we had to do this special announcement, a public service thing, with the blueprint. And it was kind of hard to do the blueprint, look at everyone's ideas, trying to put those together. And then also make up something else from everyone's ideas, trying to put those together, like the announcement and stuff. It was like everything was being clustered and it didn't turn out.”*

And finally, when making suggestions to improve the program, comments included requests for additional activities such as a role-playing activity and more challenging group work. In addition, a few students suggested that more sessions should be added.

## Suggestions to Improve

- *“Make more sessions of it...like you get more of a chance to practice on being [an entrepreneur].”*
- *“If they say oh you’re so and so and this is your personality and you are going to try to talk to another person’s personality and try to fit in with that personality [role-playing].”*
- *“I think there could have been more hands-on activities. That’s what we like to do...We like to create things with our hands, and more mind games.”*
- *“To make this program better maybe we can go out for field trips and see people who are entrepreneurs. Where they work and what they do.”*
- *“I think they should challenge the teenagers some more so that we will have to work together because when teenagers know they do something really good they want to celebrate because they know they’ve worked together to do something that they couldn’t do by themselves.”*
- *“The group stuff could be more challenging, because everybody wanted to say something, because we all want to contribute ideas.”*
- *“Maybe make it available on more days.”*
- *“More lessons.”*
- *“A book for Junior Achievement, like a social studies book.”*
- *“Maybe they can make each section have more detail.”*

## Classroom Observation Narrative

To gain first-hand evidence of how the program was implemented at participating schools, ETI staff members conducted classroom observations at three program sites. **Table 26** on the following page displays the program sites observed.

**Table 26**  
**Breakdown of Classroom Observations**

JA Area Office	Program Site	Session Observed	Date
Los Angeles, CA	Boys and Girls Club of Burbank (Main)	5	March 21, 2007
Milwaukee, WI	Davis Boys and Girls Club	2	April 18, 2007
Cleveland, OH	Open Doors @ St. Paul's Episcopal Church	4	May 17, 2007

## Los Angeles, CA

In Los Angeles, *JA It's My Business!* was held at the Boys and Girls Club of Burbank. The students were drawn from the 5<sup>th</sup> to 9<sup>th</sup> grades. Session 5 was scheduled to begin at 3:30 p.m., but just three students were present at the beginning of the meeting. The total number of students grew to six by the end of the meeting time, but students showed up to the program at different times between 4:00 and 5:00 p.m., causing a certain level of disruption as each additional student entered the room. According to the ETI staff member observing the lesson, it appeared that previous to the site visit students were able to opt out of *JA Its My Business!*, but on the observation date they were sent back into the room by the program director. In addition, during the first half of the meeting, two students were working on their own projects (i.e. homework, doodling). There were multiple interruptions from students not participating in JA, such as students coming into the room with questions, phone calls from the office, announcements from the office, etc.

The initial exercise was conducted, during which students were asked to pick a favorite quote from the JA materials and then discuss why the quote appealed to them. Two students made substantial remarks. The remaining students complied with the exercise but also appeared disinterested.

The next exercise used groups and students were tasked with creating fictional business plans. Students were directed to read a scenario which described a need in the community, and then to develop a business to address this need. During this exercise, students did not appear to be focusing on the assignment. The volunteer was very nice and clearly was trying to cover the program material, but the students were difficult to reign in. The students were not motivated to participate and, at some points, seemed to struggle with the concepts and the purpose of the lesson.

According to the observers, this may have been partially due to the volunteer's delivery style and skills. The volunteer followed the Volunteer Guide, sometimes reading definitions without providing much further explanation. The volunteer was not able to modify the structure of the lesson to fit student interests or the small number of students. For example, during the second activity the Guide suggests breaking the students up into groups to carry out the "Fill a Need" activity. With only six students in attendance it might have been better to tackle the activity as a

single group, but the volunteer seemed to feel tied to the structure outlined in the guide which resulted in pairs of students struggling to complete the lesson without the assistance of an adult.

## **Milwaukee, WI**

Prior to the start of the *JA It's My Business!* observation, the ETI staff member conducting the site visit was given a tour of the Boys and Girls Club where the program was to be held. According to the observer, the Club was equipped with advanced facilities that included a large teen center with a full audio recording room, a well-maintained gymnasium and associated exercise rooms including a full weight room, and a woodshop, among others.

The students participating in *JA It's My Business!* were drawn from the 6<sup>th</sup> through 8<sup>th</sup> grades. The lesson was scheduled to begin at 4:00 p.m., but students showed up to the program at different times between 4:00 and 5:00 p.m., disrupting the session as each new student entered the room. However, each group of students had a group leader, who did a good job of orienting new students as they arrived. A total of eight students were in attendance by the end of the session.

The volunteer conducted Session Two on the day of the site visit, but did not start the session from the beginning. The session activity, to build a teen club blueprint, was initiated first. The volunteer explained that this session had been started previously and that students were given as much time as needed to complete activities. Two groups of students worked on the activity, using arts and crafts supplies available in the room to develop the blueprints.

The students were motivated to participate and each group was cohesive. However, approximately every five minutes, other students who were not participating in JA would knock on the door to the room, and multiple JA students were very active in seeing who was there. The volunteer tried to keep students focused given such interruptions, but this was difficult.

It did not appear that the volunteer followed the Volunteer Guide for the whole session, but it was clear that the volunteer took the teen club blueprint activity from the Guide. Most of the time during the session, the volunteer simply looked at students' work, complimented them, and tried to keep them focused. Students were respectful of the volunteer and each other.

## **Cleveland, OH**

The Open Doors after school program is operated in an Episcopal church. The church runs an elementary school, and many of the school rooms were being used to run *JA It's My Business!*. Approximately 20 students were involved in the program and they were split into three groups on the day that the program was observed.

Session Four was taught during the observation, during which students were expected to come up with a creative business idea and defend it. Each group of students had at least two Open Doors staff members running the session, and one group had three. The volunteers spent most

of the session (approximately 60 minutes) on the activity, and very little content from the Guide for Volunteers and Teachers was read or used in any way.

The volunteers each had their own way of conducting the activity. For example, in one group the volunteer was persistent in keeping students focused on feasible and possible business pursuits such as a city trash removal service, while another group was allowed to develop a business idea for a sea otter pool which doubled as a roller-skating park.

The volunteers were very interactive with students, and also helped structure students' interactions. Students were very respectful and only a little cross-talking occurred; mostly students waited their turn to talk. The groups worked at different paces, but all worked on the same session and all came together at the end to share their ideas for a business. The final 15 minutes of the session were used for the various student groups to share their ideas. Overall, student presentations were funny and creative, and students had a lot of positive interactions and good feedback for one and another.

## Observation Summary

As is evidenced by the observation narratives above, the sites included in the evaluation of *JA It's My Business!* varied widely in their implementation of the program. In Los Angeles, students were disengaged from the lesson, likely due to a combination of poor leadership on the part of the volunteer, tardiness among attending students, and constant interruptions that distracted the group from the lesson as it progressed. Similar interruptions were also a challenge at the Milwaukee site, where individual students joined the lesson over the course of an hour's time and it appeared that their attendance fluctuated over the course of the program. In addition, during the Milwaukee observation the volunteer made little reference to the content in the Guide for Volunteers and Teachers, choosing to focus largely on the activity. Volunteers in Ohio demonstrated a similar neglect for the content of the program materials, but did successfully lead three groups of engaged students through the session's brainstorming activity.

## Volunteers and JA Staff Findings

As previously mentioned, volunteers and JA staff responded to post-program surveys online. The following section reports the key findings gathered from these surveys across the two types of respondents. As stated in the **Methodology** section, five volunteers and five JA staff members responded to the post-program survey. Whenever applicable, supplemental information from the focus groups and interviews are presented.

## Volunteer Profile

The volunteers were asked several demographic questions, including the organization they are affiliated with, job title, ethnicity, grade level of students in their *JA It's My Business!* classes, and prior experience volunteering for JA. **Tables 27** through **30** display these findings.

Three volunteers had not volunteered for JA prior to the current offering of *JA It's My Business!*; one volunteer reported volunteering once before and another had volunteered for JA five to seven times previously (**Table 27**).

**Table 27**  
**Prior Experience Volunteering for JA**  
 (n=5)

Prior JA Experience	Sample Size
This is my first time	3
1 time	1
2 times	--
3 times	--
4 times	--
5-7 times	1
8-10 times	--
11+ times	--

As shown in **Table 28**, each of the volunteers was affiliated with the organization implementing *JA It's My Business!*. Their job titles ranged from a certified middle school teacher to a YMCA volunteer.

**Table 28**  
**Organization Affiliations of Volunteers**  
 (n=5)

Organization	Job Title
Aberdeen Middle School	Certified Secondary School Teacher (Social Studies/American History – 8 <sup>th</sup> grade)
Boys & Girls Clubs of Greater Milwaukee	Program Assistant – Health Educator
Boys & Girls Club of Burbank	Technology Lab Coordinator
YMCA Urban Services	Group Leader
YMCA Boost Program	Volunteer

Three of the volunteers were African American/Black, one was Caucasian/White, and one volunteer was multi-racial with an African American/Black, Caucasian/White, and Hispanic/Latino background (**Table 29**).

**Table 29**  
**Ethnic and Racial Background of Volunteers**  
 (n=5)

Ethnicity/Racial Background	Sample Size
African American/Black	4
Caucasian/White	2
Hispanic/Latino	1
Asian	--
Pacific Islander	--
American Indian/Alaskan Native	--
Other	--

\* Note this is a multi-response question.

As displayed in **Table 30**, the *JA It's My Business!* curriculum was taught to students in the 5<sup>th</sup> to 9<sup>th</sup> grades, the majority of whom were in the 6<sup>th</sup> through 8<sup>th</sup> grades.

**Table 30**  
Grade Level Curriculum Taught to  
(n=5)

Grade Level	Sample Size
5th Grade	n=1
6th Grade	4
7th Grade	5
8th Grade	4
9th Grade	1

\* Note this is a multi-response question.

## JA Staff Profile

JA staff members were asked to report on the number of years they had been with JA and what grade levels received the program. As shown in **Tables 31** and **32** below, JA staff reported three (n=2), four (n=1), and ten years (n=2) of employment with JA and that students in the 6<sup>th</sup> through 8<sup>th</sup> grades received the program.

**Table 31**  
Number of Years at JA  
(n=5)

Number of Years	Sample Size
1 year	--
2 years	--
3 years	2
4 years	1
5-9 years	--
10 years	2

**Table 32**  
Grade Levels that Received *JA It's My Business!*  
(n=5)

Grade Level	Sample Size
6th Grade	n=5
7th Grade	5
8th Grade	4
9th Grade	--
Other	--

## Volunteers' and JA Staff Members' Perceptions of Student Engagement and Reactions to the Program

As an alternative index of student satisfaction, volunteers were asked to report on student interest, participation, and enjoyment of the program using a one-to-five scale ranging from “strongly disagree” to “strongly agree.” **All five volunteers agreed that the students were respectful towards them. Four of the volunteers agreed that students were interested in the program’s topics, actively participated in the sessions, worked well together in groups, and enjoyed the program overall;** one volunteer was unsure of the students’ reactions.

**Table 33**  
**Volunteer Level of Agreement to the Statement:**  
 Please rate your level of agreement with each statement as it relates to students’ reactions  
 (n=5)

	Strongly Disagree	Disagree	Don't Know/ Unsure	Agree	Strongly Agree
Students were respectful of me	n=0	n=0	n=0	n=2	n=3
Students were interested in the program’s topics	n=0	n=0	n=1	n=3	n=1
Students actively participated in the sessions	n=0	n=0	n=1	n=3	n=1
The students worked well together in groups	n=0	n=0	n=1	n=3	n=1
Overall, students enjoyed the program	n=0	n=0	n=1	n=2	n=2

When focus group and interview participants were asked to describe students’ reactions to the program, the following quotes were provided. Mirroring survey responses, the majority of their comments were positive, although some volunteers reported that some students were resistant to participating in the program.

### **Volunteers’ Comments on Student Reaction**

- “Eighty percent [of the students] want to be there, 20 percent are dropped off because ‘my mom’s making me go to this,’ but overall there’s a lot of enthusiasm.”
- “Initially it was a little rough, only because it gave them an entirely new thing... I’m kind of pushing them to keep going and we’re making pretty good strides. So I think it’s gotten better as it’s gone along.”
- “When they came in during the day, they’d be like, ‘oh, we’re doing JA today. This is going to suck’...we said, yeah, this is JA, but this is going to be different and we spiced it up and we did It’s My Business! and we correlated that with an entrepreneur-like program we run based

on their own business. And so we tied that in and they really enjoyed it and they loved the games for that...So now I think that they're getting over the fact that JA isn't just schoolwork."

### JA Area Staff Comments on Student Reactions

- "They are liking the program, but I generally hear that positive feedback."
- "The 6th and 7th [grade students] seemed to handle it better, liked it better than 8th grade."
- "I think it's been pretty positive."

Volunteers also commented on what they had observed students to like and dislike about the program. Overall, volunteers reported that students responded well to the games and hands-on activities. A representative list of their quotes is presented below:

#### Liked Most

- "Kids at this age...react really well to a Jeopardy-style game [session 1]."
- "They liked the blueprint [session 2]; they liked making their own project."
- "Hands-on is more popular...They like working in groups [session 2]."
- "I'd say that because it was a fun activity [session 2], they could do a group activity, they could be very creative...but it also gave them a voice and they liked that. Yeah, we can design something that is by us for us that is exactly what we would want."
- "I know [Session 4] was really entertaining with the auctions... Because they didn't know what an auction was, and so they got to learn how it functions."

#### Liked Least

- "It really was having to sit there...not doing anything that's hands on, when they are just getting kind of lectured to. We realized that we have to avoid that as much as possible, but throughout the whole year, whenever they get lectures, with them just sitting or having to write and not having much interaction with each other, that's what they like the least."
- "When we did the first session with the entrepreneurs...I think that the hardest part was relating these people to a product that they know... I think the biggest part was getting them to just grasp the concept of what we were doing and could look at it as a possible entrepreneur."

## **Volunteer and JA Staff Reactions to the Program Materials**

Volunteers and JA Area Office staff were also asked about their reactions to the program materials on the post-program survey and during the focus groups and interviews. Specifically, volunteers and JA staff were asked to report on the appeal and effectiveness of the program materials, as well as to offer suggestions for improvement.

**Table 34** displays volunteer and JA staff responses to a series of statements about the program materials using a one-to-five scale ranging from “strongly disagree” to “strongly agree.” The majority of volunteers and JA staff agreed that the materials:

- Facilitated easy preparation for the sessions;
- Were free of stereotyping or bias;
- Were attractive;
- Were of good quality; and,
- Appealed to them.

With regards to the Volunteer Guide, the majority of volunteers and JA staff agreed that the Guide:

- Was easy to understand;
- Provided a practical description for each meeting;
- “Teaching Tips” were a useful feature; and,
- Worked well with the student materials.

It should be noted that one JA staff disagreed with all of the statements listed above about the materials.

**Table 34**  
**Volunteer and JA Staff Responses to the Statement:**  
**Please rate your level of agreement with each statement as it relates to the instructional materials**  
**(volunteer n=5; JA staff n=5)**

	Respondent	Strongly Disagree	Disagree	Don't Know/ Unsure	Agree	Strongly Agree	N/A
The materials facilitated easy preparation for the sessions	Volunteer	n=0	n=0	n=0	n=3	n=2	n=0
	JA staff	n=0	n=1	n=0	n=4	--	n=0
The materials were free of stereotyping or bias	Volunteer	n=0	n=0	n=0	n=1	n=4	n=0
	JA staff	n=1	n=0	n=1	n=2	n=1	n=0
The materials were attractive	Volunteer	n=0	n=0	n=1	n=3	n=1	n=0
	JA staff	n=1	n=0	n=0	n=2	n=2	n=0
The materials were of good quality	Volunteer	n=0	n=0	n=0	n=3	n=2	n=0
	JA staff	n=1	n=0	n=0	n=2	n=2	n=0
The materials appealed to me	Volunteer	n=0	n=0	n=1	n=2	n=2	n=0
	JA staff	n=1	n=0	n=0	n=2	n=2	n=0
The Volunteer Guide was easy to understand	Volunteer	n=0	n=0	n=0	n=3	n=2	n=0
	JA staff	n=0	n=1	n=0	n=3	n=1	n=0
The Volunteer Guide provided a practical, step-by-step description for each meeting	Volunteer	n=0	n=0	n=0	n=3	n=2	n=0
	JA staff	n=0	n=1	n=0	n=4	n=0	n=0
The "Teaching Tips" in the Volunteer Guide were a useful feature of the Guide.	Volunteer	n=0	n=0	n=0	n=2	n=2	n=1
	JA staff	n=0	n=1	n=0	n=4	n=0	n=0
The Volunteer Guide and student materials worked well together	Volunteer	n=0	n=0	n=1	n=1	n=3	n=0
	JA staff	n=0	n=1	n=0	n=2	n=2	n=0

**Volunteers either agreed that the materials had held the students attention (n=3) or were unsure on the subject (n=2).**

**Table 35**  
**Volunteer Level of Agreement to the Statement:**  
**The materials held the students' attention**  
**(n=5)**

Strongly Disagree	Disagree	Don't Know/ Unsure	Agree	Strongly Agree	N/A
--	--	n=2	n=2	n=1	--

All volunteers (n=5) and JA staff (n=2) reported that the program glossary adequately supported the sessions.

**Table 36**  
**Volunteers and JA Staff Responses to the Question:**  
**Did the glossary adequately support the sessions?**  
 (volunteer n=5; JA staff n=2)

Response Option	Volunteers	JA Staff
Yes	n=5	n=2
No	--	--

The final question on the survey asked volunteers and JA Area Office staff to rate the quality and effectiveness of the program materials overall on a one-to-five scale ranging from “poor” to “excellent.” **Their ratings ranged from “good” to “excellent” (Table 37).**

**Table 37**  
**Volunteer and JA Staff Responses to the Statement:**  
**Please rate the overall quality and effectiveness of the JA It's My Business! materials**  
 (volunteer n=5; JA staff n=5)

Respondent	Poor	Fair	Good	Very Good	Excellent
<b>Volunteer</b>	--	--	n=1	n=2	n=2
<b>JA Staff</b>	--	--	1	3	1

During the focus groups, volunteers and JA Area Office staff were each asked to rate the program materials and manipulatives in terms of their effectiveness as tools to facilitate student learning using a one-to-five scale with five as the highest rating. A summary of their responses is displayed in **Table 38** on the following page. The Entrepreneur Poster, Entrepreneurs Journal, Club Room Blueprint, Entrepreneur Checks, and Quote Sheet all received an overall mean score below four. Suggestions to improve the materials are included in the section titled **Suggestions for Improvement** on the following page.

**Table 38**  
**Focus Group Findings**  
**Effectiveness of Program Manipulatives**

Respondent	Response Subsets	The Guide for Volunteers and Teachers	Entrepreneurs Poster	E-Quiz Banner and Game Sheets	Entrepreneurs Journals 1-6	Club Room Blueprints	That Can't Be Real Cards
<b>Volunteers</b>	# sites	2	2	2	2	2	2
	# respondents	3	3	3	3	3	3
	Mean Response	5	4	4.7	3.3	3.8	4.3
<b>JA Staff</b>	# sites	4	4	4	4	4	4
	# respondents	5	5	5	5	5	5
	Mean Response	5	3.4	4.2	4.1	2.9	4.6
<b>Overall</b>	# sites	4	4	4	4	4	4
	# respondents	8	8	8	8	8	8
	Mean Response	5	3.7	4.5	3.7	3.4	4.5

**Table 38, Continued**  
**Focus Group Findings**  
**Effectiveness of Program Manipulatives**

Respondent	Response Subsets	Auction Product Tent Cards and \$1,000 JA Money	Entrepreneur Checks	Quote Sheets	Entrepreneur Challenge Cards	Entrepreneur Profile Cards
<b>Volunteers</b>	# sites	2	2	2	1	2
	# respondents	2	2	2	1	2
	Mean Response	4.5	4	4	4	4
<b>JA Staff</b>	# sites	3	3	3	2	4
	# respondents	4	4	4	3	5
	Mean Response	4.5	3	3.8	4.3	5
<b>Overall</b>	# sites	3	3	3	2	4
	# respondents	6	6	6	4	7
	Mean Response	4.5	3.5	3.9	4.2	4.5

### Suggestions for Improvement

For any items receiving a rating under 4.0, volunteers and JA staff were asked to provide an explanation for the rating and any suggestions for improvement. Suggestions included adding more recognizable entrepreneurs, making the Entrepreneurs Journal more rewarding to the students, and improving the Club Room Blueprint activity to make it more interesting. A representative list of their suggestions is below:

## Volunteers

- *“I will say the only thing that was a little bit confusing, on page 8 of the Guide where it says ‘master list of materials,’ when I was first laying all of this stuff out I had a hard time, going, ‘Now what are the Quiz Game Sheets?’ It would be nice if there were some method at the bottom of some of that stuff, if it had the same words or something in tiny little words.”*
- *“[The Entrepreneur’s Poster] there are six sessions and there are only four – these didn’t line up. In other words, there seemed to be almost four main topics on here, like ‘Fill a Need’ to ‘Know Your Customer.’ It would be great if this had six to completely match.”*
- *“The kids didn’t really know [the entrepreneurs on the Entrepreneur’s Poster] ... they weren’t recognizable faces, names.”*
- *“The students have been a little bit more reluctant [to use the journals]. I don’t think it’s just their age. They’re a little bit more reluctant because they’re writing all day in school... It might be good, at the very first part of that, just have them check some stuff off because then they’re active. And maybe very brief questions there.”*
- *“I saw some slight withdrawal doing the journals, and some of them didn't even complete their journals.”*

## JA Staff

- *“[The Entrepreneurs Poster is] not very colorful; it’s rather dull.”*
- *“If the volunteer doesn’t follow through with [the Entrepreneurs Journal], this could be lost. The student could take it home and not do anything with it if there isn’t follow through.”*
- *“A lot of the kids get the journals and, I don’t know if there’s not enough prompts or there’s not enough value added in the activity, but the kids in school will just leave them in their lockers and don’t even take them home... there’s not that much incentive.”*
- *“I like the quote sheets, but sometimes I think kids can perceive that as being kind of preaching.”*
- *“I liked [the Entrepreneur Challenge Cards] too. I’m not positive that at this age that they understand a lot of that stuff...that takes some special kids to really get that whole idea into their mindset. Because they’re still basically teenagers, it’s me, myself and I.”*
- *“The blueprints, that’s an interesting one ...I think maybe again, we need to go through it here and learn the best way to use it. But I mean, kids could take that lesson very seriously and do a great job with it, I think. But the volunteer has to know it’s coming. If you just give them a blank sheet and say fill this in with how you’d set up your club, I mean, some kids*

*really don't think about it and do too much. And I think that's one of those ones where I think [we need to] learn to better train people on it."*

- *"I guess [the Clubroom Blueprints] just wasn't as interactive and it didn't evoke a lot of thought."*
- *"I just felt [the Clubroom Blueprints] wasn't very captivating for the students; that they wouldn't find that task to be very interesting."*

During this discussion, volunteers and JA staff also made several positive comments with regards to the program materials. Comments included:

### **Volunteers**

- *"These materials, both in terms of content and also time limits and relevance are some of the best I've seen from JA."*
- *"It was definitely user friendly. I mean, from everything being labeled down at the bottom... So that makes it very easy... and even if you don't have prior knowledge of the content, it's all laid out for you."*
- *"To go through the manual and the way it's set out, I mean the quality of that is pretty straightforward. It leaves a little room for individuality and you have to kind of gear it towards the kids."*
- *"The one thing I thought would be above their heads, and it was not, were the cards of the famous entrepreneurs... If they didn't know the person, they knew the product. And I think that's the important bridge to build with these kids."*
- *"The profile cards are... purposely designed to be cross and multi-cultural, which is fabulous. Particularly at the kind of school where I teach, because it's very, very mixed. And the kids won't necessarily know, let's say they know 20 percent of these, but they'll be learning along the way saying, oh wow, I didn't know that."*
- *"They enjoyed [the E-Quiz Banner and Game Sheets]. I liked that."*

### **JA Staff**

- *"Everything looks good. [The materials are] bright, it's appealing, it looks jazzy, attention grabbing."*
- *"They're beautiful. They're really very well done."*

- “[The Guide for Volunteers and Teachers] does a very good job of laying things out and telling me the next steps.”
- “[The auction] was just a very interactive time. It brought the excitement. One of the things we want to see when we have after school programs is a certain minimum level of excitement that can keep kids in the room. And the auction was a time when the kids were getting up out of their seats, they were talking with each other, discussing the topic, and in doing that, they were learning without knowing it.”
- “When I talked with the different volunteers and teachers who worked with the program, they definitely thought that the stronger activities included when the students actually made the advertisements and then also the auction they thought was very strong...the kids very much liked and they really responded well to that particular program.”
- “[The Club Room Blueprint] doesn’t exactly say just how it is to open a business, but really what it does is it puts something they can understand, this is kind of some of the basic steps you would have to take... So I think it brings it to real life.”

In addition, the post-program survey asked volunteers and JA staff to make recommendations to improve the materials. As shown in **Table 39**, volunteers and JA staff indicated that the program materials could be improved in several ways. The volunteer who selected “other” suggested that “perhaps consider [adding] another activity for Planning.” JA staff who selected “other” suggested that the program should “add value to journal activities,” “choose more than just popular/successful entrepreneurs,” and that the “Session Two Blueprint idea was not appealing to me.”

**Table 39**  
**Volunteers and JA Staff Responses to the Question:**  
**How can JA make the program materials better?\***  
 (volunteer n=5; JA staff n=5)

	Volunteers	JA Staff
Better graphics	n=2	n=0
Brighter colors	n=2	n=0
Easier to understand	n=1	n=0
Add more content to the materials	n=2	n=1
Add more activities to the materials	n=3	n=1
Put the sessions in a different order	n=0	n=0
Other	n=1	n=3
No improvement needed	n=0	n=2

\* Note this is a multi-response question.

## Volunteer and JA Staff Reactions to the Curriculum Content

Volunteers and JA staff who had observed the program were asked to report on their reactions to the curriculum content (**Table 40**). Volunteers were generally positive towards the curriculum, with **all five volunteers agreeing that the curriculum encouraged students' creativity and imagination, the activities varied from session to session, and the information conveyed the program's concepts to students**. In addition, four of the five volunteers agreed that the activities were hands-on and the curriculum resulted in a high level of student participation. Three volunteers indicated that the curriculum held the students attention.

As for JA staff, the two respondents were unsure if the curriculum held the students' attention. One JA staff member agreed while the other disagreed that the curriculum encouraged students' creativity and imagination, had hands-on activities, had activities that varied from session to session, and that the information in the curriculum conveyed the program's concepts to students.

**Table 40**  
**Volunteer and JA Staff Responses to the Statement:**  
**Please rate your level of agreement with each statement as it relates to the curriculum**  
**(volunteer n=5; JA staff n=2)**

	Respondent	Strongly Disagree	Disagree	Don't Know/ Unsure	Agree	Strongly Agree
The curriculum encouraged students' creativity and imagination	Volunteer	n=0	n=0	n=0	n=3	n=2
	JA staff	n=0	n=1	n=0	n=1	n=0
The activities in the curriculum were hands-on	Volunteer	n=0	n=0	n=1	n=2	n=2
	JA staff	n=1	n=0	n=0	1	n=0
The activities in the curriculum varied from session to session	Volunteer	n=0	n=0	n=0	n=2	n=3
	JA staff	n=0	n=1	n=0	n=0	n=1
The information in the curriculum conveyed the programs' concepts to students	Volunteer	n=0	n=0	n=0	n=3	n=2
	JA staff	n=0	n=1	n=0	n=1	n=0
The curriculum held the students' attention	Volunteer	n=0	n=0	n=2	n=2	n=1
	JA staff	n=0	n=0	n=2	n=0	n=0
The curriculum resulted in a high level of students participation	Volunteer	n=0	n=0	n=1	n=3	n=1
	JA staff	n=0	n=0	n=1	n=1	n=0

During the focus groups and interviews, volunteers and JA staff made several comments related to the curriculum content of the program. Volunteers differed as to their perceptions of the

program's level of difficulty for students, whereas JA staff tended to comment on the age appropriateness of the program. Listed below is a representative sample of their quotes:

### **Volunteers**

- “[The program is] *too hard*. I’d say it’s more for sophomores and juniors.”
- “Those [students] who are showing more interest, they seem to be doing pretty well to retain the information.”
- “There are students who, for some reason or another, it’s not going to be age appropriate; they’re not at that level yet. They get the basic ideas, and they can learn maybe vocabulary, but they’re still not getting the whole idea of what an entrepreneur is and how they can become an entrepreneur. So, it is age appropriate for the most part, especially with our 7th and 8th graders.”
- “It’s definitely valuable information. It’s just hard to get that across to them, that this is something that you need to know and that it’s going to be in your best interest to know in the future. I’ll guarantee they’ll look back and think, ‘Oh, I wish I would have paid more attention and wish I had had more interest.’”
- “I think it meets their needs...I think it’s enough to catch them all. No one seems to be struggling or having a hard time grasping the concepts.”
- “This stuff is well targeted... there’s nothing jumping out saying, ‘Whoa, who came up with this?’ As a matter of fact, that’s why I’m having so much fun with it. Because I’m dealing with these younger kids and they’re really getting into it.”
- “There is a need as a teacher and/or volunteer educator to perhaps reinforce some heavy vocabulary words.”
- “Probably the terms that were a little bit more confusing...[like] marketing research is a heavy term for them, they don’t quite understand that.”
- “I think most of them understand it while we’re talking about it and then when we do an exercise or something that involves that particular [concept]...then that brings about a better understanding.”
- “The difference between a good or a service, I think that the kind of business background of it was losing them. But once I came up with a couple of concrete examples, they got the gist of it.”
- “I think it is excellent because there is so much involved in it and they do realize that the kids need activities. And that this is designed for an after school setting, not the classroom setting.”

## JA Staff

- “Because of the way that the lessons are structured, it makes it easy for students who are transient. It’s still very successful for the students that are there and for a student who maybe wasn’t there two activities ago, for that student to come in and already feel accepted into that course offering, I think is important.”
- “Even if they’re not going to be an entrepreneur, it gets them to thinking about what they like to do and how they might use that.”
- “The relevance, I think it does start a little where the kids have to stretch a little bit and say, well, what would that be like for me? Which is good, you want to do that.”
- “Some of our programs, when they are implemented in certain areas, typically an [inner] city, more so than anywhere else, some of the feedback we get from even a basic class completion sheet is, ‘a little too advanced for the students.’ Whereas you can take the same materials, the same age group, in a more affluent neighborhood, and literally those volunteers will say, could have been a bit more challenging for the kids.”
- “I think they have a lot of pertinent information.”
- “I think it’s age appropriate, definitely. It touches on just enough that they can get a good feel for it if it were to come back around and they’d say, ‘Yeah, okay, I know what fill a need means.’”

## Volunteer and JA Staff Reactions to the Program Overall

Volunteers’ and JA staff members’ satisfaction with the program was addressed in the post-program surveys and during the focus groups/interviews. Volunteers and JA staff were asked to report on their satisfaction with the program timeline, and JA staff were asked about their interactions with the volunteers and vice versa. In addition, volunteers were asked to report on their personal experiences delivering the program.

### Volunteers’ Comfort Level and Level of Preparedness

Volunteers were asked to report on their personal experiences teaching *JA It’s My Business!*, such as their comfort level and level of preparedness in teaching the program. As displayed in **Tables 41** and **42** on the following page, **the five volunteers felt comfortable teaching the program and well-prepared to deliver the program curriculum to the students.**

**Table 41**  
**Volunteer Level of Agreement to the Statement:**  
**I felt comfortable teaching JA It's My Business!**  
**(n=5)**

Strongly Disagree	Disagree	Don't Know/ Unsure	Agree	Strongly Agree
n=0	n=0	n=0	n=2	n=3

**Table 42**  
**Volunteer Level of Agreement to the Statement:**  
**I felt well-prepared to deliver the JA It's My Business! program curriculum to the students**  
**(n=5)**

Strongly Disagree	Disagree	Don't Know/ Unsure	Agree	Strongly Agree
n=0	n=0	n=0	n=2	n=3

## JA Staff Interaction with Volunteers

JA staff reported that the JA It's My Business! volunteers required an average level of support (n=5), and that their overall experience working with the volunteers was "good" (n=3) or "very good" (n=2). (See **Tables 43** and **44**).

**Table 43**  
**Level of Support provided to the JA It's My Business! Volunteers**  
**(n=5)**

Response	Frequency
Low level	--
Average level	5
High level	--

**Table 44**  
**Overall Experience working with the JA It's My Business! Volunteers**  
**(n=5)**

Poor	Fair	Good	Very Good	Excellent
n=0	n=0	n=3	n=2	n=0

During the focus groups and interviews, JA staff were asked to report on the volunteers' reactions to the program. Overall, their responses, listed below, were positive:

- "The feedback that I have received has been positive. They have enjoyed the lessons."
- "Obviously [after-school program staff] appreciate that the program doesn't add cost to what they're doing. It brings a very academic thing that they can have as part of their offerings, which is important."

- “They like how hands-on the materials are because everyone knows when a child leaves school for the day, they have filled their brains with knowledge and they don’t want to listen to anybody else grill them and teach them. Having that hands-on piece I know really helps out.”
- “They like the ease of the program. They’re busy, they have day jobs. They don’t have a lot of time to be spending, getting the programs up and running. So it’s great because they only need 20 minutes before they teach the program or the lesson to prepare.”

## Volunteer Interactions with JA Staff

Volunteers were also asked to report on their interactions with JA staff when completing the post-program survey. As shown in **Table 45**, all volunteers (n=5) agreed that they had a good rapport with the JA staff and four of the volunteers agreed that the JA staff had kept their commitments and promises and that they were satisfied with the support provided by the JA staff. However, only two out of the five volunteers agreed that JA staff kept them informed, were good listeners, and delivered quality service in a timely and efficient manner. It should be noted that the volunteers themselves had minimal contact with JA staff as JA staff were most likely to be in contact with the after school program site coordinator rather than the volunteer.

**Table 45**  
**Volunteer Level of Agreement to the Statement:**  
 Please rate your level of agreement with each statement as it relates to JA staff  
 (n=5)

	Strongly Disagree	Disagree	Don't Know/ Unsure	Agree	Strongly Agree
I had a good rapport with the JA staff	n=0	n=0	n=0	n=3	n=2
The JA staff kept their commitments and promises	n=0	n=0	n=1	n=2	n=2
I was satisfied with the support provided to me by the JA staff	n=0	n=0	n=1	n=2	n=2
The JA staff always kept me informed	n=0	n=1	n=2	n=0	n=2
The JA staff were good listeners	n=0	n=0	n=3	n=0	n=2
The JA staff delivered top quality customer service in a timely and efficient manner	n=0	n=0	n=3	n=0	n=2

## Program Modification

When asked if they modified the curriculum structure or added any materials or manipulatives, two of the volunteers reported that they had done so (**Table 46**).

**Table 46**  
Volunteer Changes to the Program  
(n=5)

Response Option	Modified Curriculum	Added Materials/Manipulatives
Yes	n=2	n=2
No	3	3

Volunteer comments on the post-program survey and during the interviews on their modifications to the program were as follows:

- *“The students were very interested in the Blueprint session [session 2]. Therefore, I extended the session an extra week.”*
- *“I found Characteristics of an Entrepreneur from the Small Business Administration and it was really good. I made little cards out of it, its adjectives...and I said, ‘tell me, why is that a lot like you?’...And they really got into that. Because they’re also talking about themselves.”*
- *“I appointed two group leaders because... sometimes it's better to have a peer... to work with you and show you something instead of me.”*

## Time

With regards to time, all volunteers reported spending under two hours preparing for the lessons (n=5). In addition, as shown in **Tables 47** and **48**, **five volunteers and two JA staff members reported that the average length of the weekly sessions was “just right” and four volunteers and two JA staff also responded that the length of the program overall was “just right.”** One volunteer indicated that the overall length of the program was “too short.”

**Table 47**  
Volunteer and JA Staff Responses to the Question:  
On average, the length of the weekly sessions was...  
(volunteer n=5; JA staff n=2)

Response Option	Volunteer	JA Staff
Just right	n=5	n=2
Too short	--	--
Too long	--	--

**Table 48**  
**Volunteer and JA Staff Responses to the Question:**  
**The length of the program overall was...**  
**(volunteer n=5; JA staff n=2)**

Response Option	Volunteer	JA Staff
Just right	n=4	n=2
Too short	1	--
Too long	--	--

Four of five volunteers indicated that they were able to complete the program material within the 60 minute recommended time and one volunteer did not know or was unsure (**Table 49**).

**Table 49**  
**Volunteer Level of Agreement to the Statement:**  
**I was able to complete the material in the recommended time**  
**(n=5)**

Strongly Disagree	Disagree	Don't Know/ Unsure	Agree	Strongly Agree
n=0	n=0	n=1	n=3	n=1

To expand on the quantitative data collected with the post-program survey, during the focus groups and interviews volunteers were asked if the recommended 60 minutes provided adequate time to conduct each session. Their responses are below and suggest that most volunteers are able to complete the sessions in 60 minutes, taking into consideration students' interest in particular topics and attention spans for the material being covered.

- *"I probably move more rapidly than the guide suggests you move, simply because I believe in getting them into the activity. But I also know that I don't have the 60 minutes that the guides tell me I should really use, I have maybe 37 minutes."*
- *"If we're talking about certain topics and things like that, we might go a little longer on one thing because they have input, and the most I want out of them is their input. I don't want to be the one that's speaking all the time."*
- *"I think if we were more reflective on our own time management, that 60 minutes would be enough. But because a lot of the time it's crowd control and transition time, we say we're going to start it right at 3:30, what often happens is maybe something will happen that we don't start until 3:40... if we used the full 60 minutes, I think that would be enough. But it would be the full stretch of the 60 minutes."*
- *"I try to give [students] some kind of relief before they come to me because they've been in school all day. So I try to give them a break outside. But I think I would probably not want to go longer than an hour with my kids."*

- “I think they are paced pretty well and the time allotted and what’s to be covered in each session, I think is more than adequate, as far as timing and the pace of it. So that’s not a problem at all.”

## Volunteer Satisfaction

The volunteer post-program survey included several additional satisfaction items addressing topics such as their relationship with students and willingness to volunteer with Junior Achievement in the future. As displayed in **Table 50**, **four of the five volunteers reported that their sense of connection to young people and enjoyment working with young people increased.**

**Table 50**  
**Volunteer Level of Agreement to the Statement:**  
 Please indicate how volunteering for *JA It's My Business!* has affected...  
 (n=5)

	Decreased a lot	Decreased a little	No change	Increased a little	Increased a lot
My sense of connection to young people...	n=0	n=0	n=1	n=3	n=1
My enjoyment or satisfaction in working with young people...	n=0	n=0	n=1	n=1	n=3

**All of the volunteers enjoyed volunteering for *JA It's My Business!* and reported that their participation in the program was personally rewarding (Table 51).**

**Table 51**  
**Volunteer Level of Agreement to the Statement:**  
 Please rate your level of agreement with each statement as it relates to your experience  
 (n=5)

	Strongly Disagree	Disagree	Don't Know/ Unsure	Agree	Strongly Agree
I enjoyed volunteering for <i>JA It's My Business!</i>	n=0	n=0	n=0	n=2	n=3
My participation in this program was personally rewarding	n=0	n=0	n=0	n=2	n=3

As one measure of satisfaction with the program, volunteers were asked if they would volunteer for JA again and if they would recommend volunteering for *JA It's My Business!* to friends or co-workers (**Tables 52 and 53**). **Four of the five volunteers reported that they would like to volunteer for JA again**, while one volunteer indicated that he/she would not due to the time commitment. **All five volunteers responded that they would recommend volunteering for the program to their friends and co-workers.**

**Table 52**  
**Volunteer Responses to the Statement:**  
**I would like to volunteer with Junior Achievement again**

Response Option	Frequency
Yes	n=4
No	1

**Table 53**  
**Volunteer Responses to the Statement:**  
**I would recommend volunteering for JA It's My Business! to my friends or co-workers**

Response Option	Frequency
Yes	n=5
No	--

When asked to rate their overall volunteering experience on an one-to-five scale ranging from one to five, or “poor” to “excellent,” **volunteers’ ratings of their experience were positive, ranging from “good” to “excellent.”**

**Table 54**  
**Volunteer Responses to the Statement:**  
**Please rate the overall experience volunteering for JA It's My Business!**

Poor	Fair	Good	Very Good	Excellent
n=0	n=0	n=2	n=2	n=1

## Program Successes

During the focus groups, volunteers and JA Area staff were invited to share the program’s greatest successes. **Volunteers and JA staff remarked that the program provided students with business guidance and important knowledge about entrepreneurship that is presented in an empowering, interactive, and engaging way.**

## Volunteers

- *“The interactivity of the content, and actually I’d call it engaging content.”*
- *“It’s good that JA put it out there for them to learn how it is to be a business person and make a profit from your own business. It’s great that JA gave the literature of some of the other entrepreneurs that made it great, some with an exceptional abundance of education.”*
- *“It’s business guidance and it’s a mind thing too. It gives them something more to think about that maybe they weren’t going to think about, that you can be successful.”*
- *“It’s getting them excited about just a basic concept, that this can be fun. That they’re going to be doing fun activities, but you do get something out of it.”*

- *“I think the fact that it makes them work together and because they’re on an even ground, that’s what I like most about it.”*

## **JA Area Staff**

- *“I think that’s the importance of a lot of our programs that are done early, you’re planting seeds and it kind of grows, and the ideas develop.”*
- *“I think they all give kids a really good idea of the economy and their role in it. And everyone is part of the economy. And it’s done in... a fun, hands-on way, encouraging kids to use their creativity and their imagination and to really daydream about what can be in their future... And it’s stuff that they probably aren’t getting anywhere else.”*
- *“It’s getting the students to be thinking outside of the certain thoughts about what they’re going to be someday when they grow up... if a student sits through all six lessons, I think they get a real good look at some real things, like starting a different company, having a different idea and validating that they could someday do it... It really just empowers the kids.”*
- *“I guess just coming up with an after school curriculum in general is huge...because we’re seeing... that there are more and more kids going to after school care providers and summer school places... so I think having a structured curriculum that’s fun is... a big success for us. Because we’re able to just hand the bag over, do the one hour training and then they’re ready to go. And they feel pretty self sufficient and they’re excited about it, and it makes it easy for them.”*
- *“I think it’s a good precursor to... the JA Company Program. It’s kind of a pre-course, I think, in terms of introducing students to business concepts... their ideas, their strategies. And then when they get to high school and they’re doing the JA Company Program in an after school setting, they already have some kind of a skill base that hopefully will help them be even more successful.”*

## **Program Challenges**

Volunteers and JA staff also identified program challenges, which are presented on the following pages. Volunteers reported that after school programs need to be interesting to students who have other activity choices and are resistant to academically-based programs.

### **Volunteers**

- *“Keeping [students] interested and getting them past the point that this is knowledge that you can use and this isn’t something that we’re going to make you do... so getting past that it is still something that’s learning, something that might be related to school.”*

- *“I think the challenge for my girls is that they come in with, it may not be because of the program, but with kind of a negative attitude. They’re almost all like, ‘Oh, I’m not going to like it.’ And I think they don’t give it a chance, which I say, just try. You never know. I think that would be the biggest thing that I’ve seen from my girls.”*
- *“I don’t want to call it a burden because it’s a really good program, but at times, it’s kind of just thrown on me without advance warning.”*
- *“I think the greatest challenge is probably teaching them the topic and showing them that it is possible, that this can work for you because you read a lot of things and you hear people say, ‘Oh, I wish I could do that.’ Well, you can.”*

JA Area Office staff voiced similar concerns about offering programming with an academic emphasis. The transience of after-school student populations was also a concern, as was finding space with the necessary classroom equipment and accommodating training schedules to volunteers’ needs.

### **JA Staff**

- *“The biggest challenge is you won’t have as many middle grade students in an after school program as compared to elementary school.”*
- *“The challenge is actually finding sites that feel they have enough kids to use it.”*
- *“Middle school students are a tough population. Not only to get into a controlled environment, there are very few efforts for this age group, or locations, at least here. And I think once you get in there, the last thing they want to do is any form of learning.”*
- *“You don’t know that child is going to be there the entire lesson every week.”*
- *“The after school groups, the difficulties, and I’m sure you’ve seen this a lot, it’s just keeping kids to come back, they have so many options, and keeping them coming back to the JA classroom. The numbers are different each visit.”*
- *“I have heard from some of our administrators that an hour is just a touch too much. That the kids get out of school at 3:30. By the time they get there and arrive and have a snack it’s 4 o’clock. And then parents start picking them up at 5:00, 4:45.”*
- *“A lot of our sites, it’s difficult – they’re either in a church or they may not have tables or chairs or that sort of thing. And then staff, obviously, is a big thing for after school, all the way around, the turnover rate is so high...the students, there are so many that are transient, not only in the school, some of our school districts, but definitely in the after school.”*

- *“The degree that I always have obstacles with the YMCA... We have had to modify our entire means of training them, due to scheduling conflicts. I don’t do evening trainings... The locations aren’t always such that it’s welcoming for one of our volunteers to visit there.”*

## **Suggestions for Improvement**

Finally, volunteers and JA staff were asked if they had any suggestions to improve the program.

### **Volunteers**

Volunteers tended to suggest that more games and supplemental materials such as videos or student workbooks would be helpful.

- *“A lot more visual aid charts and I’d say make it at least game oriented, that would be a lot easier.”*
- *“I’d make a board game for each session.”*
- *“It would be interesting to have a seven minute [video] vignette of certain entrepreneurs just talking about how they became successful... these kids react well to video.”*
- *“[For session 3] I’d love to be able to show them a brief vignette of commercials, where I just pop something in and say, let’s take a look at some commercials, and we’re going to pause it. And can you tell me what the product is?”*
- *“An addendum to some of the materials where let’s say it’s in the booklet here, if indeed you’re looking for supplemental materials... whether it’s online or even through minimal purchase.”*
- *“I’ve got the workbook to work with, but [students] should have a workbook...if they had a workbook I think they would go back to the workbook and review different things... I had two teacher’s guides and I let them use them at times.”*
- *“More specific examples included in the material... adding more of what they might understand and more specific examples.”*
- *“The only thing missing is that most entrepreneurs have failed in attempts multiple times, and then they hit a real winner. And I think it has to do with the perseverance of an entrepreneur who’s not going to give up, who’s going to follow their dreams and their passion, etc.”*
- *“There might be some suggested option in here for inviting local entrepreneurs...to do a panel discussion. And there might be one page in here that is an option with some guidelines for a volunteer or a teacher who’s not as used to doing this, because it would be fabulous to have local people.”*

JA Area office staff members felt that the program could be improved with the addition of a more engaging initial session, greater use of technology such as online resources, provision of an item to take home such as a postcard or CD, and outreach for students who are most engaged in the subject of entrepreneurship.

## JA Staff

- *“Let’s get kids to want to come back first, by having some more activities... I think, the number one improvement is if we could somehow have the fireworks lesson in the first visit, get kids who come to that first visit to come back and maybe bring a couple of their friends to the second visit, that’s the best chance they’ll have to get its full impact.”*
- *“If there could be more interactive online stuff, and I know not every after school site has online access and not every after school site would allow online access. But it just seems that’s an area where we could update a role, things that could be interesting or fit along with the program... especially if they can somehow get the kids excited about the journals, they go online to their journals, at the bottom of their journal page there’s this information or something.”*
- *“I know in all the younger grade kits, there’s a take home piece, even in Dollars and Sense and JA America Works, there’s a postcard that talks about what they’ve learned or a CD. I think adding something, because I know It’s My Business! is the one kit that doesn’t have something like that.”*
- *“I think just to further the concepts, if you get a student that’s in the middle school kind of arena and they’re starting to think about careers and you just kind of piqued their interests with this program and they’ve only had the six lessons and at the end are like, ‘Wow, I really am interested in this,’... I think that an additional kind of reach out [is needed].”*

JA staff also suggested that the entrepreneurs discussed in the program could be changed with regards to education, success, and organization.

- *“There are a few entrepreneurs... they started this when they were 16 and now they’re super successful and riding high. Well, educationally, how did they get there? Because I think that’s a huge piece of it. A general trend that I see here in our area is that students are looking up to these people. We want to give them good role models that are well rounded.”*
- *“Maybe it would be a good idea to talk about some companies that maybe started out really good and didn’t do so well in the end, or vice versa that may have started on not such a great note and through the years they’ve really blossomed and made a big profit and those sorts of things... So I think you just keep pushing success, success, success; which is great because that’s what we are trying to share with them is that anyone can be successful, but sometimes people trip and fall and you still have to stand back up and that’s not necessarily a bad thing.”*

- “The other thing that I know that we did talk about as a staff when we were playing the games was, not all, but a good group of the entrepreneurs were corporate...maybe include some other non-profits or educational groups.”

## IV. Summary of Findings

### Students

- As compared to control group participants, students receiving the program demonstrated a post-test score that was significantly higher than that of control group students.
- When program and control group pre- and post-surveys were analyzed for gain scores, program students outperformed control group students by almost two points, on average, a statistically significant difference.
- Cohen’s d statistic produced an effect size of .11 for the treatment group who received *JA It’s My Business!*, indicating that the relative magnitude of the program’s content knowledge impact was small.
- For 50 percent of the content questions contained in the student surveys, the percentage of program students answering the items correctly decreased over the course of the program.
- As measured with the pre-/post-survey, students demonstrated marginal changes in their attitudes and behaviors toward school or themselves, or how they spend their time after school.
- Students’ mean rating of their satisfaction with the program on a 10-point scale ranging from one, or “totally unsatisfied,” to 10, or “completely satisfied” was a 5.9.
- Seventy-six percent of students indicated that they would recommend the program to a friend.
- Students reported that the program component they enjoyed most was the activities.
- Volunteers reported that students were respectful toward them, interested in the program’s topics, actively participated in the sessions, and worked well together in groups.
- All volunteers agreed that the curriculum encouraged students’ creativity and imagination, the activities varied from session to session, and the information conveyed the program’s concepts to students.

### Program Implementation

- According to data gathered during site visit classroom observations, the sites varied widely in their implementation of the program, use of the Guide for Volunteers and Teachers, and volunteer effectiveness. Interruptions and tardiness presented a challenge at two of three sites.
- Given that the program took place in an after school setting, volunteers focused on activities and it appears that some program content was neglected as a result.

## Materials

- The majority of volunteers and JA staff agreed that the materials:
  - Facilitated easy preparation for the sessions;
  - Were free of stereotyping or bias;
  - Were attractive;
  - Were of good quality; and,
  - Appealed to them.
- With regards to the Volunteer Guide, the majority of volunteers and JA staff agreed that the Guide:
  - Was easy to understand;
  - Provided a practical description for each meeting;
  - “Teaching Tips” were a useful feature; and,
  - Worked well with the student materials.
  - All volunteers and Area Office staff agreed that the program glossary adequately supported the sessions.

## Area office Staff and Volunteers

- Most volunteers and staff members felt that the lesson and program length were appropriate.
- Volunteers felt comfortable teaching the program and well-prepared to deliver the curriculum to students.
- All volunteers enjoyed their experience and reported that their participation was personally rewarding and that they would recommend volunteering to their friends and co-workers.
- Volunteers rated their experience overall from “good” to “excellent.”
- Staff and volunteers’ ratings of the program overall ranged from “good” to “excellent.”

# V. Challenges and Recommendations for Future Studies

While the findings above suggest that stakeholders who submitted for the evaluation via surveys, interviews, and focus groups were largely satisfied with the program, a number of challenges were experienced over the course of the evaluation. A small number of sites were initially recruited by JA Worldwide to participate in the study and a considerable portion of the sample did not submit surveys, producing a small data set for the Final Report analyses that likely was not representative of the program as a whole.

It is recommended that a larger number of sites and classrooms be recruited by JA Worldwide for future studies of its programs, and that the Area Office staff members be held accountable for ensuring that survey data are submitted from program and control groups in a timely manner. JA may also offer incentives to sites for their participation in evaluations of its programs to further ensure that a sufficient data set is collected for future studies.

## **VI. Recommendations for Program Improvement**

As was clear from the site visits and observations conducted by ETI, volunteers varied widely in their implementation of the program. Generally speaking, it appears that the volunteers chose to focus heavily on more hands-on and interactive components of the curriculum in order to increase student engagement, oftentimes neglecting to sufficiently address important curricular content. This observation was further substantiated by students' content survey results, in which gains were negligible at best. While volunteers and staff expressed the importance of presenting JA programs in after-school settings in an upbeat and activity-focused manner in order to retain student attention, it is of concern that participating students did not gain important content knowledge that is included in the program as it was designed.

In response to this finding, JA may wish to revise the *JA It's My Business!* curriculum to more heavily incorporate important concepts and vocabulary into the games and activities so that they are not lost in settings where volunteers focus heavily on interactive program components to the neglect of introductory lectures and discussions. It may also be helpful to emphasize to volunteers during their training session that it is important to address key vocabulary and concepts prior to launching into games and activities.

Other recommendations are as follows:

- Instruct the volunteers to place greater emphasis on the journals, such as opening subsequent sessions with a review of students' responses to journal entries from previous sessions. To increase students' willingness to complete the journals, it may be helpful to redesign them to open with multiple choice questions rather than with a writing assignment.
- Include examples of entrepreneurs who failed at first and had to persevere to succeed in their efforts over time. Add examples of social entrepreneurs or entrepreneurs from the non-profit sector so that the curriculum does not neglect examples from outside large, for-profit corporations.

## **VII. Appendices**

# **Appendix A: Student Surveys**

# **Appendix B: Volunteer Survey**

# **Appendix C: Area Office Staff Survey**

# **Appendix D: Moderator's Guide for Students**

# **Appendix E: Moderator's Guide for Volunteers**

# **Appendix F: Moderator's Guide for Staff**