

JA Job Shadow™

Overview

- *JA Job Shadow* provides an engaging, academically enriching, and experiential introduction to the world of work for high school students. The program centers around a job shadow experience at a local business complemented by three classroom sessions focused on the topic of work readiness.
- In spring 2008, a program evaluation was conducted to assess program quality and effectiveness. Data collection consisted of pre-/post-surveys, classroom and simulation observations, and focus groups/interviews.
- The evaluation was conducted by JBS International/Aguirre Division, a third-party consulting firm based in Washington, D.C., that demonstrates excellence in applied research, evaluation, technical assistance, and information systems for domestic and international clients.

Sample

- A total of 15 program and 16 comparison classrooms from four different states participated in the evaluation.
- The evaluation also included feedback from an online survey completed by teachers (n=9).

Student Knowledge Gain

- To assess changes in students' knowledge of work-readiness topics that occurred over the course of the program, a pre-/post-test was administered.
- As evidenced by the table to the right, students increased their knowledge in four work-readiness topics: definition of interpersonal skills, demonstration of interpersonal skills, criteria for hiring, and effective nonverbal communication.

Knowledge Area	Pre-Test % correct	Post-Test % correct
Definition of interpersonal skills	57.3	65.8
Demonstration of interpersonal skills	83.9	84.2
Criteria for hiring	42.7	49.1
Effective nonverbal communication	72.6	75.4

Note: Statistically significant (at 0.05) results are shown in bold typeface.

Student Satisfaction

- 89.4% of students who participated in *JA Job Shadow* indicated a high level of satisfaction with the program overall.
- 87.1% of students said that they would like to participate in another JA program in the future.

"[JA Job Shadow] gives students information about the work place before they become a part of it." – Student

Student Attitudes

- Students participating in *JA Job Shadow* assessed their personal and professional skills prior to participating in the program and after participation.
- Students reported improvement in four areas after participating in the program: competing in a business environment, communicating with others, speaking in public, and listening to others.
- *JA Job Shadow* students reported more confidence in their ability to prepare for a future career.

How are you at . . .	% that rated skills as “Excellent” or “Good”	
	% Pre-Test	% Post-Test
Competing in a business environment?	55.8	67.9
Communicating with others?	84.6	94.7
Speaking in public?	51.6	54.5
Listening to others even when they have a different point of view than your own?	74.0	80.9

Note: Statistically significant (at 0.05) results are shown in bold.

Teacher Impact

- 100% of teachers rated their overall experience with *JA Job Shadow* as “excellent.”

“The program gave students a good overview of different career paths.” – Teacher

“This program enables teenagers to explore different career opportunities and get hands-on experience of the outside work world.” - Student

Other Evaluation Data

- An evaluation of the *JA Job Shadow* program also was conducted in 2005 by the Evaluation and Training Institute, an external evaluation firm based in Los Angeles.
- 85% of students agreed that *JA Job Shadow* made them think about the types of jobs that they would enjoy.
- 85% reported that the program made them realize how important education is to getting a good job.
- The top three lessons Workplace Hosts believed their student shadow(s) learned during their *JA Job Shadow* experience were: the value of an education (86%); exposure to different careers (76%); and that work can be fun (72%).

- 100% of teachers indicated that they would participate in *JA Job Shadow* again.

“It was nice to talk to employees and learn first hand how their job is done and how they do it.” - Student



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